

Daniel E. Ferguson

George Mason University
College of Education and Human Development
Thompson Hall 1252
dfergu2@gmu.edu

EDUCATION

Ed.D.	Teachers College, Columbia University Curriculum & Teaching (Literacy Specialization) Dissertation: <i>The Materiality of Early Literacy Curriculum: A Case Study of One Kindergarten Classroom</i>	2018
M.A.Ed.	University of Alabama at Birmingham Early Childhood and Elementary Education	2007
B.A.	Birmingham-Southern College Philosophy	2005

ACADEMIC POSITIONS

Assistant Professor, George Mason University Early Childhood Education School of Education College of Education and Human Development George Mason University, Fairfax, VA	2018-present
---	---------------------

RESEARCH & SCHOLARSHIP

Research Interests

Language and literacy education for early childhood, school inequality, curriculum materials, materiality and Actor Network Theory, qualitative research methods

Publications in Peer-reviewed Journal Articles (“*” denotes student)

Ferguson, D. E. (2024). Materialities of progressive curriculum reform: a case study of one kindergarten classroom. *Journal of Curriculum Studies*, 1-19.

Ferguson, D. E., Lewis, M. A., Dunkerly, J. M., Hayes, S. B., Talbert, C. S., & Moffit, C. A. (2024). Envisioning equity literacy in pre-service teacher education across five geographic educational contexts. *The New Educator*, 1-18.

Ferguson, D. E. & Dernikos, B. P. (2023). Reorienting curriculum materials as agents of

- restorative justice in early literacy classrooms. *Contemporary Issues in Early Childhood*, 24(2), 163–175.
- La Croix, L., Kidd, J. K., Walter, H., Stone, D., **Ferguson, D. E.**, Fisher-Maltese, C., Steen, B., Vesely, C., & (2023). A dynamic process model for continued integration between ECE and EI/ECSE teacher preparation programs. *Journal of Early Childhood Teacher Education* 44:2, 216-233.
- Ferguson, D. E.**, & Lemieux, A. (2022). Éclosions in Literacy Research: Rereading Brandt and Clinton’s “Limits of the Local.” *Journal of Literacy Research*, 54(2), 208–215.
- Ferguson, D. E.** (2021). “WE LOST THE PLADO”: Tracing privileged school literacies in one kindergarten classroom. *Journal of Early Childhood Education*. DOI: 10.1177/14687984211042055.
- Ferguson, D. E.**, & Nichols, T. P. (2021). School sites and the haunting of history: Unmasking the past in field-based research. *International Journal of Qualitative Studies in Education*, 34(9), 843-856.
- Dernikos, B. P., **Ferguson, D. E.**, & Siegel, M. (2020). The possibilities for “humanizing” posthumanist inquiries: An intra-active conversation. *Cultural Studies↔Critical Methodologies*, 20(5), 434–447.
- Hatch, T., Ahn, M., **Ferguson, D. E.**, & Rumberger, A. (2019). The role of external support in improving reading outcomes in New York City. *Urban Education*. DOI: 10.1177/0042085919877932.
- Ferguson, D. E.** & Kuby, C. R. (2015). Curricular, relational and physical spaces in the Japanese hoikuen. *International Journal of Early Childhood*, 47(3), 403-421.

Manuscripts Under Review

- La Croix, L., **Ferguson, D. E.**, Vesely, C. K., Steen, B. F., Fisher-Maltese, C., Gong, Y., Calabrese, S., & Zhang, X. (accepted pending revisions). Leveraging an antiracist approach in project-based learning with preservice teachers. *International Journal of Problem-Based Learning*.
- Ferguson, D. E.**, Majetich, E.*, Parsons, S., & Parker, A. (revise and resubmit). Considering teacher education pedagogies through undergraduate teacher visions. *Teaching and Teacher Education*.
- Ferguson, D. E.**, Rabinowitz, L., Tondreau, A. (in review). Attacks on reading instructional materials and practices. *Rethinking Schools*.
- Ferguson, D. E.** & Takahashi, S. (in review) A case of the ‘first-grade problem’ in three Japanese early childhood classrooms. *Journal of Early Childhood Research*

