

STEVEN P. CAMICIA

Utah State University
Emma Eccles Jones College of Education and Human Services
School of Teacher Education and Leadership

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EDUCATION

University of Washington, Seattle, WA, 2007

Ph.D. in Curriculum and Instruction in Social Studies Education Dissertation: *Teaching the Japanese American Internment: A Case of Social Studies Curriculum Contention*.
Advisor: Walter Parker, Ph. D.

University of Nevada, Reno, NV, 2004

M.Ed. in Elementary Education

Thesis: *Aspects of a Democratic Classroom: Class Meetings Based upon the Adlerian and Dreikursian Models of Social Interest*.

San Francisco State University, San Francisco, CA, 1986

B.A. in Classics

Areas of Concentration: *Philosophy and Ancient Greek*

ACADEMIC HISTORY

Professor, (2020-Present) Social Studies Education, Foundations, and Qualitative Research

Associate Professor, (2012-Present) Social Studies Education, Foundations, and Qualitative Research

Assistant Professor, (2007-2012) Social Studies Education, Foundations, and Qualitative Research

HONORS AND AWARDS

Camicia, S.P., & Zhu, J. (2020) *The American Association for Teaching and Curriculum, Francis P. Hunkins Distinguished Article Award* in the category of curriculum, for the article, *LGBTQ Inclusion and Exclusion in State Social Studies Standards: Implications for Critical Democratic Education*.

Camicia, S.P. (2018) *School of Teacher Education and Leadership Graduate Student Mentor of the Year*.

Camicia, S.P. (2017) *American Educational Studies Association 2017 Critics' Choice Book Award* for **Camicia, S.P.** (2016) *Critical democratic education and LGBTQ-inclusive curriculum: Opportunities and Constraints*. New York: Routledge.

Camicia, S.P. (2010) *School of Teacher Education and Leadership Scholar/Researcher of the Year*. Parker, W.C.

Camicia, S.P. (2008) *American Educational Research Association: Research in Social Studies Education Outstanding Paper Award* for paper entitled, "The New 'International Education' Movement in U.S. schools: Civic and Capital Intents, Local and Global Affinities."

RESEARCH

Books

Camicia, S.P., & Knowles, R.T. (in press). *Education for Democracy: A Renewed Approach to Civic Inquiries for Social Justice*. Charlotte, NC Information Age Publishing, Inc.

Camicia, S.P. (2016) *Critical Democratic Education and LGBTQ-Inclusive Curriculum: Opportunities and Constraints*. New York: Routledge.

Journal Publications

Camicia, S.P. (in press). Increasing Inclusion and Recognition in Education for Democracy. *The Annals of Social Studies Education Research for Teachers*.

Camicia, S. P. (in press). Understanding Conflict in Education for Democracy. A response to "The value of conflict and disagreement in democratic teacher education". *Democracy and Education*.

Camicia, S.P., & Zhu, J. (2019). LGBTQ Inclusion and Exclusion in State Social Studies Standards: Implications for Critical Democratic Education. *Curriculum and Teaching Dialogue*, 21(1&2), 7-20.

Camicia, S.P. (2018). The Discursive Field of 'After' Postmodernism in Educational Theory. *Educational Philosophy and Theory*, 50(14), 1340-1341.

Di Stefano, M., & **Camicia, S. P.** (2018). Transnational civic education and emergent bilinguals in a dual language setting. *Education Sciences*, 8(3), 1-22.

Clark, J. S., & **Camicia, S. P.** (2017). Examining justice in social studies research. *Pedagogy & (Im)Possibilities across Education Research*, 1(1), 1-15

Clark, S., & **Camicia, S. P.** (2014). Fostering preservice teachers' sense of historical agency through the use of nonfiction graphic novels. *The Journal of Social Studies Research*, 38(1), 1-13.

Camicia, S. P., & Zhu, J. (2012). Synthesizing multicultural, global, and civic perspectives in the elementary school curriculum and educational research. *The Qualitative Report*, 17, 1-19.

