

# DR. ESTHER O. OHITO

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University of North Carolina at Chapel Hill | School of Education — Peabody Hall, CB 3500, Chapel Hill, NC 27599

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## I. EDUCATION

- 2012-2017 Ed.D. Teachers College, Columbia University, New York, NY  
Department of Curriculum and Teaching  
**Dissertation title:** *Re-membering antiracist pedagogy: Portraits of pedagogues fleshing out racialized affective body politics in antiracist teacher education*  
**Dissertation committee:** Dr. Celia Oyler, Dr. Nancy Lesko, Dr. Dirck Roosevelt, and Dr. Cynthia B. Dillard (University of Georgia)
- 2004 M.A.T National Louis University, Chicago, IL
- 2003 B.A Hampton University, Hampton, VA

### *Specialized Professional Certification*

- 2008 NBCT National Board for Professional Teaching Standards  
**Certification:** Early Adolescence/English Language Arts (ELA)
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## II. ACADEMIC AND ADMINISTRATIVE APPOINTMENTS

- 2019-Present **Assistant Professor of Curriculum Studies**  
School of Education  
University of North Carolina at Chapel Hill
- 2018-2019 **Assistant Professor of Black Studies & Education;** Black Studies Program and  
Department of Educational Studies (Joint Appointment); **Affiliate Faculty,** Women's and  
Gender Studies Program  
Denison University
- 2017-2018 **Assistant Professor of Education;** School of Education; **Director,** Teachers for  
Tomorrow's Schools Single Subject Humanities Credential Program; **Affiliate Faculty,**  
Department of Race, Gender and Sexuality Studies  
Mills College
- 2016-2017 **Assistant Adjunct Professor;** School of Education & **Director,** Teachers for  
Tomorrow's Schools Single Subject Humanities Credential Program  
Mills College
- 2012-2014 **Instructor,** Elementary Inclusive Education Program  
Teachers College, Columbia University
- 2009-2012 **Lecturer,** Urban Teacher Education Program  
The University of Chicago
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## III. AREAS OF RESEARCH AND INQUIRY

Affect and emotion | Antiracist and equity-oriented pedagogies | Black studies | Cultural studies in education |  
Curriculum studies | Embodiment | Girlhood studies | Literacies | Qualitative research methodologies and  
methods | Teacher education | Women's and gender studies |

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## IV. AWARDS AND HONORS

- 2020-2022 **Faculty Fellow (Inaugural)**, Center of Racial Justice and Youth Engaged Research, University of Massachusetts Amherst
- 2017 **Quigley Fellowship**, Meg Quigley Women's, Gender, and Sexuality Studies Department/Department of Race, Gender and Sexuality Studies, Mills College
- 2016-2018 **Cultivating New Voices among Scholars of Color (CNV) Program**, National Council of Teachers of English
- 2016 **Distinguished Graduate Student Paper Award**, American Educational Research Association (AERA) Critical Issues in Curriculum and Cultural Studies Special Interest Group (SIG), Presented in Washington, DC
- 2016 **Mellon Summer Institute Fellow (Democratizing Knowledge Project)**, Syracuse University
- 2015-2016 **Arthur Zankel Urban Fellowship**, Teachers College, Columbia University
- 2015 **Daniel Solórzano Mentoring Program Award**, Critical Race Studies in Education Association (CRSEA), Presented in Nashville, TN
- 2012-2015 **Doctoral Research Fellowship**, Department of Curriculum and Teaching, Teachers College, Columbia University
- 2012-2014 **Dean's Fellowship Program for Teaching and Diversity**, with Dr. Celia Oyler, Teachers College, Columbia University
- 2011 Participant, **Fulbright-Hays Seminars Abroad (Brazil)**, U.S. Department of Education
- 2011 **Egretha Award for Educator of the Year** [Community Award], *African American Women's Business and Career Conference Magazine* (Chicago, IL)
- 2008 **Teacher of Distinction**, Golden Apple Foundation (Chicago, IL)
- 2008 Participant, **Fulbright-Hays Group Project Abroad (Jamaica)**, U.S. Department of Education
- 2007 Participant, **Educators to Saudi Arabia Program**, Institute for International Education
- 2003 Participant, **The Charles B. Rangel International Affairs Program**, Howard University
- 1999-2003 **Presidential Scholarship**, Hampton University
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## V. PUBLICATIONS (*Refereed*)

