Dr. Sara Vogel
Ph.D in Education Research
Research Director, Teacher Educator

CURRICULUM VITAE

RESEARCH AND PRACTICE AGENDA

To leverage research to support colleges of education and teachers to develop meaningful, equitable and coherent computing-integrated pedagogies. To design and conduct research within computing-integrated learning environments that center bi/multilingual learners' repertoires and communities.

ACADEMIC DEGREES

The Graduate Center, City University of New York, NY
Ph.D. in Urban Education   **2021**
Focus: Bilingual education, equity, multiliteracies, digital media learning, computer science ed

Hunter College, City University of New York (CUNY), NY
M. Ed., Childhood Education with Spanish/Bilingual Extension   **2011**

Columbia College, Columbia University
B.A., Urban Studies, Concentration in Anthropology   **2009**

The School for International Training, Quito, Ecuador
Experiential Learning Study Abroad Program   **2008**

RESEARCH AND PROFESSIONAL EXPERIENCE

City University of New York   New York, NY
Associate Director   5/2022-11/2023
Research Director, Computing Integrated Teacher Education, Central Office   12/2023 - present
of Academic Affairs

- Leads the designs and implementation of professional development to support over 100 faculty members across 15 CUNY colleges to meaningfully and equitably integrate computational and digital literacies into teacher education.
- Leads research efforts to study faculty and teacher candidate experiences, learning, and equity in the initiative.

Bank Street College   New York, NY
Adviser / Instructor in the TESOL Residency Program   9/2021 – 8/2022
- Designs and implements literacy and TESOL methods courses.
- Guides TESOL teacher candidates working in HS and Elementary settings to reflect on their practice with multilingual learners in conference group and one-on-one settings.
- Conducts on-site observations of classroom practice, use data to set and reach goals.
- Maintains relationships with mentor teachers and K-12 school leaders.
- Designs and implements lesson planning and policy workshops.
- Supports teachers to comply with university policies, deadlines and certification requirements

New York University, Steinhardt School of Culture, Education, and Human Development   New York, NY
Associate Research Scientist   9/2021 – 8/2022
Postdoctoral Associate   9/2020 – 8/2021

- Convened partners, ideated projects, and wrote grants to secure over $2 million from the National Science Foundation to establish the **Participating in Literacies and Computer Science (PiLa-CS)** and **Computational Thinking to Computer Science (CT to CS)** Research Practice Partnerships in Computer Science Education.
- Co-designs and implements qualitative research studies within both RPPs – including managing human subject research protocols, conducting and analyzing surveys, observations, focus groups, and interviews with K-12 students and teachers in CS-integrated contexts.
- Coordinates the PiLa-CS team to achieve research and practice goals around supporting bi/multilingual learners participating in the CS4All initiative in NYC.
- With NYCDOE teacher partners, co-designs innovative curriculum that builds on students' translanguaging and community conversations.
- Designs and facilitates equity-focused teacher PD with the NYCDOE CS4All team.
- Facilitates a Professional Learning Community of equity-focused CS teachers.
- Mentors and manages Undergraduate, Master's and Doctoral-level research assistants.

CUNY Research Foundation New York, NY
Head Research Assistant, PiLa-CS (see above) 2017-2020
- Co-designed and implemented computing-integrated lessons and units with public school teacher partners across the disciplines.
- Collected and analyzed qualitative classroom data to produce scholarly articles and presentations, and teacher-facing videos, case studies, and planning resources.

Hive NYC / Youth Empowerment Summer (YES) New York, NY
Community Network Manager Summer 2020
- Convened and promoted peer-to-peer learning among dozens of organizations and hundreds of educators implementing a virtual Summer Youth Employment Program.

CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB) New York, NY
Research Assistant 2015-2017
- Coached teachers and administrators to improve the education of bi/multilingual learners, conducted related research.
- Created PD materials on supporting bi/multilingual learners including a video webseries.

CUNY-Graduate Center New York, NY
Research Assistant to Dr. Ofelia García 2015-16

Global Kids, Inc. New York, NY
Senior Associate Digital Media Educator, Online Leadership Program 2013-2015
- Designed and facilitated digital media and social impact curricula for middle and high school-aged youth out-of-school-time programs.
- Managed the implementation of multi-year grants from city agencies, foundations.

Esperanza Preparatory Academy, NYC Department of Education East Harlem, NY,
Bilingual Middle School Teacher, Teach for America 2009 Corps Member 2009-2011
- Pioneered design of school's first Spanish, native language arts, literacy enrichment, and media literacy curriculum.
- Implemented Hewlett Packard technology grant with emergent bilingual students.

