

**CURRICULUM VITAE  
JASON K. RITTER, PH.D.**

Duquesne University  
600 Forbes Avenue  
Department of Instruction and Leadership in Education  
414A Canevin Hall  
Pittsburgh PA 15282  
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**I. Professional Preparation and Experience**

**A. Education**

Ph.D. University of Georgia, 2008  
*Major: Social Studies Education*

Interdisciplinary Qualitative Studies Graduate Certificate, University of Georgia, 2008

M.Ed. Georgia College and State University, 2004  
*Major: Secondary Teacher Education, Social Science Education*

B.S.Ed. University of Georgia, 2001  
*Major: Social Science Education*

**B. Work History**

**Academic appointments**

Professor, Social Studies Education, 2023-Present

Chair, Department of Instruction and Leadership in Education, Duquesne University,  
2018-Present

Associate Professor, Social Studies Education, Duquesne University, 2014-2023

Assistant Professor, Social Studies Education, Duquesne University, 2008-2014

**Other professional employment**

Graduate Teaching and Research Assistant, University of Georgia, 2004-2008

Social Studies Teacher, Jasper County Comprehensive High School, Monticello, GA,  
2001-2004

**II. Teaching**

**Duquesne University (2008-Present)**

**A. Graduate Courses Taught – Times Taught**

GSCE 634 Teaching Secondary Social Studies (16)  
GSCE 593 Secondary Methods Field Experience-Social Studies (16)

LTML 525 Teaching Social Studies in Grades 4-8 (3)  
LTML 595 Teaching Social Studies in Grades 4-8 Field Experience (3)

GELP 552 Teaching Elementary Social Studies (2)

GEPK 540 Methods of Teaching Social Studies in Grades PreK-4 (11)  
GEPK 541 Methods of Teaching Social Studies in Grades PreK-4 Field Experience (11)

**B. Undergraduate Courses Taught – Times Taught**

LTFL 101 Introduction to the Teaching Profession (1)  
LTFL 181 Introduction to the Teaching Profession Cohort Experience (1)

EDLTE 331 Educated Citizenry Content Knowledge (10)  
EDLTE 332 Pedagogy for Educated Citizenry K-6 (10)  
EDLTE 333 Educated Citizenry Dispositions (10)  
EDLTE 334 Educated Citizenry Field Experience (10)

LTEC 331 Content Knowledge: Science/Social Studies (14)  
LTEC 332 Pedagogy for Science/Social Studies (14)  
LTEC 333 Science/ Social Studies Field Experience Level 3 (14)

LTML 325 Teaching Social Studies in Grades 4-8 (10)  
LTML 395 Teaching Social Studies in Grades 4-8 Field Experience (10)

LTML 421 Middle Level Capstone Experience (1)

EDLS 346 Teaching Secondary Social Studies (12)  
EDLS 399 Field Experience-Teaching Methods (12)

EDLS 421 Secondary Capstone Experience (1)

**C. Academic Advisement or Supervision**

**Doctoral Advisement**

Chair of Dissertation  
Casey O'Donnell-Chavis  
Lauren Harter

Committee Member  
Ramona Broomer  
Rachel Van Campenhout  
Jesse Robinson

Doctoral Capstone Project Coordinator AY 2023/2024 (n = 6)

Doctoral Capstone Project Coordinator AY 2022/2023 (n = 16)

Doctoral Capstone Project Committee Member AY 2022/2023

Alicia Segura Pinto  
Odeese Ghassa-Khalil  
Juel Smith  
Kasper Hua  
Erin Warham  
Brian Bolsinger  
Thomas Carsecka  
Shelby Glenn  
Scott Copley

### **Master's Degree Advisement**

Approximately 6 Annually in MAT and MSed Secondary Social Studies

### **D. Other Relevant Activities Related to Teaching**

#### **Workshops attended, organized, or led**

DEI Certificate Program at Duquesne University: C104 - The Importance of Embracing Religious Diversity (June 19, 2023)

DEI Certificate Program at Duquesne University: C106 - Diversity & Title IX: Understanding Discrimination, Harassment and Sexual Misconduct (June 20, 2023)

DEI Certificate Program at Duquesne University: C105 - An Awareness of the Effects of Socioeconomic Diversity (June 20, 2023)

DEI Certificate Program at Duquesne University: C101 - Disability Awareness: Creating an Accommodating and Inclusive Campus (June 21, 2023)

DEI Certificate Program at Duquesne University: C102 - Veterans on Campus: Understanding Resources & Opportunities (June 22, 2023)

DEI Certificate Program at Duquesne University: C100 - Embracing Generational Diversity in the Workplace: From Traditionalist to Generation Z (June 22, 2023)

DEI Certificate Program at Duquesne University: C103 - An Exploration of Cultural and Intercultural Agility: Working Effectively Across Cultures (June 26, 2023)

Association of Teacher Educators (ATE) Self-Study Special Interest Group—invited webinar to present on ‘Self-Study Research Design Principles and Examples’ (November 17, 2022)

Invited presenter to Duquesne University CETR Spring Community-Engaged Research Methods Forum on ‘Self-study of Practice’ (February, 2022)

Invited speaker in Indiana University’s doctoral course [EDUC-J700: Teaching in Teacher Education] on ‘Self-study in teacher education’ (November 4, 2021)

Duquesne University SOE TA mentoring workshop—invited to present on ‘Self-study as a means of interrogating and understanding practice’ (September 29, 2021)

AERA S-STEP SIG invited webinar to present on ‘Self-Study as a Cognitive Process’ (September 23, 2021)

AERA S-STEP SIG invited webinar to present on ‘Exploring self toward expanding teaching, teacher education, and practitioner research’ (June 14, 2021)

Panel discussion sponsored by Duquesne University’s Division of Mission and Identity as part of A Day for Learning and Speaking Out Against Racial Injustice (March 24, 2021) — Asian-Americans and Race in the 21st Century: Challenges and Hopes.