### *Manuscripts (Published and In Press)*

- 12) **Ohito, E. O.** (2020). Some of us die: A Black feminist researcher's survival method for creatively refusing death and decay in the neoliberal academy. *International Journal of Qualitative Studies in Education*. Advance online publication. <https://doi.org/10.1080/09518398.2020.1771463>
- 11) **Ohito, E. O.**, & The Fugitive Literacies Collective (2020). "The creative aspect woke me up": Awakening to multimodal essay composition as a fugitive literacy practice. *English Education* 52(3), 186-222.
- 10) **Ohito, E. O.** (2020). Fleshing out enactments of Whiteness in antiracist pedagogy: Snapshot of a White teacher educator's practice. *Pedagogy, Culture and Society*, 28(1), 17-36. <https://doi.org/10.1080/14681366.2019.1585934>
- 9) Nyachae, T. N., & **Ohito, E. O.** (2019). No disrespect: Dissecting respectability discourses in extracurricular programming for Black girls. *Urban Education*. Advance online publication. <https://doi.org/10.1177/0042085919893733>

- 8) Deckman, S.L., & **Ohito, E. O.** (2019). Stirring vulnerability, (un)certainly, and (dis)trust in humanizing research: Dialogically re-membering unsettling racialized encounters in social justice teacher education. *International Journal of Qualitative Studies in Education*. Advance online publication. <https://doi.org/10.1080/09518398.2019.1706199>
- 7) **Ohito, E. O.** (2019). Mapping women's knowledges of antiracist teaching in the United States: A feminist phenomenological study of three antiracist women teacher educators. *Teaching and Teacher Education, 86*, 1-11. <https://doi.org/10.1016/j.tate.2019.102892>
- 6) **Ohito, E. O.** (2019). "I just love Black people!": Love, pleasure, and critical pedagogy in urban teacher education. *The Urban Review: Issues and Ideas in Public Education, 51*, 123-145. <https://doi.org/10.1007/s11256-018-0492-7>
- 5) **Ohito, E. O.,** & Nyachae, T. N. (2019). Poetically poking at respectability discourses: Conducting rigorous feminist Critical Discourse Analysis using Black feminist poetry. *Qualitative Inquiry 25*(9–10), 839–850. <https://doi.org/10.1177/1077800418786303>
- 4) **Ohito, E. O.** (2019). Thinking through the flesh: A critical autoethnography of racial body politics in urban teacher education. *Race, Ethnicity and Education, 22*(2), 250-268. <https://doi.org/10.1080/13613324.2017.1294568>
- 3) **Ohito, E. O.,** & Khoja-Moolji, S. (2018). Reparative readings: Re-claiming Black feminized bodies as sites of somatic pleasures and possibilities. *Gender and Education, 30*(3), 277-294. <https://doi.org/10.1080/09540253.2016.1225014>
- 2) **Ohito, E. O.** (2016). Refusing curriculum as a space of death for Black female subjects: A Black feminist reparative reading of Jamaica Kincaid's "Girl." *Curriculum Inquiry, 46*(5), 436-454. <https://doi.org/10.1080/03626784.2016.1236658>
- 1) **Ohito, E. O.** (2016). Making the emperor's new clothes visible in anti-racist teacher education: Enacting a pedagogy of discomfort with White preservice teachers. *Equity & Excellence in Education 49*(4), 454-467. <https://doi.org/10.1080/10665684.2016.1226104>

### ***Book Chapters***

- 4) **Ohito, E. O.,** & Nyachae, T. N. (2019). Conceptualizing and enacting sensational currere: Attuning to the embodied essence in autobiographical curriculum inquiry. In T. Strong-Wilson, C. Ehret, D. Lewkowich, & S. Chang-Kredl (Eds.), *Provoking curriculum encounters: New engagements with curriculum theory*.
- 3) **Ohito, E. O.,** & Deckman, S. L. (2018). Feeling Black and blue in pre-service teacher education: Encountering emotion and embodiment in antiracist teaching. In B. Ahad-Legardy, & O. Poon (Eds.), *Difficult subjects: Strategies for teaching race, sexuality and gender*. Sterling, VA: Stylus.
- 2) Khoja-Moolji, S., & **Ohito, E. O.** (2018). Containing the leakiness of impure inhumans: Bleeding third world bodies and the confining cultural politics of menstrual hygiene campaigns. In S. Talbert (Ed.), *Youth sexualities: Public feelings and contemporary cultural politics*. Santa Barbara, CA: Praeger.

