

## CONTRIBUTING AUTHOR BIOS:

**Jeannette D. Alarcón, Ph.D.**, is an Assistant professor at the University of North Carolina at Greensboro in the Department of Teacher Education and Higher Education. Her teaching and research center social justice education in elementary school settings, critical pedagogy and understanding school cultures.

**Ashley S. Boyd** is Assistant Professor of English Education at Washington State University. She teaches courses in Social Justice Education, Young Adult Literature, Approaches to Teaching English, and Critical Literacy and Pedagogy. Her research interests include English teachers' social justice literacies and critical pedagogies, including the use of *détournement*, in teacher education.

**Julie Burke, Ph.D.**, is an Associate Professor and Chair of the Education Studies Department at Guilford College. Her areas of research are arts education, civic engagement in academia and the value of social foundations in the development of critically conscious, compassionate, socially engaged teachers.

**Jessie Montana Cain** is a PhD candidate at the University of North Carolina at Chapel Hill. Her teaching experiences includes Social Justice in Education and Multicultural Counseling. Her research interests include multicultural education, instrument development, and program evaluation.

**Erin Brownlee Dell, Ph.D.**, is the Special Assistant to the President at Guilford College in Greensboro, North Carolina. Her research interests include multicultural education, critical pedagogy and critical whiteness studies.

**Erin Hamel, Ph.D.**, is an assistant professor in the Department of Curriculum and Pedagogy at Winthrop University. She also serves as the Director for Macfeat Early Childhood Laboratory School at Winthrop University. Her research interests include culturally relevant pedagogy, multicultural education and culturally responsive teaching in early childhood education.

**Carrie Hart** studied Women's & Gender Studies and Educational & Cultural Studies at UNCG. She earned her PhD in 2016 and is currently an educator in both high school, college, and community contexts. Her research interests include anti-oppressive pedagogy, feminist and queer studies, and critical media studies.

**Alison E. LaGarry** is a PhD candidate in Education at the University of North Carolina at Chapel Hill. Her teaching experiences include Social Justice in Education and Practicum Mentorship in elementary and music teacher education. She has also worked in activist youth leadership development and mentorship in conjunction with the Children's Defense Fund. Her research interests include social justice in arts education, narrative inquiry, and arts program evaluation.

**Jennifer D. Morrison** is a language and literacy instructor at the University of South Carolina, Columbia. In 2000, she earned her initial National Board certification as a high school English teacher. She received her M.S. in Curriculum and Instruction from McDaniel College in Maryland and her Ph.D. in Language, Literacy, and Culture from the University of Nevada, Reno. Her research interests include critical pedagogy, social justice, teacher education, positioning theory, and literacy.

**Dr. Diana Murdock** is an Associate professor in the Department of Curriculum and Pedagogy at Winthrop University. Her research interests include preservice teachers' perceptions of culture and diversity and relevant and engaging teaching practices for young children.

**Fran Bates Oates, Ed.D.**, Department of Education, Winston-Salem State University, Winston-Salem, North Carolina, is a retired elementary school principal and Director of Staff Development from Winston-Salem/Forsyth County Schools. She currently serves Winston-Salem State University as the Elementary Education Program Coordinator. Celebrating 40 years of active teaching, Fran Oates is now dedicated to preparing teachers to teach in multicultural classrooms. She is passionate about social justice advocacy with her main research interest in the development of social justice dispositions in teacher candidates.

**Shawn Arango Ricks, Ph.D.**, Department of Human Service Studies, Winston-Salem State University, Winston-Salem, North Carolina, is an Associate Professor of Rehabilitation and Human Services, and Chair of the Human Service Studies Department at Winston-Salem State University. Dr. Ricks has been an invited speaker in the areas of diversity, equity and social justice for numerous non-profit agencies. Her research interests include the psychosocial development of Black women in the academia and raising Black children in “post-racial” America.

**Dawn N. Hicks Tafari, Ph.D.**, Department of Education, Winston-Salem State University, Winston-Salem, North Carolina, is passionate about the arts, culture, education, and translating theory into practice. Dawn Nicole Hicks Tafari is an activist who works for change through her roles as an educator, educational consultant, and as a grassroots community organizer. Faculty in the Department of Education at Winston-Salem State University, her research interests include Black boys in public schools, Black Feminist Thought, Black male teachers, critical race theory, Hip-Hop feminism, and Kwanzaa as an act of resistance and change.

**Dana M. Stachowiak, Ph.D.**, is an Assistant Professor of Curriculum and Instruction at The University of North Carolina at Wilmington. Dana’s primary areas of specialization and research include: social justice education, equity literacy, curriculum development, cultural foundations of education, qualitative research methods, and gender studies.

**Revital Zilonka** is an international student from Israel. BA in Education, Social Justice Education and Peace Studies in “Seminar Hakibutzim”, Tel-Aviv, Israel in 2009; MA in Bilingual Education, Boise State University, 2011. Adjunct faculty at Boise State University, 2011. Currently, a doctoral student in Educational Studies, with a Concentration in Cultural Studies, at the University of North Carolina at Greensboro and teaches pre-service teachers and social workers. Research interests are on connectedness in education.