

FACULTY CURRICULUM VITAE Glenda Moss

January 1, 2014

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AREA OF EXPERTISE

Dr. Moss's areas of expertise include middle school teaching, portfolio assessment, multicultural education, and teacher professional development through critical, narrative action research. She is grounded in middle school teaching philosophy based on theory, 13 years of classroom experience, and scholar-practitioner leadership philosophy based on 13 years of experience in higher education.

EDUCATION

2001 Ed.D. Educational Leadership Stephen F. Austin State University
1983 M.Ed. Curriculum & Instruction The University of Texas at Tyler
1972 B.A. English & History East Texas State University 1970
A.S. Business Tyler Junior College

PROFESSIONAL EXPERIENCE

2011/current University of North Texas – Dallas, TX Professor / Department Chair
2009 / 2001 Pacific University, Forest Grove, OR Associate / Associate Dean
2001/2009 Indiana - Purdue University Fort Wayne, IN Associate / Professor
1998/2001 Stephen F. Austin State Univ., Nacogdoches, TX Student / Research Assistant
1988/1998 Tyler Independent School District, Tyler, TX Professional/Teacher
1985/1988 Thomas K. Gorman School System, Tyler, TX Professional/Teacher

REPRESENTATIVE SCHOLARSHIP

Refereed Journal Articles

Moss, G., Janecek, U., Graham, Y., & Mason, P. (2016). Dialogical Analysis of G. V. Loewen, *Hermeneutic Pedagogy: Teaching and Learning as Dialogue and Interpretation* (2012). *Journal of Dialogical Pedagogy*, 4, 19p.

Bryant, L., Moss, G., & Zijdemans-Boudreau. (January 2015). Understanding poverty through race dialogues in teacher preparation. *Critical Questions in Education*. 6(1), 15p.
<https://academyedstudies.files.wordpress.com/2015/02/bryantmossboudreauvol6no1.pdf>

Bryant, L., Moss, G., & Zijdemans-Boudreau, A., (2015). Race Dialogues in Teacher Preparation: Starting the Conversation. *International Journal of Critical Pedagogy*,

Quiroz, N., Henderson, P, Moreno, M., Lopez, M., Mutchler, J., & Moss, G. (2014). A Reflective-Reflexive Book Review Mathematics and Beauty: Aesthetic Approaches to Teaching Children by Nathalie Sinclair. *Teacher Education and Practice* 27(2/3), 488-497.

Shappeck, M., & Moss, G. (Eds.). (2012). Actions, reactions and transactions: Mediating and nurturing the needs of English Language Learners in an English as a second language classroom. *Teacher Education and Practice*, 25(4), 496-520.

Araujo, J., & Moss, G. (2012). Book review. (Eds.). *Educating Citizens for Global Awareness*. NY: Teachers College Press. *Teacher Education and Practice*, 25(4), 599-603.

Rodriguez, C., Araujo, J., Narayan, R., Shappeck, M., Moss, G. (2012). Nurturing life-long language learners. *English in Texas*, 42(1), 62-67.

Moss, G. (2011). Inquiry for Engagement in Teaching and Learning. *Teacher Education and Practice*, 24(4), 434-436.

Lee, C., Moss, G., & Coughlin, E. (2011). Engaging pre-service teachers in an exploration of the politics of language. *Scholar-Practitioner Quarterly*, 5(3), 237-255.

Moss, G., & Lee, C. (December 2010). A critical Analysis of philosophies of education and INTASC Standards in Teacher Preparation. *The International Journal of Critical Pedagogy*, 3(2), 36-46.

Moss, G., Sloan, L., Sandor, J. (2009). Peer coaching and action research as professional development. *scholarlypartnershipsedu*, 4(2), 68-81.

Moss, G. (2008). Case stories of bridging narrative inquiry and professional development. *Journal of Teaching Writing*, 24(2), 17-43.

Moss, G. (2008). Developing a critical lens among preservice teachers while working within mandated performance-based assessment systems. *Teacher Education & Practice*, 21(2), 146-159.

Moss, G., Springer, T., & Dehr, K. (2008). Guided reflection protocol as narrative inquiry and teacher professional development. *Reflective Practice*, 9(4), 497-508.

Moss, G. (2008). Diversity study circles in teacher education practice: A critical experiential learning project. *Teaching and Teacher Education*, 24, 216-224.

Book Chapters

Bryant, L., Vincent, R., Shaqlaih, A., & Moss, G. (2013). Behaviorism and Behavioral Learning Theory. In Irby, B. J., Brown, G., & Lara-Alecio, R. *Handbook of Educational Theories*. Charlotte, NC:Information Age Publishing, Inc.

Narayan, R., Rodriguez, C., Araujo, J., Shaqlaih, & Moss, G. (2013). Constructivism—Constructivist Learning Theory. In Irby, B. J., Brown, G., & Lara-Alecio, R. *Handbook of Educational Theories*. Charlotte, NC: Information Age Publishing, Inc.

Zijdemans-Boudreau, A., Moss, G., & Lee, C. (in press). Experiential Learning Theory. In Irby, B. J., Brown, G., & Lara-Alecio, R. *Handbook of Educational Theories*. Charlotte, NC: Information Age Publishing, Inc.

Moss, G. (2010). Working within accountability models – with vision! Vision of standardization and vision of critical pedagogy. In Swim, T., Nichols, J., Murphey, K., Moss, G., Merz, A., Lindquist, D.,

Kanpol, B. (Eds.), *Teacher national accreditation as community dialogue: Transformative reflections* (101-126). Cresskill, New Jersey: Hampton Press.

Moss, G. (2009). Portfolio Assessment in Teacher Education: Matters of Policy, Practice, and Research. In *Teacher education: Policy, practice, and research* (pp. 339-348). Nova Publications.

Moss, G. (2009). Standards, critical literature and portfolio assessment: An integrated approach to critical pedagogy development. In Amos Hatch and Susan Lee Groenke, (Eds), *Small openings: Critical pedagogies in teacher education* (pp. 127-139). Springer.com.

Books

Swim, T., Nichols, J., Murphey, K., Moss, G., Merz, A., Lindquist, D., Kanpol, B. (2010). *Teachernational accreditation as community dialogue: Transformative reflections*. Cresskill, New Jersey: Hampton Press.

Moss, G. (2009). *Crossing boundaries and building learning communities: Critical education and narrative research as praxis*. Cresskill, New Jersey: Hampton Press.