

Christopher T. Dague, Ph.D.
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Education

North Carolina State University – Raleigh, North Carolina

Doctor of Philosophy – 2015 – Curriculum and Instruction, Social Studies Education

Dissertation – “An Action Research Study Exploring the Implementation of Discussion Pedagogy in Support of Student Autonomy in Advanced Placement Courses” *Under the direction of Dr. John K. Lee*

Campbell University – Buies Creek, North Carolina

Master of Education, with Distinction – 2009 – Curriculum and Instruction, Social Studies Education

Research Thesis – “The Impact of Sports Participation on Retention of African-American Females High School” *Under the direction of Dr. Benjamin Greene*

The University of Akron – Akron, Ohio

Bachelor of Arts – 2004 – Education, Social Studies Education

Senior Thesis – “Praxis for a Democratic Education: An Analysis of Theory and Practical Constructivist Application” *Under the direction of Dr. Walter Yoder*

Professional License

Integrated Social Studies, Grades 6-12 – North Carolina

Expiration – June 2023

Integrated Social Studies, Grades 7-12 – South Carolina (*in process*)

Publications

Manuscripts

Peer-Reviewed Book Chapter:

Dague, C. T. (2023, *accepted*). Sharing untold stories: Utilizing discussion pedagogy to support authentic learning opportunities in the social studies. In S. L. Finley et al. (Eds.), *Empowering and Engaging Students through Academic Discourse*.

Book Manuscript:

Dague, C. T. (2023, *under review*). *Discussions and democracy: Motivation, growth, and the new social studies classroom*.

Book Chapters – Peer Reviewed

Davis, H. A., & Dague, C. T. (2020). Teacher-student relationships. In J. Hattie & E. M. Anderman (Eds.), *Visible Learning: Guide to Student Achievement* (pp. 153-159). Routledge.

Journal Articles – Peer Reviewed

Dague, C. T., Graham, T. G., Kim, S. J. (2021). Maintaining fidelity in teacher education programs in the face of COVID-19. *Educational Renaissance*, 10(1).

Dague, C. T. & Orcutt, J. A. (2020). How museums can serve teachers' and students' needs during the COVID-19 pandemic and beyond: A self-determination perspective. *Social Studies Teaching and Learning, 1*(2), 83-93.

Dague, C. T., & Abela, J. K. (2020). Fostering democratic citizenship through discussion pedagogy. *Kappa Delta Pi Record, 56*(1), 42-46.

Abela, J. K., & Dague, C. T. (2020). Integrating transformational leadership to foster collaborative classrooms. *Critical Issues in Teacher Education, 27*, 52-59.

Day, S. H., & Dague, C. T. (2017). What makes a skateboarder? Teaching high school students how to conduct sociological inquiry. *Social Education, 81*(4), 244-249.

Journal Articles – By Invitation

Dague, C. T. (2020). In support of students' needs: Exploring the benefits of the Inquiry Design Model. *Social Education, 84*(1), 66-71.

Dague, C. T., & Lee, J. K. (2019). Navigating the past in the digital age. *Theory and Research in Social Education, 47*(4), 615-620.

Dague, C. T. (2019). Moving toward a more democratic and engaged classroom: A discussion-based approach. *CEITL Newsletter, 3*(3).

Contributor – By Invitation

Abela, J. K. (2021). *Teaching gen z and beyond: A guide to the future of education*. Diverse Solutions Strategy Firm Inc.

Higher Education Experience

The Citadel, The Military College of South Carolina – Charleston, South Carolina

Assistant Professor of Teacher and Social Studies Education

Program Coordinator of Teacher Education

2018-present

Graduate Courses

EDUC 623 – Methods and Materials in Teaching Middle and High School Social Studies

EDUC 536 – Educational Psychology

EDUC 522 – Critical Issues in Education

EDUC 501 – Methods and Materials in Teaching Middle and High School

ISPI 510 – Learning and Cognition

Undergraduate Course

EDUC 409 – Capstone

EDUC 402 – Methods and Materials in Teaching Middle and High School Social Studies

EDUC 401 – Methods and Materials in Teaching Middle and High School

EDUC 202 – Educational Psychology

EDUC 101 – Foundations of American Education

FSEM 101 – Seminar – Live Free or Die

SCSS 302 – Educational Psychology

Campbell University – Fort Bragg and Buies Creek, North Carolina
Adjunct Professor of History and Teacher Education
2016-present

