

**SMGE Doctoral Faculty Interest List**  
**Revised: April 2020**

| Name                   | Methodology Expertise  | Current Research Interests/<br>Theoretical Framework  | Degree Focus   | P-12 Experience  | Committee Experience | Willing to Serve as |
|------------------------|--|---|--|--|----------------------|---------------------|
| Megan Adams            | Qualitative  | <ul style="list-style-type: none"> <li>• Youth empowerment</li> <li>• New literacies</li> <li>• Marginalized youth</li> <li>• Struggling readers</li> <li>• Qualitative methodology</li> </ul>  | Language and Literacy Education                            | Secondary Language Arts (focus on remedial readers) – 8 years  | Chair Member         | Chair Member        |
| Ann M. Bennett         | Qualitative<br>Quantitative<br>Mixed<br><br>Special emphasis on Ethnography and alternative data collection representation, including social media, visual media, and photovoice | <a href="#">Faculty Web site</a><br><br><ul style="list-style-type: none"> <li>• Cultural Studies</li> <li>• Marginalized youth</li> <li>• Anti-deficit frameworks</li> <li>• Critical Race theory</li> <li>• School-to-prison pipeline</li> <li>• Out-of- school/community contexts</li> <li>• Qualitative methodology</li> <li>• Multimodality in research</li> </ul> | Educational Research                                       | Secondary Latin, History, Reading, and English – 3 years<br><br>Out-of-school contexts in the Middle Grades – 3 years<br><br>Adult Education in Reading and Writing – 1 year | Chair Member         | Chair Member        |
| Brendan Callahan       | Mixed  | <ul style="list-style-type: none"> <li>• Moral and ethical issues in science</li> <li>• Structure of argumentation, science epistemology</li> <li>• Teaching and learning in the era of Next Generation Science Standards</li> </ul>  | Curriculum and Instruction – Emphasis on Science Education | Secondary and Middle Grades – 10 years   | Chair Member         | Chair Member        |
| Kadrian Debra Callahan | Quantitative<br><br>Comfortable with Mixed   | <ul style="list-style-type: none"> <li>• Active learning</li> <li>• Mathematical power</li> <li>• Pre-service teacher preparation</li> <li>• In-service teacher professional development</li> <li>• Teacher knowledge, attitudes, and beliefs about the teaching and learning of mathematics</li> </ul>   |  | Secondary and Middle Grades Mathematics<br><br>Secondary Geometry – ½ year   | None                 | Member              |

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| Mei-Lin Chang   | Quantitative   | <ul style="list-style-type: none"> <li>• Social Cognitive Theory</li> <li>• Sociocultural and emotional factors that affect teacher engagement and motivation</li> <li>• Teacher self-efficacy, teacher emotion, emotion regulation, and burnout</li> <li>• Student motivation, self-regulation, and co-regulation</li> </ul>   | Educational Psychology   | Secondary and Middle Grades – 4 years  | Chair Member         | Chair Member        |
| Kimberly Cortes | Qualitative<br>Quantitative<br><br>Phenomenology, case study, grounded theory/inductive analysis, advanced statistics with large data sets | <ul style="list-style-type: none"> <li>• Development and determination of quality assessment instruments</li> <li>• Determination of student conceptual understanding of chemistry and biochemistry topics including application of mathematical concepts and misconceptions</li> <li>• Development of scaffolded active learning materials</li> </ul>  | Chemistry – Emphasis on Biochemistry Education                                 | Teacher Professional Development (6-12) – 1 year   | None                 | Chair Member        |
| Darren Crovitz  | Qualitative<br>Mixed<br><br>Comfortable with Quantitative  | <ul style="list-style-type: none"> <li>• Writing instruction/assessment</li> <li>• New literacies</li> <li>• Vocabulary/grammar instruction</li> <li>• History of education</li> <li>• Alternative textual analysis</li> <li>• Critical thinking</li> <li>• Metaphor</li> <li>• Ethnography</li> <li>• Case study</li> <li>• Textual/rhetorical analysis (literary and pedagogical/supplemental texts)</li> <li>• Critical pedagogy</li> <li>• Socio-cultural frameworks</li> </ul> | Curriculum & Instruction – Emphasis on English Education                       | Secondary<br><br>ESL overseas – 2 years<br><br>Pre-service Teacher Supervision                     | Member               | Chair Member        |
| Jennifer Dail   | Qualitative<br><br>Ethnography and Case Study  | <ul style="list-style-type: none"> <li>• Young Adult Literature</li> <li>• Multimodal texts</li> <li>• Digital media and technology</li> <li>• Literacy</li> <li>• Teacher professional development</li> <li>• Critical pedagogy</li> </ul>   | Curriculum & Instruction – Emphasis on English Education with minor in Reading | Secondary and Middle Grades<br><br>Preservice teacher supervision<br><br>International supervision | Chair Member         | Chair Member        |

