**Dr. James M. Mitchell**

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**EXPERTlSE:**Teacher Education: Educational Psychology and Technology **EDUCATION:**

Ph.D. Educational Psychology, September 1997, University of Minnesota, Minneapolis. M.Ed. Secondary Education, May 1993, University of Massachusetts at Boston

MA Higher Education, May 1983, Boston College, Chestnut Hill MA. BA English, 1981, University of Massachusetts

**PUBLICATIONS:**

2014

There’s an App for That in Citizenship Education, *Learning for Democracy, Volume 18, # 1 (in press), Winter 2014*

2009

Schools for Tomorrow: Citizens for Today, *Learning for Democracy,* Vol3, # 2, 2009

2007

Mitchell,J., Ramirez-Marerro, F., and Hooks,M.Y. (Winter 2007) *Teaching About HIVIAIDS* *through Online Education.* Academic Exchange Quarterly

2006

Mitchell.). (2006) *"Building Trust in the AIDS Education Classroom"* In *Hionanizing Pedagogy through HIV and AIDS Prevrmtion.* Boulder-London: Paradigm Publishers­ invited chapter.

Mitchell, J., Ramirez-Mareno, F., and Hooks, M.Y.(2006) *Preparing teachers as prevention agents: An online learning course,* ln *Humanizing Pedagot,-y through HIV and AIDS Prevention.* Boulder-London: Paradigm Publishers - invited chapter.

2003

"SOAR 2 College", Mitchell, J.M" James, L., Essig, B.,Educational Leadership, Vol. 61, 1, September 2003.

1

"The Impact of Academic Controversy on Subsequent Contlict Resolution m1d Relationships Among Students", Journal ofEducational Research. (13,1) 73-84. Mitchell, J; Johnson D & R. Johnson (2003) -

"Cooperative Learning and Service Learning: Soul-mates for Reflection in Higher Education", Mitchell, J., AAHE: Small-group Learning in Higher Education, Lessons from the Past. Visions ofthe Future, in Cooper, J. (ed.), New Forums Press, 20032002

"Are All Types of Cooperation Equal?'', The Impact of Cooperative Learning on HealthEducation", Mitchell, J., Johnson D .. and Johnson R., Social Psychology of Education. November 2002

2001

"Service Learning, Cooperative Learning, and Teacher Education", Mitchell, J. Online Journal of Peace and Conflict Resolution. Summer 200I.- peer reviewed.

2000

"The Impact of Constructive Controversy on Relationships Among Students and Subsequent Conflict Resolution", Mitchell, J ., Johnson D., and Johnson, Journal of Social Psvchologv in Education). December 2000.-peer reviewed.

1999

"Teaching An Understanding of Peace Through Academic Controversies", in Bartel (ed.) How Children Understand War and Peace (book chapter), Avery, P., Johnson, D., Johnson, Rand Mitchell, J. (1999).- invited chapter.

1998

"Team Building at the State Fair Celebration", MitchelL J., and Rugg, B., The Center, 4-H Connects Youth to the World, Winter 1998.-invited article.

1997

"Promoting Peace and Preparing Students for the Workplace", Mitchell, J., Johnson, D.. Johnson, R., Powell, D.; Classroom Leadership (ASCD), October 1997.-peer reviewed.

"Training Middle School Students To Manage Conflicts Constructively", Johnson, D., Johnson, R, Dudley, B., Mitchell, J., Frederickson, J., Journal of Social Psychology, February 1997. -peer reviewed.

1996

"Conflict Managers in an Inner-city Elementary School", Johnson, D., Johnson, R, Mitchell, J. and Cotton, B., Journal of Educational Research, May 1996.-peer reviewed.

**Courses Qualified to Teach:**

Introduction to Teaching

**Educational Psychology-Motivation and Learning:**

Psychological Foundations Educational Foundations-Philosophical and Cultural, Social Foundations Methods- Elementary and Secondary.

