

ANASTASIA P. SAMARAS, PH.D.



Status Professor Emerita of Education
School of Education
George Mason University (GMU)
School of Education (SOED)
College of Education and Human Development (CEHD)

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Personal Web page: <http://mason.gmu.edu/~asamaras>
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EDUCATION

Degrees

- 1990 Ph.D. Curriculum and Instruction, University of Maryland, College Park
Early Childhood Education, Cognate: Teacher Education
Thesis Title: Transitions to competence: The role of mediation in preschoolers' self-regulation with a microcomputer-based problem-solving task
Honor: Recipient Dissertation Research Award, Curry School of Education, University of Virginia
- 1976 M.Ed. Human Development, Institute for Child Study, University of Maryland, College Park
- 1972 B.A. Secondary Education, University of Maryland, College Park, MD
Major: Social Studies, Minor: Sociology

Credentials

Advanced Professional Certificates, Maryland State Department of Education:
Elementary-Middle School Supervision
Early Childhood Education
Secondary Education Social Studies
Secondary Education U.S. History

HONORS AND AWARDS

- 2022 [Delegate to the Pharos Summit Cooperation between Greece and USA, Higher Education](#)
2023 Nominated for Presidential Medal for Excellence in Teaching

- 2022 Nominated for Presidential Medal for Excellence in Teaching
- 2021 Nominated for Presidential Medal for Excellence in Research and Scholarship
- 2019 Nominated for a 2020 George Mason University Teaching Excellence Award
- 2017 Keynote Speaker (virtual). University of Management and Technology, Lahore, Pakistan
- 2016 Keynote Address: Hibernia College, Dublin, Ireland
- 2016 Five Invited Presentations of Teaching in Korea: Mason Korea University, Jeonnam National University, Cheongju National University, Seoul National University, and Ehwa Womans University
- 2015 Nominated for the 2016 Qualitative Research SIG Outstanding Book Award, American Education Research Association
- 2015 Awarded Faculty Research Study Leave, Office of the Vice President Research & Economic Development, GMU
- 2014 Nominated, AERA 2015 Distinguished Contributions to Research in Education Award
- 2013 – 2015 Chair, Self-Study of Teacher Education Practices Special Interest Group, American Educational Research Association
- 2014 Keynote Address: Transformation/al Studies Project: University of KwaZulu-Natal, Durban University of Technology, and Walter Sisulu University, South Africa
- 2013 Keynote Address: Association of Teacher Educators Summer Conference Washington, DC
- 2012 Keynote Address: Beijing Normal University, China
- 2011-2012 Fulbright Scholar, University of Ioannina, Greece
- 2012 Keynote Address: TES Project with University Teaching and Learning Office, University of Kwazulu-Natal, Durban University of Technology, and Walter Sisulu University, South Africa
- 2011 Elected as Chair-Elect, Self-Study of Teacher Education Practices, American Educational Research Association Special Interest Group
- 2011 Approved as a Fulbright Specialist Candidate, Fulbright Scholar Program, Council for International Exchange of Scholars
- 2010 Appointed to Board of Directors, University of Maryland, College of Education
- 2009 Recipient, Outstanding Scholar Alumni Award, University of Maryland, College Park, College of Education
- 2009 Finalist, George Mason University Teaching Excellence Award
- 2009 Invited Visiting Self-Study Scholar, Vrije University, Amsterdam
- 2009 Invited Visiting Self-Study Scholar, University of Iceland, School of Education
- 2008 Invited Visiting Self-Study Scholar, Victoria University, Melbourne, Australia
- 2007 Invited Senior Editor of *Learning Communities in Practice*, Springer Press
- 2007 Awarded Faculty Research Study Leave, Office of the Vice President Research & Economic Development, GMU
- 2007 Nominated by Victoria University, Australia as a Fulbright Specialist
- 2006 Recipient of Faculty Research Grant, Office of Vice President for Research, GMU
- 2006 Nominated for University of Maryland Outstanding Scholar Alumni Award
- 2006 Ten Invited Book Talks on Self-Study of Teaching Practices
- 2004 Nominated for the GMU Staff Senate's Outstanding Supervisor Award
- 2002 Dedicated Service Recognition 1992-2002, The Catholic University of America
- 2001 Fulbright Senior Specialist Candidate

- 2001 Phi Gamma Mu International Honor Society in Social Sciences
- 2000 Nominated for the Carnegie D.C. Professor of the Year Award
- 1999 Awarded Study Leave, The Catholic University of America
- 1997 Keynote Speaker, Fulbright Teacher Exchange Program
- 1997 Keynote Speaker, National Teacher Training Institute Math, Science, & Technology
- 1997 Wall of Fame, Contributions in Education, Annapolis Senior High
- 1996 Anne Arundel County Public Schools (AACPS) Citation of Outstanding Volunteer Service
- 1994 AACPS Citation of Merit 10 Years of Outstanding Volunteer Service
- 1990 Recipient Dissertation Research Award, Curry School of Education, University of Virginia
- 1979 Kappa Phi, All University Honor Society, University of Maryland

PROFESSIONAL EXPERIENCE

University Experience

George Mason University, Fairfax, Virginia (GMU)

- 2010 – 2023 Professor of Education, College of Education and Human Development
- 2018 – 2023 Facilitator CEHD New Faculty Collaborative
- 2016 – 2018 Division Director, Elementary, Literacy, and Secondary Education Programs
- 2013 – 2016 Academic Program Coordinator, Secondary Education
- 2002 – 2010 Associate Professor, *Tenured 2002*
- 2005 – 2007 Coordinator, Career Switcher Program
- 2002 – 2005 Director, Initiatives in Educational Transformation Program

Fulbright Scholar

- University of Ioannina
- Pedagogical Department, Ioannina, Greece
- 2011- 2012 (serial visits: October 2011 and March 2012)

University of Iceland

- Visiting Scholar
- School of Education, Reykjavík, Iceland
- August 2009

Vrije University, Amsterdam

- Visiting Scholar
- Center for Educational Training, Assessment and Research, Amsterdam, The Netherlands
- August 2009

Victoria University, Melbourne, Australia

- Visiting Scholar
- March 2008

Catholic University of America, Washington, DC (CUA)

- Department of Education, College of Arts and Sciences
- 1999 – 2002 Associate Professor, *Tenured 1999*

1993 – 1999 Assistant Professor
1993 – 2002 Director of Teacher Education
1993 – 2002 Director of National (NCATE) and State Accreditation Reviews and Folios
1992 – 2002 Coordinator, Elementary Undergraduate and Graduate Programs
1992 – 1993 Visiting Assistant Professor

Johns Hopkins University

Faculty Associate, Adjunct Faculty
1990 – 1992 College of Education Faculty Associate, Baltimore, MD

Towson State University

Adjunct Faculty; Student Teacher Supervisor
1990 – 1992 College of Education, Towson, MD

University of Maryland

1990 – 1992 College of Education Adjunct Faculty, College Park, MD
1990 – 1991 College of Education Adjunct Faculty, UMBC, Baltimore, MD
1987 – 1988 Preschool Teacher, University Laboratory School, College Park
1988 – 1990 Graduate Student Research Assistant, University of Maryland, College Park
1983 – 1985 Research Team Member, Computer Discovery Project, College Park
1976 – 1977 College of Education Adjunct Faculty in partnership with Anne Arundel County Public Schools and UMCP mentoring educators in student case study research

Anne Arundel Community College

1981 – 1984 College Lecturer of Social Sciences, Anne Arundel Community College, MD

Classroom Teacher

1991 – 1992 Head Start Education Curriculum Specialist, Baltimore, Maryland
1987 – 1988 Preschool Teacher, University Laboratory School, University of Maryland
1983 – 1986 High School Social Studies Teacher, Anne Arundel County Public Schools
1978 – 1979 Preschool Teacher & Director, YMCA, Annapolis, Maryland
1972 – 1977 Junior High School Social Studies Teacher, Anne Arundel County Public Schools

Academic Administrative Positions

(served in a leadership position 20 out of 30 full-time years in the Academy)

2018 – 2023 Facilitator CEHD New Faculty Collaborative
2016 – 2018 Division Director, Elementary, Literacy, & Secondary Education Programs, College of Education and Human Development (CEHD) GMU
2013 – 2016 Academic Program Coordinator, Secondary Education, CEHD, GMU
2005 – 2007 Coordinator, Career Switcher Program, CEHD, GMU
2002 – 2005 Director, Initiatives in Educational Transformation Program, CEHD, GMU
1998 – 2002 Coordinator Education Study Abroad Experiences, CUA
1995 & 2000 Director, National & State Accreditation Visits, Education Unit, CUA
1993 – 2002 Director Teacher Education, The Catholic University of America, Washington, DC

- 1993 – 2002 Coordinator, Graduate Teacher Certification Program, CUA
- 1993 – 2002 Coordinator, Academic Advising for Education Unit, CUA
- 1993 – 2002 Teacher Licensing Officer, Education, CUA
- 1992 – 2002 Coordinator of Graduate Elementary Education Program, CUA
- 1992 – 2002 Coordinator of Undergraduate Elementary Education Program, CUA

PUBLICATIONS AND PRESENTATIONS

**Selected and recent publications and presentations:* For complete listings please visit research link in <http://mason.gmu.edu/~asamaras/>

- 82 *Peer Reviewed Publications*
- 28 *Other Scholarly Works*
- 176 *Presentations*
- 22 *Funded Grants*
- 55 *Supervised Dissertations*
- 5 *External Thesis*

- 7 Books
- 1 Co-Editor of international proceedings
- 1 Co-Editor of Special Issue Flagship Self-Study Journal
- 44 Refereed journal articles
- 4 Editorial reviewed articles
- 25 Book Chapters
- 3 Curriculum Manuals
- 13 Technical Reports
- 12 Program Evaluations
- 103 Conference Presentations
- 64 Invited Talks and Workshops
- 13 Keynotes

Selected PUBLICATIONS

Books, Editor of International Proceedings and Journal

- Pithouse-Morgan, K., & Samaras, A. P. (2022). Editorial: Poetic Self-Study Research, *Studying Teacher Education*. 18 (3), 219-222. <https://doi.org/10.1080/17425964.2022.2080168>
- Ritter, J. K., Lunenberg, M., Pithouse-Morgan, K., Samaras, A. P., & Vanassche, E. (Eds.), (2018). *Teaching, learning, and enacting self-study research*. Dordrecht, The Netherlands: Springer. <https://www.springer.com/us/book/9789811081040>
- Pithouse-Morgan, K., & Samaras, A. P. (Eds.), (2015). *Polyvocal professional learning through self-study research*. Rotterdam, The Netherlands: Sense Publishers. <https://www.springer.com/gp/book/9789463002202> doi: 10.1007/978-94-6300-220-2
- Samaras, A. P. (2011). *Self-study teacher research: Improving your practice through collaborative inquiry*. SAGE. [Translated into Korean. Japanese translation in progress] <http://www.sagepub.com/booksProdDesc.nav?prodId=Book233400&#tabview=title>

- Samaras, A. P., Freese, A. R., Kosnik, C., & Beck, C. (Eds.) (2008). *Learning communities in practice*. Dordrecht, The Netherlands: Springer.
<http://www.springer.com/education/teachers+%26+teaching/book/978-1-4020-8787-5>
- Samaras, A. P., & Freese, A. R. (2006). *Self-study of teaching practices primer*. NY: Peter Lang. [Translated into Korean]
<https://www.amazon.com/s?k=9780820463865&i=stripbooks&linkCode=qs>
- Kosnik, C., Beck, C., Freese, A. R., & Samaras, A. P. (Eds.), (2005). *Making a difference in teacher education through self-study: Studies of personal, professional, and program renewal*. Dordrecht, The Netherlands: Springer.
<http://www.springer.com/education/teachers+%26+teaching/book/978-1-4020-8791-1>
- Kosnik, C., Freese, A. R. & Samaras, A. P. (Eds.), (2002). (Co-editors). *Proceedings: Fourth International Conference on Self-Study of Teacher Education Practices*, East Sussex, England. (Volume 1 and Volume 2): ISBN 1-55339-025-3
<http://resources.educ.queensu.ca/ar/sstep/index.html>
- Samaras, A. P. (2002). *Self-study for teacher educators: Crafting a pedagogy for educational change*. Peter Lang.
<http://www.peterlang.net/index.cfm?vID=65299&vLang=E&vHR=1&vUR=2&vUUR=1>