- 1) **Ohito, E. O., & Oyler, C.** (2017). Feeling our way toward inclusive counter-hegemonic pedagogies in teacher education. In L. Florian, & N. Pantić (Eds.), *Teacher education for the changing demographic of schooling* (pp. 183-198). Cham, Switzerland: Springer.

## ***Special Themed Journal Issues***

- 4) **Ohito, E. O.** (Ed). (forthcoming, May 2022). Black girls in space: Locating the geographies of Black girlhoods in education research. [Special issue] *Girlhood Studies: An Interdisciplinary Journal*
- 3) **Ohito, E. O., & Coles, J. A.** (Eds.). (forthcoming, January 2021). Curricular confrontations in the wake of antiblackness and in the break of Black possibilities. [Special issue] *Curriculum Inquiry*.
- 2) **Ohito, E. O., Lyiscott, J., Gonzales, L., González Ybarra, M., Caldas Chumbes, B., Coles, J., Harris Garad, B., & Player, G. D.** (Eds.). (April 2020). Caught up in the rupture of freedom: Fugitive literacies across multimodalities in communities and classrooms. [Special issue] *English Education*.
- 1) **Ohito, E. O., Sealey-Ruiz, Y., Watson, W., & Lyiscott, J.** (Eds.). (March 2019). “What’s love got to do with it?”: Looking for love in urban schooling. [Special issue] *The Urban Review: Issues & Ideas in Public Education*.

## ***Special Issue Editorial***

- Ohito, E. O., Watson, W., Lyiscott, J., & Sealey-Ruiz, Y.** (2019). Editorial: The editors’ love letter: Visions of love in urban schooling. [Special issue] *The Urban Review: Issues & Ideas in Public Education*.

## ***Manuscripts and Proposals under Revision and Review***

- Ohito, E. O.** (invited). What can we not leave behind? Storying family photographs, unlocking emotional memories, and welcoming complex conversations on human experiences. *Occasional Paper Series* [Special issue].
- Ohito, E. O.** (revise & resubmit). Portrait of a Black male antiracist pedagogue: Provocations for antiracist teacher education.
- Ohito, E. O., & Brown, K. D.** (revise & resubmit). Seeking shelter from the storm of anti-Blackness: The (im)possibility of classrooms as Black spaces in Predominantly White Institutions.
- Ohito, E. O.** (under review). Remembering my memories: Memory work as a Black feminist visual research method of inquiry.
- Ohito, E. O.** (under review). Portrait of a hypermasculine antiracist Black male pedagogue: Gender (performance) and antiracist pedagogy in teacher education.
- Ohito, E. O.** (under review). “Blackness is not just a single definition”: Multimodal composition as an exercise for scaffolding student theorizing in a Black studies classroom.
- Ohito, E. O., & Loury, A.** (under review). “I write with intent”: An improvisational Black feminist study of writing as an extraordinary literacy practice.

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Ohito, E. O., Allen McIntosh, K., Moveda, M., & Madkins, T. (Eds.) (under review). "Where my girls at?": The missing discourses of geographies, genders, and sexualities in educational research on Black girls. [Special issue proposal]

## *Manuscripts in Preparation (Select)*

Ohito, E. O., & Deckman, S. L. (in preparation). Traversing the jagged terrain of the unsayable: Troubling talk in antiracist teacher education.