Classroom Management

**Integrating Technology Into the Classroom**

Reading in the Content A rea

Classroom Assessment

Cooperative Learning- Basic and Advanced

Psychology of Conflict Resolution

Graduate Thesis

Research Methods

Professional Seminar in Teacher Leadership

Doctoral Comp. Preparation

TEACHING

*2002-present: California State Universitv. East Bav : Havward C A*

*Asociate Professor of Teacher Education.* Teach courses in the Credential Track for Single and Multiple Subjects candidates. Previously have taught in the Graduate Svnthesis track of Teacher Education including Research Methods, Curriculum Development, Social Foundations, and Psychological Foundations. *Graduate Coordinator* for the Master of Science in Curriculum (2003), Multiple Subject Coordinator (2004). Taskstream Coordinator (2006-07). TED Department Chair 2008-09.

August 2000 -August 2002

*Califonia State Universitv/ Dominguez Hills- Carson CA*

*Associat e Professor-Teacher Education:* Tenure-track position focusing on teaching

Foundations and Motivation and Learning in the constructivist classroom. Educational psychology related to citizensh ip, conflict resolution and cooperation with a multicultural inner­ city student body on emergency permits who are teaching in Los Angeles area K-12 classrooms. Served on committees related to technology; service learning; review, tenure, and promotion; faculty merit increases. Coordinator of Multiple and Single Subject(s) student teaching programs (200 1-02). PROMOTED TO ASSOClA TE PROFESSOR for September 2002.

*Universitv of Minnesota-Miinneapolis MN.*

*Department of Curriculum and Instruction*

1997-1999: *Lecturer*

Citizenship and School-to- Work as Related to Communitv Service. Organize and implement a class which teaches University pre-teacher licensure students how to instruct public school students in a product-development, literature-based curriculum which reaches 900 Minneapolis Public Schools students K-12. University students learn and teach story boarding and business

plan development as well as team building, cooperation, and conflict resolution skills in a group setting. Also required to solicit external funding ofthe program in excess of$!00.000 and successfully did so.

Assessment Methods in the Elementary Education Classroom, Assessment classes for 60 students in the elementru-y education teaching program. Focus on National GOALS 2000 standards, State Board otTeaching Standards, portfolio assessment, and testing.

Introduction to Elementary School Teaching. co-teach a class for 60 students which focuses on basic principles and methods for teaching in the elementary classroom. Theorists introduced include Bloom (LOTS-HOTS), Gardner (Learning Styles), Hunter (Lesson Planning). Rowe (Wait Time), Johnson and Johnson (Cooperatto'fl).

Introduction to Service Learning, companion class to a practicum which focuses on teaching undergraduate students basic principals of education as well as one-on-one reading tutoring as related to community service. Theories of service learning taught as well as connecting practicums to classroom experience.

Summer 1994, 95, 96, 97 *(Instructor):* Winter 1994, 95,96 (TA):

Cooperation in the Classroom: Educational Psychology Dept., University of Minnesota. Class in cooperative leaming for students in Masters and Doctoral programs. Focus of class is on the constructivist approach to team building in the classroom.

Winter 1995 *(Instructor):* Personality And Social Development: Educational Psychology Dept., University of Minnesota. Class in personality theory for 30 students.

Winter 1994, 95,96 *{TA):* Psychology of Conflict Resolution, Educational Psychology Dept., University of Minnesota. Class in theory and practice of conflict resolution for tudents in Masters and Doctoral programs.

Winter 1995.96 *(TA):* Organizational Development, Class in dynamics of organizational development and change for students in Master's and Doctoral programs.

1993-1999: *(Supervisor):* Elementary Student Teaching Program, Curriculum and Instruction

Dept., University of Minnesota, supervise students in the certification degree program.

Fall 1993,94:*(Instructor):* Seminar for Secondary Teachers, Curriculum and Instruction Dept., University of Minnesota, assist in the coordination ofpracticum placements and implementations for students enrolled in the secondary licensure program.

*University of Wisconsin/ River Falls Wisconsin.* Department of Teacher Education:

Fall 1998-Summer 1999: *(Adjunct Faculty):*

Advanced Educational Psychology.. Summer session and Fall semester. taught two classes using the cooperative learning., constructivist approach with subject matter related to Gardner, Bloom. Marzano, Sizer., Rowe, Bandura, Skinner, and others. Students were required to relate the class to Gardener's Frames of Mind.

