



**Curriculum Vitae  
MAY 2018**

**Instructor: Sherri Rae Colby, PhD**  
**Academic Department: Curriculum and Instruction**

**University Address:** Mesquite Metroplex Center  
 Education Sowers South, 232  
 Texas A&M University-Commerce  
 PO Box 3011  
 Commerce, TX 75429-3011

**University Email Address:** [Sherri.Colby@tamuc.edu](mailto:Sherri.Colby@tamuc.edu)  
**Faculty Web Page Address:** <http://faculty.tamuc.edu/scolby/>

**Areas of Expertise:** Qualitative methodologies (phenomenology, narrative), History education (historical thinking and empathy, historical memory, historical consciousness), and Education History (biography, philosophy of history).

<b>EDUCATION</b>
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Ph.D. Curriculum and Instruction (History Education), University of North Texas,	2007
M.Ed. Secondary Education (History Education), University of North Texas,	2002
B.A. English, University of North Texas,	1998

**PROFESSIONAL LICENSES**

Secondary English (Grades 6-12) (Life)  
 Secondary English Language Arts (Grades 6-12) (Life)  
 Secondary Government (Grades 6-12) (2000-2006)  
 Secondary Speech Communications (Grades 6-12) (Life)

<b>TEACHING EXPERIENCE</b>
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Associate Professor, Curriculum and Instruction Department,  
 Texas A&M University-Commerce  
 Tenure awarded May 2014

2014-present

Assistant Professor, Curriculum and Instruction Department,  
Texas A&M University-Commerce

2008-2014

Adjunct Instructor, Teacher Education and Administration Department,  
University Of North Texas

2005-2008

Adjunct Instructor, History Department, University of North Texas  
2002-2005

Marcus High School, Lewisville Independent School District, Classroom  
Teacher

1998-2002

<b>COURSES TAUGHT</b>
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Texas A&M University-Commerce

Current courses:

EDCI 687/690      Qualitative Inquiry (Socio cultural inquiry)

EDCI 595          Teacher Action Research

EDCI 718          Doctoral Dissertation

HIST 400          Pedagogy of History

EDCI 690/500      Powerful Authentic Social Studies

ELED 557          Social Studies Methods, K-8

SED 521          Models of Teaching (Secondary Education)

SED 528          Philosophy of Education

SED 513          Secondary Education Curriculum

SED 510/643      Assessment in Secondary Schools

SED 511          Adolescent Growth and Development

EDCI 559          Diversity in Education

EDCI 502	Strategies for Teaching At-Risk Students
Former courses:	
SED 514	Classroom Management in a Diverse Environment (Secondary, Alternative Teacher Certification)
SED 515	Effective Teaching in Diverse Environment (Secondary, Alternative Teacher Certification)
SED 517	Reading in the Secondary Content Area (Secondary, Alternative Teacher Certification)
EDCI 500	Project Based Learning
SED 401	Practicum for Internship and Residency (Secondary, Undergraduate Teacher Certification)
SED 404, 405	Internship and Residency for Student Teaching (Secondary, Undergraduate Teacher Certification)
EDCI 597	Formative Assessment

University of North Texas (2002-2008)

EDEE 4340	Social Studies Methods in Grades EC-8
EDEE 5840	Engaging Students in Learning (Elementary)
EDSE 5470	Classroom Management in Diverse Settings (Secondary)
CECS 4100	Computers in Education (all levels)
EDEE 3320	Foundations of Education: The School Curriculum (Elementary)
HIST 2610	United States History to 1865
HIST 2620	United States History Since 1865

<b>PUBLICATIONS AND PRESENTATIONS</b>
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International/ National Journals (peer reviewed)

Colby, S., & Bodily, B (in press). Poetic possibilities: Exploring texts with Ricoeur's hermeneutics. *International Review of Qualitative Research*.

Flynn, L, & Colby, S. (2017). Cultivating classroom spaces as homes for learning. *Middle Grades Review*, 3(3), 1-15.

Colby, S. Enacting historical thinking with heuristic organizers. In re- review with

