

VITA

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EDUCATION

The University of Illinois at Urbana-Champaign
Ph.D. in Educational Policy Studies, Dec. 1991
Major Area of Concentration: Philosophy of Education.

The University of Illinois at Urbana-Champaign
M.S. in Educational Policy Studies, 1989.
Major Area of Concentration: Philosophy of Education.

The University of Illinois at Urbana-Champaign
B.S. in Psychology, 1980.

PROFESSIONAL EXPERIENCE

Department Head, Department of Education, Montana State University, July 1, 2005 - present.
Promoted to Professor November 2006.

Interim Department Head, Department of Education, Montana State University, July 1, 2001 -
June 30, 2005.

Associate Professor of Educational Foundations, Montana State University, Department of
Education (tenured) 1997 - present.

Assistant Professor of Educational Foundations, Montana State University, Department of
Education, 1991 - 1996.

Adjunct Professor of Educational Foundations, Illinois State University, Department of
Educational Administration and Foundations, 1990-1991.

NATIONAL/INTERNATIONAL PUBLICATIONS

Carson, R. & Rowlands, S. (2007). Teaching the conceptual revolutions in geometry, Science & Education, 2007(16)921-954.

Carson, R. & Rowlands, S. (2007), Strategies for Affecting the Necessary Course of Cognitive Growth as an Integral Part of Curricular and Instructional Planning, Interchange, **38**(2).

Rowlands, S. & Carson, R. (2006). Proof, reasoning, abstraction, and transformative events, in Mathematics in School (35) 4.

Carson, R. and Rowlands, S. (2005), "Mechanics as the logical point of entry for the enculturation into scientific thinking", Science & Education, **14**(3-5), 473-492. [Previously published in Proceedings of the Seventh International History and Philosophy of Science and Science Teaching Conference, 2003, Winnipeg, (S. Klassen, ed.)]

Carson, R. (2004a). Teaching cultural history from primary events, in Science & Education **13**(7-8), 797-809. [This article was also published by the University of New South Wales, Sydney: Proceedings of the International Pendulum Project Conference.

Rowlands, S. and Carson, R. (2004b). Our response to Adam, Alangu, and Barton's *A comment on Rowlands and Carson >Where would formal, academic mathematics stand in a curriculum informed by ethnomathematics: a critical review*. Educational Studies in Mathematics **56**(2-3), 329-342.

Carson, R. (2004c). A taxonomy of knowledge types for use in curriculum design, @Interchange **35**(1), 59-79.

Carson, R. (2003). Pivotal events as the basis for narrative coherence in science education, Proceedings of the Seventh International History and Philosophy of Science and Science Teaching Conference, Winnipeg, (S. Klassen, ed.).

Rowlands, S. and Carson, R. (2002a). Where would formal, academic mathematics stand in a curriculum informed by ethnomathematics? A critical review of ethnomathematics, Educational Studies in Mathematics **50**: 79-102.

Rowlands, S. and Carson, R. (2002b). The State's attack on mathematics education research: A response, THEMES in Education **3**(1), 79-101. [Also published in Proceedings of the Day Conference held at The University of Exeter. Exeter: British Society for Research into Learning Mathematics ISBN 1463-6840].

Carson, R. and Rowlands, S. (2001a). A critical assessment of Dewey's attack on dualism in Journal of Educational Thought **35**(1), 27-60.

Rowlands, S. and Carson, R. (2001b). The contradictions in the constructivist discourse, in Philosophy of Mathematics Education Journal (P. Ernest, Ed) No. 14 (May 2001).

Carson, R. (2001c). The epic narrative of intellectual culture as a framework for curricular coherence in Bevilacqua, F., Giannetto, E. and Matthews, M., Science Education and Culture. Dordrecht: Kluwer Academic Publishers. (Book chapter). Also published in Science & Education **11**(3),231-246, 2002.

Rowlands, S. and Carson, R. (2000). Ethnomathematics: A liberation from the yoke of Eurocentrism or the biggest disaster that could befall mathematics education. Article published in the Proceedings of the New Researcher=s Day Conference of the British Society for Research into Learning Mathematics, **20**(3), 85-90.

Carson, R. (1998)."Science and the ideals of liberal education," in International handbook of science education, (Fraser, B.J. and Tobin, K.G. eds.). The Netherlands: Kluwer Academic Publishers, pp. 1001-1014. [Published previously in Science & Education **6**(3), 225-238, 1997].