Selected Refereed Journal Articles and Peer-Reviewed Proceedings

- Samaras, A. P.** (2023). Letter to a new academic: In and out of the ravine. *Educational Forum*, 87 (1), 4-16. <https://doi.org/10.1080/00131725.2022.2050329>
- Ward-Parsons, A., **Samaras, A. P.**, Dalbec, B., Constantine, L., & Evmenova, A. (2021). Facilitators' self-study of a virtual adjunct faculty self-study collaborative. *Studying Teacher Education*. 18 (2), 197-218. <https://doi.org/10.1080/17425964.2021.1975108>
- Samaras, A. P.**, & Pithouse-Morgan, K. (2021). Nourishing wholehearted faculty professional living through co-creative play. *The Educational Forum*, 85(3), 336-350.
<https://doi.org/10.1080/00131725.2021.1912869>
- Pithouse-Morgan, K., & **Samaras, A. P.** (2019). Polyvocal play: A poetic bricolage of the why of our transdisciplinary self-study research. *Studying Teacher Education*, 15(1), 1-15.
<https://doi.org/10.1080/17425964.2018.1541285>
- Samaras, A. P.** Hjalmarson, M. Bland, L. C., Nelson, J. K. & Christopher, E. K. (2019). Self-study as a method for engaging STEM faculty in transformative and sustainable change to improve teaching. *International Journal of Teaching and Learning in Higher Education*, 31(2), 195-213.
- Nord, J. A., **Samaras, A. P.**, Ericson, R., Ikonomidou, V., Rytikova, I., Sachs, R. Schwebach, J. R., Nelson, J., Gerasimova, D. & Bland, L. (2016). *Teaching as a creative and learning process*. Proceedings of the Innovations in Teaching and Learning Conference. Center for Teaching and Faculty Excellence. George Mason University, Fairfax, VA, September 16
<http://dx.doi.org/10.13021/G8002C>
<http://journals.gmu.edu/ITLCP/article/view/1534>
- Nelson, J. Gerasimova, D., **Samaras, A. P.** Bland, L., Hjalmarson, M. (2016). *Implementation of interactive teaching strategies across STEM disciplines*. Proceedings of the Innovations in Teaching and Learning Conference. Center for Teaching and Faculty Excellence. George Mason University, Fairfax, VA, September 18 <http://dx.doi.org/10.13021/G8TC7H>

- <http://journals.gmu.edu/ITLCP/article/view/1485>
- Pithouse-Morgan, K., Coia, L., Taylor, M., & **Samaras**, A. P. (2016). Exploring methodological inventiveness through collective artful self-study research. *LEARNING Landscapes*, 9 (2), 443-460. <https://doi.org/10.36510/learnland.v9i2.786>
- Samaras**, A. P., Frank, T., Apollon Williams, M., Christopher, E., Rodick, W. H. (2016). A collective self-study to improve program coherence of clinical experiences. *Studying Teacher Education*, 2(12), 170-187.
- Morfidi, E., & **Samaras**, A. P. (2015). Examining the individual and collaborative teaching experiences of Greek special education teachers. *Teacher Education and Special Education*, 38 (4),347-363.
- Pithouse-Morgan, K., & **Samaras**, A. P. (2014). *Thinking in space: Learning about dialogue as method from a trans-continental conversation about trans-disciplinary self-study*. In D. Garbett & A. Ovens (Eds.). Proceedings of the *Tenth International Conference on the Self-Study of Teacher Education Practices*, East Sussex, England (167-170). Auckland, New Zealand: University of Auckland. https://doi.org/10.1007/978-3-319-39478-7_10
- Samaras**, A. P., Karczmarczyk, D, Smith, L, Woodville, L, Harmon, L, Nasser, I., Parsons, S., Smith, T., Borne, K., Constantine, L., Roman Mendoza, E., Suh, J., & Swanson, R. (2014). The shark in the vitrine: Experiencing our practice from the inside out with transdisciplinary lenses. *Journal of Transformative Education*, 12(4), 368-388. <https://doi.org/10.1177/1541344614551637>
- Samaras**, A. P. with Karczmarczyk, D, Smith, L, Woodville, L, Harmon, L, Nasser, I., Parsons, S., Smith, T., Borne, K., Constantine, L., Roman Mendoza, E., Suh, J., & Swanson, R., (2014). A pedagogy changer: Transdisciplinary faculty self-study. *Perspectives in Education*, 32 (2), 117-135.
- Samaras**, A. P., & Sell, C. (2013). Please write: Using critical friend letters in teacher research. *Teacher Education Quarterly*, 40 (4), 93-109.
- Samaras**, A. P. (2013). Twelve Shells: Learning by leading cross-disciplinary faculty self-study of professional practice *Reflective Practice*, 14 (4), 519-535. <https://doi.org/10.1080/14623943.2013.808181>
- Samaras**, A. P., Smith, L., Harmon, L., Nasser, I., Smith, T., Borne, K., Parsons, S., Woodville, L., Constantine, L., Roman-Mendoza, E., Suh, J., Swanson, R., & Karczmarczyk, D. (2012). Reforming in the first person plural: Explorations of a faculty self-study collaborative. In J. R. Young, L.B., Erickson & S. Pinnegar (Eds.). *Extending inquiry communities: Illuminating teacher education through self-study*. Proceedings of the *Ninth International Conference on the Self-Study of Teacher Education Practices*, East Sussex, England (pp. 251-255). Provo, UT: Brigham Young University.
- Tobery-Nystrom, J. C. **Samaras**, A. P. (2012). Self-study of a teacher-educator's self-efficacy using a critical friend network. In J. R. Young, L.B., Erickson & S. Pinnegar (Eds.). *Extending inquiry communities: Illuminating teacher education through self-study*. Proceedings of the *Ninth International Conference on the Self-Study of Teacher Education Practices*, East Sussex, England (pp.284-288). Provo, UT: Brigham Young University.
- Samaras**, A. P. Guðjónsdóttir, H., McMurrer, J. R., & Dalmau, M. C. (2012). Self-study of a professional organization in pursuit of a shared enterprise. *Studying Teacher Education*, 8 (3), 303-320.
- Samaras**, A. P., & Fox, R. K. (2013). Capturing the process of Greek teachers' professional development through e-portfolios. *Professional Development in Education*, 39 (1), 23-41.

DOI: [10.1080/19415257.2012.682318](https://doi.org/10.1080/19415257.2012.682318)

- Lunenberg, M., & **Samaras**, A. P. (2011). Developing a pedagogy for teaching self-study research: Lessons learned across the Atlantic. *Teaching and Teacher Education*, 27, (5), 841-850. <https://doi.org/10.1016/j.tate.2011.01.008>
- Samaras**, A. P., & Roberts, L. (2011). Flying solo: Teachers take charge of their learning through self-study research. *Learning Forward, Journal of Staff Development*, 32(5), 42-45.
- Samaras**, A. P. (2010) Explorations in using arts-based self-study methods. *International Journal of Qualitative Studies in Education*, 23 (6), 719-736. <https://doi.org/10.1080/09518390903426212>
- Wilcox, D. R., & **Samaras**, A. P. (2009). Examining our Career Switcher teachers' first year of teaching: Implications for alternative teacher education program design. *Teacher Education Quarterly*, 36 (4), 173-191.
- Breslin, D., Mittapalli, K., **Samaras**, A. P., Adams-Legge, M., Infranco, J., Johri, A. K., McIlwain, M. J., Magaha O'Looney, J., Pearson, B., Pratt, T., & Wilcox, D. R. (2008). Embarking on an adventure while drawing the map: Journeys through critical friend work in self-study methodology. In M. Heston, D. Tidwell, K. East, & L. M. Fitzgerald (Eds.), *Pathways to change in teacher education: Dialogue, diversity and self-study*. Proceedings of the Seventh International Conference on the Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England (pp. 31-35). Cedar Falls, IA: University of Northern Iowa.
- Mittapalli, K., & **Samaras**, A. P. (2008). Madhubani Art: A journey of an education researcher seeking self-development answers through art and self-study. *The Qualitative Report*, 13(2), 244-261. <https://doi.org/10.46743/2160-3715/2008.1597>
- Samaras**, A. P., Adams-Legge, M., Breslin, D., Mittapalli, K., Magaha O'Looney, J., & Wilcox, D. R. (2007). Building a plane while flying it: Reflections of teaching and learning self-study. *Reflective Practice*, 8(4), 467-481. <https://doi.org/10.1080/14623940701649696>
- Samaras**, A. P., Kayler, M.A., Rigsby, L.C., Weller, K. L., & Wilcox, D. R. (2006). Self-study of the craft of faculty team teaching in a non-traditional teacher education program. *Studying Teacher Education*, 2(1), 43-57.

Selected Peer-Reviewed Edited Book Chapters

- Pithouse-Morgan, K., & **Samaras**, A. P. (2023). Polyvocal poetic play through self-study research: Challenging the status quo to improve professional practice. In H. Mreiwed, M. R. Carter, S. Hashem, & C. H. Blake-Amarante (Eds.), *Making Connections in and Through Arts-Based Educational Research* (pp. 227-239). Springer Nature Singapore. https://doi.org/10.1007/978-981-19-8028-2_17
- Pithouse-Morgan, K. & **Samaras**, A. P. (2022). "Risky, rich co-creativity": Weaving a tapestry of polyvocal collective creativity in self-study. In B. Butler & S. Bullock (Eds). *Learning through collaboration in self-study: Communities of practice, critical friendships, and collaborative self-study*. (pp. 203-217). Dordrecht, The Netherlands: Springer. https://link.springer.com/chapter/10.1007/978-981-16-2681-4_15
- Pithouse-Morgan, K. & **Samaras**, A. P. (2021). Polyvocal poetic play with dialogue: Co-creativity in self-study writing. In J. Kitchen (Ed). *Writing as a method for the self-study of practice*. (pp. 137-154). Dordrecht, The Netherlands: Springer. https://doi.org/10.1007/978-981-16-2498-8_8

- Pithouse-Morgan, K., & **Samaras**, A. P. (2020). A sense of place: Exploring place and identity through virtual bricolage self-study research. In E. Lyle (Ed.), *Identity landscapes: Contemplating place and the construction of self*. (pp. 20-33). Leiden, Netherlands: Brill | Sense. https://doi.org/10.1163/9789004425194_003
- Pithouse-Morgan, K., & **Samaras**, A. P. (2020). Methodological inventiveness in writing about self-study research: Inventiveness in service. In J. Kitchen, A. Berry, S. M. Bullock, A. R. Crowe, M. Taylor, H. Guðjónsdóttir, & L. Thomas (Eds.), *2nd International Handbook of Self-Study of Teaching and Teacher Education* (pp. 427-460). Singapore: Springer Singapore. https://doi.org/10.1007/978-981-13-1710-1_13-1
- Samaras**, A. P. & Pithouse-Morgan, K. (2020.) Polyvocal self-study in transdisciplinary higher education communities. In J. Kitchen, Berry, A., Bullock, S. Crowe, A. Guðjónsdóttir, H., Taylor, M. & Thomas, L. (Eds.). *2nd International Handbook of Self-Study of Teaching and Teacher Education Practices* (pp. 1291-1321). 2nd. Edition. Dordrecht, The Netherlands. Springer. https://doi.org/10.1007/978-981-13-1710-1_43-1
- Pithouse-Morgan, K., & **Samaras**, A. (2018). Inventing a poetic bricolage: Co-learning about the why of facilitating and enacting transdisciplinary self-study. In D. Garbett & A. Ovens (Eds.), *Pushing boundaries and crossing borders: Self-study as a means for knowing pedagogy* (pp. 195-202). Herstmonceux, UK: Self-Study of Teacher Education Practices (S-STEP).
- Smith, L., Constantine, L., S., Sauveur, A., **Samaras**, A. P., Casey, A., Evmenova, A., Hudson, S., Lee, S., & Reid, E. S. with contributions from Ericson, R., Ewell, M., Lukes, L., Muir, S., Nelson, J., & Poms, L. (2018). Dwelling in the question: Professional empowerment through complex visual self-study (pp.275-294). In J. K. Ritter, M. Lunenberg, K. Pithouse-Morgan, K., A. P. Samaras, E. & Vanassche, E., (Eds.), *Teaching, learning, and enacting self-study research*. Dordrecht, The Netherlands: Springer.
- Samaras**, A. P., & Pithouse-Morgan, K. (2018) Self-study research in a polyvocal professional community design. (pp. 245-257). In J. K. Ritter, M. Lunenberg, K. Pithouse-Morgan, K., A. P. Samaras, E. & Vanassche, E., (Eds.), *Teaching, learning, and enacting self-study research*. Dordrecht, The Netherlands: Springer.
- Pithouse-Morgan, K. & **Samaras**, A. P. with contributions from Constantine, S. L, de Beer, C., Scott, L., & Smith, L. (2018). Many stories matter: Taking a polyvocal stance in learning about teaching of self-study. (pp. 313-328). In J. K. Ritter, M. Lunenberg, K. Pithouse-Morgan, K., A. P. Samaras, E. & Vanassche, E., (Eds.), *Teaching, learning, and enacting self-study research*. Dordrecht, The Netherlands: Springer.
doi: 10.1007/978-981-10-8105-7_27
- Samaras**, A. P., Pithouse-Morgan, K., Chisange, T., Conolly, J., Constantine, L. S., Meyiwa, T., Smith, L., Meyiwa, T., & Timm, D. (2016). Networkism: Dialoguing about co-facilitating transdisciplinary self-study professional learning communities. In D. Garbett and A. Ovens, (Eds.). *Enacting self-study as methodology for professional inquiry* (pp. 162-165). Hertfordshire: Self-Study of Teacher Education Practices (S-STEP).
- Pithouse-Morgan, K., Coia, L., Taylor, M., & **Samaras**, A. P. (2016). Polyvocal research jamming: A quartet enacting methodological inventiveness in self-study. In D. Garbett and A. Ovens, (Eds.). *Enacting self-study as methodology for professional inquiry* (pp. 129-142). Hertfordshire: Self-Study of Teacher Education Practices (S-STEP).
- Pithouse Morgan, K., & **Samaras**, A. P. (2017). Thinking in space: The power of

