

AMY RECTOR-ARANDA, PHD

Curriculum Vitae

513.898.9233 | aranda@tamu.edu

arectoraranda.wixsite.com/portfolio

EDUCATION

- Ph.D. Educational Studies, University of Cincinnati, 2017
- [Educational and Community-Based Action Research](#)
- [Curriculum Studies and Teacher Education](#)
- M.A. Educational Studies, University of Cincinnati, 2013
- [Foundations of Education and Social Change](#)
- B.A. Philosophy, Northern Kentucky University, 2012

ACADEMIC APPOINTMENTS

- 2021– Visiting Assistant Professor, Department of Education
College of Arts and Sciences
Transylvania University, Lexington, Kentucky
- 2019–2021 Lecturer, Department of Teaching, Learning, and Culture
College of Education and Human Development
Texas A&M University, College Station, Texas
- 2017–2019 Visiting Assistant Professor, Department of Teaching, Learning, and Culture
College of Education and Human Development
Texas A&M University, College Station, Texas

PUBLICATIONS

**with students*

Journal Articles

- Colón, I., James, M., *Chowdhury, M., Rector-Aranda, A., & *Burgess, M. (2020). In search of confianza: A qualitative analysis of Salvadoran parents' experiences in U.S. urban schools. *International Journal of Multicultural Education*, 22(1), 35–52.
- Rector-Aranda, A. (2019 [online first, 2018]). Critically compassionate intellectualism in teacher education: The contributions of relational-cultural theory. *Journal of Teacher Education*, 70(4), 388–400. [[Recipient of the 2020 Outstanding Journal of Teacher Education Article Award](#)]
- *Gilley, T., & Rector-Aranda, A. (2019). Closing the revolving door: Year-long residency prepares preservice teachers for urban schools. *Urban Education Research & Policy Annuals*, 6(2), 26–33.
- Raider-Roth, M. B., Rector-Aranda, A., *Kaiser, T., *Lipinsky Saltarik, L., *Weikel, A., *Wolkenfeld, S., & *Zaidenberg, L. (2019). Shared power, risk-taking, and innovation: Participatory action research in Jewish education. *Journal of Jewish Education*, 85(2), 187–208.
- Rector-Aranda, A., Raider-Roth, M., Glaser, N., & Behrman, M. (2017). "I had to live, breathe, and write my character": Character choice and student engagement in an online role-play simulation. *Journal of Jewish Education*, 83(4), 280–309.

Stitzlein, S. M., & Rector-Aranda, A. (2016). The role of “small publics” in teacher dissent. *Educational Theory*, 66(1-2), 165–180.

Rector-Aranda, A. (2016). School norms and reforms, critical race theory, and the fairytale of equitable education. *Critical Questions in Education*, 7(1), 1–16.

Rector-Aranda, A., & Raider-Roth, M. (2015). “I finally felt like I had power”: Student agency and voice in an online and classroom-based role-play simulation. *Research in Learning Technology*, 23(1).

Book Chapters

Rector-Aranda, A. (2019). Student responses to critically compassionate intellectualism in teacher education for social justice. In A. E. Lopez & E. L. Olan (Eds.), *Transformative pedagogies for teacher education: Critical action, agency, and dialogue in teaching and learning contexts* (pp. 133–151). Charlotte, NC: Information Age Publishing.

Rector-Aranda, A. (2019). The function of freedom: Practitioner action research in emancipatory social justice teacher education. In C. A. Mertler (Ed.), *The Wiley handbook of action research in education* (pp. 481–496). Hoboken, NJ: John Wiley & Sons.

Brydon-Miller, M., Rector-Aranda, A., & Stevens, D. M. (2015). Widening the circle: Ethical reflection in action research and the practice of Structured Ethical Reflection. In H. Bradbury (Ed.), *The SAGE handbook of action research* (3rd ed.) (pp. 596–607). Thousand Oaks: SAGE publications.

