
**CURRICULUM VITAE
TODD DINKELMAN**

1. ACADEMIC HISTORY

Name: Todd Dinkelman

Address: Department of Educational Theory and Practice
628B Aderhold Hall
Athens, Georgia 30602-7122
(706) 542-6486; tdink@uga.edu

Present Rank: Associate Professor

Proportion Time Assignments: .375 EFT Instruction, .375 EFT Research

Tenure Status: Tenured

Graduate Faculty Status: Appointed to Graduate Faculty, 2002
Reappointed to Graduate Faculty, 2006, 2011, 2017

Highest Degree: Ph.D., University of Wisconsin, Madison, 1997

Academic Positions:

2006-present	Associate Professor, Department of Educational Theory and Practice (formerly Department of Elementary and Social Studies Education), University of Georgia
2002-2006	Assistant Professor, Department of Social Science Education, University of Georgia (Graduate Coordinator, 2003-2004; Coordinator of Secondary Teacher Education, 2002-2004)
1997-2002	Assistant Professor, Department of Educational Studies, University of Michigan

Other Professional Employment:

1993-1997	University Supervisor, Department of Curriculum and Instruction, University of Wisconsin-Madison
Spring 1996	Methods Instructor, Department of Curriculum and Instruction, University of Wisconsin-Madison
1990-1993	Social Studies Teacher, Frontier Trail Junior High School, Olathe, Kansas

1988-1990	Teaching Assistant, Department of Educational Policy Studies, University of Illinois, Urbana-Champaign
1989-1990	Research Assistant, Illinois Critical Thinking Project, University of Illinois, Urbana-Champaign
Spring 1988	Social Studies Teacher, Lincoln Northeast High School, Lincoln, Nebraska

2. RESIDENT INSTRUCTION AND CONTINUING EDUCATION

a. Teaching

University of Georgia (2002-present):

ESOC 2450	Initial Field Experience in Social Science Education (undergraduate) Fall 2011 (N=18)
ESOC 4/6000	Special Problems in Social Science Education (undergraduate/graduate--Student Teaching Seminar through Spring 2006; undergraduate/graduate—independent study after Spring 2006) Fall 2003 (N=13/2), Spring 2004 (N=15/9), Spring 2005 (N=0/15), Spring 2006 (N=0/23), Spring 2007 (N=0/1), Summer 2007 (N=0/1), Fall 2007 (N=0/3), Spring 2009 (N=0/1), Fall 2009 (N=1/0), Spring 2012 (N=1/0), Spring 2019 (N=0/1)
ESOC 4/6350	Social Science Curriculum in Secondary Schools (undergraduate/graduate) Fall 2002 (2 sections: N=15/7, N=28/0); Spring 2003 (N=13/4), Fall 2017 (2 sections: N=16, N=10/6), Fall 2018 (2 sections: N=10, N=11), Fall 2019 (2 sections: N=13, N=12)
ESOC 4/6360	Methods of Teaching Secondary Social Studies (undergraduate/graduate) Fall 2016 (2 sections: N=20, N=8/12)
ESOC 5/7030	Teaching Economics (undergraduate/graduate) Spring 2016 (N=7/16)
ESOC 5/7460	Student Teaching Social Studies Field Instruction (undergraduate/graduate) Spring 2013 (N=2/2), Spring 2014 (N=2/3), Spring 2015 (N=1/3) Spring 2016 (N=2/2)

- ESOC 5/7560 Student Teaching Seminar (undergraduate/graduate)
 Spring 2007 (N=13/0), Spring 2008 (N=17/4), Fall 2008 (N=19/3),
 Spring 2009 (N=10/11), Fall 2009 (N=12/3), Spring 2010 (N=16/5),
 Fall 2010 (N=12/6), Spring 2011 (N=8/5), Fall 2011 (N=16/5),
 Spring 2012 (N=4/8), Fall 2012 (N=9/0), Fall 2013 (N=10/3), Spring
 2015 (N=13/5), Spring 2016 (N=7/9), Spring 2017 (N=7/13), Spring
 2018 (N=9/7), Spring 2019 (N=10), Spring 2020 (N=12)
- ESOC 6990 Research Seminar in Social Science Education (graduate)
 Summer 2003 (N=21), Fall 2012 (N=14), Fall 2013 (N=12), Fall
 2014 (N=19), Fall 2015 (N=10), Fall 2016 (N=12), Fall 2017
 (N=10), Fall 2018 (N=17)
- ESOC 6000 Special Topics in Teaching Social Studies (graduate)
 Spring 2019 (N=1)
- ESOC 7000 Master's Research (graduate—-independent study)
 Fall 2004 (N=1), Summer 2005 (N=1)
- ESOC 7005 Graduate Student Seminar (graduate—-independent study)
 Fall 2004 (N=2), Spring 2005 (N=2), Fall 2006 (N=1), Summer
 2007 (N=1)
- ESOC 7050 Problems of Teaching Secondary Social Studies (graduate)
 Summer 2005 (N=17), Summer 2016 (N=10)
- ESOC 7080 Curriculum Planning in Social Sciences (graduate)
 Spring 2003 (N=19), Summer 2008 (N=21), Summer 2009 (N=23),
 Summer 2010 (N=17), Summer 2011 (N=20), Summer 2012 (N=10)
- ESOC 7300 Master's Thesis (graduate—-independent study)
 Fall 2004 (N=1), Spring 2005 (N=1), Fall 2005 (N=1), Spring 2007
 (N=1), Summer 2007 (N=1)
- ESOC 9000 Doctoral Research (graduate)
 Summer 2005 (N=6), Fall 2005 (N=1), Fall 2006 (N=3), Spring
 2007 (N=2), Fall 2007 (N=1), Summer 2008 (N=2), Fall 2008
 (N=3), Spring 2009 (N=1), Summer 2009 (N=2), Fall 2009 (N=2),
 Fall 2018 (N=1), Spring 2019 (N=1)
- ESOC 9005 Doctoral Graduate Student Seminar (graduate—-independent study)
 Fall 2004 (N=6), Spring 2005 (N=8), Summer 2005 (N=2), Fall
 2005 (N=8), Spring 2006 (N=8), Summer 2006 (N=1), Fall 2006
 (N=10), Spring 2007 (N=8), Fall 2007 (N=3), Spring 2008 (N=3),

