# DONALD S. BLUMENFELD-JONES

###### CURRICULUM STUDIES and TEACHER PREPARATION

###### ARIZONA STATE UNIVERSITY, Mary Lou Fulton Teachers College

###### 480.200.6956 (cell); 480.965.0999 (office); 480.965.4849 (fax); [dbj@asu.edu](mailto:dbj@asu.edu)

## Academic Preparation and Experience

1. Preparation

Ed.D., Curriculum and Instruction, University of North Carolina at Greensboro, May 1990.

M.F.A., Dance, University of NC at Greensboro, August 1985.

B.A. with Departmental Honors, English, Rutgers University, May 1970.

2. Experience

Lincoln Associate Professor of Ethics and Education, 2002 - 2007

Associate Professor, Arizona State University, 1997 -

Assistant Professor, Arizona State University, 1991-1997

Teaching Assistant, Curriculum and Foundations UNC at Greensboro, 1986-1990

## Scholarship (Writings and Presentations)

#### Books

1. Blumenfeld-Jones, D.S. (2012). *Curriculum and the Aesthetic Life: Hermeneutics, Body, Emotion, Ethics, and Education*. NYC: Peter Lang, in the William Pinar series: *Complicated Conversations*): 398 pages plus front matter.
2. Blumenfeld-Jones, D.S. (Ed.) (2015 – forthcoming). *Teacher Education and the Arts: A Guide to Building an Aesthetically Informed Teacher Preparation Program*. Charlotte, NC: Information Age Publishing.

#### Book Chapters

1. Blumenfeld-Jones, D.S. (2013). Building and ethical self: awareness in many modes of ethical thinking and acting in *The Moral Work of Teaching: Preparing and Supporting Practitioners* (Eds. Richard Osguthorpe and Matthew Sanger). NYC: Teachers College Press.
2. Blumenfeld-Jones, D.S. (2013). Johnson, Levinas and sensibility: an aesthetic avenue to ethics? in *Aesthetics, Empathy and Education* (Eds. Tracie Costantino and Boyd White). NYC: Peter Lang.
3. Blumenfeld-Jones, D.S. (2012). Preface to *Dança: dilemmas e desafios na contemporanedidade* (Ed. Larissa Michelle Lara). Maringa, Brazil: Eduem. Pp. 1-3.
4. Blumenfeld-Jones, D.S. (2011) Fostering Creativity and Aesthetic Consciousness in Teachers: Theory and Practice in the *ATE Yearbook*.
5. Blumenfeld-Jones, D.S. (2010). Hiding in the text: body and emotion in *Dear Maxine Letters: From the Unfinished Conversation*, ed. Robert Lake, NYC: Teachers College Press.
6. Blumenfeld-Jones, D.S. (2009). Writing from visual prompts: animating imagination for social studies teaching, in *Social Studies and Diversity Teacher Education: What We do and Why We Do It*, Eds. Elizabeth Heilman with Ramona Frugja and Matthew Missias. Routledge.
7. Blumenfeld-Jones, D.S. (2008a). Fidelity as a criterion for practicing and evaluating narrative inquiry. Anthologized in *Life Story Research* (Ed. Barbara Harrison), Sage Publications, part of “SAGE Benchmarks in Social Research Methods” series. Four reprinted volumes with an introduction by the editors, pp. 423-437. Sage.
