

CURRICULUM VITAE

AJAY SHARMA

1. ACADEMIC HISTORY

Name: Ajay Sharma

Address: 624 F, Aderhold Hall
Athens, Georgia 30602
(706) 542-4244; ajay@uga.edu

Rank: Associate Professor

Tenure Status: Tenured

Highest Earned Degree: Ph. D., Michigan State University,
East Lansing, 2006

Academic Positions:

2013 – present: Associate Professor, Department of Educational Theory and Practice, University of Georgia, Athens, GA.

2008 – 2013: Assistant Professor, Department of Educational Theory and Practice (called Department of Elementary and Social Studies Education till 2012), University of Georgia, Athens, GA.

2010 – present: Interdisciplinary Qualitative Studies Faculty, Department of Lifelong Education, Administration, and Policy, University of Georgia, Athens, GA.

2011 – present: Adjunct Assistant Professor, Department of Math & Science Education, University of Georgia, Athens, GA.

Other Professional Employment:

2006 – 2008: Postdoctoral Researcher, Department of Biological Sciences, University of Delaware, Newark, DE.

2005 – 2006: Teaching Assistant, College of Education, Michigan State University, East Lansing.

2001 – 2006: Research Assistant, in various funded research and professional development grants, College of Education, Michigan State University, East Lansing.

1995 – 2001: Research Associate, Hoshangabad Science Teaching Program, Eklavya: Institute for Educational Research and Innovation, Hoshangabad, India.

1994 – 1995: Development Associate, Forestry Program, Aga Khan Rural Support Program, Surendranagar, Gujarat, India.

2. RESIDENT INSTRUCTION AND CONTINUING EDUCATION

a. Undergraduate Instruction (showing University of Georgia only):

At the University of Georgia

FYOS 1001: Ethics for a Wicked World. Fall, 2022 (N = 17).

FYOS 1001: The Enterprise of Everything: Living in a Commodified World. Fall, 2018 (N = 14); Fall, 2019 (N = 14); Fall 2020 (N = 18); Fall 2021 (N = 14).

ETAP 2200: Education around the World. Fall, 2017 (N = 22); Spring, 2018 (N = 18), Fall, 2018; Fall 2020 (N = 38); Fall, 2022 (N = 25).

FYOS 1001: Getting Schooled: An International Wide-Angle View. Spring, 2014 (N = 13); Fall, 2015 (N = 16); Spring, 2017 (N = 12)

ESOC 5460: Student Teaching in Social Science Education. Spring, 2017 (N = 5)

EDMS 5030: The Middle School Curriculum. Fall, 2015 (N = 18).

EDMS 5020: Educating Young Adolescents. Fall, 2014 (N = 19).

EDMS 5460: Student Teaching in the Middle School. Spring, 2009 (N = 4); Spring, 2010 (N = 5); Spring, 2011 (N = 4); Spring, 2013 (N = 5); Spring, 2015 (N = 5); Spring, 2016 (N = 4).

EDMS 5020L & 5030L: Educating Young Adolescents Lab. Fall, 2009 (N = 10); Fall, 2010 (N = 11).

b. Graduate Instruction (showing University of Georgia only):

ETAP 7045E: Ethical Frameworks for Education, Fall 2021 (N = 10); Fall 2022 (N = 7).

ETAP 5700E/7700E: Sustainability Education, Summer 2021 (N = 18); Summer 2022 (N = 15).

ETAP 8990: Ethical Frameworks in Education and Educational Research, Fall 2020 (N = 3).

QUAL/ETAP 7500 and 7500E: Action Research. Spring, 2017 (N = 16); Fall, 2018 (N = 16); Fall, 2019; Fall 2021 (N = 10); Spring, 2022 (N = 12)

EDMG 7080E: Curriculum Planning for the Middle Grades. Summer, 2018 (N = 11); Summer, 2019 (N = 15).

EDMG 7090E: Instructional Strategies in the Middle School. Spring, 2019; Spring, 2020 (N = 13); Spring, 2021 (N = 6).

ETAP 7310: Critical Studies in Educational Theory & Practice. Summer, 2019; Summer, 2020 (N = 18); Spring, 2021 (N = 14).

ETAP 7045: Teacher Inquiry and Writing. Fall, 2017 (N = 9).

EDMS 7090-EDEC 7160: Instructional Strategies in the Middle School/ Early Childhood Education. Spring, 2013 (N = 11).

EDMS/EDEC 7050: Teaching Young Adolescents/Teaching in Elementary Schools. Fall, 2008 (N = 6); Spring, 2010 (N = 27); Spring, 2012 (N = 26).

ETAP 6990: Research Seminar. Spring, 2009 (N = 19); Summer, 2009 (N = 17); Fall, 2009 (N = 11); Summer, 2010 (N = 8); Fall, 2012 (N = 14); Fall, 2013 (N = 9); Summer, 2016 (N = 7).

ETAP 8045/8160: Teaching and Learning in Neoliberal Times. Summer, 2017 (N = 9); Spring, 2019; Summer, 2020 (N = 5); Summer 2021 (N = 10); Summer, 2022 (N = 4).