CETR, CTE, and Office of Online Learning & Strategy Sponsored Community of Practice for Antiracist Pedagogy Online Discussions (Spring 2021)

The Council of Independent Colleges – Strengthening Department and Campus Leadership (May 7-9, 2018, Pittsburgh PA). A workshop for Department and Division Chairs.

Invited panelist for CTE workshop – Teacher-Scholar Nexus Outside the Box (March 2018)

SOE Dissertation Chair Workshop (May, 2012)

CTE Online Discussion of Duquesne Multicultural Teaching and Learning Projects (November, 2011)

CTE workshop – Preparing an Effective Case for Third-Year Review, Promotion and Tenure (March, 2010)

IRB workshop “IRB Policies and Procedures at Duquesne University” (March, 2010)

Office of Service Learning Workshop – Crafting Community Partnerships for Service-Learning: Excursion to Hazelwood and Uptown (March, 2010)

CTE Scholarship of Multicultural Teaching & Learning Faculty Learning Group (February, 2010)

cityLIVE! “Moved to Action” (March, 2009)

CTE workshop – Grant Writing for New Full Time Faculty (February, 2009)

cityLIVE! “Building Blocks for Urban Education (February, 2009)

Smartboard Training (September, 2008)

CTE Book Study - Promoting Diversity and Social Justice: Educating People from Privileged Groups (September, 2008)

Banner INB General Navigation (August, 2008)

Blackboard Instructor Certification (August, 2008)

### III. Scholarly Activities

#### A. Books, Refereed Articles, Book Chapters, or Other Published Works

##### Books

Butler, B. M., & Ritter, J. K. (Eds.) (2023). *Professional learning journeys of teacher educators*. Information Age Publishing.

Butler, B. M., Cuenca, A., & Ritter, J. K. (Eds.) (2023). *Pathways into teacher education: Profiles in emerging teacher educator development*. Information Age Publishing.

Ergas, O., & Ritter, J. K. (Eds.) (2020). *Exploring self toward expanding teaching, teacher education and practitioner research*. Bingley, UK: Emerald Publishing.

Ritter, J. K., Lunenberg, M., Pithouse-Morgan, K., Samaras, A. P., & Vanassche, E. (Eds.). (2018). *Teaching, learning, and enacting of self-study methodology: Unraveling a complex interplay*. Singapore: Springer Nature.

##### Handbook chapters

Ritter, J. K., & Quiñones, S. (2020). Where do I begin? Entry points of self-study. In J. Kitchen, A. Berry, S. Bullock, A. Crowe, M. Taylor, H. Guðjónsdóttir, & L. Thomas (Eds.), *2<sup>nd</sup> International Handbook of Self-Study of Teaching and Teacher Education* (pp. 339-376). Singapore: Springer Nature.

Ritter, J. K., & Hayler, M. (2020). Challenges in engaging in self-study within teacher education contexts. In J. Kitchen, A. Berry, S. Bullock, A. Crowe, M. Taylor, H. Guðjónsdóttir, & L. Thomas (Eds.), *2<sup>nd</sup> International Handbook of Self-Study of Teaching and Teacher Education* (pp. 1225-1252). Singapore: Springer Nature.

##### Book chapters

Ritter, J. K., & Kazi, M. (2023). Taking matters into our own hands: Factors affecting the utility and longevity of a faculty self-study learning group. In B. M. Butler & J. K. Ritter (Eds.), *Professional learning journeys of teacher educators*. Information Age Publishing.

Ritter, J. K., & Butler, B. M. (2023). Framing teacher educator learning and development: An introduction. In B. M. Butler & J. K. Ritter (Eds.), *Professional learning journeys of teacher educators*. Information Age Publishing.

Cuenca, A., Ritter, J. K., & Butler, B. M. (2023). Framing emerging teacher educator learning: An introduction. In B. M. Butler, A. Cuenca, & J. K. Ritter (Eds.), *Pathways into teacher education: Profiles in emerging teacher educator development*. Information Age Publishing.

Flook, L., O'Toole, C., Ritter, J. & Schonert-Reichl, K. (2022). 'Human Flourishing in Schools' in Ergas, O., Gilead, T. and Singh, N.C. (eds.) *Education and Human*

*Flourishing*, in *Reimagining Education: The International Science and Evidence based Education Assessment* [Duraiappah, A.K., Atteveltdt, N.M. van et al. (eds.)]. New Delhi: UNESCO MGIEP.

Meidl, C., Ritter, J. K., & Meyer, C. K. (2022). Balancing process and outcomes to further collaboration amongst teacher education faculty in a self-study learning group. In B. Butler & S. M. Bullock (Eds.), *Learning through collaboration in self-study: Communities of practice, critical friendship, and collaborative self-study* (pp. 157-169). Singapore: Springer.

