

Urban Education Alumni Publications

Janice Bloom

Bloom, J. (Forthcoming). Willie Rivera Thoughts: Critical Small Schools and the Transition to Higher Education. Critical small schools: Beyond privatization in New York City. Charlotte, NC.: Information Age Publishing Inc.

Bloom, J. (2008). Social Class Resources and Widening the Road to College. ASHE/Lumina Critical Essay Series. Issue 5. June 2008.

Joanne Carris

Carris, J. (2011). Ghosts of No Child Left Behind. New York: Peter Lang.

Christopher Emdin

Emdin, C. (In Press). Hip-Hop, the Obama Effect, and Urban Science Education. Teachers College Record.

Emdin, C. (In Press). Citizenship and Social Justice in Urban Science Education. Qualitative Studies in Education.

Rumala, B.B., Hidary, J., Ewool L., Emdin, C., Scovell, T. (2011) Tailoring Science Outreach through E-Matching Using a Community-Based Participatory Approach. Public Library of Science (PLoS) Biology 9(3): 1-15

Emdin, C. (2011). Droppin' Science and Dropping Science: African American Males and Urban Science Education. Journal of African American Males in Education 2 (1) 1-15

Emdin, C. (2010). Dimensions of communication in urban science education: Interactions and transactions. Science Education. 95, 1-20

Emdin, C. (2010). Affiliation and alienation: Hip-hop, rap and urban science education. Journal of Curriculum Studies. 42 (1), 1-25

Emdin, C. (2009). Rethinking student participation: A model from hip-hop and urban science education. Phi Delta Kappa International, EDge Magazine, 5(1), 3-18.

Emdin, C. (2009). Urban science classrooms and new possibilities: On intersubjectivity and grammar in the third space. Cultural Studies of Science Education, 4, 239-254.

Emdin, C. (2008). The three C's for urban science education. Phi Delta Kappan, 89(10), 772-775.

BOOK CHAPTERS

Emdin, C. (in press). The rap cypher, the battle, and reality pedagogy: Developing communication and argumentation in urban science education. In E. Petchauer, & M. L. Hill (Eds.), *New approaches to hip-hop based education*. New York: Teachers College Press.

Emdin, C. (in press). Reality pedagogy and urban science education: Toward a comprehensive understanding of the urban science classroom. In B. Fraser (Ed.), *International handbook of science education*. New York: Springer.

Emdin, C. (in press). Addressing social justice in urban science education through citizenship. In J. Basu, & A. C. Barton (Eds.), *Democratic teaching and science education*. Rotterdam: Sense Publishers.

Emdin, C. (2011). On critical ontology and indigenous ways of being: Framing a Kincheloean agenda for education. In K. Hayes, & K. Tobin (Eds.), *Key works in critical pedagogy: Joe Kincheloe*. Rotterdam: Sense Publishers. Pp. 351-357

Emdin, C. (2010). What is urban science education? In J. Kincheloe, & S. Steinberg (Eds.), *19 urban questions: Teaching in the city*. Santa Barbara, CA: Greenwood Publishing. Pp 219-229

Brandt, C. B., Bruna, K. R., Emdin, C., Hwang, S., Parsons, E. C., Roth, W.-M. (2009). Cultural encounters, countering enculturation: Four metalogues about cultures and school science. In W.-

M. Roth (Ed.), *Science education from people for people: Taking a stand(point)*. New York: Routledge Publishers.

Emdin, C. (2009). It doesn't matter what you think, this is what is real: Expanding conceptions about urban students in science classrooms. In W.-M. Roth, & K. Tobin (Eds.), *ReUniting psychological and sociological perspectives*. New York: Springer Press.

Emdin, C. (2009). Reality pedagogy: Hip-hop culture and the urban science classroom. In W.-M.

Roth (Ed.), *Science education from people for people: Taking a stand(point)*. New York: Routledge Publishers.

Emdin, C., & Lehner, E. (2008). Moving towards research collaboration in urban schools: Forging team alliances, building solidarity, and navigating challenges. In S. M. Ritchie (Ed.), *Research collaborations: Relationships and praxis*. Rotterdam: Sense Publishers.

Lidia Gonzalez

Foote, M., Brantlinger, B., Haydar, Hanna, Smith, B., & Gonzalez, L. (forthcoming). Are we supporting teacher success: Insights from an alternative route mathematics teacher certification program for urban public schools. *Education and Urban Society*. 20(10), 1-30.

Gonzalez, L. (2010). Raising standards while lowering the bar: Implications of the structure and scoring of the NYS Math Regents Exams. *Mathematics Teachers' Journal*. 60(2) 2010: 55-57.

Glaser, D. & Gonzalez, L. (2009). Nutrition across the disciplines: Reflections on a theme-based college immersion program. *DisCover*, 2.1, 145-155.

Gonzalez, L. (2009). Developing pre-service elementary school teachers' conceptual understanding of addition and subtraction: An exercise in base 4. *Mathematics Teaching Research Journal*. 3(3), 70-85.

Gonzalez, L. (2009). Teaching math for social justice: Reflections on a community of practice for high school math teachers. *Journal of Urban Mathematics Education*, 2(1), 22-51.