Carson, R. (1997a). Why science education alone is not enough, Interchange **28**(2-3), 109-120.

Carson, R. (1997b). Graham Hitchcock and David Hughes: Research and the teacher. A qualitative introduction to school-based research. Educational Studies **28**(1), 83-88.

Carson, R. (1997c). Reaction to presidential address of Ronald Butchart. Educational Studies Fall 1996 (207-216).

Carson, R. (1996a). Reaction to presidential address of Ronald Butchart, [An article detailing contemporary uses of Adlerian social psychology]. Educational Studies, vol 27(3)Fall 1996.

Carson, R. (1995). "Teaching the cultural aspects of mathematics," in Proceedings, Vol 1, Third international history, philosophy and science teaching conference. Minneapolis: University of Minnesota.

Carson, R. and Cairns, D. (1994) "Why education needs a professional ethic," in Chance (Ed.) Creating the quality school. Norman: University of Oklahoma.

Carson, R. and Cairns, D. (1993). "Community empowerment", Chapter in edited book, Empowering the school staff C The role of the principal (M. Richardson, Ed). Lancaster, PA: Technomic Publishing.

Carson, R. (1993). "Schooling and social inequality: Race, gender, and class," in Tozer, et al, School and society -- Educational practice as social expression. New York: McGraw-Hill.

Carson, R.(1992). "A model for liberal education in a scientific society," in Philosophy of Education 1992, Normal, IL: Illinois State University Press.

Carson, R. (1992). "If science is presented as historical narrative -- A sample chapter," in History and Philosophy of Science in Science Education (Skip Hills, Ed.) Published proceedings of the

Second international conference on the history and philosophy of science and science teaching (Vol 1). Kingston, Ontario: Queen's University.

Carson, R. (1992). "John Dewey: On science, experience, interest, and art," in History and Philosophy of Science in Science Education (Skip Hills, Ed.) Published proceedings of the second international conference on the history and philosophy of science and science teaching (Vol 1). Kingston, Ontario: Queen's University.

NATIONAL/ INTERNATIONAL PRESENTATIONS

Carson, R. and Rowlands, S. (2007). Conceptual change as a necessary element of learning mathematics: Strategies for affecting the necessary course of cognitive growth as an integral part of curricular and instructional planning. Ninth International History, Philosophy and Science Teaching Conference, Calgary, Canada, June 24-28, 2007. [also published in Interchange].

Carson, R. (2005). Measured time, measured live: How the pendulum transformed our consciousness of time.@ Second International Pendulum Conference, Sydney Australia, October 13-15, 2005.

Carson, R. (2005). Constructivism and active learning. Invited address delivered to administration and faculty of Nakhon Sawan Rajabhat University, Thailand, August 3, 2005.

Carson, R. Robert Boyle: Catalyst for change. Eighth International History, Philosophy, & Science Teaching Conference, Leeds, England, July 15-18, 2005.

Carson, R. & Rowlands, S. Teaching the conceptual revolutions in geometry. Eighth International History, Philosophy, & Science Teaching Conference, Leeds, England. July 15-18, 2005. [Submitted to Science & Education].

Carson, R. Pivotal events as the framework for narrative coherence in science education. Seventh International History, Philosophy, & Science Teaching Conference, Winnipeg, Manitoba, Canada, (July 30 - August 3, 2003). [Also listed under publications]

Carson, R. and Rowlands, S. "Mechanics as the logical point of entry for the enculturation into scientific thinking." Seventh International History and Philosophy of Science and Science Teaching Conference, Winnipeg, Manitoba, Canada, July 30-August 3, 2003. [Also listed under publications].

Carson, R. Teaching cultural history from primary events. Invited Address to the International Pendulum Project Conference, Sydney, Australia, Oct 18-19, 2002. [Also listed under publications]

Carson, R. (2002) An Access data base for decision making and accreditation, presented to the American Association for College of Teacher Education (AACTE) annual conference, New York City, NY, Feb 23, 2002.

Keranto, T., Carson, R., Afanasjev, J., and Su, W. Where to put our trust and what to value? An international study on the attitudes and beliefs related to science, the paranormal, and pseudoscience among elementary education majors. Paper presented at the Sixth International History, Philosophy and Science Teaching Conference, Denver, Nov 7-11, 2001. Published in proceedings.