8. Blumenfeld-Jones, D.S. (2008b). Dance, Choreography, and Social Science Research, in Ardra Cole & Gary Knowles *Handbook of the arts in qualitative research: perspectives, methodologies, examples, and issues.* Sage Press, pp. 175-184.
9. Blumenfeld-Jones, D.S. (2006a). The Art of Renewing Curriculum Research, in Gloria Ladsen-Billings & William Tate (Eds.) *Education Research in the Public Interest*, Teachers College Press, pp. 231-246.
10. Blumenfeld-Jones, D. (2006b). Aesthetic Consciousness and dance curriculum: liberation possibilities for inner city schools in *The Praeger Handbook of Urban Education* (Eds. Joe Kinchloe, Karel Rose, Kecia Hayes, and Philip M. Anderson, Greenwood Press), pp.508-517.
11. Blumenfeld-Jones, D.S. (2004a). Dance curriculum then and now: a critical hermeneutic analysis in Expanding Curriculum Theory: Dis/positions and Lines of Flight (Eds. William Reynolds and Julie Webber) Mahwah NJ: Lawrence Erlbaum Associates, pp. 125-154.
12. Blumenfeld-Jones, D. (2004b). Bodily-kinesthetic intelligence and the democratic ideal in *Revisiting Gardner*, Joe (Ed.). NYC: Peter Lang.
13. Blumenfeld-Jones, D. (2002a). If I could have said it, I would have in *Dancing the Data* Carl Bagley and Mary Beth Cancienne (Eds.). NY: Peter Lang.
14. Blumenfeld-Jones, D. (2002b). Excerpts from “Hogan dreams” in *Dancing the Data II* Carl Bagley and Mary Beth Cancienne (Eds.). NY: Peter Lang (DVD).
15. Blumenfeld-Jones, D.S. (1998a). What are the arts for?: Maxine Greene, the studio and performing arts, and education, in William Pinar (Ed.) *The Passionate Mind of Maxine Greene “I am . . . not yet”*, London, Eng.: Falmer Press, pp. 160-173.
16. Barone, T.E. & Blumenfeld-Jones, D.S. (1998b). Curriculum Platforms and Moral Stories, in Landon Beyer & Michael Apple (Eds.) *The Curriculum: Problems, Politics, and Possibilities*, Albany NY: SUNY Press, pp. 137-156.
17. Blumenfeld-Jones, D.S. & Barone, T.E. (1997). Interrupting the sign: The aesthetics of transcripts. In J. Jipson and N. Paley (Eds.) *Daredevil Research* New York: Peter Lang.
18. Blumenfeld-Jones, D.S., Barone, T.E., Appleton, N. & Arias, M.B. (1995). Curriculum and the public schools. In R. Stout (Ed.) *Making the grade: Arizona's K - 12 Education* (pp. 43 - 62). Phoenix, AZ: Arizona Town Hall.
19. Blumenfeld-Jones, D.S. (1995). Fidelity as a criterion for practicing and evaluating narrative inquiry, in J. Amos Hatch & Richard Wisniewski (Eds.) *Life History and Narrative* London: The Falmer Press (pp. 25-36).