*The History Teacher.*

- Colby, S. Historical empathy reconsidered: Experiencing the within-time-ness of textual interpretation. In re-review with the *Journal of Curriculum Studies*.
- Colby, S. (2015). Discovering artistry in the citizen-scholar. *Curriculum and Teaching Dialogue*, 15 (2), 163-166.
- Colby, S., & Bodily, B. (2014). Grief, healing, and love: Engaging in hermeneutic reflection as a doctoral mentor. *Reflective Practice: International and Multidisciplinary Perspectives*, 15 (6), 851-862.
- Colby, S. (2012). Paul Ricoeur, Memory, and the Historical Gaze: Implications for Education Histories. *American Educational History Journal*, 43 (1), 217-229.
- Colby, S. (2010). Contextualization and historical empathy: Seventh-graders' interpretations of primary documents. *Curriculum and Teaching Dialogue*, 12 (1), 69-84.
- Colby, S. (2009). The emergence of historical inquiry as curriculum: Reconsidering the British Schools Council History Project. *Curriculum History*, 2009, 42-55. Retrieved from <http://journals.tld.org>
- Colby, S. (2009). Finding place in state history: Connecting to students through diverse narratives. *Social Studies and the Young Learner*, 22 (2), 16-18.
- Colby, S. (2008). Energizing the history classroom: Historical narrative inquiry and historical empathy. *Social Studies Research and Practice*, 3 (3), 60-79.

Book Chapters

- Colby, S. (2011). "Dr. Lorrene Love Ort (1970-1972)," In O.L. Davis Jr. and M. Spearman, Eds. *A Century of Leadership: Biographies of Kappa Delta Pi Presidents* (pp. 113-127). Charlotte, NC: Information Age Publishing.

State Journals (peer reviewed):

- Colby, S. (2009). The urban expansion of Dallas in economic hard times. *The Social Studies Texan*, 25 (1), 48-51.
- Colby, S. (2008). The Texas connection: Liberating the lost battalions. *The Social Studies Texan*, 24 (3), 53-57.

Book Reviews:

Colby, S. (2012). Review submitted to *American Educational History Journal*.  
Mitchell, D. E., Crowson, R. L., and D. Shipps, Ed. (2011). *Shaping education policy: Power and process*. New York: Routledge. 312 pp. \$47.95 (cloth).

Manuscripts, In Process:

Colby, S. Remembering the Alamo: Adolescents' encounters with historical inquiry.  
Targeted journals: *Social Studies Research and Practice*.

Edited Book Proposal, In Process:

Colby, S., and Bodily, B. *Teaching qualitative inquiry: Emerging perspectives*.  
Targeted peer-reviewed presses: University of Toronto Press, Regina University Press.

PRESENTATIONS:

International and National

“Teaching qualitative thinking in action,” with Brett Bodily  
International Congress of Qualitative Inquiry, Urbana-Champaign, Illinois.  
May 19, 2018

“Teaching qualitative methods: Insights and possibilities,” with Brett Bodily  
International Congress of Qualitative Inquiry, Urbana-Champaign, Illinois.  
May 20, 2017

“Applying Ricoeur’s hermeneutics to data analysis: Poetic possibilities.”  
International Congress of Qualitative Inquiry, Urbana-Champaign, Illinois.  
May 21, 2016

“Historical thinking and civic engagement with adolescents,” with Shannon Carmody  
American Association for Teaching and Curriculum; Portland, Maine.  
October 8, 2015

“Remembering the Alamo: Young adolescents’ experiences with historical thinking and memory”  
American Association for Teaching and Curriculum; Tampa, Florida.  
October 11, 2014

“Hermeneutics and Art-Based Inquiry,” with Brett Bodily  
International Congress of Qualitative Inquiry, SIG- Art-Based Inquiry,  
Urbana-Champaign, Illinois.

May 21, 2014

“Applying Ricoeur’s Hermeneutics to Qualitative Interpretation and Writing,” with Brett  
Bodily;  
American Educational Research Association, Qualitative Inquiry SIG,  
Philadelphia, Pennsylvania

April 6, 2014

“Becoming a Mentor: A doctoral professor’s experience teaching qualitative research”  
American Association for Teaching and Curriculum; San Antonio, Texas.

October 2012

“Experiencing the Within-Time-Ness of Historical Empathy”  
American Association for Teaching and Curriculum; Denver, Colorado.

October 2011

“Weaving Historical Narratives: Middle Students Experience Historical Empathy”  
American Association for Teaching and Curriculum; St. Louis, Missouri.

October 2010

“Paul Ricoeur, Memory, and the Historical Gaze: Implications for Education Histories,”  
Organization for Education Historians; Chicago, Illinois.

September 2010

“The Mind of Paul Ricoeur: Curriculum History, Narrative, and Memory,”  
Society of Curriculum History at the American Educational Research Association;  
Denver, Colorado.

April 2010

“Somebody Like Me: Immigrant Students and the ‘I’ in Historical Inquiry,”  
American Association of Teaching and Curriculum; Alexandria, Virginia.

October 2009

“The Emergence of Historical Inquiry as Curriculum: British Schools Council History  
and Philosophical Pond Crossings,” Society for the Study of Curriculum History at the  
American Educational Research Association; San Diego, California.

