

# Curriculum Vitae: Brandon Sherman

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[https://www.researchgate.net/profile/Brandon\\_Sherman](https://www.researchgate.net/profile/Brandon_Sherman)

## Education

- Doctorate of Philosophy – Curriculum and Instruction** (2016)  
Emphasis in Language, Culture, and Society  
The Pennsylvania State University, University Park, PA  
Academic Advisor: Dr. Mari Haneda  
Dissertation - Agency, Ideology, and Information/Communication Technology: English  
Language Instructor use of Instructional Technology at a South Korean College
- Master of Arts - Philosophy** (2012)  
University of New England, Armidale, Australia
- Bachelor of Arts - East Asian Studies** (2005)  
Emphasis in Chinese Language and Culture, minor in Political Science  
Minnesota State University Moorhead, Moorhead, MN

## Employment History

### Current Positions

- Assistant Research Professor of Applied Linguistics** (Sept. 2025 – Current)  
Department of Applied Linguistics, The Pennsylvania State University
- Assistant Director, The Center for Language Acquisition** (Sept. 2025 – Current)  
The Pennsylvania State University

### Past Positions

#### Research

- Co-Investigator** (Sept. 2022 – Aug. 2025)  
Department of Urban Teacher Education  
Project CELEBRATE, Indiana University Indianapolis  
Primary Investigator: Dr. Annela Teemant
- Assistant Research Scientist (Faculty Appointment)** (Sept. 2023 – Aug. 2025)  
**Research/Project Manager (Faculty Appointment)** (Jan. 2018 – Sept 2023)  
Department of Urban Teacher Education  
Project CELEBRATE/Partnering for Radical School Change, IU Indianapolis  
Primary Investigator: Dr. Annela Teemant
- Research Consultant** (Spring, 2023 – Spring 2024)  
Education for Liberation – IUPUI, funded by the Lumina Organization

**Educational Research Consultant** (July, 2022 – Aug., 2023)  
Project Puede, Purdue University  
Primary Investigator: Dr. Patricia Morita-Mullaney

**Project Consultant** (June 2020)  
Cultural Competency: Leading Radical Change – IUPUI, funded by the Indiana Dept of Ed

**Educational Research Consultant** (Mar. 2016 – Jul. 2017)  
Contracted with: Indiana University-Purdue University Indianapolis

**Graduate Research Assistant** (Aug. 2014 – Mar. 2016)  
The Pennsylvania State University, University Park, Pennsylvania

## Instruction

### Elementary/Secondary Instruction (*Three years*)

**English Instructor** (Mar. 2008 - Feb. 2009)  
TLC English Academy, Osan, South Korea

**English Teacher & Project Developer** (Aug. 2005 - Dec. 2007)  
United States Peace Corps, Krasnoperekopsk, Crimea, Ukraine

### Post-Secondary Instruction (*Nine years. See Teaching for specific courses*)

**Associate Faculty** (May, 2020 – Aug., 2023)  
Department of Urban Teacher Education, IUPUI

**Assistant Professor, Department of International Studies** (Mar. 2017 – Jan. 2018)  
Endicott College of International Studies, Woosong University

**Assistant Professor, English as a Foreign Language** (Mar. 2016 – Mar. 2017)  
Department of Nursing, Woosong Information College, Daejeon, South Korea

**Assistant Professor, English as a Foreign Language** (Mar. 2009 - Aug. 2014)  
Woosong University & Information College, Daejeon, South Korea

## Professional Development

**Instructional Coach: Tsvetnik Coaching Program** (Dec. 2023 – June 2024)  
International Women's Resource Center

**Specialist: Pedagogical Coaching for English Teachers** (Sept. 2023 – Dec. 2023)  
English Language Specialist Program, funded by the U.S. Dept. of State  
A joint project between the Regional English Language Office, American Center in Moscow, and the Forum for Cultural Engagement.

