
**CURRICULUM VITAE
TODD DINKELMAN**

1. ACADEMIC HISTORY

Name: Todd Dinkelman

Address: Department of Elementary and Social Studies Education
628B Aderhold Hall
Athens, Georgia 30602-7122
(706) 542-6486; dink@uga.edu

Present Rank: Associate Professor

Proportion Time Assignments: .45 EFT Instruction, .30 EFT Research

Tenure Status: Tenured

Graduate Faculty Status: Appointed to Graduate Faculty, September 2002

Highest Degree: Ph.D., University of Wisconsin, Madison, 1997

Academic Positions:

2006-present	Associate Professor, Department of Elementary and Social Studies Education, University of Georgia (Social Studies Education Program Coordinator, 2004-present)
2002-2006	Assistant Professor, Department of Social Science Education, University of Georgia (Graduate Coordinator, 2003-2004; Coordinator of Secondary Teacher Education, 2002-2004)
1997-2002	Assistant Professor, Department of Educational Studies, University of Michigan

Other Professional Employment:

1993-1997	University Supervisor, Department of Curriculum and Instruction, University of Wisconsin-Madison
Spring 1996	Methods Instructor, Department of Curriculum and Instruction, University of Wisconsin-Madison
1990-1993	Social Studies Teacher, Frontier Trail Junior High School, Olathe, Kansas

1988-1990	Teaching Assistant, Department of Educational Policy Studies, University of Illinois, Urbana-Champaign
1989-1990	Research Assistant, Illinois Critical Thinking Project, University of Illinois, Urbana-Champaign
Spring 1988	Social Studies Teacher, Lincoln Northeast High School, Lincoln, Nebraska

2. RESIDENT INSTRUCTION AND CONTINUING EDUCATION

a. Teaching

University of Georgia (2002-present):

ESOC 4/6000	Special Problems in Social Science Education (undergraduate/graduate, Student Teaching Seminar) Fall 2003 (N=13/2), Spring 2004 (N=15/9), Spring 2005 (N=0/15), Spring 2006 (N=0/23), Spring 2007 (N=0/1), Summer 2007 (N=0/1), Fall 2007 (N=3), Spring 2009 (N=0/1), Fall 2009 (N=1/0)
ESOC 4/6350	Social Science Curriculum in Secondary Schools (undergraduate/graduate) Fall 2002 (2 sections: N=15/7, N=28/0); Spring 2003 (N=13/4)
ESOC 5/7560	Student Teaching Seminar (undergraduate/graduate) Spring 2007 (N=13/0), Spring 2008 (N=17/4), Fall 2008 (N=19/3), Spring 2009 (N=10/11), Fall 2009 (N=12/3), Spring 2010 (N=16/5), Fall 2010 (N=12/6), Spring 2011 (N=8/5)
ESOC 6990	Research Seminar in Social Science Education (graduate) Summer 2003 (N=21)
ESOC 7000	Master's Research (graduate—independent study) Fall 2004 (N=1), Summer 2005 (N=1)
ESOC 7005	Graduate Student Seminar (graduate—independent study) Fall 2004 (N=2), Spring 2005 (N=2), Fall 2006 (N=1), Summer 2007 (N=1)
ESOC 7050	Problems of Teaching Secondary Social Studies (graduate) Summer 2005 (N=17)
ESOC 7080	Curriculum Planning in Social Sciences (graduate) Spring 2003 (N=19), Summer 2008 (N=21), Summer 2009 (N=23), Summer 2010 (N=17), Summer 2011 (N=20)