ETAP 9000: Independent Study – Neoliberalism Feminism. Spring 2021 (N = 1)

ETAP 9000: Independent Study – Ethics and Neoliberalism. Spring 2020 (N = 1).

EDMG 9120: Comparative and International Perspectives in Middle Grades Education: Spring, 2011 (N = 6); Spring 2016 (N = 8); Fall, 2019 (N = 7).

ETAP 8050: Theory and Research on Teaching; Summer, 2011 (N = 7); Fall, 2013 (N = 12); Spring, 2018; Spring, 2020 (N = 18); Spring, 2022 (N = 10).

ETAP 9110: Orientation to Doctoral Studies in Educational Theory and Practice. Fall, 2014; (N = 15); Fall, 2015 (N = 11).

ESSE 9630: Critique of Educational Research Literature in Elementary & Social Studies Education. Spring, Fall, 2010 (N = 8); 2012 (N = 11); Summer, 2014 (N = 13).

ETAP 8045: International Perspectives in Education; Summer 2018 (N = 7).

EDMS 9090: Socio-Cultural Issues in Early Adolescence; Fall, 2012 (N = 9).

EDMS 9000: Neoliberalization and Education (Independent Study), Fall, 2011 (N = 1); Spring, 2012 (N = 1); Spring, 2013 (N = 2); Fall, 2013 (N = 1).

EDMS 9000: Research Internship Fall, 2011 (N = 1); Spring, 2012 (N = 1).

EDMS 6000: Independent Study; Summer, 2009 (N = 1); Spring, 2013 (N = 1); Fall, 2013 (N = 1)

c. Professional Development:

Neoliberalism, Globalization, and Wicked Problems, Mentor. Sandra K. Abell Institute for Doctoral Students. June 14-18, 2021.

Spencer Grant proposal submission (successful) by a group of Indian science education researchers, Mentor. June-July 2021.

Understanding Academic Knowledge, A four-day workshop for science teacher educators at Eklavya Foundation, Bhopal, India. Instructor: Ajay Sharma. January, 2020

Reconceptualizing Science Education, A year-long online professional development course for science teacher educators in India at the University of Georgia, Athens, GA. March, 2020 – Feb 2021.

Teaching climate change in middle and high schools, Professional development workshops for in-service middle and high school science teachers at the University of Georgia, Athens, GA. Instructors: Ajay Sharma, Jeff Hepinstall-Cymerman and James Marshall Shepherd. June, 2012 and June, 2013.

Teaching electricity in middle schools, Professional development workshop for in-service middle school science teachers and teacher educators at Eklavya, Hoshangabad, M.P., India. Instructors: Ajay Sharma and Bhas Bapat, May, 2014.

d. Consulting:

Ripple Effect, a nonprofit organization that focuses on water literacy in New Orleans schools (<https://rippleeffectnola.com/>). June – July, 2020.

3. SCHOLARLY ACTIVITIES

a. Publications:

Books Authored or Co-authored:

Weinstein, M., Pouliot, C., Martins, I., Levinson, R., Carter, L., Bencze, L., & Sharma, A. (2023). *Science Education Towards Social and Ecological Justice: Provocations and Conversations (Vol. 24)*. Springer Nature.

शर्मा, अ. (2021). *बल्ब कैसे जले*. भोपाल: एकलव्य फाउंडेशन. (Translation: Sharma, A. (2021). *How the bulb lights up*. Bhopal: Eklavya Foundation.)

Sharma, A. & Buxton, C. (2018). *Natural world and Science Education in the United States*. New York: Palgrave-MacMillan.

Books Co-edited:

Sharma, A., Schmeichel, M. & Wurzburg, E. (Eds). (2022). *Progressive Neoliberalism in US Education: Critical Perspectives on Manifestations and Resistance*. New York: Routledge.

Hoshangabad Science Teaching Program. (2002). *Bal Vaigyanik, science textbook for class 8*, 3rd edition. Bhopal, India: Eklavya.

Hoshangabad Science Teaching Program. (2001). *Bal Vaigyanik, science textbook for class 7*, 3rd edition. Bhopal, India: Eklavya.

Hoshangabad Science Teaching Program. (2000). *Bal Vaigyanik, science textbook for class 6*, 3rd edition. Bhopal, India: Eklavya.

Note: I was a member of the three person editorial team for writing the 3rd edition of these textbooks.

Chapters in Books:

Sharma A., Schmeichel, M., & Wurzburg, E. (2022). Progressive neoliberalism: Overview and possible futures. In Sharma A., Schmeichel, M., & Wurzburg, E. (Eds.), *Progressive Neoliberalism in US Education: Critical Perspectives on Manifestations and Resistance*. New York: Routledge.

Sharma A., Schmeichel, M., & Wurzburg, E. (2022). Introduction: The Twin Motors of Neoliberalism and Progressivism. In Sharma A., Schmeichel, M., & Wurzburg, E. (Eds.), *Progressive Neoliberalism in US Education: Critical Perspectives on Manifestations and Resistance*. New York: Routledge.