PROFESSIONAL DISTINCTIONS, GRANTS & FELLOWSHIPS

2021-2023   Equity-Centered Learning Environments Collaboratory, Lucas Education Research, **George Lucas Foundation.** ($200,000, with

PiLa-CS)

2019-2022	Participating in Literacies and Computer Science, Research Practice Partnership in Computer Science Education. **National Science Foundation**, ITEST. ($1,200,000)
2020-2021	Fellowship, Innovative New Spaces for Practice and Rehearsal Teacher Education (INSPIRE) Computer Science – Artificial Intelligence (CS-AI) at **Massachusetts Institute of Technology**, Teaching Systems Lab
2017-2019	Participating in Literacies and Computer Science, Research Practice Partnership in Computer Science Education **National Science Foundation**, ITEST. ($300,000)
2019-2020	Graduate Center Dissertation Year Fellowship, **Graduate Center, CUNY**
2015-2019	Graduate Center Fellowship, **Graduate Center, CUNY**
2017	Provost's Digital Innovation Grant, **Graduate Center, CUNY**
2017	Advanced Research Collaborative Fellow, **Graduate Center, CUNY**
2012	**Fulbright** English Teaching Assistantship Awardee
2011	**Princeton in Latin America Fellowship**, Redes de Tutoría, Mexico
2009	Magna Cum Laude, Phi Beta Kappa inductee, Columbia College, Columbia University

INTERNATIONAL PROFESSIONAL EXPERIENCE

Instituto Singularidades. São Paulo, Brazil
Invited lecturer for week-long winter course "Translanguaging: From Theory to Practice," 2018

The Experiment for International Living, Spain
High School Study Abroad Group Leader: Technology and Social Innovation in Urban Culture, 2016

National University of La Plata (UNLP). La Plata, Argentina
Fulbright English Teaching Assistant, 2012

Secretary of Basic Education, Redes de Tutoría, S.C. (Tutoring Networks). D.F., Mexico
Princeton in Latin America communications fellow with this Mexican grassroots organization and government initiative which took a movement-building approach to education reform, 2011

TEACHING & ADVISING

The Graduate Center, City University of New York
- Interactive Technology and Pedagogy Certificate Program, Core 2, Spring 2024 [In-Person]

Bank Street College
- Computing For What? Exploring CS Education Visions for School Environments - Asynchronous Online Module
- Supervised Fieldwork and Conference Group – TESOL Residency, 2021-22
- TESL 563: The Teaching of Reading, Writing, & Language Arts in ENL Settings (PreK-12), Spring 2022 [In-Person / Online]
- TESL 660: TESOL Research & Methodologies (Grades PreK-6), Fall 2021 [In-Person / Online]
- Language Learning and Acquisition in a Linguistically Diverse Society, Fall 2020, Summer 2022 [Online]

Hunter College, City University of New York
- Graduate Center Teaching Fellowship and Lecturer, Foundations of Bilingual Education, Fall 2013, 2016-2018, Spring 2021 (English), and Spring 2019 (Spanish) [Face-to-Face and Online]

School of Professional Studies, City University of New York
- Adjunct Lecturer, Sociology of Education, 2013-2015 [Virtual / Online]
- Sociology Department Capstone Adviser, 2014-2016 [Virtual / Online]

CERTIFICATES

Interactive Technology and Pedagogy. Graduate Center, CUNY: Created a series of educational videos for K-12 teachers entitled *Teaching Bilinguals: (Even if You're Not One)*. See: http://www.cuny-nysieb.org/teaching-bilinguals-webseries/

PUBLICATIONS

Peer Reviewed Journal Articles

Grapin, S. E., Pierson, A., González-Howard, M., Ryu, M., Fine, C., & **Vogel, S.** (2023). Science education with multilingual learners: Equity as access and equity as transformation. Science Education, n/a(n/a). https://doi.org/10.1002/sce.21791

Ocak, C., Yadav, A., **Vogel, S**., & Patel, A. (2023). Teacher Education Faculty's Perceptions About Computational Thinking Integration for Pre-service Education. Journal of Technology and Teacher Education, 31(3), 299–349.

Vogel, S. (2022). Attending to and transforming power dynamics in translanguaged research relationships and methodology. Research Methods in Applied Linguistics, 1(3), 100021. https://www.sciencedirect.com/science/article/pii/S2772766122000180

Radke, S. C., **Vogel, S**. E., Ma, J. Y., Hoadley, C., & Ascenzi-Moreno, L. (2022). Emergent Bilingual Middle Schoolers' Syncretic Reasoning in Statistical Modeling. Teachers College Record, 124(5). https://journals.sagepub.com/doi/full/10.1177/01614681221104141

Vogel, S. (2021). "Los programadores debieron pensarse como dos veces": Exploring the

Intersections of Language, Power and Technology with Bi/Multilingual Students. ACM Transactions on Computing Education, Special Issue on Justice-centered Computing Education. http://dx.doi.org/10.1145/3447379

Vogel, S., Hoadley, C., Castillo, A. R., & Ascenzi-Moreno, L. (2020). Languages, literacies, and literate programming: Can we use the latest theories on how bilingual people learn to help us teach computational literacies? *Computer Science Education.* http://dx.doi.org/10.1080/08993408.2020.1751525

Ascenzi-Moreno, L., Guilamo, A., & **Vogel, S**. (2020). Integrating Coding and Language Arts: A View into Sixth Graders' Multimodal and Multilingual Learning. Voices from the Middle, National Council of Teachers of English, 27(4). https://secure.ncte.org/library/NCTEFiles/Resources/Journals/VM/27-4/68D12B13-49BA-444F-AFC7-94B6EF825135.pdf?_ga=2.221715864.1892101898.1592938099-1653288157.1553296342

Dissertation

Vogel, S. (2020). *Translanguaging About, With, and Through Code and Computing: Emergent Bi/multilingual Middle Schoolers Forging Computational Literacies* [The Graduate Center of the City University of New York]. https://academicworks.cuny.edu/gc_etds/3963/

Peer Reviewed Conference Proceedings

Nwoke, I., **Vogel, S.,** Patel, A., & Velez Tello, J. (2024). Situating Equity in Technology Integrated Teacher Education: Supporting Faculty Learning. Proceedings of the 18th International Conference of the Learning Sciences-ICLS 2024.