- ESOC 7300 Master's Thesis (graduate—*independent study*)
Fall 2004 (N=1), Spring 2005 (N=1), Fall 2005 (N=1), Spring 2007 (N=1), Summer 2007 (N=1)
- ESOC 9000 Doctoral Research (graduate)
Summer 2005 (N=6), Fall 2005 (N=1), Fall 2006 (N=3), Spring 2007 (N=2), Fall 2007 (N=1), Summer 2008 (N=2), Fall 2008 (N=3), Spring 2009 (N=1), Summer 2009 (N=2), Fall 2009 (N=2)
- ESOC 9005 Doctoral Graduate Student Seminar (graduate—*independent study*)
Fall 2004 (N=6), Spring 2005 (N=8), Summer 2005 (N=2), Fall 2005 (N=8), Spring 2006 (N=8), Summer 2006 (N=1), Fall 2006 (N=10), Spring 2007 (N=8), Fall 2007 (N=3), Spring 2008 (N=3), Summer 2008 (N=1), Fall 2008 (N=6), Spring 2009 (N=3), Summer 2009 (N=2), Fall 2009 (N=5), Spring 2010 (N=8), Fall 2010 (N=6)
- ESOC 9300 Doctoral Dissertation (graduate—*independent study*)
Spring 2004 (N=1), Fall 2006 (N=2), Spring 2007 (N=3), Fall 2007 (N=4), Spring 2008 (N=4), Summer 2008 (N=3), Fall 2008 (N=1), Spring 2009 (N=1), Summer 2009 (N=1), Fall 2009 (N=2), Spring 2010 (N=4)
- ESOC 9600 Research in Social Science Education (graduate—*independent study*)
Spring 2004 (N=2), Summer 2004 (N=1), Spring 2005 (N=1), Fall 2005 (N=1), Summer 2008 (N=1)
- ESOC 9600 Research in Social Science Education
(Graduate Doctoral Seminar in Democracy and Education, co-taught with Dr. Lew Allen, graduate)
Fall 2003 (N=12)
- ESOC 9630 Critique of Educational Literature in Social Science Education (graduate)
Fall 2004 (N=11), Fall 2006 (N=6), Fall 2007 (N=6)
- ESOC 9700 Internship in Social Science Education (graduate—*independent study*)
Spring 2004 (N=1), Summer 2004 (N=1), Fall 2005 (N=1), Fall 2007 (N=7), Summer 2008 (N=1), Fall 2008 (N=6), Spring 2009 (N=7), Fall 2009 (N=8), Spring 2010 (N=7), Fall 2010 (N=6), Spring 2011 (N=6)

University of Michigan (1997-2002):

- ED 432 Secondary Social Studies Methods (undergraduate)
Fall 1997 (N=26), Fall 1998 (N=18), Fall 1999 (N=26),
Fall 2000 (N=22), Fall 2001 (N=14)
- ED 432 Secondary Social Studies Methods (graduate)
Fall 1997 (N=17)
- ED 635 Research in Social Studies Education (graduate)
Winter 1998 (N=3), Winter 1999 (N=6), Winter 2000 (N=6)
- ED 431 Elementary Social Studies Methods (graduate)
Summer 1998 (N=12), Summer 1999 (N=23), Summer 2001 (N=23)
- ED 604 Curriculum Planning (graduate)
Spring 2002 (N=23)
- ED 809 Curriculum Theory (graduate)
Winter 2000 (N=11), Winter 2001 (N=13), Winter 2002 (N=6)

b. Academic Advising

Dr. Dinkelman advised 32 master's degree students at the University of Michigan, and he has advised 19 master of education students at the University of Georgia. See Section 3f for advisement of master of arts and doctoral students at the University of Georgia.

3. SCHOLARLY ACTIVITIES

- a. Publications** (an asterisk [*] identifies a publication that has gone through stringent editorial review)

Books edited or coedited:

Rodriguez, A., Bennett, J., Bettridge, J., Carson, R., Dinkelman, T., Fons, C., Solís-Jordán, J., Masden, K., Powers, B., Schmitz, J., Sikwibele [sic], A., Theobald, P., Thompson, A., Tozer, S., & Wentworth, M. (Eds.). (1990). *Foundations of educational policy in the United States* (4th ed.). Lexington, MA: Ginn Press. (Dinkelman contribution: 5%)

Chapters in books:

*Crowe, A., & Dinkelman, T. (2010). Self-study and social studies: Framing the conversation. In A. Crowe (Ed.), *Advancing social studies education through self-study methodology: The power, promise, and use of self-study in social studies education* (pp. 1-19). New York: Springer. (Dinkelman contribution, 65%)

- *Dinkelman, T. (2010). Complicating coherence: Self-study research and social studies teacher education programs and practices. In A. Crowe (Ed.), *Advancing social studies education through self-study methodology: The power, promise, and use of self-study in social studies education* (pp. 157-175). New York: Springer.
- *Dinkelman, T. D. (2009). Social studies methods, purpose, and the execution class. In E. E. Heilman (Ed.), *Social studies and diversity education: What we do and why we do it* (pp. 255-258). New York: Routledge.