**Technology in Language Learning Consultant** (March, 2023)  
Using Service Learning to Teach 21<sup>st</sup> Century Skills to English Language Learners

A joint project between FHI 360, the U.S. Dept. of State, and IUPUI International Center for Intercultural Communication

## Management/Administration/Service

**English Language Programs Alumni Ambassador** (Fall 2024 – Fall 2025)  
English Language Programs, funded by the U.S. Department of State

**National Professional Development Grant Reviewer** (May 2024 – June 2024)  
Office of English Language Acquisition, US Department of Education

**Curriculum Design Coordinator** (Mar. 2017 – Jan. 2018)  
Endicott College of International Studies (ECIS), Woosong University

**Human Resources Coordinator** (Sept. 2011 - Aug. 2014)  
Woosong University, Daejeon, South Korea

## Select Publications

### Refereed, First and Single Author

- Sherman, B., Teemant, A., & Prada, J. (2025). Teachers as the nexus of multilingual theory and practice: A teacher's journey of becoming. *System*, 131.  
<https://doi.org/10.1016/j.system.2025.103664>
- Sherman, B., Renn, J., & Morita-Mullaney, T. (2025). Coaching for agency, authority and advocacy in dual language bilingual education. *Education Sciences*, 15(3), 328.  
<https://doi.org/10.3390/educsci15030328>
- Sherman, B., Morita Mullaney, P., & Renn, J. (2025). Speaking up, pushing back, closing the door: The agency of open and covert teacher resistance in dual language bilingual education. *AERA Open. Advance Online Publication*.  
<https://doi.org/10.1177/23328584241311818>
- Sherman, B., & Teemant, A. (2023). Pedagogical coaching as identity work: Cultivating and negotiating ESL teacher identity narratives. *Journal of Language and Identity in Education. Advance Online Publication*. 10.1080/15348458.2023.2224000
- Sherman, B. (2023). Unraveling the EFL expat: Challenging privilege through Borderlands and Asia as Method. *Asia Pacific Education Review*. 24, 239-250. 10.1007/s12564-022-09790-5
- Sherman, B., & Teemant, A. (2022). Unravelling effective professional development: A rhizomatic inquiry into coaching and the active ingredients of teacher learning. *Professional Development in Education*, 47(2), 363-376.  
<https://doi.org/10.1080/19415257.2020.1825511>
- Sherman, B., & Teemant, A. (2022). Agency, identity, and power: An agentive triad model for teacher action. *Educational Philosophy and Theory*, 54, 1464-1475.  
<https://doi.org/10.1080/00131857.2021.1929174>
- Sherman, B. (2021). A rhizomatic CALL: Technological becoming in the language classroom. *The Canadian Modern Language Review*, 17(4), 374-391. <https://doi.org/10.3138/cmlr-2020-0069>

- Sherman, B., Bateman, K., Jeong, S., & Hudock, L. (2021). Dialogic meta-ethnography: Troubling methodology in ethnographically informed qualitative inquiry. *Cultural Studies of Science Education*, 16(1), 279–302. <https://doi.org/10.1007/s11422-019-09961-8>
- Sherman, B., & Briggs, N. (2020). Language learners as digital bricoleurs: Exploring independent learning in individual digital ecologies. *STEM Journal*, 21(4), 83–106. <https://doi.org/10.16875/stem.2020.21.4.83>
- Sherman, B., & Teemant, A. (2022). The critical space between: Weaving Freirean and sociocultural pedagogies. In S. Barros & L.C. de Oliveira (Eds.), *Freirean approaches to language education: Celebrating 50 years of Pedagogia do Oprimado*. Routledge. 10.4324/9781003175728-4
- Sherman, B., Haneda, M., & Teemant, A. (2020). A rhizomatic case analysis of instructional coaching as becoming. In K. Toohey, S. Smythe, D. Dagenais, & M. Forte (Eds.), *Transforming language and literacy education: New materialism, posthumanism, and ontoethics* (pp. 104–119). Routledge. <https://doi.org/10.4324/9780429491702-6>

