



2022

About the Authors

Follow this and additional works at: <https://cedar.wwu.edu/jec>



Part of the [Education Commons](#)

Recommended Citation

(2022) "About the Authors," *Journal of Educational Controversy*. Vol. 15: No. 1, Article 8.
Available at: <https://cedar.wwu.edu/jec/vol15/iss1/8>

This About the Authors is brought to you for free and open access by the Peer-reviewed Journals at Western CEDAR. It has been accepted for inclusion in *Journal of Educational Controversy* by an authorized editor of Western CEDAR. For more information, please contact westerncedar@wwu.edu.

ABOUT THE AUTHORS

Elena Aydarova, Ph.D., is an Associate Professor at Auburn University. Her interdisciplinary scholarship examines global transformations in educational policies through the lens of theater and performance. Dr. Aydarova has published over 30 journal articles and book chapters analyzing teacher education policies and practices in the U.S. and around the world. Her award-winning book, *Teacher Education Reform as Political Theater: Russian Policy Dramas* (2019 with SUNY Press), examines the theatricality of teacher education reforms and calls on teacher educators to engage in policy dialogues. She is a recipient of an NAED/Spencer Foundation Postdoctoral Fellowship, American Fellowship from the American Association of University Women, and the Concha Delgado Gaitan Presidential Fellowship from the Council of Anthropology and Education.

ORCID ID: <https://orcid.org/0000-0002-0387-2889>

Jenny Brownson, Ph.D., is a Teaching Faculty in the Department of Teaching and Learning at the University of Wisconsin-Milwaukee. She teaches in the Elementary Education Program and Social Studies Teacher Education Program. Her professional and research interests include culturally relevant and abolitionist teaching, teachers' integration of the creative arts, and cooperating teachers' and teacher candidates' co-planning in the elementary classroom.

Cary Campbell, Ph.D., is a lecturer in the Faculty of Education at Simon Fraser University as well as a musician and music educator. His research interests include philosophy of education, place/Land-based pedagogy, arts-based/multimodal curriculum development and music education/cognition. Broadly, he employs biosemiotics, posthumanist, and decolonial theory to articulate the educational challenges and opportunities jointly posed by digitalization, climate-change and public pedagogy. Through his ongoing work as Director of Research for the registered BC society and research group The Group (multimodal research), Cary collaborates with teachers, artists, researchers and community members, to create curriculum resources and tools that connect people and students with their own localities, communities, and public spaces.

Adar Cohen, Ph.D., is currently the head of The Teachers' Education Department at the Seymour Fox School of Education at The Hebrew University in Jerusalem. Having studied Law [BA] and Political science [BA and MA] he received his PhD in Education from the Hebrew University in 2018. After completing his teaching certificate, he worked as a high-school civics teacher and served as the national supervisor of Civic Studies in the Israeli Ministry of Education (2008-2012). During this period, he also served as the head of the Civic and Coexistence Education department in the Israeli Ministry of Education. His research focuses on teachers' perspectives on teaching and educating towards democratic citizenship in a ridden society with severe internal and external political conflicts. The title of his dissertation was: "Walking Fearlessly on a Tightrope: Controversy Work of Civic Teachers – The Israeli Case."

Kristen Daugherty is currently an undergraduate student at Auburn University. She is pursuing a degree in Music Education. Her interests include social justice and inclusive classroom practices.

Elizabeth Drame, Ph.D., serves as the Special Assistant to the Vice Chancellor of the Division of Diversity, Equity and Inclusion and is a Professor in the Department of Teaching and Learning at the University of Wisconsin-Milwaukee where she prepares special educators and coordinates the Autism Spectrum Disorders Certificate Program. Her research centers on fostering positive educational outcomes for students with disabilities in inclusive schools, and social justice and equity issues in special education.

Rachel Endo is Dean and a Professor in the School of Education at the University of Washington, Tacoma. Her primary research interests include equity and inclusion policies and practices in PK-12 and higher education, and language and literacy education.

Jennifer Ervin is a doctoral student in the Mary Frances Early College of Education at the University of Georgia. Prior to pursuing her PhD, she worked in education for 11 years, teaching secondary language arts, reading, and ESOL. Her research explores justice-oriented pedagogies in English language arts classrooms, and the impact of educational policies on school curricula.

Madison Gannon is a third-year doctoral student and graduate teaching assistant in the Language and Literacy Education Department at the University of Georgia. Her research interests include English education, early career teachers, and education policy.

Tatiana Joseph, Ph.D., is an Assistant Professor in the Department of Curriculum and Instruction at the University of Wisconsin-Milwaukee. Her research interest centers on the idea of quality educational opportunities for urban students, especially English Language Learners. Specifically, her research focuses on First Language Maintenance, Culturally Responsive Teaching, Critical Race Theory and curriculum development.

Jacob Kelley is a PhD student in the Department of Educational Foundations, Leadership, and Technology at Auburn University. He uses qualitative and quantitative methods to examine the complexities of adult learning in multiple contexts. In particular, he focuses on three constructs relevant to adult learning: effectiveness, engagement, and equity. His other interests are social change, international students, civic education, and lifelong learning. He currently works in the Biggio Center for the Enhancement for Teaching and Learning at Auburn University.

Kristine M. Lize serves as the Director of the English Education program at the University of Wisconsin – Milwaukee. Her teaching and research interests include disciplinary literacy, literacy assessment, and anti-racist education.

Laura A. Owens, Ph.D., CESP, is currently a Professor in the Department of Teaching and Learning at the University of Wisconsin – Milwaukee where she serves as the Chair of the Council on Professional Education. Her areas of research interest include transition from school

to adult life for students with disabilities, intersectionality in the disability community, and promoting self-advocacy through self-directed IEPs/transition planning.

Deb Sheffer is an Assistant Professor Emerita in the School of Education at Hamline University. Her primary interests include multicultural education and multiple perspectives, especially in the elementary social studies curriculum.

Rolf Straubhaar is an Assistant Professor of Educational Leadership and School Improvement at Texas State University. He also serves as the program coordinator for the Master's-level programs in educational leadership.