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## VI. GRANTS AND FUNDED PROJECTS (*Total Awarded: \$277,542*)

### *External Grants*

- 2019      **Explorance Faculty Grant, \$10,000**, with Dr. Joseph L. Lewis. Principal Investigator. *Project title: Exploring Diversity and Inclusion Pedagogy in Two Inclusive University Classrooms.* Funded by Explorance/BlueNotes Group.
- 2019      **Fulbright-Hays Group Projects Abroad Program, \$92,431**, with Drs. Jamila Lyiscott, Susan Yawa Wilcox, & Keisha Green. Project Research Coordinator & Evaluator. Funded by the U.S. Department of Education. *Project title: Teachers Becoming Learners of Cultural and Linguistic Diversity in Ghana.* Project implemented by University of Massachusetts Amherst.
- 2017      **Fulbright-Hays Group Projects Abroad Program, \$84,115**, with Drs. Susan Yawa Wilcox, Jamila Lyiscott, & Patricia Nunley. Principal Investigator & Project Co-director. Funded by the U.S. Department of Education. *Project title: Learning in Ghana: Linking Language, Literacy, and Culture.* [\*PI responsibilities retained by Mills College upon departure.]
- 2013      **Fulbright-Hays Group Projects Abroad Program, \$70,000**, with Dr. Celia Oyler. Co-principal Investigator & Project Director. Funded by the U.S. Department of Education. *Project title: Exploring the Intersections of Language, Culture, and Society through a Case Study of Tanzania.*

### *Internal Grants*

- 2015      **Vice President's Grant for Diversity & Community Initiatives, \$1,500**, with Nicole Pearson, Karishma Desai, and Mary Ann Chacko. Funded by Teachers College, Columbia University
- 2013      **Vice President's Grant for Diversity & Community Initiatives, \$1,500**, with Karishma Desai and Nicole Pearson. Funded by Teachers College, Columbia University

### *Funded Projects*

- 2008      **Fund for Teachers Grant, \$10,000**, with Monica Lewis. Funded by Fund for Teachers
- 2008      **Teaching Incentive Grant, \$3,000**, Funded by Oppenheimer Family Foundation.
- 2007      **Student Achievement Grant, \$5,000**, with Monica Lewis. Funded by The NEA Foundation

VII. TEACHING AND PROFESSIONAL EXPERIENCE

TERTIARY EDUCATION

*University Teaching*

*University of North Carolina at Chapel Hill (Graduate and Undergraduate)*

- 2020 (Spring) EDUC 615: **Schools and Community Collaboration**
- 2019 (Fall) EDUC 851: **Curriculum Theory**
- 2019 (Fall) EDUC 688: **Teaching English Language Arts, Grades 3-6 (MAT)**

*Denison University (Undergraduate)*

- 2018 (Spring) EDUC/BLST/WGST: **Theorizing in Womanist Ways: Race, Gender, and Curriculum in Education**
- 2018 (Spring) EDUC/BLST/WGST: **Introduction to Black Studies**
- 2018-2019 EDUC 390/BLST 390/WGST 391: **Critical Pedagogy: Gender, Race, and Class in U.S. Education**
- 2018 (Fall) EDUC 346/BLST 246/WGST 253: **Becoming a Bad Student: Identity, Inequity, and Intersectionality in Schooling**

*Mills College (Graduate and Undergraduate)*

- 2018 (Spring) EDUC 301A: **Curriculum and Instruction: Secondary Schools**
- 2018 (Spring) EDUC 389: **Teaching Reading and Writing in the Secondary School**
- 2018 (Winter) EDUC 180J/280J: **Becoming a Bad Student: Identity, Inequity, and Intersectionality in Schooling**
- 2017 (Fall) EDUC 301A: **Curriculum and Instruction: Secondary Schools**
- 2017 (Fall) EDUC 385: **Student Teaching in the Secondary School**
- 2017 (Spring) EDUC 389: **Teaching Reading and Writing in the Secondary School**
- 2017 (Winter) EDUC 180J/280J: **Becoming a Bad Student: Identity, Inequity, and Intersectionality in Schooling**
- 2016-2017 EDUC 385: **Student Teaching in the Secondary School**
- 2016-2017 EDUC 347: **Introduction to the Profession of Teaching Diverse Learners**

*Barnard College (Undergraduate)*

- 2016 (Spring) WMST BC 2150: **Practicing Intersectionality: The Interdisciplinary Study of Race, Gender, and Ethnicity<sup>1</sup>**