### Refereed, Contributing Author

- Teemant, A., Sherman, B., & Dagli, C. (Accepted for publication). Pedagogical coaching as a catalyst for critical sociocultural teacher transformation. In J. Lantolf & M. Pohner (Eds.), *Sociocultural Theory: Creating Conditions for L2 Development*.
- Bateman, K., Sherman, B. (2025). Cultivating transdisciplinary orientations in science education research and practice: Reflexivity, pragmatism, and dialogue. *Science & Education (Advance online publication)*. <https://doi.org/10.1007/s11191-025-00646-z>
- Teemant, A., Sherman, B., & Dagli, C. (2024). A mixed method study of a critical sociocultural coaching intervention: Teacher and student outcomes. In K. Johnson, P. Golumbek, & J. Rieker (Eds.), *Transformative L2 teacher education innovations: Insights from Vygotskian sociocultural theory*. Routledge.
- Teemant, A., Sherman, B., & Tyra, S. (2024). The long arc of learning: Perspectives and innovations from 20 years of National Professional Development projects. *TESOL Journal*.
- Teemant, A., Upton, T., & Sherman, B. J. (2024). Inclusive learning communities: An English learner framework for all educators. *TESOL Journal*. <https://doi.org/10.1002/tesj.798>
- Haneda, M., Madany-Saa, M., Teemant, A., & Sherman, B. (2024). Tensions in school context and teacher praxis in equity-oriented professional learning. *Teaching and Teacher Education*, 140, 104480. <https://doi.org/10.1016/j.tate.2024.104480>
- Teemant, A., & Sherman, B. (2022). Coaching content teachers toward pedagogical equity for multilingual students. *The European Journal for Applied Linguistics and Teaching English as a Foreign Language*, 11(1), 169-187.
- Jeong, S., Sherman, B., & Tippins, D. (2021). The Anthropocene as we know it: Posthumanism, science education and scientific literacy as a path to sustainability. *Cultural Studies of Science Education*. Advance online publication. <https://doi.org/10.1007/s11422-021-10029-9>
- Teemant, A., Borgioli Yoder, G., Sherman, B., & Santamaría Graff, C. (2021). An equity framework for family, community, and school partnerships. *Theory Into Practice*, 60(1), 28–38. <https://doi.org/10.1080/00405841.2020.1827905>
- Santamaría Graff, C., & Sherman, B. (2020). Models of school-family relations. In U. Sharma & S. Salend (Eds.), *Oxford research encyclopedia of education*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.1247>
- Haneda, M., Sherman, B., & Teemant, A. (2019). Assisted performance through instructional coaching: A critical sociocultural perspective. In M. Haneda & H. Nassaji, (Eds.),

- Perspectives on language as action* (pp. 212–227). Multilingual Matters.  
<https://doi.org/10.21832/9781788922944-016>
- Haneda, M., Sherman, B., Nebus Bose, F., & Teemant, A. (2019). Ways of interacting: What underlies instructional coaches' discursive actions. *Teaching and Teacher Education*, 78, 165–173. <https://doi.org/10.1016/j.tate.2018.11.017>
- Haneda, M., & Sherman, B. (2018). ESL teachers' acting agentively through job crafting. *Journal of Language, Identity & Education*, 17(6), 1–14.  
<https://doi.org/10.1080/15348458.2018.1498340>
- Briggs, N., & Sherman, B. (2018). The digital ecologies of Korean college students: An exploration of digital self-directed learning. *STEM Journal*, 19(1), 107–127.  
<https://doi.org/10.16875/stem.2018.19.1.107>
- Haneda, M., Teemant, A., & Sherman, B. (2017). Instructional coaching through dialogic interaction: Helping a teacher to become agentive in her practice. *Language and Education*, 31(1), 46–64. <https://doi.org/10.1080/09500782.2016.1230127>
- Haneda, M., & Sherman, B. (2016). A Job-Crafting Perspective on Teacher Agentive Action. *TESOL Quarterly*, 50(3), 745–754. <https://doi.org/10.1002/tesq.318>

## Select Presentations

*Single author unless otherwise noted*

### Invited & Notable

- Cultivating Transdisciplinary Educational Research Through Dialogic Reflexivity: Facets of Theory and Practice.** *Sherman, Bateman, and Steele.* Organizer and Chair, Symposium Session, 2023. AERA Annual Meeting, Chicago, IL
- Working Wickedly: Wicked Problem, Transdisciplinarity, and Dialogic Reflexivity.** *Bateman and Sherman,* 2023. NARST Contemporary Methods in Science Education Research RIG Session, NARST Annual International Conference, Chicago, IL
- Nonlinear Perspectives on Teacher Development.** *Sherman and Teemant,* 2021. Professional Development in Education Interactive Conversation.
- Coaching and Teacher-Becoming: A Rhizomatic Inquiry into Teacher/Coach Interaction as Assemblage.** Presidential Session, Non-Linear Perspectives on Teacher Development Across the Professional Continuum. 2019. AERA Annual Meeting, Toronto, Canada
- Complex Non-linear Perspectives on Teacher Learning Practice.** 2020. BCC Christmas Lecture, Birmingham University