Phelps, D., Santo, R., **Vogel, S.,** Angevine, C., & Velez Tello, J. (2024). Problems of Practice in Scaling Computational Thinking and Digital Literacies in Pre-service Teacher Education Efforts. Proceedings of the 18th International Conference of the Learning Sciences-ICLS 2024.

Vogelstein, L., Ma, J., **Vogel, S.,** Radke, S., Hoadley, C., Ascenzi-Moreno, L., Barrales, W., Wu, J., & Wu, F. (2024). "An interesting mental exercise": Making space for teachers' syncretic pedagogical content knowledge, in session: Applying Syncretic Frameworks in the Learning Sciences. Proceedings of the 18th International Conference of the Learning Sciences-ICLS 2024.

James, S., Vogelstein, L., **Vogel, S.,** Barrales, W., Ascenzi-Moreno, L., & Hoadley, C. (2023). Research as Relational: Stories of Ever-Present Learning Between Undergraduate Research Interns and Project Researchers. Proceedings of the 17th International Conference of the Learning Sciences-ICLS 2023, Pp. 617-624. https://repository.isls.org/handle/1/10306

Vogelstein, L., McBride, C., Ma, J., Wilkerson, M., **Vogel, S.**, Barrales, W., Ascenzi-Moreno, L., Hoadley, C., & Gutiérrez, K. D. (2023). Storytelling "in theory": Re-imagining computational literacies through the lenses of syncretism and translanguaging. ISLS 2023 Annual Meeting Proceedings, 800–807. 2023.isls.org/proceedings

Radke, S. C., **Vogel, S.**, Hoadley, C., & Ma, J. (2020, June). Representing Percents and Personas:

Designing Syncretic Curricula for Modeling and Statistical Reasoning. International Conference of the Learning Sciences (ICLS), Nashville, TN. https://academicworks.cuny.edu/gc_pubs/654

Vogel, S., Hoadley, C., Ascenzi-Moreno, L., & Menken, K. (2019). The Role of Translanguaging in Computational Literacies: Documenting Middle School Bilinguals' Practices in Computer Science Integrated Units. In Proceedings of ACM SIG Computer Science Education (SIGCSE'19). Minneapolis, Minnesota. http://doi.acm.org/10.1145/3287324.3287368

Vogel, S., Santo, R., & Ching, D. (2017). Visions of Computer Science Education: Unpacking Arguments for and Projected Impacts of CS4All Initiatives. In Proceedings of the 47th ACM Technical Symposium on Computing Science Education. Seattle, WA: ACM. http://dl.acm.org/citation.cfm?id=3017680.3017755

Co-Edited Books

City University of New York-New York State Initiative on Emergent Bilinguals. (2020). *Translanguaging and Transformative Teaching for Emergent Bilingual Students: Lessons from the CUNY-NYSIEB Project*. Routledge.

Book Chapters in Edited Volumes

Vogel, S., & García, O. (Accepted Manuscript). Translanguaging: Leveraging Theoretical Shifts Towards Social Change. In C. Chapelle (Ed.), The Encyclopedia of Applied Linguistics, 2nd Edition. Wiley-Blackwell.

Vogel, S., & Dovchin, S. (Under review). Translanguaging and the Digital World. In Li Wei, P. Phyak, J. Won Lee, & O. García (Eds.), Handbook of Translanguaging. Wiley-Blackwell.

Vogel, S., Yadav, A., Phelps, D., & Patel, A. (Under Review). Entrypoints for Integrating Computing and Tech into Teacher Education: Addressing Problems and Opportunities with the EnCITE Framework. Journal of Technology and Teacher Education.

Vacca, R., Ascenzi-Moreno, L., **Vogel, S**., & Hoadley, C. (2023). From vulnerability to agency: Collaborating with middle school teachers to connect computer science and translanguaging. In L. Shepard-Carey & Z. Tian (Eds.), (Re)imagining the Future of Translanguaging Pedagogies in Classrooms through Researcher-Practitioner Collaboration. Multilingual Matters.

Vogel, S., Seltzer, K., Carpenter, K., Ebe, A. E., Celic, C., & Martin, K. (2020). Developing Translanguaging Pedagogical Material. In City University of New York-New York State Initiative on Emergent Bilinguals (Ed.), Translanguaging and Transformative Teaching for Emergent Bilingual Students: Lessons from the CUNY-NYSIEB Project (pp. 94–109). Routledge.

