

Encarnación Rodríguez

*Assistant Professor of Education
Director, Graduate Education Programs*

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EDUCATION

Doctor of Philosophy. College of Education, Department of Curriculum and Instruction. The Pennsylvania State University, 1999.

Dissertation: Gender, democracy, and education: A feminist reading of the socialist curriculum reform in Spain 1982-1996, *Awarded with Distinction*

Bachelor of Psychology. University of Oviedo. Spain, 1982.

PROFESSIONAL EXPERIENCE

ACADEMIC

Director, Graduate Education Programs. Department of Education. Saint Joseph's University. Since Fall 2004.

Assistant Professor of Education. Department of Education. Saint Joseph's University. Fall 2000-present

Assistant Professor of Education. College of Education, Department of Curriculum and Instruction. The Pennsylvania State University. August 1999-May 2000.

Student Teacher Supervisor. College of Education, Office of Pre-Service Teaching. The Pennsylvania State University. August, 1997- May, 1999.

Project Coordinator. "Innovations in Teaching". The Pennsylvania State University in collaboration with the Shreyer Institute. August, 1996-December, 1996.

Graduate Student Researcher. College of Education. Department of Curriculum and Instruction, Curriculum and Supervision division. The Pennsylvania State University. August, 1995- May, 1996.

NON-ACADEMIC

Early Childhood School Psychologist. Ministry of Education. Gijón, Spain. October, 1986-August, 1994.

Mental Health Consultant. Catholic Charities. Chicago, Illinois. October, 1990-June, 1991.

COURSES TAUGHT

Educational psychology, Writing Intensive Course (EDU 2031 & PSY 2121, WIC) *Undergraduate.* Saint Joseph's University, Spring 2004 & Fall 2004.

Critical Contemporary Educational Issues (EDU 1525). *Undergraduate & UC* Saint Joseph's University, Winter intersession 2004.

Institutional and Curriculum Planning. *Adult education* (Fe y Alegría, Bolivia) Saint Joseph's University, Cochabamba (Bolivia), June 2003.

Contemporary School Curriculum and Design (EDU 7215). *Doctoral* Saint Joseph's University, Summer 2002.

Critical Contemporary Educational Issues (EDU 4575). *Graduate* Saint Joseph's University, Spring 2003 & Spring 2004.

Educational psychology (EDU 2031) & **Lab II** (EDU 2032). *Undergraduate* Saint Joseph's University (Fall 2000-present)

Psychology of teaching (EDU 4035) & **Lab II** (EDU 2036). *Graduate* Saint Joseph's University, Fall 2000-present.

Feminist Thought and Curriculum Studies (C&S 597B). *Doctoral* The Pennsylvania State University, Spring 2000.

Secondary Teaching II (C& I 412W). Teacher and coordinator. *Undergraduate* The Pennsylvania State University, Fall 1999 & Spring 2000.

Curriculum and Instruction 295 (Classroom observation). *Undergraduate*
The Pennsylvania State University, Fall 1997, Spring 1998, Fall 1998 & Spring 1999.

SCHOLARSHIP

PUBLICATIONS

Articles in refereed journals

Bullock, P.; Park, V.; Rodríguez, E. & Snow, J. (2002). Redefining interdisciplinary curriculum: Collaboration and change in secondary teacher education. *Interchange*, 33 (2), 159-182.

Rodríguez, E. (2002). Teacher education and the illusion of education reform: A comparative perspective. *Educational Foundations* 16 (1), 43-57.

Rodríguez, E. (2001). La reforma curricular española y la racionalidad neoliberal [The Spanish education reform and the neoliberal rationality]. *TEMPORA. Revista de historia y sociología de la educación*, 4, 2 época, 89-116.

Solicited articles

Rodríguez, E. (2002). El papel del profesorado en la sociedad actual [the role of the teachers in our society today]. *Propuestas. Proyecto Educativo de Ciudad* (87-88). Ayuntamiento de Gijón, Spain.

Rodríguez, E. (2003). Teacher education and the illusion of education reform: A comparative perspective. Saint Joseph's University, *IDEPEL News*, p. 3.

Books

Rodríguez, E. (2001). *Neoliberalismo, educación y género: Análisis crítico de la reforma educativa española* [Neoliberalism, education and gender: A critical analysis of the Spanish education reform]. Series Genealogía del Poder. Madrid: La Piqueta.

