

**CARIBBEAN AND AFRICAN STUDIES IN EDUCATION (CASE) SIG
NOMINATIONS AND ELECTIONS 2013**

NOMINEES CASE SIG CHAIR 2013-2015

Dr. Cheryl McLean



Dr. Cheryl McLean is an Assistant Professor of Language and Literacy Education at Rutgers University, New Jersey.

Research and Teaching Interests:

As researcher and teacher educator, I use critical pedagogy and inquiry as lenses through which to address a range of sociocultural issues connected to adolescent literacy learning and teaching. More specifically, my research focuses on three strands (1) academic experiences, (2) digital and multimodal literacies, and (3) cultural identities of immigrant learners from the Caribbean. My work as a Literacy and English Education teacher educator extends to k-12 pre-service and in-service teachers.

PERSONAL STATEMENT:

I have had the honor of serving the SIG in multiple leadership roles including current Co-Chair (2011-2013), Program Chair (2010-2011), and Co-Program Chair (2009-2010). I believe the key to securing a strong future for our CASE SIG lies in providing greater opportunities for mentoring of graduate students and support for emergent scholars engaged in disseminating research on Africa and the Caribbean. I remain committed to working with you to maintain and improve the quality of our academic and scholarly community and continued growth of our organization.

Dr. Madgerie Jameson-Charles



Dr. Madgerie Jameson-Charles is lecturer at the School of Education, The University of the West Indies, St. Augustine Campus.

Research and Teaching Interests:

I am an Educational Psychologist and Certified Hospitality Department Trainer (American Hotel and Lodging, Educational Institute). I lecture at The University of the West Indies, St. Augustine Campus. The focus of my research is Learning and Instruction in Higher Education (The First Year University Experience): High Stakes testing, Assessment for learning, Education for employment, Transition from secondary to tertiary education, Learning and instruction in higher education. A trained Mathematics and Health and Family Life Educator, I teach courses in Fundamentals of Educational Research, Assessment in Education, Health and Family Life Education, Foundations in Education (Psychology Component).

PERSONAL STATEMENT:

I am interested in the post of SIG chair for Caribbean and African Studies in Education (CASE). My strategic leadership, critical thinking, and relationship management skills will contribute immensely to our collective effort at enhancing the impact and credibility of CASE within AERA specifically and the Caribbean and African education community generally.

NOMINEES CASE SIG CO-CHAIR 2013-2015

Dr. Dalene Swanson



Dr. Dalene Swanson is Professor in the School of Educational Research and Engagement in the Faculty of Education at Nelson Mandela Metropolitan University in South Africa.

Research and Teaching Interests:

I am a Professor in the School of Educational Research and Engagement in the Faculty of Education at Nelson Mandela Metropolitan University in South Africa. I am also an Adjunct Professor in the Faculty of Education at The University of Alberta in Canada and Faculty Associate of the Centre for Culture, Identity and Education at The University of British Columbia.

My research interests span curriculum studies; mathematics education; teacher education; critical theory / pedagogy; cultural studies and indigeneity; and socio-cultural, philosophical and political theories of education. I have employed interdisciplinary and arts-based approaches to research, and have especially embraced narrative methodologies. My experience living, teaching and researching in both 'developing' and 'developed nations' contexts have informed my interest in and commitment to anti-oppressive education and pedagogy, especially in respect of issues of privilege, poverty, constructed disadvantage, marginalization and social erasure, discourses of silence, and global economic and ideological colonization.

Recent and ongoing research emphases have included a focus on the critical relationship between social difference discourses, identity and constructed disadvantage. I draw on poststructuralist and postcolonial discourses in attending to the interconnectedness of context, discourse,

subjectivity, ideology and power. The purpose of my critical stance is to seek to co-create, enabling discourses and practices within marginalized groups and communities, and to advocate for justice-seeking, participatory and democratic citizenship in 'glocal' contexts.

Dr. Laurette Bristol



Dr. Laurette Bristol is Research Fellow with the Research Institute for Professional Practice, Learning and Education (RIPPLE), Charles Sturt University, Australia.