Quiñones, S., Ritter, J. K., & Broomer, R. (2021). Mentoring a doctoral student writing a self-study dissertation: Setting the stage and lifting the curtain. In J. Kitchen (Ed.), *Writing as a method for the self-study of practice* (pp. 33-58). Singapore: Springer.

Ergas, O., & Ritter, J. K. (2020). Introduction: Why explore self in teaching, teacher education, and practitioner research. In O. Ergas & J. K. Ritter (Eds.), *Exploring self toward expanding teaching, teacher education and practitioner research* (pp. 1-16). Bingley, UK: Emerald Publishing.

Ritter, J. K. (2020). The educational self as a starting point for understanding and self-study in teaching and teacher education. In O. Ergas & J. K. Ritter (Eds.), *Exploring self toward expanding teaching, teacher education and practitioner research* (pp. 129-142). Bingley, UK: Emerald Publishing.

Ritter, J. K., Lunenberg, M., Pithouse-Morgan, K., Samaras, A. P., & Vanassche, E. (2018). Teaching, learning and enacting of self-study research methodology: A readers' guide. In J. K. Ritter, M. Lunenberg, K. Pithouse-Morgan, A. P. Samaras, & E. Vanassche (Eds.), *Teaching, learning, and enacting of self-study methodology: Unraveling a complex interplay* (pp. ix-xii). Singapore: Springer Nature.

Ritter, J. K. (2018). On the tension-fraught enterprise of teaching self-study to colleagues. In J. K. Ritter, M. Lunenberg, K. Pithouse-Morgan, A. P. Samaras, & E. Vanassche (Eds.), *Teaching, learning, and enacting of self-study methodology: Unraveling a complex interplay* (pp. 21-33). Singapore: Springer Nature.

Ritter, J. K., Ayieko, R. A., Chao, X., Khalil, O., Mahalingappa, L., Meidl, C. J., Meyer, C. K., Quiñones, S., & Williams, J. A. (2018). Insight gleaned from our participation in a faculty self-study learning group. In J. K. Ritter, M. Lunenberg, K. Pithouse-Morgan, A. P. Samaras, & E. Vanassche (Eds.), *Teaching, learning, and enacting of self-study methodology: Unraveling a complex interplay* (pp. 85-97). Singapore: Springer Nature.

Bullock, S. M., & Ritter, J. K. (2016). Explorando la transición a la academia a través del self-study colaborativo. In C. Hirmas & R. Fuentealba (Eds.), *Formadores de formadores, descubriendo la propia voz a través del self-study* (pp. 133-148). Santiago, Chile: Organización de Estados Iberoamericanos.

Ritter, J. K. (2016). On deconstructing folk theory while developing as a teacher educator: A disorienting transition as a reorienting experience. In J. Williams & M. Hayler (Eds.), *Professional learning through transitions and transformations: Teacher educators' journeys of becoming* (pp. 45-60). New York: Springer.

Ritter, J. K. (2012). Personal examples of self-study as a means of developing and enacting a pedagogy of supervision. In A. Cuenca (Ed.), *Supervising student teachers: Issues, perspectives, and future directions* (pp. 139-156). Rotterdam, The Netherlands: Sense Publishers.

Williams, J., & Ritter, J. K. (2011). Constructing new professional identities through self-study: From teacher to teacher educator. In T. Bates, A. Swennen, & Ken Jones (Eds.), *The professional development of teacher educators* (pp. 86-101). New York: Routledge.

Ritter, J. K. (2010). Modeling self-study in social studies teacher education: Facilitating learning about teaching for democratic citizenship. 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. 87-102). New York: Springer.

### Refereed articles

Ayieko, R., Ritter, J. K., Mwawasi, F., William, J., & Mahalingappa, L. (accepted). Evoking challenges associated with the newness of teaching: A collaborative self-study of teacher educators forced online during the pandemic. *Studying Teacher Education*.

Meidl, C., Vanorsdale, C., Mahony, K., & Ritter, J. K. (2023). Examining how power is used in instructor feedback to preservice teachers to encourage asset-based thinking. *Teaching and Teacher Education*, 123. DOI: 10.1016/j.tate.2022.104007

Ritter, J. K., & Ergas, O. (2021). Being a fish inside and outside the waters of self-study. *Professional Development in Education*. DOI: 10.1080/19415257.2021.1902841

Ergas, O., & Ritter, J. K. (2021). Expanding the place of self in self-study through an autoethnography of discontents. *Studying Teacher Education*, 17(1), 4-21. DOI: 10.1080/17425964.2020.1836486

Ritter, J. K., Ayieko, R. A., Vanorsdale, C., Quiñones, S., Chao, X., Meidl, C. J., Mahalingappa, L., Meyer, C. K., & Williams, J. A. (2019). Facilitating pedagogies of possibility in teacher education: Experiences of faculty members in a self-study learning group. *Journal of Inquiry & Action in Education*, 10(2), 134-157.

Ritter, J. K. (2017). Those who can do self-study, do self-study: But can they teach it? *Studying Teacher Education*, 13(1), 20-35.

Ritter, J. K., Rodriguez, T. L., Santau, A. O., & O'Donnell-Chavis, C. (2015). Linking literacies, popular culture, and citizenship: Using digital book clubs in social education. *Social Education* 79(2), 102-105.