- self-study virtual bricolage for dialogic meaning-making. In D. Garbett & A. Ovens (Eds). *Being self-study researchers in a digital world: Future-oriented research and pedagogy in teacher education*. (133.150).Dordrecht, The Netherlands: Springer.
doi: 10.1007/978-3-319-39478-7_10
- Racines, D., & **Samaras**, A. P. (2015). Duality of practice and mentorship of an English language instructional coach. In *Polyvocal professional learning through self-study research*. (pp. 111-125). In K. Pithouse-Morgan, K., & A. P. Samaras, A. P. (Eds.). *Polyvocal professional learning through self-study research*. (pp. 1-20). Rotterdam, The Netherlands: Sense Publishers. https://doi.org/10.1007/978-94-6300-220-2_7
- Pithouse-Morgan, K., & **Samaras**, A. P. The Power of “We” for personal and professional learning. (2015). In K. Pithouse-Morgan, K., & A. P. Samaras, A. P. (Eds.). *Polyvocal professional learning through self-study research*. (pp. 1-20). Rotterdam, The Netherlands: Sense Publishers.
- Samaras**, A. P., Pithouse-Morgan, K., Chisange,T., Conolly, J., Constantine, L. S., Meyiwa, T, Smith, L., Meyiwa, T., & Timm, D. (2015). Breathing under water: A transcontinental conversation about co-facilitating self-study learning communities. In K. Pithouse-Morgan, K., & A. P. Samaras, A. P. (Eds.). *Polyvocal professional learning through self-study research*. (pp. 1-20). Rotterdam, The Netherlands: Sense Publishers.
https://doi.org/10.1007/978-94-6300-220-2_13
- Samaras**, A. P., & Freese, A. R. (2009). Looking back and looking forward: An historical overview of the Self-Study School. In C. Lassonde, S. Galman, & C. Kosnik, C. (Eds.), *Self-study research methodologies for teacher educators* (pp. 3-19). The Netherlands: Sense Publishers.
- Samaras**, A. P., Adams-Legge, M., Breslin, D., Mittapalli, K., Magaha O'Looney, J., & Wilcox, D. R. (2008). Collective Creativity: A learning community of self-study scholars. In A. P. Samaras, A. R. Freese, C. Kosnik, & C. Beck (Eds.), *Learning communities in practice* (pp. 141-155). Dordrecht, The Netherlands: Springer Press. doi: 10.1007/978-1-4020-8788-2_10
- Samaras**, A. P., DeMulder, E. K., Kayler, M.A., Newton, L., Rigsby, L. C., Weller, K. L., & Wilcox, D. R. (2006). Spheres of learning in teacher collaboration. In C. Kosnik, C. Beck, A. R. Freese, & A. P., Samaras, (Eds.), *Making a difference in teacher education through self-study: Studies of personal, professional, and program renewal* (pp. 147-163). Dordrecht, The Netherlands: Springer.
- Samaras**, A. P., Hicks, M. A., Garvey Berger, J. (2004). Self-study through personal history. In J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *The International Handbook of Self-Study of Teaching and Teacher Education Practices* (pp. 905 -942). Dordrecht, The Netherlands: Kluwer Academic.

RESEARCH FUNDING AND GRANT ACTIVITIES

Adjunct Faculty Self-Study Collaborative at Mason: Building a Professional Community with Adjuncts as Faculty Associate Compeers- A one-year transdisciplinary self-study professional community for supporting the professional development and teaching of Adjunct Faculty as Associates across Colleges. Addresses immediate and urgent need at Mason. Its transdisciplinary

design of both investigators and participants holds great potential for improved student learning and opportunities for large scale research and funding.

[Recipients of CEHD Seed Grant 2018-2019](#)

Anastasia P. Samaras, Elementary, Literacy, and Secondary Education, CEHD

Lynne Scott Constantine, School of Art, CVPA

Lesley Smith, School of Integrative Studies, CHSS

Paula Cristina Azevedo, Secondary Education, CEHD

Anya Evmenova, Special Education, CEHD

Margret Hjalmarson, Mathematics Education, CEHD

Arvinder Johri, Secondary Education, CEHD

Allison Ward-Parsons, Literacy and Reading, CEHD

Fox, R. K. (PI), (2015-2017), Samaras, A. P. (Co-PI). (2016-2017). [*U.S.-Pakistan collaboration for faculty excellence in teaching and research.*](#) International grant submitted to the U.S. Department of State, Academic Linkages and Education Programs, U.S. Mission to Pakistan [SCA-ISB-15-AW-006-01152015]. Amount \$432,555.52. With affiliated faculty A. P. Samaras (2015-2016), S. Bauer, A. Evmenova, N. Holincheck, A. Mattix Foster, B. Shaklee, D. Sprague, and C. S. White. [submitted, 1 April 2015; Funded, September 2015] Received One-year no-cost extension- ended 05.31.18

Hjalmarson, M., (PI), Nelson, J., Samaras, A. P., & Edwards, C. (Co-PIs) (Nov, 2013-2018). [*Designing Teaching: Scaling up the SIMPLE Design Framework for Interactive Teaching Development, NSF Widening Implementation and Demonstration of Evidence-based Reforms \(WIDER\) program in the Division of Undergraduate Education.*](#) \$572,190.

* Samaras was Senior Staff in 2013 and became a Co-PI of grant in 2014.

Samaras led Faculty Teacher Inquiry Groups within this grant: 2015-2017. [funded]

Received One-year no-cost extension – ends November 2018

Ikonomidou, V. N. & Samaras, A. P. (Co-PIs). (2014- 2017). *Research Initiation Grant: Student-directed differentiated learning in college-level applied science education.* NSF. \$149,952. [funded]

Samaras, A. P., Constantine, L., & Smith, L. (2014-2016). [*Self-Study Scholars' Collaborative \(S³C\) on the Visually Rich Digital Learning Environment.*](#) Sponsored by the Center for Faculty and Teaching Excellence, George Mason University, VA and 4-VA. [funded] \$28,000.

4-VA is a collaborative of four universities in the Commonwealth of Virginia that are working together to realize Virginia's goals for higher education. The collaborative is the result of a collaboration undertaken by industry, government and university presidents. The founding group consisted of the Governor of Virginia, the Secretary of Education, the Director of the State Council of Higher Education of Virginia (SCHEV), the presidents of the four founding institutions, and Cisco Systems.

Gouleta, E. (Project Director). (2013). NUST Engineering Faculty Professional Development Program. Facilitated by B. Shaklee, CIE director and M. Ginsberg, CEHD dean. With D. Dimitrov, R. Fox, W. Frazier, M. Hjalmarson, A. Mattix, A. Samaras, D. Sprague, K. Solum, M. Katradis, A. Driscoll, T. Adams, T. Calcagno, Dean K. Ball, D. Goodings, & N. Peixoto. Funded for the amount of \$65,718. [funded]

Samaras, A. P. (2013-2014). *Scholars of Studying Teaching Collaborative on e-Learning.*

- [Funded by the Provost Office, Distance Education Office and Center for Faculty and Teaching Excellence, George Mason University, VA] [funded]
- Samaras, A. P. (2012). Awarded Fulbright Specialist Award. University of Ioannina, Greece
- Samaras, A. P. (2010-2011). *Scholars of Studying Teaching Collaborative*. Center for Teaching Excellence, George Mason University, VA [funded]
- Sprague, D., Kitsantas, A., Fox, R. Ndura, E., Samaras, A. P., Shaklee, B. (submitted, 2008). Greek Teacher Professional Development Project. Bureau of Educational and Cultural Affairs, U. S. Department of State [funded].
- Samaras, A. P. (submitted, 2007). Study Leave. Office of the Vice President, Research and Economic Development. George Mason University, Virginia [funded]
- Samaras, A. P. (submitted, 2006). GMU Provost Grant for Faculty Research. *Scaffolding emerging scholars' publication*. I served as PI of this grant and initiative to research, develop, and teach a unique course offering to Mason's doctoral students in support of their development as scholars exiting the university with a repertoire of presentation and publishing skills. [funded].
- Samaras, A. P. (submitted, 2005 and 2006). Career Switcher Program. Virginia Department of Education and GMU Office of Sponsored Programs. Served as PI for funding from VDOE for mentor payments of Career Switcher interns each year. [funded both years].
- Samaras, A. P. (submitted, 2002). An international research team crafting educational change in teacher education. Office of Sponsored Programs. Faculty Research Grant-in-aid. The Catholic University of America (CUA). [funded].
- Samaras, A. P. (submitted 2000-2002). Curriculum Development and Certification. *Project Scaffold*. Special education teacher preparation. T. Long, PI. U. S. Department of Education. CUA. Served as curriculum consultant on program development and alignment of courses with national assessment standards. [funded].
- Samaras, A. P. (submitted, 1999). *Drama Works*. Interdisciplinary, service project working with refugee and orphaned children in Riejka, Croatia, Balkans. Faculty Research Grant-in-aid. Office of Sponsored Programs, CUA. [funded].
- Samaras, A. P. (submitted, 1997-1999). Co-Principal Investigator. Howard, B., PI. *Pilot Project: An Integrated Science Curriculum for Undergraduate Non-Science Majors*. National Science Foundation. CUA. Served as program evaluator. [funded].
- Samaras, A. P. (submitted, 1996). *Family-School Involvement Program*. Laboratory for Student Success, Washington, DC, Council for Educational Research Services. Developed, piloted, and assessed an after-school family literacy and technology program. [funded].
- Samaras, A. P. & Taylor, N. E. Co-Principal Investigators. (submitted 1994 and 1995). *Reflective Teacher Education Practicum Program Evaluation*. Faculty Research Grant-in-aid. CUA [funded].

PRESENTATIONS

Selected Refereed Conference Papers

- Samaras, A. P., & Pithouse-Morgan, K. (April 15, 2023). Exploring our roles as transformational

and creative research communicators: A self-study of special issue editing. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.

