About the Contributors

Salika A. Lawrence, PhD, is associate professor of literacy and language arts at William Paterson University. She is also the director of the Masters in Literacy program and co-director of the Basic Reading Instruction program. As a teacher educator, Dr. Lawrence brings expertise as a literacy specialist and former middle school Social Studies and high school History teacher. She has worked as a literacy coach and continues to serve schools in this capacity by facilitating common planning teams and professional learning communities. Dr. Lawrence frequently conducts school, district, and program evaluations. She has authored and co-authored book chapters, and her work also appears in such journals as Journal of Adolescent & Adult Literacy, The Language and Literacy Spectrum: Journal of the New York State Reading Association, Literacy Research & Instruction, The Journal of Literacy and Technology, Journal of Inquiry and Action in Education.

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Catherine Baillie Abidi has 15 years of experience as a humanitarian issues educator and is the past Senior Education Advisor for the Canadian Red Cross in Atlantic Canada. Her community work and research areas focus on active global citizenship, global and humanitarian law education, conflict transformation, youth engagement, and migration. She is currently a PhD Candidate in Educational Studies at St. Francis Xavier University.

Taichi Akutsu is a Japanese violinist-teacher-researcher and a faculty member at Seisa University. His degrees include a BM, from Tokyo College of Music; a MM, from Manhattan School of Music (2005); and a MA, from Lehman College, CUNY (2011). Akutsu studied the violin with Glenn Dicterow, former concertmaster of the New York Philharmonic. Akutsu was also a principal violinist of the New World Symphony under the direction of Michael Tilson Thomas (2006-2009). He gained teaching experiences in community music schools and public schools in NYC and Miami, Florida. After a visit to Dr. Lori Custodero’s music class at Teachers College, he became interested in studying music education. While focusing on children’s musical engagement and human development, Akutsu studies Japanese children’s flow experience in the doctoral program at Tokyo Gakugei University. He recently presented research in Helsinki, New Orleans, and Seattle, and offered a music education workshop at New York University.

Taunya Pynn Crowe has been a teacher for 18 years and is currently a member of the Social Studies department at Cobequid Educational Centre in Truro, Nova Scotia. She has been a volunteer with the Canadian Red Cross since 2007, first becoming trained in the Exploring Humanitarian Law curriculum and subsequently facilitating teacher training conferences. She has recently received an MEd in Educational Psychology from Mount Saint Vincent University.
**Elizabeth DeMulder** is Associate Professor of Education and Academic Program Coordinator of *Transformative Teaching*, a Masters program for practicing preK-12 teachers in the College of Education and Human Development at George Mason University. She earned a PhD in Developmental Psychology from Cambridge University, England, and was a Staff Fellow in the Laboratory of Developmental Psychology at the National Institutes of Health. Dr. DeMulder’s research involves the study of interpersonal relationships and conditions of individual development, including processes in the development of critically reflective teachers and processes in early childhood that impact children’s development as engaged citizens in a multicultural democratic society. She has been involved in community-based action research to develop family-centered preschool programs for low-income, immigrant families. Dr. DeMulder co-edited *Transforming Teacher Education: Lessons in Professional Development* (Bergin and Garvey, 2001) and has published her research in a variety of professional journals.

**Thurston Domina** is Associate Professor of Education at the University of California, Irvine. His research pairs demographic and econometric empirical methods with sociological theory to better understand the relationship between education and social inequality in the contemporary U.S. Much of this work focuses on student transitions from middle and high school into higher education. During the course of this transition, students move from the largely undifferentiated instruction of elementary education to the highly stratified U.S. college and university system. Domina is interested in understanding how this sorting process shapes students’ life chances and identifying educational strategies that can expand opportunities for all.

**Richard K. Gordon** is a professor of education at California State University Dominguez Hills. His research interests focus on applying critical theory to teacher classroom practice. Dr. Gordon’s on-going research is in the area of urban education and the academic and social success of African-American and minority K-12 students. He has investigated the Japanese minority group known as the Burakumin since 1996. He was the first international visiting faculty member to visit “The Curriculum Center for Teaching” at Tokyo Gakugei University, Japan’s flagship public teacher training institution, in 2001. Dr. Gordon has been a consultant to local school districts including Los Angeles Unified, Lynwood Unified, Pasadena Unified, and Compton Unified.