Research and Teaching Interests:

Dr. Laurette Bristol is Research Fellow with the Research Institute for Professional Practice, Learning and Education (RIPPLE), Charles Sturt University, Australia. The main thrust of her research explores the application of postcolonial perspectives to the educational practices of school leaders, classroom teachers and early career academics in the Caribbean. More recently, as a part of research team, she has been using a practice theory perspective to analyze; (1) the "exemplary" practices of leaders and teachers and (2) the ways in which the ecological connections between practices (leading, professional learning, teaching, learning and research) facilitate school transformation and capacity building in rural schools in Australia.

NOMINEES CASE SIG PROGRAM CHAIR 2013-2015

Dr. Deborah Conrad



Dr. Deborah Conrad is an Associate Professor and Co-Chair in the Department of Curriculum and Instruction at the State University of New York, Potsdam.

Research and Teaching Interests:

Deborah Conrad is an Associate Professor and Co-Chair in the Department of Curriculum and Instruction at the State University of New York, Potsdam. Prior to her co-chair role, she served as program coordinator for the Childhood/Early Childhood Education program at the university and presently teaches courses in literacy methods, literacy assessment, instruction, and intervention. A former elementary teacher and special educator of 15 years in Trinidad and Tobago, Deborah is particularly interested in issues related to improvement of reading programs, professional development of in-service and pre-service teachers and the general promotion of literacy. Her research focus includes early literacy, intervention for struggling readers and writers, and, culturally relevant pedagogy in childhood literacy.

PERSONAL STATEMENT:

Deborah is currently the Co-program Chair 2012-2013. As the Co-program Chair, Deborah brings exemplary organizational and leadership skills to the SIG as she is currently engaged in executing her duties in preparation for the 2013 annual meeting program. Having been a member of the CASE SIG for the past five years, Deborah has consistently played an active role in the academic and scholarly life of the SIG. Her vision for CASE is to build stronger networks among all groups represented in the membership through opportunities to collaborate, participate, and contribute.

Dr. Sylvia Rose-Ann Walker



Dr. Sylvia Rose-Ann Walker is an Assistant Professor at The University of Trinidad and Tobago.

Research and Teaching Interests:

Sylvia Rose-Ann Walker, PhD Literatures in English (with high commendation) is an Assistant Professor at the University of Trinidad and Tobago (UTT). A dynamic Caribbean scholar, her research interests are in the fields of Caribbean Literature, reading and literacy, pre-service teacher development, teacher efficacy, social ethics, and literary theology. Her professional outreach includes being a peer reviewer for EDUCAUSE and volunteering as a level 2 adult literacy tutor with the Adult Literacy Association of Trinidad and Tobago. Sylvia is a graduate of Columbia University, New York, and the University of the West Indies, St. Augustine. Her most recent work is published in *Justice and Peace in a Renewed Caribbean* (2012).

PERSONAL STATEMENT:

With hindsight, I realize that life placed me into positions of leadership, which molded me to lead authoritatively but function cooperatively; and one who knows when to be decisive or compassionate. I successfully served in positions including Cultural Chairperson of the Caribbean Students' Association of Columbia University, President of the National Drama Association of Trinidad and Tobago and navigated life's challenging waters with hope and purpose. Serving the CASE SIG will allow me to demonstrate the intrinsic me: an outgoing yet humble person, who functions with a strong sense of commitment. My vision for the CASE SIG is to see it continue to attract Caribbean and African scholars, who are committed to quality educational research that ultimately serve to make educational discourse truly inclusive.

NOMINEES CASE SIG CO-PROGRAM CHAIR 2013-2014

Dr. Gertrude Tinker Sachs



Dr. Gertrude Tinker Sachs is an Associate Professor of ESOL, Language and Literacy in the Middle Secondary Education and Instructional Technology Department of the College of Education at Georgia State University. She completed doctoral studies at the Ontario Institute for Studies in Education at the University of Toronto in Canada. Her dissertation was entitled, *Levels of Knowledge and Reading Comprehension*. Dr. Tinker Sachs is a citizen of the world. She is a Bahamian national who studied in Canada, worked in Hong Kong and is a current resident of the United States.