Summer 2008 (N=1), Fall 2008 (N=6), Spring 2009 (N=3), Summer 2009 (N=2), Fall 2009 (N=5), Spring 2010 (N=8), Fall 2010 (N=6)

- ESOC 9300 Doctoral Dissertation (graduate—*independent study*)
Spring 2004 (N=1), Fall 2006 (N=2), Spring 2007 (N=3), Fall 2007 (N=4), Spring 2008 (N=4), Summer 2008 (N=3), Fall 2008 (N=1), Spring 2009 (N=1), Summer 2009 (N=1), Fall 2009 (N=2), Spring 2010 (N=4)
- ESOC 9600 Research in Social Science Education (graduate—*independent study*)
Spring 2004 (N=2), Summer 2004 (N=1), Spring 2005 (N=1), Fall 2005 (N=1), Summer 2008 (N=1)
- ESOC 9600 Research in Social Science Education
(Graduate Doctoral Seminar in Democracy and Education, co-taught with Dr. Lew Allen, graduate)
Fall 2003 (N=12)
- ESOC 9630 Critique of Educational Literature in Social Science Education (graduate)
Fall 2004 (N=11), Fall 2006 (N=6), Fall 2007 (N=6), Spring 2013 (N=6)
- ESOC 9700 Internship in Social Science Education (graduate—*independent study*)
Spring 2004 (N=1), Summer 2004 (N=1), Fall 2005 (N=1), Fall 2007 (N=7), Summer 2008 (N=1), Fall 2008 (N=6), Spring 2009 (N=7), Fall 2009 (N=8), Spring 2010 (N=7), Fall 2010 (N=6), Spring 2011 (N=6), Fall 2014 (N=8), Spring 2015 (N=8), Fall 2019 (N=7), Spring 2020 (N=6)

University of Michigan (1997-2002):

- ED 432 Secondary Social Studies Methods (undergraduate)
Fall 1997 (N=26), Fall 1998 (N=18), Fall 1999 (N=26), Fall 2000 (N=22), Fall 2001 (N=14)
- ED 432 Secondary Social Studies Methods (graduate)
Fall 1997 (N=17)
- ED 635 Research in Social Studies Education (graduate)
Winter 1998 (N=3), Winter 1999 (N=6), Winter 2000 (N=6)
- ED 431 Elementary Social Studies Methods (graduate)
Summer 1998 (N=12), Summer 1999 (N=23), Summer 2001 (N=23)

- ED 604 Curriculum Planning (graduate)
Spring 2002 (N=23)
- ED 809 Curriculum Theory (graduate)
Winter 2000 (N=11), Winter 2001 (N=13), Winter 2002 (N=6)

b. Academic Advising

Dr. Dinkelman advised 32 master's degree students at the University of Michigan, and he has advised over 50 master's degree students at the University of Georgia. See Section 3f for advisement of master's of arts degree and doctoral degree students at the University of Georgia.

3. SCHOLARLY ACTIVITIES

a. Publications (an asterisk [*] identifies a publication that has gone through stringent editorial review)

Books edited or coedited:

Rodriguez, A., Bennett, J., Bettridge, J., Carson, R., Dinkelman, T., Fons, C., Solís-Jordán, J., Masden, K., Powers, B., Schmitz, J., Sikwibele [sic], A., Theobald, P., Thompson, A., Tozer, S., & Wentworth, M. (Eds.). (1990). *Foundations of educational policy in the United States* (4th ed.). Lexington, MA: Ginn Press. (Dinkelman contribution: 5%)

International publications:

*Dinkelman, T., Margolis, J., & Sikkenga, K. (2016). De professor de escuela a formador de profesores: Experiencias, expectativas y expatriacion. In T. Russell, R. Fuentealba, & C. Hirmas (Eds.), *Formadores de formadores, descubriendo la propia voz a traves del self-study* (pp. 149-168). Santiago, Chile: Organizacion de Estados Iberoamericanos para la Educacion.

*Dinkelman, T., Margolis, J., & Sikkenga, K. (2016). De professor de escuela a formador de profesores: Reconceptualizando la teoria en la practica. In T. Russell, R. Fuentealba, & C. Hirmas, (Eds.), *Formadores de formadores, descubriendo la propia voz a traves del self-study* (pp. 169-187). Santiago, Chile: Organizacion de Estados Iberoamericanos para la Educacion.

Chapters in books:

*Dinkelman, T. (2018). Prioritizing policy in the social studies: Orientation, context, and criteria. In P. G. Fitchett & K. W. Meuwissen (Eds.). *Social studies in the*

new educational policy era: Conversations on purposes, perspectives, and practices (pp 187-193). New York: Routledge.