#### Journal Articles (peer-reviewed)

1. Blumenfeld-Jones, D.S. 2014). Arts-Based Educational Research Serving the Public Good: A Critical Brechtian Perspective. In *International Journal of Education and the Arts.*
2. Blumenfeld-Jones, D. (2010). Democracy, moral imagination, and the development of responsibility: new cornerstones for teacher education. In *Teacher Education and Practice* 22(4):439-442.
3. Blumenfeld-Jones, D.S. (2009a). Bodily-Kinesthetic Intelligence and Dance Education: Critique, Revision, Potentials for the Democratic Ideal, in *Journal of Aesthetic Education* 43(1): 59-76.
4. Blumenfeld-Jones, D. S. (2009b). What is the Right Question for Curriculum Studies: Getting at what is important in *Journal of Curriculum and Pedagogy*.
5. Blumenfeld-Jones, D.S. (2004a) The Hope of a critical ethics: teachers and learners, in *Educational Theory*, Vol. 54 (3).
6. Blumenfeld-Jones, D.S. (2004b). Hogan Dreams, in *Qualitative Inquiry*.
7. Blumenfeld-Jones, D.S. (2003). Two stories, in *Journal of Curriculum Theorizing* (19:1), pp.113-122.
8. Blumenfeld-Jones, D.S. (1998). The world in a name: bodies and labels, in *Journal of Thought.* 44:3, pp. 41-51.
9. Blumenfeld-Jones, D.S. (1997). Aesthetic experience, hermeneutics, and curriculum, in Susan Laird (Ed.) *Philosophy of Education,* pp. 313-321.
10. Blumenfeld-Jones, D.S.(1996a). “Teacher as authority”: a model for curriculum and pedagogy, in *The Journal of Curriculum Theorizing* (12:3), pp. 36-43.
11. Blumenfeld-Jones, D.S.(1996b). Conventional systems of classroom discipline (the patriarchy speaks). In *Journal of Educational Thought.* 30:1 (5-21).
12. Blumenfeld-Jones, D.S.(1996c). Cultural models, teacher thinking and curriculum reform, in *Teachers and Teaching: Theory and Practice* (2:2), pp. 209-231.
13. Blumenfeld-Jones, D.S. (1995a) Curriculum, control and creativity: An examination of curricular language and educational values. *The Journal of Curriculum Theorizing* 11:1 (pp. 73 - 96).
14. Blumenfeld-Jones, D. S. (1995b). Fidelity as a criterion for practicing and evaluating narrative inquiry. *International Journal of Qualitative Studies in Education*. 8:1 (pp. 25 - 35).
15. Blumenfeld-Jones, D.S. (1995c). Dance as a mode of research representation. *Qualitative Inquiry* 1:4 (pp. 391- 401).
16. Blumenfeld-Jones, D. S. (1995d). Critical democratic teacher preparation and the practice of Council. ***Teaching*** *Education* 7:2 (pp. 45 - 50).
17. Blumenfeld-Jones, D. S. (1994). Three forms of "discipline": Implications for curriculum design in *Journal of Thought* 29(3), pp.27-40.
18. Blumenfeld-Jones, D. S. (1993). Democracy education and human rights: A critical analysis in *Education in Asia*, XII(2), pp. 31-35.
19. Stinson, S., Van Dyke, J. & Blumenfeld-Jones, D. (1991a). When I dance I feel I'm more of a soul in ballett international, 14(6), pp. 8-12.
20. Blumenfeld-Jones, D. S. (1991b). Alternative modes of lesson planning in *Scope, Journal of the Arizona Association for Supervision and Curriculum Development* 91(2), pp.12-19.
21. Stinson, S., Blumenfeld-Jones, D. S. & Van Dyke, J. (1990). An interpretive study of meaning in dance: Voices of young women dance students in *Dance Research Journal* 22 (2), pp. 13-22.

#### Book Reviews

1. Blumenfeld-Jones, D.S. (2013). Reimagining the world, reimagining the self: ethics, aesthetics, play and the curriculum in the work of Margaret Latta. Of Latta, M. (2013). *Curriculum conversations: play is the (missing) thing*. New York & London: Routledge.
2. Blumenfeld-Jones, D.S. (2008). Experience, Body, and the Spontaneous Moment: A Meditation upon Virtuosity and Its Possibilities for All of Us, A Review of *Charm and Speed: Virtuosity in the Performing Arts* by V.A. Howard for *Education Review* 11(8). http://edrev.asu.edu/essays/v11n8index.html A review essay.
3. Blumenfeld-Jones, D.S. (2001). Partial histories: a review of Janice Ross’ *Moving lessons: Margaret H’Doubler and the rise of dance in American education* in *Education Review,* on-line journal edited by Gene V. Glass.
4. Blumenfeld-Jones, D.S. (2000)The dance of alienation and the politics of invitation or what does love have to do with it?: a review of Donald Macedo’s and Lilia I. Bartolome’s *Dancing with Bigotry: Beyond the Politics of Tolerance* in *Education Review, an* on-line journal edited by Gene V. Glass.

#### Other - Proceedings Publications (refereed)

1. Stinson, S., Blumenfeld-Jones D. & Van Dyke, J. An interpretive study of meaning in dance: Voices Proceedings, 1989.
2. Stinson, S., Blumenfeld-Jones D. & Van Dyke, J. Voices of adolescent students: an interpretive study of meaning in dance. In Proceedings of Dance and the Child International, 1989.
3. Blumenfeld-Jones, D. Dilemmas of detachment: Educating dancers. In Proceedings of the Fifth Curriculum Theory Conference in Physical Education, 1987.
4. Blumenfeld-Jones, D. Educating dancers or dance education? In Conference Proceedings of the Congress on Research in Dance, 1987.

