



Volume 11

Number 1 Is "Best Practices" Research in Education

*Insufficient or even Misdirected?*

Article 1

**AN INVITED ISSUE DEDICATED TO  
JOHN G. RICHARDSON**

---

2016

## About the Authors

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



Part of the [Education Commons](#)

---

### Recommended Citation

(2016) "About the Authors," *Journal of Educational Controversy*: Vol. 11 : No. 1 , Article 1.

Available at: <http://cedar.wwu.edu/jec/vol11/iss1/1>

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](mailto:westerncedar@wwu.edu).

**Bernadette Baker** is currently Professor of Education Research at QUT. She has held appointments as Professor of Curriculum & Instruction, University of Wisconsin-Madison, USA, Professor of Sociology of Education, University of Turku, Finland, Honorary Professor of Humanities, University of Copenhagen, Denmark and Visiting Professor, Globalisation Studies, ZheJiang University, China. She has published in major philosophy and curriculum journals in the field, and been awarded the Outstanding Book Award twice from AERA's Curriculum Studies division for her 2012 Cambridge University Press monograph *William James, Sciences of Mind, and Anti-imperial Discourse*, and her prior *In Perpetual Motion: Theories of Power, Educational History, and the Child* (Peter Lang). Her research draws upon philosophical, historical, cosmological and sociological approaches as they intersect with and inform interdisciplinary curriculum studies, educational policy and contemporary debates over the nature of knowledge, theories of difference, conceptions of nation and enactments called culture. Her current projects concern the implications of discourses of vision, educational neuroscience, mindfulness practices, artificial intelligence and big data.

**Anne Crampton** is a doctoral candidate in critical literacy and English education at the University of Minnesota, following 15 years of teaching at the middle and high school levels. Her research considers emotion in classroom interactions, and the roles of love and aesthetics in addressing inequities in education. Recent work includes a chapter with Cynthia Lewis and Jessica Tierney called "Proper Distance and the Hope of Cosmopolitanism in a Classroom Discussion about Race" for *Literacy Lives in Transcultural Times* (Routledge Expanding Literacies in Education series).

**Tracey Pyscher** is Assistant Professor of Secondary Education in the Woodring College of Education at Western Washington University. Her research interests include understanding the social and cultural experiences of children and youth with histories of domestic violence (HDV youth) and their navigation of school, critical literacy and learning, and what praxis means to/for teacher education. She has published several book chapters included in *Dismantling the School to Prison Pipeline* (2017), *Technology for Transformation: Perspectives of Hope in the Digital Age* (2016), and *Reclaiming English Language Arts Methods Courses: Critical Issues and Challenges for Teacher Educators in Top-Down Times* (2014). Along with book chapters, she has published several articles including the *Journal of Educational Controversy* (2015), *Journal of Cultural Studies-Critical Methodology* (2016), and *Equity and Excellence in Education* (2014). She can be reached at Tracey.Pyscher@wwu.edu or 651-983-3294.

**John G. Richardson** is emeritus faculty from sociology, Western Washington University. His most recent works are *The Global Convergence of Vocational and Special Education*, with Jinting Wu and Douglas Judge (Routledge, 2017); and *Comparing Special Education*, with Justin J. W. Powell (Stanford, 2011, awarded Outstanding Book). His on-going research is the global construction, dissemination and change in 'educational categories' – the procedural dynamics that are the foundation to general education.

**Dr. Jinting Wu** is Assistant Professor of Educational Culture, Policy and Society at the State University of New York at Buffalo. Her research interests include anthropology of education, comparative and global studies of education, transnational curriculum inquiry, and schooling and social change in contemporary China and Chinese diaspora. She conducts research in the areas of rural minority education, disability and special education, immigrant youth and families, and educational meritocracy on the global stage. She is the author of *Fabricating an Educational Miracle: Compulsory Schooling Meets Ethnic Rural Development in Southwest China* (2016, State University of New York Press), and the co-author of *The Global Convergence of Vocational and Special Education: Mass Schooling and Modern Educability* (2017, Routledge). She is the recipient of the 2013 Gail P. Kelly Outstanding Dissertation Award in Comparative Education.