*Teachers College, Columbia University (Graduate)*

- 2015 (Fall) A&HE 5518: **Teaching English in Diverse Social & Cultural Contexts<sup>1</sup>**
- 2013-2014 C&T 6900: **Race and Social Justice in Education**
- 2013 (Fall) C&T 5000: **Theory & Inquiry into Curriculum and Teaching<sup>1</sup>**
- 2012-2014 C&T 4123: **Curriculum & Instruction in Elementary Inclusive Education<sup>1</sup>**
- 2012-2014 C&T 4124: **Curriculum Development & Instruction in Inclusive Elementary Education<sup>1</sup>**

*The University of Chicago (Graduate)*

- 2009-2012 UTEP 35502: **Foundations of Education: Human Development and Learning**
- 2009-2012 UTEP 31500: **Teaching as a Profession**

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<sup>1</sup>*Co-Instructor-of-Record or Graduate Teaching Assistant*

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## *Supervision of Preservice Teachers*

- 2012-2013 **Field Supervisor** for preservice teachers in K-5 education, Elementary Inclusive Education Program, Teachers College, Columbia University, New York, NY
- 2008-2009 **Clinical Supervisor** for preservice teachers in K-8 education, Urban Teacher Education Program, The University of Chicago, Chicago, IL

## ELEMENTARY & SECONDARY EDUCATION

### *Teaching (Elementary & Secondary)*

- 2005-2009 English Language Arts Teacher (Grades 6-8), Chicago Public Schools, Chicago, IL
- 2004-2005 Elementary School Teacher (Grade 5), Chicago Public Schools, Chicago, IL

### *Teacher Induction and Instructional Coaching*

- 2013-2016 **Staff Developer and Inquiry-to-Action Team Facilitator** (in New York City Department of Education and Hartford Public Schools), Inclusive Classrooms Project LLC and Teachers College Inclusive Classrooms Project, Teachers College, Columbia University, New York, NY
- 2009-2012 **New Teacher Induction Coach** (in Chicago Public Schools), Urban Teacher Education Program, The University of Chicago, Chicago, IL
- 2007-2009 **Curriculum Inquiry Group Facilitator** (in Chicago Public Schools), Chicago New Teacher Center, as affiliated with the University of California, Santa Cruz, Chicago, IL
- 2007-2009 **Literacy Study Group Coach**, Chicago Foundation for Education, Chicago, IL

## INTERNATIONAL EDUCATION

### *Instructional Coaching*

- 2015 (Summer) **Professional Development Provider**, South Africa and Swaziland: Various School Sites, EdTech Summit Africa
- 2013-2014 **Consultant/Professional Development Provider**, Ghana: Millennium Villages Project, Education Sector: Center on Globalization and Sustainable Development, Earth Institute, Columbia University

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## VIII. CONFERENCE PAPERS AND PRESENTATIONS

- 38) **Ohito, E. O.**, & Lewis, J. L. (2020, August). *Evaluating diversity and inclusion pedagogy in two inclusive university classrooms*. BlueNotes Global 2020 Conference.
- 37) **Ohito, E. O.**, Lyiscott, J., Green, K., & Wilcox, S. E. (2020, July). *Critical literacies across two continents: Teachers as cross-cultural learners and agents of transformative literacy education*. Second World Conference on Transformative Education (WCTE). Cape Coast, Ghana. (Conference canceled).
- 36) **Ohito, E. O.** (2020, June). Creative writing track. 2020 Conference on James Baldwin. Saint Paul de Vence, France. (Conference canceled).
- 35) Deckman, S. L., & **Ohito, E. O.** (2020, May). *Traversing the terrain of the (un)sayable: Storying troubling talk in antiracist teaching*. Narrative Matters 2020 Conference. Atlanta, GA. (Conference canceled).
- 34) **Ohito, E. O.** (2020, April). *Division B pre-conference mentoring session. Write it down, Sis: Writing, wellness, and women of color scholars in the academy*. Presented at 2020 American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled).
- 33) **Ohito, E. O.** (2020, April). *Traversing the jagged terrain of the (un)sayable: Troubling talk in antiracist teaching*. Presented at 2020 American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled).