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| Michael Dias     | Qualitative<br><br>Case studies informed by phenomenology | <ul style="list-style-type: none"> <li>Teachers' Practical Knowledge</li> <li>Mentoring</li> <li>Activism and Citizen Science</li> <li>Culturally and Linguistically Responsive Teaching</li> <li>Sociocultural Framework</li> </ul>  | Science Education  | Secondary Biology, Chemistry and Physical Science – 14 years  | Member               | Chair Member        |
| Belinda Edwards  | Qualitative<br><br>Constructivist and Grounded Theory     | <ul style="list-style-type: none"> <li>Core Teaching Practices</li> <li>Affective Behavior and Cognition during Problem-solving</li> <li>Equity and Equitable Mathematics Teaching Practices</li> <li>Culturally responsive pedagogy</li> <li>Building relationships with students</li> </ul> | Mathematics Education  | 5 years   | Chair Member         | Chair Member        |
| Jillian Ford     | Qualitative   | <ul style="list-style-type: none"> <li>LGBTQ youth and Black youth</li> <li>In and out of school experiences</li> <li>Womanist/Black Feminist theory</li> </ul>   |  | Secondary Social Studies (Civics, Government, U.S. History, World History) – 3 years  | Member               | Member              |
| Rachel Gaines    | Qualitative<br><br>Phenomenology & Discourse Analysis     | <ul style="list-style-type: none"> <li>Teacher professional development/Teacher education</li> <li>Teacher subjectivities (e.g., emotions, perceptions, attitudes, beliefs)</li> <li>Teacher stress and coping</li> </ul>   | Educational Psychology – Emphasis on Human Development, Culture, and Learning Sciences | <p>Middle Grades (8) inclusion and on-level English Language Arts – 5 years</p> <p>Middle Grades (6) Inclusion, on-level, and gifted English Language Arts – 1 year</p> | Chair Member         | Chair Member        |
| Kimberly Gardner | Qualitative<br>Quantitative                               | <ul style="list-style-type: none"> <li>Statistics Education, assessment and evaluation</li> <li>Phenomenographic inquiry and psychometrics</li> </ul>   |  | Secondary Mathematics and department chair – 15 years   | Chair Member         | Chair Member        |
| David Glassmeyer | Qualitative   | <ul style="list-style-type: none"> <li>Quantitative reasoning</li> <li>Algebraic reasoning</li> <li>Integrated Science, Technology, Engineering, and Mathematics (STEM) education</li> </ul>  | Educational Mathematics  | Secondary (7-12) – 1 year   | Chair Member         | Chair Member        |