Ranschaert R., Sharma A., & Harman R. (2022). Teachers as Superheroes: Ethical Jeopardy and Progressive Neoliberalism. In Sharma A., Schmeichel, M., & Wurzburg, E. (Eds.), *Progressive Neoliberalism in US Education: Critical Perspectives on Manifestations and Resistance*. New York: Routledge.

Sharma, A. (under review). Conclusion: Is it time to be hopeful yet? Weinstein, M. et. al. (Eds). *Science Education Towards Social and Ecological Justice: Provocations and Conversations*. Springer.

Sharma, A. (2019). Foreword. In R. Aghasaleh (Ed.), *Children and mother nature: Storytelling for a glocalised environmental pedagogy* (pp. xvii-xix): Brill | Sense.

Bencze, L., Reiss, M., Sharma, A., & Weinstein, M. (2018). STEM education as 'Trojan horse': Deconstructed and reinvented for all. In L. Bryan & K. Tobin (Eds.), *Thirteen questions in science education* (pp. 69-87). New York: Peter Lang.

Sharma, A. (2017). Countering the neoliberal ontology of nature: The STEPWISE option. In J. L. Bencze (Ed.), *Science and technology education promoting wellbeing for individuals, societies and environments* (pp. 625-638). Dordrecht: Springer.

Sharma, A. (2015). W(h)ither teaching profession in India? In A. Rashid & I. Muzaffar (Eds.), *Educational crisis and reform: Perspectives from South Asia* (pp. 310-346). Karachi: Oxford University Press.

Sharma, A. (2014). Mainstreaming science curricular innovations: Lessons from the HSTP Experience. In A. Joy (Ed.), *Science education: Few takers for Innovation*. Mumbai, India: IKF. Retrieved from http://esocialsciences.org/eSS_essay/eSS_Essay_Science_Education.aspx.

Sharma, A. (2012). 'Particularizing' young adolescents in an Indian context. In Vagle, M. (Ed.), *Not a Stage! A critical reconceptualization of young adolescent education* (pp. 245-260). New York: Peter Lang.

Sharma, A. (2010). Working for change: Reflections on the issue of sustainability and social change. In D. J. Tippins, M. P. Mueller, M. van Eijck, & J. D. Adams (Eds.), *Cultural studies and environmentalism: The confluence of ecoJustice, place-based (science) education and indigenous knowledge systems* (pp. 172-179). New York: Springer.

Journal Articles:

An asterisk indicates peer reviewed publication. Double asterisk indicates an invited publication in a journal.

*Hanks, K., & Sharma, A. (under review). Manifestations of neoliberal feminism in teacher lactation behaviors. *Gender and Education*.

शर्मा, अ. (स्विक्रित) भारत भी डैनीस सुलिवन जैसे गणितज्ञ पैदा कर सकता है. सन्दर्भ. (Translation: Sharma, A. (accepted pending revisions). India can also produce mathematicians like Dennis Sullivan. *Sandarbh*.)

*Sharma, A. (2022). Neoliberal etiology and educational failure: A critical exploration. *Curriculum Inquiry*, 51(5), 542-561.

*Sharma, A., & Hudson, C. (2021). Depoliticization of educational reforms: the STEM story. *Cultural Studies of Science Education*, 1-19.

*Sharma, A., & Alvey, E. M. (2021). The undercurrents of neoliberal ethics in science curricula: a critical appraisal. *Ethics and Education*, 16(1), 122-136.

Sharma, A. (2020). Phronetic science for wicked times. *Journal for Activist Science and Technology Education*, 11(2), 7-15.

*Sharma, A. (2017). The ontology of science teaching in the neoliberal era. *Cultural Studies of Science Education*, 12(4), 795-813.

*Schmiechel, M., Sharma, A., & Pittard, B. (2017). Contours of neoliberalism in empirical American educational research. *Curriculum Inquiry*, 47(2), 195-216.

** Sharma, A. (2016). Understanding climate change 'debate'. *Science & Education*, 25(5-6), 717-723.

** Sharma, A. (2016). STEM-ification of Education: The Zombie Reform Strikes Again. *Journal for Activist Science and Technology Education*, 7(1), 42-51.

** Sharma, A. (2015). Teacher activism: Got post-structuralism? *Journal for Activist Science and Technology Education*, 6(1), 27-36. Retrieved from <http://jps.library.utoronto.ca/index.php/jaste/article/view/22503/18307>.

* Sharma, A., & Buxton, C. A. (2015). Human–Nature Relationships in School Science: A Critical Discourse Analysis of a Middle-Grade Science Textbook. *Science Education*, 99(2), 260-281.

* Sharma, A., & Muzaffar, I. (2012). The (non)making/becoming of inquiry practicing science teachers. *Cultural Studies of Science Education*, 7(1), 175-191.

* Sharma, A. (2012). Global Climate Change: What has Science Education Got to Do with it? *Science & Education*, 21(1), 33-53.