Vogel, S. (2020). CORE QUESTIONS FOR EDUCATORS TEACHING IN A PANDEMIC / QUESTÕES CENTRAIS PARA A FORMAÇÃO DE PROFESSORES NA/DURANTE A PANDEMIA. In F. Liberali, V. Pereira Fuga, U. C. Corrêa Diegues, & M. Pereira de Carvalho (Eds.), Educação em tempos de pandemia: Brincando com um mundo possível. Pontes Editores. https://www.researchgate.net/publication/342611734

Vogel, S., Ascenzi-Moreno, L., & García O. (2018). An Expanded View of Translanguaging: Leveraging the Dynamic Interactions Between a Young Multilingual Writer and Machine Translation Software. In Choi, J., Ollerhead, S., & French, M. (Eds.), Plurilingualism in Learning and Teaching: Complexities Across Contexts. Routledge. https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1494&context=gc_pubs

Vogel, S., & Perry, J. (2018). We Got This: Toward a Facilitator-Youth Apprenticeship Approach to Supporting Collaboration and Design Challenges in Youth-Designed Mobile Location-Based Games. In S. Arafeh, D. Herro, C. Holden, & R. Ling (Eds.), Mobile Technologies: Perspectives on Policy and Practice. Information Age Publishing. https://academicworks.cuny.edu/gc_pubs/432/

Vogel, S., & García, O. (2017, December). Translanguaging. In G. Noblit & L. Moll (Eds.), Oxford Research Encyclopedia of Education. Oxford: Oxford University Press. Retrieved from http://education.oxfordre.com/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-181

García, O., Velasco, P. Menken, K. & **Vogel, S**. (2018). Doing dual language bilingual education in the Big Apple. In Arias, M.B., Fee, M. (Eds.) Perspectives on Dual Language Programs. Washington, DC: Center for Applied Linguistics.

Book Reviews

Vogel, S. (2018). Translingual practices and neoliberal policies: Attitudes and strategies of African skilled migrants in Anglophone workplaces. International Multilingual Research Journal, 12(2), 140–142. https://doi.org/10.1080/19313152.2018.1429734

For Practitioners

Hoadley, C., & **Vogel, S. (2024).** Autocorrect Is Not: People Are Multilingual and Computer Science Should Be Too: Considering the interconnection of computing and human languages. Communications of the ACM. https://doi.org/10.1145/3633585

Vogel, S., Hoadley, C., Vogelstein, L., Barrales, W., James, S., Ascenzi-Moreno, L., Ma, J., Wu, J., Wu, F., & Marquez, J. (2023). A Translanguaging Approach to Computing Education: Language Justice, CS, and You. In CS Educational Justice Collective (Ed.), Advancing Educational Equity in Computer Science. https://edtechbooks.org/aeecs/chapter_6_a_translanguaging_approach_to_computing_education

The CUNY CITE Equity Working Group. (2023). Equitable CITE Pedagogy: Putting it into Praxis. City University of New York - Computing Integrated Teacher Education. https://cuny.manifoldapp.org/read/equitable-cite-pedagogy-putting-it-into-praxis/section/45bc24dc-6adb-49a9-96b8-25dfd185e37a

Santo, R., **Vogel, S.**, & Ching, D. (2019). CS for What? Diverse Visions for Computer Science Education in Practice. New York, NY: CSforALL. Retrieved from https://www.csforall.org/visions/

Vogel, S., Hoadley, C., Ascenzi-Moreno, L., Ma, J., James, S., & Palacios, O. (2020, Oct). Our Approach. Participating in Literacies and Computer Science (PiLaCS). Retrieved from: https://nyuscholars.nyu.edu/en/publications/our-approach

Vogel, S., James, S., Castillo, A. R., Guilamo, A., Ascenzi-Moreno, L., Hoadley, C., & Ma, J. (2020, Oct). Classroom Case Study: ¡3...2...1... acción! Comparing Scratch to a telenovela. Participating in Literacies and Computer Science (PiLaCS). Retrieved from https://nyuscholars.nyu.edu/en/publications/classroom-case-study-321-acci%C3%B3n-comparing-scratch-to-a-telenovela.

Espinosa, C., Ascenzi-Moreno, L., & **Vogel, S.** (2016). A Translanguaging Pedagogy for Writing: A CUNY-NYSIEB Guide for Educators. New York: CUNY- New York State Initiative on Emergent Bilinguals. Retrieved from http://www.cuny-nysieb.org/wp-content/uploads/2016/05/TLG-Pedagogy-Writing-04-15-16.pdf

SERVICE

Poster Session Co-Chair, Annual Conference on Research in Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT), 2021

Council Member, Hive NYC Learning Network (collective of individuals and organizations working towards digital equity and youth development in New York City), 2020-present

NSF Merit Review Panelist, National Science Foundation, 2021, 2024

Reviewer, New York State Education Department, Computer Science and Digital Fluency Standards Review Panel, 2018–2020

Curriculum Committee Member, Urban Education Program, CUNY Graduate Center, 2018-2019

Admissions Committee Member, Urban Education Program, CUNY Graduate Center, 2016-2018

Conference co-organizer, "Transcending Fronteras: A Symposium Honoring and Building on the Work of Dr. Ofelia García," 2018

Reviewer, Critical Inquiry in Language Studies, 2021

Reviewer, TESOL Quarterly, 2021

Reviewer, Computer Science Education (CSE), 2020

Reviewer, ACM Transactions on Computing Education (TOCE), 2019, 2020, 2023

Reviewer, Computing in Science and Engineering (CiSESI), 2019

Reviewer, International Multilingual Research Journal (IMRJ), 2019-2020

Reviewer, Computer Assisted Language Instruction Consortium (CALICO) Journal, 2018

