

THOMAS E. BARONE

Professor

Mary Lou Fulton Institute and Graduate School of Education
Arizona State University
Division of Advanced Studies in Educational Leadership,
Policy, and Curriculum

Mary Lou Fulton Institute and
Graduate School of Education
Arizona State University
Tempe, AZ 85287-1911
Phone: (480) 965-3924
Fax: 480-727-7991
Email: barone@asu.edu

EDUCATION

- Ed.D. Stanford University, 1978.
 Major Area: Curriculum Studies and
 Teacher Education (Design and
 Evaluation of Educational Programs)
 Dissertation: Inquiry into Classroom
 Experiences: A Qualitative, Holistic
 Approach
- M.A. University of New Orleans, 1974.
 Major Area: Curriculum and Instruction.
 Minor: Political Science.
- B.A. Loyola University of the South, 1967.
 Major Area: History.
 Minor: Political Science.

TEACHING AND ADMINISTRATIVE EXPERIENCE

Arizona State University, Mary Lou Fulton Institute and
Graduate School of Education, Tempe, AZ. Professor of
Education, 1994-present.

Arizona State University, Mary Lou Fulton College of
Education, Tempe, AZ. Director of Doctoral Programs in
Curriculum and Instruction, 2007 - 2009.

University of Oregon, College of Education, Visiting Summer
Professor, Summer 2010.

Oakland University, College of Arts and Sciences, Rochester, MI, Visiting Lecturer, Summer 2009.

Arizona State University, College of Education, Tempe, AZ.
Interim Director of the Division of Curriculum and Instruction, 2003-2004.

Responsibilities included managing the affairs of a large division in the College of Education with over sixty faculty lines in programs including Initial Teacher Certification Programs, on-campus and off-campus Masters Programs, Doctor of Education and Interdisciplinary Ph. D. Programs); managing the budget; providing leadership, supervision, and support for faculty and staff; collaborating with constituencies and departments in other Colleges and with agencies external to the University, including the Arizona State Department of Education; reporting to the Dean of the College.

Arizona State University, College of Education, Tempe, AZ.
Coordinator, Curriculum Studies Program, 1995-present.

University of British Columbia, Noted Scholar in Residence, Department of Curriculum Studies, Faculty of Education, Vancouver, Canada, Summer 2002.

University of Tasmania, Visiting Research Professor, Faculty of Education, Launceston, Tasmania, Australia, Summer 2002.

University of Alberta, Faculty of Education, Edmonton, Alberta, Canada. Summer Studies Visiting Professor, 2000.

McGill University, Faculty of Education, Department of Educational Studies, Montreal, Quebec, Canada. Summer Studies Visiting Professor, 1998.

University of Victoria, Faculty of Education, Curriculum Studies Program, Victoria, British Columbia, Canada. Summer Studies Instructor, 1984, 1987, 1990, 1995.

Arizona State University, College of Education, Co-Director of Grant from U.S. West Foundation, Teaching for a Diverse Future track of the Pre-service Teacher Preparation Program, 1993-1995.

Arizona State University, College of Education, Tempe, AZ.
Associate Professor of Education, 1990-1994.

Northern Kentucky University, Department of Education,
Highland Heights, KY. Director of Foundations and
Secondary Education Programs, 1980-1990.

Half-time administrative position: Duties included
providing leadership in program development and
administration; serving as liaison to the State
Department of Education; collaborating with public school
administrators, teachers, organizations, and with faculty
in the College of Arts and Sciences; course scheduling;
advising on personnel decisions and budgetary matters;
etc.

Northern Kentucky University, Department of Education,
Highland Heights, KY. Associate Professor of Education,
1984-1990. Promotion to rank of Professor approved, 1990;
accepted position at Arizona State University.

University of Durham, School of Education, Durham, England.
Visiting Lecturer, Fall 1986.

Northern Kentucky University, Highland Heights, KY. Assistant
Professor of Education, 1978-1984.

St. Mary's Dominican College, Division of Education, New
Orleans, LA. Assistant Professor of Education, 1977-1978.

Stanford University, School of Education, Stanford, CA.
Teaching Assistant, 1974-1977.

DeLaSalle High School, New Orleans, LA. Teacher, Science
Department and Social Studies Department, 1970-1974.

Isidor Newman High School, New Orleans, LA. Teacher, Science
Department, 1968-1970.

AREAS OF PROFESSIONAL SPECIALIZATION

Curriculum Studies
Qualitative Research Methodologies
Narrative Research
Teacher Education

MEMBERSHIP AND POSITIONS IN PROFESSIONAL ORGANIZATIONS

American Association for the Advancement of Curriculum Studies
Vice President and Executive Board Member, 2001-2007
Member, Provisional Executive Committee, 2000-2001

American Educational Research Association

Member, Task Force on Criteria for Humanities-Oriented Research in AERA Publications, 2006-2009.
Chair, Review of Educational Research Award Committee, 2005-2006.
Chair Designate, Committee Member, Review of Educational Research Award Committee, 2004-2005.
Chair, Narrative and Research Special Interest Group, 2003-2005.
Co-Founder, Narrative and Research Special Interest Group, 2000.
Chair, Division B Lifetime Achievement Award Committee, 2003-2004
Founding Chair, Special Interest Group, Arts-Based Educational Research, 1996-1999
Member, Nominating Committee for AERA President-Elect and Member-at-Large, 1992-1994
Member, Division B, Curriculum Studies Program Section Leader, 1996-1997
Chair, Division B Nominations Committee, 1994-1996
Member, Division B Lifetime Achievement Award Committee, 1993-1994
Member, Division B, Curriculum Studies, 1980-present
Member, Special Interest Group: Critical Issues in Curriculum
Member, Division K, Teaching and Teacher Education, 1990-present

Member of the College of Reviewers for the Canada Research Chairs Program, 2004-present
P.E.A.K. (Public Education for Arizona's Kids), Governing Board, 1998-2001
Society of Professors of Curriculum
Association for Supervision and Curriculum Development
Phi Delta Kappa
Kappa Delta Pi

COURSES TAUGHT

Arizona State University:

Curriculum Theory and Development (Doctoral level)
Curriculum and Culture (Undergraduate)
Narrative Research in Education (Doctoral)
Doing the Narrative Dissertation (Doctoral)
Perspectives on Curriculum (Doctoral)
Introduction to Qualitative Research (Masters and
Doctoral)
Foundations of Inquiry (Masters and Doctoral)
Elementary and Secondary School Curriculum Development
(Masters)
Social and Historical Foundations of Education (Masters
and Doctoral)
Introduction to Research and Evaluation in Education
(Masters)
Human Relations in the Secondary School (Masters and
Doctoral)
Principles and Applications of Effective Instruction
(Undergraduate)

