

**Mary Brydon-Miller, Ph.D.** directs the University of Cincinnati's Action Research Center and is an Associate Professor of Educational Studies and Urban Educational Leadership, in the College of Education, Criminal Justice, and Human Services. She is a participatory action researcher who engages in both community-based and educational action research. Her current scholarship focuses on ethics and action research. Other publications include work on participatory action research methods, feminist theory and action research, refugee resettlement, elder advocacy, disability rights, and academic writing in the social sciences. She teaches courses in action research, the theoretical foundations of urban educational leadership, and research ethics.



**Stephen D. Kroeger, Ed.D.** is the Special Education program coordinator in the College of Education, Criminal Justice, and Human Services. He taught on the island of St. Lucia in the West Indies, in Peru among the Quechua Indians of the Andean Highlands, as a high school teacher in Detroit, and as an intervention specialist in the middle grades for ten years. His research focus is student voice. He completed recent projects with school colleagues using evidence based instructional practices, and is currently leading a five year federal grant investigating program restructuring to support preservice teachers in their work to become highly qualified teachers.



**Miriam Raider-Roth, Ed.D.** is an Associate Professor of Educational Studies and Urban Educational Leadership, in the College of Education, Criminal Justice, and Human Services. She also co-directs the University of Cincinnati's Center for Jewish Education. She has taught high school and elementary school in Israel and in the US. Her research focus centers on the relational context of classroom life and the ways in which classroom relationships shape student learning and teacher practice. Her current research examines teachers' relationships with boys and teachers' understandings of their role as transmitters of culture. She teaches courses in classroom action research, feminist qualitative methodology, human learning, and the relational context of teaching and learning.



**Flávia M. C. Bastos, Ph.D.** is Associate Professor in the School of Art where she directs



the Graduate Program in Art Education. Her research and teaching focus on the encompassing and mutually complementary dimensions of community-based and international art education. In Cincinnati, she has directed the Art in the Market Program for seven years. This participatory action research initiative connects urban youth and art students to revitalize an underprivileged, historic neighborhood and their residents with and through art. In partnership with a Brazilian University and a Museum she spearheaded an international program supporting exchange and collaboration supporting faculty and student exchange for the past three years. Inspired by the ideas of fellow Brazilian educator Paulo Freire, she promotes teaching and research that embrace real-time life-experiences and can be a referent for change.

**Helen Meyer, Ph.D.** is a member of the secondary education program with a specialty in



science education. At the University of Cincinnati she has worked with several new teachers on classroom action research studies, some of which have been published or presented at national conference. Prior to coming to the UC, she worked for two and a half years in the Southern African country of Namibia as a consultant at a College of Education. While there her research focused on the use of action research in teacher education and democratic international development.

**Wayne Hall, PhD,** is Vice Provost for Faculty Development, and Professor of English &



Comparative Literature. For his first twenty years at UC, his research concentrated on modern Irish literature and resulted in studies of 1890s Irish literature and a critical history of the Irish literary-political journal the *Dublin University Magazine*. His current administrative work allows him to coordinate a variety of initiatives designed to enhance the learning experience of students. His own classroom teaching provides a basis for new developments in the scholarship of teaching & learning.