Graduate Courses

EDUC 648 – Governance in Schools
EDUC 628 – Understanding the Whole Child
SSCI 556 – Methods of Teaching Social Studies

Undergraduate Course

EDUC 448 – Elementary Social Studies
EDUC 355 – Teaching Writing across the Curriculum
HIST 444 – Modern Europe
HIST 357 – Middle East and North Africa
HIST 322 – Latin America
HIST 310 – American Military Experience
HIST 222 – United States History from 1865
HIST 221 – United States History to 1865
HIST 112 – Western Civilization II
HIST 111 – Western Civilization I

Grants

Institutional

The Citadel Summer Provost Research Grant – 2022 – “Systematic Implementation of Discussion Pedagogy in Social Studies Classrooms”

Presentations

Peer Reviewed

Dague, C. T. – June 2022 – *How Discussions Can Save Our Classrooms and Potentially Our Democracy*, Civic Learning & Democratic Engagement Conference: Minneapolis, Minnesota

Dague, C. T. – May 2022 – *Supporting Our Students’ Needs: How Discussion Can Save Our Classrooms*, Teaching, Learning, and Technology Conference: Charleston, South Carolina

Dague, C. T. – November 2019 – *Inquiry Design Model as a Dynamic Method of Instruction*, National Council for the Social Studies (NCSS): Austin, Texas

Dague, C. T. – July 2019 – *Implementing Discussion Pedagogy to Democratize and Support Student Learning*, South Carolina Conference on Innovations in Teaching and Learning (SCCITL): Charleston, South Carolina

Dague, C. T., & Baker, A. – March 2019 – *Planning and Implementing the Inquiry Design Model in High School History Courses*, North Carolina Council for the Social Studies (NCCSS): Greensboro, North Carolina

Dague, C. T. – February 2019 – *Exploring Implementation of Discussion Pedagogy in Support of Student Autonomy in Social Studies Courses*, International Society for the Social Studies (ISSS): Orlando, Florida

Dague, C. T. – November 2015 – *An Action Research Study Exploring the Implementation of Discussion Pedagogy in Support of Student Autonomy in Advanced Placement Courses*, College & University Faculty Assembly (CUFA): New Orleans, Louisiana

By Invitation

Dague, C. T. – August 2022 – *Thinking through the Inquiry Design Model*, Teaching and Learning Conference: Dallas, North Carolina

Dague, C. T. – December 2021 – *How Discussion Can Save Our Classrooms and Potentially Our Democracy*, USBES 2021: Ankara, Turkey

Dague, C. T. – June 2021 – *Implementing the Inquiry Design Model in K-12 Classrooms*, Gaston County Schools: Gastonia, North Carolina

Dague, C. T. – June 2021 – *Implementing the Inquiry Design Model in K-12 Classrooms*, New Hanover County Schools: Wilmington, North Carolina

Dague, C. T. – May 2021 – *Implementing the Inquiry Design Model in K-12 Classrooms*, Durham Public Schools: Durham, North Carolina

Dague, C. T. – January 2021 – *A Practical Approach to Preparing Prospective Teachers for the Classroom: Field Experiences*, Bolu Abant Izzet Baysal University: Bolu, Turkey

Dague, C. T. – August 2020 – *Why Inquiry?* Cumberland County Schools: Fayetteville, North Carolina

Dague, C. T. – February 2020 – *Deepening Teachers' Understandings of Implementing the Inquiry Design Model*, Cumberland County Schools: Fayetteville, North Carolina

Dague, C. T. – October 2019 – *Implementing Discussion Pedagogy to Democratize and Support Student Learning*, Medical University of South Carolina (MUSC): Charleston, South Carolina

Dague, C. T. – August 2019 – *Exploring the Benefits of the Inquiry Design Model*, Cumberland County Schools: Fayetteville, North Carolina

Dague, C. T. – June 2017 – *Designing and Implementing the Inquiry Design Model*, IDM Institute: Raleigh, North Carolina

Dague, C. T. – November 2015 – *AP Courses in a Global Context*, Global Education Institute: Chapel Hill, North Carolina