Ritter, J. K. (2014). "You would think I could pull it off differently:" A teacher educator returns to classroom teaching. *Issues in Teacher Education*, 23(2), 29-46.

Santau, A. O., & Ritter, J. K. (2013). What to teach and how to teach it: Elementary teachers' views on teaching inquiry-based, interdisciplinary science and social studies in urban settings. *The New Educator*, 9(4), 255-286.

Ritter, J. K. (2013). Preservice elementary teacher views on the relationship between diversity and democracy. *Social Studies Research and Practice*, 8(3), 42-59.

Williams, J. J., Ritter, J. K., & Bullock, S. M. (2012). Understanding the complexity of becoming a teacher educator: Experience, belonging and practice within a professional learning community. *Studying Teacher Education*, 8(3), 245-260.

Ritter, J. K. (2012). Modeling powerful social studies: Bridging theory and practice with preservice elementary teachers. *The Social Studies*, 103(3), 117-124.

Dinkelman, T. D., Cuenca, A., Butler, B., Elfer, C., Ritter, J. K., Powell, D. J., & Hawley, T. S. (2012). The influence of a collaborative doctoral seminar on emerging teacher educator-researchers. *Action in Teacher Education* 34(2), 172-190.

Ritter, J. K. (2011). On the affective challenges of developing a pedagogy of teacher education. *Studying Teacher Education*, 7(3), 219-233.

Bullock, S. M., & Ritter, J. K. (2011). Exploring the transition into academia through collaborative self-study. *Studying Teacher Education*, 7(2), 171-181.

Ritter, J. K., Powell, D., Hawley, T. S., & Blasik, J. (2011). Reifying the ontology of individualism at the expense of democracy: An examination of university supervisors' written feedback to student teachers. *Teacher Education Quarterly*, 38(1), 29-46.

Conklin, H. G., Hawley, T. S., Powell, D. J., & Ritter, J. K. (2010). Learning from young adolescents: The use of structured teacher education coursework to help beginning teachers investigate middle school students' intellectual capabilities. *Journal of Teacher Education* 61(4), 313-327.

Ritter, J. K. (2010). Revealing praxis: A study of professional learning and development as a beginning social studies teacher educator. *Theory and Research in Social Education*, 38(4), 298-316.

Williams, J., & Ritter, J. K. (2010). Constructing new professional identities through self-study: From teacher to teacher educator. *Professional Development in Education*, 36(1-2), 77-92.

Ritter, J. K., & Lee, K. (2009). Explicit goals, implicit values, and the unintentional stifling of pluralism: An examination of a social studies teacher education vision statement. *Theory and Research in Social Education*, 37(1), 75-100.

Ritter, J. K. (2009). Developing a vision of teacher education: How my classroom teacher understandings evolved in the university environment. *Studying Teacher Education* 5(1), 45-60.

Ritter, J. K., Powell, D. J., & Hawley, T. S. (2007). Takin' it to the streets: A collaborative self-study into social studies field instruction. *Social Studies Research and Practice*, 2(3), 341-357.

Ritter, J. K. (2007). Forging a pedagogy of teacher education: The challenges of moving from classroom teacher to teacher educator. *Studying Teacher Education*, 3(1), 5-22.



Barbour, M. K., Evans, M. A., & Ritter, J. K. (2007). Situating the Georgia Performance Standards in the social studies debate: An improvement for social studies classrooms or continuing the whitewash? *Journal of Social Studies Research*, 31(1), 27-33.

Barbour, M. K., Thomas, A., & Ritter, J. K. (2006). Mentoring student teachers from a distance: An action research project. *The Journal of the Wisconsin Council for the Social Studies*, 6(2), 42-46.

### **Refereed conference proceedings**

Ritter, J. K. (2016). The tension-fraught enterprise of teaching self-study. In D. Garbett & A. Ovens (Eds.), *Enacting self-study as methodology for professional inquiry*. Proceedings of the Eleventh International Conference on Self-Study of Teacher Education Practices, Herstmonceux, East Sussex, England (pp. 37-44). Herstmonceux, UK: S-STEP. ISBN: 978-0-473-35893-8

Ritter, J. K. (2016). Digital book clubs as connected learning in social studies. In W. Russell (Ed.), *The International Society for the Social Studies Annual Conference Proceedings* (pp. 72-77). Orlando, FL: The International Society for the Social Studies.

Bullock, S. M., & Ritter, J. K. (2010). The turning point: Troubling the transition into academic through collaborative self-study. In L. B. Erickson, J. R. Young, & S. Pinnegar (Eds.), *Navigating the public and private: Negotiating the diverse landscape of teacher education*. Proceedings of the Eighth International Conference on Self-Study of Teacher Education Practices, Herstmonceux, East Sussex, England (pp. 45-48). Provo, UT: Brigham Young University.

Ritter, J. K., Powell, D. J., & Hawley, T.S. (2008). Do the cultural values underlying our written feedback to student teachers constrain the conceptions of democratic citizenship we are teaching for? In M. L. Heston, D. L. Tidwell, K. K. East, & L. M. Fitzgerald (Eds.), *Pathways to change in teacher education: Dialogue, diversity, and self-study*. Proceedings of the Seventh International Conference on Self-Study of Teacher Education Practices, Herstmonceux, East Sussex, England (pp. 268-272). Cedar Falls, Iowa: University of Northern Iowa.

