
***One World in Dialogue* Review Board**

Thanks to everyone who shares their insights and practices about teaching social studies in effective and inspiring ways. We welcome articles that take up any of the multiple aspects of social studies.

The articles you submit to *One World in Dialogue* can now be peer reviewed. If you are an academic or a graduate student, your article will receive a blind review process from two reviewers. If you are a classroom teacher, you can request that your article be peer reviewed or editor reviewed.

Fifteen scholars, from the University of Alberta, the University of Calgary, University of Lethbridge and Mount Royal University, have volunteered to review papers submitted to *One World in Dialogue*. Each colleague researches one or more of the multiple aspects of studying and teaching in social studies: issues and curriculum from any of the social sciences that weave together to form social studies, Aboriginal issues and education, peace education, global education, social justice, immigration issues, multicultural education, intercultural issues in second language teaching, comparative education, intercultural communication and education, innovative uses of educational technologies to promote learning and create new knowledge in social studies, and environmental ethics, environmental education and/or ecological teaching or teaching for sustainability.

Each of the reviewers has submitted a brief autobiography.

Pamela Adams, PhD, University of Lethbridge

Pamela Adams received her BA/BEd (Great Distinction) from the University of Lethbridge in 1981, her MEd from the University of Lethbridge in 2000, and her doctorate from the University of Calgary in 2005. Previously, she taught junior and

senior high school social studies for 17 years, before being seconded to the University of Lethbridge in 1997. In addition to being the Faculty of Education's coordinator for the Alberta Initiative for School Improvement for six years, she has taught undergraduate and graduate courses in the areas of the social studies education, collaborative inquiry and action research, school improvement, adult learning and professional development. In 2005, she was appointed a teaching fellow in the Centre for the Advancement of Excellence in Teaching and Learning and is presently an assistant dean in the Faculty of Education. She has written extensively about school improvement and teacher professional learning, including her recent book with David Townsend, *The Essential Equation: A Handbook for School Improvement* (Brush Education 2009). She is passionate about working with student teachers and teacher mentors through professional development activities related to establishing learning communities and collaborative environments that have student learning at their heart.

Cecille De Pass, PhD, University of Calgary

A Commonwealth scholar; professor; president/chair, Education Sector, Canadian Commission, UNESCO; president, Comparative and International Education Society of Canada (CIESC); and associate director, Cultural Diversity Institute, Cecille DePass is respected within university and community spheres for her teaching, research and community service.

Her Caribbean roots and sensitivity to social justice issues infuse the spirited approach she brings to community service, teaching, research and publications. In teaching, she deliberately creates highly collaborative working environments with graduate and

undergraduate students. Most of her work addresses immigrant and visible minority experiences.

Dwayne Donald, PhD, University of Alberta

Dwayne Donald (Aipiomaahka) was born and raised in Edmonton and is a descendant of the Papaschase Cree. He taught social studies at Kainai High School on the Blood Reserve for ten years. He currently works as an assistant professor in the Faculty of Education at the University of Alberta. He is particularly interested in the curricular and pedagogical significance of Aboriginal-Canadian relations.

Sharon Friesen, PhD, University of Calgary

Sharon Friesen's research interests include the ways in which K–12 educational structures—curriculum, learning and leading—need to be reinvented for a knowledge/learning society. She has specific interests in (i) the promotion of deep intellectual engagement, (ii) the ability to create learning environments that require sustained work with ideas and (iii) the pervasiveness of networked digital technologies that open up new ways of thinking, ways of working and tools for working and living in the world.

Dianne Gereluk, PhD, University of Calgary

Diane Gereluk is associate dean of Undergraduate Programs in Education at the University of Calgary, and associate professor in Educational Studies in Leadership, Policy and Governance. Her research examines primarily religious and cultural parameters in a pluralist society. She has taught in the areas of philosophy of education, educational policy and politics, and secondary social studies. She is author of *Education and Community* (Continuum 2006), *Symbolic Clothing in Schools* (Continuum 2008) and *Education, Terrorism and Extremism* (Bloomsbury, 2011). Her most recent book, coauthored with Lynn Bosetti, PhD, is *Understanding School Choice in Canada* (University of Toronto Press 2016).

Lindsay Gibson, PhD, University of Alberta

Lindsay Gibson is an assistant professor of Social Studies Education in the Department of Elementary Education at the University of Alberta. His research focuses on historical thinking, history education and assessment of historical thinking. Prior to completing his PhD, he was a teacher in School District No 23 (Kelowna, British Columbia) for 12 years, where he taught secondary school history and social studies and worked on the district instructional leadership team. He has worked on a variety of provincial and federal

history education projects with the Historical Thinking Project and The Critical Thinking Consortium (TC2).