- Samaras, A. P., & Pithouse-Morgan (April 25, 2022). Creating polyvocal poetic play in self-study scholarship. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Samaras, A. P. & Pithouse-Morgan, K. (September 11, 2021). *Teacher as a digitally playful professional in creating the future*. Virtual paper presentation for the eleventh International, Interdisciplinary Society entitled SY.N.THE.SI. The Heuristic Teachers' Society, Athens, Greece.
- Pithouse-Morgan, K., & Samaras, A. P. (2021). *A transcontinental tapestry: Co-creativity in polyvocal self-study research*. AERA Annual Meeting. (virtual, April 11).
- Ward-Parsons, A., Samaras, A. P., Dalbec, B., Azevedo, P. C., Evmenova, A. E., Johri, A., Scott Constantine, L., Smith, L., & Vardas-Doane, A. (2020, April 17-21). A collective self-study of facilitating a professional community with adjuncts as faculty associate compeers [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tmwa7rn> (Conference Canceled due to COVID)
- Pithouse-Morgan, K., & Samaras, A. P. (2020, April 17-21). Crossing the threshold: Reciprocal learning in transdisciplinary polyvocal self-study [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tx62tum> (Conference Canceled due to COVID)
- Pithouse-Morgan, K., & Samaras, A. P. (2020, April 17-21). A co-creative duet: Playing with place and professional identity as self-study scholars [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/say4vsg> (Conference Canceled due to COVID)
- Bland, L. C., Hjalmarson, M., Nelson, J., & Samaras, A. P. (2020) *Scaling up the SIMPLE Design Model for Faculty Development: Lessons Learned*. Annual Conference and Exposition of the American Society for Engineering Education. June, Montreal.
- Bland, L. C., Hjalmarson, M., Nelson, J., & Samaras, A. P. (2019). *Design-based evaluation: A novel approach to examine designed programs in engineering education*. Paper presented at the 126th Annual Conference and Exposition of the American Society for Engineering Education, Tampa, FL. June.
- Pithouse-Morgan, K., & Samaras, A. P. (2019). *Why be inventive in writing about self-study research?* Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, CA. April 6.
- Samaras, A. P. & Pithouse-Morgan, K. (2018). *Polyvocality professional learning: Growing a global design for faculty development*. Paper presented at the 2nd Annual International Symposium on "Higher Education in a Global World" Athens Institute for Education and Research, Athens, Greece, July 9.
- Fox, R., & Samaras, A. P. (2018). *Exploring purposeful change: Improving teaching practice and organizational learning through a U.S.-Pakistani international university partnership program*. Paper presented at the 2nd Annual International Symposium on "Higher Education in a Global World" Athens Institute for Education and Research, Athens, Greece, July 9.
- Pithouse-Morgan, K., & Samaras, A. P. (2018). *Inventing a poetic bricolage: Co-learning about*

- the why of facilitating and enacting transdisciplinary self-study*. Paper presented at the 12th International Conference on Self-Study of Teacher Education Practices: Pushing boundaries and crossing borders: Self-study as a means for knowing pedagogy Herstmonceux, UK. July 16.
- Lebrón, J., Bauer, S., Fox, R., Samaras, A., P. Wrightsman, K., & Marklein, M. (2018). *From faculty agency to organizational learning through international collaboration*. Paper presented at annual meeting of the American Education Research Association, New York, NY. April.
- Ritter, J., Lunenberg, M., Pithouse-Morgan, K., Samaras, A. P., & Vanassche, E. (2018). *On facilitating self-study of teacher education practices in different national and transnational contexts*. Symposium presented at the American Educational Research Association Annual Meeting: “The Dreams, Possibilities, and Necessity of Public Education”, New York, USA.
- Bland, L. C., Hjalmarson, M., & Nelson, J., Samaras, A. (2018). *To map or to model: Evaluating dynamism in organically evolving faculty development*. American Society for Engineering Education Conference and Exposition Proceedings, Salt Lake City, UT. June.
- Samaras, A. P., Hjalmarson, M., Bland, L., Nelson, J., & Christopher, E. (2017). *STEM Self-study of teaching inquiry group: Getting out of our element*. Presentation at the Annual Conference of the Association of Higher Education (ASHE). Houston, TX, November, 10.
- Wrightsmann, K., Bauer, S., Fox, R., Markein, M. Samaras, A. P. (2017). *Individual and institutional change via faculty development: Year One results from an international university partnership program*. Presentation at the Annual Conference of the Association of Higher Education (ASHE). Houston, TX, November 10.
- Bland, L. C., Hjalmarson, M., Nelson, J., & Samaras, A. P. (2017). *Applying Conjecture Mapping as a Design-Based Research Method to Examine the Design and Implementation of a Teaching Development Project for STEM Faculty*. Paper presented at the American Society for Engineering Education (ASEE) Annual Conference, Columbus, OH. June.
- Gerasimova, D., Hjalmarson, M., Nelson, J., Bland, L., & Samaras, A. P. (2017). *Faculty learning communities as a means of fostering interactive teaching: Broadening or deepening?* Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX. April 29.
- Nord, J. A., Samaras, A. P., Ericson, R., Ikonomidou, V., Rytikova, I., Sachs, R. Schwebach, J. R., Nelson, J., Gerasimova, D. & Bland, L. (2016). *Teaching as a creative and learning process*. Proceedings of the Innovations in Teaching and Learning Conference. Center for Teaching and Faculty Excellence. George Mason University, Fairfax, VA, September 16 <http://dx.doi.org/10.13021/G8002C>
<http://journals.gmu.edu/ITLCP/article/view/1534>
- Neslon, J. Gerasimova, D., Samaras, A. P. Bland, L., Hjalmarson, M. (2016). *Implementation of interactive teaching strategies across STEM disciplines*. Proceedings of the Innovations in Teaching and Learning Conference. Center for Teaching and Faculty Excellence. George Mason University, Fairfax, VA, September 18 <http://dx.doi.org/10.13021/G8TC7H>
<http://journals.gmu.edu/ITLCP/article/view/1485>
- Samaras, A. P., Pithouse-Morgan, K., Chisange, T., Connolly, J., Constantine, L. S., Meyiwa, T., Smith, L., Meyiwa, T., & Timm, D. (2016). *Networkism: Dialoguing about co-facilitating transdisciplinary self-study professional learning communities*. Paper presented at the

- Eleventh International Conference on the Self-Study of Teacher Education Practices, East Sussex, England (pp. 162-165). Auckland: University of Auckland. August 2.
- Pithouse-Morgan, K., Coia, L., Taylor, M., & Samaras, A. P. *Polyvocal research jamming: A quartet enacting methodological inventiveness in self-study* (2016). Paper presented at the Eleventh International Conference on the Self-Study of Teacher Education Practices, East Sussex, England (pp. 129-142). Auckland, University of Auckland. August 1.
- Hjalmarson, M., Nelson, J., Edwards, C., Bland, L., & Samaras, A. P. (2016). *SIMPLE design framework for teaching development across STEM*. Poster presented at the annual conference of the American Society for Engineering Education, New Orleans, June 27.
- Ikonomidou, V., Samaras, A. P. & Kotari, V. (2016). *Examining choice in self-directed tier Homework assignments in college-level engineering courses*. Poster presented at the annual conference of the American Society for Engineering Education, New Orleans, June 27.
- Pithouse-Morgan, & Samaras, A. P. (2016). Symposium Co-Organizer and co-author. Symposium Included 5 papers with 12 authors. *Polyvocal professional learning through self-study research*. Paper presentation at the Annual Meeting of the American Educational Research Association, Washington, DC. April
- Hjalmarson, M., Gerasimova, D., Nelson, J., Edwards, C., Bland, L., & Samaras, A. P. (2016). *Faculty professional development through teaching development groups: Principles in action*. Paper presentation at the Annual Meeting of the American Educational Research Association, Washington, DC. April
- La Croix, L., Kidd, J. K., Burns, M. S., Samaras, A. P. (2016). *Analytic writing exchanges: A forum for envisioning and enacting effective writing practices for young children*. Paper presentation at the annual meeting of the American Educational Research Association in Washington, D.C. April
- Nelson, J., Bland, L., Edwards, C., Kosoglu, L., Lorie, C., Nelson, M., Pettigrew, K., Rosenberg, J., Samaras, A., & Schwebach, J. (2015). *Using teaching development groups to support innovative teaching and pedagogical research*. Proceedings of the Innovations in Teaching and Learning Conference. Center for Teaching and Faculty Excellence. George Mason University, Fairfax, VA, September 18
<http://journals.gmu.edu/ITLCP/article/view/626>. DOI : <http://dx.doi.org/10.13021/G8S88J>
- Smith, L., Casey, A., Scott Constantine, L., Ericson, B., Evmenova, A., Ewell, M., Hudson, S., Lee, S., Lukes, L., Muir, S., Nelson, J., Poms, L., Reid, S., & Samaras, A. P., (2015). *A visual odyssey*. Proceedings of the Innovations in Teaching & Learning, Center for Teaching and Faculty Excellence, George Mason University, Fairfax VA, September 18.
<http://journals.gmu.edu/ITLCP/article/view/654>. DOI: <http://dx.doi.org/10.13021/G8MS38>
- Pithouse-Morgan, K. & Samaras, A. P. (2015). *Being a self-study researcher in a digital world: Future-oriented research and pedagogy in teacher education*. Presentation at the 17th Biennial International Study Association of Teachers and Teaching Conference (ISATT) Auckland, New Zealand, July 15, 2015.
- Samaras, A. P., Rodick, W., H. Frank, T. J. Williams, M. Ap., & Christopher, E. (2015). *A collective self-study to improve program field and clinical experiences*. Paper presentation at the Annual Meeting of the American Educational Research Association, April 9.
- Pithouse-Morgan, K., & Samaras, A. P. (2014). *Thinking in space: Learning about dialogue as method from a trans-continental conversation about trans-disciplinary self-study*. Tenth International Conference on the Self-Study of Teacher Education Practices, East Sussex, England, August 5.
- Samaras, A. P., Morfidi, E. (2014). *Co-teaching literacy experiences of Greek special education*

- teachers: Implications for collaborative self-study*. Paper Presentation at the Annual Meeting of the American Educational Research Association, Philadelphia, April 7.
- Ward Parsons, A., Evmenova, A., Hjalmarson, M. & Samaras, A. P. (2014). *Self-study of online teaching in education: Multiple contexts and strategies for peer interaction online*. Annual Meeting of the American Educational Research Association, Philadelphia, April 7.
- Smith, L., DeArmeni, N., Ericson, R., Hjalmarson, M. Evmenova, A., Jazaeri, A., Roman Mendoza, E., Ozdemir, D., Samaras, A., Swanson, R., Wagner, W., Wang, D., Ward Parsons, A., Zhou, Y. (2013). *An action-oriented response to e-learning*. Presentation at the Innovations in Teaching and Learning Conference. Center for Teaching and Faculty Excellence, George Mason University, September 20.
- Samaras, A. P. (2013). *Learning by leading: Facilitating a Cross-disciplinary faculty self-study group*. Presentation at the Annual Meeting of the American Educational Research Association, San Francisco, April.
- Samaras, A. P., Smith, L., Harmon, L., Nasser, I., Smith, T., Borne, K., Parsons, S., Woodville, L., Constantine, L., Roman-Mendoza, E., Suh, J., Swanson, R., & Karczmarczyk, D. (2012). *Reforming in the first person plural: Explorations of a faculty self-study collaborative*. Paper presentation at the Ninth International Conference on the Self-Study of Teacher Education Practices, East Sussex, England, August.
- Tobery-Nystrom, J. C., Samaras, A. P. (2012). *Self-study of a teacher-educator's self-efficacy using a critical friend network*. Paper presentation at the Ninth International Conference on the Self-Study of Teacher Education Practices, East Sussex, England, August.
- Parsons, S., Nasser, I., Samaras, A. P., Smith, T., & Suh, J. (2012). *Scholars of Studying Teaching Collaborative (SoSTC): A cross-disciplinary initiative to improve our practice as university instructors*. Symposium presentation at the Annual Meeting of the American Educational Research Association, Vancouver, April.
- Smith, L., & Samaras, A. P. (2011). *Reform in the first person*. Paper Presentation at Annual conference of the International Society for the Scholarship of Teaching and Learning (SoTL), Milwaukee, WI, October 20-23.
- Samaras, A. P., Fox, R. K., with Anastasiadou, T., Galanaki, D., Karalazarou, S., Moysidis, G., & Roumeliotou, M. (2011). *Examining Greek teachers' professional development through e-portfolios*. Paper presentation at the International Conference on Information and Communication Technologies in Education. Rhodes, Greece, July 8.
- Smith, T., Borne, K. Harmon, L. Constantine, L., Suh, J., Roman Mendoza, E., Nasser, I., Parsons, S., Samaras, A. P., Smith, T., Swanson, R., Woodville, L. (2011). *A faculty learning salon*. Presented at The Innovations in Teaching & Learning, Center for Teaching Excellence, George Mason University, VA, October 3.
- Fernández, R., Olsen, M., Racines, D., Stroble, W., & Samaras, A. P. (2012). *Got critique! Developing a habit of mind for peer review*. Presentation at the College of Education and Human Development Faculty Research Symposium, George Mason University, VA. February 6.
- Samaras, A. P. (2011). *"God" is capitalized: Using the lost art of letter writing in teaching qualitative research*. The Annual Meeting of the American Educational Research Association, New Orleans.
- Guðjónsdóttir, H., Dalmau, M. C., Samaras, A. P., Davies, A., Kelly, C. (2011). *What is happening to the big questions?* The Annual Meeting of the American Educational Research Association, New Orleans.
- Samaras, A. P., Borne, K., Harmon, L. Constantine, L., Suh, J., Roman Mendoza, E., Nasser, I.,