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|------------------------|--|--|--|--|-----------------------------|----------------------------|
| Stephen Goss           | Qualitative<br><br>Ethnography, Case Study, Narrative Research, Action Research, Grounded Theory | <ul style="list-style-type: none"> <li>• Art Integration in ELA and K-12 schools</li> <li>• Student Publication</li> <li>• New Literacies</li> <li>• Multimodality</li> <li>• Multiliteracies</li> <li>• Teacher autonomy and professional dispositions and treatment</li> <li>• Technology in ELA</li> <li>• Navigating and disrupting standard based and high-stakes testing based education.</li> </ul>   | Secondary Education – Emphasis on English Education                  | English Language Arts (7-12) – 10 years  | Member                      | Member                     |
| Kimberly Gray          | Mixed  | <ul style="list-style-type: none"> <li>• Teacher development</li> <li>• Self-efficacy</li> <li>• Organizational change</li> </ul>  |  | Middle Grades Social Studies and Language Arts – 7 years                               | Chair Member                | Chair Member               |
| Nichole Guillory       | Qualitative  | <ul style="list-style-type: none"> <li>• Black feminism</li> <li>• Multiculturalism</li> <li>• Social justice education</li> <li>• Curriculum theory</li> </ul>  |  | Secondary English – 5 years  | None                        | Member                     |
| Michelle Head          | Qualitative<br>Mixed   | <ul style="list-style-type: none"> <li>• Investigating the implementation and use of science and engineering practices (specifically model-based instruction) in the high school and college classroom</li> <li>• Investigating the effects of curriculum design that targets student development of science and engineering practices (specifically model-based instruction)/transferrable skills</li> <li>• Investigations of professional and teacher identities</li> </ul> | Chemistry – Emphasis on Chemical Education                           | Informal science education – 3 years<br><br>Teacher Professional Development – 8 years | Chair Member                | Chair Member               |
| Iván M. Jorrín-Abellán | Qualitative<br><br>Emphasis on Case Study  | <ul style="list-style-type: none"> <li>• Computer Supported Collaborative learning in P-12 and Higher Education</li> <li>• Responsive Evaluation</li> </ul>  | Educational Research – Emphasis on Intelligent & Cooperative Systems | Special Education – 2 years  | Chair Member                | Chair Member               |

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| Jihye Kim       | Quantitative  | <ul style="list-style-type: none"> <li>• Youth behavioral and emotional risk</li> <li>• Universal school-based mental health screening</li> <li>• Examination of survey instrument’s reliability and validity</li> <li>• Item response analysis and differential item functioning</li> <li>• Teacher retention</li> </ul>   | Research, Measurement, and Statistics | Informal experience in Secondary and Middle Grades Mathematics – 2 years           | Chair Member         | Chair Member        |
| J. Vince Kirwan | Qualitative   | <ul style="list-style-type: none"> <li>• Teacher knowledge (e.g., knowledge integration, Mathematical Knowledge for Teaching)</li> <li>• Teacher preparation</li> </ul>   | Mathematics Education                 | Secondary Mathematics – 2 years  | None                 | Member              |
| Brian R. Lawler | Qualitative<br><br>Especially PostStructural and Critical Theories; Comfortable with Quantitative | <a href="#">Faculty Web site</a> <ul style="list-style-type: none"> <li>• Equity</li> <li>• Power &amp; privilege</li> <li>• Socio-cultural-political perspectives on mathematics education</li> <li>• Critical mathematics</li> <li>• Ethnomathematics</li> <li>• Mathematical identity</li> <li>• Teacher sociopolitical mathematical identity</li> <li>• Personal epistemology</li> <li>• Radical constructivism</li> <li>• School change</li> <li>• Detracking</li> <li>• Professional development</li> <li>• Problem-based curriculum</li> <li>• Child-centered instruction</li> <li>• Poststructuralism, especially Foucault, Deleuze &amp; Guattari, and Baudrillard</li> <li>• Critical theory</li> <li>• Critical race theory</li> <li>• epistemology, especially constructivist (von Glasersfeld, Piaget), social-constructivist (Vygotsky, Lave &amp; Wenger), enactivist, feminist, and indigenous</li> <li>• Activism and anarchism</li> </ul> | Mathematics Education                 | Secondary Mathematics – 9 years<br><br>Teacher Professional Development – 24 years | Chair Member         | Chair Member        |