Zhu, J., & **Camicia, S. P.** (2012). The curriculum as cultures in conflict: Exploring monocultural and multicultural ideologies through the case of bilingual education. *Working Papers in Literacy, Culture and Language Education*, 1(1), 88-105.

Camicia, S. P. (2012). An ethics of recognition in global and teacher education: Looking through queer and postcolonial Lenses. *International Journal of Development, Education and Global Learning*, 4(1), 25-35.

Camicia, S. P., & Zhu, J. (2011). Citizenship education under discourses of nationalism, globalization, and cosmopolitanism: Illustrations from China and the United States. *Frontiers of Education in China*, 6(4), 602-619.

Camicia, S. P., & Franklin, B. (2011). What type of global community and citizenship? Tangled discourses of neoliberalism and critical democracy in curriculum and its reform. *Globalization, Societies, and Education*, 9(3-4), 311-322.

Camicia, S. P., & Read, S. (2011). Engaging public issues through dialogue journals: Preservice teachers and elementary students read and respond. *Social Studies Research and Practice*, 6(1), 21-34.

Camicia, S. P. (2010). Deliberation of controversial public school curriculum: Developing processes and outcomes that increase legitimacy and social justice. *Journal of Public Deliberation*, 6(2), 1-20.

Camicia, S. P., & Franklin, B. (2010). Curriculum reform in a globalized world: The discourses of cosmopolitanism and community. *London Review of Education*, 8(2), 93-104.

Camicia, S. P., & Dobson, D. (2010). Learning how to respond to current events: Partner journals between U.S. preservice teachers and children. *Teaching and Teacher Education*, 26, 576-582.

Camicia, S. P. (2009). Teaching the Japanese American internment: A case study of social studies curriculum conflict and change. *Journal of Social Studies Research*, 33(1), 113-132.

Camicia, S. P. (2009). Identifying soft democratic education: Uncovering the range of civic and cultural choices in instructional materials. *The Social Studies* (May/June), 136-142.

Camicia, S.P. & Saavedra, C. (2009). A New Childhood Social Studies Curriculum for a New Generation of Citizenship. *The International Journal of Children's Rights*, 17, 501-517.

Parker, W. C., & **Camicia, S. P.** (2009). Cognitive praxis in today's "international education" movement: Intents and affinities. *Theory and Research in Social Education*, 37(1), 42-74.

Camicia, S. P. (2008). Deciding what is a controversial issue: A case study of social studies curriculum controversy. *Theory and Research in Social Education*, 35(4), 290-307.

Camicia, S. P. (2007). Prejudice reduction through multicultural education: Connecting multiple literatures. *Social Studies Research and Practice*, 2(2), 219-227.

Camicia, S. P. (2007). Deliberating immigration policy: Locating instructional materials within global and multicultural perspectives. *Theory and Research in Social Education*, 35(1), 96-111.

Book Chapters

Crocco, M. S., & **Camicia, S. P.** (2018). How might public policy engagement and political activism be situated within social studies teacher education programs? In P. G. Fitchett & K. Meuwissen (Eds.), *Social studies in the new educational policy era: Conversations on purposes, perspectives, and practices* (pp. 206-225). New York: Routledge.

Camicia, S. P., & Franklin, B. M. (2016). Michael W. Apple, ideology and curriculum. In J. L. Devitis (Ed.), *Popular education classics: A reader* (pp. 109-119). New York: Peter Lang Publishing, Inc.

Camicia, S. P., & Di Stefano, M. (2015). Positionality and Global Encounters in Social Studies Teacher Education. In D. Schwarzer & B. Bridgall (Eds.), *Promoting Global Competence & Social Justice in Teacher Education: Successes and challenges within local and international contexts* (pp. 279-297). Lanham, MD: Lexington Books.