Book Chapters

- Ferguson, D. E.**, Kato, Y., & Nagahiro M. (2012). The miscues and eye movements of Japanese beginning readers. In K. Goodman, S. Wang, M. Iventosch, & Y. Goodman (Eds.), *Reading in Asian Languages: Making Sense of Written Language in Chinese, Japanese, and Korean* (pp. 127-143). New York: Routledge.
- Ferguson, D. E.** (2011). Shared reading in the hoikuen: applying whole language theory and practice to world language learning in Japanese nursery schools. In D. Schwarzer, M. Petrón, & C. Luke (Eds.), *Research Informing Practice – Practice*

Informing Research: Innovative Teaching Methodologies for World Language Teachers (p. 105-123). Charlotte, NC: Information Age Publishing Inc.

Book Reviews

- Ferguson, D. E.** & Rollins, E.* (2020). Book review: Reclaiming powerful literacies: New horizons for critical discourse analysis. *Journal of Early Childhood Literacy*, 20(2), 434-437.
- Ferguson, D. E.** (2015). Book review: Materializing literacies in communities: The uses of literacy revisited. *Journal of Early Childhood Literacy*, 16(3), 414-417.

Policy Briefs and Reports

- Hatch, T., Ahn, M., **Ferguson, D. E.**, & Rumberger, A. (2019). Mapping the reading improvement sector in New York City: The role of external support providers in improving K-3 reading outcomes. CPRE Working Papers. https://repository.upenn.edu/cpre_workingpapers/17
- Hatch, T., Ahn, M., **Ferguson, D. E.**, & Rumberger, A. (2019). The role of external support providers in improving K-3 reading outcomes in New York. CPRE Policy Briefs. https://repository.upenn.edu/cpre_policybriefs/85

Other Publications

- Ferguson, D.E.** & Takahashi, S. (2021). アメリカにおける乳幼児教育の歴史的現在 [How the history of American early childhood education shapes its present]. 季刊教育法 [Education Law Quarterly] (211), 41-42.
- Ferguson, D. E.** (2014). Martin Luther King Jr. and the common core: A critical reading of close reading. *Rethinking Schools* 28(2).
- Schwarzer, D. & **Ferguson, D. E.** (2007). DIBELS and English Language Learners in the United States: An analysis of the “scientifically based research” behind the test. *TESOL Quarterly Newsletter*.

SPONSORED RESEARCH: GRANTS & FELLOWSHIPS

Sponsored Grants and Research Awards

- Ferguson, D. E.**, (2024). Transforming an inclusive child development course with OER and OA materials. Washington Research Libraries Consortium Faculty Course Transformation Program. \$2,500. Role: PI
- Steen, B., La Croix, L., Vesely, C., (Co-PI) with **Ferguson, D. E.**, & Fisher-Maltese, C. (Co-Investigators) (2022-23). Building an undergraduate program identity: Nurturing our community of learners and promoting culturally responsive antiracist pedagogies through children’s literature. College of Education and Human Development Innovation Grant. \$7,800. Role: Co-Investigator.
- Ferguson, D. E.**, Takahashi, S. (2021). Curriculum policy coherence in Japanese preschool and primary education: A sociomaterial approach. Japan Society for the Promotion of Sciences. Saitama, Japan. Paid Fellowship. Role: PI
- Ferguson, D. E.**, Coogle, C. G., Nagro, S., Parker, A., Parsons, S., Rioux-Bailey, C. (2020).

- Building pedagogies of undergraduate teacher education for early childhood, elementary, and special education. Seed research grant. College of Education and Human Development, George Mason University. \$10,000. Role: PI
- La Croix, L. (PI), **Ferguson, D. E.**, Vesely, C. (2020). Leveraging Bachelor's to Accelerated Master's degree pathways to enhance novice educators' pedagogical practices during their induction years. Seed innovation grant: College of Education and Human Development, George Mason University. \$7,136. Role: Co-Investigator.
- Ferguson, D. E.**, Melville, A. (2019). Utilizing diverse picture books for pre-service early childhood educators. Fenwick Library Learning Community Fund, George Mason University. \$4,000. Role: PI