**Heidi L. Hallman** is an associate professor in the department of Curriculum and Teaching at the University of Kansas. Hallman’s research interests include studying “at risk” students’ literacy learning as well as how prospective English teachers are prepared to teach in diverse school contexts. Hallman’s work has been published in *English Education, Teaching Education, Teacher Education Quarterly, Equity & Excellence in Education, Journal of Adolescent & Adult Literacy, English Journal, Reflective Practice*, and *Multicultural Perspectives*, among others. In 2010, Hallman received the Conference on English Education’s (CEE) Research Initiative Grant for her research on prospective teachers’ work with homeless youth. Hallman is active in the National Council of Teachers of English (NCTE) and the American Educational Research Association (AERA).

**Mary Jane Harkins** is an Associate Professor in the Faculty of Education at Mount Saint Vincent University, Halifax, Nova Scotia, Canada. Dr. Harkins teaches in the undergraduate Bachelor of Education program as well as graduate programs in Curriculum Studies, Educational Foundations and Literacy.
Education. Her research interests include International Humanitarian Law, Globalization, Aboriginal Studies, and Inclusive Education. Prior to coming to the Mount, she was a Coordinator in Student Services with the Tri County Regional School Board in Yarmouth, NS.

**Kimberly Hartnett-Edwards** has been working in teacher training and literacy education for 25 years. She is currently an Assistant Professor at the University of Denver working in the Teacher Education Program and Curriculum and Instruction programs at Morgridge College of Education. A native Californian, Dr. Hartnett-Edwards taught for many years in the K-12 system before moving into faculty positions at CSUSB and DU. In addition to her work with Teacher Effectiveness in preservice and inservice professional development, her research addresses oral and written language acquisition for divergent readers through intervention support, and classroom coaching support. Kim has completed work on an ESEA grant with Denver Public Schools for Math and Science Leadership Institute (Portfolio: http://portfolio.du.edu/MSLI). In addition, she is part of the research team for the IES Grant focusing on “An Exploration of Novice Teachers’ Core Competencies: Impacts on Student Achievement, and Effectiveness of Preparation” (http://portfolio.du.edu/IES).

**Howard Menand** earned a PhD in Curriculum and Instruction with an emphasis in Urban Education from the University of North Carolina at Charlotte. Additionally, Menand works as an administrator in the public school setting of Charlotte, NC. The combination of Menand’s educational and professional experience provides him with insight into the challenges urban public schools must confront in a global context. Menand’s research interests address the impact of globalization on education within the urban setting. In particular, Menand’s focus seeks to understand the connection between globalization and the immigrant education experience in urban public schools and the neoliberal influence on curriculum practices aligned with current 21st century instructional demands.

**Keiko Noguchi** is a Japanese researcher at Seisa University as a vice professor since 2004. She has travelled to the USA, Singapore, Vietnam, China, and Korea to observe and compare each country’s educational system with that of Japan. She is also involved in National Teacher (NTOY) of the Year Project for 15 years. She has published a book on her work titled *The Best Teachers*. She is also a French pops and Jazz singer.

**Elena Railean** received her Ph.D in the Science of Education and is post-Doctoral researcher at the Alexandru Ioan Cuza University of Iasi (Romania). She has been active in the field of educational technology and learning design, theory, and applications, since 1999. Her major interests include Meta-Systems Learning Design, critical pedagogy, cognitive and quantum psychology. Elena has taken part in 12 international and national projects of research on application of the computer technologies to the learning and decision-making. She is also involved in research on teacher training. Elena Railean is author of educational materials and scientific publications of various kinds, including books and books chapters, educational software, and research papers concerning learning theory. The most significance papers are: “Knowledge Management Model for Electronic Textbook Design” (in *Enterprise Resource Planning Models for the Education Sector: Applications and Methodologies*, K. K. Patel [Ed.]) and “Issues and Challenges Associated with the Design of Electronic Textbook” (in *User Interface Design for Virtual Environments: Challenges and Advances*, B. H. Khan [Ed.]). Her visions about e-pedagogy were published in the book *E-Books & E-Readers for E-Learning* (2012) by Victoria Business School.
Eron Reed began teaching children as an AmeriCorps volunteer in 1998. She completed her MEd at The Ohio State University with a focus on elementary literacy instruction, completing her study with a thesis on English language learners at the Thomas Jefferson School in Concepción, Chile. Eron has worked as a 4th and 5th grade teacher for Denver Public Schools for ten years. Currently, she is a reading intervention teacher for grades K-5. She is in her 3rd year of doctoral study in Curriculum and Instruction at the University of Denver. Her research interests include teacher education and development in literacy instruction, teacher education, and development in connecting theory to practice in urban elementary classrooms, improving university-based teacher education programs, and the soul/role struggle in teachers transitioning from the urban classroom to the university classroom.