Editorial Collective Member, Journal of Theory, Research, and Action in Urban Education (TRAUE), 2016-2017

Editorial Collective Member, Journal of Interactive Technology and Pedagogy (JITP), 2015-2017

CONFERENCE PRESENTATIONS

Figueroa, G., Currin, A., **Vogel, S.**, Henrick, E., Kern, E., Hoadley, C., Powers, K., Jaquez, E., & Levitt, D. (2024). Leveraging Research-Practice Partnerships and a Whole-School Approach to Build Broad Capacity in K–5 Computer Science Education [Paper presented in structured poster session: Expansive Framings of "Capacity Building" in Computing Education: Agency, Infrastructuring, and Advocacy]. American Educational Researchers Association Annual Meeting, Philadelphia, PA. http://tinyurl.com/yuveprhy

Phelps, D., Santo, R., **Vogel, S.**, Patel, A., & Angevine, C. (2024). Institutionalizing Capacity: Problems of Practice Encountered in Scaling Computing-Integrated Teacher Education Capacity in K–5 Computer Science Education [Paper presented in structured poster session: Expansive Framings of "Capacity Building" in Computing Education: Agency, Infrastructuring, and Advocacy]. American Educational Researchers Association Annual Meeting, Philadelphia, PA. http://tinyurl.com/yvvxvg7t

Vogelstein, L., **Vogel, S.,** Ma, J., Hoadley, C., Ascenzi-Moreno, L., & Barrales, W. (2024). In-Service Computer Science Teachers' and Researchers' Notions of Equity in a Professional Learning Community [Paper presented in symposium Science Education With Multilingual Learners: Toward Equity as Transformation]. American Educational Researchers Association Annual Meeting, Philadelphia, PA. http://tinyurl.com/ywysacff

Ascenzi-Moreno, L., Espinosa, C., Kaya, M., Velez, J., & **Vogel, S.** (2023, November 17). Transforming Literacies through Critical Digital Literacies and Computational Thinking in Teacher Education [Conference Presentation.]. Conexiones 2023, National Council of Teachers of English Annual Convention, Columbus, Ohio. https://convention.ncte.org/wp-content/uploads/2023/11/AC23_web_4.pdf

Vogelstein, L., **Vogel, S.**, Hoadley, C., Radke, S. C., Ascenzi-Moreno, L., Ma, J. Y., Barrales, W., & James, S. (2023, April). Moving Towards Syncretic Literacies to Validate Student Sense-Making in Computing-Integrated Language Arts. 2023 American Education Research Association Conference Chicago, IL.

Vogelstein, L., **Vogel, S**., Barrales, W., Ascenzi-Moreno, L., Hoadley, C., & Ma, J. (2022, April). Translanguaging Toward More Expansive Computing Education: Reflections From a Professional Learning Community in session Reimagining Disciplinary Learning Through Expansive Approaches Toward Language in STEM. American Educational Research Association Annual Meeting, San Diego. https://tinyurl.com/yxlltn8x

Vacca, R., Hoadley, C., **Vogel, S**., Ascenzi-Moreno, L., & Ma, J. (2022, April). Vulnerability, Agency, and Accompañamiento: Transformation of Teaching Practices Through Computing, Translanguaging, and Research-Practice Partnership in Session: Reconceptualizing Designerly Thinking and Participatory Design With Students, Teachers, Administrators, and Community

Members. American Educational Research Association Annual Meeting, San Diego. https://tinyurl.com/y6ywxkhe

Vogel, S., Castillo, A. R., & Ascenzi-Moreno, L. (2021, October 23). Conociendo Autoras/es: Multilingual Creative Computing in Language Arts [Virtual Conference]. Bank Street Language Series. https://graduate.bankstreet.edu/educator-resources/conferences-institutes/the-language-series/

Vogel, S., & Hoadley, C. (2021, September 18). Meaningful Conversations in CS with Multilingual Learners [Virtual Conference]. Cultivating Communities of Learners CSTA Summit. https://web.cvent.com/event/3bcc9c86-cdbe-48b3-bb82-255779999a7a/websitePage:87cb7b02-9dc2-4b98-9a67-b9e67394816b

Vogel, S. (2021, May 18). Invited Talk: Digital Equity and Dual Language Bilingual Education. Research to Policy: Critical Conversations in Language Education, Center for Applied Linguistics. https://www.cal.org/news-and-events/r2p-2021

Vogel, S. (2021). "…programadores debieron pensarse como dos veces": Exploring the Intersections of Language, Power and Technology with Bi/Multilingual Students [Panel Presentation in session: Advancing Justice in CS Education: Perspectives on Racism, Power & Identity]. Research in Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT), Virtual Conference.