Oakland University, Rochester, MI (Visiting Lecturer):

Narrative Forms of Qualitative Research

University of British Columbia (Noted Scholar in Residence):

Aesthetics, Politics, and Educational Inquiry

University of Alberta (Visiting Professor):

Narrative Research in Education

McGill University (Visiting Professor):

Foundations of Curriculum

University of Victoria (Summer Studies Professor):

Foundations of Curriculum Studies

Northern Kentucky University:

Schools and the Curriculum
Alternatives in Education
Practicum in Curriculum Development
Foundations of Curriculum
Modern Secondary School
Educational Research
Secondary School Social Studies

Fundamentals of Secondary Education
Supervision of Student Teaching
Sophomore Practicum
Senior Seminar

Dominican College:

Secondary Curriculum and Methods
Tests and Measurement
Student Teaching Seminar
Introductory Practicum for Pre-Service Teachers
Supervision of Student Teachers

Stanford University (Teaching Assistant):

Curriculum Theory and Curriculum Change
Educational Connoisseurship and Educational Criticism

SELECTED COMMUNITY/UNIVERSITY/COLLEGE/DIVISION COMMITTEE SERVICE

Arizona State University (1990-present):

Member, Division Advisory Committee, Division of
Educational Leadership, Policy, and Curriculum
Member, Search Committee for the Director of the Division
of Psychology in Education
Chair, Annual Performance Review/Merit Pay Task Force
(Division)
Member, Graduate Recruitment and Advising Committee,
Subcommittee on Graduate Funding (College)
College and Division Representative, No Child Left Behind
Working Group (Arizona Department of Education)
Member, Teaching Standards Subcommittee
College Council (College of Education)
Tempe Union School District Curriculum Council
(Representative from College of Education)
Tempe Union High School District Ad hoc Committee on
Masters Program Design
Faculty Advisory Group for the Education Commission of
the States "Arizona Dialogue" Project of the Arizona
Board of Regents
Personnel Committee (Curriculum and Instruction)
Space and Budget, Research, Honors and Awards Committee
(Division of Educational Leadership and Policy
Studies)
Allocation of Resources Committee (Division)
Academic Council (College of Education)

Chair, Subcommittee on Workload and Reward Structure
Executive Committee of the Interdisciplinary Ph.D.
Program in Curriculum and Instruction
Chair, College of Education Annual Educational Film
Festival Committee
Chair, Joint Search Committee for Five Faculty Positions
in the Division of Curriculum and Instruction
Chair, Division of Curriculum and Instruction Steering
Committee
Member, Search Committee for the Dean of the College of
Education
Search Committees for Four Faculty Positions in the
Division of Educational Leadership and Policy
Studies
Chair, Research Committee (College)
Personnel Committee (College)
Affirmative Action Subcommittee
Programs Committee (College, Representative from Division
of Educational Leadership and Policy Studies)
Subcommittee on Research
Operations Committee (Division of Educational Leadership
and Policy Studies)
Committee on Evaluation of Teaching (College)
Academic Program Committee (College)
Student Scholarship Committee (Division of Curriculum and
Instruction)
Ad Hoc Committee on International Programs (Division)
Dean's Vision 2000 and Beyond Committee (College)
Vision 2000 Committee on Faculty Workload (College)
Admissions and Retention Committee (College)
Academic Grievance Committee (College)
Symposium Committee 1997-1998 (College)
Colloquium Committee 1990-1991 (College)
Chair, Graduate Programs Committee (Division)
Undergraduate Programs Committee (Division)
Standards and Appeals Committee (Division)
Student Scholarship Committee (Division)
Co-chair, Alternative Pre-service Teacher Preparation
Program Committee
Search Committee for Chair of Division of Educational
Leadership and Policy Studies
Search Committee for Chair of Division of Curriculum and
Instruction
Chair, Task Force on State Teacher Preparation
Proficiency Tests
Chair, Search Committee for Secondary Education Program
Area Coordinator
Admissions and Standards Committee (Program Unit)

Ad hoc Committee for Development of the Masters Program
in Social and Philosophical Foundations

Northern Kentucky University (1979-1990):

Faculty Senate (University)
General Studies Subcommittee of the Faculty Senate
Graduate Council (University)
Professional Concerns Committee (Faculty Senate)
Faculty Benefits Committee (Faculty Senate)
Senior Awards Committee, Chair (Department)
University Curriculum Committee
College of Professional Studies Curriculum Committee
Department of Education Curriculum Committee, Chair
Middle School Program Development Committee (Department)
Library Committee (Department)
Teacher Education Committee (University)
Search committees for Deans (College of Business, College
of Human Services) and numerous faculty and staff
positions

Dominican College (1978-1979):

Teacher Education Committee (College)
Library Committee (College)
Core Curriculum Committee (College)

PUBLICATIONS

Books:

Barone, T, and Eisner, E. (in press). Arts Based Research.
Thousand Oaks, CA: SAGE Publications.

Barone, T. (2001). Touching Eternity: The Enduring Outcomes of
Teaching. New York: Teachers College Press.

Barone, T. (2000). Aesthetics, Politics, and Educational
Inquiry: Essays and Examples. New York: Peter Lang
Publishing.

Book Chapters and Journal Articles (Invited and/or Refereed):

Barone, T. (2009). Commonalities and variegations: Notes on
the maturation of the field of narrative research.
Journal of Educational Research, 103 (2).

- Barone, T. (2009). Nine entries (7250 words) in Encyclopedia of Curriculum Studies, Craig Kridel, editor. Thousand Oaks, CA: SAGE Publications.
- Barone, T. (2009). Narrative researchers as witnesses of injustice and agents of social change? Educational Researcher.
- Barone, T. (2009). The curriculum scholar as socially committed provocateur: Extending the ideas of Said, Sartre, and Dimitriadis. In Curriculum Studies Handbook: The Next Moment, Eric Malewski, editor. New York: Routledge, pp. 814-817.
- Barone, T. (2008). Creative nonfiction and social research. In Handbook of the Arts in Social Science Research, Ardra Cole and Gary Knowles, editors. Thousand Oaks, CA: SAGE Publications, pp. 105-116.
- Barone, T. (2008). Going public with arts-inspired social research: Issues of audience. In Handbook of the Arts in Social Science Research, Ardra Cole and Gary Knowles, editors. Thousand Oaks, CA: SAGE Publications, pp. 485-492.
- Barone, T. (2008). How arts-based research can change minds. Arts-based Research in Education: Foundations for Practice, Melissa Cahnmann-Taylor and Richard Siegesmund, editors. New York: Routledge, pp. 28-49. (Modified version of Barone, 2006, Making educational history: Qualitative inquiry, artistry, and the public interest.)
- Barone, T. (2007). A return to the gold standard? Questioning the future of narrative construction as educational research. Qualitative Inquiry, 13 (2), 1-17.
- Barone, T. (2007). Arts-based methods. In The Blackwell Encyclopedia of Sociology, Volume 6, George Ritzer, editor. Malden, MA: Blackwell Publishing, pp. 2971-2974.
- Barone, T. (2007). Imagining Ms Eddy alive; or, The return of the arts teacher and her personalized curriculum. In Springer International Handbook of Research on Arts Education, Liora Bresler, editor. New York: Springer, pp. 239-244.