- *Dinkelman, T. (2018). Dinkelman's response to Herczog's commentary. In P. G. Fitchett & K. W. Meuwissen (Eds). *Social studies in the new educational policy era: Conversations on purposes, perspectives, and practices* (pp. 199-202). New York: Routledge.
- *Dinkelman, T. (2017). Practicing deliberative discussion: A supportive protocol. In S. G. Grant, J. Lee, & K. Swan (Eds). *Teaching social studies: A methods book for methods teachers* (pp. 21-25). Charlotte, NC: Information Age Publishing.
- *Dinkelman, T. & Cuenca, A.C. (2017). Qualitative research in social studies education. In M. M. Manfra, & C. M. Bolick, (Eds.), *The handbook of social studies research* (pp. 95-131). Boston, MA: Wiley-Blackwell. (Dinkelman contribution: 70%)
- *Dinkelman, T., Logan, K., & Cuenca, A. (2016). Stand(ard) and deliver: Yet another standards-based framework for teacher education. In A. Crowe & A.C. Cuenca (Eds.), *Rethinking Social Studies Teacher Education for 21st Century Citizenship* (pp. 385-405). Zug, Switzerland: Springer Publishing. (Dinkelman contribution: 70%)
- *Dinkelman, T. (2012). Observation reports and the mystery of supervising student teachers: A program coordinator's perspective on taking teacher education seriously. In A. Cuenca (Ed.), *Supervising student teachers: Issues, perspectives, and future directions for field-based teacher education* (pp. 47-59). Rotterdam, The Netherlands: Sense Publishers.
- *Crowe, A., & Dinkelman, T. (2010). Self-study and social studies: Framing the conversation. In A. Crowe (Ed.), *Advancing social studies education through self-study methodology: The power, promise, and use of self-study in social studies education* (pp. 1-19). New York: Springer. (Dinkelman contribution, 60%)
- *Dinkelman, T. (2010). Complicating coherence: Self-study research and social studies teacher education programs and practices. In A. Crowe (Ed.), *Advancing social studies education through self-study methodology: The power, promise, and use of self-study in social studies education* (pp. 157-175). New York: Springer.
- *Dinkelman, T. D. (2009). Social studies methods, purpose, and the execution class. In E. E. Heilman (Ed.), *Social studies and diversity education: What we do and why we do it* (pp. 255-258). New York: Routledge.

Journal articles:

- *Dinkelman, T., & Cuenca, A. (2020). A turn to practice: Core practices and social studies teacher education. *Theory and Research in Social Education*. DOI: 10.1080/00933104.2020.1757538.
- *Dinkelman, T. (2016). Powerful design principles and processes: Lessons from a case of ambitious civics education curriculum planning. *Democracy and Education*, 24(2), 1-5.
- *Dinkelman, T., Cuenca, A., Butler, B., Elfer, C., Ritter, J., Powell, D., & Hawley, T. (2012). The influence of a collaborative doctoral seminar on emerging teacher educator-researchers. *Action in Teacher Education*, 34(2), 172-190.
- *Cuenca, A., Schmeichel, M., Butler, B.M., Dinkelman, T., Nichols, J.R. (2011). Creating a “third space” in student teaching: Implications for the university supervisor’s status as outsider. *Teaching and Teacher Education*, 27(7), 1068-1077.
- *Dinkelman, T. (2011). Forming a teacher educator identity: Uncertain standards, practice, and relationships. *Journal of Education for Teaching*, 37(3) 309-323.
- *Dinkelman, T. (2009). Reflection and resistance: Challenges of rationale-based teacher education. *Journal of Inquiry and Action in Education*, 2(1), 91-108.
- *Dinkelman, T., Margolis, J., & Sikkenga, K. (2006). From teacher to teacher educator: Reframing knowledge in practice. *Studying Teacher Education*, 2(2), 119-136.
- *Dinkelman, T., Margolis, J., & Sikkenga, K. (2006). From teacher to teacher educator: Experiences, expectations, and expatriation. *Studying Teacher Education*, 2(1), 5-23.
- *Dinkelman, T. D. (2003). Self-study in teacher education: A means and ends tool for promoting reflective teaching. *Journal of Teacher Education*, 54(1), 6-18.
- *Dinkelman, T. D. (2001). Service learning in social studies: What’s social studies for? *Theory and Research in Social Education*, 29(4), 617-639.
- *Dinkelman, T. D. (2000). An inquiry into the development of critical reflection in secondary student teachers. *Teaching and Teacher Education*, 16(2), 195-222.
- *Dinkelman, T. D. (1999). Critical reflection in a social studies methods semester. *Theory and Research in Social Education*, 27(3), 328-356.

- *Dinkelman, T. D. (1997). The promise of action research for critically reflective teacher education. *The Teacher Educator*, 32(4), 250-274.
- *Theobald, P. & Dinkelman, T. (1995). The parameters of the liberal-communitarian debate. *Peabody Journal of Education*, 70(4), 5-18.
- *Dinkelman, T. D. (1990). Critical thinking and school reform in the 1980s. *Illinois Schools Journal*, 69(2), 5-14.

Bulletins or reports:

- Manfra, M.M., Martell, C., Dinkelman, T., Hostetler, A. Mayo, J.B., Sequenzia, Crowe, A. & Hawley, T. (2018). *A call to action: Practitioner research in the social studies*. (Whitepaper). Chicago, IL. College and University Faculty Assembly.
- *Dinkelman, T. D. (2002). A rationale for self-study of teacher education for promoting reflective teaching. *Proceedings of Herstmonceux IV: The Castle Conference*. East Sussex, England: Self-Study of Teacher Education Practices SIG of the American Educational Research Association.
- *Dinkelman, T. D. (1990). *Critical thinking content in verbal problems of the P-SAT and P-ACT+* (Critical Thinking Reports No. 7). Champaign, IL: Illinois Critical Thinking Project.