Ritter, J. K. (2006). The difficulties of forging a teacher educator pedagogy: Transitioning from classroom teacher to teacher educator. 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 on Self-Study of Teacher Education Practices, Herstmonceux, East Sussex, England (pp. 216-219). Cedar Falls, Iowa: University of Northern Iowa.

### **Book reviews**

Ritter, J. K., & Meidl, C. (2016). [Review of the book ‘Civic education in the elementary grades: Promoting student engagement in an era of accountability’]. *Teachers College Record*, Available at <http://www.tcrecord.org/Content.asp?ContentId=21181>

## **B. Works Under Review**

Ritter, J. K., Ergas, O., & Segura Pinto, A. (under review). Relationships in social studies education: State of the research as revealed in TRSE 2015-2020. *Theory & Research in Social Education*.

### **Works in Progress**

Ritter, J. K. (in progress). Identifying and resisting a pedagogy of pandering.

## **C. Scholarly Presentations**

### **International conference presentations, peer reviewed**

Ritter, J. K. (2016). *Teaching self-study*. Paper presented at the Eleventh International Conference on Self-Study of Teacher Education Practices, Herstmonceux, East Sussex, England.

Bullock, S. M., & Ritter, J. K. (2010). *The turning point: Troubling the transition into academia through collaborative self-study*. Paper presented at the Eighth International Conference on Self-Study of Teacher Education Practices, Herstmonceux, East Sussex, England.

Bullock, S. M. & Ritter, J. K. (2010). *Blogging as professional development: A collaborative self-study between two beginning academics*. Paper presented at the ED-MEDIA World Conference on Education Multimedia, Hypermedia, & Telecommunications, Toronto, ON.

Ritter, J. K., Powell, D. J., & Hawley, T.S. (2008). *Do the cultural values underlying our written feedback to student teachers constrain the conceptions of democratic citizenship we are teaching for?* Paper presented at the Seventh International Conference on Self-Study of Teacher Education Practices, Herstmonceux, East Sussex, England.

Ritter, J. K. (2006). *The difficulties of forging a teacher educator pedagogy: Transitioning from classroom teacher to teacher educator*. Paper presented at the Sixth International Conference on Self-Study of Teacher Education Practices, Herstmonceux, East Sussex, England.

### **National conference presentations, peer reviewed**

Ritter, J. K. (2023). *On the utility and longevity of a faculty self-study learning group*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Ritter, J. K. (2022). *Creating and sustaining a faculty self-study learning group in teacher education*. Paper presented at the Association of Teacher Educators Annual Conference, Nashville, TN.

Ritter, J. K., & Ergas, O. (2021). *Being a fish inside and outside the waters of self-study*. Paper presented at the annual meeting of the American Educational Research Association, Orlando, FL.

Quiñones, S., Ritter, J. K., & Broomer, R. (2021). *Examining educative mentoring practices of self-study dissertation writing*. Paper presented at the annual meeting of the American Educational Research Association, Orlando, FL.

Ergas, O., & Ritter, J. K. (2020). *Studying our discontents with the status and ontology of 'self' in self-study*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Butler, B., Alexander, M., Beck, J., Buns, R., Clift, R., Cuenca, A., Dana, N., Frederickson, R., Hooser, A., Jack, A., Jacobs, J., McIntyre, J., Mullens, L., Nichols, J., Parsons, S., Rigney, J., Ritter, J. K., & Yendol-Hoppey, D. (2020). *Teacher educator learning across the career: A continuum of teacher educator development*. Symposium presented at the Association of Teacher Educators Annual Conference, Atlantic City, NJ.

Alexander, M., Beck, J., Burns, R., Clift, R., Cuenca, A., Dana, N. F., Rigney, J., Frederickson, R., Hooser, A., Jack, A., Jacobs, J. M., McIntyre, D. J., Nichols, J., Parsons, S., Ritter, J. K., & Yendol-Hoppey, D. (2019). *Educating the teacher educator: A conversation on teacher educator development and the new ATE commission*. Symposium presented at the Association of Teacher Educators Annual Conference, Atlanta, GA.

Ritter, J. K., Ayieko R. A., Chao, X., Mahalingappa, L., Meidl, C. J., Meyer, C. K., Quiñones, S., & Williams, J. A. (2018). *Learning to do self-study: An inquiry into the experiences of faculty participants in a self-study learning group*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Ritter, J. K. (2018). *On facilitating self-study of teacher education practices in different national and transnational contexts*. Symposium presented at the annual meeting of the American Educational Research Association, New York, NY.

Ritter, J. K. (2017). Self-Study and critical social studies teacher education. In M. Manfra & C. Martell (Chairs), *Practitioner research: Democratizing social studies research in troubling times*. Contemporary issues dialogue presented for the College and University Faculty of the National Council for the Social Studies Annual Conference, San Francisco, CA.

Ritter, J. K., Ayieko R. A., Chao, X., Khalil, O., Mahalingappa, L., Margolis, J., Meidl, C. J., Meyer, C. K., Quiñones, S., & Williams, J. A. (2017). *Self-study as a means of democratizing teacher education research*. Symposium presented at the Association of Teacher Educators 2017 Summer Conference, Pittsburgh, PA.

Ritter, J. K. (2017). *Enhancing teacher candidate evidence of impact on student learning through self-study of teaching practices*. Invited poster session presented at the annual meeting of the Association of Teacher Educators, Orlando, FL.