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| Erik Malewski             | Qualitative<br><br>Experience in post-structural, narrative, and case study approaches                       | <ul style="list-style-type: none"> <li>• Curriculum Studies</li> <li>• Diversity Studies, public and higher education</li> <li>• Cross-cultural International Studies</li> <li>• Post-structural/postmodern approaches</li> <li>• Critical theory/public pedagogy approaches</li> </ul>  | Curriculum & Instruction – Emphasis on Curriculum Studies  | Secondary education – 2 years<br><br>Preservice Teacher Supervision<br><br>Virtual and international field experiences<br><br>Universal Design Learning/21st Century Skills<br><br>Higher education | Chair Member         | Chair Member        |
| Nita Paris                | Quantitative<br><br>Anecdotal Qualitative; Comfortable with Mixed; Research design and conceptual frameworks | <ul style="list-style-type: none"> <li>• Metaphors of teaching &amp; world views</li> <li>• Metaphorical thinking &amp; embodied reasoning</li> <li>• Metaphorical thinking and teacher/leader expertise</li> <li>• Communities of Practice, Situated cognition &amp; development of teacher/leader expertise</li> <li>• Dewey (Embodied Realism)</li> <li>• Bandura (Reciprocal determinism)</li> <li>• Lakoff &amp; Johnson (Metaphor&amp; linguistics)</li> <li>• Wenger (Communities of Practice, Situated Cognition)</li> </ul> | Educational Psychology – Emphasis on Applied Cognition & Development with Cognate in Science Education | Middle Grades Administrator<br><br>Secondary AP Biology, Anatomy & Physiology, Biology<br><br>Elementary Physical Education<br><br>Overall – 13 years   | Chair Member         | Chair Member        |
| Wendy Sanchez             | Qualitative<br><br>Can work in Quantitative as long as not the primary methodologist                         | <ul style="list-style-type: none"> <li>• Preservice and inservice teacher preparation</li> <li>• Teacher beliefs</li> <li>• Teacher knowledge</li> <li>• Assessment</li> </ul>   | Mathematics Education – Emphasis on Teacher Beliefs about Open-ended Assessment                        | Secondary Mathematics – 4 years   | Chair Member         | Chair Member        |
| Susan Stockdale (retired) | Quantitative<br><br>Psychometrics and Scale Construction   | <ul style="list-style-type: none"> <li>• Self-efficacy</li> <li>• Self-direction</li> </ul>  | Educational Psychology – Cognate in Research and Learning  | Secondary Algebra, LD, and ED – 7 years   | Chair Member         | Chair Member        |

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| Anete Vásquez   | Qualitative<br>Quantitative<br>Mixed   | <ul style="list-style-type: none"> <li>Professional Development Schools</li> <li>Field Placements/Student teaching</li> <li>Preservice and inservice teacher development</li> <li>All aspects of literacy, especially any aspect related to teaching writing and adolescent reading</li> <li>ELs in the traditional ELA class</li> </ul>   | Curriculum and Instruction – Emphasis on English Education and Teacher Education                 | Secondary (10) and Middle Grades English – 14 years<br><br>Rural and urban settings<br><br>Secondary International Baccalaureate program | Chair Member         | Chair Member        |
| Carolyn Wallace | Qualitative  | <ul style="list-style-type: none"> <li>Reading, writing and literacy in science learning</li> <li>Global science curriculum</li> <li>Teacher beliefs and agency</li> <li>Preservice elementary science teacher preparation</li> <li>Science learning in informal settings.</li> </ul>  | Education – Emphasis on Science Education  | Secondary Science – 5 years  | Chair Member         | Chair Member        |
| Binyao Zheng    | Quantitative<br><br>Quantitative, Qualitative, and Mixed Design;<br>SPSS for Data Analysis | <ul style="list-style-type: none"> <li>Educational Psychology</li> <li>Teaching Effectiveness</li> <li>Motivation</li> <li>Multicultural Education</li> <li>Intercultural Communication</li> <li>Global Learning</li> <li>Teacher Development</li> </ul>   | Educational Psychology and Research – Emphasis on Advanced Quantitative Research Methods         | Middle and Secondary ESL in China – 5 years  | Member               | Chair Member        |
| Guichun Zong    | Qualitative<br>Quantitative  | <ul style="list-style-type: none"> <li>CMC technology integration into social studies teaching and learning</li> <li>Exemplary practices in global education</li> <li>Minority teacher development</li> <li>Social studies textbook analysis (women in particular)</li> <li>Social Constructivism Global Pedagogy</li> <li>Education for sustainability</li> <li>Culturally Responsive Education</li> <li>Disciplinary literacy in social studies</li> </ul> | Curriculum and Instruction – Emphasis on Social Studies Education with focus on Global Education | Middle School ESOL & Social Studies – 3 years  | Member               | Chair Member        |