Encyclopedia Entries, Book Reviews, & Other Publications

Rector-Aranda, A., & Raider-Roth, M. (2017). Book review of “Why Students Resist Learning: A Practical Model for Understanding and Helping Students”. *Teachers College Record*.

Rector-Aranda, A. (2015). The cake is a lie: A book review of “The Failure of Corporate School Reform”. *Democracy and Education*, 23(1), article 20.

Stitzlein, S. M., & Rector-Aranda, A. (2015). For the love of learning and the joys of reading philosophy of education. *Philosophical Studies in Education*, 46, 2–5.

Rector-Aranda, A. (2014). Voice. In D. Coghlan & M. Brydon-Miller (Eds.), *The SAGE encyclopedia of action research*. London: SAGE Publications.

Manuscripts In Preparation

Rector-Aranda, A., *Betancourt, K., & *Couri, D. (in preparation). Compassionate practice in social justice teacher education through the lens of relational-cultural theory. To be submitted to *Journal of Teacher Education*.

Otten, A. S., Rector-Aranda, A., *Burgess, M., & James, M. (in preparation). Too much reform, not enough change: A case study of transformational potential and stakeholder readiness for change in an urban middle school. To be submitted to *Urban Education*.

Craig, C., James, M., Hill-Jackson, V., Rector-Aranda, A., *Gale, T., *Gilley, T., & *Wandix-White, D. (in preparation). Residency-based teacher education that works: The USTAR+ model. To be submitted to *Teachers College Record*.

Craig, C., James, M., Hill-Jackson, V., Rector-Aranda, A., *Gale, T., *Gilley, T., & *Wandix-White, D. (in preparation). Preparing teachers for urban schools through an immersive residency program. To be submitted to *Urban Education*.

Deurmeyer, E. E., Rector-Aranda, A., Harvey, I., James, M., & *Moon, C. Y. (in preparation). Teacher regeneration: Supporting teacher resiliency through wellness. To be submitted to *International Journal of Qualitative Studies on Health and Wellbeing*.

Neill, R. A., *Chowdhury, M., James, M., & Rector-Aranda, A. (in preparation). Expectations divergence: Exploring White teachers' beliefs in a diverse suburban high school. To be submitted to *Education and Urban Society*.

*Harmon, F., & Rector-Aranda, A. (in preparation). Preschool in four cultures: An examination of early childhood education through an historical-cultural lens. To be submitted to *Early Childhood Education Journal*.

AWARDS

| | |
|------|---|
| 2020 | Outstanding <i>Journal of Teacher Education</i> Article Award, American Association of Colleges for Teacher Education |
| 2019 | Honoring Excellence Award, Texas A&M University Division of Student Affairs |
| 2017 | Outstanding Ph.D. Student in Educational Studies Award, University of Cincinnati |
| 2012 | Outstanding Senior in Philosophy Award, Northern Kentucky University |

GRANTS

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|------|--|
| 2019 | AERA/Spencer Foundation Pre-Conference Seminar for Early Career Scholars with Disabilities/Disabled Scholars, \$300 |
| 2018 | <i>Relational-Cultural Theory and Compassion in Teacher Education</i> , CEHD Undergraduate Student Research Initiative, \$3500 |
| 2018 | <i>Understanding the Nature of TAMU Teacher Preparation for Diverse Classrooms</i> , CEHD Undergraduate Research Experience, \$8,000 |
| 2018 | <i>Addressing Critical Junctures in Teaching and Teacher Education: The USTAR+ Program</i> , with C. Craig, M. James, and G. Webb-Hasan, Catapult Grant, TAMU-CEHD Research & Development Office, \$30,000 |
| 2013 | Study Abroad Grant, UC International Programs, \$450 |
| 2013 | Professional Development Grant, Commission on the Status of UC Women, \$500 |

INVITED PRESENTATIONS

Rector-Aranda, A. (2018). *Educational action research on character selection and student engagement*. Educational Research graduate course, e-guest speaker. Georgia Southern University, Statesboro, GA.