April 2009

*Students As Historians: The Historical Narrative Inquiry Model’s Impact on Historical  
Thinking and Historical Empathy*, Dissertation of the Year in Teaching Presentation,  
American Association of Teaching and Curriculum; Austin, Texas.

October 2008

“Employing the Historical Narrative Inquiry Model: Seventh-graders’ Interpretations of Historical Texts,” Qualitative Interest Group Annual Conference; Athens, Georgia.

January 2006

“Reclaiming the Representational Voices in Education: The Anti-Federalists and John Dewey,” American Association for Teaching and Curriculum; Austin, Texas.

October 2005

### Regional Presentations

“Improving the ELL Strategies of Pre-Service Teachers,” with Mark Reid, Joyce Miller, Lisa Tolliver, Deena Harper; Texas National Association of Multicultural Education, Mesquite, Texas.

April 2011

“Handling Categorical Predictors in Multiple Regression: Dummy, Effect, Orthogonal Contrast, and Criterion Coding,” Southwest Educational Research Association; New Orleans, Louisiana.

February 2005

“The WPA in Dallas: The Agent of Business Progressivism and City Beautification,” Winner of Best of Conference Paper in U.S. History, Phi Alpha Theta, Texas Northeast Regional Conference; Denton, Texas.

April 2004

## RESEARCH AWARDS

### Awards

Unfettered Thought, Research Award, Faculty Senate, Texas A&M University-Commerce, April 2, 2017

Outstanding Dissertation of the Year in Teaching (John Lasska Award), American Association for Teaching and Curriculum, 2008

James Madison Fellowship Alternate, 2002

Kappa Delta Pi (Alpha Iota Chapter) 2002 (Perfect 4.0 in earning master’s degree)

Phi Alpha Theta (Northeast Texas Regional), Winner of Best Paper in U.S. History, 2004

## PROFESSIONAL ASSOCIATIONS AND HONORARIES

American Educational Research Association, 2009-present

(Qualitative Interest Group SIG, Social Studies SIG, Teaching History SIG)

International Institute for Qualitative Inquiry, 2013-present (Social Network Member)  
Texas Coalition for Critical Qualitative Inquiry, 2011-2012  
(Now part of the International Institute for Qualitative Inquiry)

National Council for Social Studies, 2006-present (Texas Council for Social Studies, 2008-present)

College University Faculty Association (with NCSS), 2016-present

American Association of Teaching and Curriculum, 2003-present

Texas State Historical Association, 2018-present

American Association of University Professors, 2016-present

Society for Curriculum History, 2010-2012

Kappa Delta Pi (International Honor Society in Education) 2002 induction,  
renewed 2010-present

Association for Supervision and Curriculum Development, 2005-2010

## GRANTS

### TEXAS STATE HISTORICAL ASSOCIATION (2016-2017)

Invited to serve as the curriculum coordinator for the Texas Women's History Project in association with the *Handbook of Texas*. Due to a change in state funding, the grant was cancelled after the state congressional meetings in spring 2017.

### TAMUC-FACULTY GRANT (2016-2017): \$8000

Co-Investigator with Jackie Riley;  
Student collaborators: Gabriella Lawrence, Mary Sheldon, Angelica Rojas Paz.  
Skype and International learning.

### PARTICIPATION IN STATE GRANT:

2009-2013:

Participation in Texas College and Career Readiness Grant (Texas Faculty Collaborative, Social Studies) supported by the Texas Higher Education Board. I implemented the concepts from the workshops in my EDCI 690/ 500 (powerful



authentic social studies course). On May 16-17, 2013, I presented my findings at the culminating conference in Houston, Texas.

Additional meetings included the themes social studies education and college/ career readiness:

(Culminating Conference)	May 16-17, 2013
(Powerful Authentic Social Studies)	May 15-17, 2012
(Economic Systems and Processes)	November 11, 2011
(Civic Engagement, Presidential Libraries)	May 26, 2011
(Global Information Systems)	May 17-18, 2011
(Teaching with Primary Documents)	April 8, 2011
(Character and Civic Development)	March 28, 2011
(Geographic and Scientific Literacy)	November 5, 2010
(History Lives in the 21 <sup>st</sup> century)	May 4-5, 2010
(College/ Career Readiness Standards)	April 2009

**PARTICIPATION IN ¡LISTO! GRANT WITH C & I DEPARTMENT: \$1.2 Million from U.S. Department of Education**

I participated in a four-year (2008-2012) grant for the support of English Language Learners in the North Texas area. We learned about language acquisition and conducted action research projects regarding the infusion of ELL content into our teacher preparation courses. Through partnerships with local school districts, we led action research teams comprised of public school teachers.