Vogel, S. (2021, March). "…programadores debieron pensarse como dos veces": Bi/multilinguals' Creative, Critical Engagements with Language and Software. American Association of Applied Linguistics 2021 Virtual Conference, Virtual Conference. https://www.xcdsystem.com/aaal/program/64O29Sh/index.cfm?pgid=57&sid=2848&abid=8285

Vogel, S., Ascenzi-Moreno, L., Marte, J., & Silfa, K. (2021). CS for All Bilinguals: Ensuring Equity in Computing Education Through Translanguaging Pedagogies [Virtual Conference]. New York State Association for Bilingual Education 2021 Virtual Conference. https://www.nysabe.net/wp-content/uploads/2021/05/2021-NYSABE-Program.pdf

Vogel, S., & Crawford, C. (2021). Participating in Literacies and Computer Science (PiLa-CS) [Panel Presentation in session: Leveraging Multilingual Students' Resources for Equitable Computer Science Instruction]. Research in Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT), Virtual Conference.

James, S., Su, R., Palacios, O., Silfa, K., Hoadley, C., & **Vogel, S.** (2021). Defining the Epicenter: Teaching Bilingual Students to Center Themselves While Learning Data Science in the Pandemic. In Session: [Showcases] Centering CS Education on Culture and Creativity. Connected Learning Summit, Virtual Conference. https://s3.eu-west-1.amazonaws.com/production-main-contentbucket52d4b12c-1x4mwd6yn8qjn/af19ed79-aa83-4d9d-be14-8aab986c2b17.pdf

Ordóñez, P., **Vogel, S.,** Hoadley, C., Carroll-Miranda, J., & Jacob, S. (2021, September 15). Multilingual Student Resources for Equitable K-12 Computer Science Instruction [Virtual Conference]. CMD-IT/ACM Richard Tapia Celebration of Diversity in Computing Conference. https://tapiaconference.cmd-it.org/attend/presentation/?id=pec122&sess=sess288

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Ph.D in Education Research
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Santo, R., **Vogel, S**., & Ching, D. (2021). CSforWhat? A Framework for Democratic Deliberation Around Values Driving Computer Science Education Practice [Poster presented in structured poster session Who Has a "Seat at the Table"? Equity in Decision Making About Computer Science Education]. American Educational Researchers Association Annual Meeting, Virtual Conference. https://tinyurl.com/y3krq5pq

Vogel, S. (2020, July 29). Translanguaging About, With, and Through Code and Computing. The Big Trek - 4Teachers, Virtually, Sao Paulo Brazil.

Vogel, S., Hoadley, C., Ascenzi-Moreno, L., & Ma, J. Y. (2021, April 1). Participating in Literacies and Computer Science: Building on Bi/Multilingual Learners' Language Practices to Start Meaningful Conversations in CS. Computer Science for Multilingual Students AERA Research Conference, Virtual Conference. https://www.elementarycomputingforall.org/aera-research-conference.html

Vogel, S., Radke, S., Hoadley, C., Ascenzi-Moreno, L., & Ynoa, M. (2021). Remixing Literacies: Supporting Syncretic Computational Literacies Through Translanguaging Designs and Enactment [Poster presented in symposium Translanguaging and Disciplinary Literacies]. American Educational Researchers Association Annual Meeting, Virtual Conference. https://tinyurl.com/y5r88myt

Vogel, S., Seltzer, K., Carpenter, K., Ebe, A. E., Celic, C., & Martin, K. (2020). Developing Translanguaging Pedagogical Material. In City University of New York-New York State Initiative on Emergent Bilinguals (Ed.), Translanguaging and Transformative Teaching for Emergent Bilingual Students: Lessons from the CUNY-NYSIEB Project (pp. 94–109). Routledge.

Vogel, S., Radke, S., Hoadley, C., Ascenzi-Moreno, L., & Ynoa, M. (2020, April). Remixing Literacies: Supporting Syncretic Computational Literacies Through Translanguaging Designs and Enactment [Poster accepted to structured poster session Translanguaging and Disciplinary Literacies: Exploring and Leveraging Translanguaging Across Disciplinary Contexts]. American Educational Researchers Association Annual Meeting, San Francisco, California. https://convention2.allacademic.com/one/aera/aera20/index.php?cmd=Online+Program+View+Session&selected_session_id=1574227&PHPSESSID=bf1dm4s51ada0g1e8b8s9u60v3

Vogel, S., Ascenzi-Moreno, L., Hoadley, C., Radke, S. C., & Ynoa, M. (2020, April). Journeys to School: Sustaining Conversations in Social Studies and CS Education Through Translanguaging Pedagogy [Poster accepted to structured poster session Power in the Plurality of Pedagogies and Partnerships in "Computer Science for All"]. American Educational Researchers Association Annual Meeting, San Francisco, California. https://convention2.allacademic.com/one/aera/aera20/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1576731&PHPSESSID=bf1dm4s51ada0g1e8b8s9u60v3

Santo, R., **Vogel, S.,** Ryoo, J., Denner, J., Belgrave, C., Moriss, A., & Tirado, A. (2020). Who Has a Seat at the Table in CSed? Rethinking Equity Through the Lens of Decision-making and Power in Computer Science Education Initiatives. Accepted panel presentation. Proceedings of the 51st ACM Technical Symposium on Computer Science Education, 329–330. https://doi.org/10.1145/3328778.3366969

Vogel, S., Hoadley, C., Ma, J., Ascenzi-Moreno, L., Guílamo, A., & Radke, S. (2019). Syncretic Computational Literacies: A Lens for Culturally and Linguistically Relevant Computing Ed. Poster in Session: From Computational Equity to Computational Justice: Critical, Culturally Relevant, and Social Impact Computing Education. Connected Learning Summit, Irvine, CA, USA. https://2019.connectedlearningsummit.org/schedule/

Vogel, S., Hoadley, C., Ascenzi-Moreno, L., Menken, K. (2019). "Cómo tú le pones pa'tras?" Computer Science Learning and Translanguaging in a Spanish-Medium Science Classroom. Poster presented in structured poster session Multimodal STEM Learning with Emerging Bilingual Students at the 2019 Annual Meeting of AERA, Toronto, Canada.