- Rector-Aranda, A. (2017). *How to use the group-level assessment/understanding (GLA/U) method in educational settings*. Mandel Teacher Educator Institute, Chicago, IL.
- Rector-Aranda, A. (2016). *Using structured ethical reflection in practitioner action research*. Practitioner Research in Jewish Education Seminar, e-guest speaker. Jewish Theological Seminary, New York, NY.
- Rector-Aranda, A. (2016). *Working effectively in groups*. Exploring Biomedical Research Seminar. University of Cincinnati College of Medicine, Cincinnati, OH.
- Rector-Aranda, A. (2015). *Working effectively in groups*. Exploring Biomedical Research Seminar. University of Cincinnati College of Medicine, Cincinnati, OH.
- Brackenbury, R., & Rector-Aranda, A. (2014). *Personal and professional integrity: Ideals, challenges and ethical strategies in your research and career*. Biomedical Ethics Workshop for the SURF Program. University of Cincinnati College of Medicine, Cincinnati, OH.
- Brydon-Miller, M., Raider-Roth, M., & Rector-Aranda, A. (2013). *Structured ethical reflection*. Educational and Community-Based Action Research International Doctoral Summer Intensive Course. University of Bristol, Bristol, United Kingdom, 2013.

CONFERENCE PARTICIPATION

*with students

Organized Sessions

- Raider-Roth, M., Rector-Aranda, A., Straka, A., & Lester, A. (2018). *Participatory research as democratic pedagogy: Using group level assessment for planning, learning, and meaning making*. Participatory symposium for the Action Research SIG. American Educational Research Association (AERA) annual meeting, New York, NY.
- Raider-Roth, M., Rector-Aranda, A., Katz, M., Kress, J., & Skolnick Einhorn, D. (2016). *Role playing in virtual and real worlds: A case of the Jewish Court of All Time*. Panel for the Network for Research in Jewish Education (NRJE) annual meeting, Baltimore, MD.

International Presentations

- Rector-Aranda, A. (2019). *Compassionate practice in social justice teacher education through the lens of relational-cultural theory*. Paper for Division K: Teaching and Teacher Education. American Educational Research Association (AERA) annual meeting, Toronto, Canada.
- James, M., Rector-Aranda, A., *Gilley, T., & *Moon, C. Y. (2019). *I will never be the same: Impactful experiences of an urban teacher residency program*. Paper for the Urban Learning, Teaching, and Research SIG. American Educational Research Association (AERA) annual meeting, Toronto, Canada.
- Farooq, R. M., James, M., *Harmon, W. C., & Rector-Aranda, A. (2019). *Ecologies of hope: Remixing resilience from the perspectives of academically successful black males*. Paper for the Critical Examination of Race, Ethnicity, Class and Gender in Education SIG. American Educational Research Association (AERA) annual meeting, Toronto, Canada.