Carson, R. An educator's taxonomy of knowledge types. Paper presented at the Sixth International History, Philosophy and Science Teaching Conference, Denver, Nov 7-11, 2001. [Also listed under publications].

Carson, R. (2000). Identifying the pedagogical dynamic of liberal education in the midst of its canonical tomb. Paper presented at the American Educational Studies Association (AESA) national conference in Vancouver, British Columbia, on November 4, 2000.

Carson, R. (1999). Ourstory: Structuring education for meaning. Paper presented at the Fifth International History, Philosophy and Science Teaching Conference, Sept 15-19, 1999, in Como, Italy [also published as a journal article and book chapter].

Carson, R. (1999). *Ourstory*: Using historical narrative and the internet to enhance coherence, relevance, and critical perspective on the nature of Intellectual culture. Paper presented to the American Association of Colleges for Teacher Education (AACTE) Annual Conference, February 1999, Washington D.C.

Carson, R. (1998). *Ourstory*: A culturally-based curriculum framed by history. Paper presented at the national conference of the American Educational Studies Association (AESA), November 1998, Philadelphia, PA.

Carson, R. (1997). Why science education alone is not enough. Paper presented at the International History & Philosophy of Science in Science Teaching (HPSST) group North American conference June, 1997, Calgary, Alberta, Canada. [Listed under publications].

Carson, R. (1997). What is the cultural mission of schooling? Paper presented at American Association for Colleges of Teacher Education (AACTE) annual meeting in Phoenix, AZ. February, 1997.

Carson, R. (1996). The democratic dimensions of constructivism. Paper presented in panel discussion session at Philosophy of Education Society annual conference in Vancouver, BC.

Carson, R. and Carparelli, P (1996). Crucified by Christians: A study of one school superintendent's travails at the hands of the conservative right. Paper presented at the American Educational Studies Association (AESA) national conference, Nov, 1996 in Montreal.

Carson, R. (1996). "Isn't diversity the key to a liberal education?" Paper presented to the American Association of Colleges for Teacher Education annual conference, Chicago, IL. Feb, 1996.

Carson, R. (1995). "Teaching the cultural aspects of mathematics." Paper presented at the Third International Conference on the History and Philosophy of Science and Science Teaching, Minneapolis, MN. Oct, 1995. Published.

Carson, R. (1992). "A model for liberal education in a scientific society." Paper presented at the Philosophy of Education Society annual conference, in Denver, March 29, 1992.

Carson, R. (1992). "If science is presented as historical narrative: A sample chapter." Paper presented at the Second International Conference on the History and Philosophy of Science and Science Teaching, Kingston, Ontario, May 12, 1992.

Carson, R. (1992). "John Dewey: On science, experience, interest, and art." Paper presented at the Second International Conference on the History and Philosophy of Science and Science Teaching, Kingston, Ontario, May 14, 1992. Published.

OTHER SCHOLARLY WORK

Book Review: Mayes, C. (2005). Jung and education B Elements of an archetypal pedagogy. Lanham, Maryland: Rowman and Littlefield. (Comments appear on book jacket)

2004 to present; Editorial Board member, for Science & Education. (see entry under Service to Profession).

Carson, R. (2003, 2004, 2005). The College of Education Health & Human Development received a \$4.2 million grant (G. Weisenstein PI) to fund the Northern Plains Transition to Teaching program. I became the primary architect of this online, teacher education program. I wrote the full prospectus on program and individual course development, and then designed fully three of the eight courses (EDCI 552, EDCI 553 and EDCI 557).

Carson, R. (2003). New teacher recruitment and retention in Montana's small and rural schools. [An unpublished policy paper developed to guide discussions at the State level among the primary educational authorities responsible for addressing recruitment and retention problems in the teaching force].

Weisenstein, G. and Carson, R. (2003). Retaining new teachers via loan cancellation. [A policy document summarizing the impact of high student loans on new teacher retention in Montana, developed to inform State policy and legislative discussions].

Rowlands, S. and Carson, R., (2002). 'A synopsis of the collapse of the geometry standard in the UK', CTM internal report, cited in: Amit, M. and Fried, M. N. (2002), 'Research, reform, and change' in (L. English, ed) Handbook of International Research in Mathematics Education. Lawrence Erlbaum Associates, Inc. New Jersey.

