

Bob Fecho
Associate Professor

Language and Literacy Education Department

University of Georgia

1. Academic History & Contact Information

Present Rank	Associate Professor	
Contact Information	Office 309 Aderhold Hall University of Georgia Athens GA 30602 706 542 4615 (v) 706 542 3817 (f) bfecho@uga.edu	Home 120 Lullwater Road Athens GA 30606 706 316 1521 (h) 706 207 5909 (c)
Proportion Time Assignments	Current 40% Research 50% Instruction 10% Service	

Tenure Status	Tenured
Administrative Titles	<p>2006-Present, Program Coordinator, Reading Education</p> <p>2003-Present, Co-Director, Red Clay Writing Project</p>
Graduate Faculty Status	Appointed February 2000, Re-appointed April 2007
Degrees, Institutions, Dates, Foci	<p>Ph.D., University of Pennsylvania, 1995, Reading Writing, & Literacy</p> <p>M.A. Ed., Beaver College (now Acadia University), 1991, Composition</p> <p>B.A., The Pennsylvania State University, 1974, English</p>
List of Academic Positions	<p>2003-Present, Associate Professor, Reading Program, Department of Language and Literacy Education, University of Georgia, Athens, GA</p> <p>1998-2003, Assistant Professor, Department of Reading Education, University of Georgia, Athens, GA</p>

Other Professional Employment

2000 – 2001: Adjunct Faculty,
Reading Endorsement, University
of Alaska, Soldotna, AK

2001 – 2002: Faculty, Bread Loaf
School of English, Santa Fe, NM

1996 – 1998: Adjunct Faculty,
Department of Educational
Development, University of
Delaware, Newark, DE

1974 – 1998, Teacher, English
Department, School District of
Philadelphia, Philadelphia, PA

2. Instruction**A. Courses Taught and Course Evaluations**

Learner evaluations (i.e., overall value of the course and teaching ability of the instructor) are based on a scale of 1-5 in which 5 is superior. See Table 1 below for a summary of course enrollments and evaluations

Table 1: Course Enrollments and Evaluations at UGA

Courses	Semester	Numbers of Students	Overall Value	Teaching Ability
ELAN 7420	Fall 07	22	4.86	4.90
ELAN 7420	Fall 06	18	4.63	4.65

READ 3530/6000	Spring 06	26	2.90/4.50	3.25/4.25
READ 8300	Fall 05	18	4.23	4.35
READ 8990	Fall 05	16	4.33	4.64
READ 3530	Spring 05	24	2.38	2.96
READ 4030	Fall 04	18	3.53	3.89
READ 8100	Fall 04	7	4.86	5.00
READ 3530	Spring 04	24	3.54	4.21
READ 4030/6030	Fall 03	13/11	4.33	4.48
READ 8300	Fall 03	21	4.67	4.78
READ 3530	Spring 03	26	4.32	4.73
READ 4030/6030	Spring 03	19/9	3.62	4.31
READ 8990	Spring 03	12	4.58	4.92
READ 8100	Fall 02	18	4.73	4.80
READ 8300	Fall 02	12	4.36	4.55
READ 3530	Spring 02	22	4.05	4.40
READ 4030/6030	Spring 02	10/13	4.29	4.86
READ 6030	Fall 01	6	4.83	5.00
READ 8990	Fall 01	9	4.13	4.13
READ 3530	Spring 01	21	4.38	4.71
READ 4030/6030	Spring 01	23/6	3.70	4.00

READ 3530	Fall 00	9	4.56	4.56
READ 9010	Fall 00	8	5.00	5.00
READ 3530	Spring 00	15	3.88	4.12
READ 4030/6030	Spring 00	14/9	4.47	4.72
READ 6070	Fall 99	15	4.45	4.72
READ 9010	Fall 99	11	4.80	4.90
READ 6070	Summer 99	9	4.55	4.55
READ 3530	Spring 99	19	2.66	3.16
READ 4030/6030	Spring 99	15/9	3.57	4.47
READ 3520	Fall 98	21	2.80	3.20
READ 8990	Fall 98	11	3.50	3.70
Overall Means			4.12	4.38

Table 2: Brief Descriptions of Courses Taught at UGA

Course Numbers	Course Title	Course Description
ELAN 7420	Writing & Literacies in English Education, Grades 7-12	Negotiating composition theory and practice in secondary English Education classrooms

READ 3520	Teaching Reading in the Middle School	Providing middle school preservice teachers a wide sense of cognitive and sociocultural issues related to the teaching of reading
READ 3530/6000	Content Area Literacies for Middle School.	Developing reading and writing as tools for teaching content
READ 4030/6030	Teaching Reading in Secondary Schools	Collaborating with secondary English Education majors to develop more engaged ways to teach reading
READ 6070	Middle School Reading	Enabling middle school inservice teachers to develop a wide sense of cognitive and sociocultural issues related to the teaching of reading
READ 8100	Inquiry-Based Literacy	Exploring the transaction between inquiry and literacy through the ideas of such theorists as Freire, Rosenblatt, and hooks.
READ 8300	Culture, Literacy, & the Classroom	Inquiring into the complexity and possibilities of teaching literacy through cultural stances.
READ 8990	Seminar in Reading Education	Investigating topics important to literacy education doctoral students. I used this course to pilot the inquiry -based literacy course, as well as focus on issues of avid readers and reader response theory

READ 9100 Special Topics in Initiating in-depth investigations
Reading Education into topics of importance for
literacy education doctoral
students. Most currently, I've
used this course to inquire into
the work of Bakhtin and the ways
it transacts with literacy.