*Muzaffar, I. and Sharma A. (2011). Public-Private Debates in Education: Whither Private without a Public? *Journal of Social and Policy Science*. 1(2), 1-25.

** शर्मा, अ. (2009). स्टैण्डर्ड मॉडल: हर चीज़, लगभग हर चीज़ का एक सिद्धांत. *सन्दर्भ*, 66, 19-36. (Translation: Sharma, A. (2009). Standard model: A theory of almost everything. *Sandarbh*, 66, 19-36.)

*Sharma, A., & Anderson, C. (2009). Recontextualization of science from lab to school: Implications for science literacy. *Science & Education*, 18(9), 1253-1275.

*Sharma, A. (2008). Portrait of a science teacher as a bricoleur: A case study from India. *Cultural Studies of Science Education*.3(4), 811-841.

**Sharma, A. (2008). Science, science education and their discontents: A response to commentaries on the paper, portrait of a science teacher as a bricoleur: A case study from India. *Cultural Studies of Science Education*, 3(4), 875-880.

*Sharma, A. (2008). Making (electrical) connections: Exploring student agency in a school in India. *Science Education*, (92) 2, 297-319

** शर्मा, अ. (2008). ध्वनि अध्याय की समीक्षा. *सन्दर्भ*, 59, 27-39. (Translation: Sharma, A. (2008). Review of a chapter on sound. *Sandarbh*, 59, 27-39.)

*Sharma, A. (2007). School science and students in rural India: Do the twain ever meet? *Contemporary Education Dialogue*, (5) 1, 28-63.

*Schwarz, C., Meyer, J. & Sharma, A. (2007). Technology, pedagogy, and epistemology: Opportunities and challenges of using computer modeling and simulation tools in elementary science methods. *Journal of Science Teacher Education*, (18) 2, 243-269.

शर्मा, अ. (1999). क्या बहे बिजली के तार में? *सन्दर्भ*, 28, 50-63. (Translation: Sharma, A. (1999). What flows in electric wires? *Sandarbh*, 28, 50-63.)

शर्मा, अ. (1997). अतिचालकता. *सन्दर्भ*, 20, 11-24. (Translation: Sharma, A. (1997). Superconductivity. *Sandarbh*, 20, 11-24.)

शर्मा, अ. (1997). बिजली के झटके. *सन्दर्भ*, 19, 37-45. (Translation: Sharma, A. (1997). Electric shock. *Sandarbh*, 19, 37-45.)

शर्मा, अ. (1997). धरती के चुम्बक का असर. *सन्दर्भ*, 16, 35-44. (Translation: Sharma, A. (1997). The influence of Earth's magnet. *Sandarbh*, 16, 35-44.)

शर्मा, अ. (1996). जब पानी उबले. *सन्दर्भ*, 13, 13-23. (Translation: Sharma, A. (1996). When water boils. *Sandarbh*, 13, 13-23.)

शर्मा, अ. (1996). क्यों नहीं लगता करंट? *सन्दर्भ*, 12, 49-59. (Translation: Sharma, A. (1996). Why don't we get an electric shock? *Sandarbh*, 12, 49-59.)

शर्मा, अ. (1995). यू टूटा केलोरिक का तिलिस्म. *सन्दर्भ*, 10, 13-23. (Translation: Sharma, A. (1995). That is how the spell of caloric broke. *Sandarbh*, 10, 13-23.)

शर्मा, अ. (1995). तापमान कैसे नापें? *सन्दर्भ*, 8-9, 39-50. (Translation: Sharma, A. (1995). How to measure temperature? *Sandarbh*, 8-9, 39-50.)

शर्मा, अ. (1995). बिजली और आवेश. *सन्दर्भ*, 7, 60-69. (Translation: Sharma, A. (1995). Electric current and charge. *Sandarbh*, 7, 60-69.)

शर्मा, अ. (1995). कब जमेगी झील? *सन्दर्भ*, 5, 17-20. (Translation: Sharma, A. (1995). When will the lake freeze? *Sandarbh*, 5, 17-20.)

Websites and Webpages:

Sharma, A, Wheeler, A. Gurin, S. & ETAP Graduate Students. (2020). *Neoliberalism: Guide for educators*. <http://neolib.uga.edu/index.php>

Sharma, A. (2020). *Neoliberalism: An introduction*. Neoliberalism: Guide for educators. <http://neolib.uga.edu/neoliberalism-introduction.php>

b. Invited Presentations:

Science curriculum innovations: Comparative perspectives. May 10, 2014. Invited lecture at the Azim Premji University, Bengaluru, India.

Global climate change: What has science education got to do with it? March 5, 2014; Invited lecture for the spring 2014 seminar series of the Georgia Initiative for Climate and Society; University of Georgia.

Critical and poststructuralist approaches to discourse analysis in education and social science contexts: Incommensurable?; Discussion panel member for LLED 8030 students; March 2011; Department of Language and Literacy Instruction; College of Education, University of Georgia.