### International

- Dialogue as relational ontology: A radical lens for going beyond interaction in instructional conversation.** 2025. AAAL Annual Meeting, Denver, CO.
- Dual language bilingual education teachers' approaches to resistance: An identity/agency/power perspective.** *Renn and Sherman.* 2025. AAAL Annual Meeting, Denver, CO.
- Lessons Learned from a Virtual EFL Coaching Collaboration.** *Wonder, Raab, Butler, Sherman, Staley, Sprague, Ideus, and Neginsky.* 2025. TESOL International Convention, Long Beach, CA.
- EFL Coaching Fundamentals, Emergence, and Dialogue in International Settings.** *Sherman, Staley, Wonder, Raab, Butler, Sprague, Ideus, and Neginsky.* 2025. TESOL International Convention, Long Beach, CA.
- A mixed Method Study of a Critical Sociocultural Coaching Intervention: Teacher and Student Outcomes.** *Teemant and Sherman,* paper session, 2024. Language Teacher Educators Conference, Minneapolis, MN.
- Innovation, Intentionality, and Intervention: Vygotskian Sociocultural Research in Second Language Teacher Education.** *Johnson, Rieker, and Golumbek (with Teemant, Sherman, and others).* Invited symposium, 2024. Language Teacher Educators Conference, Minneapolis, MN.
- Diffraction Iconoclastic Theoretical Bricolage: Thinking Differently about Bloom's Taxonomy through Creative Irreverence.** 2024. International Conference of Qualitative Inquiry. Urbana-Champaign, IL.
- The Data that Didn't Bark: Finding What Isn't There in Qualitative Research.** 2024, International Conference of Qualitative Inquiry. Urbana-Champaign, IL.
- Action Research and Teachers' Cultivation of Researcher and Change Leader Identities.** *Sherman, Thein, and Teemant.* Paper Session, 2024. AERA Annual Meeting, Philadelphia, PA

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**A Quasi-Experimental Study of ENL (English as a New Language) Certification: Teacher Growth and Impact on Student Learning.** *Teemant, Sherman, and Dagli.* Roundtable Session, 2024. AERA Annual Meeting, Philadelphia, PA

**Complexity, Equity, and Working Wickedly.** *Bateman and Sherman.* Roundtable Session, 2024. AERA Annual Meeting, Philadelphia, PA

**Turning to Dialogic Reflexivity: An Approach to Fostering Transdisciplinary Research.** *Sherman, Bateman, and Steele.* Symposium Session Presentation, 2023. AERA Annual Meeting, Chicago, IL

**Families as Citizens in Schools: A Model for Circles of Family Participation.** *Sherman, Santamaria Graff, and Teemant.* Poster Session, 2023. AERA Annual Meeting, Chicago, IL

**Unraveling the EFL Expat: Challenging Privilege through Borderlands and Asia as Method.** Symposium Session Digital Presentation, 2023. Comparative and International Education Society Annual Meeting, Washington, D.C.

**Advancing Equitable Family-School Partnerships through a Values Framework.** *Teemant and Sherman,* 2022. WIDA Annual Conference, Louisville, KY

**Re-thinking Science Education Using Non-Linear Theories: Implications of Posthumanism on Ethics, Policy, and Practice.** *Jeong, Bateman, Steele, and Sherman.* 2022. NARST. Vancouver, BC

**Coaching Content Teachers Toward Pedagogical Equity for Multilingual Students.** *Teemant and Sherman,* 2021. European Conference on Educational Research, Geneva, Switzerland (Online)

**Investing in ourselves: Instructional coaching as a space for negotiation of professional identity and language education.** *Sherman and Teemant,* 2019. International Language Teacher Education Conference, Minneapolis, MN

**Exploring the Culture of Instructional ICT use in an Educational Context.** Symposium Session, 2018. AERA Annual Meeting, New York, NY