- Parsons, S., Smith, L., Smith, T., Swanson, R., Woodville, L., & Eby, K. (2011). *Boundary crossers and bounty hunters*. Paper presentation. College of Education and Human Development Faculty Research Symposium, George Mason University, VA. February 7.
- Sell, C., & Samaras, A. P. (2011). *A self-study of letter writing as a tool for critical collaborative inquiry*. Paper presentation. College of Education and Human Development Faculty Research Symposium, George Mason University, VA.
- Samaras, A. P., & Pratt-Fartro, T. (2010). *Grow your own professional development: Faculty self-study*. Innovations in Teaching and Learning Conference, Center for Teaching Excellence, George Mason University, VA.
- Samaras, A. P., Guðjónsdóttir, H., McMurrer, J. R., & Dalmau, M. C. (2010). *Passionate voices: The public and private discourse of self-study in 2010 and the future*. Paper presentation. The Eighth International Conference on the Self-Study of Teacher Education Practices, East Sussex, England, August.
- Samaras, A. P., Lunenberg, M. (2010). *Dialoguing about our teaching of self-study: A cross Atlantic collaborative study*. Paper presentation. The Eighth International Conference on the Self-Study of Teacher Education Practices, East Sussex, England, August.
- Samaras, A. P. (2010). *Paint, construct, or knit your research proposal: Using arts-based self-study methods to teach qualitative research*. Paper Presentation at AERA, Qualitative Research SIG. Denver, Colorado, April/May.
- Samaras, A. P., Guðjónsdóttir, H., Dalmau, M. C., & McMurrer, J. R. (2010). *Qualifying our international research using self-study as a qualitative research genre*. Paper Presentation at AERA, S-STEP SIG. Denver, Colorado, April/May.
- McMurrer, J. R., Samaras, A. P., & Reo, R. (2010). *How we utilized a GMU survey tool to examine participants' perceptions of a professional organization*. Paper presentation. College of Education and Human Development Faculty Research Symposium, George Mason University, VA.
- Samaras, A. P. (2009). *Self-study of teacher educators in the USA: A double helix design*. Poster Presentation at the European Association for Research on Learning and Instruction (EARLI) conference. Amsterdam, The Netherlands.
- Samaras, A. P., Guðjónsdóttir, H., Dalmau, M. C., & McMurrer, J. R. (2009). *A sociocultural perspective on the outgrowth and development of The Self-Study School*. Symposium, Annual Meeting of the American Educational Research Association (AERA), Self-Study of Teacher Education Practices SIG (S-STEP), San Diego.
- Kelley, D., McIlwain, M. J., Magaha O'Looney, J., & Samaras, A. P. (2009). *Journeys from a community of self-study scholars: Engaging with critical friends*. Paper presentation. Faculty Research Symposium, Enhancing and highlighting the research culture of CEHD: Linking research to core College values. George Mason University, VA.
- Mittapalli, K., & Samaras, A. P. (2009). *Paradigm shift: Explorations in art-based self-study method*. Paper presentation. *Faculty Research Symposium, Enhancing and highlighting the research culture of CEHD: Linking research to core College values*. George Mason University, VA.
- Samaras, A. P., Adams-Legge, M., Breslin, D., Mittapalli, K., Magaha O'Looney, J. & Wilcox, D.

- (2007a). *Building a plane while flying it: Reflections of teaching and learning self-study*. Paper presentation. AERA, Portfolios and Reflection in Teaching and Teacher Education SIG. Chicago, IL.
- Samaras, A. P., Adams-Legge, M., Breslin, D., Mittapalli, K., Magaha O’Looney, J., & Wilcox, D. R. (2007b). *But what’s it look like?: Developing self-study exemplars in a research class*. Paper presentation. AERA, S-STEP. Chicago, IL.
- Samaras, A. P., Borne, K., Harmon, L., Constantine, L., Suh, J., Roman Mendoza, E., Nasser, I., Parsons, S., Smith, L., Smith, T., Swanson, R., Woodville, L., & Eby, K. (2011). *Boundary crossers and bounty hunters*. Paper presentation. College of Education and Human Development Faculty Research Symposium, George Mason University, VA. February 7.
- Samaras, A. P., Guðjónsdóttir, H., Dalmau, M. C., & McMurrer, J. R. (2009). *A sociocultural perspective on the outgrowth and development of The Self-Study School*. Symposium, Annual Meeting of the American Educational Research Association (AERA), Self-Study of Teacher Education Practices SIG (S-STEP), San Diego.
- Kelley, D., McIlwain, M. J., Magaha O’Looney, J., & Samaras, A. P. (2009). Journeys from a community of self-study scholars: Engaging with critical friends. Paper presentation. *Faculty Research Symposium, Enhancing and highlighting the research culture of CEHD: Linking research to core College values*. George Mason University, VA.
- Mittapalli, K., & Samaras, A. P., (2007). *Madhubani art: A self-development journey of a researcher seeking answers through art and self-study*. Paper presentation. AERA, Arts-Based Education SIG. Chicago, IL.

Keynote Addresses

- Samaras, A. P. (2017). Keynote Speaker. *Innovative Inquiries: Using Self-Study Research to Inform Practice. US-Pakistan Collaboration for Faculty Excellence in Teaching and Research Conference*. Lahore, Pakistan, March 21.
- Samaras, A. P. (2016). Keynote Speaker. *Be the theory! Studying your theories of/in practice using self-study methodology*. Hibernia College, Dublin. November 3
- Samaras, A. P. (2016). Keynote Speaker. *Using self-study research to lead the future*. Ewha Womans University, Korea. April 2.
- Samaras, A. P. (2016). Keynote Speaker. *Studying your teaching to lead world class learning*. Seoul National University, Korea. March 25.
- Samaras, A. P. (2016). Keynote Speaker. *Using advanced research methods in self-study practice*. Cheongju National University, Korea. March 24.
- Samaras, A. P. (2016). Keynote Speaker. *Improving your teaching using the self-study methodology*. Jeonnam National University, Korea. March 23.
- Samaras, A. P. (2014). Keynote Speaker. *How do I improve my practice as a teacher/researcher using self-study research methods?* Durban University of Technology, Durban, July 23.
- Samaras, A. P. (2013). Keynote Speaker. *Teachers as World-Class Learners of Practice in Collaborative Self-Study*. Association of Teacher Educators Conference, Washington, DC, August 4.
- Samaras, A. P. (2013). Keynote Speaker. *Engaging as Olympian self-study teacher teams*. The 22nd Fairfax County Public School Annual Teacher Researcher Conference, George Mason University, VA, May 29.

- Samaras, A. P. (2012). Keynote Speaker. *Designing Olympian Self-Study Teacher Teams*. The 1st English Language Teacher Education Summit, Centre for Foreign Language Education and Teacher Education at Beijing Normal University, October 19.
- Samaras, A. P. (2012). Keynote Speaker. *Supporting self-study of university teaching and learning for professional growth*. Sponsored by the University Teaching and Learning Office, University of Kwazulu-Natal, Durban University of Technology, and University of KwaZulu-Natal, & Walter Sisulu University, Durban, South Africa, March 5.
- Samaras, A. P. (1998). Keynote Speaker. *Beyond traditional education*, Fulbright Teacher Exchange Program, Mid-Atlantic and South Region, Fall Regional Meeting for Foreign Exchange Teachers and U.S. Administrators, Annapolis, MD.
- Samaras, A. P. (1997). Keynote Speaker. *A teaching opus: Orchestrating curriculum integration*. The National Teacher Training Institute for Math, Science, & Technology, Maryland Public Television, University of Maryland, Baltimore County, MD

Invited Presentations and Workshops

- Samaras, A. P. (2022). Invited Co-discussant. *Poetry as a self-reflexive method for addressing educational challenges and embracing opportunities* South African Education Research Association, virtually. October 26.
- Samaras, A. P. (June 1, 2022). *Becoming a Fulbright Scholar*. Fulbright application workshop. George Mason University, Fairfax, VA.
- Pithouse-Morgan, K. & Samaras, A. P. (November 18, 2021). *Polyvocal poetic play with dialogue: Co-creativity in self-study writing*. Webinar sponsored by the Self-Study of Teacher Education Practices SIG, AERA: J. Kitchen (Ed). *Writing as a method for the self-study of practice*. Dordrecht, The Netherlands: Springer.
<https://sstepaerasig.wixsite.com/sstep/blank-page>
- Samaras, A. P., & Pithouse-Morgan, K. (February 18, 2021). Polyvocal self-study in transdisciplinary higher education communities. Webinar sponsored by the Self-Study of Teacher Education Practices SIG, AERA.
<https://www.youtube.com/watch?v=G2XoJPY-Snc&t=54s>
- Samaras, A. P., & Lunenberg, M. (July 7, 2020). Webinar: Introducing self-study research. Sponsored by the Self-Study of Teacher Education Practices SIG, AERA.
<https://sstepaerasig.wixsite.com/sstep>
- Samaras, A. P. (May, 2020). Five favorites for young child's learning. Sponsored by CEHD Cares. A resource for families during the Covid-19 pandemic. George Mason University, VA.
<https://www.youtube.com/watch?v=Nv0zoeKlIG4&feature=youtu.be>
- Samaras, A. P. (February 26, 2020). *Collective self-study for faculty professional development*. Invited address to the visiting delegation of international administrators. Sponsored by the U.S. State Department IVLP "Higher Education Capacity Building" Project for Pakistan. George Mason University, College of Education and Human Development, Fairfax, VA.
- Samaras, A. P., Ward-Parsons, A., Dalbec, B., et al., (2019). Collective self-study of facilitating a professional community with adjuncts as faculty associate compeers. College of Education and Human Development Research Seminar, George Mason University, November 21.
- Samaras, A. P. (2019). Teachers' self-assessment and development plan. Invited talk and

- workshop with 24 educators from Quzhou City public primary and secondary schools, teachers, researchers, and human resource section. Invited by The Schar School of Policy and Government- Executive Development Programs. September 24.
- Samaras, A. P., & Azevedo, P. C. (2019). Teachers' self-evaluation with peer review through self-study methodology. Invited talk and workshop with 23 teachers from Shaaxi primary and secondary schools, Directors, and Deputy Directors of Academic Affairs. Invited by The Schar School of Policy and Government- Executive Development Programs, January.
- Nelson J. K., Samaras, A. P., Hjalmarson, M. A., & Bland, L. C. (2018). "Not just bumming along: Using self-study methodology with colleagues to improve STEM teaching," workshop. Presented at the American Association of Colleges and Universities. Transforming Undergraduate STEM Education Conference, Atlanta, GA, November 2018.
- Samaras, A. P. (2018). *Self-study teacher research*. Invited presentation via VoIP to graduate class, Kent State University, June 26.
- Samaras, A. P. (2016). Workshop leader. Pre-conference of the *Eleventh International Conference on the Self-Study of Teacher Education Practices*, East Sussex, England, July 30.
- Samaras, A. P. (2016). *Self-study for the improvement of teaching and research and Launching your self-study of teaching*. Four workshops with cohorts of Pakistan educators. Collaboration for Faculty Excellence in Teaching and Research (CFETR) to foster collaboration and strengthen person-to-person ties between U.S. and Pakistani faculty to further our collective understandings of effective pedagogical practices and expand research competencies of our university faculties at GMU and University of Management and Technology (UMT), Lahore. April 20, 2016 and September 20 & 21, 2016
- Samaras, A. P. (2016). Invited interactive workshops. *Studying your teaching in a multidisciplinary group and Launching your self-study of teaching*. Mason Korea, Songdo, March 30-31, 2016
- Samaras, A. P. (2015). Panel Chair. Fulbright Scholars. George Mason University, Fairfax. September 10.
- Samaras, A. P. (2015) Invited Seminar Leader on *Self-Study of Professional Practice* for teachers and supervisors of Madrid community, July 3.
- Constantine, L. S., Samaras, A. P., & Smith, L. (2014). *Self-Study Scholars' Collaborative (S³C) on the Visually Rich Digital Learning Environment*. Recharge your teaching: New takes on "tired and true" teaching strategies. Invited presentation by the College of Education Human Development Professional Development Committee, November 20, 2014.
- Samaras, A. P. (2014). Workshop leader. Pre-conference of the *Eleventh International Conference on the Self-Study of Teacher Education Practices*, East Sussex, England, July 31.
- Samaras, A. P., (2014). Invited Workshop, Transformative Education/al Studies, *Self-study research dissemination*. University of KwaZulu Natal, Durban, July 21-22.
- Samaras, A. P., (2014). Invited Talk with TES Project team on *Transdisciplinary self-study*. University of KwaZulu Natal, Durban, South Africa, July 23.
- Samaras, A. P., (2014). Invited Workshop, the New Scholarship Project, *New communities of practice for transforming practice/capacity development*. University of KwaZulu Natal, Durban, South Africa, July 24 & 25.
- Samaras, A. P. (2014). *Self-study teacher research*. Invited presentation via VoIP to graduate class, Kent State University, June 24.
- Parsons, A. W., Evmenova, A., Hjalmarson, M., Wagner, W., & Samaras, A. (2013).