Hoadley, C., **Vogel, S.**, Ascenzi-Moreno, L., Menken, K. (2019). Translanguaging as a Frame for More Equitable Computer Science Learning. Poster presented in structured poster session CS for All: An Intersectional Approach to Unpacking Equity in Computer Science Education at the 2019 Annual Meeting of AERA, Toronto, Canada.

Vogel, S., Ascenzi-Moreno, L., Hoadley, C., Menken, K. (2019). Pushing the Boundaries of Translanguaging: Documenting Bilinguals' Practices in Computer Science. Paper presented in paper session Translanguaging Embodied: Students' Expanded Translanguaging Practices Across Contexts at the 2019 Annual Meeting of AERA, Toronto, Canada.

Vogel, S., Ascenzi-Moreno, L., Hoadley, C., & Menken, K. (2019, March). Framing Translanguaging for Pedagogical Designs in Computer Science Education. In Colloquium Translanguaging Within and Beyond Disciplines: Transforming STEM Literacies with and for Bilingual Learners presented at the American Association of Applied Linguistics Annual Meeting, Atlanta, Georgia. Retrieved from https://aaal.confex.com/aaal/2019/meetingapp.cgi/Paper/2471

Guílamo, A., & **Vogel, S.** (2019, February). Culturally Responsive Computing and Translanguaging: Examples from the PiLaCS Project. In panel: Culturally Responsive Computing: Supporting Diverse Justice Projects In/As Computer Science Education presented at the Research on Equity & Sustained Participation in Engineering, Computing & Technology, Minneapolis, Minnesota, USA. Retrieved from http://respect2019.stcbp.org/conference-program/

Vogel, S. & Hoadley, C. (Aug, 2018). Participating in Literacies and Computer Science (PiLa CS): An Approach to Computing Ed With Emergent Bilinguals. Connected Learning Summit, Massachusetts Institute of Technology, Cambridge, MA.

Vogel, S., Ascenzi-Moreno, L., Hoadley, C., & Menken, K. (May, 2018). Leveraging multilingualism to support computer science education through translanguaging pedagogies. In Translanguaging: Opportunities and Challenges in a Globalized World. University of Ottawa. Retrieved from https://ccerbal2018.sciencesconf.org/

Hoadley, C., & **Vogel, S.** (Feb, 2018). Participating in literacies in computer science: Our partnership. Invited plenary panel session on Research-Practice Partnerships presented at RESPECT 2018: Third annual conference for research on equity and sustained participation in computing, engineering, and technology, Baltimore, MD. http://respect2018.stcbp.org/

Hoadley, C., & **Vogel, S**. (Mar, 2018). Participating in literacies in computer science: RPP strategies,

Invited plenary presentation on Research-Practice Partnerships presented at NSF CS for All Principal Investigators' Meeting, Alexandria, VA.

Vogel, S., Santo, R., & Ching, D. (April, 2018). Beyond Human Capital: Expanding the Purposes and Pedagogies of Computer Science for All Initiatives. In Proceedings of the 2018 American Educational Research Association Annual Meeting. New York, NY. Retrieved from http://tinyurl.com/ybbzmtdf

Santo, R., **Vogel, S.**, DeLyser, L. A., & Ahn, J. (Feb, 2018). Asking "CS4What?" As a Basis for CS4All: Workshop Tools to Support Sustainable K-12 CS Implementations. In Proceedings of the 49th ACM Technical Symposium on Computer Science Education (pp. 678–686). New York, NY, USA: ACM. https://doi.org/10.1145/3159450.3159644

Vogel, S., Ascenzi-Moreno, L. (April, 2017). Expanding the "Linguistic Repertoire": How Machine Translation Practices (Google Translate) Expand Translanguaging Pedagogies. American Education Research Association Annual Meeting, San Antonio, Texas.

Vogel, S., Santo, R., Ching, D. (April, 2017). CSed Visions: A Framework for Considering the Underlying Rationales for and Purposes of CS Education. American Education Research Association Annual Meeting, San Antonio, Texas.

García, O., Velasco, P., Menken, K., **Vogel, S.** (April, 2017). The History of Dual Language Bilingual Education in New York City. American Education Research Association Annual Meeting, San Antonio, Texas.

Vogel, S., Santo, R., Ching, D. (March, 2017). Visions of Computer Science Education: Unpacking Arguments for and Projected Impacts of CS4All. 47th ACM Technical Symposium on Computing Science Education, Seattle, WA.

Vogel, S., Ballantyne-Berry, E. (March 2017). Project-based Learning in the Translanguaging Classroom. New York State Association for Bilingual Education Conference, White Plains, NY.

Vogel, S., Santo, R., Ching, D. (October, 2016). Ideologies and Visions of Computer Science. Digital Media Learning Conference, University of California at Irvine, Irvine, CA.

