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About the Contributors

Journal Staff

Lesley University, jppp@lesley.edu

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About the Contributors

Dr. Lucy Bunning is an Assistant Teaching Professor in NU Global at Northeastern University where she teaches communication and culture for international students. Previously, she taught at Lesley University, preparing teachers and other professionals to work more effectively in multilingual and multicultural contexts. She has taught English for speakers of other languages (ESOL) and conducted workshops on teaching methods for in-service teachers in university, private, and community-based programs in France, Kenya, Rwanda, and the United States. Her research focuses on critical English language teaching and technologically mediated intercultural communication. She earned her PhD in Educational Studies at Lesley University and MA in Teaching English for Speakers of Other Languages at the Monterey Institute of International Studies (a graduate school of Middlebury College).

Amanda Montes is an Assistant Professor of Bilingual Education at Chicago State University (CSU). She holds a Ph.D. in Applied Linguistics from Arizona State University (ASU). Before beginning her career at CSU, Amanda taught teacher candidates at ASU and English as a foreign language in Brazil. She has also served as a teacher of bilingual students in grades K-8 in a variety of educational settings in the state of Massachusetts. Her research interests include bilingual education, sociolinguistics, World Englishes, multicultural education, and democratic schooling. Currently, she is involved in research that examines the roles of minority teachers in the education of bilingual children, which has resulted in the co-authored article *Training Bilingual Educators at a Predominantly Black Institution* (Revised and Resubmitted).

Ben Mardell is the program director of the early childhood education program at the Lesley Graduate School of Education. He is also a principal investigator at Project Zero at the Harvard Graduate School of Education. He is author of *From Basketball to the Beatles: In Search of Compelling Early Childhood Curriculum* and co-author of *Visible Learners: Promoting Reggio-Inspired Practices in All Schools*.

Michael Hanna is an elementary school principal in Arlington, MA. He has been working in public education as a principal, curriculum director and teacher for 20 years. Michael is also adjunct faculty in Lesley University's Graduate School

of Education, and adjunct lecturer at Endicott College's Graduate School of Education. He has taught as an adjunct instructor at Salem State and Fitchburg State Universities. Michael is currently A.B.D. in Lesley University's Ph.D. in Educational Leadership Program. Michael lives on the North Shore of Massachusetts with his wife and two sons.

Estelle Archibold is a consultant and coach to leaders in schools and school districts in the area of restorative justice and school change. She previously served as a systems-level leader in a charter district with schools in Cambridge and Somerville, Massachusetts. Estelle is currently a doctoral student in Organizational Behavior at the Weatherhead School of Management at Case Western Reserve University. She received her BA from Spelman College in Atlanta, Georgia, and an MA in Ethics (with an emphasis in Health Policy and Bioethics) from Georgia State University, her Master of Divinity from the Candler School of Theology at Emory University, and a Religion & Conflict Transformation Certificate from Boston Theological Institute. Estelle has more than 15 years of experience as a conflict transformation, education and community health consultant and professional with government agencies, faith-based institutions, not-for-profit/community organizations and educational institutions (both public and private). Estelle has applied her study and practice internationally in Liberia, West Africa with religious leaders in partnership with Liberia's Truth and Reconciliation Commission, in Ghana studying spirituality and health, and in the United Arab Emirates with the Abu Dhabi Council of Education as a consultant in public education.

Rachel Murphy-Banks. Following completion of an English Literature degree, Rachel Murphy-Banks, began her career in the European rail industry. Two years later, at the age of 25, she was diagnosed with cancer. To mark five years of being cancer-free, Rachel sought a new life direction and pursued a master's degree in Intercultural Relations (IR), which led to the conceptualization of young adults diagnosed with cancer as their own cultural group. Her work has resulted in this paper and her current career as a Research Associate at the Institute for Clinical Research and Health Policy Studies, and Education & Outreach Coordinator at the Reid R. Sacco Adolescent & Young Adult Cancer Program at Tufts Medical Center. She is deeply thankful for the contributions from her cancer peer participants and her IR cohort.

Edgard Telles Ribeiro was born in 1944 in Brazil and graduated from the Diplomatic Academy in 1967, when he joined the Brazilian Foreign Service, and worked mostly with cultural projects throughout his career (he wrote a thesis on the subject). Prior to that, he was a journalist and film critic in Rio de Janeiro. He is the author of eight novels and three collections of short stories, several of which have won major literary awards in Brazil. He currently lives in New York and Rio de Janeiro. He has just completed his ninth novel, scheduled to come out in Brazil next year (2017). Like his previous two books (one of which, *His Own Man*, was published in the US), it deals with the years of military dictatorship -- among other enigmas Brazil faced in the seventies and eighties.

Dr. Eleanor Roffman is a feminist social justice activist. She has worked consistently over 40 years, integrating her professional life as a faculty member at Lesley University with her political commitments. Her long-term resolve to work towards a just solution for the Israel/Palestine struggle began in the late 70's when she witnessed firsthand the impact of institutionalized racism, displacement, and occupation, within the 1948 borders, as well as in occupied Palestine. Throughout the decades, she has visited the region many times and has worked closely with other Americans, Palestinians, and Israelis, in the interest of being an ally and informing Americans about the situation and the role our government plays in perpetuating the colonization of Palestine by Israelis. Her work is framed within an understanding of the role of bearing witness and the importance of speaking up about injustice. Her trips to Israel/Palestine, and her relationships with other activists have inspired her and strengthened her resolve to continue doing this important work.

Rakhshanda Saleem is an Associate Professor in the Counseling and Psychology Department at Lesley University's Graduate School and a part-time teaching associate with Harvard Medical School. Currently, she is a Clinical Faculty at University of Massachusetts, Boston. Her teaching and scholarship are guided by the philosophy of critical pedagogy and its transformative role in creating a just society. As a member of APA's Committee on Ethnic Minorities Affairs and Chair of Global/International Perspectives Committee of Society for the Psychology of Women, she is committed to developing an anti-racist, anti-colonial transnational solidarity and solidarity with indigenous communities.

She brings a feminist activist perspective to her work that focuses on the intersectional issues that impact marginalized and dispossessed communities. She is the principal investigator for this IRB approved research proposal focusing on issues of structural violence and its impact on multiple marginalized communities. Her research team and co-authors on this paper, Akansha Vaswani, Emily Wheeler, Meredith Maroney, Marta Pagan-Ortiz, & Madeline Brodt, are doctoral students in the Counseling Psychology program at the University of Massachusetts Boston.

Andréa Nunes graduated from Lesley University in 2015 with a bachelor's degree in Global Studies and a minor in Spanish. She is currently a master's student in Refugee and Forced Migration Studies at DePaul University. Her areas of interest include forced migrant populations and post-conflict reconciliation. Her paper *Life in the Dominican Republic's Sugar Fields: Resistance from the Bateyes* won the Kingston-Mann award.