- Going the distance: Exploring online teaching and interaction through self-study.* Poster presented at the College of Education and Human Development Faculty Research Showcase, George Mason University, Fairfax, VA, February 4.
- Samaras, A. P. (2013). Invited Seminar Leader on the *Scientific Self-Study of Professional Practice* for teachers of English from the Beijing Normal University Professional Development Program, July 2.
- Samaras, A. P., (2013). Seminar Leader, *Scientific Self-Study of Professional Practice* for engineers from the National University of Science and Technology, Pakistan. NUST was designed to enrich the faculty's pedagogical skills and effectiveness in teaching undergraduate and graduate students enrolled in the STEM disciplines. The program was sponsored by the College of Education and Human Development's [Graduate School of Education](#) and [Center for International Education](#). June 18 and June 25.
- Samaras, A. P. (2013). Invited Seminar Leader on the *Scientific Self-Study of Professional Practice* for teachers of English from the Beijing Normal University Professional Development Program, July 2.
- Samaras, A. P. (2012). *Supporting Self-Study of Teaching and Learning for Professional Growth.* Invited Workshop at The 1st English Language Teacher Education Summit, Centre for Foreign Language Education and Teacher Education at Beijing Normal University, October 18.
- Samaras, A. P. (2012). *Self-Study Teacher Research.* Invited Talk and Workshop at the Fulbright Train the Trainers Workshop, University of Ioannina, Greece, October, 13.
- Samaras, A. P. (2012). Invited Talk as a Fulbright Alumni to faculty and students, University of Ioannina, Greece, October, 12.
- Samaras, A. P. (2012). *Teachers' Self-Study of Differentiation.* Invited Class Presentation. University of Ioannina. Greece, October, 11.
- Samaras, A. P. (2012). *Take Charge of Your Teaching through Self-Study Teacher Research.* Invited Talk at The American Community School in Athens, October 4.
- Samaras, A. P., Roman Mendoza, E., Smith, L., Swanson, R. (2012). Invited Discussion Hosts. *Scholars of Studying Teaching Collaborative* at The Innovations in Teaching & Learning, Center for Teaching Excellence, George Mason University, VA, September 21.
- Samaras, A. P. (2012). *Addressing issues of self-study research.* Invited presentation via VoIP to graduate class, Kent State University, June, 26.
- Crabill, M., Donnelly, S., Lieberman, D., Ritchie, G., Racines, D., & Samaras, A.P. (2012). *Self-study teacher research: What is it?* Panel presentation at the 21st Annual Teacher Researcher Conference held at George Mason University, VA, May, 24.
- Samaras, A. P. (2012). *Studying your teaching through collaborative inquiry and practice.* Pedagogical Department of Primary Education, Special Education. University of Ioannina, Greece, March 20.
- Samaras, A. P. (2012). *Self-study of Vygotskian theory to application.* Technology students and faculty. University of Ioannina, Greece, March 14.
- Samaras, A. P., & Lunenberg, M. (2012). Workshop. Sponsored by Transformative Education/al Studies, University of Kwazulu-Natal, Durban University of Technology, and Walter Sisulu University, South Africa, March 5 and March 6.
This work is a grant-funded self-study project - Transformative Education/al Studies (TES) with three universities (Durban University of Technology, University of KwaZulu-

- Natal, and Walter Sisulu University). Participants are early academics from various disciplines and their academic supervisors.
- Samaras, A. P. (2011). Invited Speaker and Workshop Facilitator. Faculty self-study and action research. Norfolk State University, Norfolk, VA, September 2.
- Samaras, A. P. with Grant Colleagues. (2011). Invited Speaker. A learning community of international scholars. Doctoral Seminar, George Mason University, VA.
- Samaras, A. P. (2010). *Take charge of studying your teaching*. College of Education Majors, University of Maryland, College Park, MD. Sponsored by the College of Education Alumni Board.
- Samaras, A. P. (2010). Invited Speaker on *Self-study teacher research for Teach for America Students* taught by Dr. Wendy Frazier, George Mason University, VA.
- Samaras, A. P. (2010). Invited Speaker and Panel Moderator for Plenary Session. *People as scaffolds in girls' lives from a Vygotskian perspective* at the *Girls Incorporated 58th Biennial National Conference Girls Incorporated National Conference: Inspired for life: To become somebody you never expected, but someone else did*. Washington Marriott Hotel, Washington, DC.
- Samaras, A. P. (2009). *Studying your teaching with an innovative research approach*. Table Talk. Innovations in Teaching and Learning Conference. Center of Teaching Excellence, George Mason University, VA.
- Samaras, A. P. (2009). Invited Speaker. *Self-study teacher research for early childhood educators*. Doctoral level early childhood education class taught by Dr. Sylvia Sanchez, George Mason University.
- Samaras, A. P. (2009). Invited Speaker. Vrije University, Amsterdam, Center for Educational Training, Assessment, and Research. *Studying your practice with an innovative research approach*.
- Samaras, A. P. (2009). Invited Speaker. University of Iceland. School of Education. *Building a university learning community of self-study scholarship in Iceland*.
- Samaras, A. P. (2008). Invited Speaker. Suggestions for assessing your self-study research project. Presentation at the Annual Meeting of the American Educational Research Association, Business Meeting of the Self-Study of Teacher Education Practices SIG, New York, NY.
- Samaras, A. P. (2008). Invited Speaker. Conversations on self-study research and implications for teacher education, Victoria University, Footscray Park Campus, Melbourne, Australia.
- Samaras, A. P. (2008). Invited Speaker: *Arts-based self-study research*. Teacher Education Master's Capstone Research Course, University of Hawaii, Manoa.
- Samaras, A. P. (2008). Invited Speaker: *Articulating your self-study research question using Haiku*. Doctoral Research Proposal Course, University of Hawaii, Manoa.
- Samaras, A. P., Breslin, D., Johri, A. K., McIlwain, M. J., & Pratt, T. (2008). Invited Speaker. *Critical friend work in self-study research*. Doctoral Seminar, George Mason University, VA.

TEACHING

45 years of teaching experiences in a wide variety of settings; taught **55** different college courses to various populations, levels, and venues including distance, and online teaching
University Instructor

- Undergraduate, Master, and Doctoral Level
- Online; synchronous, asynchronous, and hybrid
- Preservice and Inservice Teachers
- Education, Educational Psychology, and Nursing Majors
- Student Teacher Clinical Supervisor
- Cooperating Teacher for Student Teachers

Community College Instructor

Public School Teacher: Grades 7, 9, 10, 11, & 12; Preschool Teacher: 3, 4, & 5 year-olds

Greek Folk Dance Troupe Director and Instructor: ages 3-18 years

Institutional Teaching/Research Innovations

Scholars of Studying Teaching Collaborative (SoSTC) (2010-2012)

Anastasia Samaras, Project Designer and Facilitator

This was the first faculty self-study of teaching/research collaborative which I designed and facilitated; rooted in my signature research in self-study methodology; self-study of teaching and professional practice. It was composed of 12 faculty from 12 specializations and from four Colleges: College of Education and Human Development, College of Science, College of Visual and Performing Arts, and College of Humanities and Social Sciences and involved two graduate research assistants. This project was a two semester project with the goal of learning about and making practical and public a self-study of professional practice. Faculty participants were selected from various Colleges and disciplines to encourage diverse and alternative perspectives in university-wide faculty teaching and research project. Sponsored by the Center for Teaching Excellence. Aug 2010-May 2012

Scholars of Studying Teaching Collaborative on e-Learning (SoSTCe-L) (2012-2013)

Co-Designer and Co-Facilitator with E. Román Mendoza, L. Smith, & R. Swanson

This was the second faculty self-study of teaching/research collaborative and with a focus on faculty study of e-teaching and e-learning. It was composed of 14 GMU faculty from various Colleges and disciplines and was tri-sponsored by the Provost Office, Center for Teaching and Faculty Excellence, and the Distance Education Office. Co-facilitated with Esperanza Roman-Mendoza, Spanish, Mod/Classical Languages, Lesley Smith, New Century College & Higher Education, and Ryan Swanson, History Department. August 2012-May 2013.

Self-Study Scholars' Collaborative (S³C) on the Visually Rich Digital Learning Environment (2014-2016)

Co-Designer and Co-Facilitator with L. Scott Constantine and L. Smith

This third self-study of teaching/research collaborative supporting faculty development, scholarship of professional practice, and research capacity using the tools of visually rich digital environments. It is an example of transdisciplinary collective leadership co-facilitated with Lynne Constantine, School of Art and Lesley Smith, New Century College & Higher Education; 15 GMU faculty from various Colleges and disciplines; co-sponsored by the Center for Teaching and Faculty Excellence and the 4-VA grant. September 2014-2016.

NSF Funded SIMPLE, Teacher Inquiry Self-Study Group (TIG) (2015-2017)

Anastasia P. Samaras, Facilitator/Leader of STEM faculty self-study of teaching and writing group as part of an NSF funded SIMPLE grant. Using models for self-study research and other evidence-based teaching inquiry methods, this group engaged in an intensive process of evidence collection about their students, analysis, and dissemination of their teaching strategies. A key component of the self-study method is the incorporation of mentorship to encourage individuals into public conversation about their teaching with critical friends providing feedback (e.g., cross-checking coding), support, and resources as the facilitator also conducts a self-study.

Adjunct Faculty Self-Study Collaborative at Mason: Building a Professional Community with Adjuncts as Faculty Associate Co-peers (2017-2019)

A one-year transdisciplinary self-study professional community for supporting the professional development and teaching of Adjunct Faculty as Associates across Colleges. Addresses immediate and urgent need at Mason. Its transdisciplinary design of both investigators and participants holds great potential for improved student learning and opportunities for large scale research and funding. [Recipients of CEHD Seed Grant 2018-2019](#)

Doctoral Theses Supervision and External Theses Evaluation

55 Doctoral Thesis Supervisions Completed (6 as Chair)

5 External Thesis Reviews

Carr, J. (2022). A case study of a joint venture program at a public research institution of higher education. George Mason University. Defended, October, 2022.

Eisenberg, R. (2022). Intercultural competence: An examination of practice. George Mason University, VA. Defended, June, 2022.

Webb, K. E. (2022). World Language teachers' Understandings and integration of intercultural competence: "More Than..." language and beyond. (Doctoral dissertation). George Mason University, VA. Defended, March, 2022.

Pallotta, M. (2021). **Chair.** Marine Corp leaders in irregular warfare: Professional military education for cross-cultural competence in counterinsurgency. (Doctoral dissertation). George Mason University, VA. Defended, October, 2021.

Glaser, H. (2020). How teachers create talent development contexts for students from historically underrepresented populations in gifted programs: A multiple-case study. (Doctoral dissertation). George Mason University, VA. Defended, October, 2020.

Humphreys, M. (2020). Elementary school leaders' perspectives on providing movement opportunities to the students they serve. (Doctoral dissertation). George Mason University, VA. Defended, March, 2020.

Kraus-Zadrozny, K. (2020). The choice and implication of student achievement goals in the Virginia assistant principal performance evaluation policy. (Doctoral dissertation). George Mason University, VA. Defended, March, 2020.

Washington, T. (2019). The impact of African-American male principals on African-American male students in two all-male urban schools. (Doctoral dissertation). George Mason University, VA. Defended, October, 2019.

Alzarani, A. N. (2019). Preservice special education teacher's understanding of evidence-based practices for teaching nonverbal or low verbal students with Autism Spectrum Disorder in Saudi Arabia (Doctoral dissertation). George Mason University, VA. Defended, October, 2019.

Hsu, J. (2019). The influence of professional experiences on adjunct faculty teaching (Doctoral dissertation). George Mason University, VA. Defended, May, 2019.

Alqassem, R. (2019). Early writing in Saudi Arabian kindergarten classrooms: The role of teacher preparation developing young writers. (Doctoral dissertation). George Mason University, VA. Defended, July, 2019.

Morrow Leong, K. (2019). Elementary Mathematics specialist coaches' construction of a hypothetical learning trajectory for rational number equipartitioning. (Doctoral dissertation). George Mason University, VA. Defended, July 2019.