Along with the numerical ratings, students also provided anonymous comments regarding Dr. Fecho's expertise as a teacher. Below is a sampling of these comments from undergraduate and graduate courses taught at UGA.

READ 3530. Dr. Fecho was by far one of the best professors I have experienced in my schooling thus far. He was an inspiration and role model for a pre-service teacher and I feel honored and lucky to have been enrolled in his class. Not only did he encourage new and innovating ideas about how to incorporate reading into all content areas, but he stimulated new concepts about what a general education classroom should look like. I feel that I will use almost every activity that he suggested and look forward to applying the concepts I have come to understand. It was a lot of work, but worth every minute.

READ 4030/6030. This was my favorite class in the TAPPP Program. Dr. Fecho was always interested in what we had to say and took the class in whatever direction we wanted to go. The readings he chose, especially the ones from his book, were not only interesting, but extremely resourceful. This class, more so than any other I've taken, has forced me to look at where I stand on various aspects of my profession. Perhaps more importantly, Fecho stressed why (underline in the original) we feel the way we do. This class has changed me through making me examine my own beliefs, and for that I am extremely grateful.

ELAN 7420. This was a great class! The best I've had in grad school. Dr. Fecho is an excellent instructor. I only wish there were more like him. He does a great job of pushing students out of their comfort zones and challenging them to think in ways they haven't before.

READ 8100. I thoroughly enjoyed every moment I spent in this class. Each day was unique and

enriching in inquiry-based ideas/issues. Dr. Fecho's commitment to inquiry was explicit and exemplary. I gained immense insight on what it means to "do" inquiry and how closely aligned theory and practice should be. Each day I left class feeling validated in my development with regard to inquiry. I was challenged, encouraged, and equipped with knowledge necessary to set me on the right path towards inquiry-based teaching and learning. The choice of materials and articles to read was excellent.

READ 8300. I feel that this has been the most important class that I have taken as a graduate student, and I am almost finished with my degree. I think more students should be taking this class, for without examining your own culture, you cannot possibly realize the privilege you're afforded. I have been engaged to a point where I will continue examining my own culture, learning as much about myself and others as possible, and doing so on my own without being "encouraged" to.

READ 8990. Terrific and thought-provoking course. Thank you! It was challenging while not being overly intimidating. I appreciated Dr. Fecho's style that invited comment, but was not authoritarian.

Table 3: Brief Descriptions of Courses Taught at Other Institutions

Course Numbers & Institutions	Course Title	Course Description
Bread Loaf School of English, EN 140	Teacher Research	Exploring what it means and how to do teacher research
Bread Loaf School of English, EN 156	Writing for Publication	Supporting the writing of inservice teachers who want to publish the understanding from their teacher research
University of Alaska Southeast, ED 671	Language, Culture, and Literacy	Inquiring into the complexity and possibilities of teaching literacy through cultural stances.

University of Alaska Southeast, ED 674 Developing Literacy Promoting understanding of the social and cognitive literacy developments of young readers

University of Alaska Southeast, ED 676 Reading Instruction & Assessment Providing inservice teachers with understandings of the ways literacy instruction and assessment transact.

In addition, I have co-taught 5 summer institutes and 3 advanced institutes for the Red Clay Writing Project, a site of the National Writing Project at UGA.

Table 4: RCWP Summer and Advanced Institutes

Courses	Semester	Number of Students	Descriptors
RCWP Summer Institute	Su 2003	19	Leadership & Composition
RCWP Summer Institute	Su 2004	20	Leadership & Composition
RCWP Advanced Institute	Su 2004	8	Writing about Professional Lives
RCWP Summer Institute	Su 2005	17	Leadership & Composition
RCWP Summer Institute	Su 2006	19	Leadership & Composition

RCWP Advanced Institute	Su 2006	6	Action Research
RCWP Summer Institute	Su 2007	20	Leadership & Composition
RCWP Advanced Institute	Su 2007	12	Writing for Publication

B. Doctoral Advising.

Table 5: Doctoral Advising Responsibilities

Student	Committee Chair or Member	Current Status
Aaron, Jennifer	Chair	In Progress
Adams, Megan	Chair	In Progress
Bickmore, Steve	Member	2005
Edwards, Elizabeth	Co-chair	2006
El Hage, Fuad	Chair	In Progress
Groscurth, Chris	Member	In Progress
Hagood, Margaret	Member	2002
Hasty, Eric	Chair	In Progress
Heron, Allison	Member	2002
Isserstedt, Holly	Member	In Progress

Keranova, Hristina	Co-chair	In Progress
Mazaros, Claudia	Chair	Medical Withdrawal
McLean, Cheryl	Member	In Progress
Ogletree, Tami	Member	2006
Pendergrass, Emily	Chair	In Progress
Rigler, Sharon	Member	2002
Rush, Leslie	Member	2002
Salas, Spencer	Member	2007
Schwartz, Stacy	Member	2004
Skinner, Sarah	Chair	2007
Stewart, Trevor	Chair	In Progress
Sumler-Faison, Jermain	Member	In Progress
Tisdale, Kit	Member	2003
Walters, Brad	Member	Inactive
Wheeler-Toppen, Jodi	Member	2006

3. Scholarly Activities

A. Publications

* Publications that have gone through stringent editorial review

** Publications that were invited and thus carry prestige and recognition

Books, authored and co-authored

*Aaron, J., Bauer, E., Commeyras, M., Cox, S., Daniell, B., Elrick, E., Fecho, B., Hermann-Wilmarth, J., Hogan, B., Pinatone-Hernandez, A., Roulston, K., Siegel, A., & Vaughn, H. (2006). *"No Deposit, No Return": Enriching Literacy Teaching and Learning Through Critical Inquiry Pedagogy*. Newark, DE: International Reading Association. (50% contribution).