Mryka Hall-Beyer, PhD, University of Calgary

Mryka Hall-Beyer teaches remote sensing (satellite image analysis) and general geography courses, including travel study courses, in the University of Calgary Geography Department. She currently directs the department's MGIS (master of geographic information science) program. Her previous lives include 17 summers as a Parks Canada naturalist in Québec, outdoor education and running an organic farm. She currently mentors Project Explorer, which places senior geography and geology undergraduates in schoolrooms as subject experts to help teachers with the "spatial" aspects of elementary social studies.

Craig Harding, PhD, Calgary Board of Education

Craig Harding works for the Calgary Board of Education, where he teaches junior high social studies. He is the coauthor of five textbooks currently used in the province of Alberta in addition to a series of books currently in press that explore social concerns. As well, he teaches online graduate courses in research methodology and issues in education for the University of New Brunswick. Much of his work focuses upon various aspects of history education, citizenship and democracy education and curriculum issues including the politics of education.

David Jardine, PhD, University of Calgary

David Jardine is a professor of education in the Faculty of Education, University of Calgary. He is the author of *Pedagogy Left in Peace* (Continuum 2012) and has an interest in how all knowledge, whatever the discipline, is ancestral and therefore unavoidably part of social studies.

Jennifer Lock, PhD, University of Calgary

Jennifer Lock is an associate professor in the Faculty of Education at the University of Calgary. She has taught junior and senior high school social studies. At the university, her area of specialization is in educational technology. She has a keen interest in leveraging digital technologies to enhance communication, collaboration and creation of knowledge within the humanities, specifically in social studies.

Patrick Loyer, BEd, MA, Alberta Teachers' Association

Patrick Loyer is currently an executive staff officer with the Alberta Teachers' Association. He has an interest in social studies, particularly in the area of

First Nations, Métis and Inuit education. He has been a teacher and educator for 30 years.

Darren Lund, PhD, University of Calgary

Darren Lund is a professor in the Faculty of Education at the University of Calgary, where his research examines social justice activism. He was a high school English teacher in Alberta for 16 years; in his rookie year, he formed an award-winning student activist program, Students and Teachers Opposing Prejudice (STOP). Darren is currently the “Welcoming Communities” domain leader with the Prairie Metropolis Centre, and has an interest in the topics of diversity, democracy and human rights.

Carla Peck, PhD, University of Alberta

Carla L Peck is assistant professor of Social Studies Education in the Department of Elementary Education at the University of Alberta. Her research interests include students’ understandings of democratic concepts, diversity, identity, citizenship, and the relationship between students’ ethnic identities and their understandings of history.

Sylvie Roy, PhD, University of Calgary

Sylvie Roy is an associate professor at the Faculty of Education, University of Calgary. Her interests are related to languages, bilingualism and multilingualism, teaching and learning languages, and sociolinguistic issues. She is also interested in *la francophonie* in general and discourses related to French in Canada.

Stefan Sikora, PhD, Mount Royal University

Following undergraduate work at Notre Dame University, Stefan Sikora received a BA in history and political science, a BEd (with distinction) in social studies, an MA in native education and, later, a PhD in Aboriginal philosophy, all from the University of Calgary. He also did master’s work at the University of Victoria as a research fellow in existential psychology. He later attended Cambridge University in Great Britain for postdoctoral studies in the field of the philosophy of education. He has worked as a school teacher and principal (in both the public and private sectors) and also as a college and university lecturer. He is the author/editor of a few academic texts and articles, as well as both published and unpublished books of poetry, novels, essays and plays. In 1980, his one-act play *Clowns* was nominated for a Governor General’s Award. He has served as a keynote speaker and presenter at numerous academic conferences and workshops.

Amy von Heyking, PhD, University of Lethbridge

Amy von Heyking is an associate professor in the Faculty of Education, University of Lethbridge. Her research areas include history teaching and learning, and the history of school curriculum. She is the author of *Creating Citizens: History and Identity in Alberta’s Schools, 1905 to 1980* (University of Calgary Press 2006). She is on the executive board of the History Education Network/Histoire et Éducation en Réseau (THEN/HiER), and a contributor to *New Possibilities for the Past: Shaping History Education in Canada* (UBC Press 2011) and to *The Anthology of Social Studies, Vol 1* (Pacific Educational Press 2008). She is the author of a number of history teaching resources published by Scholastic Canada.

Cora Weber-Pillwax, PhD, University of Alberta

Cora Weber-Pillwax is an associate professor and program coordinator in the Indigenous Peoples Education specialization, Educational Policy Studies at the University of Alberta. She holds a BEd in secondary English, a master’s degree in international/intercultural education and a PhD in Indigenous peoples education. She has more than forty years of experience in Aboriginal education, and her recent work focuses on the significance of Indigenous knowledge in contemporary systems of health and education in Aboriginal communities.