- Barone, T. & Lash, M. (2006). What's behind the spotlight? Educational imaginaries from around the world. Journal of Curriculum and Pedagogy, 3 (2), 22-29.
- Barone, T. (2006). Arts-based educational research then, now, and later. Studies in Art Education, 48 (1), 4-8.
- Barone, T. (2006). Making educational history: Qualitative inquiry, artistry, and the public interest. In Education Research in the Public Interest: Social Justice, Action, and Policy, Gloria Ladson-Billings and William F. Tate, editors. New York: Teachers College Press, pp. 213-230.
- Barone, T. & Eisner, E. (2006). Arts-based educational research. In Handbook of Complementary Methods in Education Research, Judith Green, Gregory Camilli, and Patricia Elmore, editors. New York: Lawrence Erlbaum Associates, pp. 93-107.
- Barone, T. (2006). The mission of and prospects for school education in the twenty first century: Teacher education, theory and practice, and national curriculum standards: The view from the United States. Proceedings of the Joint Graduate School in the Science of School Education 10th Anniversary Commemorative Events, Eiichi Kajita Press, Hyogo University: Osaka, Japan: Eiichi Kajita Press.
- Barone, T. (2006). Among the chosen: A collaborative educational (auto)biography. In Narrative Methods, Volume 3, Paul Atkinson and Sara Delamont, editors. (Benchmarks in Social Research Methods Series). London: SAGE, pp. 329-346. Reprinted from Qualitative Inquiry, 3(2), 221-235.
- Barone, T. (2005). Arts-based educational research. In Introduction to the Philosophies of Research and Criticism in Education and the Social Sciences, James Paul, editor. Upper Saddle River, NJ: Pearson Merrill Prentice-Hall, pp. 68-72.
- Barone, T. (2005). A critique of Anne Sullivan's "Notes from a marine biologist's daughter: On the art and science of attention." In Introduction to the Philosophies of Research and Criticism in Education and the Social Sciences, James Paul, editor. Upper Saddle River, NJ: Pearson Merrill Prentice-Hall, pp. 301-304.

- Barone, T. (2005). Arts-based educational research and the professional heroism of Elliot Eisner. In Intricate Palette: Working the Ideas of Elliot Eisner, Jonathan Matthews and Bruce Uhrmacher, editors. New York: Teachers College Press, pp. 117-126.
- Barone, T. (2004). Arts-based educational projects and the redressing of the political spectacle. Journal of Curriculum and Pedagogy, 1 (2), 36-43.
- Barone, T. (2003). Challenging the educational imaginary: Issues of form, substance, and quality in film-based research. Qualitative Inquiry, 9(2), 202-217.
- Barone, T. (2003). Educational poetry that shakes, rocks, and rattles. Journal of Critical Inquiry into Curriculum and Instruction, Introduction to issue 5(2).
- Barone, T. (2002). From genre blurring to audience blending: Reflections on the field emanating from an ethnodrama. Anthropology and Education Quarterly, 33(2), 255-267.
- Barone, T. (2002). Who cares? A play about passion in teaching and in the researching of teaching. In Passion and Pedagogy: Relation, Creation, and Transformation in Teaching, Elijah Mirochnik and Deborah C. Sherman, editors. New York: Peter Lang Publishing, pp. 75-94.
- Barone, T. (2001). Pragmatizing the imaginary: On the fictionalization of case studies of teaching. Harvard Educational Review, 7(4), 735-742.
- Barone, T. (2001). Science, art, and the predispositions of educational researchers. Educational Researcher, 30(7), 24-28.
- Barone, T. (2001). The end of the terror: Disclosing the complexities of teaching. Curriculum Inquiry, 31(1), 89-102.
- Barone, T. (2000). The enduring consequences of teaching: Some findings from a narrative case study. Curriculum and Teaching Dialogue, 2(1), 47-53.
- Barone, T. (2000). Healing the world, healing the curriculum: A review of John Willinsky's Learning to Divide the World: Education at Empire's End. Current Issues in

Education [On-line], 3(5). Available at:
<http://cie.ed.asu.edu/volume3/number5/>

Reprinted in Education Review [Online], 2001. Available at: <http://coe.asu.edu/edrev/>

Barone, T. (2000). Holding accountability accountable. Teaching Today for Tomorrow, 7(1), 36-40.

Barone, T. (2000). Appalachia: A narrative study of the preservation of a subculture. Research Methods and Methodologies for Multicultural and Cross-Cultural Issues in Art Education, Sharon D. LaPierre, Mary Stokrocki, and Enid Zimmerman, editors. Monograph representing papers from a conference sponsored by the United States Society for Education through Art and the Arizona Art Education Association, pp. 23-25.

Barone, T. (1999). Novelistic narrative: Life stories in the formative evaluation of a school arts program. In Telling Tales: Narrative and Evaluation, Tineke A. Abma, editor (Advances in Program Evaluation Series, Robert Stake, series editor). New York: JAI Press, pp. 215-234.

Barone, T. (1998). Aesthetic dimensions of educational supervision. Handbook of Research on School Supervision, Gerald R. Firth and Edward F. Pajak, editors. New York: Macmillan Publishing Co., pp. 1104-1122.

Barone, T. (1998). Maxine Greene: Literary influences. In The Passionate Mind of Maxine Greene: I Am ... Not Yet, William Pinar, editor. New York: Falmer Press, pp. 137-147.

Barone, T. (1998). A review of Jeffrey D. Wilhelm's "You Gotta BE the Book": Teaching Engaged and Reflective Reading with Adolescents, Journal of Curriculum Studies, 30(2), 238-241.

Barone, T. & Blumenfeld-Jones, D. (1998). Curriculum platforms and moral stories. In The Curriculum: Problems, Politics, Possibilities, Second Edition, Landon Beyer and Michael Apple, editors. (Frontiers of Education Series, Philip Altbach, series editor) Albany, NY: State University of New York Press, pp. 137-156.

Barone, T. (1997). Among the chosen: A collaborative educational (auto)biography. Qualitative Inquiry, 3(2), 221-235.