Research and Teaching Interests:

Gertrude Tinker Sachs directs dissertations and teaches TESOL and language and literacy related courses to graduate and doctoral level students. Prior to this appointment she worked for twelve years in Hong Kong where she taught undergraduate and graduate primary and secondary teachers of English as a second/foreign language (TESOL) and directed dissertations. Dr. Tinker Sachs has served on the TESOL Board of Directors and was the 2009 Program Chair for the TESOL International annual convention in Denver, Colorado and one of her most recent book publication is *EFL/ESL Cases: Contexts for Teacher Professional Discussions* (Tinker Sachs & Ho, 2007). A forthcoming book is *Critical Mass in Teacher Education: Symbiosis and Diversity* (G. Tinker Sachs & G. Verma Eds). Her research interests include global issues in teacher education, teacher professional development, task-based teaching and learning, cooperative learning, action research, and reading in English as a first or second language. Dr. Tinker Sachs has current research-based projects in the Bahamas, China, Haiti, Macau, Thailand and United States. Dr. Tinker Sachs is a junior secondary teacher of English and Reading and a primary school language arts consultant in the Bahamas.

PERSONAL STATEMENT:

As CASE SIG Co-Program Chair I will draw on my leadership experience in numerous local, national and international organizations to support our Program Chair, the Executive Committee and our members in propelling our SIG forward.

Dr. Chinwe Ikpeze



Dr. Chinwe Ikpeze is an Assistant Professor of Literacy at St John Fisher College, Rochester, NY.

Research and Teaching Interests:

I graduated from the University at Buffalo in 2006 with a Ph.D. in Literacy Education. Since then, I have been teaching as an Assistant Professor of Literacy at St John Fisher College, Rochester, NY. I teach graduate and undergraduate courses in literacy.

My research investigates a range of topics in literacy teaching and learning at the K-12 level and teacher education, especially the impact of new technologies on literacy instruction. In addition, I conduct research on other areas of interest such as curriculum integration, urban education, and African immigrants as well as self-study research. My publications have appeared in refereed journals including the *Journal of Literacy Research*, *The Reading Teacher*, *Journal of Technology and Teacher Education*, *Journal of Literacy and Technology*, *Studying Teacher Education Journal*, *Journal of School Connections*, *the NERA Journal* among others.

PERSONAL STATEMENT:

I have been a member of the Caribbean and African Studies in Education (CASE) for nearly five years but became more active in the past three years. I have not held any leadership position since becoming a member but I look forward to the opportunity, should I be elected to serve as program co-chair. My vision for the CASE is that the SIG will continue to flourish and highlight the many achievements and potentials of Caribbean and African scholars through scholarly presentations and awards to deserving SIG members. In addition, the SIG should initiate mentor programs aimed at helping new and upcoming doctoral students and assistant professors to help them better prepare for the job market or adapt to their institutions with good prospect for tenure

and promotion. The SIG will need an active listserv where members can continually exchange ideas about issues that are important to us. The SIG should also be a welcoming forum for new members, including those from the homeland, and a forum for cultural exchange and social interaction. Publication outlets for our work should also be paramount in our scholarship discussions. We could sometimes partner with some journals for special issues that would highlight the work of our members.

Ms. Bethsaida Nieves



Ms. Bethsaida Nieves is a Doctoral Candidate at the University of Wisconsin-Madison, Department of Curriculum and Instruction.

Research and Teaching Interests:

Comparative and International Education and Research, Curriculum Theory, Trans-Cultural Perspectives of Disability Education, History of Eugenics and Education, Biopolitics and Education, Language and Education, Globalization and Education.

PERSONAL STATEMENT:

As an assistant of the CASE SIG Program Chair, I would be able to contribute my knowledge of Caribbean and African Education Studies, my theoretical and research skills, and my general administrative skills. My dissertation work is on the cultural construction of difference in Puerto Rican education, and my MA work was on North African studies. I believe my educational background in Puerto Rican history and North African Studies will be helpful in reviewing CASE SIG submissions and helping with constituting a peer review panel. In addition, I believe my general knowledge of qualitative education research methods will be of help in reviewing scholarly research. Lastly, my organizational and computer skills would be of service in helping the CASE SIG Co Chair prepare and manage his/her portion of the annual meeting program.