A note about authorship: One goal of this project was to flatten the hierarchy of K-University educators. As scholars, we feel that we all contributed invaluable to the project. Rather than privileging one author's contributions over the others based on their academic positions, we voted to list authorship in alphabetical order. However, I was elected to shepherd this book to completion, becoming the point person with the publishers. I wrote or co-wrote four of the seven chapters, coordinated the complicated editing process, negotiated all revisions, and communicated and negotiated concerns with all the authors. If we had conformed to traditional academic authorship conventions, I would be first author.

*Fecho, B. (2004). *"Is this English?" Race, language, and culture in the classroom*. New York: Teachers College Press.

Journal Articles

*Fecho, B., & Botzakis, S. (2007). Feasts of becoming: Imagining a literacy classroom based on dialogic beliefs. *Journal of Adolescent & Adult Literacy*, 50 (7), 548-558. (75% contribution).

**Boyd, F. B., Ariail, M., Williams, R., Jocson, K., Tinker Sachs, G., & McNeal, K. with Fecho, B., Fisher, M., Healy, M. K., Meyer, T., & Morrell, E. (2006). Real teaching for real diversity: Preparing English language arts teachers for the 21st-century classrooms•. *English Education*, 38 (4), 329-350. (10% contribution).

*Fecho, B., Graham, P., & Hudson-Ross, S. (2005). Appreciating the wobble: Teacher research, professional development, and figured worlds. *English Education*, 37 (3), 174-199. (55% contribution).

*Fecho, B., Price, K., & Read, C. (2004). From Tununak to Beaufort: Taking a critical inquiry stance as a first year teacher. *English Education*, 36 (4), 263-288. (70% contribution).

**Fecho, B. (2003). Yeki bood/yeki na bood: Writing and publishing as a teacher researcher. *Research in the Teaching of English*, 37 (3), 282-294.

**Fecho, B. (2003). Untangling our predicaments: Inquiring into methods courses. *English Education*, 36 (1), 86-89.

*Fecho, B. with Green, A. (2002). Madaz Publications: Polyphonic identity and existential literacy transactions. *Harvard Educational Review*, 72 (1), 93-119. (85% contribution).

**Fecho, B., & Allen, J. (2002). Teachers researching communities of practice for social justice. *School Field*, XII (3/4), 119-141. (50% contribution).

*Fecho, B. (2001). "Why are you doing this?" Acknowledging and transcending threat in critical inquiry classrooms. *Research in the Teaching of English*, 36 (1), 9-37.

*Fecho, B., Commeyras, M., Bauer, E., & Font, G. (2000). In rehearsal: Complicating authority in undergraduate critical inquiry classrooms. *Journal of Literacy Research*, 32

(4), 471-504. (35% contribution).

*Schultz, K., & Fecho, B. (2000). Society's child: Social context and writing development. *Educational Psychologist*, 35 (1), 51-62. (50% contribution).

*Fecho, B. (2000). Critical inquiries into language in an urban classroom. *Research in the Teaching of English*, 34 (3), 368-395.

**Fecho, B. (2000). Developing critical mass: Teacher education and critical inquiry pedagogy. *Journal of Teacher Education*, 51 (3), 194-199.

**Fecho B. (1993-1994). Learning from Laura. *Social Action*, 1 (4), 26-28.

*Lytle, S., & Fecho, B. (1992). Meeting strangers in familiar places: Teacher collaboration by cross-visitation. *English Education*, 23 (1), 5-28. (45% contribution).

Chapters in Books

**Fecho, B. with Amatucci, K., & Skinner, S. (in press). Deep winters, invincible summers: Teaching English for existential purposes. In V. Ellis, V., C. Fox, & B. Street, B. (Eds.), *Rethinking English in schools: A new and constructive stage*. London, UK: Continuum. (90% contribution).

**Fecho, B., and Skinner, S. (in press). For what it's worth: Civil rights and the price of literacy. In S. Greene (Ed.), *Literacy as a civil right: Reclaiming social justice in literacy research and teaching*. New York: Peter Lang. (75% contribution).

**Fecho, B., Mallozzi, C., & Schultz, K. (2007). Policy and adolescent literacy. In B. Guzzetti (Ed.), *Literacy for the new millennium: Adolescent literacy*. (pp. 37- 52). Westport, CT: Praeger. (60% contribution).

**Fecho, B., & Meacham, S. (2007). Learning to play and playing to learn: Research sites as transactional spaces. In C. Lewis, P. Enciso, & E. B. Moje (Eds.), *Identity, agency, and power: Reframing sociocultural research on literacy* (pp. 164-187). Mahwah, NJ: Lawrence Erlbaum. (75% contribution).

**Fecho, B., Davis, B., & Moore, R. (2006). Exploring race, language, and culture in critical literacy classrooms. In D. E. Alvermann, K. A. Hinchman, D. W. Moore, S. F. Phelps, & D. R. Waff (Eds.), *Reconceptualizing the literacies in adolescents' lives* (2nd ed.) (pp 187-204). Mahwah, NJ: Lawrence Erlbaum Associates. (70% contribution).

**Fecho, B., Allen, J., Mazaros, C., & Inyega, H. (2005). Teacher research in writing classrooms. In P. Smagorinsky (Ed.), *Research on composition: Multiple perspectives on two decades of change* (pp. 108-140). New York: Teachers College Press. (40% contribution).

**Schultz, K., & Fecho, B. (2005). Literacies in adolescence: An analysis of policies from the United States and Queensland, Australia. In N. Bascia, A. Cumming, A. Datnow, K, Leithwood, & D. Livingstone (Eds.), *International Handbook of Educational Policy*, (pp. 677-694). The Netherlands: Kluwer Academic Publishers. (50% contribution).