- Rector-Aranda, A., *Betancourt, K., *Couri, D., *Hollums, L., *Huynh, K., & *Yosko, L. (2018). *Student collaborative action research on the nature of Texas A&M University teacher preparation for diverse classrooms*. Paper for the Collaborative Action Research Network (CARN) annual meeting, Manchester, United Kingdom.
- Raider-Roth, M., Rector-Aranda, A., *Kaiser, T., *Lipinsky Saltarik, L., & *Zaidenberg, L. (2018). *Bringing participatory processes to professional development: Using and teaching group-level assessment*. Paper for the Action Research SIG. American Educational Research Association (AERA) annual meeting, New York, NY.
- Rector-Aranda, A. (2017). *Practitioner research as critical qualitative inquiry: Troubling our own practice*. Paper for the Coalition for Critical Qualitative Inquiry SIG. International Congress of Qualitative Inquiry (ICQI) annual meeting, Urbana-Champaign, IL.
- Stevens, D., & Rector-Aranda, A. (2016). *Structured ethical reflection: A guiding process to strengthen individual and group-level ethical decision-making*. Paper for the International Congress of Qualitative Inquiry (ICQI) annual meeting, Urbana-Champaign, IL.
- Rector-Aranda, A. (2016). *What is justice? Constructing critical consciousness in a high school ethics class*. Roundtable paper for the Critical Educators for Social Justice SIG. American Educational Research Association (AERA) annual meeting, Washington, D.C.
- Rector-Aranda, A. (2014). *Tracking for democracy? The hidden stakes of high stakes educational practices*. Paper for the American Educational Studies Association (AESA) annual meeting, Toronto, Canada.
- Stitzlein, S. M., & Rector-Aranda, A. (2014). *Teacher dissent through "small publics": Making spaces for solidarity and affirming the public nature of schools*. Paper for the American Educational Studies Association (AESA) annual meeting, Toronto, Canada.
- Rector-Aranda, A., & Raider-Roth, M. (2014). *"Others were hearing what I had to say": Student agency/voice in online simulation experiences*. Roundtable paper for the Action Research SIG. American Educational Research Association (AERA) annual meeting, Philadelphia, PA.
- Stevens, D., & Rector-Aranda, A. (2014). *Utilizing structured ethical reflection in practitioner community-based and action research*. Poster for the International Congress of Qualitative Inquiry (ICQI) annual meeting, Urbana-Champaign, IL.

National Presentations

- Rector-Aranda, A., Raider-Roth, M., Glaser, N., & Behrman, M. (2016). *"I had to live, breathe, and write my character": Character choice and student engagement in an online role-play simulation*. Paper for the Network for Research in Jewish Education (NRJE) annual meeting, Baltimore, MD.
- Stevens, D., & Rector-Aranda, A. (2013). *Utilizing structured ethical reflection in practitioner community-based and action research*. Poster for the Coalition for Urban and Metropolitan Universities (CUMU) annual meeting, Louisville, KY.

Regional Presentations

Rector-Aranda, A. (2016). *Co-creating empowerment with pre-service teachers through critically compassionate intellectualism*. Paper for the Graduate Student Conference on Leadership, Culture, and Curriculum, Miami University, Oxford, OH.

Discussant

Whose truth matters? Centering the voices and experiences of preservice and in-service teachers of color. Paper session for Division K: Teaching and Teacher Education. American Educational Research Association (AERA) annual meeting, Toronto, Canada, 2019.

DEPARTMENTAL PRESENTATIONS

Rector-Aranda, A. (2016). *Navigating AERA: A student's perspective from proposal to presentation*. Power Friday: "Conference Proposals, Posters, and Presentations! Oh my!" University of Cincinnati School of Education, Cincinnati, OH.

Brydon-Miller, M., & Rector-Aranda, A. (2014). *Speed bumps, wrong turns, and head-on collisions: Avoiding ethical problems in community-based research*. Collaborative Research in Community Contexts Summer Workshop. University of Cincinnati College of Education, Criminal Justice, & Human Services, Cincinnati, OH.

RESEARCH EXPERIENCE

- 2019– Co-I, *Passing the Bar: A Multi-Site, Mixed Methods Investigation of Law Student Success*
School of Education, University of Cincinnati
Funded through an AccessLex Bar Success Research Grant
Rigorous, multi-site analyses to develop a richer empirical model of bar passage and improve understanding through qualitative interviews of students and graduates in order to extend existing literature and build research-practice partnerships that provide university partners with actionable insight into programmatic decisions, student interventions and supports, and advising.
- 2019– Co-I, *Gateways to Success: Understanding the Role of High-Enrollment, General Education Coursework in College Student Success and Attrition*
School of Education, University of Cincinnati
Funded through a University of Cincinnati Learning Commons Grant
A collaboration with the Learning Commons and the Center for the Enhancement of Teaching and Learning to better understand student success within the Great Gateways courses—a group of 29 general education courses that serve a large portion of the undergraduate population at the University of Cincinnati.