Submitted Grants and Research Project (Submitted/Unfunded)

- Ferguson, D. E.** (submitted). Upholding the right to education: Curriculum policy and practice across Japan's early childhood education system. Fulbright U.S. Scholar Award: Japan. Role: PI
- Ferguson, D. E.** (2023). Curriculum policy and practice networks across Japanese preschool and primary education. Fulbright Scholar Award: Japan. Role: PI (finalist, unfunded).
- Ferguson, D. E.**, (2021). Utilizing diverse picture books for pre-service early childhood educators. Fenwick Fellowship, George Mason University. \$5,000. Role: PI (unfunded).

PRESENTATIONS

Peer-reviewed National and International Conference Presentations

- Ferguson, D. E.** & Takahashi, S. (2024, April 11-14). *Dismantling 'achievement gap' narratives in Japanese early childhood curriculum reform*. [Paper presentation]. American Education Research Association Annual Meeting, Philadelphia, PA.
- Ferguson, D. E.** (2023, November 29-December 3). Classroom materialities for equity and resistance: Perspectives of early childhood pre-service teachers. In **D. Ferguson** (Chair), *Exploring Pre-service Teachers' Understanding of Equity Literacy in Five Contexts*. [Symposium]. Literacy Research Association Annual Conference, Atlanta, GA.
- Ferguson, D. E.** & Dernikos, B. P. (2023, November 29-December 3). *Literacy Curricula as agents of restorative justice*. [Paper presentation]. Literacy Research Association Annual Conference, Atlanta, GA.
- La Croix, L., **Ferguson, D.E.**, Fisher-Maltese, C. (2023, July 28-August 1). *Promoting antiracist pedagogies through children's literature: Building a community of learners*. [Paper presentation]. Association of Teacher Educators, Washington, DC.
- Ferguson, D. E.** & Dernikos, B. P. (2023, April 13-16). *Orienting curriculum materials towards restorative justice in early literacy classrooms*. [Paper presentation]. American Education Research Association Annual Meeting, Chicago, IL.
- Ferguson, D. E.** (2023, March 25-29). *Envisioning classroom libraries as sites of equity and*

- resistance: Perspectives of early childhood preservice teachers.* [Panel presentation]. Association of Teacher Educators Annual Conference, Jacksonville, FL.
- Ferguson, D. E.** & Lemieux, A. (2022, November 29-December 3). Transcontextualizing literacy teacher education through an ontology of *eclosion*. In **D. Ferguson** (Chair), *The "Limits of the Local" at 20: Extensions of transcontextual approaches to literacy research*. Literacy Research Association Annual Conference, Phoenix, AZ.
- La Croix, L., Steen, B., **Ferguson, D. E.**, & Vesely, C.K. (2022, November 16-19). *Using children's literature to engage in critical discussions about racism.* [Paper presentation]. National Association of Early Childhood Teacher Educators, Washington, D.C.
- Ferguson, D. E.** & Nichols, T. P. (2022, April 21-26). *Unmasking the past in school-based field Research.* [Paper presentation]. American Education Research Association Annual Meeting, San Diego, CA.
- Ferguson, D. E.**, Coogle, C., Nagro, S., Parsons, S., & Majetich, E.* (2022, April 21-26). *Building pedagogies of undergraduate teacher education for equity and justice* [Paper presentation]. American Education Research Association Annual Meeting, San Diego, CA.
- Ferguson, D. E.** & Takahashi, S. (2022, April 21-26). *A case of the "first-grade problem" in three Japanese early childhood classrooms.* [Paper presentation]. World Education Research Association Annual Meeting, San Diego, CA.
- Ferguson, D. E.** & Shah, P.* (2021, April 8-12). *Mobilizing transformative pedagogies into early childhood education with diverse picture books.* [Roundtable presentation]. American Education Research Association Annual Meeting (online).
- Ferguson, D. E.** & Nichols, T. P. (2020, November 30-December 5). *School sites and the haunting of history: Unmasking the past in literacy research.* In **D. E. Ferguson** & T. P. Nichols (Chairs) Literacy Research Association 70th Annual Conference (Symposium cancelled).
- Ferguson, D. E.** & Nichols, T. P. (2020, April 17-21). Hidden in plain site: The active presence of school histories. In **D. E. Ferguson** & T. P. Nichols (Chairs) Symposium: *Sites unseen: Reimagining literacy sites for just and equitable futures.* American Educational Research Association Annual Meeting, San Francisco, CA (Conference cancelled).
- Hatch, T., Ahn, M., **Ferguson, D. E.**, & Rumberger, A. (2020, April 17-21). *Do external support providers distribute resources and expertise equitably?* [Roundtable presentation]. American Educational Research Association Annual Meeting, San Francisco, CA (Conference cancelled).
- Ferguson, D. E.** (2019, December 4-7). *Gentrified school literacies and the enrolled student body.* [Paper presentation]. Literacy Research Association 69th Annual Conference, Tampa, FL.
- Ferguson, D. E.** (2019, April 5-9). *Multimodal narratives of literacies for equity: Possibilities and limits for democratizing evidence.* [Paper presentation]. American Educational Research Association Annual Meeting, Toronto, Canada.
- Ahn, M., **Ferguson, D. E.**, Hatch, T., & Rumberger, A. (2019, April 5-9). *Two-mode social*