**Fecho, B., & Allen, J. (2003). Teacher inquiry into literacy, social justice, and power. In J. Flood, D. Lapp, J. Jensen, & J. Squire (Eds.), *The handbook of research on teaching English language arts*.(2nd edition) (pp. 232-246). Mahwah, NJ: Lawrence Erlbaum. (50 % contribution).

**Fecho, B. (1998). Crossing boundaries of race in a critical literacy classroom. In D. Alvermann, K. Hinchman, D. Moore, S. Phelps, & D. Waff (Eds.). *Reconceptualizing the literacies in adolescents' lives* (pp. 75-101). Mahwah, NJ: Lawrence Erlbaum Associates.

**Fecho, B. (1996). Learning from Laura. In H. Banford (*et al*) *Cityscapes: Eight views from the urban classroom* (pp. 57-71). Berkeley, CA: The National Writing Project.

**Fecho, B. (1994). Language inquiry and critical pedagogy: Co-investigating power in the classroom. In M. Fine (Ed.). *Chartering urban school reform: Reflections on high schools in the midst of change* (pp. 180-191). New York: Teachers College Press.

**Lytle, S., Christman, J., Cohen, J., Countryman, J., Fecho, B., Portnoy, D. & Sion, F. (1994). Learning in the afternoon: When teacher inquiry meets school reform. In M. Fine (Ed.). *Chartering urban school reform: Reflections on high schools in the midst of change* (pp. 157-179). New York: Teachers College Press. (10% contribution).

**Fecho, B. (1993). Reading as a teacher. In M. Cochran-Smith & S. Lytle. *Inside/outside: Teacher research and knowledge* (pp. 265-272). New York: Teachers College Press.

**Fecho, B., & Lytle, S. (1993). Working it out: Collaboration as subject and method. In S. Hudelson & J. Lindfors (Eds.). *Delicate balances: Collaborative research in language education* (pp. 125-142). Urbana, IL: NCTE. (50% contribution).

Book Reviews & Other Publications

**Hill, J. R., Fecho, B., Oliver, J. P., Guy, T. C. (under review). The intersection of diversity and learning: Capturing a conversation.

*Botzakis, S., & Fecho, B. (2007). Answering ourselves: Imagining one Bakhtinian classroom. In M. Lahteenmaki, H. Dufva, S. Leppanen, & P. Varis (Eds). *Proceedings of the XII International Bahktin Conference* (pp. 214-223). Jyvaskyla, Finland: Department of Languages, University of Jyvaskyla. (50% contribution).

**Fecho, B., Boyd, F., Ariail, M., Fisher, M., Healy, M. K., Jocson, K., McNeal, K., Morrell, E., Meyer, T., Tinker Sachs, G., & Williams, R. (2005). Supporting linguistically and culturally diverse learners in English education. Retrieved January 27, 2006 at <http://www.ncte.org/groups/cee/positions/122892.htm> (50% contribution).

**Fecho, B. (2004). "Why are you doing this?" Acknowledging and transcending threat in critical inquiry classrooms. In R. Ruddell & N. Unrau (Eds.), *Theoretical Models and Processes of Reading* (5th Edition) (Supplementary Articles CD). Newark, DE: International Reading Association. (re-publication).

**Lytle, S., & Fecho, B. (1992). Meeting strangers in familiar places: Teacher collaboration by cross-visitation. In N. Branscombe, D. Goswami, & J. Schwartz (Eds.). *Students teaching, teachers learning* (pp. 296-317). Portsmouth, NH: Heinemann. (re-publication). (50% contribution).

**Fecho, B. (2001). Toward literacies of engagement: The politics of compliance and school choice [Essay review of the books *Literacy with an Attitude: Educating working class children in their own self-interest* and *Everyday literacies: Students, discourse, and social practice*]. *The Journal of Curriculum Studies*, 33(5), 621-630.

**Fecho, B. (2000). [Review of the book *Reading for understanding: A guide to improving reading in middle and high school classrooms*]. *The Quarterly of the National Writing Project*, 22 (3), 37-38, 40.

August 2003 - July 2005

Awarded: \$5000

Co-Principle Investigator, *Finding Our Way in the Complexity of Critical Literacy Inquiry: A Teacher-Researcher Community of Novice and Experienced Teachers*. The Nila Banton Smith Research Dissemination Support Grant awarded by the International Reading Association [33% contribution]

Co-PIs: Jennifer Aaron, Eurydice Bauer

August 2001-July 2003

Awarded: \$49,000

Co-Principle Investigator, *Research Partnerships among Teacher Educators and K-12 Teachers*. A two-year Practitioner Research Communication and Mentoring Research Grant offered by the Spencer Foundation. [33% contribution].

Co-PIs: Michelle Commeyras, Eurydice Bauer

August 2000-July 2002

Awarded: \$150,000

Co-Principle Investigator, *Teacher in Teacher Networks: Mutual Inquiry into Practice*. A two year research, teaching, & outreach grant awarded by the Arthur Vining Davis Foundations (33% contribution)

Co-PIs: Peg Graham, Sally Hudson Ross

May 2000-July 2000

Awarded: \$3515

Principle Investigator, *The Summer Institute on Inquiry-Based Literacy for UGA-NETS*. A three-month teaching and outreach grant awarded by the College of Education, University of Georgia.

September 2000-June 2002

Awarded: \$32,000

Co-Principle Investigator, *What Happens to Teacher Practice and Pedagogy When Teachers Form an Inquiry Community to Conduct Teacher Research*. A two-year Practitioner Research Communication and Mentoring research grant awarded by the Spencer Foundation. (33% contribution).