- 2018– PI, *Relational-Cultural Theory and Compassion in Teacher Education*
Department of Teaching, Learning, and Culture, Texas A&M University
Supported by the CEHD Undergraduate Student Research Initiative Grant
Collaborative/practitioner inquiry on compassionate practices in teacher education courses aimed to contribute to the practical literature on social-justice oriented teacher preparation.
- 2017– Co-PI, *Project SOAR / USTAR+ Program*
Texas A&M University Urban Education Program–Spring ISD Partnership
Funded through a TAMU-CEHD Catapult Grant
Studies pre-service teacher education and induction, in-service teacher education, and mentor and lead teacher development through a field-based equity and urban research program in Spring ISD, as well as multiple other studies to inform school and district improvement to systematically support purposeful student engagement, methodical curriculum development, and impactful teaching.
- 2018–2019 PI, *Understanding the Nature of TAMU Teacher Preparation for Diverse Classrooms*
Department of Teaching, Learning, and Culture, Texas A&M University
Supported by the CEHD Undergraduate Research Experience Grant
Collaborative action research with an undergraduate research team exploring the intersections of policies and practices in TAMU teacher education that contribute to diversifying the teacher workforce and preparing culturally responsive educators.
- 2015–2017 Co-I, *Mandel Teacher Educator Institute (MTEI) Professional Development Partnership*
Center for Studies in Jewish Education and Culture, University of Cincinnati
Funded through the Mandel Foundation
Training and guiding teachers and administrators in practitioner inquiry, including a project with a group of MTEI educators on the use of the Group-Level Assessment inquiry tool.
- 2014–2017 PI, *Using Critically Compassionate Intellectualism in Teacher Education*
School of Education, University of Cincinnati
Classroom-based practitioner and participatory action research doctoral study applying the CCI framework in pre-service teacher education, which consists of critical pedagogy, authentic caring, and a social-justice centered curriculum.
- 2012–2016 Co-I, *The Nature of Teaching and Learning in The Jewish Court of All Time (JCAT)*
Center for Studies in Jewish Education and Culture, University of Cincinnati
Funded through the Covenant Foundation
Multiple educational action research studies around an online and classroom-based socio-historical/ethical role-play simulation for middle-school students.

- 2014–2015 PI, *Critical Consciousness in a High School Ethics Seminar*
Butler Tech High School, Monroe, OH
Year-long qualitative case study on a project-based learning seminar in global and practical ethics and philosophy that I coordinated and taught for a diverse group of seniors in a career-technical high school.
- 2014 *St. Francis Seraph Ministries Partnership in Over-the Rhine, Cincinnati*
Action Research Center, University of Cincinnati
Community-based participatory research with users, staff, and stakeholders to create program evaluation strategies and conduct an initial program evaluation on three separate outreach programs in an economically distressed urban neighborhood.
- 2014 PI, *Hope and Disappointment in a High School Dual-Credit Philosophy Class*
Scott High School, Taylor Mill, KY
Qualitative case study examining students' experiences of a dual-credit introductory philosophy course offered in a suburban high school.