Multicultural Perspectives in Educational Psychology, spring 1999, An Educational Psychology class which focuses on the changing demographic nature of the American classroom. Students are taught methods in how to reach-out to children from different cultures in order to achieve successful learning outcomes.

**PROJECT FACILITATING:**

January 2008-present: TED facilitator -ACOE Transition-to-Teaching program. Serve as Department coordinator for paraprofessional candidates in Alameda County who pursue teacher licensure.

November 2002-May 2007: Program Evaluator: Project SOAR Cal. State, Hayward.

*Program Evaluator,* Project ***SOAR*** (Successful Options for Academic Readiness), Evaluate the effectiveness of a $15 million US Department ofEducation *GEAR-UP* (Gaining Early Awareness and Readiness ofUndergraduate Programs) initiative. Responsible for data interpretation and analysis of over 3500 K-12 subjects as pettains to a tutoring academic support prograrh implemented with whole grade as cohort in Oak and California. Submit annual performance

report to the US DOE and create monthly formative analysis for all stakeholders. Named Interim

Director for the period of January 20 thru March I, 2004

1997-1999: Minnesota Extension Service, University of Minnesota, Minneapolis.

(Project Director): Coordinate graduation standards performance package development between the College of Education and 12 extension educators throughout the state. The goal of the project is to pilot external education opportunities for classroom teachers such as interviewing business leaders, testing river water quality, raising frogs in their own environment, and other external projects. Performance packages based on the experience are developed within the ti·arnework of the ten leaming areas of the Minnesota Profile of Learning.

1998-1999: America Reads Program: Assist in the preparation and administration of a University tutoring program which consists of 50 University work-study students tutoring inner-city public school students in reading before and after school. Responsible for assisting with

recruiting and training as well as on-site supervision as a University liaison.

**OUTREACH:**

2008-Present: **Chair and Program Chair, Special Interest Group: Democratic Citizenship in Education, American Educational Research Association (AERA)**. Awarded the annual award for service in April 2014 (Philadelphia).

2006-2008: Everv Child Counts Program. East Bav. San Leandro CA. Volunteer trainer in implementation of rubrics and board member for 2006-07

2006- 2010: Team HOPE Washington DC. Volunteer Counselor to parents whose children are victims of parental abductions.

2002-2005: California Commission on Teacher Credentialing, Sacramento CA.

SB2042 Program Reader: Review Teacher Credentialing programs statewide for their alignment to the new SB2042 standards for all programs. To date, seven programs reviewed.

1997-99: Department of Children Families and Learning, State of Minnesota, St. Paul MN. Trainer of teachers statewide in the Profile of·6earning, Graduation Standards Rule. Teach practicing teachers throughout Minnesota the new statewide initiative.

I 997-2000; 2007: Saudi-American Oil Company (SAUDI ARAMCO), Dharahn Saudi Arabia, Trainer: Cooperative Learning and Conflict Resolution. Train teachers in the Employment Training Department (K-12) of SAUDI ARAMCO. Three weeklong training sessions during the year which focus on cooperation, team building, and conflict resolution in the classroom. Teachers are international educators from I 7 different countries. One week-long session in January 2007.

I 998-2001: University of Trento, Department of Social Psychological Research, Trento Italy, Trainer: Train teachers in cooperative learning and conflict resolution. One week-long training session which focuses on cooperation, team building, and conflict resolution in the classroom. Teachers are educators from different school systems in NOJthern Italy.

1998-2002: Head Start, Rochester MN Trainer: Train teachers in cooperative learning and conflict resolution. One weeklong training session that focuses on cooperation, team building, and conflict resolution in the classroom as well as the staff work areas. Trainees are all the employees (1 I 0) of the Head Start Program for the region.