Conference Proceedings:

- Cuenca, A., & Dinkelman, T. (2012). In search of expertise across the continuum: A collaborative self-study. In J. R. Young, L. B. Erickson, & S. Pinnegar (Eds.), *Extending inquiry communities: Illuminating Teacher Education through Self-Study. Proceedings of the Ninth International Conference of Self Study of Teacher Education Practices*, Herstmonceux Castle, East Sussex, England (pp. 78-81). Provo, Utah: Brigham Young University.
- *Dinkelman, T., Hawley, T & Havick, S. (2006). Self-study in teacher education: A means and ends tool for promoting reflective teaching. In L. M. Fitzgerald, M. L. Heston, D. L. Tidwell (Eds.), *Collaboration and Community: Pushing Boundaries through Self-Study. Proceedings of the Sixth International Conference of Self Study of Teacher Education Practices*, Herstmonceux Castle, East Sussex, England (pp. 280-283). Cedar Falls, Iowa: University of Northern Iowa.
- *Dinkelman, T. (2000). Self-study in teacher education: A means and ends tool for promoting reflective teaching. In J. Loughran & T. Russell (Eds.), *Exploring myths and legends of teacher education. Proceedings of the Third International Conference of Self Study of Teacher Education Practices*, Herstmonceux Castle, East Sussex, England (pp. 56-60). Kingston, Ontario: Queen's University.

Works in progress:

Dinkelman, T., & Rieber, L. *Q sort pedagogy: A different sort of discussion in social studies teacher education*. Manuscript in preparation.

Dinkelman, T., & Trout, M. *Teacher research 10 years later two decades on: Emancipatory prospects past, present, and future*. Manuscript in preparation.

b. Creative Contributions Other Than Formal Publications

Dinkelman, T. (2004). *SSITE: Secondary social studies information about teacher education*. <http://www.coe.uga.edu/ess/s3ite/index.html>

A comprehensive Web site that describes conceptual and structural foundations of the reformed secondary teacher education program in social studies education at the University of Georgia.

Dinkelman, T. (Chair), Bain, R., Ball, A., Harrington, H., Herbst, P., Krajcik, J., Moje, E., Pintrich, P., Rex, L., & Roosevelt, D. (2000). *Secondary teacher education program reform proposal*. Ann Arbor, MI: Secondary Teacher Education Reform Committee, Department of Educational Studies, University of Michigan.

An adopted reform proposal to reorganize the secondary teacher education program at the University of Michigan.

c. Grants**External:**

Dinkelman, T., & Reiber, L. (2018). *Toward disciplined-inquiry civics: Q methodology in teacher education*. The Spencer Foundation, \$49,879. Not funded.

Dinkelman, T. (2004). *Teacher support specialist in social studies: Bridging novice and expert practice*. Title II Higher Education Improving Teacher Quality Grant, U.S. Department of Education, \$20,041.

Dinkelman, T. (2000). *Bridging democratic theory and practice: Social studies teacher education and service-learning*. The Spencer Foundation, \$26,000.

Internal:

Dinkelman, T. (2015). *Critical economics education: Opening up the teaching and learning of economics*. Diversity Support Grant, College of Education, University of Georgia, \$5,000.

Dinkelman, T. (2014). *Rethinking Economics Education*. Instructional Innovation Support Grant, College of Education, University of Georgia, \$5,000.

Dinkelman, T. (2013). *Moving beyond the syllabus: An inquiry into processes and outcomes of a graduate curriculum course*. Provost Summer Research Grant, University of Georgia, \$5,000.

Dinkelman, T. (2003). *Social science education teacher partnership project*. Georgia Systemic Teacher Education Program, University of Georgia, \$4,000.

Dinkelman, T. (2000). *Service-learning for democratic education*. Center for Research on Learning and Teaching, University of Michigan, \$6,000.

Dinkelman, T. (1999). *Service-learning in secondary social studies teacher education: A student teaching semester case study*. Office of the Vice President for Research, University of Michigan, \$8,000.

d. Recognitions and Outstanding Achievements

2020	Faculty Research Program, Fall 2020 Semester Leave Award, College of Education, University of Georgia
2002	Class of 1923 Undergraduate Teaching Award, School of Education, University of Michigan
1999	Lawrence Metcalf Outstanding Dissertation Award, National Council for the Social Studies
1990	University of Illinois Alumni Medal, Outstanding Master's Degree Graduate, College of Education

e. Areas in Which Research Is Done

My scholarship is framed by my interests in democratic teacher education and the question of how teacher education can work to help teachers understand their professional practice as grounded in the democratic mission of schooling. These interests have led to research in preservice social studies teacher education, self-study of teacher education practices, and the professional development of teacher educators.

f. Supervision of Student Research

Doctoral committees:

Geri Collins, Ed.D., Social Science Education, graduated August 2004.
 Terrae Fogarty, Ed. D., Social Science Education, graduated August 2006.
 Tel Amiel, Ph.D., Instructional Technology, graduated December 2006.
 Michael Barbour, Ph.D., Instructional Technology, graduated May 2007.
 Foram Bhukhanwala, Ph.D., Elementary Education, graduated May 2007.
 Craig Shepherd, Ph.D., Instructional Technology, graduated May 2008.
 Dave Powell, Ph.D., Social Studies Education, graduated August 2008, Chair.
 Jason Ritter, Ph.D., Social Studies Education, graduated August 2008, Chair.
 Todd Hawley, Ph.D., Social Studies Education, graduated August 2008, Chair.
 Trey Wilson, Ph.D., Social Studies Education, graduated August 2008.
 Jong Won Jung, Ph.D., Instructional Technology, graduated December 2008.
 Joseph Nichols, Ph.D., Social Studies Education, graduated December 2010.
 Daniel Byrd, Ph. D., Social Studies Education, graduated May 2011, Chair.
 Alex Cuenca, Ph.D., Social Studies Education, graduated May 2011, Chair.
 Brandon Butler, Ph. D., Social Studies Education, graduated August 2011, Chair.
 Charles Elfer, Ph.D., Social Studies Education, graduated August 2011.
 Kimberly Murphy, Ph.D., Social Studies Education, graduated August 2014.
 Steven Havick, Ph.D., Social Studies Education, 2005-2009, 2011, 2013-2014, Chair.
 Brian DeLong, Ph.D., Social Studies Education, 2007-2014, Chair.
 Bryan Shepard, Ph.D., Social Studies Education, 2014-2016, Chair.
 Shujuan Pan, Ph.D., Social Studies Education, graduated August 2016.
 Tracy Rackensperger, Ph.D., Social Foundations of Education, graduated December 2017.
 Coart Ramey, Ph.D., Social Foundations of Education, 2016-2017, Chair.
 Vicki Scullion, Educational Theory and Practice, in progress, Chair.
 Sebastian Burkholdt, Educational Theory and Practice, in progress, Chair.