**Language Instructor Sense-making and Interpretation of ICT: Exploring Understanding and Use.** 2017 International Association of Language Learning Technology International Conference, Moorhead, MN

**Representation of Discourse and Interaction: Returning to Transcription as Theorization.** *Haneda, Sherman, Nebus-Bose, Daymon Amory, and Blair,* 2017 American Association for Applied Linguistics (AAAL) Annual conference, Portland, OR

**Promoting Teacher Agency through Instructional Coaching: A Cross-case Analysis.** *Haneda, Sherman, and Nebus-Bose,* 2016 American Association for Applied Linguistics (AAAL) Annual conference, Orlando, FL

**Exploring Language Learner and Language Teacher Identity.** 2015 International Conference on Language Teacher Education (CARLA), Minneapolis, Mn

## External Funding

***Funded (Total: \$3,014,077)***

**Project CELEBRATE: Cultivating Equitable Learning Environments, Building Readiness, Advancing Teacher Education.** 2022. Office of English Language Acquisition: National Professional Development Program Grant, United States Department of Education. (\$2,999,077)  
Co-Investigator/Project/Research Manager; 100% Effort  
*Teemant, Sherman, and Prada*

**Cultivating Innovative Methodologies and Transdisciplinarity through Dialogic Reflexivity.** 2021. Ohio State University Dean's Emerging Seed Grant (\$15,000)  
Instructional co-designer, activity facilitator  
*Jeong, Bateman, Sherman, Manoucheri, and Sayer*

## Post-Secondary Courses Taught

**IUPUI**

**EDUC H341: American Culture and Education - (Hybrid, FA21)** Revised and conducted

**EDUC L530: Professional Learning Projects - (Online, SU20, SU21, SU22, SU23)** Developed and conducted

**EDUC Y510: Action Research - (Online, SP21, SP22, SP23)** Revised and conducted

**EDUC L539: Language Foundations for ESL/EFL Teachers (Online, Co-taught, SP22)**

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**EDUC H440: Capstone seminar in American Elementary Education** - (In Person, SP21, FA22) Revised and conducted

