

Contributors

Joy Angowih (doctoral candidate, University of Alabama, Tuscaloosa) is at her Ph.D. dissertation stage in social and cultural studies in education. Her primary duties as a graduate research assistant are to develop assessment rubrics, data mining, and involvement in diversity, equity, and inclusion (DEI) initiatives. Anogwih began her education in the natural science field with 12 publications already. Her transition into the social science field mainly contextualizes her scientific experiences and better serves humanity starting with the minoritized student population. As one who hails from a culture where girls' STEM aspirations or education are taken for granted or bleak, Anogwih understands the significance of identity as a narrative in girls' construction and embodying of science education, which shapes her research interest in the social science field. Anogwih is currently building a keen interest in the curricular discourse of critical studies in social sciences, with publications underway.

Jessica Bridges is currently a Ph.D. candidate at Oklahoma State University. She is teaching public school in Colorado. She enjoys hiking and spending time outdoors. Her current research interests include anti-racism, critical race theory, anti-racist learning, Cuban youth culture, and Soka education.

Andrew Gebert is a professor of Japanese educational history and translation theory at Soka University, Japan, and adjunct faculty in the Value-Creating Education for Global Citizenship program at DePaul University. He received his MA and completed doctoral course work in modern Japanese intellectual history at Waseda University in Tokyo.

Maria Guajardo is a Professor of Leadership Studies at Soka University, Japan, where she previously served as Dean and Vice-President, with the distinction of being the first female and the first non-Japanese in these positions. She is a graduate of Harvard University and received her Ph.D. from the University of Denver. She is the recipient of the University of Denver Alumni Lifetime Achievement Award, as well as the Soka University Award of Highest Honor. Her research is at the intersection of leadership, global citizenship, women, and critical pedagogy. She recently published two book chapters, *Global Citizenship Education and Humanism: A Process of Becoming and Knowing* (2021), and *The Space in Between* (2022), and her professional journey was featured in *Over, Under, Around, and Through: How Hall of Famers Surmount Obstacles* (2022). She is currently co-editing the book: *Value Creating Education: Teacher's Perceptions and Practices* (Routledge, in press).

Lynn Harper (M.Ed.) is an Instructional Support Leader in Chicago Public Schools, and a licensed English as a Second Language/English as a New Language teacher in Minnesota and Illinois. Harper's research arose from her own problems of practice as a teacher of English to multilingual, transnational students. Encountering long term English learners at their crucial moments of decision regarding learner identity led to an intensive study of urban education, culturally and linguistically responsive methods, and anti-racist practices in the context of public schools. In response to the human suffering wrought by neoliberal education reform and structural racism, she sought a deeper understanding of value-creating, human education as described in the works of Makiguchi (1871-1944) and his successors Josei Toda (1900-1958) and Daisaku Ikeda (1928-present). Harper is co-author of the book *Intentional Interaction: Research-Based Model for Content*

& Language Learning with Nicole M. Sanchez (2012), and a contributor to *Acting on Faith: Stories of Courage, Activism and Hope Across Religions* (Chalice Press, 2020).

Dr. Tischler Hastie is a Senior Supervisor for School Development at Ulster BOCES-Educator Edge in New Paltz, New York. Dr. Tischler Hastie supports eight districts in Ulster County by using a strategic, systems-level perspective to improve teaching and learning. Dr. Tischler Hastie engages administrators and educators in utilizing more impactful ways to implement professional development. She integrates innovative practices using data and technology to nurture the hearts and minds of those she services. Dr. Tischler Hastie recently completed her doctoral degree in Educational Leadership through Russell Sage College. Her dissertation topic, "Allocation of Resources Aligned to a District Mission and Vision Statements," is expected to be published this year, 2023. Dr. Tischler Hastie uses the transformative power of leadership and student voices to provide real-time insights and instructional strategies to promote meaningful, and more joy-filled rigorous learning relationships.

Mary Beth Hines is an associate professor in the Literacy, Culture, Language Education program in the Curriculum and Instruction Department at Indiana University, Bloomington. She directs the English language arts certification program for middle/secondary preservice teachers. Her research focuses on precarity and other social justice issues impacting ELA students and teachers, exploring how teachers might foster the conditions for hope in the face of such issues.

Bernadeia Johnson, Ed.D., is an assistant professor of educational leadership at Minnesota State University, Mankato. She is a former superintendent of Minneapolis Public Schools and previously served as a deputy superintendent of the Memphis City Schools. Johnson currently teaches and conducts research dedicated to understanding the lived experiences of African American school and district leaders. She serves on local and national boards, including as the board chair of the Minnesota Education Equity Partnership, to promote education as a public good. E-mail: bernadeia.johnson@mnsu.edu

Marcus Edward Johnson is the Assistant Vice President for Academic Affairs and the Director of Faculty Development at Abraham Baldwin Agricultural College, in Tifton, Georgia. He earned his Ph.D. in Educational Theory and Practice from the University of Georgia and his Master's in Philosophy from Georgia State University. Mark's scholarly interests congregate around a loose center that includes the production and dissemination of knowledge, education for agency, rural education, and gardening.

Catherine Marchese DMA, is a National Board Certified teacher who brings both international experience and musical creativity to her classroom. A graduate of the Juilliard School of Music, Dr. Marchese spent several years in Europe teaching and performing before embarking on a parallel career in language education. In recognition for her outstanding service and dedication to the field of education, she was voted Outstanding Educator by the Franklin Initiative. She currently teaches French and ENL for the Monroe County Community School Corporation and is an Assistant Professor at DePauw University.

Jennifer Parker Monger is a PhD candidate in the Literacy, Culture, and Language Education program with the Curriculum and Instruction Department at Indiana University, Bloomington. Her

research with preservice and inservice teachers focuses on attuning to multimodal literacies and funds of knowledge for designing inclusive learning experiences for all students.

Julianne Schwietz is a doctoral candidate at Minnesota State University, Mankato, in the Educational Leadership department. She worked 11 years designing professional development for k-12 educators with the Minnesota Humanities Center's Absent Narrative Approach™. She holds a B.A. in speech communications and M.A. in human development. Currently a professional coach, she received her certification (CPCC) from the Co-active Training Institute. E-mail: Julianne.Schwietz@mnsu.edu

Alice Wexler received an Ed.D. from Columbia University, Teachers College, an MFA and graduated with distinction at the Royal College of Art in the UK and a BFA from Boston University. She was Professor of Art Education at SUNY New Paltz from 1999-2015 and teaches as an invited lecturer. She published in journals such as *Studies in Art Education*, the *Journal of Social Theory in Art Education*, and the *International Journal of Education Through Art*. The monograph *Art and Disability: The Social and Political Struggles Facing Education* (2009) and an anthology, *Art Education Beyond the Classroom: Pondering the Outsider and Other Sites of Learning* (2012) were published by Palgrave Macmillan. She is the author of *Autism in a Decentered World*, (2016) and co-editor of anthologies, *Bridging Communities Through Socially Engaged Art* (2019) and *Contemporary Art and Disability Studies* (2020) published by Routledge. A forthcoming monograph, *Art and Resistance: Stories from the Stolen Generations of Western Australia* will be published by Anthem Press in 2023.