Camicia, S. P. (2015). My pedagogical creed: Positionality, recognition, and dialogue in democratic education. In S. Totten (Ed.), *Teaching social issues: Our pedagogical creeds* (pp. 166-175). New York: Routledge.

Camicia, S. P. (2014). Navigating/embodying controversy in classrooms in the United States and Philippines: Using autoethnography to understand the complexities of democracy in different contexts. In T. Misco & J. De Groof (Eds.), *Cross-cultural case studies of teaching controversial issues: Pathways and challenges to democratic citizenship education*: Legal Wolf Publishers, Oisterwijk, The Netherlands.

Zhu, J., & **Camicia, S. P.** (2014). Citizenship education in China under discourses of nationalism, cosmopolitanism, neoliberalism and Confucianism. In A. M. Kuntz & J. E. Petrovic (Eds.), *Citizenship Education Around the World: Local Contexts and Global Possibilities* (pp. 43-65). New York: Routledge.

Berson, I. R., & **Camicia, S. P.** (2013). Early childhood social studies: A national study of challenges and promising practices. In J. Passe & P. G. Fitchett (Eds.), *The status of social studies: Views from the field* (pp. 65-76). Charlotte, NC: Information Age Publishing.

Camicia, S. P., & Bayon, A. (2012). Curriculum development collaboration between colonizer and colonized: Contradictions and possibilities for democratic education. In T. C. Mason & R. J. Helfenbein (Eds.), *Ethics and international curriculum work: The challenges of culture and context*. (pp. 73-92). Charlotte, NC: Information Age.

Franklin, B., & **Camicia, S. P.** (2011). Critical civic literacy and the building of community for a globalized world. In J. L. Devitis (Ed.), *Critical Civic Literacy: A Reader* (pp. 131-140). New York: Peter Lang Publisher.

Saavedra, C., & **Camicia, S. P.** (2010). Transnational childhoods: Bodies that challenge boundaries. In G.S. Cannella & L. Diaz Soto (Eds.), *Diversity, multiplicity and childhoods* (pp. 27-38). New York: Peter Lang Publishing.

Book Reviews

Camicia, S. P. (2019). Review of the book *Teaching what really happened: How to avoid the tyranny of textbooks and get students excited about doing history*. *Teachers College Record*. Retrieved from <http://www.tcrecord.org/Content.asp?ContentId=22702>.

Camicia, S. P. (2018). Human Rights Education in Different Contexts [Review of the book *Human rights and schooling: An ethical framework for teaching for social justice*] *Democracy and Education*, 26(1), 1-2. Retrieved from <https://democracyeducationjournal.org/home/vol26/iss1/14/>

Camicia, S. P. (2013). [Review of the book *Citizenship and citizenship education in a global age: Politics, policies, and practices in China*, by W. Law]. *Frontiers of Education in China*, 8(3), 482-487.

Camicia, S. P. (2008). Review of the book *How children become moral selves: Building character and promoting citizenship in education*. *Education Review*, <http://edrev.asu.edu/reviews/rev668.htm>.

Research Projects

Primary Investigator-Content analysis of United States social studies standards. 2016-2018.

Primary Investigator-Case studies of LGBTQ-inclusive curriculum in schools. 2013-2016.

Primary Investigator-National survey of social studies teachers. Lead investigator for Utah. Co-Primary investigator to author National Council for the Social Studies report on national data for pre-k and K-3 teachers. 2010-2012.

Primary Investigator-Cross-cultural dialogues between preservice teachers in the Philippines and the United States, 2009-2012.

Co-Investigator with Nancy Patterson-An examination of conceptions of democracy and democratic education in multiple countries: An examination of the Civitas International program, 2009-2012.

Primary Investigator-An examination of exemplary elementary teachers who integrate global, multicultural, and civic education in their curriculum, 2008-2011.

Primary Investigator-The efficacy of the current events partner journaling method in conversations between pre-service teachers and elementary students, 2007-2009.