Global climate change: What has science education got to do with it?; To ESCI 8990 students; Nov. 30, 2010; Department of Math & Science Education; College of Education, University of Georgia.

Science teaching in an Indian village; To ESCI 8100 students; Nov. 16, 2010; Department of Math & Science Education; College of Education, University of Georgia.

Connecting science learning to local community; To EDEC 4010 students; April 07, 2009; Department of Elementary & Social Studies Education; College of Education, University of Georgia.

Science education and ecological justice; To EDMS 5020 students; October 24, 2008; Department of Elementary & Social Studies Education; College of Education, University of Georgia.

Educational Research: Key Issues and controversies; A workshop organized for curriculum developers and researchers; December, 2004; Eklavya Foundation, India

c. Grants Received:

The Board of Regents of the University System of Georgia, 2013, *Teaching climate change in middle and high schools*; Principal Investigator: Ajay Sharma; Co-principal Investigators: Jeff Hepinstall-Cymerman and James Marshall Shepherd; Amount \$25,600.00.

The Board of Regents of the University System of Georgia, 2012, *Teaching climate change in middle and high schools*; Principal Investigator: Ajay Sharma; Co-principal Investigator: Jeff Hepinstall-Cymerman; Amount \$25,796.00.

University of Georgia, Office of the Vice President for Research, Faculty Research Grants Program, 2011, *Preparing for Climate Change: Exploring nature, society and individual in middle grades science and social studies*; Principal Investigator: Ajay Sharma; Amount \$8,831.00.

University of Georgia, College of Education, Early Career Faculty Grant Program, 2010, *Nature, society and individual in science education*; Principal Investigator: Ajay Sharma; Amount \$5,000.00.

University of Georgia, Office of International Education, 2010, *Teachers' work and de-professionalization of teaching in India: An ethnographic exploration*; Principal Investigator: Ajay Sharma; Amount \$1,200.00.

d. Grants Submitted:

University of Georgia, 2019, *Reconceptualizing Science Curriculum for a Wicked World*. Principal Investigator: Ajay Sharma; Co-principal Investigators: Mardi Schmeichel; Theodore J Kopcha; Jeffrey Hepinstall Cymerman; Cory Buxton; Amount \$ 129,911. (Not funded).

Center for Education and Ethics, University of Wisconsin, Madison, 2018, *In Search of Ethical Frameworks for Science Education in the Age of Wicked Environmental Problems*. Principal Investigator: Ajay Sharma; Co-principal Investigator: Mardi Schmeichel; Amount \$37,941. (Not funded).

Spencer Foundation, 2016, *(De)Re-constructing Causality in Educational Research*. Principal Investigator: Ajay Sharma; Amount \$40,000. (Not funded).

National Science Foundation, 2014, *Fostering Community-Embedded Science and Mathematics*. Principal Investigator: Amy Parks; Co-principal Investigators: Ajay Sharma and Stephanie Jones; Amount \$296,691. (Not funded).

The Board of Regents of the University System of Georgia, 2014, *Teaching climate change in middle and high schools*; Principal Investigator: Ajay Sharma; Co-principal Investigators: Jeff Hepinstall-Cymerman and James Marshall Shepherd; Amount \$38,420. (Not funded).

Spencer Foundation, 2010, *Preparing for Climate Change: Exploring nature, society and individual in middle grades science and social Studies*; Principal Investigator: Ajay Sharma; Amount \$40,000. (Not funded).

Open Society Institute, 2010, *Teachers' Work in the neo-liberal Age: A proposal for an ethnographic exploration with school teachers in India*; Principal Investigator: Ajay Sharma; Amount \$25,000. (Not funded).

e. Editorship or Editorial Board Member of Journals or Other Learned Publications:

Member, Editorial Review Board, *Cultural Studies of Science Education*, 2011 – present.

f. Conference Papers:

Benson, K. & Sharma, A. (2022). Manifestations of neoliberal feminism in infant feeding behaviors of teachers. *Paper presented at the Annual Meeting of the South East Philosophy of Education Society, Decatur, Georgia.*

Sharma, A. & Ranschaert, R. (2021). (Re)Imagining Educational Ethics for a Post-Neoliberal Future. *Paper accepted for AERA 2021 conference.*

Sharma, A. & Bivens, B. (2021). Perils of caring: Neoliberal Co-option of Ethics of Care in Education. *Paper accepted for AESA 2021 conference.*

Ranschaert, R., Sharma, A. & Harman, R. (2021) Teachers as Autonomous, Moral Superheroes: Considering the Limits of Neoliberal Ethical Frameworks. *Paper accepted for International Congress of Qualitative Inquiry 2021 conference.*

Sharma, A. (2020, January 3 - 6). Ethics and education in a wicked world. *Paper presented at the epiSTEME 8: International Conference to Review Research in Science, Technology and Mathematics Education, Mumbai, India.*

Sharma, A. (2020, Apr 17 - 21) The Neoliberal Etiology of Educational Failure [Roundtable Session]. *AERA Annual Meeting San Francisco, CA* <http://tinyurl.com/u5cft6l> (Conference Canceled)

Sharma, A. & Alvey, E. (Aug 2019). The cruel optimism of neoliberal ethics in science curricula: A critical appraisal. *Paper presented at the Annual Meeting of the Society*

for Social Studies of Science (4S), New Orleans, LA.