Reprinted in Narrative Methods, Paul Atkinson and Sara Delamont, editors. (Benchmarks in Social Research Methods Series). London: SAGE, 2006, Vol. 3, pp. 329-346.

Barone, T. (1997). Seen and heard: The place of the child in arts-based research on theatre education. Youth Theater Journal, 11, 113-127.

Barone, T. & Eisner, E. (1997). Arts-based educational research. In Complementary Methods for Research in Education, Second Edition, Richard M. Jaeger, editor. Washington, D.C.: American Educational Research Association, pp. 75-116.

Blumenfeld-Jones, D. & Barone, T. (1997). Interrupting the sign: The aesthetics of data representation. In Daredevil Research: Re-creating Analytic Practice, Janice A. Jipson and Nicholas Paley, editors. New York: Peter Lang Publishing, pp. 83-107.

Barone, T. (1996). From the classrooms of Stanford to the alleys of Amsterdam: Elliot Eisner as pedagogue. In Teachers and Mentors: Profiles of Distinguished Twentieth-Century Professors of Education, Craig Kridel, Robert Bullough, Jr., and Paul Shaker, editors. Hamden, CT: Garland Publishing, pp. 105-116.

Barone, T., Berliner, D., Blanchard, J., Casanova, U. & McGowan, T. (1996). A future for teacher education: Developing a strong sense of professionalism. In Handbook of Research on Teacher Education, Second Edition. John Sikula, Senior Editor. New York: Macmillan Publishing Co., pp. 1108-1149.

Barone, T. (1995). The purpose of arts-based educational research. International Journal of Educational Research, 23 (2), 169-180.

Barone, T. (1995). Introduction: The uses of educational research. International Journal of Educational Research, 23(2), 109-112. (Issue guest editor).

- Barone, T. (1995). Persuasive writings, vigilant readings, reconstructed characters: The paradox of trust in educational storysharing. International Journal of Qualitative Studies in Education, 8 (1), 63-74.
- Reprinted in Life History and Narrative, J. Amos Hatch & Roger Wisniewski, editors, (Qualitative Study Series, Volume 1, Ivor Goodson, general editor.) London: Falmer Press, 1995, pp. 63-74.
- Barone, T., Eeds, M. & Mason, K. (1995). Literature, the disciplines, and the lives of elementary school children. Language Arts, 72 (1), 30-38.
- Blumenfeld-Jones, D., Barone, T., Arias, B. & Appleton, N. (1995). Curriculum and the public schools. In Making the Grade; Arizona's K-12 Education, Background Report for the Sixty Sixth Arizona Town Hall, Robert Stout, editor. Arizona State University, Tempe, AZ., pp. 43-62.
- Barone, T. (1994). On Kozol and Sartre and qualitative research as socially committed literature. The Review of Education/ Pedagogy/Cultural Studies, 17 (1), 93-102.
- Barone, T. (1994). Different forms of life: A reply to Clark. Curriculum Inquiry, 24 (1), 99-104.
- Barone, T. (1993). Can we talk? Literacy and educational scholarship. Reading Today, 11 (1), 30-31.
- Barone, T. (1993). Breaking the mold: The new American student as strong poet. Theory into Practice, 32 (3), 236-243.
- Barone, T. (1993). Acquiring a public voice: Curriculum specialists, critical storytelling, and educational reform. JCT: An Interdisciplinary Journal of Curriculum Studies, 10 (1), 159-172.
- Barone, T. (1993). Overview from the Editor's Desk: Safe schools. SCOPE, Journal of Arizona Association of Supervision and Curriculum Development, 92 (3), 3-4.
- Barone, T. (1992). A narrative of enhanced professionalism: Educational researchers and popular storybooks about school people. Educational Researcher, 21 (9), 15-24.
- Barone, T. (1992). Beyond theory and method: A case of critical storytelling. Theory into Practice, 31 (2), 142-146.

- Barone, T. (1992). On the demise of subjectivity in educational inquiry. Curriculum Inquiry, 22 (1), 25-38.
- Barone, T. (1992). Inquiring into curriculum problems. Reflective Teaching: Becoming an Inquiring Educator, James G. Henderson, editor and principal author. New York: MacMillan, pp. 66-85.
- Barone, T. (1992). A review of Arthur D. Efland's A History of Art Education: Intellectual and Social Currents in Teaching the Visual Arts. Journal of Curriculum Studies, 24 (1), 89-95.
- Barone, T. (1991). Assessment as theater: Staging an exposition. Educational Leadership, 48 (5), 57-59.
- Barone, T. (1991). Moral competence and the beginning teacher: A model programme. In Improving the Quality of the Teaching Profession: An International Perspective, Ho Wah Kam and Ruth Y. L. Wong, editors. Singapore: Singapore Institute of Education, pp. 241-247.
- Barone, T. (1991). Ambiguity and the curriculum: Lessons from the literary nonfiction of Norman Mailer. In Reflections from the Heart of Educational Inquiry: Understanding Curriculum and Teaching through the Arts, George Willis and William Schubert, editors. Albany, NY: State University of New York Press, pp. 337-345.
- Barone, T. (1990). Using the narrative text as an occasion for conspiracy. In Qualitative Inquiry in Education: The Continuing Debate, Elliot Eisner and Alan Peshkin, editors. New York: Teachers College Press, pp. 305-326.
- Barone, T. (1990). Response to the commentary by Miles and Huberman. Qualitative Inquiry in Education: The Continuing Debate, Elliot Eisner and Alan Peshkin, editors. New York: Teachers College Press, 358-363.
- Barone, T. (1989). Ways of being at risk: The case of Billy Charles Barnett. Phi Delta Kappan, 71 (2), 147-151.
- Reprinted in At Risk Students: Portraits, Policies, Programs and Practices, Robert Donmoyer and Raylene Kos, editors, Albany, NY: State University of New York, 1993, pp. 79-88.

Reprinted in Complementary Methods for Research in Education, Second Edition, Richard M. Jaeger, editor, Washington, D.C.: American Educational Research Association, 1997, pp. 99-105

Barone, T. (1988). Curriculum platforms and literature. In The Curriculum: Problems, Politics, Possibilities, Landon Beyer and Michael Apple, editors. (Frontiers of Education Series, Philip Altbach, series editor) Albany, NY: State University of New York Press, pp. 92-109.

Barone, T. (1988). Against all odds: Teaching an undergraduate general methods course. Teaching Education, 2 (1), 68-72.

Barone, T. (1988). Educational connoisseurship and criticism: Curricular implications. The International Encyclopedia of Education: Research and Studies (Supplementary Volume 1), Torsten Husen and T. Neville Postlethwaite, editors. Oxford, U.K.: Pergamon Press.