Co-PIs: Rachel Ravreby, Geoff Winikur, Cheryl Joloza, Rachel King Davis, Gail Sklar

August 1999-July 2000

Awarded: \$1100

Co-Principle Investigator, *Reading Between the Lines: Critical Inquiry into Diversity in Undergraduate Courses*. A one-year research grant awarded by the Multicultural Task Force of the College of Education at the University of Georgia. (50% contribution).

Co-PI: Eurydice Bauer

August 1998-July 2001

Awarded: \$150,000

Co-Principle Investigator, *How Teachers Lead: The Practices of Collegial Professional Development for Change in Urban Secondary Schools*. A three-year research in professional development grant awarded jointly by the Spencer Foundation and the MacArthur Foundation. (20% contribution).

Co-PIs: Susan Lytle, Jody Cohen, Elizabeth Cantafio

August 1998-July 2000

Awarded: \$30,000

Co-Principle Investigator, *What Happens to Teacher Practice and Student Learning When Teachers in a Small Learning Community Take an Inquiry Approach and/or Problem-Based Approach in Their Classrooms?* A two-year Practitioner Research Communication and Mentoring research grant awarded by the Spencer Foundation. (33% contribution).

Co-PIs: Gail Sklar, Natalie Hiller, Marsha Pincus, Michael Robinson, Rachel King Davis, Geoff Winikur, Cheryl Joloza, & Melvina Quillen.

August 1988-July 1989

Awarded: \$1000

Teacher/Student Writing Conferences. A teacher researcher research grant awarded by the National Council of Teachers of English.

C. Honors and Recognitions

2007

Accepted as a fellow into the Writing Fellows Program of the University of Georgia's Center for Teaching and Learning.

2005

Invited to Co-convene the Supporting Linguistically and Culturally Diverse Learners in English Education thematic strand group of the Conference on English Education Summit.

2004

Received the James N. Britton Award for Inquiring in English Language Arts recognizing exemplary studies published by English Language Arts Teachers for "*Is This English?*" *Race, Language, and Culture in the Classroom.*

2004

Received Honorable Mention in the 2004 Myers Outstanding Book Awards sponsored by the Gustavus Myers Center for the Study of Bigotry and Human Rights for "*Is This English?*" *Race, Language, and Culture in the Classroom.*

2002

Received the Alan C. Purves Award granted yearly by the National Council of Teachers of English to honor the one article published in *Research in the Teaching of English* during a volume year most likely to influence classroom practice.

1998

Named Teacher of the Year in the Simon Gratz Cluster of the School District of Philadelphia, one of 22 finalists for district-wide Teacher of the Year.

1992

Awarded, along with first author Susan Lytle, the Council of English Education Richard Meade Award for Education Research.

1987

Named PhilWP Scholar for the Philadelphia Writing Project and awarded a one year fellowship to the University of Pennsylvania.

D. Areas in Which Research is Done

Adolescent Literacy

Critical Inquiry Pedagogy

Bakhtinian Theory

Sociocultural Issues of Education

Teacher Research and Teacher Education Self-Study

E. Editorship/Editorial Board Member of Journals or Other Learned Publications

2007-Present

Member, Review Board, *Journal of Adolescent and Adult Literacy*

2005-Present

Member, Editorial Advisory Board, *English Education*

2002-2007

Member, Review Board, *Reading Research Quarterly*

2000-2005

Member, Review Board, *Journal of Teacher Education*

1999-2001

Member, Editorial Review Board, Kids InSight Series, International Reading Association

1997-2003

Member, Editorial Board, *Research in the Teaching of English*

1996-Present

Member, Advisory Board, Practitioner Inquiry Series, Teachers College Press,

F. Presentations, 1996-Present

* indicates presentations that underwent a rigorous peer review process.

** indicates presentations that were invited and thus carry prestige and recognition.

**Fecho, B. (2007 April). *Research sites as transactional spaces*. A paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

*Fecho, B. (2007, April). *Isaac's case: Bipolarity and existential literacy practice*. A paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

**Fecho, B. (2007, February). "*My soul spill on this paper*": *Teaching literacy for existential purposes*. A paper presented to the faculty and students of the Steinhardt School of Education at New York University, New York, NY.

*Fecho, B., Alexander, L., Amatucci, K., Paramore, T., & Ragsdale, D. (2006, November). *Scenes at a Thai restaurant: Using writing to understand the process of becoming a teacher*. An interactive symposium presented at the Assembly for Expanded Perspectives on Learning Day-Long Workshop at the annual National Council of Teachers of English conference, Nashville, TN [50% contribution].

**Fecho, B. (2006, October). "*My soul spill on this paper*": *Teaching English for existential purposes*. A keynote address presented at the Why English: The Aims and Values of the School Subject conference sponsored by the Department of Educational Studies, University of Oxford, Oxford, UK.

*Fecho, B. Lassonde, C., Mallozzi, C., McLean, C., & Mazaros, C. (2006, July). *Teaching on the brink . . . together: A collaborative look at tensions in critical inquiry teacher education classrooms*. An interactive symposium presented at the Self-Study in Teacher Education Programs Special Interest Group of the American Educational Research Association bi-annual

conference, Herstmonceux, UK [33% contribution].

*Fecho, B., & McLean, C. (2006, April). *Willing to wobble: Preservice teachers and critical inquiry*. A paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA [50% contribution].

*Fecho, B., Bauer, E. B., Botzakis, S., & Greenleaf, C. (2005, December). *Answering ourselves: Imagining literacy classrooms through a Bakhtinian lens*. An alternative format symposium presented at the annual National Reading Conference, Miami, FL [25% contribution].