- network analysis of the funders' role in K-3 reading improvement programs distributing resources*. [Roundtable presentation]. American Educational Research Association Annual Meeting, Toronto, Canada.
- Ferguson, D. E.** (2018, November 28-December 1). *Matter for all: (De)humanizing materialities of "progressive" literacy curriculum*. [Paper presentation]. Literacy Research Association 68th Annual Conference, Indian Wells, CA.
- Ferguson, D. E.** (2018, April 13-18). *Materialities in early literacy and progressive curriculum reform* [Symposium]. American Educational Research Association Annual Meeting, New York City.
- Ahn, M., Hatch, T., Rumberger, A & **Ferguson, D. E.** (2018, April 13-18). *Mapping the social networks among K-3 reading programs in New York City* [Roundtable presentation]. American Educational Research Association Annual Meeting, New York City.
- Ferguson, D. E.** (2017, November 29-December 2). *'WE LOST THE PLADO': Materialities of early literacy reform*. [Paper presentation]. Literacy Research Association 67th Annual Conference, Tampa, FL.
- Ahn, M., Hatch, T., **Ferguson, D. E.**, & Rumberger, A. (2017, April 27-May 1). *The role of intermediary organizations in building the capacity for reading outcomes* [Roundtable presentation]. American Educational Research Association Annual Meeting, San Antonio, TX.
- Ferguson, D. E.** (2016, November 30-December 3). *"Don't look in the closet": Materialities in early literacy reform* [Roundtable presentation]. Literacy Research Association 66th Annual Conference, Nashville, TN.
- Ferguson, D. E.**, Rumberger, A. (2016, November 30-December 3). *Mapping the research claims of the New York City literacy improvement sector* [Roundtable]. Literacy Research Association 66th Annual Conference, Nashville, TN.
- Ferguson, D. E.**, Rumberger, A., Ahn, M., & Hatch, T. (2016, April 8-12). *Mapping the K-3 reading improvement sector in New York City*. American Educational Research Association Annual Meeting, Washington, DC.
- Ferguson, D. E.** (2015, July). *Revisioning the space of kindergarten undergoing curricular reform*. Literacies for All Summer Institute, Decatur, GA.
- Ferguson, D. E.** & Johnston, K. (2014, December). *School literacy practices within reformed spaces*. Literacy Research Association 64th Annual Conference, Marco Island, FL.
- Ferguson, D. E.** (2013, July). *Preschool book club*. Literacies for All Summer Institute, Hofstra University, Long Island, NY.
- Kuby, C. & **Ferguson, D. E.** (2012, July). *Community and nature at the heart of Japanese preschool curriculum*. Literacies for All Summer Institute, St. Louis, MO.
- Ferguson, D.**, Kato, Y., Nagahiro, M., Yamaguchi, K., & Yamamoto, N. (2010, July). *Hoikuen whole language: An EMMA study of Japanese beginning readers*. Literacies for All Summer Institute, Columbia, SC.
- Ferguson, D.** (2009, June). *An eye-movement and miscue study of Japanese beginning readers*. Reading Miscue Analysis Conference, Hofstra University, Long Island, NY.
- Ferguson, D.** (2008, June). *ResearchOnDIBELS.org: Linking educators to research and advocacy*. Literacies for All Summer Institute, Tucson, AZ.
- Schwarzer, D. & **Ferguson, D.** (2007, November). *DIBELS and English language learners in*