Book reviewed by:

Mainer Baqué, J. (2002). *Reforma y contrarreforma* [Reform and counter reform] . A review of Rodríguez, E. (2001), *Neoliberalismo, educación y género: Análisis crítico de la reforma educativa española*. *Cuadernos de Pedagogía*, 309, p. 107.

Book chapters

Rodríguez, E. (1999). Intelligence, Special Education and Postformal Thinking: Constructing an Alternative to Educational Psychology. In J. Kincheloe, S Steinberg, and P. Hinchey (Eds.) *The post-formal reader: Cognition and education* (pp. 391-408). New York: Falmer Press.

PRESENTATIONS

Invited presentations

Neoliberalismo, educación y género. Análisis crítico de la reforma educativa Española [Neoliberalism, education and gender. A critical analysis of the Spanish education reform]. Sponsored by Círculo de Bellas Artes y Ediciones la Piqueta. Círculo de Bellas Artes, Madrid. November 22, 2001.

Presentations at Saint Joseph's University

Curriculum, neoliberalism, and gender: The case of the socialist reform in Spain. Saint Joseph's University. Dean's Colloquia. January 31, 2002.

Presentations at professional conferences

Race and culture as tools for democratic engagement in an Educational Psychology Course. Curriculum and Pedagogy, 5th Annual Conference. Miami University, OH, October 27-30, 2004.

Social justice and education: Envisioning an interdisciplinary curriculum for a college of education. Curriculum and Pedagogy, 5th Annual Conference. Miami University, OH, October 27-30, 2004.

No More Pencils, No More Books, No More Teacher's Masterpieces! Curriculum and Pedagogy, 5th Annual Conference. Miami University, OH, October 27-30, 2004.

Preparing teachers for excellence and equality in public education. 'With all deliberate speed' Social Justice and the Future of Public Education. The National Coalition of Education Activists, 2004 Conference. July 29-August 1, 2004, Philadelphia.

Doing curriculum design from a poststructuralist perspective: A professional development seminar in Bolivia. 3th American Association for the Advancement of Curriculum Studies Conference. San Diego, April 9-12, 2004

Constructivism and educational change: Reflections from the Spanish curriculum reform during the socialist administration. Comparative and International Education Society, 46th Annual Meeting. Orlando, FL, March 6-9, 2002.

Citizenship and curriculum. Present discourses and practices of exclusion. Comparative and International Education Society, 46th Annual Meeting. Orlando, FL, March 6-9, 2002.

Governmentality and neoliberalism: The case of the Spanish curriculum reform. Chair. Comparative and International Education Society, 45th Annual Meeting. Washington, D.C., March 14-17, 2001.

Ask my paper doll who I am as a teacher. Arts-Based Educational Research SIG Annual Conference. Austin, Texas. November 11-13, 2000.

Narratives of emancipatory practice: The reconceptualizing of a secondary education course. First Annual Conference on Curriculum and Pedagogy, Austin, Texas. November 8-12, 2000.

Education and gender: Engaging the language of possibilities. Boundaries in Question Conference. University of California, Berkeley, Berkeley, California. March, 1998.

Intelligence, special education and post-formal thinking: Constructing an alternative to educational psychology. Annual Meeting of the Journal of Curriculum Theory. Monteagle, Tennessee. October, 1996.

Initial teacher preparation: In search of functioning programmatic dissidence. Annual Conference of the American Education Research Association. New York City, New York. April, 1996.

Initial teacher preparation: In search of functioning programmatic dissidence. Annual Meeting of the Journal of Curriculum Theory. Monteagle, Tennessee. September, 1995.

AWARDS AND SPECIAL RECOGNITION

International Distinguished Dissertation Award in Social Sciences, nominated by The Pennsylvania State University, year 2000.

Drexel Award. College of Education. The Pennsylvania State University. 1997-98.

Member of The Honor Society of Phi Kappa Phi. The Pennsylvania State University Chapter. 1997.

Conrad Frank, Jr. Graduate Fellowship. College of Education. The Pennsylvania State University. 1995-1996 & 1996-1997.

Burdette E. Larson Graduate Scholarship. College of Education. The Pennsylvania State University. 1994-1995.

Fulbright-CIP/DGAS Scholarship. Chicago, Illinois. April, 1990-May, 1991.

PROFESSIONAL AFFILIATIONS

American Association of University Professors since 2003

International Education for the Advancement of Curriculum Studies since 2002

National Coalition of Education Activists since 2002

American Education Research Association since 1997