

NOTES ON CONTRIBUTORS

Phil Francis Carspecken is professor of qualitative methodology at Indiana University. He was on the faculty of the University of Houston from 1988 until the Summer of 2001. His doctoral work was done under the supervision of Henry Miller and Geoffrey Walford. Carspecken is the author of three books: *Community Schooling and the Nature of Power* (Routledge, 1991), *Critical Ethnography and Educational Research* (Routledge, 1996) and *Four Scenes for Posing the Question of Meaning* (Peter Lang, 1999).

Judith Hansen is an instructor in the English Division of the Department of Languages and Communications at Prairie View A&M University. She recently graduated from the University of Houston with a doctorate in curriculum and instruction. Dr Hansen's primary research interests are in minority student achievement and cross-cultural research.

Lawrence Kohn received his EdD in Curriculum and Instruction, Teacher Education from the University of Houston. His publications include the *Instructor's Guide for Universal Teaching Strategies* (Allyn & Bacon, 2000) and contributions to the *ASCD Yearbook* and the *Kentucky English Bulletin*. Currently, Kohn is the Program Specialist, Grant Coordinator and founding member of the Coalition of Essential Schools, a National Service Learning Leader School, and an Annenberg Challenge Grant Beacon School. His research and scholarly interests are in leadership, school reform and restructuring and professional community and he is currently working on a book focussing on professional community and its effects on sustaining reform.

Barbara Korth holds a Ph.D. in Educational Psychology from the University of Houston where she now teaches courses on qualitative methodology and sociocultural diversity in education/schooling. She is a founding board member of the Houston Institute of Cultural Studies and is an active critical qualitative researcher interested in issues of diversity and schooling and reform. She is involved in developing methodological theory, feminist theory and care theory.

Joan Parker-Webster is Assistant Professor of Education at the University of Alaska Fairbanks. In addition to her position as Secondary Education Department Chair, she teaches classes in language acquisition, children's literature, reading and language arts pedagogy and curriculum, and qualitative research methodology.

Judy Radigan is a recent Ph.D. graduate in Educational Psychology from the University of Houston with a Masters degree in the Supervision of English for Speakers of Other Languages and a Master of Fine Arts in Drama. After a 26 year career in United States public schools as a teacher and principal, she is currently a researcher on three grant-funded studies: Spencer Foundation research on first and second generation immigrants (University of Houston); Annenburg Evaluation of Schools (Rice University); and PT3 Grant Instructional Technology (University of Houston). With a particular interest in immigrants and personal epistemologies, Judy continues to present the results of her critical ethnography at conferences in the United States and internationally.

Ruth Silva recently completed her doctorate in teacher education at the University of Houston, Houston, Texas. She has been a teacher and administrator in high schools in Australia and an administrator with the Department of Education (Independent and Catholic Schools) in Sydney, Australia. Her research focusses are the role of the classroom teacher as researcher; instructional supervision, and pre-service teacher education.

Leigh Van Horn is currently assistant professor of Reading and Language Arts in the Department of Urban Education at the University of Houston – Downtown. Van Horn teaches field and university based courses in reading and language arts theory and methodology and works with pre-service and in-service teachers as well as students in urban elementary and middle schools in efforts to identify, describe, and expand upon the methodologies which will best serve the needs of a diverse cultural population. Her research focuses upon issues related to literacy, empowerment, and urban education. At the present time she is completing a book about the collaborative literacy experiences of herself and her middle school students.

Geoffrey Walford is Professor of Education Policy and a Fellow of Green College at the University of Oxford. His recent books include: *Affirming the Comprehensive Ideal* (Falmer, 1997, edited with Richard Pring), *Doing Research about Education* (Falmer, 1998, editor) *Durkheim and Modern*

Education (Routledge, 1998, edited with W S F Pickering), *Policy and Politics in Education* (Ashgate, 2000) and *Doing Qualitative Educational Research* (Continuum, 2001). His research foci are the relationships between central government policy and local processes of implementation, choice of schools, religiously-based schools and ethnographic research methodology. He is joint-editor of the *British Journal of Educational Studies*.