TEACHING EXPERIENCE

**see more information at end of CV*

Transylvania University 2021–

EDU 2014: Schooling in U.S. Culture

EDU 3204: Philosophy of Education

Texas A&M University 2017–2021

Graduate | evaluations avg. 4.80/5.00

EDCI 602: Cultural Foundations of Education

EDCI 603: Professional Development Strategies for Teachers

EDCI 630: Urban Education

EDCI 633: Educator as Learner

EDCI 636: Educator as Researcher

EDCI 642: Multicultural Education: Theory, Research, & Practice

EDCI 643: Teaching in Urban Environments

EDCI 648: Urban Schools and Communities

EDCI 658: History of Education

EDCI 677: Strategies for Teaching in a Culturally Pluralistic Society

Undergraduate | evaluations avg. 4.74/5.00

INST 471: Research

INST 222: Foundations of Education in a Multicultural Society

TEFB 273: Introduction to Culture, Community, Society, & Schools

University of Cincinnati 2014–2016, 2021

Graduate | evaluations: *instruction*, 4.77/5.00; course, 4.70/5.00

EDST 7053: Practitioner Action Research II

CI 7002: Curriculum and Instruction: Theories and Trends

Undergraduate | evaluations avg.: *instruction*, 4.87/5.00; course, 4.53/5.00

EDST 1001: Introduction to Education

SELECTED OTHER EXPERIENCE

| | |
|-----------|--|
| 2014– | Freelance Academic Editor |
| 2019–2021 | Research Consultant, School of Education, University of Cincinnati |
| 2016–2018 | Managing Editor, <i>Philosophical Studies in Education</i> |
| 2016–2017 | Graduate Student Writing Coach, School of Education, University of Cincinnati |
| 2012–2017 | Graduate Assistant, UC Center for Studies in Jewish Education and Culture |
| 2015–2016 | Editorial Assistant, <i>Democracy & Education</i> |
| 2014–2015 | Editorial Assistant, <i>Philosophical Studies in Education</i> |
| 2013–2014 | Graduate Assistant, Sarah Stitzlein, School of Education, University of Cincinnati |
| 2011–2012 | Writing Consultant, Learning Assistance Center, Northern Kentucky University |
| 2008–2009 | Instructional Assistant, Piner Elementary School, Morningview, KY |
| 2002–2005 | Owner, Come Join Us Out-of-School Care, Ceres, CA |
| 1996–1999 | Co-Teacher, Come Join Us Preschool & Childcare, Salida, CA |

PROFESSIONAL SERVICE

Manuscript Reviewer

Educational Research for Policy and Practice, 2019–2020

Educational Action Research, 2017–2020

Action Research Journal, 2018

Teaching and Teacher Education, 2017

Democracy & Education, 2015–2017

Berkeley Review of Education, 2016

Conference Submission Reviewer

Ohio Valley Philosophy of Education Society (OVPES), 2018 conference

American Educational Research Association (AERA)

School Community, Climate, and Culture SIG, 2015 conference

School/University Collaborative Research SIG, 2015 conference

Conference Session Chair

American Educational Research Association (AERA) annual meeting
Division K: Teaching and Teacher Education, 2019
Action Research SIG, 2018 & 2019

International Congress of Qualitative Inquiry (ICQI) annual meeting
Coalition for Critical Qualitative Inquiry SIG, 2017

Ohio Valley Philosophy of Education (OVPES) annual meeting, 2014

UNIVERSITY SERVICE

Texas A&M University

Aggie Ally, GLBT safe space provider, 2018–2021

TAMU Mentoring Up, faculty youth mentor, 2018–2019

CEHD Undergraduate Student Research Initiative, faculty supervisor/mentor, 2018-2019

LAUNCH Undergraduate Research Scholars, faculty advisor/mentor, 2018-2019

CEHD Undergraduate Research Experience, faculty advisor/mentor, 2018-2019

Department of Teaching, Learning, & Culture, program area initiatives, 2017–2019

International & Cultural Diversity Core Curriculum, designee for TEFB 273 certification, 2018

University of Cincinnati

LGBTQ Center, Safe Zone Ally, 2017–

Educational and Community-Based Action Research (ECAR) Program, Student Liaison to Research
Methodologies unit, 2016–2017

Student Organization for Action Research, Vice President, 2015-2016; founding member, 2015–2017

College of Law Private Violence Summit on the topic of domestic abuse, small group facilitator, 2014

Northern Kentucky University

Philosophy Club, President, 2012

Regional Ethics Bowl, team member, 2011

PROFESSIONAL DEVELOPMENT

Pre-Conference Seminar for Early Career Scholars with Disabilities/Disabled Scholars, AERA/Spencer
Foundation, 2019

How to be a Critical Scholar in Troubled Times with Cheryl Matias and Deena Khalil, webinar, AERA
Critical Educators for Social Justice SIG, 2019

