

ABOUT THE CONTRIBUTORS

Michael Apple is the John Bascom Professor of Curriculum and Instruction and Educational Policy Studies at the University of Wisconsin-Madison. He has authored and edited numerous books, including *Can Education Change Society* (Routledge, 2013) and *Global Crises, Social Justice, and Education* (Routledge, 2010).

Wayne Au is an Associate Professor in the School of Educational Studies at the University of Washington Bothell, and he is an editor for the social justice teaching magazine, *Rethinking Schools*. His work focuses generally on critical education theory, critical policy analysis, and teaching for social justice. Dr. Au's scholarly articles have appeared in *Educational Researcher*, *Harvard Educational Review*, and *Teachers College Record*, amongst others, and he has authored and edited multiple volumes including, most recently, the four-volume Routledge Major Works in Critical Education (with Michael Apple).

Ana Cruz is Full Professor of Education at St. Louis Community College-Meramec. Her research interests include critical pedagogy, social justice education, multicultural/international education, and music & deafness. An award-winning teacher, she was the Founding Chair of the AERA Paulo Freire SIG and is on the Editorial Board of the *International Journal of Critical Pedagogy* (IJCP) and *The SoJo Journal: Educational Foundations and Social Justice Education*. She edited the Special Issue "Paulo & Nita: Sharing Life, Love and Intellect" of the IJCP (2013) and is author of "Paulo Freire's Concept of Conscientização" in *Paulo Freire's Intellectual Roots: Toward Historicity in Praxis* (edited by Kress & Lake, 2013).

Noah De Lissovoy is Associate Professor of Cultural Studies in Education at the University of Texas at Austin. His work focuses on the intersecting effects of race, class and capital in schools and society, extending and rethinking the traditions of critical pedagogy and philosophy, and developing the theoretical resources for contemporary social movements. He is the author of *Education and Emancipation in the Neoliberal Era* and *Power, Crisis, and Education for Liberation*, and co-author of *Toward a New Common School Movement*. His work has appeared in many journals and edited collections.

John Elmore is Associate Professor and Department Chair of Department of Professional and Secondary Education. His principal specializations are in critical pedagogy, democratic education, Marxism, atheism and non-authoritarian pedagogies. His most recent publication is entitled *Teaching Marx: The Socialist Challenge* and his forthcoming book is entitled *Authoritarian Education in a Democratic Society*.

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Derek R. Ford is a PhD candidate in Cultural Foundations of Education at Syracuse University, where he studies educational theory. His research is located around the broad intersections of space, political economy, subjectivity, and critical pedagogy. Recent work has appeared in *Educational Philosophy and Theory*, *Studies in Philosophy and Education*, *Critical Education*, and the *Journal for Critical Education Policy Studies*. He is co-author (with Curry Malott) of *Marx, Capital, and Education: Towards a Critical Pedagogy of Becoming* (Peter Lang, 2015). He sits on the editorial board of several peer-review journals, and is the co-chair of the Education Department at The Hampton Institute.

David Gabbard is a Professor in the Department of Curriculum, Instruction, and Foundational Studies in the College of Education at Boise State University. He has worked in teacher education programs for over twenty years, and has authored or edited nearly 100 publications related to critical education policy analysis.

Jennifer Gore is currently a Professor in the School of Education at the University of Newcastle, Australia, where she recently completed a six year term as Dean of Education and Head of School. She is also Director of the *Teachers and Teaching* Research Program and Co-Editor of *Teaching and Teacher Education*. Jennifer has won more than \$4.1 million in external research funding, and is widely published and cited. Her current major research projects, with colleagues, focus on teacher development through Quality Teaching Rounds and understanding the complex factors that shape students' educational and career aspirations.

Sandy Grande is Associate Professor and Chair of the Education Department at Connecticut College. Her research and teaching are profoundly inter- and cross-disciplinary, interfacing critical Indigenous theories with the concerns of education. Her book, *Red Pedagogy: Native American Social and Political Thought* (Rowman & Littlefield, 2004) is currently being published in a 10th anniversary edition. She has also published several book chapters and articles including: "Accumulation of the Primitive: The Limits of Liberalism and the Politics of Occupy Wall Street," *The Journal of Settler Colonial Studies*. "Confessions of a Fulltime Indian," *The Journal of Curriculum and Pedagogy*, "American Indian Geographies of Identity and Power: At the Crossroads of Indigena and Mestizaje," *Harvard Educational Review*; and, "Red-ding the Word and the World." In, *Paulo Freire's Intellectual Roots: Toward Historicity in Praxis*. Bloomsbury Academic. New York, New York. Eds. Robert Lake and T. Kress (2013).