#### Dissertation

*Body, Pleasure, Language and World: A Framework for the Critical Analysis of Dance Education*, 1990, Dr. David E. Purpel.

#### Conference Presentations

Macdonald’s Transcendental Developmental Ideology, “Pure Imagination” and the Critical Project of Curriculum. Presented at the Bergamo Curriculum Theory and Classroom Practice, Dayton, OH, 2013.

Provoking Dialogues: Special Session devoted an examination of *Curriculum and the Aesthetic Life* with Donald S. Blumenfeld-Jones, (author), Molly Quinn (Louisiana State University), Daiyu Suzuki (Teachers College, Columbia University), Peter Appelbaum (Arcadia University), Gabriel Huddelson (Indiana University), David Lee Carlson (Arizona State University).

Arts-Based Educational Research Serving the Public Good: A Critical Brechtian Perspective. part of a symposium, What Does It Mean to Have an N-of-1? Art-Making, Education Research and the Publick Good. AERA Annual Meeting, San Francisco, CA, 2013,

Slow Education. AERA Annual Meeting, San Francisco, CA, 2013.

Building an Ethical Self: Awareness in Many Modes, part of a symposium *The Moral Work of Teaching: Preparing and Supporting Practitioners*, Vancouver, Canada, 2012.

Levinas and Education, AERA Annual Meeting, Denver, 2010.

Discussant on a paper session titled: Living in a High-Stakes World: Curriculum and Accountability. AERA Annual Meeting, San Diego CA. Discussant.2009a

The illness of our world: an hermeneutic of our field on a symposium: *Growing Curriculum Studies: Recent Successes and Setbacks*. AERA Annual, San Diego Ca: paper presentation. 2009b

Is it Art or is it Research? Panel on Arts-Based Education Research, Denver 2009c

Education as the practice of hope. AERA Annual Meeting, San Diego CA: paper discussion, 2008.

Dance as a Mode of Social Science Research. Presented at AERA, Chicago, IL, April 2007a.

Emmanuel Levinas, a New Voice for an Ethical Curriculum Practice. Presented at the American Association for the Advancement of Curriculum Studies Annual Meeting, Chicago IL, April 2007b.

John Dewey, Nel Noddings, Emmanuel Levinas, and Martin Buber: Radical Alterity Goes to School. Presented at AERA, Chicago, IL, April 2007c.

Caring for the Other Unknown Through Critical Democratic Imagination, presented on the Vice-Presidential Invited Symposium “Care in a New Register: What does demographics have to do with it?”. Presented at AERA, San Diego CA, April 2006a.

The Shattered Mirror: Curriculum, Art and Critical Politics, Vice-Presidential Address, presented at AERA, San Francisco, CA, April 2006b.

What Direction Shall Curriculum Studies Take?, Presented at AAACS University of San Diego, April 2004. Panel Organizer. The Panel consisted of William Pinar (LSU), Peter Applebaum (Arcadia University), Beverly Cross (University of Wisconsin – Milwaukee) and Hongyu Wang (Oklahoma State University).

Curriculum and Imagination. Presented at AERA & AAACS, Chicago IL, April 2003a.

Bourdieu and Education. Presented at AERA, Chicago IL, April 2003b.

Panel on Arts-Based Educational Research. Presented at AERA, Chicago IL, April 2003c.

Panel on Arts-Based Educational Research, AERA, New Orleans LA, April 2002a.

Curriculum and Imagination. Presented at American Association for the Advancement of Curriculum Studies Conference, Loyola University, New Orleans, LA, April 2002b.

Hogan Dreams”. Presented at AERA, New Orleans, LA, April 2002c.

Two Stories. Presented at Curriculum & Pedagogy Conference, Decatur GA, October 16-20, 2002d.

Performance of “Hogan Dreams” at Curriculum & Pedagogy Conference, Victoria, B.C., Canada, Oct. 10-14, 2001a.

Power and Discourse in a Native American Setting. Presented at AERA, Seattle WA, April 10-14, 2001b.

Post-Colonial Theory and Curriculum. Presented at AERA, Seattle WA, April 10-14, 2001c.