Abstract:

In this article, the author reports on a study that explored, in part, the developing identities of seven New York City public high school mathematics teachers as teachers of mathematics and agents of change. Meeting regularly as a community of practice, the teachers and author/researcher discussed issues of teaching mathematics for social justice; explored activities and lessons around social justice; and created a unit of study that attempted to meet high school level mathematics standards, while addressing a social justice issue affecting the lives of urban students. The author reports on the mathematics teachers, growing awareness of and concerns about infusing issues of social justice into their teaching as well as the teachers, developing conceptions of what it might mean to teach mathematics in an urban school, of the nature of mathematics itself, and of what their roles as educators might include.

Tricia Kress

Journal Articles

Kress, T. (in press). Going high tech under high surveillance: Technology integration, zero tolerance, and implications for access and equity. *Radical Teacher*. 16 pp.

Kress, T. (in press). Introduction: Inside the "Thick Wrapper" of critical pedagogy and research. *The International Journal of Qualitative Studies in Education*, Special edition Using Critical Research for Educational and Social Change. Special edition of *The International Journal of Qualitative Studies in Education*. 24(3), 9 pp.

Kress, T. (in press). Stepping Out of the Academic Brew: Using Critical Research to Break Down Hierarchies of Knowledge Production. *The International Journal of Qualitative Studies in Education*, Special edition Using Critical Research for Educational and Social Change. Special edition of *The International Journal of Qualitative Studies in Education*. 24(3), 28 pp.

Kress, T. (2011). High achievement in an unaccredited, 'failing' school. *The Journal of the Imagination in Language, Learning and Teaching*. Vol. 9. Special edition "The X Point: Where the imagination is rejected."

DeGennaro, D. & Kress, T. (2010). Looking to Transform Learning: From Social Transformation in the Public Sphere to Authentic Learning in the Classroom. *The Journal of Applied Computing*. 11pp.

Kress, T. (2010). Tilting the machine: A critique of one teacher's attempts at using art forms to create postformal, democratic learning environments. *The Journal of Educational Controversy*. 5(1).

Kress, T. (2009). In the Shadow of Whiteness: (Re)exploring connections between history, enacted culture and identity in a digital divide initiative. *Cultural Studies of Science Education*.

Journal (As editor)

Kress, T. (Ed.) (in press). Using Critical Research for Educational and Social Change. Special edition of *The International Journal of Qualitative Studies in Education*. 24(3).

Books (As single author)

Kress, T. (in press). *Critical Praxis Research: Breathing new life into research methods for teachers*. The Netherlands: Springer Publishers.

Book chapters

Kress, T. (in press). Tilting to care in the academy. In Lake, R. (Ed.) *Letters to Nel Noddings*. Teachers College Press.

Kress, T. (2011). Singing a different tune: An auto/ethnographic journey into and out of the land of educational technology. In Tobin, K. & Shady, A. (Eds.) *Transforming urban education: Collaborating to produce success in science, mathematics and technology education*. The Netherlands: Sense Publishers.

Kress, T., Aviles, C., Taylor, C. & Winchell, M. (2011). Individual|Collective Human Needs Theory: (Re)Imagining Maslow's Hierarchy of Human Needs through Critical, Feminist, and Indigenous Lenses. In Malott, C. & Porfilio, B. (Eds.) *Critical Pedagogy in the 21st Century: A New Generation of Scholars*. Connecticut: Information Age Publishers.

Kress, T. & DeGennaro, D. (2011). Scaling the Classroom Walls: Creating critical consciousness and social worlds through social media. In Malott, C. & Porfilio, B. (Eds.) *Critical Pedagogy in the 21st Century: A New Generation of Scholars*. Connecticut: Information Age Publishers.

Kress, T. & Silva, K. (2009). Using Digital Video for Professional Development and Leadership: Understanding and Initiating Teacher Learning Communities. In *Research Highlights in Technology and Teacher Education 2009*. Maddux, C. (Ed.) SITE/AACE.

Kathleen Nolan

Nolan, Kathleen (in press). *Police in the Hallways: Discipline in an Urban High School*. Minneapolis: University of Minnesota Press.

Kate O'Hara

O'Hara, K.E. (2011). Unraveling Technology Use in Urban Schools. In K. Tobin & A. A. Shady [eds.], *Transforming urban education: Collaborating to produce success in science, mathematics and technology education*. Sense Publishing, *Bold Visions in Educational Research Series*

Abstract:

This chapter reflects narrative and auto-ethnographic research in secondary New York City schools and classrooms. It is an examination of the complex relationships that arise when students and teachers use technology as an instructional tool. The interrelated accounts expose the significant impact and implications that the use of computers and related technologies have on educational and societal spheres. This narrative, drawing from personal experiences in an urban education system, is couched in social theory and critical theory. Within a hermeneutical framework and referencing current research related to instructional technology, the empowering potential of effective technology use by students and teachers is discussed as well.

Jose Vázquez

Vázquez, J. (in press) *El dengue en Latinoamérica: Estrategias par ala prevencion y y el control*. Buenos Aires: Editorial Alfa

Vázquez, J. (2010) *What's a Poison Got to Do with It*, *CBE Life Science Education*, Vol. 9: 397

Vázquez, J. (2010) *Microbial Paradiso*, *CBE Life Science Education*, Vol. 9: 78

Vázquez, J. (2009) *The Unbearable Lightness of Being Microscopic*, *CBE Life Science Education*, Vol. 8:116

Vázquez, J. (2008) *In the Company of Geneticists*, *CBE Life Science Education*, Vol. 7:359

Vázquez, J. (2008) *Growing Up Green*. *BioScience*, Vol. 58(9): 884-886.