Curry Malott is Assistant Professor of Educational Foundations in the Department of Professional and Secondary Education at West Chester University of Pennsylvania. His most recent studies focus on the connections between critical pedagogy, historiography, educational history, and Marxism. Dr. Malott is a frequent contributor

to the *Journal for Critical Education Policy Studies* and co-runs a book series, *Critical Constructions: Studies on Education and Society through Information Age Publishing*. He is co-author, with Derek R Ford, of *Marx, Capital, and Education: Towards a Critical Pedagogy of Becoming* (Peter Lang, 2015).

Domenica Maviglia is Doctor of Philosophy in Intercultural Pedagogy at the Department of Cognitive Science, Education, and Cultural Studies of the University of Messina (Italy). Her work focuses mainly on critical pedagogy and the theoretical and historical research in the field of pedagogy, with a particular emphasis on the philosophy of education, the history of pedagogy, and the history of education. In her career, she has worked with different educational and training institutions, taking part to educational research projects carried out in several schools.

Peter Mayo is Professor, Department of Education Studies, at the University of Malta. He has produced around 20 books, one of which *Gramsci, Freire and Adult Education* (Zed Books, 1999) was subsequently republished in seven other different languages, another *Liberating Praxis* won a 2005 AESA Critics Choice Award while another (co-authored), *Learning with Adults. A Critical Pedagogical introduction*, won the 2013 Cyril Houle Award for “outstanding literature in adult education” granted by the American Association for Adult Continuing Education (AAACE). His latest single authored book is *Hegemony and Education under Neoliberalism. Insights from Gramsci* (Routledge, 2015) and he has co-edited *The International Critical Pedagogy Reader* (Routledge, 2015).

Peter McLaren is Distinguished Professor in Critical Studies, Co-Director and International Ambassador for Global Ethics and Social Justice and The Paulo Freire Democratic Project in the College of Educational Studies at Chapman University. He is Chair Professor and Honorary Director of the Center for Critical Studies in Education at Northeast Normal University in China, and Distinguished Fellow in Critical Studies in Education at the University of Auckland. He has edited and written numerous books, and his *Life in Schools* recently entered its 6th edition through Paradigm Publishers.

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Brad J. Porfilio is the Director of the Doctorate in Educational (Ed.D.) Leadership for Social Justice at California State University, East Bay. His research interests and expertise include: urban education, gender and technology, cultural studies, neoliberalism and schooling, and transformative education.

William Reynolds is Associate Professor of Curriculum, Foundations & Reading at Georgia Southern University. He has written and lectured widely in curriculum theory, film studies, critical pedagogy, and post-structuralism. His most recent book is *Critical Studies of Southern Place: A Reader* (Peter Lang, 2014).

E. Wayne Ross is Professor in the Faculty of Education and co-director of the Institute for Critical Education Studies at The University of British Columbia in Vancouver, Canada. His research focuses on the role of curriculum and teaching in building democratic communities positioned to challenge the priorities and interests of neoliberal capitalism as manifest in educational and social policies that shape formal and informal education experiences. His most recent books include: *The Social Studies Curriculum: Purposes, Problems, and Possibilities* (4th Edition, State University of New York Press) and *Critical Theories, Radical Pedagogies, and Social Education* (with Abraham DeLeon, Sense Publishers).

Suzanne SooHoo is Professor and Endowed Chair of Culture, Community and Collaboration in the College of Educational Studies at Chapman University. She is the Co-Director of the Paulo Freire Democratic Project, and specializes in culturally responsive and socially responsible research methodologies. She recently co-edited *Culturally Responsive and Socially Responsible Research Methodologies* (Emerald, 2013).

Juha Suoranta is Professor of Adult Education at the University of Tampere, Finland. His research interests are critical pedagogy, public sociology, radical adult education and critical media education. In his career he has worked as Professor and Visiting Scholar both in Finland and abroad including University of Illinois at Urbana-Champaign, UCLA and University of Minnesota. He has authored, co-authored and edited such books as *Children in the Information Society* (2004), *Education and the Spirit of Time* (2006), *The Havoc of Capitalism* (2010), *Wikiworld* (2010), *Hidden in Plain Sight. How I Sheltered a Refugee* (2011) and *Artistic Research Methodology* (2014).

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