Vogel, S., & Ascenzi-Moreno, L. (May, 2016). Technology and Translanguaging: A Guided Tour of Pedagogical Changes and Discoveries in Adapting English Language Arts Curriculum for Newcomers. New York State Association for Bilingual Education Conference, New York, NY.

Vogel, S., & Perry, J. (January, 2016). We Got This: Strategies for Right Sized Facilitation of Youth Created Location-Based Digital Games. CUNY Games Festival 3.0, CUNY-Graduate Center, New York, NY.

FEATURED SPEAKER / PROFESSIONAL DEVELOPMENT

CITE Summer of Learning PD facilitator (2022-2024). [Virtual]
        https://citelearning.commons.gc.cuny.edu [Virtual]
CSTA Equity in Action Keynote Speaker (2024). [Virtual]
Teacher Education Day Panelist, Borough of Manhattan Community College (2024). [Virtual]

Fulbright Foreign Language Teaching Assistant Orientation Workshop Leader (2023). Washington, DC.

Exploring Equity in Computer Science: Translanguaging. Professional Development Facilitator. New York City Department of Education CS4All Central Office Staff (June 2020 - present). [Virtual]

Integrating Computing in Teacher Education: Faculty Workshop and Co-Design Support. Activity Designer/Facilitator. City University of New York. (June 2021). [Virtual]

A Translanguaging Approach to Computing Education: Embedding Code into Conversations With Multilingual Learners. Invited Speaker. San Francisco Unified School District CS Teacher PLC Meeting. (April 2021) [Virtual]

CS for What?: Examining the Values and Impacts of CS Ed Projects. Invited speaker. Milstein Summer Invited Speaker Series. Cornell Tech. (June 2020) [Virtual]

Hunter-MSU Computational Thinking Workshops. Designer / Facilitator. Hunter College. Summer 2020 [Virtual], Summer 2019 [In-Person].

LINGUAGENS MODERNAS E SUAS IMPLICAÇÕES NA EDUCAÇÃO / Modern Languages and their Implications in Education. Virtual invited speaker. 16° Seminário de Pesquisas em Lingüística Aplicada - *Múltiplas linguagens, múltiplos olhares* / 16th Annual Seminar on Applied Linguistics Research – Multiple languages, multiple perspectives. Postgraduate Program in Applied Linguistics at the University of Taubaté. Taubaté, Brazil. (Sept. 2020). [Virtual]

Participating in Literacies and Computer Science (PiLa CS): Train the Trainer. Professional Development at the Cornell Tech CS teacher coaching program. (January 2020).

Beyond the Linguistic Repertoire: Documenting Multimodal Translanguaging Moments in Computer Science Education and Beyond. (September 2019). Plenary speaker. Sphere International Seminar. São Paolo, Brazil.

Reflecting on Bilingualism. (May 2019). Dual Language Program Professional Development Session. Hempstead, NY.

Beyond Teaching "English": Fostering Dynamic Bilingualism in the 21st Century, Plenary Speaker. (July 2018). BRAZ-TESOL International Conference. Through the Kaleidoscope: Multiple Perspectives in ELT. Caxias do Sul, Brazil.

Beyond Languages: Setting a Vision for Dynamic Bilingual Education in the 21st Century. Keynote Speaker. (June, 2017). BEST Bilingual Education Summit, São Paolo, Brazil.

Design Thinking @ Nassau County Libraries. (September, 2016). Invited Workshop Facilitator. Nassau County, NY.

Design Thinking @ Suffolk County Libraries. (September, 2016). Invited Workshop Facilitator. Suffolk County, NY.

PRESS MENTIONS

O'Leary, J. (2022). Problematizing Deficits with Sara Vogel | #CSK8 Podcast—Jared O'Leary / /Multiplicity. Retrieved August 18, 2022, from https://jaredoleary.com/csk8feed/127

O'Leary, J. (2020). The CS Visions Framework and Equity-centered Computing Education with Rafi Santo and Sara Vogel—Jared O'Leary //Multiplicity. Retrieved August 18, 2022, from https://jaredoleary.com/csk8feed/21

Lesser, M. (Aug 5, 2020). Dwelling in the Borderlands. https://www.stitcher.com/s?eid=76741643 [Interviewee on this education-focused podcast]

Graduate Center, CUNY Press Office. (2016, September 14). White House Spotlights Urban Education Ph.D. Student's Work. Retrieved July 3, 2017, from http://www.gc.cuny.edu/Page-Elements/News/2016/September/White-House-Spotlights-Urban-Education-Ph-D-Student's-Work

Herold, B. (27 Apr 2017). Ed Week at AERA 2017: "Knowledge to Action," With an Eye on Computer

Science. Retrieved July 3, 2017, from
http://blogs.edweek.org/edweek/DigitalEducation/2017/04/ed_week_aera_2017_computer
_science.html?cmp=SOC-SHR-FB

Office of the Press Secretary. (n.d.). FACT SHEET: New Progress and Momentum in Support of
President Obama's Computer Science for All Initiative. The White House. Retrieved from
https://obamawhitehouse.archives.gov/sites/default/files/microsites/ostp/csforall-fact-sheet-
9-13-16-long.pdf