Paper at International Perspectives on Curriculum, LSU, Baton Rouge LA, April 2000a.

Power and Discourse in a Native American Setting, Presented at the 1st Annual Curriculum & Pedagogy Conference, Austin, TX, November 8-12, 2000b.

Discussant on a comparative curriculum paper session. Presented AERA, Montreal, Quebec, Canada, April 1999a.

Discussant on a roundtable paper on moral education and the kibbutz. Presented AERA, Montreal, Quebec, Canada, April 1999b.

Silence, homophobia, and dance education. Presented AERA, Montreal, Quebec, Canada, April 1999c.

Male Dancers and their images of masculinity through schooling. Presented AERA, Montreal, Quebec, Canada, April 1999d.

Spirituality and Education. Presented at the annual Curriculum JCT Curriculum Theory and Classroom Practice Conference, Bloomington IN, October 1998a.

Authority and Feminism. Presented at the annual Curriculum JCT Curriculum Theory and Classroom Practice Conference, Bloomington IN, October 1998b.

Elvis and Popular Culture. Presented at the annual Curriculum JCT Curriculum Theory and Classroom Practice Conference, Bloomington IN, October 1998c.

Aesthetic experience, hermeneutics, and curriculum. Presented at the annual Philosophy of Education Society meeting, Vancouver, BC, Canada, April, 1997.

Jim Macdonald, where do we go from here?. Presented at the annual Curriculum JCT Curriculum Theory and Classroom Practice Conference, Monteagle, TN, October 1996a.

The power of aesthetics to give life to curriculum conversations. Presented at the annual Curriculum JCT Curriculum Theory and Classroom Practice Conference, Monteagle, TN,October 1996b.

“Teacher as authority”: a model for curriculum and pedagogy. Presented at the annual Curriculum JCT Curriculum Theory and Classroom Practice Conference, Monteagle, TN, October 1996c.

Arts experiences and the teaching of curriculum development. Presented at AERA, NYC, April 1996d.

The dialectic of authority in curriculum: Perspectives from Buber, Freire, and Bakan. Presented at the annual Curriculum JCT Curriculum Theory and Classroom Practice Conference, Monteagle, TN, September 1995a.

Dance and research representation. Presented at AERA, San Francisco CA, April 1995b.

Curriculum platforms, a paper presented in a symposium,"Teachers as Strong Professionals". Presented at the annual JCT Curriculum Theory and Classroom Practice Conference, Banff Alberta Canada, October 1994a.

A cultural models approach to teacher thinking: A Focus on Learning and Pleasure. Presented at AERA, New Orleans LA, April 1994b.

Cultural models and teacher beliefs. Presented at the annual JCT Curriculum Theory and Classroom Practice Conference, Banff Alberta Canada, October 1994c.

Social studies/history teaching and classroom discipline. Presented at NCSS (National Council on the Social Studies annual meeting, Phoenix, AZ, November 1994d.

Teachers' ideas about pleasure and learning: Critical interviews. Presented at AERA, Atlanta GA, April 1993.

Discipline and fault, paper on a symposium "Discipline, Marking and Testing", with David Jardine and James Fields. Presented at the conference on the annual JCT Curriculum Theory and Classroom Practice, Dayton OH, October 1992a.

Holism and critical theory, paper on a symposium with Aostre Johnson, Kathleen Kesson and Ron Miller. Presented at the annual JCT Conference on Curriculum Theory and Classroom Practice, Dayton OH, October 1992b.

Making art: Criteria for the process of narrative inquiry, paper on a symposium with Thomas Barone, Jean Clandinin, Michael Connelly, Robert Donmoyer, June Yennie-Donmoyer and Nel Noddings (Discussant). Presented at AERA, San Francisco CA, April 1992c.

Political and ethical aspects of sensual pleasure, the arts and integrated arts education. Presented at AERA, Chicago IL, April 1991a.

Power, pleasure and student experience. Presented at the annual JCT Conference on Curriculum Theory and Classroom Practice, Dayton OH, October 1991b.