Journal articles:

- *Cuenca, A., Schmeichel, M., Butler, B.M., Dinkelman, T., Nichols, J.R. (2011). Creating a “third space” in student teaching: Implications for the university supervisor’s status as outsider. *Teaching and Teacher Education*, 27, 1068-1077. (Dinkelman contribution: 20%)
- *Dinkelman, T. (2011). Forming a teacher educator identity: Uncertain standards, practice, and relationships. *Journal of Education for Teaching*, 37(3) 309-323.
- *Dinkelman, T. (2009). Reflection and resistance: Challenges of rationale-based teacher education. *Journal of Inquiry and Action in Education*, 2(1), 91-108.
- *Dinkelman, T., Margolis, J., & Sikkenga, K. (2006). From teacher to teacher educator: Reframing knowledge in practice. *Studying Teacher Education*, 2(2), 119-136. (Dinkelman contribution: 70%)
- *Dinkelman, T., Margolis, J., & Sikkenga, K. (2006). From teacher to teacher educator: Experiences, expectations, and expatriation. *Studying Teacher Education*, 2(1), 5-23. (Dinkelman contribution: 70%)
- *Dinkelman, T. D. (2003). Self-study in teacher education: A means and ends tool for promoting reflective teaching. *Journal of Teacher Education*, 54(1), 6-18.
- *Dinkelman, T. D. (2001). Service learning in social studies: What’s social studies for? *Theory and Research in Social Education*, 29(4), 617-639.
- *Dinkelman, T. D. (2000). An inquiry into the development of critical reflection in secondary student teachers. *Teaching and Teacher Education*, 16(2), 195-222.
- *Dinkelman, T. D. (1999). Critical reflection in a social studies methods semester. *Theory and Research in Social Education*, 27(3), 328-356.
- *Dinkelman, T. D. (1997). The promise of action research for critically reflective teacher education. *The Teacher Educator*, 32(4), 250-274.

*Theobald, P. & Dinkelman, T. (1995). The parameters of the liberal-communitarian debate. *Peabody Journal of Education*, 70(4), 5-18. (Dinkelman contribution: 40%)

*Dinkelman, T. D. (1990). Critical thinking and school reform in the 1980s. *Illinois Schools Journal*, 69(2), 5-14.

Bulletins or reports:

*Dinkelman, T. D. (2002). A rationale for self-study of teacher education for promoting reflective teaching. *Proceedings of Herstmonceux IV: The Castle Conference*. East Sussex, England: Self-Study of Teacher Education Practices SIG of the American Educational Research Association.

*Dinkelman, T. D. (1990). *Critical thinking content in verbal problems of the P-SAT and P-ACT+* (Critical Thinking Reports No. 7). Champaign, IL: Illinois Critical Thinking Project.

Works in progress:

Dinkelman, T., Cuenca, A., Schmeichel, M., Butler, B., & Nichols, J. (2009). Peering into the black box: A collaborative self-study of social studies teacher education. Manuscript in preparation.

Dinkelman, T., & Hoge, J. *Into thin air: The troubled intersection of pedagogical content knowledge and civics teacher education*. Manuscript in preparation. (Dinkelman contribution: 80%)

Dinkelman, T. *Conceptions of democratic citizenship in preservice social studies teacher education: A case study*. Manuscript in preparation.

Dinkelman, T. *Service learning meets student teaching: Understanding democracy as a purpose of social studies*. Manuscript in preparation.

b. Creative Contributions Other Than Formal Publications

Dinkelman, T. (2004). *SSITE: Secondary social studies information about teacher education*. <http://www.coe.uga.edu/ess/s3ite/index.html>

A comprehensive Web site that describes conceptual and structural foundations of the reformed secondary teacher education program in social studies education at the University of Georgia.