- Sharma, A., Buxton, C., Schmeichel, M. & Alvey, E. (April 2019). Re-conceptualizing science curriculum for a wicked world. *Paper presented at the Annual Meeting of the American Association for the Advancement of Curriculum Studies*, Toronto, Canada.
- Sharma, A. & Hudson, C. (Nov 2018). De-politicization of educational reforms: The STEM story. *Paper presented at the Annual Meeting of the American Educational Studies Association*, Greenville, SC.
- Sharma, A. & Hudson, C. (April 2017). STEM-ification of public education: A network governance perspective. *Paper presented at the Annual Meeting of American Educational Research Association*, San Antonio, TX.
- Tirado, J. & Sharma, A. (April 2017) Democratic justice and state-run school districts: The OSD in Georgia. *Paper presented at the Annual Meeting of American Educational Research Association*, San Antonio, TX.
- Sharma, A. (April, 2016). (De/Re)constructing causality in the age of neoliberal accountability. *Paper presented at the Annual Meeting of American Educational Research Association*, Washington, DC.
- Sharma, A. (April, 2016). The nature of 'nature' in science education. *Paper presented at the Annual Meeting of American Educational Research Association*, Washington, DC.
- Sharma, A & Weinstein, M. (Sep, 2015). Reshaping science education for the new age: Neoliberal double movement. *Paper presented as part of the symposium 'The STEM-ification of science education: Challenges for policy and practice in neoliberal times at the Bi-Annual Meeting of European Science Education Research Association*, Helsinki, Finland.
- Sharma, A. (April, 2015). Mission impossible: Reshaping science education for the US economy. *Paper presented as part of the symposium 'The STEM-ification of science education: Challenges for policy and practice in neoliberal times at the Annual Meeting of National Association for Research in Science Teaching*, Chicago, Ill.
- Sharma, A. (October, 2014). Production of 'Nature' in school science: An ontological exploration. *Paper presented at the Annual Conference on Curriculum Theory and Classroom Practice*, Dayton, Ohio.
- Sharma, A. (June, 2014). Neoliberalism and science education: A call for research. *Paper presented at the Exploratory Research Workshop: Innovation and collaboration in cultural studies of science education: Towards an international research agenda*, Luxembourg.
- Sharma, A. (May, 2014). The neoliberal ontology of teaching: A critique. *Paper presented at the Second International Seminar on Philosophy of Education*, Bengaluru, India.
- Schmiechel, M., Sharma, A., & Pittard, B. (October, 2013). Neoliberalism in American Educational Research. *Paper presented at the Annual Conference on Curriculum Theory and Classroom Practice*, Dayton, Ohio.
- Sharma, A. (April, 2013). Where are the People? Understanding Representations of Society-Nature Relationships in a Middle Grades Science Classroom. *Paper presented at the Annual Meeting of American Educational Research Association*, San Francisco, CA.
- Harman, R., Sharma, A. and Johnson, L. (October, 2012). Critical Discourse Analysis (CDA) as a Dialogic Praxis: A means to Explore and Challenge Authoritative Discourses in K-12 Contexts. *Paper presented at the 7th International Conference on the Dialogical Self*, Athens, GA.

