



**Curriculum Vita
SEPTEMBER 2024**

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

University Address:

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Commerce, TX 75429-3011

University Email Address: Sherri.Colby@tamuc.edu

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Areas of Expertise: Qualitative methodologies (teaching and learning, narrative, phenomenology), History education (historical thinking and empathy, historical memory, historical consciousness), secondary education (6-16).

EDUCATION

Ph.D. Curriculum and Instruction (History Education), University of North Texas, 2007

Dissertation: *Students as historians: The historical narrative inquiry model's impact on historical thinking and empathy.*

Winner of 2008 Dissertation of the Year Award, American Association for Teaching and Curriculum

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)

TEACHING EXPERIENCE

Professor, Department of Curriculum and Instruction, Co-coordinator of Secondary Education Master's Program, Co-appointment with Department of History, Texas A&M University-Commerce	2021-present
Associate Professor, Department of Curriculum and Instruction, Co-appointment with Department of History (beginning 2018), Texas A&M University-Commerce	2014-2021
Assistant Professor, Department of Curriculum and Instruction, 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

COURSES TAUGHT

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	Teaching and Learning History/ Social Studies
EDCI 690/500	Powerful Authentic Social Studies
ELED 557	Social Studies Methods, K-8
SED 521	Models of Teaching
SED 528/642	Philosophy of Education
SED 513/613	Secondary Education Curriculum
SED 510/643	Assessment in Secondary Schools
SED 511/640	Adolescent Growth and Development
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)
SED 510	Assessment in Secondary Schools
EDCI 502	Strategies for Teaching At-Risk Students
MLED 314	Young Adolescent Development
EDCI 559	Diversity in Education

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

PUBLICATIONS AND PRESENTATIONS

PUBLICATIONS:

Publications in International/ National Journals (peer reviewed)

Batiste, N., & Colby, S.R. (2024). Curating the children's science museum: Young learners as educational connoisseurs. *Curriculum and Teaching Dialogue*, 26(2), 311-317.

Bodily, B.H., & Colby, S.R. (2023). Teaching narrative interviewing: Reflecting, narrating, and becoming in-action. *The Qualitative Report*, 28(2), 544-555. <https://doi.org/10.46743/2160-3715/2023.5547>

Colby, S. (2021). Experiencing historical empathy's humanizing lenses: Adolescents' interpretative flights. *Social Studies Research and Practice*, 16(1), 14 pp. DOI: [10.1108/SSRP-03-2020-0012](https://doi.org/10.1108/SSRP-03-2020-0012)

Marquez, G., & Colby, S. (2021). Engaging students with culturally relevant texts: A case study of dual-language learners' read-alouds. *Journal of Ethnographic and Qualitative Research*, 15, 205-219.

Csorvasi, V., & Colby, S. (2021). Bridges across language and culture: Narratives of long-term English learners. *NABE Journal of Research and Practice*, DOI: 10.1080/26390043.2021.1986360

Colby, S. (2020). Enacting historical thinking with heuristics. *The History Teacher*, 53(2), 355-375.

Colby, S., & Bodily, B. (2018). Poetic possibilities: Exploring texts with Ricoeur's hermeneutics. *International Review of Qualitative Research*, 11(2), 163-177.

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

- 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

Textbook Proposal, In process for review with peer-reviewed press:

- Colby, S., & Bodily, B. *Teaching and learning qualitative inquiry: Thinking, doing, becoming*. Proposal in process for review.

Book Proposal, in process for review with peer-reviewed press:

- Colby, S. *Sabotage: Confronting the forces seeking to destroy higher education*. Proposal in process for review.

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).

SCHOLARLY CREATIVE ACTIVITY:

Podcast: Higher Education for the Common Good, in process with Brett Bodily.

PRESENTATIONS:

International and National

“Integrating habits of mind for teaching and learning qualitative inquiry,” with Brett Bodily
The Qualitative Report Conference, Fort Lauderdale, Florida, Virtual.
February 18, 2023

“Teaching qualitative inquiry: Meeting adult learners’ needs,” with Brett Bodily
The Qualitative Report Conference, Fort Lauderdale, Florida, Virtual.
January 20, 2022

“Teaching adult learners qualitative inquiry,” with Brett Bodily
The Qualitative Report Conference, Fort Lauderdale, Florida, Virtual.
January 12-14, 2021

“Experiencing narrative interviewing: Reflecting, thinking, and becoming in-action,”
with Brett Bodily.
The Qualitative Report Conference, Fort Lauderdale, Florida.
January 15-17, 2020

“The museum as curriculum: Exploring museum via Eisner’s educational
connoisseurship,” with Nona Batiste
American Association for Teaching and Curriculum, Dallas Texas.
October 5, 2018

“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

DOCTORAL ADVISING

DOCTORAL CHAIR

I have served as the doctoral chair for 14 completed dissertations and served as a committee member for over 40 dissertations.