Garison, D. S., Bailey, L., Townsend, D., Sell, S., Dague, C. T., & Randolph, B. – November 2010 – *Jack Britt High School: Equity, Access, and Keys to Success*, The Education Trust: Alexandria, Virginia

Lopes, C., Garison, D. S., Townsend, D., Warner, T., Jackson, G., & Dague, C. T. – February 2007 – *Jack Britt High School and the Working Conditions Initiative*, NCDPI: Cary, North Carolina

Professional Service

Institutional – The Citadel

Chairperson – Faculty Athletic Advisory Committee – January 2019-present
Member – General Education Committee – November 2022-present
Member – Faculty Summer Research Grants Committee – November 2021-present
Member – Financial Affairs Committee – September 2020-present
Member – CSI Academic Coordination Committee – September 2019 – June 2021
Faculty Academic Advisor – 3rd Battalion – October 2021-present
Faculty Academic Advisor – Kilo Company – October 2021-present
Faculty Fellow – Center for Excellence and Innovation in Teaching – 2018-2019

Institutional – Zucker Family School of Education

Co-Chair – CAEP Self-Study Report – August 2019-May 2020
Member – ZFSOE Faculty Grants Committee – September 2019-present

Disciplinary

Editorial Review Board Member May 2020-present	Bolu Abant Izzet Baysal University Journal of Faculty of Education
Certified South Carolina Teacher Evaluator 2020-2023	South Carolina Department of Education and National Institute for Excellence in Teaching (NIET)
On-site Visitor 2020-present	South Carolina Department of Education
On-site Visitor 2019-present	Council for the Accreditation of Educator Preparation (CAEP)
Professional Examination Reader 2015-present	The College Board
Manuscript Reviewer September 2019	Theory and Research in Social Education (TRSE)
Conference Proposal Reviewer March 2019	National Council for the Social Studies (NCSS)
External Peer Program Reviewer November 2018	Commission of Higher Education South Carolina Department of Education
Reviewer of Graduate Proposals July 2015	College and University Faculty Assembly (CUFA)

Teaching Experiences

Jack Britt High School – Fayetteville, North Carolina
Teacher – AP European History, AP World History, World History
2005-2018

North Carolina Virtual Public School – Raleigh, North Carolina
Teacher – World History and Medieval Studies
2009-2012

The Governor's School – University of Richmond – Richmond, Virginia
Humanities Faculty – Histories of Revolution and Protest
2007-2009

Revere High School – Richfield, Ohio
Student Teacher – World History and European History
2004

Related Experiences

Coaching

Jack Britt High School – Fayetteville, North Carolina

Varsity Head Baseball Coach

Cape Fear Region Coach of the Year – 2017

Mid-South Conference Coach of the Year – 2017

2010-2018

Varsity Associate Head Baseball Coach/JV Head Baseball Coach

2005-2010

Powerade State Games – Durham, North Carolina

Region 4 – Head Baseball Coach

2013 and 2016

Region 4 – Assistant Head Baseball Coach

2011, 2012, 2014, 2015, 2016, and 2018

West Ashley High School – Charleston, South Carolina

Volunteer Baseball Coach

2019-present

Academic

Jack Britt High School – Fayetteville, North Carolina

Chairperson – Social Studies Department

2012-2018

Chairperson – Student Athletes for Education

2006-2015

Member – Senior Scholarship Committee

2006-2018

Professional Honors/Affiliations/Fellowships

Affiliations

National Council for the Social Studies (NCSS) – 2015-present

Kappa Delta Pi, International Honor Society in Education – 2008-present

North Carolina Baseball Coaches Association – 2006-2018

Ohio High School Baseball Coaches Association – 2004-2006

Fellowships

Montpelier United States Citizenship Seminar, US Citizenship: History, Meaning, and Conflict – 2015

Goethe Institute Trans-Atlantic Fellowship – 2010

Awards

The Education Trust, Dispelling the Myth Award – 2010

The National Society of High School Scholars, Claes Nobel Educator of Distinction Award – 2010

Coca-Cola Scholars Foundation, Joseph B. Whitehead Educator of Distinction Award - 2009
Q98.1, Teacher of the Week - 2008
The University of Akron, College of Education Award Essay Contest - 2004