Education Specialist committees:

Kim Myers, Social Studies Education, graduated August 2012.
 Rhotonya Rhodes, Social Studies Education, graduated August 2012, Chair.
 Caitlyn Askins, Social Studies Education, graduated May 2013, Chair.
 Rathon Kersay, Social Studies Education, graduated May 2015.
 Richard Colvin, Social Studies Education, graduated May 2015.
 Aubrey Shields, Social Studies Education, graduated December 2017.
 Kelli Coletti, Social Studies Education, graduated August 2018, Chair.
 Matthew Meek, Social Studies Education, graduated December 2019, Chair.
 Nick Lommen, Social Studies Education, in progress, Chair.

Master's committees:

Georgetta Connor, M.A., Geography, graduated August 2003.
 Ashley Goodrich, M.A., Social Studies Education, graduated December 2005, Chair.
 Whitney Watts, M.A., Social Studies Education, graduated August 2007, Chair.
 Miguel Guissasola, M.A., Social Studies Education, 2011.

g. Editorship or Editorial Board Member of Journals or Other Learned Publications

Editorial Board, *Theory and Research in Social Education*, 2016- present

International Advisory Board, *Studying Teacher Education*, 2005-2015

Editorial Board, *Theory and Research in Social Education*, 2008-2010

Editorial Board, *Journal of Inquiry and Action in Education*, 2007-2015

h. Convention Papers (an asterisk [*] identifies a paper that has a published counterpart; a double asterisk [**] identifies an invited address)

International:

Cuenca, A., & Dinkelman, T. (2012, August). *“Becoming” a teacher educator across the continuum of experience: A collaborative self-study*. Paper to be presented at Herstmonceux IX: The Ninth International Conference on Self-Study of Teacher Education Practices. East Sussex, England.

Dinkelman, T., Havick, S., & Hawley, T. (2006, August). *“Real” teacher education standards: A collaborative inquiry into shared practice*. Paper presented at Herstmonceux VI: The Sixth International Conference on Self-Study of Teacher Education Practices. East Sussex, England.

*Dinkelman, T. D. (2002, August). *A rationale for self-study of teacher education for promoting reflective teaching*. Paper presented at Herstmonceux IV: The Fourth International Conference on Self-Study of Teacher Education Practices. East Sussex, England.

National:

Rieber, L., & Dinkelman, T. (2020, November). *A different kind of class discussion in social studies education: Using Q methodology in social studies teacher education*. Paper to be presented at the Association for Educational Communications & Technology. Virtual conference.

Dinkelman, T., Trout, M., Cuenca, A., & Ray, L. (2020, February). *Teacher research 10 years later two decades on: Emancipatory prospects, past, present, and future*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Atlanta, GA.

- Rieber, L., & Dinkelman, T. (2020, February). *A different kind of class discussion in social studies education*. Paper presented at the Conference for Higher Education Pedagogy, Blacksburg, VA.
- Dinkelman, T., & Reiber, L. (2019, November). *Towards disciplined-inquiry in social studies: Q sort pedagogy in preservice teacher education*. Paper presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Austin, TX.
- Reiber, L., & Dinkelman, T. (2019, October). *A different kind of class discussion*. Paper presented at the Innovation in Teaching Conference, College of Education, University of Georgia, Athens, GA.
- Dinkelman, T. (2018, November). *Social studies practitioner inquiry in troubling times: Emancipatory prospects past, present, and future*. Paper presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Chicago, IL.
- Dinkelman, T., & Cuenca, A. (2018, November). *Fad or future?: Core practices in social studies teacher education*. Paper presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Chicago, IL.
- *Dinkelman, T. (2018, November). *Practicing deliberative discussion: A supportive protocol*. Paper presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Chicago, IL.
- Dinkelman, T. (2017, November). *From higher education toward schools: The potential of practitioner research in social studies scholarship*. Paper presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, San Francisco, CA.
- *Dinkelman, T. (2017, November). *Prioritizing policy in the social studies: Orientation, context, and criteria*. Paper presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, San Francisco, CA.
- **Dinkelman, T. (2017, November). *Beyond the dissertation: Professional issues*. Invited participant, Graduate Forum Conversations with Colleagues, at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies.
- Dinkelman, T. (2017, June). *Really, what needs to happen for economics education to become a site for resistance?* Paper presented at the annual meeting of the Rouge Forum, St. Louis, MO.