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- 32) **Ohito, E. O.** (2020, April). *Is There a Black pedagogy? Or, Portrait of the dangerous Black pedagogue.* Presented at 2020 American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled).
- 31) **Ohito, E. O.** (2020, April). *Good, hood, bad, and bougie: Complicating conversations about Black girlhoods lived in dark places.* [Panel] Presented at 2020 American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled).
- 30) **Ohito, E. O.** (2020, April). *A "celebration of African American life and freedom": Researching free-writing as a fugitive literacy practice.* Presented at 2020 American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled).
- 29) **Ohito, E. O., & Deckman, S. L.** (2019, November). *Decolonizing knowledge about antiracist teaching: Lessons from Black women teacher educators' lived experiences and wisdom.* Presented at 2019 American Educational Studies Association Annual Meeting, Baltimore, MD
- 28) **Ohito, E. O., & Deckman, S. L.** (2019, November). *Traversing the terrain of the (un)sayable: Troubling talk in antiracist teaching.* Presented at 2019 American Educational Studies Association Annual Meeting, Baltimore, MD
- 27) **Ohito, E. O., & Brown, K. L.** (2019, November). *Living curriculum in the afterlife of slavery: Fugitivity, freedom, and futurity in two university classrooms.* Presented at 2019 American Educational Studies Association Annual Meeting, Baltimore, MD
- 26) **Ohito, E. O.** (2019, April). *Remaking the world through the word: Multimodal fiction writing as a fugitive literacy practice.* Presented at 2019 American Educational Research Association Annual Meeting, Toronto, Canada.
- 25) **Ohito, E. O.** (2019, April). *Articulating a feminist framework for antiracist teaching: A feminist phenomenological study of antiracist teacher educators.* Presented at 2019 American Educational Research Association Annual Meeting, Toronto, Canada.
- 24) **Ohito, E. O., & Deckman, S. L.** (2019, April). *Toward embodied humanizing pedagogies: Duo-ethnographically re-membering corporeal pedagogical encounters in social justice teacher education.* Presented at 2019 American Educational Research Association Annual Meeting, Toronto, Canada.
- 23) **Ohito, E. O.** (2018, December). *"Use correct grammar": Dissecting discourses of antiblackness in extracurricular programming for Black schoolgirls in the United States.* Presented at 6th World Curriculum Studies Conference, Melbourne, Australia.
- 22) **Ohito, E. O.** (2018, November). *"Use correct grammar": Dissecting discourses of antiblackness in extracurricular programming for Black schoolgirls in the United States.* Presented at 11th Decolonizing Conference, Centre for Integrative Anti-Racism Studies, Toronto, Canada.
- 21) **Ohito, E. O.** (2018, April). *Living legacy, struggle, and commitments in public education: Doing the work of critical women-of-Color feminisms,* with Cynthia B. Dillard (Organizer), Joyce King, Aida Hurtado, Sandy Grande, Subini Annamma, Venus Evans-Winters, and Carmen Medina. Invited Presidential Session at American Educational Research Association Annual Meeting, New York, NY
- 20) **Ohito, E. O.** (2018, April). *The pedagogical provocateur: Portrait of an antiracist teacher educator's "real Black" curriculum and pedagogy.* Presented at 2018 American Educational Research Association Annual Meeting, New York, NY
- 19) **Ohito, E. O., & Nyachae, T. M.** (2018, April). *Poetically poking at racialized discourses: Narratively analyzing qualitative data in (Black) feminist Critical Discourse Analysis.* Presented at 2018 American Educational Research Association Annual Meeting, New York, NY
- 18) **Nyachae, T. M., & Ohito, E. O.** (2018, April). *Traversing the affective terrain of Black feminist pedagogy in social justice teacher education.* Presented at 2018 American Educational Research Association Annual Meeting, New York, NY
- 17) **Ohito, E. O., & Nyachae, T. M.** (2018, April). *Poetically re-inventing Black girlhoods: Curricular re-makings of Black girls beyond the politics of respectability.* Presented at 2018 American Association for the Advancement of Curriculum Studies. New York, NY