Choudhry, F. (2019). Choosing a road less traveled: Portrayals of Social Studies teachers integrating inquiry-based instruction. (Doctoral dissertation). George Mason University, VA. Defended, July, 2019.

Reeves, E. (2019). The influence of neuroscience instruction on coach-self-efficacy and self-reported coaching behaviors. (Doctoral dissertation). George Mason University, VA. Defended, February, 2019.

Christopher, E. (2019). White female teachers and their students: An exploration of the beliefs of preservice teachers and interns regarding intersectionalities of today's students. (Doctoral dissertation). George Mason University, VA. Defended, February, 2019.

Fleming, R. L. (2019) **Chair**. High-stakes English 11 teachers' understandings and applications of data-driven decision-making. (Doctoral dissertation). George Mason University, VA. Defended, May, 2018.

Hall, C. (2018). **Chair**. Milwaukee teachers' perceptions of union benefits and job security in the wake of Wisconsin Act 10. (Doctoral dissertation). George Mason University, Fairfax, VA. Defended October, 2018.

Al-Kandil, D. (2018). Thinking beyond the given: A case study of Saudi graduate students' reflective learning. (Doctoral dissertation). George Mason University, Fairfax, VA. Defended October, 2018.

Mitchell, M. (2018). *Instructional Leadership for 21st Century Learning: How Principals and Teacher Leaders Facilitate Organizational Learning*. (Doctoral dissertation). George Mason University, Fairfax, VA. Defended June 2018

Marseille, A. (2018). *Gray Matters: A phenomenal investigation at the attitude achievement paradox among black youth from urban low-income communities and schools*. (Doctoral dissertation). George Mason University, Fairfax, VA. Defended June 2018

Landeryou II, D. (2018). *Value added model of teacher evaluation: An examination of administrators' leadership*. Doctoral dissertation. George Mason University, Fairfax, VA. Defended May, 2018.

Santiago, J. (2018). *Newcomer ELS: How experiences shape identity*. (Doctoral dissertation). Retrieved from Proquest. George Mason University, Fairfax, VA. Defended February 2018.

Garces-Foley, A.J. (2017). *School superintendents' opinions of LGBT-inclusive instruction: A policy case study of California's FAIR Education Act implementation*. (Doctoral dissertation). Retrieved from Proquest. George Mason University, Fairfax, VA. Defended August 2017.

Corcoran, M. (2017). *The AP Calculus reading experience: Implications for teacher classroom practice and student comprehension*. (Doctoral dissertation). George Mason University Defended June 2017.

Kjaer, J. (2017). *Preparing sports coaches for the 21st century: A qualitative case study of a graduate sports coaching education program*. (Doctoral dissertation). George Mason University Defended, January, 2017.

DeGregory, C. A. (2016). *Teachers' motivations to mentor: A qualitative exploration of mentoring relationships with first-year teachers* (Doctoral dissertation). George Mason University. Retrieved from ProQuest Dissertations & Theses Global. 10244554

Porcher, K (2016). *Urban teacher educators' conceptions of academic achievement of students of color: What they teach and why*. (Doctoral dissertation). Retrieved from Proquest. George Mason University, Fairfax, VA. Defended October 31, 2016

Corretjer, O. I. (2016). *Exploring foreign language in the elementary school (FLES). Teachers' attitudes and perceptions about assessment and assessment practices in the elementary world language classroom*. (Doctoral dissertation). Retrieved from Proquest. George Mason University, Fairfax, VA Defended April 2016.

Jamieson, T. S. (2015). *Changes in Elementary Mathematics Teachers' Understanding of Cognitive Demand: When Adapting, Creating, and Using Mathematical Performance Tasks*. (Doctoral dissertation). Retrieved from Proquest. George Mason University, Fairfax, VA Defended December 2015.

Mendoza, J. A. (2015). Second generation Palestinian American school experiences: Emerging and conflicting identities. (Doctoral dissertation). Retrieved from Proquest. George Mason University, Fairfax, VA. Defended May 2015.

La Croix, L. (2015). Analytic writing exchanges: A forum for encouraging preservice teachers to envision and enact writing practices for young children. (Doctoral dissertation). Retrieved from Proquest. George Mason University, Fairfax, VA Defended May 2015.

Filiatreau, S. (2015). **Co-Chair**. Case study of university leaders' views on university-based moral and civic formation of undergraduate students in the context of post-Soviet Ukraine. (Doctoral dissertation). Retrieved from Proquest. George Mason University, Fairfax, VA. Defended May 2015.

Tucker, M. H. L. (2015). Transitions and decisions: Academic advising behaviors of undergraduate transfer students. (Doctoral dissertation). Retrieved from Proquest. George Mason University, Fairfax, VA Defended April, 2015.

Azevedo, P. (2015). Preparing teachers for diversity: An analysis of accreditation standards. (Doctoral dissertation). Retrieved from Proquest. George Mason University, Fairfax, VA. Defended May 2015.

Gillmarten, C. (2015). *Constructing a Developmental Trajectory of Educational Neuroscience: Grounded Perspectives from Pioneers*. (Doctoral dissertation). Retrieved from Proquest. George Mason University, Fairfax, VA. Conferred, December, 2015.

Nelson, D. (2014). *Rasch analysis of a rating scale for gifted and talented identification* (Doctoral Dissertation). Retrieved from ProQuest Dissertations and Theses. George Mason University, Virginia, Conferred, December 2014.

Racines, D. E. (2014). *A litigation trend analysis of case law outcomes pertaining to the educational rights of English learners: A civil rights issue*. (Order No. 3623987, George Mason University). *ProQuest Dissertations and Theses*, , 230. Retrieved from <http://search.proquest.com/docview/1552712492?accountid=14541>. (1552712492). George Mason University, Virginia, Conferred, May 2014.

Karczmarczyk, D., (**Chair**). (2013). A case-study of 1.5 generation Chinese-American women's perspectives of nutrition education. (Doctoral dissertation). Retrieved from Proquest. George Mason University, Fairfax, VA Conferred, December, 2013.

Olsen, M. (2013). Exploring faculty members' perceptions of undergraduate entrepreneurship education. (Doctoral dissertation). Retrieved from Proquest. George Mason University, Fairfax, VA. Conferred, May, 2013.

Sell, C. R. (2013). *Teacher Retention: A phenomenological investigation into the lived experiences of three elementary teacher stayers*. (Doctoral Dissertation) Retrieved from ProQuest (3589577). George Mason University, Virginia, Conferred, December, 2012.

Wilder, A. (2012). *Second servings and a la carte sales to elementary children in the National School Lunch Program and potential implications for childhood obesity*. (Doctoral dissertation). Retrieved from Proquest. George Mason University, Fairfax, VA Conferred, December 2012.

Infranco, J. (2012). *Eating Disorder Professionals with a Personal Eating Disorder History*. (Doctoral dissertation). Retrieved from Proquest. George Mason University, Fairfax, VA., Conferred, May 2012.

Magaha O'Looney, J. (2012). *A qualitative study of teacher practices and family perspectives on incorporating funds of knowledge in early literacy learning*. (Doctoral dissertation). Retrieved from Proquest. George Mason University, Fairfax, VA. Conferred, May 2012

Johri, A. (2011). *Culture of a writing class: Exploring students' writing personas in a multicultural alternative high school*. (Doctoral dissertation). Retrieved from Proquest. George Mason University, Fairfax, VA. Conferred, May 2011.

Tobery-Nystrom, J. (2010). External dissertation committee member. *An exploration of self-efficacy in a teacher educator's practice*. Ph.D. Candidate, George Washington University, Washington, DC. Conferred, 2010

Anderson, L. (2010). *Screaming through the silence: The role of social support in managing symptoms of postpartum depression*. Department of Communication, George Mason University, Virginia. Ph.D. George Mason University, Virginia. Conferred, 2010

Wilcox, D. R. (2008). (**Chair**). *Project science inquiry: An exploration of elementary teachers' beliefs and perceptions about science teaching and learning*. Ph.D. George Mason University, Virginia. Conferred, May, 2008

Foote, N. (2008). *When laptops come to school: How digital immigrant teachers cope*. Ph.D. George Mason University, Virginia. Conferred, May, 2008

Pea, C. (2004). *Teachers' beliefs about science teaching and context factors: Implications for teaching and learning science at the middle school*. Ph.D., George Mason University, Virginia. Conferred, May, 2004

Lisle, K. (2001). *The Caring Ethos in Education: A study of the Significance of Caring Teachers in Creating Possibilities for African American Students*. Ph.D. Education Administration and Policy. The Catholic University of America, Washington, DC. Conferred, May, 2001.

Gismondi, S. (1999). *Beyond the bake sale: A look at parental involvement in two schools*. Ph.D., Education Administration and Policy. The Catholic University of America, Washington, DC, Conferred, May, 1999.

External Thesis Evaluation:

Samaras, A. P. (April, 2021). Examination Doctoral Thesis: Tholani Tshuma Wits *The teaching of*

evolution to grade 12 students: A dilemma driven self-study inquiry. School of Education, Faculty of Humanities of The University of the Witwatersrand, Johannesburg, South Africa

Samaras, A. P. (August, 2020). Examination Doctoral Thesis: Papadopoulos Papas, C. *Understanding teacher professional identity through storying learner and teacher experiences.* Examination of Research Doctoral Theses, Monash University, Australia

Samaras, A. P. (Sept. 2018). Examination Doctoral Thesis: van der Walt, T. L. Thesis. *Co-directing, co-creating, collaborating: A self-reflexive study of my collaborative theatre-making practice.* University of Kwa-Zulu-Natal, Durban, South Africa

Samaras, A. P. (2005). Examination Doctoral Thesis: Harrington, J. External Member, Examination of Research Theses. *Ourselves to know: The role of reflective practice in the work of experienced second language learners.* Ph.D., Monash University, Australia.

Samaras, A. P. (2014). Examination of Master's Thesis Dissertation. Magubane, S. E. *Cultivating intrinsic motivation for learning technology: A teacher's self-study.* University of Kwazulu Natal, Durban, South Africa.

GMU College/University Teaching

Doctoral Level Teaching 2005 to date

EDRS 810 Problems and Methods in Educational Research
EDRS 812 Qualitative Methods in Educational Research and also ONLINE
EDUC 851 Research on Teacher Education
EDUC 797 Advanced Topics in Education: Methods for Publishing Research
EDRS 812 Qualitative Methods in Educational Research
EDRS 825 Advanced Research Methods in Self-Study
EDUC 800 Ways of Knowing
EDUC 805 Doctoral Seminar in Education
EDUC 895 Emerging Issues Seminar: Self-Study Qualitative Research Methodology
13 Independent Studies

Graduate Level Teaching 2002 to date

Secondary Education Program 2005 to date

EDUC 675 Research in Secondary Education
EDUC 674 Assessing Learning and Teaching in Secondary School
EDUC 520 Elementary Curriculum, Instruction, & Assessment in International Schools
Career Switcher Professional Seminars on Teaching and Learning I
Career Switcher Professional Seminars on Teaching and Learning II

Communities of Self-Study (CoSS): An Academy Course for teacher leaders in partnership with GMU and Fairfax County Public Schools

Seminars for Greek Teacher Professional Development Project

Reflective Practice for Change and the Professional Portfolio
Teacher Leadership through Action Research

IET Masters New Professional Studies Program 2002-2005 * Interdisciplinary/Co-Teaching

MNPE 700 The New Professionalism: Theory to Practice *
IETT 750 Studies in Language and Culture I*
MNPE 703 Technology & Learning in the New Professions*
MNPE 704 Research Methodologies in the New Professionalism*
EDUC 597 Independent Study in Teacher Research*
MNPE 702 The New Professional as a Reflective Practitioner*
IETT 751 Studies in Language and Culture II*
IETT 752 Research in Practice: The Team Project I*
IETT 752 Research in Practice: The Team Project II*
IETT 753 Teaching and Learning*

Catholic University of America 1992 – 2002

Undergraduate and Graduate Level Teaching

Curriculum and Instruction in the Early Childhood and Elementary Classroom
Teaching Social Studies & Science in the Early Childhood and Elementary Classroom*
Curriculum and Strategies in Early Childhood Education
Supervising Teaching Internship in Early Childhood, Elementary, and Secondary Education
Beginning and Advanced Practicums in Early Childhood and Elementary Education*
Drama Beyond the Theatre [Co-designed and Co-taught]*
Human Growth and Development
Introduction to Teaching
Independent Practicums and Study