Dinkelman, T. (Chair), Bain, R., Ball, A., Harrington, H., Herbst, P., Krajcik, J., Moje, E., Pintrich, P., Rex, L., & Roosevelt, D. (2000). *Secondary teacher*

education program reform proposal. Ann Arbor, MI: Secondary Teacher Education Reform Committee, Department of Educational Studies, University of Michigan.

An adopted reform proposal to reorganize the secondary teacher education program at the University of Michigan.

c. Grants Received

External:

Dinkelman, T. (2004). *Teacher support specialist in social studies: Bridging novice and expert practice*. Title II Higher Education Improving Teacher Quality Grant, U.S. Department of Education, \$20,041.

Dinkelman, T. (2000). *Bridging democratic theory and practice: Social studies teacher education and service-learning*. The Spencer Foundation, \$26,000.

Internal:

Dinkelman, T. (2003). *Social science education teacher partnership project*. Georgia Systemic Teacher Education Program, University of Georgia, \$4,000.

Dinkelman, T. (2000). *Service-learning for democratic education*. Center for Research on Learning and Teaching, University of Michigan, \$6,000.

Dinkelman, T. (1999). *Service-learning in secondary social studies teacher education: A student teaching semester case study*. Office of the Vice President for Research, University of Michigan, \$8,000.

d. Recognitions and Outstanding Achievements

2002	Class of 1923 Undergraduate Teaching Award, School of Education, University of Michigan
1999	Lawrence Metcalf Outstanding Dissertation Award, National Council for the Social Studies
1990	University of Illinois Alumni Medal, Outstanding Master's Degree Graduate, College of Education

e. Areas in Which Research Is Done

My scholarship is framed by my interests in democratic teacher education and the question of how teacher education can work to help teachers understand their professional practice as grounded in the democratic mission of schooling. These

interests have led to research in preservice social studies teacher education, self-study of teacher education practices, and the professional development of teacher educators.

f. Supervision of Student Research

Doctoral committees:

Gerri Collins, Ed.D., Social Science Education, graduated August 2004.
 Terrae Fogarty, Ed. D., Social Science Education, graduated August 2006.
 Tel Amiel, Ph.D., Instructional Technology, graduated December 2006.
 Michael Barbour, Ph.D., Instructional Technology, graduated May 2007.
 Foram Bhukhanwala, Ph.D., Elementary Education, graduated May 2007.
 Craig Shepherd, Ph.D., Instructional Technology, graduated May 2008.
 Dave Powell, Ph.D., Social Studies Education, graduated August 2008, Chair.
 Jason Ritter, Ph.D., Social Studies Education, graduated August 2008, Chair.
 Todd Hawley, Ph.D., Social Studies Education, graduated August 2008, Chair.
 Trey Wilson, Ph.D., Social Studies Education, graduated August 2008.
 Jong Won Jung, Ph.D., Instructional Technology, graduated December 2008.
 Joseph Nichols, Ph.D., Social Studies Education, graduated December 2010.
 Daniel Byrd, Ph. D., Social Studies Education, graduated May 2011, Chair.
 Alex Cuenca, Ph.D., Social Studies Education, graduated May 2011, Chair.
 Brandon Butler, Ph. D., Social Studies Education, graduated August 2011, Chair.
 Charles Elfer, Ph.D., Social Studies Education, graduated August 2011.
 Brian DeLong, Ph.D., Social Studies Education, in progress, Chair.
 Rhotonya Rhodes, Ph.D., Social Studies Education, in progress, Chair.
 Kimberly Murphy, Ph.D., Social Studies Education, in progress.
 Shujuan Pan, Ph.D., Social Studies Education, in progress.
 Joni Prillaman, Ed.D., Social Studies Education, in progress.
 Steve Havick, Ph.D., Social Studies Education, 2005-2009, Chair.

