

Contributors

Karla Smart-Morstad, Ph.D., University of North Dakota, and **Sara B. Triggs**, Ph.D., University of North Dakota, met and served as colleagues for over 15 years at Concordia College, Moorhead, MN. Dr. Triggs continues teaching in the Department of Education. Her courses include foundations, elementary methods science, and supervision of student teaching internships. Sara is Lead Teacher in the elementary program, with leadership and supervisory roles in that capacity. Dr. Smart-Morstad, recently named Professor Emerita, taught foundations, English methods, and interdisciplinary reading courses. Both Karla and Sara worked with Concordia's M.Ed. students in world languages, as advisors and committee members, while Karla taught qualitative research methods to graduate students. The trust, respect, and shared humor, established through friendship, made the leap to becoming research and writing partners easy. Dr. Smart-Morstad and Dr. Triggs have multiple collaborative presentations and publications. Forthcoming, in 2018, as a chapter in *Why Teachers and Kids Love (or Hate) School*, editors Steven P. Jones and Eric Sheffield, Myers Educational Press, is a chapter culminating a multi-year qualitative study at Hateigsskole, a first through tenth grade public school in Reykjavik, Iceland. Karla and Sara spent 10 days with principal Asgeir Beinteinsson, teachers, and students. Their school visit, and four previous visits, led to a descriptive narrative that informs American educators about the ways in which curriculum and pedagogy make way for self-directed learning when trust is shared between administrators, teachers, students, and parents in an Icelandic school. Sara and Karla recently researched and wrote about homeless education in the rural Midwest. They have presented and published a chapter exploring choice as an avenue for students to use to reveal depth and breadth of understanding, interest, and questions. Their research and writing contrasted the fullness and elaboration of student work, when given choice, as opposed to slimness when following a teacher's rubric. Additionally, Karla and Sara published a narrative describing the use of Patricia Carini's Descriptive Review Process when teachers collaboratively look at children's art.

Dr. Jeremy Carney has developed and led study abroad tours to South America, the Nordic Countries, Southeast Asia, and Europe. In 2015 he received a Visiting Professor appointment to Trinity College in Dublin, Ireland. His research interests include global social work education and practice ethics/relationships.

Amy L. Kelly, Ed. D, is a public school elementary educator of thirteen years in a south suburb of Chicago. She has a background in special education, general education, and ESL. Her research interests include student voice, standardization of curriculum, and assessment. She earned her Doctor of Education degree in Educational Leadership for Teaching and Learning from Lewis University in Romeoville, Illinois.

Laura B. Miller, Ed. D. has a background in heutagogy (self-determined learning), teacher professional development, curriculum and instruction, and school administration. She earned her doctorate in education from Point Park University and her superintendent letter of eligibility from California University of Pennsylvania in 2016. Together with Sral, Miller worked to develop an innovative new approach to teacher professional development meant to draw teachers into 21st

century learning. Miller serves as an Educational Consultant for Appalachia Intermediate Unit 8 in Pennsylvania.

Ellen P. Motohashi is an assistant professor in the English Language Department in the Faculty of Foreign Languages at Dokkyo University, Saitama, Japan. She received her Ph.D. from the University of Pittsburgh in the Social & Comparative Analysis of Education program. She is a long time resident of Japan and has been interested in the schooling experiences of language minority and immigrant children, bicultural identity formation and the philosophy of education, particularly as it relates to the pedagogical relationship. Recent research concerns: local school reform/pedagogic practice to support inclusive and responsive education for Japanese-Brazilian children in a rural public school in Aichi-ken, coping strategies of Japanese-Brazilian students in Jr. high school, and teacher training for foreign national students in Japan.

Jennifer L. Motter, Ph.D. has a background in art education, instructional technology, school administration, and digital design. She earned her doctorate in art education from The Pennsylvania State University in 2012. Using the empowerment potential of new media, Motter facilitates leadership opportunities for others, including marginalized groups such as women and girls, in order to promote social justice. She is K-12 Liaison and Past-President of the National Art Education Association Women's Caucus. Motter develops and instructs Art and Mobile Technology courses at Forest Hills Junior-Senior High School.

Vanessa A. Sral, M. Ed. has a background in school administration, teacher professional development, curriculum and instruction, and librarianship. She earned her superintendent letter of eligibility from Gannon University in 2007 and a supervisory certification in curriculum and instruction from The Pennsylvania State University in 2004. Working with Miller, she used current international research in adult learning to promote a new approach to professional development where teachers' choice is paramount. Sral worked as Director of Education for the Forest Hills School District and has recently retired.

Dr. David Tack has 20 years of teaching experience: 13 as a public high-school English teacher, and 7 in higher education. He has experience working with athletes and students on overseas experiences since 1999, and experienced a semester abroad as an undergraduate at Oxford University. His research interests include teaching for social justice, intercultural development, and education-related distress.

Kristin R. Vilhjalmsdottir was born in Iceland but grew up in Denmark. She earned her teaching degree in Denmark where for 10 years she taught Danish language and art. Beginning 2008, Kristin started work as an intercultural project manager at the Reykjavik City Library in Iceland. She is bilingual and gives lectures and workshops in the field of languages and culture both in Iceland and in Denmark. The intercultural project she designed is now used in European schools outside of Scandinavia as well.