**Fecho, B. (2005, November). *Isaac making meaning: Literacy as an existential need and civil right*. Keynote address presented to the Assembly on Research at the annual meeting of the National Council of Teachers of English, Pittsburgh, PA.

*Fecho, B., Alexander, L., Amatucci, K., Paramore, T., Ragsdale, D., & Ware, D. (2005, November). *Scenes at a Thai restaurant: Using writing to understand the process of becoming a teacher*. Symposium presented at the annual Site Directors Meeting of the National Writing Project, Pittsburgh, PA [50% contribution].

*Fecho, B., & Botzakis, S. (2005, July). *Answering ourselves: Imagining one Bakhtinian classroom*. Workshop presented at the XII International Bakhtin Conference, Jyväskylä, Finland. [50% contribution].

**Fecho, B., Aaron, J., Hermann-Wilmarth, J., & Hogan, E. (2005, May). *No deposit, no return: Community, responsibility, and risk in critical inquiry classrooms*. A poster session presented at the annual meeting of the International Reading Conference, San Antonio, TX [33% contribution].

**Fecho, B., & Elrick, E. (2005, April). *Exploring k-12 university research communities: Taking risks, taking responsibility*. Roundtable within a President's Invited session presented at the annual meeting of the American Educational Research Association, Montreal, Canada. [75% contribution].

**Donnell, K., & Fecho, B. (2005, April). *Practitioner inquiry: Blurring the boundaries of research and practice*. Roundtable within a President's Invited session presented at the annual meeting of the American Educational Research Association, Montreal, Canada. [25% contribution].

*Fecho, B, Lintgen, R. R., McGinn, K., & Winikur, G. (2004, November). *Four teachers, one school, ten years: Collaboration through inquiry and teacher research*. Symposium presented at the annual meeting of the National Writing Project, Indianapolis, IN [25% contribution].

**Destigter, T., & Fecho, B. (2004, November). *Teaching in the real world: Exploring issues of language arts methods courses*. Co-organizer and co-chair of colloquium at the annual meeting of the National Council of Teachers of English, Indianapolis, IN [50% contribution].

**Fecho, B (2004, November). *Refusing to go along with the joke: Taking a critical inquiry stance*. Paper presented at the annual meeting of the National Council of Teachers of English, Indianapolis, IN.

**Fecho, B., Mazaros, C., Allen, J., & Inyega, H. (2004, November). *Teacher research in composition*. Paper presented at the annual meeting of the National Council of Teachers of English, Indianapolis, IN [25% contribution].

*Fecho, B. (2004, April). *Critical inquiries: Transactions and the first year teacher*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

*Fecho, B. (2003, December). *If Camus & Freire had talked: Existential and critical perspectives on literacy for marginalized students*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale AZ.

**Fecho, B., & DeStigter, T. (2003, November) *More madness and methods: Exploring issues of language arts methods courses*. Organizer and co-chair of colloquium at the annual meeting of the National Council of Teachers of English, San Francisco, CA [50% contribution].

*Fecho, B., Van Der Wege, C., & Christian, S. (2003, November) *Storming the redoubt: Immersing literacy stakeholders in dialogue via practitioner inquiry*. Symposium presented at the annual meeting of the National Council of Teachers of English, San Francisco, CA [33% contribution].

*Fecho, B., Comber, B., Grant, H., Kavenaugh, K. A., & Walsh, C. (2003 July). *Finding windows where once were walls: Issues of teacher research and social justice in literacy classrooms*. Symposium presented at the quadrennial meeting of the International Federation for the Teaching of English, Melbourne, Australia. [25% contribution].

*Fecho, B. (2003, April). *Teaching as transaction: Grasping and enacting metaphor*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

*Fecho, B, Hudson-Ross, S., & Graham, P. (2003, April). *Portrait of a figured world: Collaborative teacher research on a national scale*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL [33% contribution].

**Fecho, B., Bisplinhoff, B., Commeyras, M., & Hankins, K. (2003, January). *The story of the*

question: Writing and publishing as a teacher researcher. Panel discussion presented at the annual meeting of the Qualitative Inquiry Group of the University of Georgia, Athens, GA [25% contribution].

*Commeyras, M., Fecho, B., Roulston, K., Aaron, J., Bauer, E., et al. (2003). *Teachers exploring a variation on descriptive review process.* Group presentation presented at the annual meeting of the Qualitative Inquiry Group of the University of Georgia, Athens, GA [20% contribution].

*Fecho, B. (2002, December). *Resisting, complying, or engaging: Teacher and students transacting through critical inquiry.* Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

*Fecho, B. (2002, December). *Taking a critical inquiry stance on reflection.* Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

**Fecho, B. (2002, November). *Is there madness in our methods? New directions for the English methods course.* Organizer and chair of colloquium at the annual meeting of the National Council of Teachers of English, Atlanta, GA.

**Fecho, B. (2002, November). *Yeki boo/yeki na bood: Writing and publishing as a practitioner researcher.* Paper presented at the annual meeting of the National Council of Teachers of English, Atlanta, GA.

*Fecho, B., Aaron, J., Pintaone, A., & Vaughn, H. (2002, November). *Multiple agendas in the contact zone of classrooms.* Paper presented at the annual meeting of the National Council of Teachers of English, Atlanta, GA [25% contribution].

*Fecho, B. (2002, April). *Shaping and being shaped: Inquiry transactions in a literacy classroom*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

*Fecho, B. (2002, March). *Literacy Memoir: Between the ocean and the mountains*. Paper presented at the Ethnography in Education Forum of the University of Pennsylvania, Philadelphia, PA.