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- 16) **Ohito, E. O.,** & Joubert, E. (2017, November). *Memory, racial trauma, and troubling curricular constructions of Black girlhood in Young Adult literature*. Presented at 2018 American Educational Studies Association Annual Meeting, Pittsburgh, PA
- 15) **Ohito, E. O.,** & Deckman, S. L. (2017, November). *Toward humanizing pedagogies of embodiment: A duoethnographic re-membering of corporeal pedagogic encounters in teacher education*. Presented at 2017 American Educational Studies Association Annual Meeting, Pittsburgh, PA
- 14) **Ohito, E. O.** (2017, June). *Fleshing out antiracist teacher education: Portrait of a White teacher educator's disembodied antiracist pedagogy*. Presented at 2017 Critical Race Studies in Education Association (CRSEA) Annual National Conference, Indianapolis, IN
- 13) **Ohito, E. O.,** & Deckman, S. (2017, April). *Feeling Black and blue in pre-service teacher education: Encountering emotion and embodiment in antiracist teaching*. Presented at 2017 American Educational Research Association Annual Meeting, San Antonio, TX
- 12) **Ohito, E. O.,** & Joubert, E. (2017, April). *(Re)membering Black girls: Memory, racial trauma, and troubling curricula constructions of Black girlhood in the United States*. Presented at 2017 American Educational Research Association Annual Meeting, San Antonio, TX
- 11) **Ohito, E. O.** (2017, April). *The affectionate interrupter: Portrait of a Black feminist teacher educator's antiracist pedagogy of love*. Presented at 2017 American Educational Research Association Annual Meeting, San Antonio, TX
- 10) **Ohito, E. O.** (2016, May). *The loving interrupter: Portrait of a Black feminist teacher educator's antiracist pedagogy of love*. Presented at 2016 Critical Race Studies in Education Association (CRSEA) Annual National Conference, Denver, CO
- 9) **Ohito, E. O.** (2016, April). *Discomfort as pedagogy in a racial and social justice-oriented third space in preservice teacher education*. Presented at 2016 American Educational Research Association Annual Meeting, Washington, DC
- 8) **Ohito, E. O.,** & Khoja-Moolji, S. (2016, April). *Reparative readings: Re-claiming Black feminized bodies as sites of pleasure and possibilities in diverse democracies*. Presented at 2016 American Educational Research Association Annual Meeting, Washington, DC
- 7) **Ohito, E. O.** (2016, February). *Thinking through the flesh: Race, embodiment, and the preparation of teachers for urban schools*. Presented at 37th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA
- 6) **Ohito, E. O.** (2015, May). *What can a body do?: Race and body matters in teaching, learning, and the preparation of teachers for urban schools*. Presented at 2015 Critical Race Studies in Education Association (CRSEA) Annual National Conference, Nashville, TN
- 5) **Ohito, E. O.** (2014, October). *Revisioning teacher education: Examining race and racial bias with preservice teachers through multimodal autoethnography*. Presented at Diversity Challenge Conference, Boston College, Boston, MA
- 4) **Ohito, E. O.** (2014, September). *Revisioning teacher education: Examining race with pre-service teachers through multimodal autoethnography*. Presented at Race & Pedagogy National Conference, University of Puget Sound, Tacoma, WA
- 3) **Ohito, E. O.,** & Hoffman, M. (2011, February). *The challenges of diversity in our urban teacher education program*. Presented at 39th Annual North Dakota Study Group for Evaluation Meeting. Mundelein, IL
- 2) **Ohito, E. O.,** & Hoffman, M. (2010, February). *Honest conversations about race in the classroom: The story of a White preservice teacher, a Black mentor teacher, and a Black student*. 38th Annual North Dakota Study Group for Evaluation Meeting. Mundelein, IL
- 1) Stovall, D. O., **Ohito, E. O.,** & Watkins, C. (2008, May). *Critical race praxis in action*. Panel conducted at 2008 Critical Race Studies in Education Association (CRSEA) Annual National Conference. Chicago, IL

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## IX. GUEST LECTURES, INVITED TALKS, AND WORKSHOPS (*Abbreviated*)

### ***Invited Talks (Campus-Wide)***

- 2020 UNC School of Education Graduate Student Association Education Equity & Justice Speaker Series, with Danielle M. Purifoy
- 2019 *Curricular confrontations in the wake of antiblackness and in the break of Black possibilities*, with Justin Coles, Fikile Nxumalo, and Rosalind Hampton. Ontario Institute for Studies in Education, University of Toronto.
- 2017 *Toward a feminist framework for antiracist teaching*. Mills College, Oakland, CA.
- 2015 *What can a body teach?: Race and body matters in teaching, learning, and the preparation of teachers for urban schools*. Racial Literacy Roundtables, Teachers College, Columbia University, New York, NY