Carson, R. (Ed.) (2001). Meeting NCATE accreditation standards at Montana State University B Bozeman. @ Wrote and prepared materials for national continuing accreditation visit (Oct 2001).

Carson, R. (Ed.) (2001). Montana State University Bozeman B Professional educator preparation programs, @ [2001 Institutional Report submitted for continuing accreditation to the Montana Office of Public Instruction].

Carson, R. (Ed) (2001). Language, mind, and community, [Materials prepared for the Department of Education and Bozeman Public Schools Symposium held Fall 2001].

Drafted the revised Teacher Education Program Standards for the Office of Public Instruction for the State of Montana. Presented to the Teacher Education Program Task Force Oct, 1999.

Carson, R. Book review of A Research and the teacher: A Qualitative introduction to school-based research. (Hitchcock, G. and Hughes, D., 1995, New York: Routledge), in Educational Studies, Spring 1997.

Carson, R. (1996). The liberal educational ideal. Policy document written as part of MSU teacher education program's conceptual framework, and distributed in the "Symposium on the knowledge base at MSU," August 1996.

Carson, R. (1996). Democracy and the social dimensions of schooling. Policy document written as part of MSU teacher education program's conceptual framework, and distributed in the "Symposium on the knowledge base at MSU," August 1996.

Carson, R. and Nowlin, J. (1995). Proposal for a system-wide 4 credit graduate-level foundations course. @ A conceptual exercise written as part of the MSU System initiative at the behest of President Malone.

Carson, R. (1995). "Position statement on diversity," policy statement written for the College of Education, Health and Human Development at Montana State University.

Carson, R. (1995). Constructivism and liberal education. Policy document written as part of MSU teacher education program's conceptual framework, and distributed in the readings prepared for the second annual symposium (S-II), held at MSU, August, 1995.

Carson, R. (1994). Constructivist theory in educational practice. Policy document written as part of MSU teacher education program's conceptual framework, and distributed in the "Symposium On the Knowledge Base at MSU," August 1994.

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

- International History and Philosophy of Science Teaching Group (1989 - present).
- American Association of Colleges of Teacher Education (1994- present).
- American Educational Studies Association (1993-present).
- Association for Supervision and Curriculum Development (2004-present).

SERVICE

Profession

Big Sky High School Curriculum Development Committee, 2007

Above & Beyond, Served on Bozeman Public Schools Advisory Group, 2006.

Ph.D. Thesis examiner, Department of Science and Mathematics Education, University of Melbourne, Australia [Ph.D. candidate, Paul McColl], 2002.

Bozeman Public Schools Middle School Social Studies Curriculum Team, Advisor. 2001-2003.

Curriculum consultant to Ross Institute, East Hampton, NY, (2001-2002).

Reviewer for Science & Education (Kluwer/Springer). Appointed to Editorial Board 2004.

State of Montana

Office of Public Instruction Task Force on A No Child Left Behind@ and Title II, 2003-present.

Educational Forum [a monthly meeting of Montana=s educational leaders from K-12 and higher education, 2002 to present.

Montana Council of Deans of Education [I serve as proxy to the Dean of EHHD approximately half of all meetings] 2002 to present.

Office of Public Instruction Accreditation Team Member (appointed as State Representative to the NCATE team that reviewed UM Western), 2002.

Office of Public Instruction, Teacher Education Program Standards (TEPS) Review Committee, 1998 - 1999.

University

College of Graduate Studies Task Force [appointed by Provost to study recommendations for redesigning graduate studies at MSU], 2004.

Facilities Services Advisory Council (OFSAC) [appointed by Provost], 2004-present.

Adjunct Faculty Task Force, 2003.

Contributed paper to Teaching & Learning Web Site, 2003.

Electronic Thesis and Dissertation (ETD) Task Force B Appointed by Provost, 2002-2003.
University Promotion and Tenure Committee, (1998-2000).

Core Curriculum Working Group, (1998 - 1999).

Big Sky Institute (BSI) Steering Committee, (1998).

Advising Task Force, Member, (1997 - 1998).

University Teacher Education Committee (UTEC), 1996-present.

University Faculty Council, Member, (1996, 1997).

Undergraduate Scholars Program Advisory Committee, Member, (1996).

Committee on Committees (Chair), 1992-1993.