Reprinted in Handbook of Educational Evaluation, Herbert Wahlberg and Geneva Haertel, editors. Oxford U.K.: Pergamon Press, 1989/1990.

Barone, T. (1987). On equality, visibility, and the fine arts program in a Black elementary school: An example of educational criticism. Curriculum Inquiry, 17 (4), 421-446. Original version commissioned by the Rockefeller Brothers Fund, in conjunction with the Awards for Excellence in Arts Education Program.

Barone, T. (1987). Research out of the shadows: A reply to Rist. Curriculum Inquiry, 17 (4), 453-463.

Barone, T. (1987). Aesthetic or anesthetic? The educational experience and behavioral objectives. Momentum, the Journal of the National Catholic Educational Association, 18 (2), 17-19.

Barone, T. (1987). Educational platforms, teacher selection, and school reform: Issues emanating from a biographical case study. Journal of Teacher Education, 38 (2), 13-18.

Barone, T. (1985). What's my paradigm?; or, how I dreamt about a post-revolutionary harmony among literary analysts of curriculum. Curriculum Inquiry, 15 (2), 187-200.

Barone, T. (1983). Things of use and things of beauty: The story of the Swain County High School arts program. Daedalus, Journal of the American Academy of Arts and Sciences, 112, (3), 1-28. Commissioned by the Rockefeller Brothers Fund in conjunction with the Awards for Excellence in Arts Education Program.

Reprinted in Elliot Eisner, The Educational Imagination: The Design and Evaluation of School Programs, Second Edition (1985), and Third Edition (1994). New York: Macmillan.

Barone, T. (1983). Education as aesthetic experience: "Art in germ." Educational Leadership, 40 (4), 21-27.

Barone, T. and Fouche, J. (1983). Still photography and teacher education/evaluation. Focus on Education, 28 (4), 29-34.

Barone, T. (1982). Insinuated theory from curricula-in-use. Theory into Practice, 21 (1), 38-43.

Reprinted in Theory into Practice, Twenty-Fifth Anniversary Issue, 1962-1987: Educational Perspectives, Then and Now. 1987, December, 26 (Special Issue), pp. 332-337.

Barone, T. (1982). The Meadowhurst experience: Phases in the process of educational criticism. Journal of Curriculum Theorizing, 4 (1), 156-170.

Barone, T. (1980). Effectively critiquing the experienced curriculum: Clues from the "new journalism." Curriculum Inquiry, 10 (1), 29-53.

Barone, T. (1979). Of Scott and Lisa and other friends: A qualitative evaluation of a classroom culture. In Elliot Eisner, The Educational Imagination: The Design and Evaluation of School Programs, New York: MacMillan, pp. 240-245.

Reprinted in William H. Schubert, Curriculum: Perspective, Paradigm, and Possibility. New York: Macmillan, 1986, pp. 275-276.

Barone, T. (1978). Reading, writing, and mastery learning: Are they compatible? Educational Leadership, 36 (3), 187-192.

Other selected published contributions:

Barone, T. (2008). Contribution. In Four Arrows (aka Don Trent Jacobs), (ed.), The Authentic Dissertation: Alternative Ways of Knowing, Research, and Representation. New York: Routledge.

Barone, T. (2007). Interview about my life and work in the field of curriculum studies. In J. Marshall, D., Sears, J., Allen, L. Robert, P., and Schubert, W. H., (eds.) Turning Points in Curriculum: A Contemporary American Memoir. Columbus, OH: Prentice-Hall, pp. 167, 189-193.

Barone, T. (2003). Foreword. In P. Taylor, Applied theatre. New York: Heinemann, pp. ix-xiv.

Barone, T. (2003). Guest columnist for "Culture currents," International Journal for Leadership in Education, 6 (1), pp. 89-91.

Barone, T. (2002). Foreword. In M. Harrison, Narrative-based Evaluation: Wording Toward the Light, New York: Peter Lang Publishing, Inc., pp. ix-xii.

Barone, T. (2000). Interview about my life and work in the field of curriculum studies. In J. Marshall, D., Sears, J. and Schubert , W. H., (eds.) Turning Points in Curriculum: A Contemporary American Memoir. Columbus, OH: Prentice-Hall, pp. 171-172, 197-198, 239, 243.

Barone, T. (1999). Commentary: Multiple voices, In Kelvin L. Seifert, Constructing a Psychology of Teaching and Learning. Boston; Houghton Mifflin, p. 378.

Barone, T. (1992, November 25). Interview: Researcher urges colleagues to use "storytelling" techniques: A conversation with Thomas E. Barone. Education Week, 12 (12), 6-7.

SELECTED PRESENTATIONS AT PROFESSIONAL MEETINGS

Burdick, S., & Barone, T. (2009, May) The purpose and politics of "I": Toward an enhanced understanding of authorial presence in research writing. The International Congress of Qualitative Inquiry, Urbana, IL.

- Barone, T. (2008, Nov.) What is narrative research and what is it good for? Oakland University Speakers Lecture Series, Oakland, MI.
- Barone, T. (2008, Nov.) The educational imaginary and the ethics of narrative research. Oakland University Speakers Lecture Series, Oakland, MI.
- Barone, T. (2008, March). Arts-based research and the politics of methodology: Genre blending and genre confliction. Annual Meeting of the American Educational Research Association, New York, NY.
- Barone, T. (2008, March). The ethics of perspectives in narrative research. Annual Meeting of the American Educational Research Association, New York, NY.
- Barone, T. (2007, April). The role of the arts in re-enchanting educational research: Creative non-fiction. Annual Meeting of the American Educational Research Association, Chicago, IL.
- Barone, T. (2007, April). Task force on criteria for humanities-oriented research in AERA publications: A progress report. Annual Meeting of the American Educational Research Association, Chicago, IL.
- Barone, T. (2006, October). The source and force of the current: Arts-based research then and now. Invited address at the Symposium, Swimming Upstream: Challenging the Premises and Practices Driving American Education, in Honor of Professor Elliot Eisner's Retirement from Teaching, Stanford University, Stanford, CA.
- Barone, T. (2006, September). The mission of and prospects for school education in the twenty first century: Teacher education, theory and practice, and national curriculum standards: The view from the United States. Keynote address, Tenth Anniversary Commemorative Conference of the Joint Graduate School of Hyogo University of Teacher Education, Osaka, Japan.
- Barone, T. (2006, April). Openings to the public space: Four dimensions of critical stories. Annual Meeting of the American Educational Research Association, San Francisco, CA.