Primary Investigator-Dissertation research. Conducted critical qualitative case study on a social studies curriculum controversy surrounding the teaching of the World War II internment of Japanese Americans, 2005-2007.

Primary Investigator-Study conducted for the Office of the Superintendent of Public Instruction of Washington State. "An examination of the Washington Civil Liberties Public Education Program," 2005-2006.

FUNDING (\$213,000)

Camicia, S.P. (Primary investigator) & DeJonge-Kannon, K. (2012) Award of \$180,000. Bureau of Educational and Cultural Affairs, State Department Teaching Excellence and Achievement (TEA) Program.

Camicia, S.P. (2010) International Curriculum Seed Grant. Award of \$6,000 by Utah State University for development of graduate studies curriculum in the area of global education.

Camicia, S.P. (2008-2009). Award of \$12,000 by Utah State University for research examining exemplary elementary teachers who integrate global, multicultural, and civic education in their curriculum.

Camicia, S.P. (2005-2006). Award of \$15,000 by the Washington State Office of the Superintendent of Public Instruction for research examining the Washington Civil Liberties Public Education Program.

PRESENTATIONS

American Educational Studies Association

Camicia S.P., & Knowles R.T. (2019) Critical education for democracy: Deconstructing inequalities in communication. American Educational Studies Association; Baltimore, MD.

Camicia, S.P. & Zhu, J. (2018) *LGBTQ Inclusion and Exclusion in State Social Studies Standards: Implications for Critical Democratic Education*. Greenville, SC.

College and University Faculty Assembly (CUFA)

Camicia S.P., & Knowles R.T. (2019) *Disturbing democratic education: Rethinking power, inclusion, and recognition*. Austin, TX.

Di Stefano, M., & **Camicia, S. P.** (2018). *Transnational civic education and emergent bilinguals in a dual language setting*. New York.

Camicia, S.P. (2017) *How might public policy engagement and political activism be situated within social studies teacher education programs?* San Francisco, CA.

Camicia, S.P. (2016) *Greeting, rhetoric, and narrative: Increasing LGBTQ-Inclusion and Democracy in Social Studies Curriculum*. Washington, D.C.

Clark, S. & **Camicia, S.P.** (2016) *Examining justice in social studies research*. Washington, D.C.

Camicia, S.P. (2015) *LGBTQ-inclusive social studies curriculum within different cultural and political contexts: Illustrations from Utah and California*. New Orleans, LA.

Camicia, S.P. (2015) *Panel discussant for session entitled, "Experiences of race and racism."* New Orleans, LA.

- Camicia, S.P.** (2014) *Critique of The Political Classroom*, written by Diana Hess and Paula McAvoy. Presentation at session entitled, "The Political Classroom: Authors meet critics.
- Camicia, S.P.**, Clark, S., Zhu, J., Lee, H., Di Stefano, M., Speicher, S. (2013). *Content analysis of Theory and Research in Social Education and The Social Studies 2008-2012*. St. Louis, MO.
- Clark, S. & **Camicia, S.P.** (2012). *Agency as relational ethics: Preservice teachers' understanding of historical actors in nonfiction graphic novels*. Seattle, WA.
- Camicia, S.P.** & Zhu, J. (2011). *Empowerment or disempowerment: Civic education in China and the United States under discourses of globalization*. Washington, DC.
- Camicia, S.P.** & Bayon, A. (2011). *Democratic education and curriculum development between the colonizer and the colonized: Complexities, contradictions, challenges, and possibilities of global alliances*. Washington, DC.
- Camicia, S.P.** & Osler, A. (2010). *Human rights and recognition in the social studies curriculum*. Denver, CO.
- Camicia, S.P.** & Zhu, J. (2010). *Synthesizing multicultural, global, and civic perspectives in the elementary school curriculum and educational research*. Denver, CO.
- Camicia, S.P.** & Miner, A. (2010). *Power, positionality, and democratic epistemology in curriculum design and implementation of democratic education*. Denver, CO.
- Camicia, S.P.** (2008). *Curriculum controversies: The tipping point of controversial/non-controversial issues*. Houston, TX
- Camicia, S.P.** & Dobson, D. (2008). *Learning how to respond to current events: Partner journals between pre-service teachers and elementary students*. Houston, TX
- Camicia, S.P.** (2008). *A controversial issue or not: Dueling historical interpretations in the curriculum*. Houston, TX
- Camicia, S.P.** (2007). *Identifying soft democratic education: A method for uncovering the range of civic and cultural choices in instructional materials*. San Diego, CA
- Parker, W.C., and **Camicia, S.P.** (2007). *The new 'international education' movement in U.S. schools: Contestation and continuity*. San Diego, CA.
- Camicia, S.P.** (2005). *Positioning deliberative curricula within global and multicultural education: An analysis of two immigration curricula*. Kansas City, MO.