Body consciousness and the curriculum: Problems, paradox and promise, a symposium with Kathleen Kesson, Geoffrey Tabakin and Peter Gray-Whiteley. Presented at the annual JCT Conference on Curriculum Theory and Classroom Practice, Dayton OH, October 1991c.

“Let me understand to you why I lost my homework" and "Now that you've told me your story I explain you": The implications for curriculum theorizing. Presented at the annual JCT Conference on Curriculum Theory and Classroom Practice, Dayton OH, October 1990.

An examination of the language of education as a repository of its social/cultural milieu using dance education language as an example. Presented at the annual JCT Conference on Curriculum Theory and Classroom Practice, Dayton OH, October 1989.

How shall we educate: A dance model. Presented at the annual JCT Conference on Curriculum Theory and Classroom Practice, Dayton OH, October 1987.

Dance as a conceptual map of curricular theory. Workshop at the annual JCT Conference on Curriculum Theory and Classroom Practice, Dayton OH, October 1986.

#### Evidence of Impact

### Keynote Addresses (demonstrates that I have an international reputation)

*Cultural Interfaces in an International Setting for Dance Education Research: Dilemmas and Challenges*. ENGRUPEDança, a Brazilian group of dance education researchers. I was invited to give the keynote address at their 3rd bi-annual conference. October 18-20, 2011. (To be published in 2012 in Portuguese translation.)

*Human Rights and Dance*, Congress on Research in Dance, , November 2005, Montreal CA.

*Why Act Ethically? Hope and a Critical Ethics for Teachers and Learners* Lansdowne Lecture, part of an invited lecture series, University of Victoria, B.C., Canada, March 5, 2004.

*Curriculum Development for Dietetics Educators*, The Dietetic Educators of Practitioners, Area IV Meeting, April 1998, Holiday Inn, Tempe Arizona.

### Honors (demonstrates that my work is well-regarded both in the larger community of scholars as well as within ASU)

Distinguished Alumni Award, School of Health and Human Performance, 36th year, UNC at Greensboro, 2010

James B. Macdonald Prize in Curriculum Theory, 1996.

College of Education Dean’s Award for Excellence in Teaching 2000

Finalist, ASU Professor of the Year 2000

Outstanding Professor, Golden Key National Honor Society, ASU Chapter. 1994

### Sponsored Projects

Fall 1992: With a team of faculty, applied to U.S. West Foundation for a two-year grant to design and implement a new pre-service teacher preparation program, Teaching for a Diverse Future (TDF). The proposal was funded: $250,000.

Spring 1998: NEH grant: a New Millenium Schools Grant - \_Bridging the Millenia Through the Humanities, A Navajo Model (Heritage, History, Humanities); Evaluator for the Grant and Consultant for forming an evaluation scheme for a subsequent grant ($400,000) from the NEH. The proposal was for $32,000. The proposal was funded.

Fall 1999: NEH grant: a New Millenium Schools Grant to continue the work begun above; Evaluator for the proposed curriculum reform project. The proposal was funded at $100,000.

Character Education Partnership Grant, 2005-2006, $25000 for developing curriculum for teacher preparation program.

## Teaching

### 1. Doctoral Students (some notable dissertations)

* Susan Bendix (Independent Scholar and Artist)
  + An Accidental Curricularist: An Improvisational Evolution of a Dance Curriculum (***winner of the 2010 AERA Narrative Inquiry SIG Outstanding Dissertation Award***)
* Kim Taylor (retired but worked for many years for WestEd)
  + Sites of Struggle: The Contested Lives of Students of Color at Breezeway Junior High (***winner of the 1997 Division B Outstanding Dissertation Award***)
* Cristian Aquino-Sterling (Assistant Professor – San Diego State University)
  + Systemic Anomies - Discursive Panaceas: A Critical Analysis of Selected Scholarly Critiques of the No Child Left Behind Act of 2001
* Margaret Lindauer (Virginia Commonwealth University – Associate Professor)
  + Museum Rememory: Imagining an (Im)possible Exhibition in the Future of the Past
* Barbara Christine Loots (Scottsdale Unified School District – Administration)
  + A Comparative Study of Four First-Year Teachers (a comparison of Teach for America trained teachers and regular teacher preparation trained teachers)
* Julie Horewich (retired classroom teacher)
  + The Effects of a Classroom Learning Community and Its Social Covenants on Moral Identity: A Hermeneutic Study

#### 2. Programmatic Teaching Contributions

I am the founder of the Elementary Education Teacher Preparation Program: ARTs (Arts-based Reflective Teaching) – a program dedicated to intersecting the arts and teaching of content through the development of an aesthetic approach to knowing.