- *Dinkelman, T., & Cuenca, A. (2016, December). *Qualitative research in social studies: A 25-year review*. Paper presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Washington, DC.
- Logan, K., & Dinkelman, T. (2016, December). *We need to talk: Strategies to help lead classroom discussions*. Paper presented at the annual meeting of the National Council for the Social Studies, Washington, DC.
- *Dinkelman, T., & Logan, K. (2015, November). *Stand(ards) and deliver: Yet another standards-based framework and the practice of preservice teacher education*. Paper presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, New Orleans, LA.
- Dinkelman, T. (2014, April). *Engagements and/in curriculum studies: A practice-grounded study in graduate teacher education*. Presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Dinkelman, T., & Johnson, M. (2013, November). *Moving beyond the syllabus: An inquiry into processes and outcomes of a graduate social studies curriculum course*. Paper presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, St. Louis, MO.
- Dinkelman, T. (2013, November). *Turned upside down: A critique of resurgent interest in clinical teacher education*. Paper presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, St. Louis, MO.
- Dinkelman, T. (2013, February). *Coordinating experiences and the mysteries of supervision*. Paper presented at the annual meeting of the Association of Teacher Educators, Atlanta, GA.
- *Dinkelman, T. (2012, November) *Emerging teacher educator-researchers: Collaborative opportunities and doctoral education*. Paper presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Seattle, WA.
- *Dinkelman, T. (2012, November). *A program coordinator's perspective: Observation reports and the mystery of supervising student teachers*. Paper presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Seattle, WA.

- Dinkelman, T. (2011, December). *"We have maybe a day:" The challenge of Holocaust education in a standards-driven era.* Paper presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Washington DC.
- Dinkelman, T., & Cuenca, A. (2011, December). *On the use of self-study to leverage research in preservice teacher education.* Paper presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Washington D.C.
- Dinkelman, T. (2010, November). Discussant, *Professional development issues in social studies education session.* Presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Denver, CO.
- Dinkelman, T. (2010, November). Discussant, *From a common university background to diverse teacher education contexts: A conversation on the preparation of education school faculty in social studies.* Presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Denver, CO.
- Dinkelman, T. (2010, May). Discussant, *Research on Teaching the "Difficult" Areas: Ethics, Morality, Religion, and Politics in the Classroom.* Presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Dinkelman, T. (2010, May). Discussant, *Questioning the ecology of teacher education through self-study.* Presented at the annual meeting of the American Educational Research Association, Denver, CO.
- *Cuenca, A, Schmeichel, M., Butler, B., Dinkelman, T., and Nichols, J. (2010, February). *Creating a "third space in student teaching: Implication for the university supervisor's status as "outsider."* Paper presented at the annual meeting of the American Association for the Colleges of Teacher Education, Atlanta, GA.
- Dinkelman, T., Cuenca, A., Schmeichel, M., Butler, B., & Nichols, J. (2009, November). *Peering into the black box: A collaborative self-study of social studies teacher education.* Paper presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Atlanta, GA.
- Dinkelman, T. (2009, November). Discussant, *Teacher education session.* Presented at the annual meeting of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Atlanta, GA.

**Dinkelman, T. (2007, November). What is self-study? In T. Dinkelman (Chair), *Self-study in social studies teacher education: Worthwhile attraction or attractive distraction?* Symposium conducted at the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, San Diego, CA.

**Dinkelman, T. (2007, November). The mythical concept of powerful social studies teacher education. In J. James & A. Crowe (Chairs), *Conceptualizing powerful social studies teacher education*. Symposium conducted at the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, San Diego, CA.

Hawley, T., Ritter, J., Powell, D., Mallozzi, C., Dinkelman, T., Fecho, B., & McClean, C. (2007, January). *Self-study in teacher education: A worthwhile attraction or an attractive distraction?* Symposium conducted at the 20th Annual QUIG Conference, Athens, Ga.

Dinkelman, T., Hawley, T., Powell, D., & Ritter, J. (2006, April). *What's good teacher education and how would you know it if you saw it?* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

*Dinkelman, T., Havick, S., & Hawley, T. (2005, November). *On becoming a social studies teacher educator*. Paper presented to the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Kansas City, MO.

Dinkelman, T., & Hoge, J. (2005, April). *Into thin air: The troubled intersection of pedagogical content knowledge and civics teacher education*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, QC, Canada.

Dinkelman, T., & Hoge, J. (2004, November). *Civics teacher education: The troubled intersection of content knowledge and pedagogy*. Paper presented to the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Baltimore, MD.

*Dinkelman, T. (2004, November). *Reflection and resistance: The challenges of rationale-based teacher education*. Paper presented at the annual meeting of the American Educational Studies Association, Kansas City, MO.

Dinkelman, T. (2004, April). *Service-learning meets student teaching: Understanding democracy as the purpose of social studies*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

*Dinkelman, T. (2002, April). *Towards a theory of teachers becoming teacher*

educators. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Dinkelman, T. (2001, November). *When will we ever learn? Dewey, democracy, and the social studies curriculum*. Paper presented to the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, Washington, DC.

*Dinkelman, T., Margolis, J., & Sikkenga, K. (2001, April). *From teacher to teacher educator: Experiences, expectations, and expatriation*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

**Dinkelman, T. (2001, April). *Diverse visions of teaching in the university and schools*. Division K, Fireside Chat invited presentation at the annual meeting of the American Educational Research Association, Seattle, WA.

*Dinkelman, T. (2000, April). *Service-learning in student teaching: What's social studies for?* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

**Dinkelman, T. (1999, November). *Critically reflective teacher education in social studies: Questions about the prospects for democratic teacher education*. Paper presented at the Exemplary Dissertation Session of the annual meeting of the National Council for the Social Studies, Orlando, FL.

Dinkelman, T. (1999, April). *Conceptions of democratic citizenship in preservice social studies teacher education*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, QC, Canada.

*Dinkelman, T. (1999, April). *Self study in teacher education: A means and ends tool for promoting reflective teaching*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, QC, Canada.

*Dinkelman, T. (1998, April). *Critically reflective teacher education: A student teaching semester case study*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

*Dinkelman, T. (1997, March). *Critically reflective teacher education: A preservice case study*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

State:

Dinkelman, T. (2016, October). *The final word as a method of practicing discussion*. Paper presented at the Innovation in Teaching Conference, College of Education, University of Georgia, Athens, GA.