- Barone, T. (2006, April). Composing stories as educational research: Some persistent issues. Keynote Address, Narrative Inquiry in Music Education Conference, Arizona State University, Tempe, AZ.
- Barone, T. (2006, February). The curriculum scholar as socially committed provocateur: Appreciating the ideas of Said and Dimitriadis. State of the Field Conference in Curriculum Studies, Purdue University, West Lafayette, IN
- Barone, T. (2005, November). Re-imagining the educational imaginary: Visions of the ideal student. Keynote Address, Houston A+ Challenge Distinguished Lecture Series, University of Houston, Houston, TX.
- Barone, T. (2005, November). Imagining Ms Eddy alive; or, the half-return of the heroic arts teacher. Houston A+ Challenge Annual Conference, University of Houston, Houston, TX.
- Barone, T. (2005, November). The hidden curriculum and student learning. Houston A+ Challenge Annual Conference, University of Houston, Houston, TX.
- Kim, J., Stiles, T., & Barone, T. (2005, October). Curriculum issues, critical stories, and educational change. Curriculum and Pedagogy Sixth Annual Conference, Miami University, Oxford, OH.
- Barone, T. & Eisner, E. (2005, April). Comparative methods for educational research II: Arts-based educational research. Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Barone, T. (2005, February). Literary forms of narrative research: Seven questions. Curriculum and Teacher Education Colloquium, Stanford University School of Education, Stanford, CA.
- Barone, T. (2005, February). Doing arts-based research: An example. American Educational Research Association Winter Institute, Palo Alto, CA.
- Barone, T. (February, 2005). Film/video based research: Issues of art and audience. American Educational Research Association Winter Institute, Palo Alto, CA.

- Barone, T. (January, 2005). Making educational history: How arts-based research can change minds. Keynote address, Qualitative Inquiry Group Annual Conference, University of Georgia, Athens, GA.
- Barone, T. (April, 2004). Intricate palette: Working the ideas of Elliot Eisner: Qualitative research and evaluation. Annual Meeting of the American Educational Research Association, San Diego, CA.
- Barone, T. (April, 2004). Comparative methods for educational research: Arts-based educational research. Annual Meeting of the American Educational Research Association, San Diego, CA.
- Barone, T. (March, 2004). Narrative construction as educational research: Past, present, and especially the future. Keynote Address, Graduate Student Conference, University of New Mexico, Albuquerque, NM.
- Barone, T. (May, 2003). Inquiring into, with, and through narrative: Some issues. Keynote Address, Mountain Lake Colloquium for Teachers of General Music Methods, Mountain Lake, VA.
- Barone, T. (April, 2003). Expanding the prevailing narrative about research purpose. The John Dewey Society Annual Symposium at the American Educational Research Association Annual Meeting, Chicago, IL.
- Barone, T. (April, 2003). Criteria, quality, audience: Judging works of arts-based research. American Educational Research Association Annual Meeting, Chicago, IL.
- Anijar, K., Barone, T., Teyechea, N., & Hendricks, J. (April, 2003). From the critique of production to the production of critique: Changing the astigmatism of our vision. American Association for the Advancement of Curriculum Studies, Chicago, IL.
- Barone, T. (April, 2003). Innovative forms of qualitative research: A rationale. Presentation to the faculty of the College of Education, University of Nebraska, Lincoln, NE.
- Barone, T. (2003, February). How can arts-based educational research be useful? American Educational Research Association Winter Institute, Palo Alto, CA.

- Barone, T. (2003, February). Educational research and the cultural imaginary. American Educational Research Association Winter Institute, Palo Alto, CA.
- Barone, T. (2002, August). Against the cultural grain: A narrative study of a teacher who tried to touch eternity. Invited Public Lecture at the University of British Columbia, Vancouver, Canada.
- Barone, T. (2002, June). Supervising methodologically innovative dissertations. Seminar for Education Faculty and Staff, University of Tasmania, Launceston, Australia.
- Barone, T. (2002, June). Critical issues in narrative research. Public Seminar for Australian Academics. University of Tasmania, Launceston, Tasmania.
- Barone, T. (2002, June). In the long run: Reflections on a narrative study of arts teaching. Keynote address at Faculty of Education Research Higher Degree Conference, University of Tasmania, Launceston, Australia.
- Barone, T. (2002, April). Art and arts-based research approaches to activist critical pedagogy in teacher education. American Educational Research Association Annual Meeting, New Orleans, LA.
- Barone, T. & Bresler, L. (2002, April). Journals talk: The International Journal of Education and the Arts. American Educational Research Association Annual Meeting, New Orleans, LA.
- Anijar, K. and Barone, T. (2002, April). From critique of production to production as critique: Shifting visions of curriculum and pedagogy in our media-ated culture: Documentary evidence. Meeting of the International Association for the Advancement of Curriculum Studies, New Orleans, LA.
- Barone, T. (2002, April). The story of a study: Doing narrative research. Keynote Address at the ARTSWORK Conference, Tempe, AZ.
- Barone, T. (2001, April). Sartre, hooks, and film: Cultural critique through cultural production. American Educational Research Association Annual Meeting, Seattle, WA.

- Barone, T. (2001, April). Pragmatizing the imaginary: Using life narratives as fiction. American Educational Research Association Annual Meeting, Seattle, WA.
- Barone, T. (2001, April). Narrative as research: What's next? American Educational Research Association Annual Meeting, Seattle, WA.
- Barone, T. (2001, January). Arts-based educational research: Issues arising from a case Study. American Educational Research Association Winter Institute, Palo Alto, CA.
- Barone, T. (2001, January). Educational research and film: Problems and possibilities. American Educational Research Association Winter Institute, Palo Alto, CA.
- Barone, T. (2000, November). Film as educational critique. Curriculum and Pedagogy Conference, Austin, TX.
- Barone, T. (2000, November). Who cares? A play about teaching and research on teaching. Annual Conference on Arts-Based Educational Research, Austin, TX.
- Barone, T. (2000, November). Invited Book Session: A discussion of Aesthetics, Politics, and Educational Inquiry by Tom Barone. Annual Conference on Arts-Based Educational Research, Austin, TX.
- Barone, T. (2000, August). Can stories about education educate? Distinguished Lansdowne Visitor Invited Public Lecture, University of Victoria, Victoria, British Columbia, Canada.
- Barone, T. (2000, August). Touching eternity: A study of the lasting impact of a teacher. Faculty of Education Colloquium, University of Victoria, Victoria, British Columbia.
- Barone, T. (2000, April). Caring teacher/Caring researcher: A playlet. American Educational Research Association Annual Meeting, New Orleans, LA.
- Barone, T. (2000, April). Learning to Divide the World by John Willinsky: A curricular perspective. American Educational Research Association Annual Meeting, New Orleans, LA.