Master's committees:

Georgetta Connor, M.A., Geography, graduated August 2003.
 Ashley Goodrich, M.A., Social Studies Education, graduated December 2005, Chair.
 Whitney Watts, M.A., Social Studies Education, graduated August 2007, Chair.
 Miguel Guissasola, M.A., Social Studies Education, in progress.

g. Editorship or Editorial Board Member of Journals or Other Learned Publications

Editorial Board, *Theory and Research in Social Education*, 2008-2010

Editorial Board, *Journal of Inquiry and Action in Education*, 2007-present

International Advisory Board, *Studying Teacher Education*, 2005-present

- h. **Convention Papers** (an asterisk [*] identifies a paper that has a published counterpart; a double asterisk [**] identifies an invited address)

International:

Dinkelman, T., Havick, S., & Hawley, T. (2006, August). *“Real” teacher education standards: A collaborative inquiry into shared practice*. Paper presented at Herstmonceux VI: The Sixth International Conference on Self-Study of Teacher Education Practices. East Sussex, England.

*Dinkelman, T. D. (2002, August). *A rationale for self-study of teacher education for promoting reflective teaching*. Paper presented at Herstmonceux IV: The Fourth International Conference on Self-Study of Teacher Education Practices. East Sussex, England.

National:

Dinkelman, T. (2010, November). Discussant, *Professional development issues in social studies education session*. Presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Denver, CO.

Dinkelman, T. (2010, November). Discussant, *From a common university background to diverse teacher education contexts: A conversation on the preparation of education school faculty in social studies*. Presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Denver, CO.

Dinkelman, T. (2010, May). Discussant, *Research on Teaching the “Difficult” Areas: Ethics, Morality, Religion, and Politics in the Classroom*. Presented at the annual meeting of the American Educational Research Association, Denver, CO.

Dinkelman, T. (2010, May). Discussant, *Questioning the ecology of teacher education through self-study*. Presented at the annual meeting of the American Educational Research Association, Denver, CO.

Cuenca, A, Schmeichel, M., Butler, B., Dinkelman, T., and Nichols, J. (2010, February). *Creating a “third space in student teaching: Implication for the university supervisor’s status as “outsider.”* Paper presented at the annual meeting of the American Association for the Colleges of Teacher Education, Atlanta, GA.

Dinkelman, T., Cuenca, A., Schmeichel, M., Butler, B., & Nichols, J. (2009, November). *Peering into the black box: A collaborative self-study of social studies teacher education*. Paper presented at the annual meeting of the College

and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Atlanta, GA.

Dinkelman, T. (2009, November). Discussant, *Teacher education session*. Presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Atlanta, GA.

**Dinkelman, T. (2007, November). What is self-study? In T. Dinkelman (Chair), *Self-study in social studies teacher education: Worthwhile attraction or attractive distraction?* Symposium conducted at the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, San Diego, CA.

**Dinkelman, T. (2007, November). The mythical concept of powerful social studies teacher education. In J. James & A. Crowe (Chairs), *Conceptualizing powerful social studies teacher education*. Symposium conducted at the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, San Diego, CA.

Hawley, T., Ritter, J., Powell, D., Mallozzi, C., Dinkelman, T., Fecho, B., & McClean, C. (2007, January). *Self-study in teacher education: A worthwhile attraction or an attractive distraction?* Symposium conducted at the 20th Annual QUIG Conference, Athens, Ga.

Dinkelman, T., Hawley, T., Powell, D., & Ritter, J. (2006, April). *What's good teacher education and how would you know it if you saw it?* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Dinkelman, T., Havick, S., & Hawley, T. (2005, November). *On becoming a social studies teacher educator*. Paper presented to the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Kansas City, MO.

Dinkelman, T., & Hoge, J. (2005, April). *Into thin air: The troubled intersection of pedagogical content knowledge and civics teacher education*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, QC, Canada.

Dinkelman, T., & Hoge, J. (2004, November). *Civics teacher education: The troubled intersection of content knowledge and pedagogy*. Paper presented to the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Baltimore, MD.

Dinkelman, T. (2004, November). *Reflection and resistance: The challenges of rationale-based teacher education*. Paper presented at the annual meeting of the

American Educational Studies Association, Kansas City, MO.

Dinkelman, T. (2004, April). *Service-learning meets student teaching: Understanding democracy as the purpose of social studies*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

*Dinkelman, T. (2002, April). *Towards a theory of teachers becoming teacher educators*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Dinkelman, T. (2001, November). *When will we ever learn? Dewey, democracy, and the social studies curriculum*. Paper presented to the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Washington, DC.

