

## Contributing Authors

**Michael Bentley**, Ed. D., retired in 2006 from the science education faculty of the University of Tennessee, Knoxville. His 37-year career has included teaching at the elementary, middle school, and high school levels as well as work in science museum education, school administration, and state-level curriculum supervision. His interests include the nature of science as applied to K-12 curriculum, and international education. His latest book is *Teaching Constructivist Science, K-8: Nurturing Natural Investigators in the Standards-Based Classroom* (2007, Corwin Press). He can be found on the Web at <http://web.utk.edu/~mbentle1>

**Curtis Bradley** is an assistant professor of physics at The Petroleum Institute in Abu Dhabi, UAE. His research interests include: particulate detection and characterization, laser cooling and atom trapping, gravimetry and—of special interest to this issue—realistic simulations for improved learning in physics.

**Stephen C. Fleury** is a professor of education at Le Moyne College in Syracuse, New York. He has a Ph.D. in social studies/teacher education from Syracuse University, and was a middle-school social studies teacher. He is currently a school board member for a rural district, and co-director of the Syracuse Center for Urban Education. He has numerous publications which share, at root, an examination of the relationships between knowledge(s) and action, and the intermediary role of education in these relationships.

**Jim Garrison** is a professor of philosophy of education at Virginia Tech in Blacksburg, Virginia. His work concentrates on American pragmatism, especially the philosophy of John Dewey. Jim is a past winner of the Jim Merritt award for his scholarship in the philosophy of education and president-elect of the John Dewey Society.

**Ian Gibson** holds the Vincent Fairfax Family Foundation Chair in Education at Macquarie University, Australia, leading the Teachers for the Future initiative and is President of the Society for Technology and Teacher Education (SiTE). His focus is on research, learning, leading, and teaching in technology-rich, global learning environments. He publishes and has received awards, honors, and grants in these areas.

**Jonathan Gratch** works out of the Watkins Research Department at Texas Christian University.

**William Hull** is a Ph.D. student and a research assistant in curriculum and instruction in the College of Education at Texas Tech University. His research focuses on self-efficacy beliefs that influence students, educational technology integration, and program evaluation. He is currently serving as a Helen DeVitt Jones fellow in the Curriculum and Instruction Program.

**Vincent E. Izuegbu** recently completed his Ph.D. at the University of Illinois at Chicago and currently teaches the 7<sup>th</sup> grade at Wells Preparatory Academy. His research interests revolve around curriculum theory, and in particular, he explores connections between life and curriculum.

**Janet Kelly** is an associate professor in the College of Education at Texas Christian University. She is also the director of the Institute of Mathematics, Science and Technology Education.

**Andrew Koenigs** is associate superintendent for the Andover Public Schools, a suburban school district outside of Wichita, Kansas. Dr. Koenigs has over 20 years of experience as a high school math teacher and as an administrator in Kansas public schools. His interests are in-service teacher professional development.

**Richard G. Lyons** is a faculty member at the University of Massachusetts at Lowell.

**Robert Maninger** is an assistant professor in the College of Education at Texas Christian University where he specializes in technology applications in education, trends and issues in administration, and in educational psychology.

**Jack Martin** is a Burnaby Mountain Endowed Professor in the Faculty of Education at Simon Fraser in Burnaby, British Columbia, Canada.

Work on his article within this issue of *The Journal of Thought* was supported by a grant from the Social Sciences and Humanities Research Council of Canada.

**Michael Maurer** is principal of Haysville Middle School in the Haysville School District, located in South Central Kansas. It is the largest middle school in the state of Kansas. Dr. Maurer has over 20 years experience as a teacher and administrator in Kansas public schools.

**Jean A. Patterson** is an associate professor and graduate coordinator in the Department of Educational Leadership at Wichita State University. Her research interests include the study of complex organizations, educational policy, equity and social justice, and qualitative research methodologies.

**David Pickus** is an honors faculty fellow at Arizona State University. Originally from Chicago, he received a B.A. in history from Lawrence University, and earned his Ph.D. in German intellectual history from the University of Chicago in 1995. An expanded version of his thesis was published as a book *Dying with an Enlightening Fall: Poland in the Eyes of German Intellectuals, 1764-1800* (Lexington Books, 2001).

**Gladys Ritterhouse** is a doctoral candidate in the Educational Leadership Program at Wichita State University. She is presently chair of the Sterling College Teacher Education Program, located in Sterling, Kansas. She has almost 30 years of experience as a special education teacher, elementary principal, and director of special education.

**Charles Stockton** is special assistant to the superintendent of the Springfield Public Schools in Springfield, Missouri. He has over 20 years of experience as a teacher, principal, and district administrator in Kansas and Missouri schools. His interests are effective professional development models.

**Mary Jo Taylor** is the superintendent of the Stafford Public Schools in rural Kansas. She has over 25 years of experience as a high school social studies teacher and high school principal. Her specific educational interests include school improvement by community building and providing the highest quality of education to students in a rural setting.

**Reese H. Todd** is an assistant professor in the College of Education at Texas Tech University. Her research interests include social studies

education with a particular emphasis in geography literacy and global awareness, community service-learning, and teacher education.

**Stephen R. White**, D.A., is an assistant professor in the Reich College of Education at Appalachian State University. He is particularly interested in reconstructionism, which conceptualizes education as a vehicle for social engineering through developing a collective consciousness of social cooperation at global levels.