American Educational Research Association

- Camicia, S. P.** (2017). *An application of Iris Marion Young's concepts of inclusion toward increased LGBTQ inclusion in curriculum*. San Antonio, TX.
- Clark, S. & **Camicia, S. P.** (2017). *Approaches to justice in our research: A content analysis of two social studies education journals*. San Antonio, TX.
- Camicia, S.P.** (2015) *LGBTQ-Inclusive Social Studies Curriculum within Different Cultural and Political Contexts: Illustrations from Utah and California*. Chicago, IL.
- Clark, S., **Camicia, S. P.**, Zhu, J., Lee, H., Di Stefano, M., Speicher, S. (2014). *Content Analysis of Theory and Research in Social Education and The Social Studies 2008-2012*. Baltimore, MD.
- Clark, S. & **Camicia, S.P.** (2013). *Agency as relational ethics: Preservice teachers understanding of historical actors in nonfiction graphic novels*. San Francisco, CA.
- Peterson, J. J., **Camicia, S.P.** & Brooks, D. S. (2013). *The struggle with impoverished ideas of who we could be: Surfacing gendered tropes through iconographic media forms*. San Francisco, CA.
- Camicia, S.P.** (2012). *An ethics of recognition in global and teacher education: Looking through queer and postcolonial lenses*. Vancouver, BC.

Peterson, J. J. & **Camicia, S.P.** (2012). *She wanted to Be Julie Andrews- He was supposed to be Steve McQueen: Using iconic media form(s) to situate gender as learned.* Vancouver, BC.

Camicia, S.P. (2012) Discussant. Session title. *Learning to listen and listening to learn: Bonding in/difference across academic activisms.* Vancouver, BC.

Camicia, S.P. & Zhu, J. (2011). *Empowerment or disempowerment: Civic education in China and the United States under discourses of globalization.* New Orleans, LA.

Camicia, S.P. & Bayon, A. (2011). *Democratic education and curriculum development between the colonizer and the colonized: Complexities, contradictions, challenges, and possibilities of global alliances.* New Orleans, LA.

Zhu, J. & **Camicia, S.P.** (2011). *College English as a foreign language: Teachers' perceptions of inservice professional development in China.* New Orleans, LA.

Camicia, S.P. & Zhu, J. (2010). *Synthesizing multicultural, global, and civic perspectives in the elementary school curriculum and educational research.* Denver, CO.

Camicia, S.P. (2010) *Globalization and the intents of a cosmopolitan curriculum.* Denver, CO.

Camicia, S.P. & Dobson, D. (2009). *Journaling between preservice teachers and elementary students: Increasing perspective consciousness and engagement in democratic education.* San Diego, CA.

Camicia, S.P. & Saavedra, C. (2009). *Reconceptualizing elementary social studies curriculum and research in response to globalization and transnationality.* San Diego, CA.

Saavedra, C., & **Camicia, S.P.** (2009). *Civic education and immigrant children: Generating transnational feminist research possibilities.* San Diego, CA.