*Dinkelman, T., Margolis, J., & Sikkenga, K. (2001, April). *From teacher to teacher educator: Experiences, expectations, and expatriation*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

**Dinkelman, T. (2001, April). *Diverse visions of teaching in the university and schools*. Division K, Fireside Chat invited presentation at the annual meeting of the American Educational Research Association, Seattle, WA.

*Dinkelman, T. (2000, April). *Service-learning in student teaching: What's social studies for?* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

**Dinkelman, T. (1999, November). *Critically reflective teacher education in social studies: Questions about the prospects for democratic teacher education*. Paper presented at the Exemplary Dissertation Session of the annual meeting of the National Council for the Social Studies, Orlando, FL.

Dinkelman, T. (1999, April). *Conceptions of democratic citizenship in preservice social studies teacher education*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, QC, Canada.

*Dinkelman, T. (1999, April). *Self study in teacher education: A means and ends tool for promoting reflective teaching*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, QC, Canada.

*Dinkelman, T. (1998, April). *Critically reflective teacher education: A student teaching semester case study*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

*Dinkelman, T. (1997, March). *Critically reflective teacher education: A preservice case study*. Paper presented at the annual meeting of the American Educational

Research Association, Chicago, IL.

State:

Dinkelman, T., Barbour, M., Coffey, C., Hawley, T., Ritter, J., Smith, R., Murphy, R. (2005, October). *Mentoring for a powerful vision of social studies teaching and learning*. Paper presented at the annual meeting of the Georgia Council for the Social Studies, Athens, GA.

4. PUBLIC SERVICE

Council of Chief State School Officers, Interstate New Teacher Assessment and Support Consortium, Model Standards in History and Social Studies for Beginning Teacher Licensing, Assessment and Development Committee, 2000-2002

5. OTHER SERVICE

a. Service to the Profession

Referee for professional journals:

Teacher Education Quarterly, 1998
American Educational Research Journal, 1999, 2002, 2009
Journal of Teacher Education, 2006, 2008, 2009
Theory and Research in Social Education, 1999-2011
Teachers College Record, 2002-2003
Teaching and Teacher Education, 2002-2011
Studying Teacher Education, 2005-2011
Journal of Teaching and Learning, 2008

Referee for other publications:

Reviewer of van Hover, S. (2005). Education of social studies teachers: Initial certification. In L. Levstik and C. Tyson (Eds), *Handbook of Research in Social Studies*. New York: Macmillan.

Reviewer of Johnston, M. (2005). The lamp and the mirror: Action research and self studies in the social studies. In K. Barton and M. Merryfield (Eds), *Research in Social Studies Education*. Greenwich, CT: Information Age Publishing.

Referee or member of advisory panel for federal, state, or private agencies awarding research, development, training, or service grants:

Grant referee for Title II Higher Education Improving Teacher Quality Grant Program, 2010

Grant referee for Title II Higher Education Improving Teacher Quality Grant Program, 2005

Reviewer of proposals for national organizations:

Reviewer for American Educational Research Association annual meeting, 1997-present

Reviewer for College and University Faculty Assembly of the National Council for the Social Studies annual meeting, 1999-present

Sessions organized or chaired at professional meetings:

(2008, November). *Graduate student SIG session*. Chair of session at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies annual meeting.

(2008, November). *Teacher education paper session*. Chair of session at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies annual meeting.

(2007, April). *What's quality in qualitative research*. Chair of session at the annual meeting of the American Educational Research Association.

(2006, April). *Social studies, democracy, and citizenship*. Chair and discussant of session at the annual meeting of the American Educational Research Association.

(2005, April). *Investigating teacher authority, management beliefs, and control ideology*. Chair of session at the annual meeting of the American Educational Research Association.

(2004, November). *Perspectives on Brown v. Board of Education*. Chair of session of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies.