Dinkelman, T. & Viehman, J. (2015, October). *Student teaching in social studies: Exploring university- and school-based challenges and opportunities*. Paper presented at the annual meeting of the Georgia Council for the Social Studies, Athens, GA.

Dinkelman, T. (2014, October). *More Than Bells and Whistles: An Innovation in a Teacher Education Course that Doesn't Require Electricity*. Paper presented at the Innovation in Teaching Conference, College of Education, University of Georgia, Athens, GA.

Dinkelman, T. (2014, April). *Beyond the syllabus: Sorting through process and product in a graduate curriculum course*. Paper presented at the COE Research Conference, College of Education, University of Georgia, Athens, GA.

Dinkelman, T., Barbour, M., Coffey, C., Hawley, T., Ritter, J., Smith, R., Murphy, R. (2005, October). *Mentoring for a powerful vision of social studies teaching and learning*. Paper presented at the annual meeting of the Georgia Council for the Social Studies, Athens, GA.

4. PUBLIC SERVICE

Council of Chief State School Officers, Interstate New Teacher Assessment and Support Consortium, Model Standards in History and Social Studies for Beginning Teacher Licensing, Assessment and Development Committee, 2000-2002

5. OTHER SERVICE

a. Service to the Profession

Referee for professional journals:

Educational Research for Policy and Practice, 2020

Theory and Research in Social Education, 1999-2019

Journal of Teacher Education, 2018

Social Studies Education Review, 2017-2018

Democracy and Education, 2015, 2017-2018

Educational Researcher, 2017

Citizenship, Teaching and Learning, 2017

Teaching and Teacher Education, 2002-2011, 2014-2015, 2017

American Educational Research Journal, 1999, 2002, 2009

Journal of Teacher Education, 2006, 2008-2009, 2011-2015

Journal of Teaching and Learning, 2008

Teachers College Record, 2002-2003

Studying Teacher Education, 2005-2014

Teacher Education Quarterly, 1998

Referee for other publications:

Reviewer of Bullock, M. & Christou, T.M. (2016). *Developing professional knowledge as social studies educators*. In Crowe, A. & Cuenca, A. C. (Eds.), *Rethinking Social Studies Teacher Education for Twenty-First Century Citizenship*. Dordrecht, The Netherlands: Springer.

Reviewer of Meuwissen, K. W. & Berger, M. L. (2016). *Supporting the political practice of social studies teaching across the teacher education continuum*. In Crowe, A. & Cuenca, A. C. (Eds.) (2016). *Rethinking Social Studies Teacher Education for Twenty-First Century Citizenship*. Dordrecht, The Netherlands: Springer.

Reviewer of Crowe, A. & Cuenca, A. C. (Eds.) (2016). *Rethinking Social Studies Teacher Education for Twenty-First Century Citizenship*. Dordrecht, The Netherlands: Springer.

Reviewer of van Hover, S. (2005). Education of social studies teachers: Initial certification. In L. Levstik and C. Tyson (Eds), *Handbook of Research in Social Studies*. New York: Macmillan.

Reviewer of Johnston, M. (2005). The lamp and the mirror: Action research and self studies in the social studies. In K. Barton and M. Merryfield (Eds), *Research in Social Studies Education*. Greenwich, CT: Information Age Publishing.

Referee or member of advisory panel for federal, state, or private agencies awarding research, development, training, or service grants:

Grant reviewer of Avi, C., *Teacher education between teaching and teachers: Examining novice civics and history teachers' transition from the preparation stage to classroom teaching*. Israel Science Foundation, 2017

Grant referee for Title II Higher Education Improving Teacher Quality Grant Program, 2010

Grant referee for Title II Higher Education Improving Teacher Quality Grant Program, 2005

Reviewer of proposals for national organizations:

Reviewer for American Educational Research Association annual meeting, 1997-2008, 2010, 2013. 2017, 2018

Reviewer for College and University Faculty Assembly of the National Council for the Social Studies annual meeting, 1999-present

Sessions organized or chaired at professional meetings:

(2014, November). *Social studies teacher education practices*. Chair of session at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies.

(2013, January). *Qualitative methods in social studies education research*. Co-Chair of session at the Retreat of the College and University Faculty Assembly of the National Council for the Social Studies.

(2012, April). *Constructing identities through self-study*. Chair of session at the annual meeting of the American Education Research Association.

(2008, November). *Graduate student SIG session*. Chair of session at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies annual meeting.

(2008, November). *Teacher education paper session*. Chair of session at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies annual meeting.

(2007, April). *What's quality in qualitative research*. Chair of session at the annual meeting of the American Educational Research Association.

(2006, April). *Social studies, democracy, and citizenship*. Chair and discussant of session at the annual meeting of the American Educational Research Association.

(2005, April). *Investigating teacher authority, management beliefs, and control ideology*. Chair of session at the annual meeting of the American Educational Research Association.

(2004, November). *Perspectives on Brown v. Board of Education*. Chair of session of the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies.

