

Notes on Contributors

A. NETTIE CAMPBELL is a curriculum theorist, and is completing a book on the theory of Care-Empowering Education, which enhances Noddings' theory of care. Nettie has had teaching experience at the University of Toronto, the University of Saskatchewan, and the University of Prince Edward Island, and is looking forward to teaching two graduate courses at a different university this summer. campbell@oise.utoronto.ca

CYNTHIA CHAMBERS is an Associate Professor in the Faculty of Education at The University of Lethbridge where she teaches curriculum studies in the graduate (M.Ed.) program, and literacy, Indigenous peoples, and general teacher education in the undergraduate (B.Ed.) program. Chambers is also adjunct professor at the University of Victoria and taught several summers in the UVIC Curriculum Studies programme. chambers@uleth.ca.

MICHAEL R. DION is a man of mixed Aboriginal (Lenape/Potawatami) and non-Aboriginal (Irish/French) ancestry, is an independent writer in Toronto. Michael is an active volunteer working with the disabled woman's network and non-profit housing. He especially enjoys sharing the responsibilities of childcare with friends and relatives. In his current writing, Michael is exploring stories that address the complexities and implications of living with HIV. He is particularly interested in what it means to manage the cocktail while maintaining a productive life as a contributing member of the social world.

SUSAN D. DION is a woman of mixed Aboriginal (Lenape/Potawatami) and non-Aboriginal (Irish/French) ancestry, and is an Assistant Professor in the Faculty of Education at York University in Toronto. She has been working in the field of education for twenty years. In her research, Susan investigates the issues and challenges involved in teaching and learning from the history of the relationship between Aboriginal people and Canadians. sdion@edu.yorku.ca

DWAYNE TREVOR DONALD is a PhD student in the Department of Secondary Education at The University of Alberta, Edmonton. He was a social studies teacher for ten years at Kainai High School on the Kainai (Blood) Reserve. The focus of his research is re-reading and re-framing historical and contemporary interactions between Aboriginal and non-Aboriginal people in Canada to facilitate intercultural dialogue. His

current research has led him to forward a curriculum theory of Indigenous Metissage. ddonald@ualberta.ca

HELEN HARPER is an Associate Professor in the Faculty of Education, University of Western Ontario. She teaches courses on Critical and Cultural studies; English Studies and Feminist Studies in education. Her current research interests are focused on the historical and contemporary organization and production of white, female teacher identity in variety of pedagogical contexts. harper@uwo.ca

LINDA LAIDLAW is an Assistant Professor in early literacy education at the University of Alberta. Her current work examines diverse literacy experiences of young children, informed by frames offered by hermeneutic inquiry and complexity science. llaidlaw@ualberta.ca

MARGARET MACINTYRE LATTA is an Assistant Professor in the College of Education & Human Sciences at the University of Nebraska-Lincoln. She is a former art and English K-12 teacher who completed her PhD at the University of Calgary, Alberta, Canada in 2000. Currently, she teaches curriculum classes oriented toward aesthetic considerations emphasizing neglected epistemological assumptions in cross-disciplinary teaching and learning. Her research interests include teacher education reform and transformation through the arts. mlatta2@unl.edu

DAO LUU is enrolled in the Secondary Social Studies program in the Master's of Teaching program at the University of Calgary.

LORRI NEILSEN GLENN'S first book of poetry won the 2003 Poets' Corner Award. She is the author and co-editor of six books on literacy and arts-informed inquiry including *Knowing Her Place* (1998) which won NCTE's 1999 Meade Award for outstanding research. She teaches at Mount Saint Vincent University in Halifax where she is researching women and writing and is currently working on a collection of essays, among other projects. lorri.neilsen@msvu.ca

ANTOINETTE OBERG is Associate Professor and Graduate Advisor in the Department of Curriculum and Instruction at the University of Victoria. Her research focuses on the relation of theory to experience in the practice of inquiry and on practices of interpretation, especially in hermeneutics, phenomenology, and autobiographical narrative. She teaches graduate courses in curriculum theory and interpretive inquiry. aoberg@uvic.ca

ANNE PHELAN is Associate Professor of Curriculum Studies and Director of the Professional Education Research Centre at the University of Calgary. Her research and teaching interests include curriculum studies and professional education (in the fields of education, medicine, nursing and social work). amphelan@ucalgary.ca

JÉRÔME PROULX is a first year doctoral student in Mathematics Education in the Department of Secondary Education at the University of Alberta. His principal research interests are concerned with mathematics teacher education (pre-service and in-service) and the study of theories of learning. jproulx@ualberta.ca

DENNIS SUMARA is Professor of Curriculum Studies and Teacher Education in the Faculty of Education at the University of Alberta. He is also President of the Canadian Association for Curriculum Studies. His most recent book is entitled "Why Reading Literature in School Still Matters: Imagination, Interpretation, Insight", and was the winner of the 2003 National Reading Conference Ed Fry Book Award. dsumara@ualberta.ca

RENA UPITIS is Professor of Arts Education at Queen's University, where she teaches courses on music curriculum methods and on research methodologies. A musician and composer, she worked as a music teacher in inner city schools in Canada and the United States and has been a studio teacher of piano and music theory for over 30 years. Her research interests include music and mathematics education, and teacher and student transformation through the arts. upitistr@educ.queensu.ca

SUSAN CASEY WALSH has taught courses in language and literacy at the University of Alberta for a number of years. Her research interests include: language and representation, feminist poststructuralism, spirituality, gender and teaching, arts-informed research, and writing as inquiry. Her dissertation was honored with the Phi Delta Kappa/Faculty of Education Dissertation Award (2003) at the University of Alberta and was also shortlisted for the Canadian Association for Curriculum Studies Outstanding Dissertation Award (2003). She has recently been appointed to a position in Literacy Education at Mount Saint Vincent University. walsh@ualberta.ca