- Sharma, A. & Jones, S. (October, 2012). Has Postmodern Thought Anything to Offer to Progressive Social Change Efforts? *Paper presented at the Annual Conference on Curriculum Theory and Classroom Practice*, Dayton, Ohio.
- Sharma, A. & Buxton, C. (March, 2012). Where are the people? Understanding representations of society-nature relationships in State Science Standards in United States. *Paper presented at the Annual Meeting of National Association for Research in Science Teaching*, Indianapolis, IN.
- Aghasaleh, R. & Sharma, A. (March, 2012). Environment in social studies education: A critical discourse analysis of a middle grade textbook. *Paper presented at the Annual Conference of the International Society for the Social Studies*, Orlando, FL.
- Sharma, A. (October, 2011). The (non)making/becoming of inquiry practicing science teachers. *Paper presented at the Annual Conference on Curriculum Theory and Classroom Practice*, Dayton, Ohio.
- Sharma, A. & Buxton, C. (April, 2011). Contours of environmental action in science education: A critical discourse analysis of middle grade science textbooks. *Paper presented at the Annual Meeting of National Association for Research in Science Teaching*, Orlando, FL.
- Sharma, A. (October, 2010). Does post-structuralism have anything to say to the oppressed? *Paper presented at the Annual Conference on Curriculum Theory and Classroom Practice*, Dayton, Ohio.
- Sharma, A. (2010, August). *Teaching profession in the context of privatization of education in India*. Paper presented at the meeting of Privatization of Education Research Initiative, Open Society Institute, Dubai, U.A.E.
- Sharma, A. (February, 2010). (Re)making teacher candidates as researchers. *Paper presented at the Annual Conference of the American Association of Colleges for Teacher Education*, Atlanta, Ga.
- Sharma, A. (October, 2009). A tale of two documents: Science education and climate change under advanced capitalism. *Paper presented at the Annual Conference on Curriculum Theory and Classroom Practice*, Dayton, Ohio.
- Sharma, A., & Ford, D. (April, 2008). "Is this what you wanted?" Understanding prospective K-8 science teachers' performances in an inquiry driven science semester. *Paper presented at the Annual Meeting of National Association for Research in Science Teaching*, Baltimore, MD.
- Sharma, A., Fifield, S., & Ford, D. (March, 2008). The performativity of learning to teach science through classroom inquiry: A Theoretical Perspective. *Paper presented at the Annual Meeting of American Educational Research Association*, New York, NY.
- Sharma, A. (April, 2007). Observing teacher agency in a science classroom in India. *Paper presented at the Annual Meeting of National Association for Research in Science Teaching*, New Orleans, LA.
- Sharma, A. (April, 2006). Making (electrical) connections: An ethnographic tale from a school in India. *Paper presented at the Annual Meeting of American Educational Research Association*, San Francisco, CA.
- Mohan, L., Sharma, A., & Anderson, A. (April, 2006). Developing a carbon cycle learning progression for K-12. *Paper to be presented at the Annual Meeting of National Association for Research in Science Teaching*, San Francisco, CA.
- Sharma, A., & Anderson, C. W. (March, 2005). Developing classroom learning environments and teaching strategies: The student agency perspective. *Paper presented at the*

Annual Meeting of National Association for Research in Science Teaching, Dallas, TX.

Sharma, A., & Anderson, C. W. (April, 2004). Science teacher candidates' classrooms: Psychological safety, participation, and communication about science. *Paper presented at the Annual Meeting of National Association for Research in Science Teaching*, Vancouver, Canada.

Sharma, A., & Anderson, C. W. (March, 2003). Transforming scientists' science into school science. *Paper presented at the Annual Meeting of the National Association for Research in Science Teaching*, Philadelphia, PA.

g. Work in Progress:

1. Harman, R., Sharma, A., Khote, N., et al. Critical Conversations: Representing Immigration and Immigrants in Teacher Education. (Journal manuscript).
2. Sharma, A. & Kalyanaraman, R. Slow Violence and Science Education in the Post-pandemic Times. In Moura, C. (Ed.). *Science education for post-pandemic worlds: Towards a socio-political turn*. Routledge.
3. Sharma, A., Kalyanaraman, R. & Katti, M. Communities against Ecological Slow Violence. Grant Proposal for research.

h. Areas in Which Research is Done:

My current research centers on theoretical and ethnographic explorations of neoliberalism's impact on education, and implications of Climate Change for science education. In my past research, I have focused on understanding classroom discourse in K-12 science classrooms and science teacher education programs from the perspectives of individual agency and equity.

i. Editorship or Editorial Board Member of Journals or Other Learned Publications:

Member, Editorial Review Board, *Cultural Studies of Science Education*, 2011 – present.

j. Supervision of Student Research:

Doctoral Committees:

Ms. Alex Winninghoff. Educational Theory and Practice; in process (Chair).

Ms. Sharron Stephens, Educational Theory and Practice; in process (Committee Member).

Ms. Kelsey Hanks, Educational Theory and Practice; in process (Committee Member).

Mr. Sungeun Min, Educational Theory and Practice; in process (Committee Member).

Ms. Chelsea Sexton, Math, Science and Social Studies Education; in process (Committee Member).

Ms. Elaine Alvey. Educational Theory and Practice; 2020 (Committee Member).

Joseph McAnulty. Social Studies Education; 2020 (Committee Member).

Mr. Thomas Robinson, Language and Literacy Education; 2020 (Committee Member).

Mr. Travis Henry, Educational Psychology; 2020 (Committee Member)

Ms. Amanda Latimer, Educational Theory and Practice; 2019 (Committee Member)

Ms. Parna Banerjee, Lifelong Education, Administration & Policy; 2019 (Committee Member)

Ms. Jessica Ewalt, Educational Theory and Practice; 2019. (Committee Member)

Ms. Su-Yun Choi, Educational Theory and Practice; 2018. (Committee member)

Ms. Lauren King, Educational Theory and Practice; 2017. (Chair)

Ms. Katie Wester Neal, Educational Theory and Practice; 2017. (Co-chair)
Ms. Allison Reagan, Educational Theory and Practice; 2016. (Chair)
Mr. Larry Hampton, Science Education; 2017 (Committee Member)
Mr. Xiaodong Zhang, Language & Literacy Education; 2016. (Committee Member)
Ms. Kimberly Murphy, Social Studies Education; 2014. (Committee Member)
Mr. Nihal Khote, Language & Literacy Education; 2014. (Committee Member)
Mr. Len Bloch, Science Education; 2014 (Committee Member)
Mr. Mohammed Sabrin, Early Childhood Education; 2013 (Chair).
Ms. Stephanie Wells, Middle Grades Education; 2013. (Committee Member)

4. PUBLIC SERVICE:

a. Service to Schools:

Volunteer Tutor, After-school program, Burney-Harris-Lyons Middle School, Athens. Feb. 2009 – Dec. 2009.