Alabama: A critical analysis. National Council of Teachers of English Annual Convention, New York, NY.

Schwarzer, D. & **Ferguson, D.** (2007, June). *DIBELS and English language learners: A review of the research.* Literacies for All Summer Institute, Louisville, KY.

Local, State, Regional Presentations

Ferguson, D. E. (2020, April). *Mirrors and windows: Utilizing diverse picture books for literacy instruction in preschool.* George Mason University Child Development Center Professional Development Day, Fairfax, VA (Cancelled)

Ferguson, D. E. (2019, March). *Mirrors and windows: Utilizing diverse books for early childhood literacy instruction.* Virginia State Reading Association 52nd Annual Conference, Norfolk, VA.

Barrett, S. & **Ferguson, D. E.** (2012, June). *Theater of the oppressed: Stories from Birmingham and Guatemala.* MidSouth Reading and Writing Institute, Birmingham, AL.

Ferguson, D. E. & McCall, S. (2011, June). *Transforming children's writing through poetry.* Mountain Brook Summer Literacy Conference, Mountain Brook, AL.

Ferguson, D. E. (2011, June). *The miscues and eye-movements of Japanese beginning readers.* MidSouth Reading and Writing Institute, Birmingham, AL.

Ferguson, D.E. (2010, February). 目の動きと読み間違いの研究 [Eye-movement and reading miscue research]. Wakaba Professional Development Workshop at Futaba Child Care Center, Okayama, Japan.

Ferguson, D.E. (2008, June). *ResearchOnDIBELS.org: Linking Alabama educators to research and advocacy.* MidSouth Reading and Writing Institute, Birmingham, AL.

Schwarzer, D. & **Ferguson, D.E.** (2007, January). *DIBELS for ELLs in Alabama: An exploratory study.* Alabama and Mississippi Teachers of English to Speakers of Other Languages (AMTESOL) Conference, Mobile, AL.

Invited Presentations

Ferguson, D.E. (2021, July 12).カリキュラムについて語る時に僕の語る事 [What I talk about when I talk about curriculum] [Invited Faculty Lecture] Saitama University, Saitama, Japan.

Guest Lectures and Departmental Talks

Ferguson, D.E. (2021, October 19). *What I think about when I think about literacy, curriculum, and qualitative research* [Guest lecture]. Current Research and Trends in Early Childhood Education (Dr. Christan Coogle). George Mason University.

Ferguson, D.E. (2021, June 7). *An Overview and History of the American Education System,* [Guest Lecture]. Saitama University, Saitama, Japan.

Ferguson, D.E. (2021, May 10). *A Survey of Research and Practice in Early Childhood Education,* [Guest Lecture]. Saitama University, Saitama, Japan.

Ferguson, D.E. (2019, March 6). *Building methodologies for mapping gentrification in Kindergarten literacy curricula* [Departmental talk]. Early Childhood Education Scholarship Collective meeting, George Mason University.

TEACHING AND ADVISING

George Mason University

Courses Taught

- ECED 4/501 *Developmental Pathways of Diverse Learners: Birth-Adolescence* (asynchronous)
- ECED 4/502 *Foundations of Language and Literacy for Diverse Primary Grade Learners* (in-person, asynchronous, bichronous, synchronous, hybrid)
- ECED 4/512 *Language and Literacy Assessment and Instruction for Diverse Primary Grade Learners*, (in-person, asynchronous, hybrid)
- ECED 601 *Critical Perspectives in Early Childhood Education* (synchronous online instruction)
- ECED 691 *Policy Perspectives in Early Childhood Education* (asynchronous)
- ECED 812 *Early Writing: Cognition, Language & Literacy* (in-person)

Student Advising

Defended Dissertation Committee Chairs or Members

Jeremy B. Redford (member). *'It's harder to get into than Harvard': Mothers' Experiences Navigating a Preschool Lottery System*. Dissertation defended May, 2022.