Professional associations and activities:

Certificate of Outstanding Contribution in Reviewing, *Teaching and Teacher Education*, September, 2017

Georgia Department of Education, Georgia Performance Standards Advisory Committee, 2015

National Council for the Social Studies, College and University Faculty Assembly, Executive Board, 2005-2008

National Council for the Social Studies, College and University Faculty Assembly, Mentor, Jim Hauf, Doctoral Candidate, St. Louis University, 2019-present
Mentor, Muffet Trout, Doctoral Candidate, University of Minnesota 2008-2010
Mentor, Scott Wylie, Doctoral Candidate, Teachers College, Columbia University, 2010-2013
Executive Board Liaison to CUFA Graduate Student Forum, 2006-2008

American Educational Research Association, 1997-present
Division K (Teaching and Teacher Education), 1997-present
Self-Study of Teacher Education Practices Special Interest Group, 2002-present
Research in Social Studies Education Special Interest Group, 1997-present

National Council for the Social Studies, 1997-present
College and University Faculty Assembly, 1997-present
Teacher Education and Professional Development Committee, Vice-Chair, 2001

Georgia Council for the Social Studies, 2015-present

b. Service to Other Universities

External Examiner for Cathy Miyata, Ph.D., University of Toronto, Ontario Institute for Studies in Education, Toronto, ON Canada, 2017

External Reviewer for Promotion to Associate Professor and Tenure, Debbie Sonu, Hunter College, City University of New York, June, 2015

External Reviewer for Promotion to Associate Professor and Tenure, Jeffrey Kupperman, University of Michigan—Flint, November, 2007

External Examiner for Judith McBride, Ph.D., McGill University, Department of Educational and Counseling Psychology, Montreal, QC Canada, 2005

University of Michigan, Secondary Teacher Education Reform Committee, Chair, 1998-2000

University of Michigan, Student Awards Committee, 1998-2002

c. Service to the University of Georgia

Interdisciplinary Qualitative Studies Faculty, 2004-2019

University Graduate Council, 2010-2013

University Graduate Council, Retention and Appeals Committee, 2011-2013

University Graduate Council, Administrative Committee, 2010-2011

University Council Curriculum Committee, 2006-2008

University Council Curriculum Committee, Humanities and Fine Arts Subcommittee, Chair, 2007-2008

Professional and Applied Studies Area Committee for Appointment and Reappointment to the Graduate Faculty, 2004-2007

College of Education and College of Arts and Sciences Deans' Forum, 2004-2005

College of Education:

Academic Appeals Committee, 2008-2010, 2017-2018

Innovations in Teaching Conference Planning Committee, 2014, 2016-2019

Diversity Grants Selection Committee, Ad Hoc, 2016

Annual Evaluation Committee, Ad Hoc, 2015

Innovations in Teaching Conference, Sessions Facilitator, 2014

Program Coordinators Committee, 2010-2013

NCATE Portfolio Pilot Committee, 2010-2011

COE Name Change Implementation Team, 2010

Office of Student Services Director Search Committee, 2010

Task Force on Field Placement, 2009-2010

Department of Elementary and Social Studies Education Department Head Search Committee, Chair, 2009

Post-Tenure Review Committee for Ron Van Sickle, 2008-2009

Student Teaching Evaluation Instrument Committee, 2008-2009

Professional Education Advisory Council, 2005-2009

Dean's Task Force on Early Childhood/Elementary Education Programs, 2007-2008

Dean's Council on Diversity, 2007-2010

Assessment Committee, 2007-2009

ACTE Institutional Representative, 2007-present

Qualitative Interest Group (QUIG) Steering Committee, 2005

Standards-Based Electronic Portfolio LiveText Leadership Committee, 2004-2006

Interdisciplinary Qualitative Studies Advisory Committee, 2004-present

Education for Democracy Group, 2003-2004

Georgia Systemic Teacher Education Program Social Studies Curriculum Committee, 2002-2006; Chair, 2003-2006

Faculty Senate, Department of Social Science Education Representative, 2002-2004

Department of Social Science Education:

Graduate Coordinator, 2003-2004

Coordinator of Secondary Teacher Education, 2002-2004

Secondary Teacher Education Reform Committee, 2002-2004

Department of Educational Theory and Practice, formerly Department of Elementary and Social Studies Education:

Third Year Review Committee for Amy S. Murphy, 2018

Third Year Review Committee for Elizabeth A. Saylor, 2018

Post-Tenure Review Committee for Cory Buxton, Chair, 2017-2018

Doctoral Programs Committee, 2016-2019

Mary A. Hepburn Lectureship in Social Studies Education Committee, 2008-2009, Chair, 2009-2013, 2013-2015, Co-Chair, 2016, 2017-2018, Chair, 2019

Marion Rice SSE Doctoral Support Committee, 2010-2015, Chair, 2016, 2017

Annual Evaluation and Merit Committee, Ad Hoc, 2016-2018

Working Principles Committee, Ad Hoc, 2015

Mission Statement Committee, Ad Hoc, 2015

Graduate Programs Committee, 2011-2014

Social Studies Education Program Coordinator, 2004-2013

Departmental Leadership Team, 2009-2013

3rd Year Review Committee for Bettina Love, Chair, 2012-2013

Master's and Educational Specialist Degree Task Force, 2011-2012

Social Studies Education/Middle Grades Education Academic Advisor Search Committee, 2011

Garrard Hall Endowed Professorship Search Committee, 2010-2011

Social Studies Education Search Committee, Co-Chair, 2010

Mentoring Committee for Jennifer Hauver James, Chair, 2010-2011

Social Studies Education Search Committee, Chair, 2010

Program Coordinators Committee, 2004-2009

Department of Elementary and Social Studies Education Academic Advisors Search Committee, Chair, 2009

Social Studies Education Academic Advisor Search Committee, 2010

Social Studies Education Temporary Instructor Search Committee, Chair, 2009, 2010, 2011

NCATE Committee, 2004-2007, 2010-2011

Mentoring Committee for Hilary Conklin, Chair, 2006-2010

Social Studies Education Search Committee, 2005

Early Childhood Education Search Committee, 2005

Space Committee, 2004

Program Review Committee, 2004-2013

Undergraduate/Graduate Assessment Committee, 2004-2006

Social Studies Program Reform Committee, Chair, 2006-2007

Graduate Recruitment Oriented Work Committee, Chair, 2006-2007