*Fecho, B. (2002, March). *A portrait of collaborative teacher research*. A paper presented at the annual Ethnography in Education forum of the University of Pennsylvania, Philadelphia, PA.

*Fecho, B., & Allen, J. (2001, December). *The inequity blues: Issues of literacy, social justice, and teacher research on the emerging global platform*. Alternative session presented at the annual meeting of the National Reading Conference, San Antonio, TX. (50% contribution).

*Fecho, B. (2001, December). *Existential transactions: Literacy, identity, agency, and the urban classroom*. A paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.

**Fecho, B. (2001, December). *Transacting with colleagues*. Talk presented to a meeting of the grantees of the Spencer Foundation's Practitioner Research Communication and Mentoring Grants Program, Atlanta, GA.

**Fecho, B., Brown, V., Browne, S., Ravreby, R., & Winikur, G. (2001, Nov) *Words and lives: Literacy inquiry in urban classrooms*. Interactive reading presented at the annual meeting of the National Council of Teachers of English, Baltimore, MD. (33% contribution).

*Fecho, B. (2001, April). *Ethics and teacher research: How it is and how it is not*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

*Fecho, B., Edwards, E. C., Nickelsen, T., & Pintaone, A.M. (2001, April). *Inquiry as a way of life: Coming to know through autoethnography*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA. (50% contribution).

*Fecho, B. (2001, April). *Madaz publications: Polyphonic identity and existential literacy transactions*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

*Fecho, B., Joloza, C., & Ravreby, R. (2001, April). *Inquiry at a crossroads: Issues of identity, authority, and ownership*. Roundtable presentation at the annual meeting of the American Educational Research Association, Seattle, WA. (50% contribution).

*Fecho, B., Edwards, E. C., Nickelsen, T., & Pintaone, A.M. (2001, March). *Shaping and being shaped by critical inquiry: Four autoethnographic journeys*. Symposium presented at the Ethnography in Education Forum of the University of Pennsylvania, Philadelphia, PA. (50% contribution).

*Fecho, B., Christian, S., Pintaone, A.M., Portnoy, D. Roppel, R., & Winikur, G. (2001, March). *PorTRAITS of teacher research: Taking an inquiry stance on pedagogy, curriculum, and assessment*. Symposium presented at the Ethnography in Education Forum of the University of Pennsylvania, Philadelphia, PA. (33% contribution).

*Edwards, E. C., Fecho, B., Nickelsen, T., & Pintaone, A.M. (2001, January). *Living critical inquiry pedagogy: Four autoethnographic journeys*. Symposium presented at the Conference on Interdisciplinary Qualitative Studies, Athens, GA. (33% contribution).

*Fecho, B., & Rush, L. (2000, December). *Getting beyond the “grr grr grr grr” stage: Working through threat in a critical inquiry classroom*. Roundtable presentation at the annual meeting of the National Reading Conference, Scottsdale, AZ. (50% contribution).

**Fecho, B. (2000, December). *Working Through Issues of Teacher Research*. Talk presented to a meeting of the grantees of the Spencer Foundation’s Practitioner Research Communication and Mentoring Grants Program, Albuquerque, NM.

*Fecho, B., & Allen, J. (2000, December) *Social imperatives: Teacher research, equity issues, literacy, and NRC*. Organizer & discussant of symposium at the annual meeting of the National Reading Conference, Scottsdale, AZ. (50% contribution).

*Fecho, B. (2000, November). *Getting to the heart of matters: Issues in critical inquiry classrooms, elementary to university*. Organizer and chair of symposium at the annual meeting of the National Council of Teachers of English, Milwaukee, WI.

**Allen, J., & Fecho, B. (2000, October). *Teacher inquiry into literacy, social justice, and power*. Banquet address at the annual meeting of the Alaska State Literacy Association, Juneau, AK. (50% contribution).

*Fecho, B. (2000, March). *Madaz publishing: Literacy, identity, and classroom transactions*. Paper presented at the Ethnography in Education Forum of the University of Pennsylvania, Philadelphia, PA.

*Fecho, B. (2000, March). *The threat of challenge and the challenge of threat*. Paper presented at the Ethnography in Education Forum of the University of Pennsylvania, Philadelphia, PA.

*Fecho, B. (2000, March). *Inquiry into inquiry: Co-imagining the possibilities of critical literacy in an urban learning community*. Organizer and chair of symposium at the Ethnography in Education Forum of the University of Pennsylvania, Philadelphia, PA.

*Fecho, B., & Rush, L. (1999, December). *Complicating community: Negotiating the tensions of critical inquiry in an undergraduate literacy classroom*. Paper presented at the annual meeting of the National Reading Conference, Orlando, Fl. (50% contribution).

*Fecho, B. (1999, November). “*Why are you doing this?*” *Discomfort, critical inquiry, and issues of social justice*. Paper presented at the annual meeting of the National Council of Teachers of English, Denver, CO.

*Fecho, B. (1999, April). “*Why are you doing this?*” *Multiple perspectives and issues of social justice in an inquiry-based classroom*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

**Fecho, B. (1999, February). *Sooner, not later: Creating a culture of community, responsibility, and engagement in schools*. Keynote address at the annual meeting of the South Australian Secondary Principals Association, Adelaide, Australia.

*Fecho, B. (1998, November). *Making means or making meaning: The mixed messages of large-scale assessment*. Paper presented at annual meeting of the National Council of Teachers of English, Nashville, TN.

**Fecho, B. (1998, August). *Reading between the lines: Literacy, assessment, and students—Learning from the American experience*. Paper presented at a meeting of the Australian Education Union, Adelaide, Australia.