### ***Guest Lectures (Classroom)***

- 2015 “*When and where I enter*”: *Gender, race, and class in praxis*. Pace University, New York, NY
- 2015 *Scoping the field: Situating your scholarship in the American Education Research Association (AERA)*, Teachers College, Columbia University, New York, NY

### ***Workshops***

- 2013-2016 Symposium and Writing Workshop for Women of Color Scholars, Teachers College, Columbia University, New York, NY
- 2010 *Socratic seminar: Merging literature and life in the classroom*. Golden Apple Foundation’s Summer Conference 2010, Chicago, IL
- 2009-2011 *Beyond book reports: Using literary essays to push intellectual rigor*, with Heather Yutz. Boundless Readers Summer Professional Development Workshops for Teachers. Chicago, IL
- 2009-2011 *Literature circles: Let’s talk about books!* Boundless Readers Summer Professional Development Workshops for Teachers. Chicago, IL
- 2007 *Socratic seminars: Asking questions to find answers*. Chicago Public Schools Area 15 Professional Development Conference for Teachers. Chicago, IL

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## X. SERVICE

- 2020-2023 **Co-Editor** (Incoming as of July 1, 2020), *Equity & Excellence in Education*
- 2020-2022 **Co-Chair**, American Educational Research Association (AERA), Division B (*Curriculum studies*) Section 6: De/Colonization and Transformative Curriculum Studies
- 2020 **Recruitment/Membership Chair**, International Girls Studies Association (IGSA)
- 2019-2022 **Journal and Publications Committee**, American Association for the Advancement of Curriculum Studies (AAACS)
- 2019-2021 **Member**, International Editorial Board, *Curriculum Inquiry*
- 2018-2020 **Member**, Equity and Inclusion Council Sub-committee, American Educational Research Association (AERA), Division B (Curriculum Studies)
- 2018-2019 **Faculty Advisor**, Educational Studies Department Fellows, Denison University, Granville, OH
- 2015-2016 **Campus Liaison**, American Educational Research Association (AERA), Division G (Social context of education)
- 2009-2012 **Diversity Support Services Coordinator**, Urban Teacher Education Program, University of Chicago, Chicago, IL
- 2007-2009 **Teacher Leadership Team Member**, Facing History and Ourselves, Chicago, IL

# DR. ESTHER O. OHITO

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## ***Manuscript Reviewer***

2020	<i>Multicultural Perspectives</i>
2018	<i>Educational Researcher</i>
2018	<i>International Journal for Qualitative Studies in Education (QSE)</i>
2017	<i>Curriculum Inquiry</i>
2017-Present	<i>Journal of Teacher Education</i>
2016	<i>Equity &amp; Excellence in Education</i>
2016	<i>Gender and Education</i>

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## **XI. PROFESSIONAL AFFILIATIONS & MEMBERSHIPS**

- American Association for the Advancement of Curriculum Studies (AAACS)
  - American Educational Research Association (AERA); **Divisions:** B (*Curriculum studies*), G (*Social context of education*), and K (*Teaching and teacher education*); **Special Interest Groups (SIGS):** *Arts based educational research; Critical educators for social justice; Critical issues in curriculum and cultural studies; Narrative research*
  - American Educational Studies Association (AESA)
  - American Studies Association (ASA)
  - Association of Teacher Educators (ATE)
  - Critical Race Studies in Education Association (CRSEA)
  - International Association for the Advancement of Curriculum Studies (IAACS)
  - Literacy Research Association (LRA)
  - National Council of Teachers of English (NCTE)
  - National Women's Studies Association (NWSA)
  - Urban Teacher Educators Consortium (UTECE)
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## **XII. ADVISEMENT & DOCTORAL COMMITTEES**

*University of North Carolina at Chapel Hill*

- Sean Hernández Adkins (Ph.D.) – Advisor & Doctoral Committee Chair
  - Liz Allen (Ph.D.) - Doctoral Committee Member
  - Cortland Gilliam (Ph.D.) – Doctoral Committee Member
- 

## **XIII. LANGUAGE PROFICIENCY**

**French:** Beginning level, written and spoken

**Kiswahili:** Advanced level, written and spoken

**Luo:** Intermediate level, written and spoken

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## **XIV. REFERENCES**

Provided upon request.