Camicia, S.P. (2008). *Deciding what is a controversial issue: A case study of social studies curriculum contention.* New York.

Parker, W.C., and **Camicia, S.P.** (2008). *The new 'international education' movement in U.S. schools: Civic and capital intents, local and global affinities.* New York.

Camicia, S.P. (2007). *Social movement theory and curriculum contention: Challenger strategies and school responses.* Chicago, IL.

Camicia, S.P. (2007). *Disputing historical evaluations in the curriculum: Local and national intertextuality in curriculum challenge and change.* Chicago, IL.

TEACHING EXPERIENCE

Utah State University, Logan, UT, 2007-Present

Graduate and Undergraduate Courses

TEAL 7300: Historical, Social, and Cultural Foundations of Education. Doctoral course that focuses upon historical and contemporary issues in public schooling. Issues of and movements toward social justice and inclusion in education are central themes.

TEAL7150: Curriculum Theory. Doctoral course that Examines the origins and development of major historical and contemporary curriculum theories. Considers how these theories affect the organization of the school, while also affecting the lives and work of teachers, administrators, students, and the community.

TEAL 6800: Improvement of Socials Studies Instruction. Graduate course on innovations in social studies education in elementary and secondary classrooms. This course focuses upon the integration of critical global and multicultural perspectives into social studies curriculum and instruction.

EDUC 7780: Qualitative Methods II. Doctoral course that builds on and applies concepts covered in EDUC 6770, emphasizing analysis of data, critique of qualitative research, and design and implementation of qualitative research.

EDUC 6770: Qualitative Methods I. Doctoral course that is an introduction to qualitative research, including foundations; research designs and strategies of inquiry (case studies, ethnography, phenomenology, grounded theory, biographical, historical, participative inquiry); sampling; fieldwork and data collection; and analysis.

TEAL 6545: Research for Classroom Teachers. Graduate course that assists teachers in applying measurement issues and research methods to classroom problems; in locating, interpreting, and using research reports; and in writing research-related papers on teaching.

TEAL 6710: Diversity in Education. Graduate course that analyzes the role of education in a culturally and linguistically diverse society. Examines the place multicultural education and inclusive pedagogies have in advancing educational equity and social justice.

ELED 4050: Teaching Social Studies and Practicum Level III. Undergraduate course on curriculum and methods of instruction for social studies education in primary and elementary grades. Democratic education and perspective consciousness are central themes.

Graduate Committees and Advising

Chair of Completed Dissertations:

Hayden Call (2019). *A case study of the Driven 2 teach program: Site-based experiential professional development for history teachers.*

David Joy (2020). *Hitting the trail: An exploration of an outdoor educational experience at intermountain west junior high school.*

John Meisner (2019). *Understanding preservice teachers' perceptions of instructional coaching during student teaching.*

Diana West (2019). *Supporting adolescent mental health systemically within a school's culture and curriculum: A critical ethnography that invites adolescents to Utah's mental health conversation.*

William Eric Strong (2017). *A grounded case study of parental perceptions surrounding formalized special education processes.*

HyeKyoung Lee (2017). *Reading the world through the word: Multicultural children's literature with a problem-posing approach toward equity in an elementary classroom.*

Marialuisa Di Stephano (2017). *Understanding how young children bridge language and belonging in dual language immersion settings.*

Curtis Benjamin (2014). *Understanding student silences during classroom discussion of controversial issues: An insight regarding the role of teacher education.*

Casey Olsen (2013). *The Evolution of History: Changing Narratives of the Mountain Meadows Massacre in Utah's Public School Curricula.*

Juanjuan Zhu (2013). *Citizenship Education and Foreign Language Learning: Deconstructing the Concept of Good Citizenship Embedded in Foreign Language Curricula in China and America.*

Tim Stout (2013). *Understanding Successful Japanese Language Programs: Utah Case Study.*

Amy Miner (2012). *Democratic inclusive educators.*

Doran Christensen (2011). *Increasing student voice and empowerment through technology: The perceptions of communication apprehensive LDS seminary students.*