Ritter, J. K. (2016). *Those who can do self-study, do self-study: But can they teach it?* Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

Ritter, J. K. (2016). *Digital book clubs as connected learning in social education*. Paper presented at The International Society for the Social Studies Annual Conference, Orlando, FL.

Ritter, J. K. (2015). *On deconstructing folk theory while developing as a teacher educator: Disorienting transition turned reorienting opportunity*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Rodriguez, T. L., Santau, A. O., & Ritter, J. K. (2015). *Pushing at the boundaries: Developing a disciplinary literacies pedagogy in secondary content area teacher education*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Ritter, J. K., & O'Donnell-Chavis, C. (2015). *Facilitating historical literacy with urban youth through young adult literature: Exploring the views and practices of African American teacher candidates*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Ritter, J. K., Bullock, S. M., & Williams, J. (2014). *The role of prior teaching experience and institutional context in developing a pedagogy of teacher education*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Ritter, J. K., Rodriguez, T. L., & Santau, A. O. (2013). *Facilitating historical thinking and disciplinary literacy with urban youth in out-of-school digital book clubs*. Paper presented for the College and University Faculty of the National Council for the Social Studies Annual Conference, St. Louis, MO.

Ritter, J. K. (2012). *Democratic citizenship in elementary social studies education: An examination of the views of graduate-level preservice teachers*. Paper presented for the College and University Faculty of the National Council for the Social Studies Annual Conference, Seattle, WA.

Ritter, J. K. (2012). On the complexity of becoming and being a field-based teacher educator. In D. Powell (Chair), *Confronting the grammar of social studies: Rethinking the student teaching experience*. Symposium presented for the College and University Faculty of the National Council for the Social Studies Annual Conference, Seattle, WA.

Rodriguez, T. L., Santau, A. O., & Ritter, J. K. (2012). *Digital book clubs: Preservice teachers connecting urban youth with disciplinary literacies through young adult literature*. Paper presented at the Annual Meeting of the National Council of Teachers of English, Las Vegas, NV.

Ritter, J. K. (2012). *Democratic citizenship in elementary social studies education: An examination of the views of graduate-level preservice teachers*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

Santau, A. O., & Ritter, J. K. (2012). *Elementary teachers' views on teaching inquiry-based, interdisciplinary science and social studies in urban settings*. Paper presented at

the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

Ritter, J. K., & Santau, A. O. (2011). *Elementary teachers' views on teaching inquiry-based, interdisciplinary social studies and science in urban settings*. Paper presented for the College and University Faculty of the National Council for the Social Studies Annual Conference, Washington, D.C.

Ritter, J. K., & Powell, D. (2011). What can self-study do in social studies teacher education research? In A. Crowe (Chair), *Will a real self-study please stand up? Exploring self-study methodology in social studies education research*. Symposium presented for the College and University Faculty of the National Council for the Social Studies Annual Conference, Washington, D.C.

Ritter, J. K. (2011). *On the affective challenges of developing a pedagogy of teacher education*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Ritter, J. K. (2011). Exploring and forming networks of support, collaboration, and critique. In A. P. Samaras (Chair), *Understanding the complexity of becoming a teacher educator*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Boyanton, D., Haddix, M., Price-Dennis, D., Ruiz, Y. S., Souto-Manning, M., Ritter, J., & Bullock, S. (2011). *The road to tenure: Experiences of new teacher educators*. Panel discussion presented at the Invisible College for Research on Teaching, New Orleans, LA.

Powell, D. J., & Ritter, J. K. (2010). *Bah, humbug! Encouraging confident, knowledgeable practice in social studies through the eradication of bullshit*. Paper presented for the College and University Faculty of the National Council for the Social Studies Annual Conference, Denver, CO.

Ritter, J. K., Dinkelman, T. D., Conklin, H. G., Hawley, T. S., & Powell, D. J. (2010). *From a common university background to diverse teacher education contexts: A conversation on the preparation of education school faculty in social studies*. Panel discussion presented for the College and University Faculty of the National Council for the Social Studies Annual Conference, Denver, CO.

Ritter, J. K., & Havick, S. W. (2010). *Post-sermon perspectives on practice: A teacher educator returns to teach high school social studies*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Bullock, S. M., & Ritter, J. K. (2010). *How blogging helped us develop our pedagogies of teacher education: A collaborative self-study between two beginning academics*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Ritter, J. K. & Blasik, J. (2010). *To model powerful social studies in an elementary teacher education course*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Ritter, J. K. (2009). *Toward a theory of teacher educator development in the social studies*. Paper presented for the College and University Faculty of the National Council for the Social Studies Annual Conference, Atlanta, GA.

Ritter, J. K., & Havick, S. W. (2009). *Post-sermon perspectives on practice: A teacher educator returns to teach high school social studies*. Paper presented for the College and University Faculty of the National Council for the Social Studies Annual Conference, Atlanta, GA.

Powell, D., & Ritter, J. K. (2009). *Bah, humbug! Encouraging knowledgeable practice in social studies through the eradication of bullshit*. Paper presented at the annual meeting of the American Educational Studies Association, Pittsburgh, PA.