* I coordinate the program, meeting with those who teach in it to train them in aesthetic ways of teaching.
* Oversee the students in conjunction with the academic advisor.
* Participate in recruitment of students to the cohorts.
* Sit on the ASU – ASU Preparatory Academy Task Force to facilitate the relationship between the ARTs program and ASU Preparatory Academy.
* Teach 3 courses in the program:
  + Teaching, Imagination, Creativity – the core course for learning how to intersect the arts, content and aesthetic ways of knowing.
  + Social Studies Methods – a continuation of the Teaching, Imagination, Creativity course, leveraging the arts to teach social studies as well as learning how to plan effective social studies curriculum.
  + Ethics, Creativity and Education – a course designed to teach classroom management.

#### 3. Courses I have recently taught

Curriculum Courses

* Principles and Applications of Effective Instruction.
* Secondary School Curriculum Development.
* Elementary School Curriculum Development.
* Critical Theory and Curriculum.
* Social and Historical Foundations of American Education.

###### Inquiry Methods Courses

* Introduction to Qualitative Inquiry
* Philosophical Foundations of Education
* Foundations of Inquiry. (The philosophical bases for social inquiry.)
* Postmodern Approaches to Qualitative Inquiry: Bakhtin and Bourdieu.

###### Teacher Preparation Courses

* Classroom Management and Inclusion
* Social Studies Methods
* Teaching, Imagination, Creativity

## Service to the Profession, the University and the Community

#### Professional Service

###### Administrative

* **Vice-President, Division B (Curriculum Studies) AERA, 2003-2006.** 
  + **Chairman: Division B Lifetime Achievement Award, 2014**
* Member, AERA Outstanding Book Award Committee 2009.
* Member, Coordinating Council for the Curriculum & Pedagogy Conference, Spring 2001 - 2002
* **Chair and Program Chair, Critical Issues in Curriculum and Cultural Studies SIG, AERA, for AERA 2002.**
* Member, Conferences Committee, American Association for the Advancement of Curriculum Studies (AAACS), a subsidiary association to the International Association for the Advancement of Curriculum Studies (IAACS), 2001 - 2008
* AERA 1990-
  + Member of Divisions B & K
  + In Division B I chaired the Outstanding Dissertation Award Committee for AERA 1993.
  + Member of Critical Issues in Curriculum SIG. Arts and Learning SIG. Arts-Based Educational Research SIG.
  + Member – AERA Outstanding Book Awards Committee, for Annual Meeting 2009
  + Reviewer of conference proposals for Division B, Critical Issues in Curriculum SIG, Arts and Learning SIG. 1991-2011. Empaneled as Expert Reviewer, a special designation used by AERA to identify who can and cannot review proposals.
* AAACS (American Association of the Advancement of Curriculum Studies
  + Program Committee for 5 years.
  + Task Force on the Future of Curriculum Studies
* Philosophy of Education Society 1995 -
* AERO (Arizona Educational Research Organization)
  + Board of Directors, 1992 - 1997
* AASCD (AZ Association for Supervision and Curriculum Development)
  + Publications Board, 1991 - 1995
* Participant in "Arts Vision 2000", sponsored by Arizona Arts Alliance and the Arizona Commission on the Arts, October 22, 1995.
* Volunteer Consultant to Morrison Institute grant on Arts Education Research Bibliography: design of bibliography with focus upon how to identify pertinent and good extant research, 1994-1995.