**Fecho, B. (1998, July). *Teacher as researcher: Taking an inquiry stance on the classroom*. Paper presented at a meeting of the State of South Australia Department of Education, Training, and Employment, Adelaide, Australia.

**Fecho, B. (1998, July). *Creating a line of defense: Critical inquiries into language in an urban classroom*. Paper presented as part of a lecture series at the University of South Australia, Underdale Campus, Adelaide, Australia.

*Fecho, B. (1998, May). *Making meaning or making means: Inquiry-based literacy in a standardized test world*. Paper presented at the annual meeting of the International Reading Association, Orlando, FL.

*Fecho, B. (1998, April). *Critical pedagogy in four situations*. Paper presented as part of an interactive symposium at the annual meeting of the American Educational Research Association, San Diego, CA.

**Fecho, B. (1997, November). *Teacher research: Exploring the possibilities*. Paper presented at the annual meeting of the Assembly on Research of the National Council of Teachers of English, Detroit, MI.

**Fecho, B. (1997, November). *Opening RTE to teacher research*. Paper presented at the annual meeting of the National Writing Project, Detroit, MI.

**Fecho, B. (1997, May). *Words and lives: Toward a critical discourse on language among urban adolescents*. Paper presented at the annual meeting of the International Reading Association, Atlanta, Ga.

*Fecho, B. (1997, March). *The difference between packing and planting: Urban small learning communities*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

*Fecho, B. (1997, March). *Words and lives: Juxtaposing theory, pedagogy, and student response in an urban classroom*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

**Fecho, B. (1996, November). *Ten years of teacher research*. Paper presented at the annual meeting of the Assembly on Research at the National Council of Teachers of English Chicago, IL.

*Fecho, B. (1996, April). *Earning our exhaustion: Participation, observation, and analysis in the teacher research dissertation*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

4. Public Service & Consultancies

2007

Invited Speaker, Diversity Dinner Dialogue Partnership, Clarke Central High School, Athens GA and the College of Education.

2005-2007

Curriculum and Instruction Consultant, The School of Health Sciences and Research at Carver High School, Atlanta, GA, through the support of the Institute of Student Achievement and the National Center for Restructuring Education, Schools, and Teaching.

2004

Consultant, Teacher research program for public school teachers, Hunter College, New York, NY.

2001-2002

Curriculum and Instruction Consultant, Ketchikan High School, Ketchikan, AK

2000-2002

Curriculum and Instruction Consultant, Ralph Bunche Middle School, Atlanta, GA

1997

Participant, Urban Education Summit, U.S. Department of Education, Council of Great City Schools, and the Institute of Educational Leadership.

1994-1997

Member, Advisory Board, Research for Action, Philadelphia, PA

5. Other Professional Services

A. Program, Department, College, and University Service

2006-Present

Program Coordinator, Reading Program, Language and Literacy Department.

2006-2007

Chair, Admissions Committee, READ Program.

2006

Facilitator, Faculty Writing Retreat, College of Education.

2006

Chair, Graduate Student Travel Policy committee, Language and Literacy Department.

2005-2006.

Dean's Appointee, Program Review Team for the Workforce Education, Leadership, and Social Foundations Department of the College of Education.

2004-2005

Member, Five Year Plan committee, Language and Literacy Department.

2004-2007

Member, Ph.D Program committee, Language and Literacy Department.

2004-2005

Member, Merit Policy committee, Language and Literacy Department.

2004

Member, Culture committee, Language and Literacy Department.

2003-Present

Co-Director, Red Clay Writing Project, College of Education

2003-2004

Senator, Faculty Senate, College of Education.

2002-Present

Member, Center for the Study of Equity and Diversity committee, Dean's Council on Diversity, College of Education.

2002-2003

Mentor, Starting Meaningful Relationships that Encourage Every Student's Success Program (SMARTEES), University of Georgia.

2002-2003

Co-Chair, 2003 Qualitative Interest Group Conference, College of Education.

2000-present

Member, Dean's Council on Diversity (formerly the Multicultural Task Force), College of Education.

B. Other Professional Service

2007-Present

Member, Leadership Team, Teacher Inquiry Communities Network of the National Writing Project.

- 2007
External Reviewer, for a colleague at the State University of New York, Oneonta.
- 2007
External Reviewer, for a colleague at Mississippi State University.
- 2007
External Reviewer, for a colleague at Arcadia University.
- 2006
External Reviewer, for a colleague at University of Alabama Birmingham.
- 2006-Present

Member, the African American Learner Project Development Committee for the National Writing Project.
- 2005
Program co-chair, Conference on English Education, National Council of Teachers of English annual conference.
- 2004
Mentor, Spencer Foundation Doctoral Student Mentoring Program, Arizona State University.
- 2004
Mentor, Doctoral Candidate in Spencer Foundation Dissertation Fellowship Program
Arizona State University, Tempe, AZ
- 2004
External Reviewer, for a colleague at Teachers College, Columbia University.
- 2003-2004
Program Co-chair, Division K Section 6, American Educational Research Association annual conference.
- 2003

External Reviewer, for a colleague at Bryn Mawr College.

2002 – 2005

Elected Member & Liaison to the Commission on Methods, the Executive Committee, The Conference of English Education, The National Council of Teachers of English.

2002-2004

Chair and co-chair, Colloquium, Conference of English Education, National Council of Teachers of English.

2001

Member, Grants Subcommittee, International Reading Association.

1999-2000

Member, Division K Awards Committee, American Educational Research Association.

1997

Elected Chair, Nominating Committee, Conference on English Education, National Council of Teachers of English.

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1993-1994

Member, Advisory Board, National Writing Project.