Ritter, J. K. (2009). *Revealing praxis: A self-study of development as a beginning teacher educator*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Johri, A., Ritter, J. K., Cuenca, A., Bullock, S., Lang, D. E., Mittapalli, K., Pithouse, K. (2009). Emerging Scholarship Perspective. In A. P. Samaras, H. Guðjónsdóttir, & Mary Dalmau (Chairs), *A Sociocultural Perspective on the Outgrowth and Development of the Self-Study School*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Ritter, J. K., & Hawley, T. S. (2008). *Making new sense of the same beginning: Can teacher education help pre-service teachers reframe their purpose for teaching social studies?* Paper presented for the College and University Faculty of the National Council for the Social Studies Annual Conference, Houston, TX.

Conklin, H. G., Hawley, T. S., Powell, D. J., & Ritter, J. K. (2008). *Learning from middle school students: Helping beginning teachers investigate young adolescents' capabilities in social studies*. Paper presented for the College and University Faculty of the National Council for the Social Studies Annual Conference, Houston, TX.

Ritter, J. K., & Lee, K. (2008). *Explicit goals, implicit values, and the unintentional stifling of pluralism in social studies teacher education*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Ritter, J. K., Havick, S., Deltac, S. M., Ford, J. C., & Khan, N. M. (2008). *Engaging current scholarship in social studies education: What can doctoral students learn from the process?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Dinkelman, T. D., Ritter, J. K., Hawley, T. S., Powell, D. J., Crowe, A., & Johnston-Parsons, M. (2007). *Self-study in social studies teacher education: Worthwhile attraction or attractive distraction?* Panel discussion presented for the College and University Faculty of the National Council for the Social Studies Annual Conference, San Diego, CA.

Ritter, J. K., Powell, D. J., & Hawley, T. S. (2007). *Takin' it to the streets: A collaborative self-study of field-based teacher education*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Hawley, T. S., Ritter, J. K., Dinkelman, T., Mallozzi, C., Powell, D. J., Fecho, B., & McClean, C. (2007). *Self-study in teacher education: A worthwhile attraction or an attractive distraction?* Panel discussion presented at the 20<sup>th</sup> Annual QUIG Conference on Interdisciplinary Qualitative Studies, Athens, GA.

Ritter, J. K., Powell, D. J., & Hawley, T. S. (2007). *Takin' it to the streets: A collaborative self-study of field-based teacher education*. Paper presented at the 20<sup>th</sup> Annual QUIG Conference on Interdisciplinary Qualitative Studies, Athens, GA.

Ritter, J. K., Powell, D. J., & Hawley, T. S. (2006). *Takin' it to the streets: A collaborative self-study into social studies field instruction*. Paper presented for the College and University Faculty of the National Council for the Social Studies Annual Conference, Washington, D.C.

Hawley, T. S., Ritter, J. K., & Powell, D. J. (2006). *Making the "implicit" explicit: Using writing to expose and critique pedagogical decision-making among teacher educators*. Paper presented at the Second International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Dinkelman, T. D., Hawley, T. S., Ritter, J. K., & Powell, D. J. (2006). *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.

Fields-Smith, C., Hawley, T. S., & Ritter, J. K. (2006). *Privileged conceptions: A self-study of whiteness, democracy, and social justice among white, male, novice teacher educators*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Ritter, J. K. (2006). *The difficulties of forging a teacher educator pedagogy: Transitioning from classroom teacher to teacher educator*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Ritter, J. K. (2006). *The difficulties of forging a teacher educator pedagogy: Transitioning from classroom teacher to teacher educator*. Paper presented at the 19<sup>th</sup> Annual QUIG Conference on Interdisciplinary Qualitative Studies, Athens, GA.

#### **State conference presentations, peer reviewed**

Dinkelman, T., Coffee, C., Hawley, T. S., Johnson, F., Ritter, J. K., Smith, R., & Murphy, R. (2005). *Mentoring for a powerful vision of social studies teaching and learning*. Presented at the annual meeting of the Georgia Council for the Social Studies, Athens, GA.

#### **D. Grants**

Ritter, J. K. (2017). Selected as the recipient of the Duquesne University Presidential Scholarship Award. Awarded \$5000 to complete the edited book “Teaching, learning, and enacting of self-study methodology: Unraveling a complex interplay.”

Rodriguez, T., Santau, A. O., & Ritter, J. K. (2012). Selected as recipients of DILE Intra-Departmental Funding for Innovation Initiative at Duquesne University. Awarded \$3000 for “Assessment of Digital Book Clubs as an Alternative Urban Community-Based Field Experience in the Leading Teacher Program (LTP).”

Rodriguez, T., Santau, A. O., Ritter, J. K., Boston, M. (2011). Selected as recipients of DILE Intra-Departmental Funding for Innovation Initiative at Duquesne University. Awarded \$3780 for “After School Digital Book Clubs: Connecting Urban Youth with Disciplinary Literacies Through Young Adult Literature (YAL).”

Ritter, J. K., & Santau, A. O. (2010). Selected as inaugural Fellows in the Barbara A. Sizemore Scholars Program for Research in Urban Education at Duquesne University. Awarded \$2500 for research on “Elementary teachers’ views on teaching inquiry-based, interdisciplinary science and social studies in urban settings.”

Boston, M., Ritter J. K., Rodriguez, T., & Santau, A. O. (2010). Selected as recipients of a Learning Assessment Mini Grant through the Academic Learning Outcomes Assessment Committee and the Center for Teaching Excellence at Duquesne University. Awarded \$2500 for “Enhancing the diversity and leadership gateways in the graduate secondary programs.”