**PAPERS/PRESENTATIONS:**

Poverty oflnsight: About the Editor's Role in Journal Publication (co-presenter), AERA 2013, San Francisco:

Building Research Opportunities: Authors of ServicLearning Studies, AERA 2009 , San Diego

Using Democratic Citizenship Education as Related to Conflict resolution in HIV/AIDS Education, AERA

2009 , San Diego

Transforming Teacher Knowledge through HIV Prevention, AACTE 2008 ,New Orleans

Build a Future without AIDS in the Democratic Classroom, AERA, Chicago 2007

Build a Future without AIDS, AACTE New York 2007

Build a Future without AIDS, AERA. San Francisco 2006

Build a Future without AIDS, National Association for Peace and Anti-violence Education. Peachree City, GA. 2006

Build a Future without AIDS, AACTE, San Diego CA 2006

Democratic Citizenship in Urban Classrooms, AERA. Montreal, 2005

AIDS Education and Democratic Citizenship:: AACTE, Washington DC, 2005

AIDS Education and Democratic Citizenship, AERA, San Diego, 2004

AIDS Education and Democratic Citizenship, the CSU, Havward Model: AACTE, Chicago, 2004

Leadership Development Conflict Resolution and AIDS Education, AERA, Chicago. 2003

Build a Future Without AIDS, the CSU, Havward Model: AACTE, New Orleans, January 2003

Leadership and the Inner-city Studen!, AERA, Seattle. 2001

Service Learning and Conflict Resolution, CERA. Ontario CA, November 2000

Cooperative Learning in Service Learning and Teacher Education, AERA, New Orleans, April

2000

Cooperative Learning in Service Learning and Teacher Education, National Service Learning Conference, Providence **Rl,** March 2000

Cooperative Learning in Service Learning and Teacher Education, Califomia Campus Compact and Community Colleges Conference, San Francisco, November 1999

Citizenship Development and Conflict Resolution, National Conference on Peacemaking and

Conflict Resolution; Phoenix AZ June 1999

Citizenship, School-to- Work. and Teacher Education; Southwest Campus Compact Conference, Cal. State/Fullerton March 1999

Results of a Three-Year Cooperation and Conflict Resolution Curriculum, AERA 1998, San

Diego

Cooperative Learning and the Graduation Standards, 4-H and the Graduation Standards, the Managing Resources Graduation Standard. Minnesota Educational Effectiveness Program, Department of Children, Families, and Learnij1g, St. Paul MN. December 1997

The lmaginitis Conflict Resolution Unit in an Urban School District, AERA 1997, Chicago

Structured Controversv and AIDS Education, AERA 1996, New York

Cooperation and Phvsician Teaching Rounds, Society ofTeachers of Family Medicine 1996, Chicago

Teaching Students To Be Peacemakers. North American Mediation Educators 1995, Amherst MA.

**EVALUATION:**

2002-present: Project ***SOAR*** (Successful Options for Academic Readiness), Evaluate the effectiveness of a $15 million US Department of Education *GEAR-UP* (Gaining Early Awareness and Readiness ofUndergraduate Programs) inJtlative.

1996-1998: Team Vue-Team Tech, Center for Technology in Education, Johns Hopkins University, Baltimore MD. Project Director on an evaluation that assesses a team-building program's impact on cooperation **in** the classroom as it employs interactive technology. On-site evaluation in seven classrooms located in Baltimore.

1993-1997: The lmaginitis Learning System, Wayne PA. Project Director on an evaluation that assessed a product development curriculum's impact on authentic assessment cooperation, and conflict resolution in the classroom. On-site evaluation in 25 classrooms located in a total of seven cities: Philadelphia, Baltimore, Los Angeles, Chicago, Jacksonville Newark (DE), Newark (NJ). Gathered and interpreted data related to 10,000 students nationally.

Licenses: **Teaching Certificate (Secondary), State of Massachusetts;** CLAD-SADIE

certification (CA). Associations:

AERA- Program Chair: *Service Learning and Experiential Education SlG*

Founder/SIG and *Program Chair: Democratic Citizenship in Education SJG*

ASCD

AACTE -Developed an online course in lllY /AIDS education in collaboration with the University of Puerto Rico and Langston (OK) University. This course has now been adopted by Walden University as part of its Ed .D. program.

National Representation:

AERA- 2008-11 SIG Chair: Democratic Citizenship in Education Special Interest

Group.

AERA 2011-15 Program Chair: Democratic Citizenship in Education Special Interest

Group.

AACTE 2002-2008 : Build a Future without AIDS national educator panel.

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