College EHHD

ATeach Montana Career Fair.@ Worked with Career Services to organize a Montana-only Career Fair to help small and rural school districts meet their recruitment needs, 2002, 2003, 2004, 2005, 2006, 2007, 2008

Presentations to Montana Teaching Excellence Awards recipients, 25 professional educators from former Soviet Block countries (Ukraine, Armenia, Georgia), 2002, 2003.

Mentorship Task Force, Member, (1999 - 2000).

Department

Accreditation Coordinator (1991B2008; successful site visits 1996, 2001, 2008).

Search Committee (Chair): Educational Psychology.

Graduate Curriculum Committee, Member, 1999-2000.

Search Committee (Chair): Multicultural Education.

Department Symposium on the Knowledge Base (Leader), 1997.

PROFESSIONAL DEVELOPMENT

2007. *Ninth International History, Philosophy and Science Teaching Conference*, Calgary, Alberta, Canada, June 24-28, 2007

2007. *Council for the Advancement and Support of Education (CASE) conference*, Vancouver, British Columbia, Canada, November 7-9, 2007.

2005. Second International Pendulum Conference, Sydney Australia, October 13B15, 2005.

2005. Eighth International History, Philosophy, & Science Teaching Conference, Leeds, England. July 15-18, 2005.

2003. Montana Wyoming Indian Education Association annual meeting, Helena, MT. March 29-April 1, 2003.

2003. Seventh International History, Philosophy, & Science Teaching Conference, Winnipeg, Manitoba, Canada, July 30 - August 3, 2003.

2002. International Pendulum Project Conference, Sydney, Australia, Oct 18-19, 2002.

2002. American Association for College of Teacher Education (AACTE) annual conference, New York City, NY, Feb 23-27, 2002.

2001. WEB-CT Workshop. Montana State University Information Technology Center.

2001. Sixth International History, Philosophy and Science Teaching Conference, Denver, Nov 7-11, 2001.

2000. American Educational Studies Association (AESAs) national conference in Vancouver, British Columbia, November 1-4, 2000.

2000. NCATE/AACTE Continuing Accreditation Workshop. Washington, DC. Sept. 6-8, 2000.

2000. American Association for Colleges of Teacher Education (AACTE), Chicago, Feb 26-29.

1999. Fifth International History, Philosophy and Science Teaching Conference, Como, Italy, Sept 15-19, 1999.

1999. American Association of Colleges for Teacher Education (AACTE) Annual Conference, Washington D.C., February 24-27, 1999.

1998. American Educational Studies Association (AESAs), Philadelphia, PA, November 4-7, 1998.

1997. Fourth International History & Philosophy of Science in Science Teaching (HPSST) group Calgary, Alberta, Canada, June 21-24, 1997.

1997. American Association for Colleges of Teacher Education (AACTE) annual meeting in Phoenix, AZ. February 26-28, 1997.

1996. Philosophy of Education Society annual conference in Vancouver, BC. April 11-14.

1996. American Association of Colleges for Teacher Education annual conference, Chicago, IL. Feb 20-22.

1996. American Educational Studies Association (AESAs) conference, Montreal, Feb 6-9.

1995. American Association for Colleges of Teacher Education annual conference, Washington, DC. Feb 13-15.

1995. Continuing Accreditation Workshop, AACTE. Washington, DC. October 7-11.

1995. Third International History and Philosophy of Science and Science Teaching conference, Minneapolis, MN. Oct 28-31.

1994. American Association for Colleges of Teacher Education annual meeting, Washington, DC. Feb 16-18.

1992. Second International History and Philosophy of Science and Science Teaching, Kingston, Ontario, May 11-15.

1992. Philosophy of Education Society annual conference, in Denver, March 27-30

1991 Montana Education Association Annual Conference, Billings, MT Oct 17-19.

CLASSES TAUGHT

EDCI 208 Educational Psychology

EDCI 469 School & Society

EDCI 508 Advanced Educational Psychology

EDCI 541 History & Philosophy of Education

EDCI 552 Human Development and the Psychology of Learning (NPTT online course)

EDCI 559 Internship II: Equity, Special Needs, Diversity (NPTT course)

EDCI 564 Portfolio Capstone

UH 201 University Honors -- Texts & Critics. (Fall 1997)

Also developed EDCI 552, 553 and 557 for NPTT program.