Current Dissertation Committees or Doctoral Advising

Pamela Epler (chair) 2022-
Emil Majetich, Jr. (co-chair) 2023-
April Maute Ege (member) 2023-
Jennifer Strickler (member) 2022-23

Graduate Student Mentoring

Karin Fukahori (research intern) 2023-24

Awards

2023 - *Mason Excellence in Teaching Award*, nominee

Teachers College, Columbia University

Courses Taught

- CT 4131 *Language and Literacy in the Early Childhood Curriculum* (in-person)
- CT 4136 *Methods and Materials of Reading Instruction* (in-person)

Community Teaching

- 2012-2015 Associate Teacher, ages 4-5 class
Hollingworth Preschool, Teachers College, Columbia University, New York City, NY
- 2011-2012 Teacher, 4th grade
Cherokee Bend Elementary School, Mountain Brook, AL
- 2010-2011 Teacher, 3rd grade
Meadow View Elementary School, Alabaster, AL
- 2008-2010 Teacher of English Language and Literacy
Midori and Hikari Nursery Schools, Fukuyama, Japan; Futaba Nursery School, Okayama, Japan
- 2008 Teacher, Kindergarten
Avondale Elementary School, Birmingham, AL
- 2005-2008 Head Debate Coach
SpeakFirst Debate Team Birmingham, AL

ACADEMIC AND COMMUNITY SERVICE

Service to the Field

Review Work

- 2024- *The Critical Social Educator*, reviewer
- 2024- *Urban Education*, reviewer
- 2021- *International Journal of Qualitative Studies in Education*, reviewer
- 2019- *Literacy Research Association*, Reviewer of Conference Proposals
- 2019 *International Journal of Early Childhood Environmental Education* guest reviewer
- 2019 NCTE Books Program manuscript review
- 2014- *Midsouth Literacy Journal* Editorial Review Board member
- 2015-16 *Research in the Teaching of English Journal* abstract translator

Other Projects

- 2022- Inaugural Crew Member – Inquiry Initiative of the Association of Teacher Educators, Equitable Literacy Practices Sub-group

Professional Organization Ongoing Participation

- AERA – American Education Research Association
- ATE – Association for Teacher Education
- ECEA – Early Childhood Education Assembly
- JSPS – Japan Society for the Promotion of Science
- LRA – Literacy Research Association
- NCTE – National Council of Teachers of English

VSRA – Virginia State Reading Association
WERA – World Education Research Association

Service to the University/College (GMU-CEHD)

2023- CEHD PhD Committee (ECE Representative)
2023- CEHD Teachers of Promise Institute Liaison
2023 Search Committee for Term & Tenure ECE Faculty positions (member)
2023-2024 Provost Office - Online Course Development Faculty Partner
2020-2022 CEHD Anti-racism Action Group committee (member)
2018- Division of Child, Family, and Community Engagement Advisory
Council (member)
2018-2019 Mason Faculty Mentoring Community (member)

Service to the Department (ECE)

2019- Course Lead for ECED 402/502
2019- Course Lead for ECED 412/512
2022- Course lead for ECED 201
2024- Co-Course Lead for ECED 401
2023- Outreach Liaison to Northern Virginia Association for the Advancement of
Young Children (NAEYC)
2020-2022 Early Childhood Education Anti-racist Book Club co-founder
2019-2023 Undergraduate Program Advising & Mentoring Work Group
2019-2023 ECED/ECSE Scholarship & Awards Committee chair
2019-2020 ECE Scholarship Collective Founding Member
2018-2019 Undergraduate Program Curriculum Development Work Group

Service to the Community

2023- Washington Japanese Heritage Center – Conference Planning
Committee (member)
2022- Washington Japanese Language School (volunteer)

[Updated October 2024]