###### Reviewer:

* Article Editor for *Sage Open* (two articles reviewed, 2012, 2014).
* Editorial Board, *Educational Researcher*, 1995-1998, 2007- 2009
* Associate Editor, *Educational Researcher* 1997-2000.
* Associate Editor, *Journal of Curriculum Theorizing*, 1999- 2008
* Board of Editors, Member, *Educational Researcher*, 1997-2000.
* Board of Editors, Member, *Journal of Curriculum Theorizing, 1999 – 2011, continuing*
* Reviewer for Educational Researcher, 1991 – 2011, continuing
* Reviewer for Qualitative Inquiry, 1995 – 2011, continuing
* Reviewer for Qualitative Studies in Education, 1995 – 2011, continuing
* Reviewer for Alberta Journal of Educational Research, 1997 - 2000
* Reviewer for American Education Research Journal, 2001- 2006
* Reviewer for International Journal of Education and the Arts (electronic), 2002- 2011, continuing
* Editorial Review Board, *Journal of Curriculum and Pedagogy*, 2005 –
* Macmillan Publishing Co., 1992 - ?; Merrill Publishing, 1992 - ?;
* SUNY Press, 1992 - ?
* Teachers College Press, 1997 - ?
* Sage Press.
* Taylor & Francis.

#### University Service

###### Division of C&I

* 2008 - C&I Personnel Committee
* 2002-Spring 2003.President: The College of Education Council,
* 2001-Spring 2002 President-Elect: The College of Education Council.
* 2001 - 2002: C&I Personnel Committee
* 1996 - 2002 Coordinator of the TDF (Teaching for a Diverse Future) pre-service teacher preparation program.
* 1997 - 2000: Chair of the C&I Programs Committee
* 1995 - 1998 Representative for the “Curriculum Studies” Area of Concentration to the Executive Committee of the Interdisciplinary Ph.D C&I Program.

###### College of Teacher Education and Leadership

* Ed.D. Steering Committee. 2009 – 2010
* Mentoring Faculty through organizing, facilitating and guiding a group interested in help with writing and getting published (at the request of Dean Mari Koerner). 2009 – 2011
* Coordinator: SED 522 (Secondary Curriculum Development), all sections & EED 511 (Elementary Education Curriculum Development) all sections. 2009 - ?
* Coordinator: ARTs (Arts-based Reflective Teaching) Elementary Education track in the Elementary Education program.
  + Guiding meetings of the team putting the program together and in which they will teach.
  + Gathering cooperating schools.
  + Providing professional development workshops for schools partnering with the ARTs program.
  + Recruiting students for the program.
  + Working with Student advising and Professional Field Experiences office to organize advising and internship possibilities.

###### University Level

* Academic Senator 1998-2001, 2003-2004.
* Member, Board of Directors, Kax Herberger Center for ARTSWork.
* Member: Review Committee for the awarding of Millenia Dissertation. Scholarships, ASU Graduate College.
* Member, National Scholarship & Fellowship Committee of the Barrett Honors College, Office of National Scholarships. 2000-2003.

#### Community

* Direct, coordinate and teach in *The Institute for Ethics in Education*, an annual 2 day Institute for teachers from across the state, sponsored by CTEL, The Williams Institute, and Foothills Academy. (5 Institutes done so far.)
* Scottsdale Unified School District - Evaluating a new curriculum for the middle schools called Complex Instruction, 1992-1993.
* Ex Officio ASU representative to the Tempe Union High School Curriculum Committee

#### Consulting

* Curriculum Consultant to the Dance Department, Herberger College of the Arts, ASU:
  + facilitated re-making the entire dance program, undergraduate and graduate levels: fall 2007-spring 2008.
* Curriculum Consultant for the American Alliance for Theatre & Education and the AATE International Center for Research in Theatre Education.
  + Advised them in approaches to curriculum development, instructed them in qualitative research methodologies, and co-designed a research project to aid in curriculum development.
* Curriculum Consultant to the College of Fine Arts, ASU.
  + Designed and conducted a curriculum workshop for the faculty of the College of Fine Arts
    - Developed new curriculum in light of the state certification mandate that early childhood and elementary teachers have arts experience in their pre-service curriculum.
* Curriculum Consultant to the Department of English, College of Liberal Arts and Sciences, ASU.
  + Helped begin the redesign of their undergraduate program.