- Barone, T. (2000, February). But is it useful? Issues of utility, quality, and accessibility in arts-based educational research. Invited Address at the Annual Conference on Arts-Based Approaches to Educational Research, Albuquerque, NM.
- Barone, T. (2000, January). Whither the Appalachian artist? Using life narratives to study the attempts of a teacher to preserve a subculture. Conference of the United States Society for Education in the Arts, Phoenix, AZ.
- Barone, T. (1999, November). Narrative and novelness: Life stories in the formative evaluation of a school arts program. American Evaluation Association Annual Conference, Orlando, FL.
- Barone, T. (1999, October). Writing research: Narrative and arts-based forms of research. American Educational Research Association / Spencer Foundation Fall Institute, Tempe, AZ.
- Barone, T. (1999, October). The enduring consequences of teaching: Some findings from a narrative case study. Annual Conference of the American Association for Teaching and Curriculum, Orlando, FL.
- Barone, T. (1999, July). Life narratives and the long-term influences of a teacher. Invited address, Deakin University, Burwood Victoria, Australia.
- Barone, T., Crissman, C., Dunlop, R., Eisner, E., Gardner, H. et al. (1999, April). Shaking the ivory tower: Writing, advising, and critiquing the postmodern dissertation. Panel presentation at the Annual Meeting of the American Educational Research Association, Montreal, Canada. (AERA Cassette Recording) Richmond Hill, Ontario: Audio Archives and Duplicators.
- Barone, T. (1999, January). Among the chosen: Researching and writing educational biography. American Educational Research Association Winter Institute, Palo Alto, CA.
- Barone, T. (1998, April). Re-framing the issue of framing. American Educational Research Association Annual Meeting, San Diego, CA.

- Barone, T. (1998, April). Maxine Greene: Literary influences. American Educational Research Association Annual Meeting, San Diego, CA.
- Barone, T. (1998, February). Issues in doing arts-based research. American Educational Research Association Winter Institute on Arts-Based Research, Tempe, AZ.
- Barone, T. (1997, March). Promises in the orange grove: A narrative (re)presentation of data. Alternative (re)presentations of data: Issues of the moral, the ethical, and the aesthetic. American Educational Research Association Annual Meeting, Chicago, IL.
- Barone, T. (1997, January). Phases in a narrative research project. American Educational Research Association Winter Institute on Arts-Based Forms of Educational Research, Tempe, AZ.
- Barone, T. (1996, October). The power of aesthetics to give life to curriculum conversations. The Journal of Curriculum Theorizing Conference on Curriculum Theory and Classroom Practice, Monteagle, TN.
- Barone, T. (1996, April). Issues in biographical research. American Educational Research Association Annual Meeting, New York, NY.
- Barone, T. (1996, April). One and many Donalds: Reconstructing an identity through multiple collaborative biographies. American Educational Research Association Annual Meeting, New York, NY.
- Barone, T. (1996, April). Seen and heard: The place of the child in educational research. Keynote address at the Voice of the Child in the Future of Theater Conference, Arizona State University, Tempe, AZ.
- Barone, T. (1995, September). The curriculum in retrospect: Some research dilemmas in composing student biographies. The Journal of Curriculum Theorizing Conference on Curriculum Theory and Classroom Practice, Monteagle, TN.
- Barone, T. (1995, July). Letting go the solid shore of modernity: Curriculum studies at sea? Seminar for faculty and graduate students of University of Victoria,

University of British Columbia, and Simon Fraser
University, Swartz Bay, British Columbia.

Barone, T. (1995, April). Carolyn's story: An example of arts-based phenomenological inquiry. American Educational Research Association Annual Meeting, San Francisco, CA.

Barone, T. (1994, October). Narrative, story, and case. Annual Conference on Case-based Teaching, Tucson, AZ.

Barone, T. (1994, October). Using one narrative case in several teacher education settings. Annual Conference on Case-based Teaching, Tucson, AZ.

Barone, T., Blumenfeld-Jones, D. & Faltis, C. (1994, October). Educating for strong professionalism: An alternative pre-service teacher education program. The Annual Journal of Curriculum Theorizing Conference, Banff, Alberta, Canada.

Goodman, J. & Barone, T. (1994, April). Elementary education for critical democracy: Research as storytelling. American Educational Research Association Annual Meeting, New Orleans, LA.

Barone, T. (1993, October). Case studies as literature; stories as case studies. Annual Conference on Case-based Teaching, North Lake Tahoe, NV.

Barone, T. (1993, April). Qualitative research as socially committed literature. American Educational Research Association Annual Meeting, Atlanta, GA.

Barone, T. (1993, April). When educational research isn't scientific. American Educational Research Association Annual Meeting, Atlanta, GA.

Barone, T. and Eeds, M. (1993, April). Literary inquiry and the disciplines. American Educational Research Association Annual Meeting, Atlanta, GA.

Barone, T. (1993, March). Evaluation as storytelling. Arizona Commission on the Arts' Southwest Arts Conference, Phoenix, AZ.

Barone, T. (1992, October). Educational scholarship and narratives of professionalism. The Bergamo Conference on Curriculum Theory, Dayton, OH.

- Barone, T. (1992, April). Critical storytelling and the deep persuasion of the polity. American Educational Research Association Annual Meeting, San Francisco, CA.
- Barone, T. (1992, April). Persuasive authors, vigilant readers, powerless characters: Goodness in storysharing. American Educational Research Association Annual Meeting, San Francisco, CA.
- Barone, T. (1992, April). Beyond theory and method: A case of critical storytelling. American Educational Research Association Annual Meeting, San Francisco, CA.
- Barone, T. (1991, October). Reasons to remain in school. British Columbia School Trustees Association Conference on At-Risk Students, Richmond, British Columbia, Canada.
- Barone, T. (1991, May). New visions for the year 2000: Excellence in education. Opening plenary for the Educational Programme of the British Columbia School Trustees Association Annual General Meeting, Vancouver, British Columbia, Canada.
- Barone, T. (1991, April). Theory: The necessary evil? A response to Professor Howard Becker. American Educational Research Association Annual Meeting, Chicago, IL.
- Barone, T. (1990, October). Acquiring a public voice: Curriculum specialists, critical storytelling, and educational reform. The Bergamo Conference on Curriculum Theory, Dayton, OH.
- Barone, T. (1990, July). Moral competence and the beginning teacher: A model program. World Assembly of the International Council on Education for Teaching, The Republic of Singapore.
- Barone, T. (1990, April). Arts-based educational inquiry and the notion of rigor. American Educational Research Association Annual Meeting, Boston, MA.
- Barone, T. (1990, April). Ambiguity and the curriculum: Lessons from the literary nonfiction of Norman Mailer. American Educational Research Association Annual Meeting, Boston, MA.