Texas edTPA Assessment and Support System Orientation, webinar, Stanford Center for Assessment,
Learning, and Equity, 2018

TAMU Core Curriculum Mini-Conference, TAMU Faculty Senate & Office of the Provost, 2018

Aggie Ally Training and Certification, TAMU Offices of the Dean of Student Life, 2018

Grounded Theory Master Class with Kathy Charmaz, Qualitative Research Week, University of the Incarnate Word, 2017

Grounded Theory Methodologies for Social Justice Projects, Qualitative Research Week, University of the Incarnate Word, 2017

Concept Mapping Methodology Symposium, UC CECH & Cincinnati Children's Hospital Medical Center, 2017

Engaging in Action Research in the Classroom and the Community Workshop, UC Clermont, 2017

LGBTQ Center Safe Zone Ally Training and Certification, UC Action Research Center, 2017

WebX Online Meeting Platform Training, UC School of Education, 2016

Grant Writing Workshop, UC CECH, 2015

Collaborative Research in Community Contexts Summer Workshop, UC CECH, 2014

COMMUNITY INVOLVEMENT

Rudder High School, Bryan, TX, TAMU Mentoring Up faculty youth mentor, 2018–2019

Butler Tech High School, Monroe, OH, instructor of Global & Practical Ethics seminar for seniors, 2014–2015

Scott High School, Taylor Mill, KY, founder & co-facilitator Philosophy Club, 2014–2015

St. Francis Seraph Ministries, Over-the Rhine, Cincinnati, OH, co-facilitator, community-based participatory evaluation project, 2014

University of Cincinnati Peace Village, Cincinnati, OH

Great Oaks ABLE/ESOL Faculty Multicultural Seminar, group discussion leader, 2013

Mount Notre Dame Academy Service Fair, Peace Education, youth discussion leader, 2012

Me-Wuk Child Development Laboratory Preschool, Modesto Junior College, Modesto, CA, classroom and outdoor play space volunteer, 2003–2006

PROFESSIONAL AFFILIATIONS

Action Research Center/Consortium

American Educational Research Association

Division G Social Context of Education

Division K Teaching and Teacher Education

Action Research SIG

Critical Educators for Social Justice SIG

Multicultural/Multiethnic Education: Theory, Research and Practice SIG

Urban Learning, Teaching, and Research SIG

American Educational Studies Association

Collaborative Action Research Network

International Congress of Qualitative Inquiry, Coalition for Critical Qualitative Inquiry SIG

Ohio Valley Philosophy of Education Society

Phi Sigma Tau Honor Society

TEACHING INTERESTS

Topical/Theoretical

Critical Pedagogy
Critical Race Theory in Education
Critical Whiteness Studies
Culturally Responsive/Relevant/Sustaining Pedagogies
Curriculum Theory
Democratic Education
History of Education
Multicultural Education/Ethnic Studies
Peace/Nonviolent Education
Philosophy of Education
Politics of Education
Relational-Cultural Theory in Education
Sociology of Education
Urban Education

Methodological

Action Research Methodologies
Qualitative Research Methodologies
Research Ethics

LANGUAGES

English, native
Spanish, conversational

WEBSITES

[Google Scholar](#)
[ResearchGate](#)
[Academia](#)
[Personal Website](#)

REFERENCES

Cheryl J. Craig, Texas A&M University
Professor—Curriculum and Instruction, Houston Endowed Chair of Urban Education
4232 TAMU, College Station, TX 77843
cheryljcraig@tamu.edu | 979.845.8384

Michael de Miranda, Texas A&M University
Professor and Department Head—Department of Teaching, Learning, and Culture
4232 TAMU, College Station, TX 77843
demiranda@tamu.edu | 979.845.8384

Miriam Raider-Roth, University of Cincinnati

Professor—Educational Studies, Educational and Community-Based Action Research

638G Teachers/Dyer Hall, Cincinnati, OH 45221

miriam.raider-roth@uc.edu | 513.556.3808