Stephen Van Orden (2010). *Integrating digital technologies in the German language classroom: A critical study of the technology-integration experiences of three secondary German teachers.*

Doctoral Committee Member of Completed Dissertations:

Lesther Papa (2019). *Impacts of racial microaggressions on White American and ethnic minority students in the college classroom.*

Noelle Converse (2018) *The use of explicit comprehension strategies during oral instruction of informal text structures and the effect on first-graders' listening comprehension.*

Stephanie Speicher (2017) *Building community using experiential education with elementary preservice teachers in a social studies methodology course.*

Nam Ju Kim (2016). *Enhancing students' higher order thinking skills through computer-based scaffolding in problem-based learning.*

Jiange Gu (2015). *Epistemic beliefs of middle and high school students in a problem-based, scientific inquiry unit: An exploratory, mixed methods study.*

Carolyn Hamblin (2015). *How Arizona community college teachers go about learning to teach.*

Missy Ward-Lambert (2014). *Old roots: Place-making and hybrid landscapes of refugee urban farmers.*

Micheal Cottle (2014). *Teacher professionalism: A study of professionalism for religious educators in the seminary and institutes department of the church educational system.*

Kurt Johnson (2014) *Parental perceptions of the influence of digital media and technology on children's reading habits at home.*

Scott Kupferman (2013). *Supporting students with psychiatric disabilities in postsecondary education: Important knowledge, skills, and attitudes.*

Brooke Robertshaw (2013). *Use of mixed methods to develop close-ended answers to assess in-service K-12 teachers' technological pedagogical content knowledge (TPACK).*

Deanne Murray (2012). *Exploring fifth-grade teachers' understanding of historical thinking: Multiple case studies.*

Melanie Landon-Hays (2012). *I would teach it if I knew how: Inquiry, modeling, shared writing, collaborative writing, and independent writing (IMSCI), a model for increasing secondary teacher self-efficacy in integrating writing instruction in the content areas.*

Susan Seymour (2012). *The use of life history collage to explore learning related to the enactment of social consciousness in female nonprofit leaders.*

Paul Kirby (2012). *Research into the utility of standards in foreign language instruction: A case study of methods used in the high school setting.*

Gregory Wilkey (2012). *Research into the characteristics of effective high school principals: A case study of leadership practices used in the high school setting.*

Ronda Bickmore (2012). *Spanish-speaking parents' negotiation of language and culture with their children's schools*

Janet Adams (2012). *What is the lived experience of the learners in a coteaching classroom?*

Richard Nye (2011). *Comprehensive high school reform: The lived experience of teachers and the small learning community initiative.*

Ryan Gardner (2011). *Teacher reflection among professional seminary faculty in the seminaries and institutes Department of the Church Educational System.*

McPherron, Jean (2011). *"Struggling" adolescent writers describe their writing experience: A descriptive case study.*

Gregg Jorgensen (2010). *Unraveling conflicting interpretations: A reexamination of the 1916 report on social studies.*

Joseph Heywood (2009). *Teachers' perceptions of the effects of the AIMS test on Arizona high school math and English curriculum and instruction.*

Doctoral Advisor and Supervisory Committee Chairperson:

Ana de la Cruz (Dissertation).

Jared Woolstenhulme (Co-chair, Dissertation Proposal).

Shouqing Si (Coursework).

Utah State University, Logan, UT, 2007-Present

Student Teacher Supervisor, Supervision of student teachers in elementary grades.

University of Washington, Seattle, WA, 2006-2007

Instructor, Course on integrating technology into social studies instruction.

Teaching Assistant, Elementary and secondary social studies methods.

Washoe County School District, Reno, NV, 2001-2004

Teacher, Taught sixth grade at an elementary school, all subjects.

Substitute Teacher, K-12, taught in a variety of schools and grades.