- Barone, T. (1990, April). Literature as a basis for curriculum deliberation. American Educational Research Association Annual Meeting, Boston, MA.
- Barone, T. (1990, April). On the demise of subjectivity in educational inquiry. American Educational Research Association Annual Meeting, Boston, MA.
- Barone, T. (1989, April). Chair and discussion leader for symposium, Implementation of Alternative Paradigms. Conference on Alternative Paradigms in Educational Inquiry, San Francisco, CA.
- Barone, T. (1988, June). Using the narrative text as an occasion for conspiracy. Stanford Conference on Qualitative Inquiry in Education, Stanford, CA.
- Barone, T. (1987, April). Utopic visions: An American searches for aesthetic form and substance in the English primary curriculum. American Educational Research Association Annual Meeting, Washington, D.C.
- Barone, T. (1987, April). Criticism for strangers: The notion of a thesis in literary-style educational research. American Educational Research Association Annual Meeting, Washington, D.C.
- Barone, T. (1985, April). Things of use and things of beauty: The Swain County High School Arts Program. Discussant (as author) of article selected as one of five Significant Articles in Curriculum for 1983-1984. American Educational Research Association Annual Meeting, Chicago, IL.
- Barone, T. (1984, April). Inferring insinuated theory from educational criticism: An exploratory study. American Educational Research Association Annual Meeting, New Orleans, LA.
- Barone, T. (1983, April). Strategies for effective qualitative evaluation of school arts programs. Rockefeller Brothers Fund Awards in Arts Education Case Study Writers Group, Philadelphia, PA.
- Barone, T. (1982, February). Educational criticism: Epistemological underpinnings of a new form of educational evaluation. Southeast Philosophy of Education Society, New Orleans, LA.

Barone, T. (1981, September). Suggested legislative positions on curriculum issues. Kentucky Association for Supervision and Curriculum Development Annual Meeting, Owensboro, KY.

Barone, T. (1981, April). Alternate foci for curriculum criticism. American Educational Research Association Annual Meeting, Los Angeles, CA.

Barone, T. (1980, October). The Meadowhurst experience: Phases in the process of educational criticism. Curriculum Theory Conference, Airlie, VA.

Barone, T. (1980, February). Classroom images: Using photographs to study teacher values. Southeast Philosophy of Education Society, Tampa, FL.

HONORS AND ACHIEVEMENTS

Recipient, American Educational Research Association Division B Lifetime Achievement Award, 2010.

Recipient, Award for 2008 Outstanding Article in Narrative Research Theory, presented by the American Educational Research Association Special Interest Group on Narrative Research. Article: Barone, T. (2007). A return to the gold standard? Questioning the future of narrative construction as educational research. Qualitative Inquiry, 13 (2), 1-17.

Co-editor and Co-founder of refereed electronic journal, International Journal of Education and the Arts (with Dr. Liora Bresler, University of Illinois, Urbana-Champaign), 2000-2007.

Arizona State University College of Education, 2002 Dean's Award for Excellence in Faculty Research.

Recipient, American Educational Research Association Narrative and Research Special Interest Group Award for Outstanding Narrative Research Book for Touching Eternity: The Enduring Outcomes of Teaching, April 2002.

Recipient, American Educational Research Association Division B Outstanding Book Recognition for Touching Eternity: The Enduring Outcomes of Teaching, April 2001.

Co-Director (with Elliot Eisner), American Educational Research

Association Winter Institute on Arts-Based Approaches to Educational Research, Palo Alto, CA, February, 1999; January, 2001; February, 2003; February, 2005.

Recent Service on Editorial Boards of Scholarly Journals:

International Journal of Qualitative Studies in Educational Research, Editorial Board, 2007-present.
ArtsPraxis, Editorial Board, 2004-present
THEN (Journal of Technology Humanities Education and Narrative), Executive Board, 2004-present
Journal of Curriculum and Pedagogy, 2004-present
Curriculum and Teaching Dialogue, Editorial Advisory Board, 2002-present
Arts and Learning Research Journal, 2002-present
Journal of Curriculum Theorizing, 1994-2000
Journal of Critical Inquiry into Curriculum and Instruction, 1998-2004
Taboo, Journal of Education and Popular Culture, Editorial Board, 1998-2003

Member, Canada Research Chairs Program College of Reviewers, 2004-present.

Co-founder (with Dr. Jerry Rosiek) of the American Educational Research Association Special Interest Group on Narrative Research in Education, Winter/Spring 2000.

Co-Director (with Elliot Eisner), American Educational Research Association Winter Institute on Arts-Based Approaches to Educational Research, Tempe, AZ, February, 1998; January, 1997.

Recipient, Research Grant, "Narrative-Based Evaluation Project," College of Education Intramural Faculty Research Funding Competition, (\$4700), 1998.

Principal Investigator and Proposal Co-author, Grant from U.S. West Foundation, "Teaching for a Diverse Future" (\$223,000), 1994-1996. Purpose: to design and implement an alternative, multi-culturally oriented undergraduate pre-service teacher education program in the ASU College of Education.

Instructor, American Educational Research Association Winter Institute on Arts-Based Approaches to Educational Research, Palo Alto, CA., January, 1995 (with Elliot Eisner, Maxine Greene, and Robert Donmoyer).

Recipient, Research Grant, "Curriculum Case Studies," Division of Curriculum and Instruction, College of Education, Arizona State University, (\$750), 1993-1994.

Selected as Member of the Society of Professors of Curriculum. Inducted in 1993.

Designed and Implemented Curriculum Studies Ph.D. Program in the College of Education, Arizona State University, 1993 (with Donald Blumenfeld-Jones).

Instructor, American Educational Research Association Winter Institute on Artistically Based Approaches to Qualitative Research and Evaluation, Palo Alto, CA, January 1993 (with Elliot Eisner, David Flinders, and Gail McCutcheon).

Recipient, Faculty Project Grant, "Curriculum Control and Beginning Teachers in England and the U.S.: A Cross-cultural Study," Northern Kentucky University, 1986-1987.

Recipient, Sabbatical Leave, to work on biographical studies of English schoolteachers, as Visiting Professor at University of Durham, England, Fall 1986.

Recipient, Faculty Project Grant, "Qualitative Educational Evaluation," Northern Kentucky University, 1984-1985.

Consultant, Rockefeller Brothers Fund. Responsibilities included: site visitations of elementary and secondary school arts programs in conjunction with Awards in Arts Education Program; development of case studies of award-winning arts programs, 1982-1984.

Recipient, Faculty Project Grant, "Portraying Educational Values through Photography," Northern Kentucky University, April 1979. (with James Fouche)

Recipient, University Graduate Student Fellowship, Stanford University, 1976-1977.