Mary Rice is a former junior high English teacher and current doctoral student at the University of Kansas. She has published and presented nationally and internationally across a wide range of disciplines utilizing the methodology of narrative. These disciplines include folklore, geography, women’s studies, literacy, linguistics, and teacher education. She has written many chapters in books such as A Geographical History of United States City-Systems: From the Frontier to Urban Transformation, Women Writing on Family: Tips, on Writing, Teaching, and Publishing, and Narrative Inquirers in the Midst of Meaning-Making: Interpretive Acts of Teacher Educators. Her sole-authored book, Adolescent Boys’ Literate Identity, was named Outstanding Publication of the Year by the Narrative SIG of the American Educational Research Association.

Rahila Simzar is a doctoral student at the University of California, Irvine, specializing in educational policy and social context with concurrent interests in learning, cognition, and development. Her research interests are in algebra policy, student motivation for mathematics, social justice agendas and issues of inequality, inner city and urban schooling, and out-of-school time learning. Simzar received her undergraduate degree in mathematics and a Masters in education from the University of California, Los Angeles. She spent the following years as a secondary mathematics teacher at an urban, inner city public high school in the Los Angeles Unified School District, where she also served as the mathematics department chair and small school lead teacher. Simzar seeks to bridge her teaching experience and research skills to address issues of inequality in historically underserved communities.

Stacia M. Stribling is Assistant Professor of Education in the College of Education and Human Development at George Mason University. She received her doctorate in Early Childhood Education with a minor in Literacy from George Mason University. Her dissertation explored the use of critical literacy practices with kindergarten and second-grade students. Stacia’s public school experience includes eight years as a first- and second-grade teacher in Fauquier County, Virginia and three years as a member of the Language Arts Council for Fauquier County Public Schools. Her research interests include early childhood education, critical literacy, teacher professional development, and multiculturalism. As an advocate for teacher research in public schools, she serves on the National Association for the Education of Young Children’s (NAEYC) Teacher Research Steering Committee. Stacia has presented her research at numerous national and international conferences and has published in a variety of edited books and professional journals.
About the Contributors

Aubry D. Threlkeld is an advanced doctoral candidate in Human Development and Education at the Harvard Graduate School of Education. He holds a Master of Science in Education from Mercy College in New York and a Bachelor of Arts from Middlebury College in Vermont. His interests range from disability studies, queer studies, assistive technologies, and critical psychology to program evaluation and reading intervention. He specializes in qualitative approaches to talk and text. His current research centers on a small group of high school students who advocate for other students with learning disabilities. In the last 13 years, he has been a special educator, teacher trainer, lecturer, grassroots activist and consultant. He enjoys reading children’s literature and writing poetry with his cat by his side.

Renata Verri is a high school History and French teacher for the Annapolis Valley Regional School Board in Wolfville, Nova Scotia. Renata completed a Masters of Education in Second Language Instruction in 2005 and a Masters of Education in Leadership in 2013. Since being introduced to the EHL program through the Canadian Red Cross in 2008, Renata has been involved in the teacher-training component across the country. In 2012, she co-wrote a Canadian version of EHL. Renata also attended the 27th International Humanitarian Law course in Warsaw, Poland, in 2009, which was sponsored by the International Committee of the Red Cross. She lives in Wolfville, NS, with her husband, two sons, and black lab. This is her first publication.