PROFESSIONAL SERVICE

National and International

Utah Elementary Social Studies Standards Committee, 2019

Associate Editor, *Theory and Research in Social Education*, 2014-2016

National Assessment of Educational Progress (NAEP), 2011-2012. Civics Standing five-member Committee for national fourth grade assessment.

Editorial Board Member, *Theory and Research in Social Education*, 2011-2013

Officer, American Educational Research Organization, Research in Social Studies Education, 2011-2013

College and University Faculty Assembly Board Member, 2010-2013. CUFA is the research organization for the National Council for the Social Studies.

Manuscript Reviewer, *American Educational Research Journal*, 2018-Present

Manuscript Reviewer, *Curriculum Inquiry*, 2008-Present

Manuscript Reviewer, *Prospects*, 2013. The Quarterly Review of Comparative Education UNESCO International Bureau of Education.

Manuscript Reviewer, *Democracy and Education*, 2013-Present

Manuscript Reviewer, *Teaching and Teacher Education*, 2013-Present

Manuscript Reviewer, *International Journal of Qualitative Studies in Education*, 2010

Faculty Professional Development Facilitator, Qualitative research seminars at universities in the Philippines, 2009-2010

Proposal Reviewer, The American Educational Research Association, review proposals for annual conference, 2008-Present

Manuscript Reviewer, *Social Studies Research and Practice*, 2006-Present

Proposal Reviewer, College and University Faculty Assembly, review proposals on social studies research for annual conference, 2006-Present

State

Board Member, Utah Council for Social State, 2007-2009

Board Member, Secretary, Utah chapter of the National Association for Multicultural Education, 2007-2009

University

Co-Chair Institutional Review Board, 2020-Present

Institutional Review Board, 2012-Present

Promotion Committee Chair, Dr. Andrea Hawkman, 2017-Present

Promotion Committee Chair, Dr. Shireen Keyl, 2016-Present

Promotion Committee Chair, Dr. Ryan Knowles, 2014-Present

Coordinator, Responsible for curriculum articulation of elementary social studies methods courses across Logan and regional campuses, 2007-Present

Cultural Studies Concentration Committee, 2016-Present

Search Committee Chair, Chaired successful search for tenure track, assistant professor in social studies, 2016

Promotion Committee Chair, Dr. Spencer Clark, 2013-2016

Promotion Committee Chair, Dr. Amy Wilson-Lopez, 2012-2015

Promotion Committee Chair, Dr. G. Sue Kasun, 2013-2015

Allies on Campus Steering Committee, 2011-2014

Faculty Senate Substitute, 2008-2014, During spring 2011, substituted for a faculty member on sabbatical during all meetings.

Architectural Review Committee, 2013

Center for Women and Gender Advisory Board, 2010-2013

Promotion Committee Chair, Fawn Groves, 2010-2012

Search Committee Chair, Chaired search committee for tenure track, assistant professor in social studies, 2010-2011

Promotion Committee Chair, Eric Packenham, 2009-2011

Promotion Committee Chair, Barbara Cangelosi, 2008

Search Committee Chair, Chaired successful search for tenure track, assistant professor in social studies, 2009-2010

Faculty Trainer, Seminar delivered as part of the university provost's series on improvement of curriculum and instruction, 2009

New Faculty Trainer, Delivery of four seminars to new tenure track faculty on improvement of instructional methods, 2008-2009

Course Developer, Developed new doctoral level qualitative methods course on the epistemological foundations of qualitative paradigms, 2008-2009

PROFESSIONAL AFFILIATIONS

American Educational Studies Association, 2017-Present

AERA: Research in Social Studies Special Interest Group, 2005-2017

AERA: Queer Studies Special Interest Group, 2010-2017

Utah Council for Social Studies, 2007-2009

Utah Chapter of the National Association for Multicultural Education, 2007-2010

American Educational Research Association (AERA), 2005-2018

College and University Faculty Assembly, 2005-Present

National Council for the Social Studies, 2004-Present