Professional associations and activities:

National Council for the Social Studies, College and University Faculty Assembly, Executive Board, 2005-2008

National Council for the Social Studies, College and University Faculty Assembly, Executive Board Liaison to CUFA Graduate Student Forum, 2006-2008
Mentor, Muffet Trout, Doctoral Candidate, University of Minnesota 2008-2010
Mentor, Scott Wylie, Doctoral Candidate, Teachers College, Columbia University, 2010-present

American Educational Research Association, 1997-present
 Division K (Teaching and Teacher Education), 1997-present
 Self-Study of Teacher Education Practices Special Interest Group, 2002-present
 Research in Social Studies Education Special Interest Group, 1997-present

National Council for the Social Studies, 1997-present
 College and University Faculty Assembly, 1997-present
 Teacher Education and Professional Development Committee, Vice-Chair, 2001

b. Service to Other Universities

External Reviewer for Promotion to Associate Professor and Tenure, Jeffrey Kupperman, University of Michigan—Flint, November, 2007

External Examiner for Judith McBride, Ph.D., McGill University, Department of Educational and Counseling Psychology, Montreal, QC Canada, 2005

University of Michigan, Secondary Teacher Education Reform Committee, Chair, 1998-2000

University of Michigan, Student Awards Committee, 1998-2002

c. Service to the University of Georgia

University Graduate Council, 2010-present

University Graduate Council, Administrative Committee, 2010-present

University Council Curriculum Committee, 2006-2008

University Council Curriculum Committee, Humanities and Fine Arts Subcommittee, Chair, 2007-2008

Professional and Applied Studies Area Committee for Appointment and Reappointment to the Graduate Faculty, 2004-2007

College of Education and College of Arts and Sciences Deans' Forum, 2004-2005

College of Education:

COE Name Change Implementation Team, 2010

NCATE Portfolio Pilot Committee, 2010-present

Office of Student Services Director Search Committee, 2010

Task Force on Field Placement, 2009-2010

Department of Elementary and Social Studies Education Department Head Search Committee, Chair, 2009

Academic Appeals Committee, 2008-present

Post-Tenure Review Committee for Ron Van Sickle, 2008-2009

Student Teaching Evaluation Instrument Committee, 2008-2009

Professional Education Advisory Council, 2005-2009

Dean's Task Force on Early Childhood/Elementary Education Programs, 2007-2008

Dean's Council on Diversity, 2007-2010

Assessment Committee, 2007-2009

AACTE Institutional Representative, 2007-present

Qualitative Interest Group (QUIG) Steering Committee, 2005

Standards-Based Electronic Portfolio LiveText Leadership Committee, 2004-2006

Interdisciplinary Qualitative Studies Advisory Committee, 2004-present

Education for Democracy Group, 2003-2004

Georgia Systemic Teacher Education Program Social Studies Curriculum Committee, 2002-2006; Chair, 2003-2006

Faculty Senate, Department of Social Science Education Representative, 2002-2004

Department of Social Science Education:

Graduate Coordinator, 2003-2004

Coordinator of Secondary Teacher Education, 2002-2004

Secondary Teacher Education Reform Committee, 2002-2004

Department of Elementary and Social Studies Education:

Social Studies Education Program Coordinator, 2004-present

Graduate Programs Committee, 2011

Social Studies Education/Middle Grades Education Academic Advisor Search Committee, 2011

Garrard Hall Endowed Professorship Search Committee, 2010-2011

Social Studies Education Search Committee, Co-Chair, 2010

Mentoring Committee for Jennifer Hauver James, Chair, 2010-present

Social Studies Education Search Committee, Chair, 2010

Departmental Leadership Team, 2009-present

Program Coordinators Committee, 2004-2009

Department of Elementary and Social Studies Education Academic Advisors Search Committee, Chair, 2009

Social Studies Education Academic Advisor Search Committee, 2010

Social Studies Education Temporary Instructor Search Committee, Chair, 2009, 2010, 2011

Mary A. Hepburn Lectureship in Social Studies Education Committee, 2008-2009, Chair, 2009-present

Marion Rice SSE Doctoral Support Committee, 2010-present, Chair

NCATE Committee, 2004-2007, 2010-present

Mentoring Committee for Hilary Conklin, Chair, 2006-2010

Social Studies Education Search Committee, 2005

Early Childhood Education Search Committee, 2005

Space Committee, 2004

Program Review Committee, 2004-present

Undergraduate/Graduate Assessment Committee, 2004-2006

Social Studies Program Reform Committee, Chair, 2006-2007

Graduate Recruitment Oriented Work Committee, Chair, 2006-2007