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ABOUT THE AUTHORS

Joan Airoidi is a graduate of the University of Wisconsin's School of Library and Information Science in 1995, then Director of Northern Waters Library Service in Ashland, Wisconsin, before becoming the Director of [Whatcom County Library System](#) in October 2002. Involvement in the Deming Library incident in 2004 resulted in numerous awards for the library including the PEN "Newman's Own" First Amendment honor and the Whatcom Human Rights Task Force 2005 Human Rights' Award.

Bryce Bartlett is a graduate from [Washington University \(in St. Louis\) School of Law](#). He has been inducted into the Order of the Coif—a prestigious honor for any lawyer. Bryce is a member of the Missouri Bar Association and a member of the Civil Procedure and Procedure Committees in the Missouri Bar Association. Bryce currently practices law at a large firm in St. Louis, Missouri, representing clients before courts and in arbitration proceedings throughout the United States. Bryce's research interests include legal history and the processes, procedures, and social construction of dispute resolution.

Jioanna Carjuzaa is an Associate Professor of Education at [Montana State University-Bozeman](#). She holds a Ph.D. in Multicultural, Social and Bilingual Foundations of Education from the University of Colorado-Boulder. She has over nineteen years' teaching experience as a multicultural teacher educator, diversity trainer, and English for Academic/Business Purposes instructor. At MSU, she teaches multiple sections of Multicultural Education and co-teaches Powwow Leadership and Fundraising. In addition, she offers graduate courses in Social Justice in Education, Indigenous Research Methods, American Indian Studies for Teachers, and Second Language Acquisition Theory and Language Teaching Methodologies. She serves as the co-advisor to American Indian Council and as the facilitator of the Indian Education for All professional development opportunities at MSU. Her research focuses on three main areas within a multicultural approach to teacher education: 1) developing innovative teaching strategies to prepare teacher candidates to become culturally competent; 2) promoting culturally responsive pedagogy which meets content standards and highlights the contributions of American Indians and other underrepresented groups in core disciplines; and 3) designing best practices for regular classroom teachers who work with Limited English Proficient students in challenging content courses and need to integrate language and content instructional objectives.

John F. Covalesskie has been teaching for the [University of Oklahoma's Educational Studies](#) program for three years. Before that, he taught at Northern Michigan University's School of Education for fourteen years and is a Professor Emeritus there. Prior to that, he taught at multiple levels of the public school system, and served as a principal and curriculum specialist. His research interests include the nature, meaning, and practice of democratic education, particularly questions related to public speech, the meaning of a public, and the formation of the democratic character.

J. Kay Fenimore-Smith, Ph.D., is Associate Professor of Education at [Whitman College](#). Her most recent research has been in bilingual education as well as American Indian education. She has worked with American Indian students in higher education, in public schools, and in a reservation-based adult education program. In conjunction with Tamastlikt Cultural Institute, she recently developed a high school curriculum on the history of the Confederated Tribes of the Umatilla Indian Reservation. Dr. Fenimore-Smith currently serves as a volunteer and consultant with Nixyáawii Community School on the Umatilla Reservation.

Alice E. Ginsberg, Ph.D. from the [University of Pennsylvania](#) in "Education, Culture and Society," is an educational researcher, consultant and writer who specializes in issues of urban school reform and educational equity. She has written extensively about multicultural education, inquiry-based education, critical pedagogy, school-community partnerships, professional development, action research, and educational philanthropy. Her most recent book is *Embracing Risk in Urban Education* (forthcoming from Rowman and Littlefield, 2011).

Heather Greenhalgh-Spencer works in the Department of Educational Policy Studies at the [University of Illinois in Urbana-Champaign](#). She is currently a Ph.D. candidate within the Philosophy of Education track and is also working towards a Ph.D. Certification in Gender and Women's Studies. Heather is currently a HASTAC fellow at UIUC. She is a certified teacher and has taught at the secondary level for several years. Heather has published several articles on identity construction and performance of the White Expert, and on technology and pedagogy in journals such as *Borderlands* and several other internationally recognized, peer-reviewed journals. Heather has also presented work on identity performativity and on performativity in educational coalition-building at several international conferences. Heather's current work focuses on the body; the way the body performs, the ways the body takes up knowledge/learning in various spaces/modalities, but also the body as a phenomenological concern. Her work draws from performativity theory, post-humanism, Continental Phenomenology, and technology studies.

Kathy M. Hoover, Ed.D., is a public school educator and adjunct at the community college and university levels, whose experience in education spans over 16 years. She earned an Ed.D. in 2008 at the [University of West Florida](#). Her areas of interest include qualitative research, literacy, critical pedagogy, and multiculturalism.

Rosaire I. Ifedi is Assistant Professor in the Department of Educational Foundations, [Ashland University](#), Ohio. She teaches graduate foundations courses, including contemporary and global issues in education, school and society, and qualitative research. Her research interests span the intersections of race, gender, immigration, and the use of qualitative inquiry to unearth previously unheard voices to improve the education of all children. She is author of *African-born Women Faculty: Lives in Contradiction* (Edwin Mellen Press, 2008).

Mary F. Rogers, Ph.D., was a longtime professor at the [University of West Florida](#). She received her bachelor's degree in chemistry from Marycrest College in Davenport, IA. Almost immediately afterward, she switched her studies to sociology and received a Master's degree and Ph.D. from the University of Massachusetts at Amherst. She has published numerous books, book chapters, as well as papers covering a wide range of topics including phenomenology, ethnomethodology, multiculturalism, women's studies, and the sociology of literature. Among her publications, the most popular, *Barbie Culture*, was published in 1999. Dr. Rogers was a champion of the underdog and the underprivileged. In 2002, she founded the Escambia Sociology Center, which promoted multicultural awareness, literacy enhancement, social justice, and community research.

Amy B. Shuffelton is Assistant Professor of Educational Foundations at the [University of Wisconsin-Whitewater](#). A philosopher of education, she is interested in the civic and ethical lives of children, especially as these intersect with schooling. Her current research focuses on non-rational aspects of children's learning, including imagination and emotion.