Volunteer Tutor: for grade 11 and 12 students of the Government Boys' Higher Secondary School, Shahpur, District Betul, Madhya Pradesh, in Physics, 1999-2000.

Volunteer Tutor: for children of the college support staff at St. Stephens College, Delhi, 1984-86.

b. Social Service:

Member, Economic Justice Coalition, Athens, GA. 2010 – 2017.

Volunteer Worker, at a relief camp for the riot victims of the Hindu-Sikh riots in Delhi, 1984.

5. OTHER SERVICE:

a. Service to the Profession:

Referee for professional journals:

Cultural Studies of Science Education, 2009 – present.

Canadian Journal of Science, Mathematics, and Technology Education, 2020.

Science Education, 2008 – present.

Curriculum Inquiry, 2019.

Science and Education, 2019

Journal of Research in Science Teaching, 2018.

International Journal of Environmental and Science Education, 2011 – present.

International Journal of Multicultural Education, 2011 (guest reviewer).

Ethnography and Education, 2010 (guest reviewer).

Sandarbh, 1995 – 2010; 2019

Note: *Sandarbh* is the premier resource journal for teachers published in Hindi language from India.

External Reviewer:

Book proposal review, Routledge Publication: Invited reviewer, 2022.

Book proposal review, Springer Publications: Invited reviewer, 2018, 2021.

National Science Foundation's Discovery Research K-12 program proposal: reviewer, 2014; 2022.

Best Paper Award Selection Committee, Cultural Studies of Science Education: Member, 2007; 2016; 2017; 2019.

High school science curriculum development project, Eklavya Foundation, India, 2005 – 2017.

Reviewer of Proposals for National Organizations:

Reviewer of proposals submitted for the annual conference of the National Association for Research in Science Teaching (NARST), 2006, 2007, 2010, 2011, 2012, 2013, 2015.

Reviewer of proposals submitted for the annual conference of the American Educational Research Association (AERA), 2011, 2012.

Professional Associations:

Association for Middle Level Education (AMLE), 2009 – present.

American Educational Research Association (AERA), 2004 - present.

National Association for Researchers in Science Teaching (NARST), 2003 – present.

b. Department of Educational Theory and Practice (ETAP):

Doctoral Programs Committee, member, 2019 – 2022.

Student Scholarship Committee, 2020 – present.

PTR Committee for Cheryl Field-Smith, member, 2020.

Annual Faculty Review Committee, **member**, Spring 2017 – Fall 2018; Fall 2021 – present.

By-laws Revision Committee, **member**, Fall, 2017- 2019.

Faculty Awards Committee, **member**, Fall, 2012 – Spring 2018.

ETAP Global Studies Initiative, **member**, Fall, 2016 – Spring, 2017.

Middle Grades Program, **program coordinator**, Fall, 2013 – Spring 2015.

Department Leadership Committee, **member**, August, 2013 – Spring 2015.

Search Committee for an Assistant Professor in ETAP, **chair**, Oct, 2013 – Feb, 2014.

Search Committee for an Assistant Professor in ETAP, **member**, 2010 – Feb, 2011.

Doctoral Admissions Committee, ETAP, **member**, Jan, 2011 – Fall, 2013.

Committee for the Re-envisioning of the Doctoral Program in Elementary Education, ETAP, **member**, 2010 – 2013.

Committee for the re-envisioning of the doctoral introductory seminar, ESSE 8990, **member**, 2010 – 2013.

Initial Certification Admissions Committee, Middle School Program, ESSE, **member**, Jan, 2010 – Spring 2016; Jan, 2009 – Aug, 2009.

Mary Hepburn Lectureship Committee, ESSE, **member**, August, 2009 – present.

MAT Committee, Middle School Program, ESSE, **member**, Jan, 2009 – Spring 2016.

NCATE Committee, Middle School Program, ESSE, **member**, Jan, 2009 – August, 2010.

Faculty and Staff Awards Committee, ESSE, **member**, August, 2008 – May 2009.

c. College of Education:

Promotion and Tenure Committee. Fall 2019 – Spring, 2020.

Faculty Senate, **member**, Fall 2017 – Spring, 2020.

College Nominating Committee, **member**, August, 2011 – April 2013.

Graduate Student Research Conference Committee, **member**, August, 2012 – Spring 2015.

Scholarship Committee, **member**, August, 2012 – Spring 2015.

d. University of Georgia:

Program Review and Assessment Committee (PRAC), **member**, August 2019 – July 2021.

Environmental Literacy Requirement Subcommittee, **member**, August, 2013 – Spring 2016.

Georgia Initiative for Climate and Society, **member**, August, 2013 – present.