

Tab 1

Sean Legnini

An educator and researcher studying phenomenology and its applications as a research methodology and pedagogical practice in education. Always asking the question: "What is it to learn in this place, at this time, with these entangled bodies?"

Berwyn, PA

610-608-7256

seanlegnini@gmail.com

<https://orcid.org/0009-0007-3364-3386>

seanisdwelling.substack.com

Education

Ed. D. West Chester University (2027 Expected)

Dissertation - *Learning as Dwelling: The Learning Body Entangled-in-the-World*

M. Ed. - Cabrini University (2017)

M.S. - Drexel University (2014)

Capstone Thesis - *Models, Metrics, and Investment: Mixing Venture Philanthropy and the Arts*

B.S. Northeastern University (2012)

About Sean

My primary research centers on a phenomenological reorientation of education that argues that placed, embodied learning is not an act of knowledge acquisition but of ontological transformation. Drawing on the philosophies of Maurice Merleau-Ponty, Martin Heidegger, David Abram, and Max van Manen, among others, I investigate learning as dwelling: the embodied attunement to place, body, and the more-than-human world that formal education has progressively abstracted away. Methodologically, I work within hermeneutic phenomenology and phenomenological vignette research, collecting data through field observations, photography, and stories. My dissertation examines the lived experience of learning entangled with the living world across ecological settings. I am also committed to public pedagogy as a genuine site of scholarly work, bringing phenomenological attention to teachers, parents, and practitioners through essayistic writing, podcasting, and visual media. This work is conducted collaboratively through the PEXE Lab (Phenomenology and Experiential Education Lab), a research network I co-direct with my dissertation advisor, Dr. Matthew Kruger-Ross.

Roles

Graduate Researcher & Co-Founder - The PEXE Lab @ West Chester University of Pennsylvania (2025 - Present) - www.pexelab.org

- Studying phenomenology and education, developing frameworks for phenomenological research methods and pedagogies
- Researching how teachers work as ontological guides both in and out of the classroom
- Researching how teachers and students encounter AI and how their identities change with AI use
- In addition to academic publishing and presenting, we are producing public-facing content via Substack, Instagram, and a Podcast ('The Line')

Advisory Board Member - Pennoni Honors College @ Drexel University (2026 - Present)

- Advising on AI in education strategy and experiential learning programming for one of the top-ranked honors colleges in the U.S. Contributing expertise in phenomenological approaches to learning, AI adoption in higher education, and course design.

Conference Presentations

Legnini, S. (2026, August 10). *Dwelling sensuously: The body's imagination and the recovery of perception* [Conference presentation]. IHSRC 2026 Conference. Montreal, QC, Canada.

Legnini, S. & Kruger-Ross, M. (2026, August 10). *A pedagogy of dwelling with imagination, embodiment, and the clearing* [Conference presentation]. IHSRC 2026 Conference. Montreal, QC, Canada.

Legnini, S. & Kruger-Ross, M. (2026, February 5). *Beyond the learning machine: Reclaiming experience in experiential education* [Conference presentation]. EERA 2026 Conference, Clearwater, FL, United States.

Kruger-Ross, M., Schugar, H., & Legnini, S. (2026, April 1). *What will it see? Examining bias in AI-assisted qualitative research* [Conference presentation]. Leading Online Pedagogy and Engagement Conference, virtual.

Poster Sessions

Legnini, S. & Kruger-Ross, M. (2026, February 5). *Between anxiety and courage: How K-12 teachers encounter generative AI in practice* [Poster session]. EERA 2026 Conference, Clearwater, FL, United States.

Manuscripts (In Review)

Legnini, S. & Kruger-Ross, M. (2025, manuscript under review). *The chiasm of anxiety and courage: How*

K-12 teachers experience trust and skepticism in GenAI adoption.

Book Reviews

Legnini, S. (in press). *Plants in place, plants as place: A review of Plants in Place by Casey & Marder*. Environmental Philosophy.

Grants, Honors & Awards

WCU College of Education & Social Work Research Grant (2026) – Co-PI

- *From the Academy to the Public: A Phenomenological Self-Study of Scholarly Identity in Public Spaces*

Deans Professional Development Award – West Chester University (2025)

Teaching Experience

Founder & Freelancer – Trophic Education (2023 – Present)

Trophic Education is a non-profit curriculum and educational design support for school, research organizations, non-profits, and others with a focus on increasing access to experiential science curriculum and building grant fundable programming opportunities. Through Trophic Education, I consult with these organizations and provide plug-and-play curriculum, projects, and experiences for their constituents and target audiences.

Middle School Teacher – The Shipley School (Bryn Mawr, PA) 2016 – 2023

Classes Taught:

- 6th, 7th, and 8th grade STEAM & MakerSpace
- 6th Math
- 6th & 8th Grade Science

Positions Held:

- PK – 8 Science Curriculum Coordinator (Dept. Chair)
- PK – 12 STEAM Curriculum Coordinator (Dept. Chair)
- 6th & 8th Grade Advisor
- Varsity Coach (Golf, MS Soccer)
- Science Olympiad Coach

Achievements:

- Developed PK-8 STEAM program and curriculum
- Designed, advocated, and fundraised for the renovation of a classroom into a fully equipped MakerSpace
- Developed a brand new PK-8 Science scope and sequence tied to NGSS and NSTA best practices

- Member of the Curricular Development Group & Schedule Committee
- Professional development leader on rubrics and authentic assessment

Other Professional and Volunteer Experience

Board Member @ E.C.H.O.E.S. Around the World (2012 - 2018)

Co-Founder, COO, Director of Good @ SuperMighty (2013-2015)

Development Associate @ Weathervane Music (2012)

USA Hockey Coach @ Snider Hockey, Quakers, and Jr. Flyers (CEP Level 4) (2008 - Present)

For Publications

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Education

Ed.D. Educational Policy, Planning & Administration (Curriculum & Instruction)

West Chester University (Anticipated May 2027)

Dissertation - Toward a Pedagogy of Dwelling: A Pedagogical Framework based on Merleau-Ponty and Heidegger's Phenomenology

M.Ed. Science Education

Cabrini University (2017)

M.S. Non-Profit Arts Administration

Drexel University (2014)

Capstone Thesis - Models, Metrics, and Investment: Mixing Venture Philanthropy and the Arts

B.S. Music Business

Northeastern University (2012)

Research

Interests

- Phenomenology as research methodology and pedagogical practice in education
- Embodied learning in place; dwelling; relational and deeply human teaching in the age of artificial intelligence
- Ecophenomenology and human relationships with the more-than-human world

Publications & Presentations

Legnini, S. (in press, Spring 2026). *Plants in place, plants as place: A review of Plants in Place* by Casey & Marder. Environmental Philosophy.

Legnini, S. & Kruger-Ross, M. (2026, February 5). *Beyond the learning machine: Reclaiming experience in experiential education* [Conference presentation]. EERA 2026 Conference, Clearwater, FL, United States.

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