**EDUC L540: ESL/EFL Instruction and Assessment Approaches** (online, SU22)

### **English as a Foreign Language - Woosong University and College**

**English Conversation** - (2009-2014, 2016-2017) Beginner, intermediate, advanced.

**English Writing** - (2011, 2016-2017) Beginner, intermediate. Conducted, developed and conducted

**English Listening Skills** - (2017) Beginner. conducted

**Public Speaking and Presentation** - (2016-17) Intermediate and Advanced, EFL focus.

**TOIEC Preparation** - (2012-13, 2016-17) Intermediate, advanced. Developed and conducted

**Model United Nations for EFL Learners** - (2013) Developed and conducted

**English for Job Interviews** - (2009) Developed and conducted

### **Content Courses – Endicott College of International Studies (2018)**

**Academic Composition** - Conducted

**Introduction to Philosophy** – Developed and conducted\*

**Public Speaking and Presentation** – Communication (not EFL). Developed and conducted\*

**Freshman Seminar** – Developed and conducted, academic, cross-cultural, and life skills\*

**Survival Korean** – Developed and conducted, absolute beginner Korean language and culture\*

### **Professional Development Facilitation/Support**

**Enduring Principles Hybrid School Leadership Course** – (2024). Indianapolis, IN.

**Culturally Sustaining Pedagogy: Enduring Principles of Learning Institute** – (2022, 2023, 2024). Indianapolis, IN.

**Enduring Principles of Learning Refresher Seminar** – (2022, 2023). Indianapolis, IN.

**Transdisciplinary Research through Dialogic Reflexivity** – (2022). Ohio State University.

**Transdisciplinary Research through Dialogic Reflexivity** – (2021). Ohio State University.

**Introduction to Enduring Principles of Learning (virtual)** – (2021, 2024, 2025). Indianapolis, IN.

**Enduring Principles of Learning for Differentiation** – (2025). Indianapolis, IN.

**Enduring Principles of Learning Scale-up** – (2020). Indianapolis, IN.

**Introduction to Enduring Principles of Learning** – (2018, 2019, 2024).

**Advanced Enduring Principles of Learning** – (2019). Indianapolis, IN.

**Equitable Family, Community, and School Partnerships** – (2019). Avon, IN.

**Introduction to Instructional Coaching** – (2018, 2019). Indianapolis, IN.

**Advanced Instructional Coaching** – (2019). Indianapolis, IN.

## **Service**

### **Academic Peer Review**

**Editor, INTESOL Journal:** 2022 – current (3 issues published)

**Associate Editor, International Journal of Qualitative Studies in Education:** 2021- current

**Associate Editor, INTESOL Journal:** 2018, 15(1) through 2021, 18(1)

**Book proposal review, Routledge:** 2022

**Manuscripts Reviewed for:**

Journal of Philosophy of Education, Journal of English for Academic Purposes, Language Teaching Research, TESOL Quarterly, Language & Education, TESOL Journal, Teachers College Record,

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Journal of Education for Teaching, Journal of Language, Identity, and Education, Asia Pacific Education Review, Annual Meeting of AERA, STEM Journal, Sage Open Journal, Teaching and Teacher Education

### **Miscellaneous Service**

**President, INTESOL: 2023-24** (membership of 300+)

**Vice-President, INTESOL: 2022-23** (Chair of 2023 annual conference, 400+ attendees)

**Web Master, AERA Philosophical Studies in Education SIG 76: 2023-2025**

**Scholarship Reviewer – Wendy Wildman Long Scholarship**

**INTESOL Conference: 2019 - 25.**

**Web Master, INTESOL: 2019-current**

**Chair, Instructional coaching as theory-driven professional development: AERA 2018**

**Co-Chair, Aspects of learning cultures: A dialogic approach to meta-ethnography: AERA 2018**

## **Credentials, Achievements & Other Experience**

### **Credentials**

Project Management Professional, 2025, *PMI*

Indiana Professional Educator's License (Initial Practitioner), 2022-26

English Language Arts (Grades 5-12)

*Indiana Department of Education*

Teaching English as a Foreign Language certified, 2009

*International TEFL and TESOL Training*

Certified Google Educator (Level 1), 2024

Certified Apple Teacher, 2024

### **Professional Development** (*certificates available*)

Enduring Principles Pedagogical Coaching (24 hours): Project CELEBRATE, 2024

Keys to Beginning Reading (48.5 hours): Keys to Literacy

Advancing Equity-Oriented Leadership (16 hours): Midwest & Plains Equity Assistance Center, 2023

Culturally Responsive Curriculum Institute (30 hours): Education for Liberation, IUPUI, 2022

Institute for Educational Studies Group Design Standards Training (9 modules): IES, 2022

Culturally and Linguistically Inclusive Online Teaching (8 hours): Indiana University, 2021

Awareness and Prevention of Youth Suicide (2 hours): The Jason Foundation, 2021

Racial Equity Facilitator Training (10 hours): Equity Literacy Institute, 2020

Principles of Online Course Development (8 hours): IUPUI, 2020

Foundations of Dual Language Education: Center for Applied Linguistics, 2020

SIOP for Dual Language Programs: Center for Applied Linguistics, 2020

Systems Thinking (12 hours): The Waters Foundation, 2019

Six Standards Pedagogical Coaching (18 hours): Partnering for Radical School Change, 2018

## Research Interests

- Agency, Identity, and Power
- Literacy
- Language acquisition, TESOL, EFL/ESL
- Multiculturalism
- Parent/Family Partnership
- Culture, Language, Identity
- Translanguaging
- Culturally Responsive/Sustaining Teaching
- Educational Philosophy
- Professional Learning
- Instructional Coaching
- Critical Pedagogy
- Sociocultural Theory
- STEM and Science Literacy
- Inquiry-Based Pedagogy
- Dialogic Interaction
- Technology and Learning
- Narrative Analysis
- Qualitative Research Methodology
- Action Research
- Mixed-Method Research
- Non-Linear, Theory and Research
- Deleuzoguattarian theory and related Nonlinear Theory
- Classroom Videography

## Languages (*estimated proficiency*)

- Korean (*intermediate-low*)
- Russian (*novice-mid*)
- Mandarin Chinese (*novice-low*)