

## Contributors

**James W. Bequette** is assistant professor of art education in the Department of Curriculum and Instruction at the University of Minnesota. He teaches graduate-level teacher education courses, and researches the effectiveness of culturally responsive curriculum using local Indigenous arts and culture knowledge to reinforce/remediate Native and non-Native student learning in core subjects. He taught K–12 visual arts courses for 15 years in a public school district with mostly Indigenous students.

**Lorenzo Cherubini** is an associate professor in the Faculty of Education, Brock University (Canada). The focus of Professor Cherubini's research is on Aboriginal education and policy analysis and is supported by the Social Sciences and Humanities Research Council of Canada (SSHRC). Over the past 17 years he has taught at the secondary school level, served in the roles of guidance counselor, department chair of English, and school administrator in the elementary and secondary school panels.

**Pauline W. U. Chinn**, a professor of Curriculum Studies, University of Hawai'i at Mānoa, first taught place-based science to high school students in Plants and Animals of Hawai'i. Her current work with translators and scientists enables 1834-1948 Hawaiian newspaper articles to be read by a wider community and incorporated into teacher education and curriculum development.

**Willard Sakiestewa Gilbert** is an enrolled member of the Hopi Tribe and professor of Bilingual/Multicultural Education in the College of Education at Northern Arizona University (NAU). He has served as a faculty member, researcher and administrator for the last 24 years at NAU. His expertise is in curriculum and instruction, bilingual/multicultural education, and Indian education. He was the 2007–2008 president of the National Association for Indian Education and recipient of the President's Award from NAU.

**John Hodson** is Haudenosaunee (Mohawk) and member of the Turtle Clan, and Assistant Professor in the Faculty of Education, Brock University. He has worked in Aboriginal education at the college, university and community level in Ontario for over 15 years. In addition, he is a member of a number of circles and associations dedicated to Aboriginal teacher education/research, and has co-authored, published and presented 20 articles related to the subject.

**Kelly Hrenko** an assistant professor of art education at the University of Southern Maine. Her research focuses on arts infusion, visual literacies, and culture-based pedagogies.

**Louise Lockard**, B.A. University of California Santa Cruz, M.A. Northern Arizona University, Ph.D. University of Arizona, teaches courses in Bilingual Multicultural Education at Northern Arizona University. She works with teachers of Navajo language to develop curriculum and materials.

**Matt Oppenheim** is an applied anthropologist focusing on participatory research. His passion is working with communities, especially Indigenous communities, to create schools that engage students in community transformation. He is a researcher with the Prout Research Institute. Oppenheim teaches at uni-

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versities and works with Albuquerque Schools in the Research, Development and Accountability Department. His special projects include cultural proficiency, Indian education and service learning. He can be contacted at [oppenm@earthlink.net](mailto:oppenm@earthlink.net)

**MaryLynn T. Quartaroli** is the project director for the NEXUS Math/Science Program grant at Northern Arizona University. Her specialties include science education, Native American and adult education, program evaluation, and assessment. Previously, she was a visiting assistant professor of Teaching and Learning and senior research specialist for the University's Institute for Tribal Environmental Professionals. She is a co-editor and chapter author for two textbooks on research in education and the social sciences.

**Jon Reyhner** is a professor of Bilingual Multicultural Education at Northern Arizona University. He taught and was a school administrator in schools serving American Indians for over a decade. He has written extensively on American Indian education and Indigenous language revitalization and served as a commissioned author for the Indian Nations at Risk Task Force. His most recent books are *Indigenous Language Revitalization, Education and Language Restoration* and *American Indian Education: A History*. He has edited seven books on Indian education, written over forty book chapters and articles and has given over a hundred workshops, presentations, and speeches at regional, national, and international conferences.

**Frederick M. Sherman** is an enrolled member of the Navajo Nation, and is of the Zuni Edgewater Clan born for the Bitterwater Clan. He holds two undergraduate degrees from Southern Utah University and Northern Arizona University - Biology/Botany and Environmental Science, respectively. Frederick has worked in both informal and formal environmental educational settings: an Interpretive Park Ranger with the National Park Service, an Instructional Specialist at Northern Arizona University, and an Instructor with Navajo Technical College, Department of Environmental Science and Natural Resources. Bilingual (Navajo/ English) environmental education was provided. He currently works as a Senior Environmental Specialist with the Navajo Nation Environmental Protection Agency in environmental regulatory compliance, permitting, enforcement, assistance, and rulemaking.

**Navin Kumar Singh** is a doctoral candidate in Curriculum and Instruction at Northern Arizona University (NAU). He has a Master's in Education from Tribhuvan University, Kathmandu, Nepal, and earned a second Master's in Teachers of English to Speakers of Other Language from NAU.

**Sandra J. Wolf** is an assistant professor in the Faculty of Education at Lakehead University, in Thunder Bay, Ontario. She currently teaches Aboriginal Education courses and graduate Indigenous-perspective research methods and foundations courses. She also teaches elementary education courses within the Aboriginal Honours Bachelor of Education degree program that she helped to create. Sandra has been a classroom teacher and administrator in schools and educational programs for Native children and adults for 30 years.