#### **IV. Service**

##### **A. Professional Service**

###### **Editorial Service -- Journals**

Studying Teacher Education – International Advisory Board Member

Journal of Teacher Education – Ad Hoc Reviewer

Theory and Research in Social Education – Ad Hoc Reviewer

Teaching and Teacher Education – Ad Hoc Reviewer

Equity & Excellence in Education – Ad Hoc Reviewer

Teaching Education – Ad Hoc Reviewer

Professional Development in Education – Ad Hoc Reviewer

The Journal of Social Studies Research – Ad Hoc Reviewer

Social Studies Research and Practice – Ad Hoc Reviewer

Issues in Teacher Education – Ad Hoc Reviewer



English Teaching: Practice and Critique – Ad Hoc Reviewer

### **Editorial Service – Books and Book Series**

Springer – Ad Hoc Reviewer

Routledge – Ad Hoc Reviewer

### **National Organization Service**

Member of Association of Teacher Educators (ATE) Commission on Teacher Educator Development, 2018-2020.

Program Chair for the annual meeting of S-STEP SIG of the American Educational Research Association (AERA), 2012-2014.

Reviewer for the American Educational Research Association Annual Meeting, 2006-present.

Reviewer for the College and University Faculty Assembly of the National Council for the Social Studies Annual meeting, 2006-present.

### **Sessions Chaired or Organized at Professional Meetings:**

(2018). *On facilitating self-study of teacher education practices in different national and transnational contexts*. Organized symposium session at the annual meeting of the American Educational Research Association, New York, NY.

(2012-2014). Program Chair for the annual meeting of S-STEP SIG of the American Educational Research Association (AERA).

(2010). *Creative self-study research in a changing world*. Chair of session at the annual meeting of the American Educational Research Association, Denver, CO.

(2009). *Interrogating practice through critical self-study*. Discussant of session at the annual meeting of the American Educational Research Association, San Diego, CA.

(2007). *Reflexivity in educational research*. Chair of session at the 20<sup>th</sup> Annual QUIG Conference on Interdisciplinary Qualitative Studies, Athens, GA.

(2006). *Preparation of researchers and faculty*. Chair of session at the 19<sup>th</sup> Annual QUIG Conference on Interdisciplinary Qualitative Studies, Athens, GA.

### **Scholarly and Professional Committee Membership**

American Educational Research Association, 2005-present

Division K (Teaching and Teacher Education), 2005-present

Self-Study of Teacher Education Practices SIG, 2006-present

Narrative and Research SIG, 2007-present

National Council for the Social Studies, 2005-present  
College and University Faculty Assembly, 2005-present

Association of Teacher Educators, 2014-present.

## **B. University Service**

Committee Member, SOE Research Advisory Council, 2022 to Present

Center for Integrative Health and School of Education Partnership Committee Member,  
2022 to Present

Committee Member for the Redesign of SOE Graduate Programs, 2022 to Present

Committee Member on Diversifying the SOE Faculty, 2022 to Present

Search Committee Member, Director of Assessment and Accreditation, SOE, 2022

Search Committee Member, Director of Enrollment and Engagement, SOE, 2022

Member of SOE Workload Committee, 2019-2020

Duquesne University Grade Appeal Panel, 2018 to Present

Duquesne University Presidential Scholarship Award Committee, 2018 & 2019

SOE Tenure and Promotion Committee Representative from DILE, 2016 to 2018

Duquesne University IRB, Alternate Committee Member from DILE within the SOE,  
2016-2018

Search Committee Member, Associate Dean of Teacher Education, SOE, 2018

Search Committee Chair, Assistant Professor of Early Childhood Position, 2014-2015

SOE Representative to the Assembly of the Faculty Senate, 2012-2014

Search Committee Member, Assistant Professor of Literacy Position, 2012-2013

SOE Faculty Ambassador, 2011-2016

Member of Grades 4-8 Working Group to Design New Program, 2010-2012

Advisor for Pi Lambda Theta, 2009 to 2016

Member of PreK to 4 Working Group to Design New Program, 2009-2012

## **V. Honors and Awards**

Selected for Duquesne University School of Education Faculty Award for Excellence in  
Scholarship, 2022.

Invited to join the United Nations Educational, Scientific and Cultural Organization's (UNESCO) Mahatma Gandhi Institute of Education for Peace and Sustainable Development's (MGIEP's) International Science and Evidence based Education (ISEE) Assessment as a Coordinating Lead Author (CLA), 2020.

Selected to serve on the Association of Teacher Educators (ATE) Commission on Teacher Educator Development, 2018-2024.

Selected as the recipient of the Duquesne University Presidential Scholarship Award, Summer 2017.

Selected as 2015 Association of Teacher Educators Clinical Fellow, Annual Meeting of ATE, Clinical Fellows Symposium, Phoenix, AZ, 2015.

Selected for CTE Faculty Funding for Presentations on Multicultural College Teaching and Learning at the College and University Faculty of the National Council for the Social Studies Annual Conference, Seattle, WA, 2012

Selected as an inaugural Fellow in the Barbara A. Sizemore Scholars Program for Research in Urban Education at Duquesne University, 2010

Selected as a Visiting Scholar, Monash University, Australia, 2009

Selected to participate in Division K New Faculty Seminar, AERA, 2009