Adjunct Faculty Teaching

University of Maryland, College Park 1976 – 1977 & 1989 – 1991

Graduate Level Teaching

Special Problems in Education
Beginning Study of Adolescents

Undergraduate Courses

Teaching Language, Reading, Writing and Drama in Early Childhood*
Creative Activities and Materials for the Young Child*

University of Maryland, Baltimore County 1990 – 1991

Graduate Level Teaching

Educational Psychology
Human Learning and Cognition

Johns Hopkins University 1991 – 1992 Summers

Graduate Level Teaching

Effective Schools Research

Towson University 1990 – 1992

Undergraduate Level Teaching

Preprimary Curriculum*

Student Teaching Supervision

Anne Arundel Community College 1981 – 1992

Undergraduate Level Teaching

Early Childhood Education

Materials and Methods in Early Childhood Education

Child Psychology [through distance learning and on campus]

Introduction to Psychology

Developmental Psychology

PreK-12 Teaching

Anne Arundel County Public Schools 1972 – 1977 & 1982 – 1986

Full-time Teacher

Bates Junior High School

Civics

Major Social Problems

Geography

Law and the Individual

Part-time Teacher

Annapolis High School

Psychology

U.S. History

Broadneck High School

Psychology

U. S. History

Consumer Economics

Preschools 1978 – 1979 & 1981 – 1993

Preschool Education Specialist, Head Start, Baltimore

Preschool Teacher & Cooperating Teacher for Student Teachers, Center for Young Children

University of Maryland Laboratory School, College Park, MD

Preschool Teacher, YMCA, Annapolis, MD

Kindergarten Teacher, Sunday School, Ss. Constantine & Helen Greek Orthodox Church, Annapolis, MD

SERVICE

Institutional Service and Leadership, GMU

2021 Review of Faculty Study Leave

- 2019 – 2022 Mason Faculty Affairs Brain Trust, Stearns Center for Teaching and Learning
- 2010 – 2011 Human Subject Review Board and Institutional Review. Served on the Steering Committee as the CEHD Representative for campus-wide review of HSRB conducted by Huron Consulting
- 2008 & 2021 Reviewer, Provost Faculty Study Leave Proposals, Provost Office
- 2007 Member, Dean’s CEHD Task Force on Teaching Excellence, GMU
- 2006 – 2007 Chair, Search Committee for Secondary Education Program Coordinator, GMU
- 2006 – 2007 Designed and orchestrated Career Switcher Annual Alumni Celebration
- 2004 Member, Dean’s Task Force on GSE Governance Restructuring, GMU
- 2004 Member, GSE Arlington Campus University Task Force Group, GMU
- 2004 Designed and orchestrated IET Alumni Gathering with Dr. Mary Catherine Bateson, GMU Robinson Professor as keynote speaker
- 2003 – 2005 Chair, Search Committees for Tenure-track Faculty, IET, GMU
- 2001 – 2002 Dean’s Representative to Washington Area Education Council, College of Arts and Sciences, The Catholic University of America (CUA)
- 2001 – 2002 Dean’s Representative to DC Voice, College of Arts and Sciences, CUA
- 1993 – 2002 Dean’s Representative to the American Association of Colleges for Teacher Education, College of Arts & Sciences, CUA
- 1993 – 2002 Dean’s Representative to the Deans’ & Administrators Quarterly Meetings, DCPS, College of Arts and Sciences, CUA
- 1993 – 2002 Dean’s Representative to the DCACTE monthly meetings, College of Arts and Sciences, CUA
- 1993 – 2002 Director of Department National and State Accreditation Program Visits, NCATE The Catholic University of America; achieved continuing accreditation for 1995 and 2000 visits
- 1993 – 2002 Certification Officer, Education Unit: Education, Music, Library Science, CUA
- 1989 – 1990 Coordinator, The College of Education Early Childhood Conference, University of Maryland, College Park

Professional Service to College of Education & Human Development (CEHD)

George Mason University, CEHD

Leadership

- 2021 – date *International Academic Partnership Program* co-planner with Mason and Greece
- 2018 – 2023 Facilitator, CEHD New Faculty Collaborative
- 2016 – 2018 Division Director, Elementary, Secondary, and Literacy Programs (ELS)
- 2013 – 2016 Academic Program Coordinator, Secondary Education Program
- 2005 – 2007 Coordinator, Career Switcher Program
- 2002 – 2005 Director, Initiatives in Educational Transformation Program

Committee Membership

- 2009 – 2023 Faculty Liaison to Library Education Specialist, CEHD
- 2021 – 2023 Member, Critical Studies in Education Graduate Certificate Committee
- 2019 – 2021 Member, Professional Development Committee CEHD; Co-Chair: AY20.21

2005 – 2023 Advisory Board Member, Center for International Education
 2002 – 2023 Member, Teaching and Teacher Education Committee
 2107 – 2020 Member, CEHD Promotion and Tenure Committee for Full Professor Cases
 2016 – 2018 Member, Educator Preparation Council
 2016 – 2018 CEHD Leadership Team
 2016 – 2018 Provost Chairs Committee
 2008 – 2015 Member, CEHD Scholar Research Committee
 2015 –2016 Search Committee, Research Methods Faculty
 2015 –2016 Search Committee, Science Endowed Chair
 2014 –2015 Dean’s Task Force exploring undergraduate teacher education
 2011 –2014 Member, PhD Committee
 2014 Member, Search Committee for Office Program Manager, Secondary Education
 2012 – 2014 Member, Faculty Evaluation Committee, Co-Chair, 2013-2014
 2012 – 2013 Member, Mathematics Search Committee
 2012 Chair, Faculty Search Committee, International Elementary Education
 2010 – 2011 NCATE, Standard 1 and Standard 3, CEHD Coordinating Committee
 2009 Evaluation Team with Drs. Bon and Taboada, CEHD Research Symposium
 2006 – 2007 Member, GSE Curriculum Committee
 2006 – 2007 Chair, Search Committee for Secondary Education Program Coordinator
 2005 – 2006 Member, CEHD Promotion and Tenure Committee
 2005 – 2006 Secretary, CEHD Promotion and Tenure Committee
 2004 – 2005 Chair, Search Committee for Tenure-track Faculty
 2002 – 2005 Member, GSE Committee of Program Coordinators and Directors
 2005 Member, Search Committee for Faculty
 2004 Chair, Search Committee for Faculty
 2003 Chair, Search Committee for Tenure-track Faculty
 2004 Member, GSE Arlington Task Force Group
 2004 Member, Performance Assessment Committee
 2004 Member, Interdisciplinary Ph.D. Specialization in Language & Culture, Literacy

First-Tier Committee Review

2022 Member, First-Tier Review Committee, for Two Cases Promotion
 2020 Member, First-Tier Review Committee, for Two Cases Promotion to Full Professor
 2019 Chair, First-Tier Review Committee, Promotion to Full Professor
 2018 Chair, First-Tier Review Committee, Promotion to Full Professor
 2017 Member, First-Tier Review Committee, Promotion to Full Professor
 2015 Member, First-Tier Review Committee, Promotion to Full Professor
 2015 Member, First-Tier Review Committee, Promotion & Tenure
 2013 Chair, First-Tier Review Committee, Promotion to Full Professor
 2010 Member, First-Tier Review Committee, Promotion to Full Professor
 2009 Member, First-Tier Review Committee, Promotion
 2007 Member, First-Tier Review Committee, Promotion & Tenure
 2004 Chair, First-tier Review Committee Promotion Evaluation
 2002 Chair, First-tier Review Committee, Tenure Evaluation

Service in Schools & Communities

- 2023 Volunteer, Kindergarten Classroom, Anne Arundel County Public Schools
- 2022 Contributor and Consultant, Annapolis Greek Heritage Project
- 2021 Volunteer, Quiet Waters Park
- 2021 Chair, Community Rain Garden Project
- 2021 Volunteer, Anne Arundel County Office of Emergency Alert, COVID Vaccine Pre-registration phoning
- 2019 – 2020 Lunch bunch reader and Literacy Center Assistant, Tyler Heights Elementary School, Annapolis, MD (paused due to Covid)
- 2020 Political phone banking to support voting
- 2013 Political campaign canvassing
- 2008 Political campaign canvassing in Ohio and “Get the vote out” efforts
- 2007 – 2009 Boys & Girls Club of Annapolis & Anne Arundel County
- 1992 – 2003 Orchestra Volunteer, Annapolis High and Chesapeake Youth Symphony
- 1982 – 2003 Volunteer, Anne Arundel County Public Schools; Outstanding Volunteer Awards
- 1982 – 1992 Director and Teacher, Youth Folk Dance Troupe, Ss. Constantine & Helen Greek Orthodox Church, Annapolis, MD
- 1972 International Charities Festival, Sandy Point State Park, MD,

The Catholic University of America, Washington, DC

Administrative and Committee

- 1993 – 2002 Director of Teacher Education
- 1993 – 2002 Director of National (NCATE) and State Accreditation Reviews and Folios
- 1993 – 2002 Chair, Teacher Education Committee
- 1993 – 2002 Member, Council on Teacher Education Committee
- 1993 – 2002 Dean’s Representative to AACTE
- 1993 – 2002 Dean’s Representative to the Deans’ & Administrators Quarterly Meetings, DCPS
- 1993 – 2002 Dean’s Representative to the DCACTE monthly meetings
- 1993 – 2002 Academic Advising Coordinator for Education Unit
- 1993 – 2002 Certification Officer, Education Unit
- 1993 – 1995 Co-Coordinator of Restructured Early Childhood and Elementary Program
- 1992 – 2002 Coordinator, Elementary Undergraduate and Graduate Program
- 1992 – 2002 Member, Teacher Education Committee
- 1994 – 2002 Member, Second Language Education and Cultural Diversity Committee
- 1995 – 2002 Chair and Member, Doctoral Committees
- 1996 – 2002 Member, Recruitment Committee
- 1998 – 2001 Member, Department of Education Advisory Committee
- 1998 – 2001 Member, Orientation of Teaching Assistants Committee
- 1999 – 2002 Teaching Innovation: Co-designed and taught drama for teacher education course
- 2001 – 2002 Chair, Masters Cohort Committee
- 2001 – 2002 Coordinator Study Abroad Experiences for Education Majors

Professional Affiliations

American Educational Research Association (AERA)

AERA, Division K Teaching and Teacher Education
 Self-Study of Teacher Education Practices SIG (S-STEP)
 Hellenic American Women’s Council (HAWC)
 American Association of Colleges for Teacher Education (AACTE)
 Association of Teacher Educators (ATE)

Professional Service to the Academy
Service and Leadership in Professional Affiliations

- 2015 – 2017 Chair of Self-Study of Teacher Education Practices SIG, American Educational Research Association
- 2015 Invited member of The International Honorary Committee of the Summer University: *Greece today: Language, Culture, and Media*. Organized by the University of Ioannina and Association of European Journalists, Andros, Greece.
- 2013 – 2015 Chair of The Self-Study of Teacher Education Practices SIG, American Educational Research Association, began May 1, 2013
- 2011 – 2013 Chair-Elect of The Self-Study of Teacher Education Practices SIG, American Educational Research Association
- 2010 - 2012 Board of Directors, University of Maryland, Education Alumni Chapter
- 2008 Board of Directors, Conference Planning Committee, *Research on Women and Education AERA SIG 34th Annual Fall Conference*, Arlington, VA
- 2002 Co-Chair of Program Committee, *Fourth International Conference on the Self-Study of Teacher Education Practices*, East Sussex, England
- 2001 – 2002 At Large Officer, *District of Columbia Association of Colleges for Teacher Education*
- 2001 – 2002 Dean’s Representative to Washington Area Education Council
- 2001 – 2002 Dean’s Representative to DC Voice
- 1999 – 2000 President, *District of Columbia Association of Colleges for Teacher Education*
- 1997 Tellers Committee Member. Board Elections of *American Association of Colleges for Teacher Education*, Washington, DC
- 1995 – 1998 State Legislative Liaison, *District of Columbia Association of Colleges for Teacher Education*
- 1994 Director, *Symposium on Educational Professions with CUA, Trinity College, and Howard University*, Washington, DC
- 1994 Director, *Symposium on Professional Organizations with CUA, Trinity College, Howard University, Gallaudet, UDC, American University, & DC Teacher Certification Branch*, Washington, DC
- 1993 Writing Consultant Developmentally Appropriate Practices Book, *National Association for the Education of Young Children*
- 1991 – 1995 Member at Large, *Maryland Community Association for the Education of Young Children*
- 1987 – 1990 Legislative Liaison, *Maryland Community Association for the Education of Young Children*

Reviews and Professional Organization Service

- 2017, 2019, 2021, 2022 Peer Reviews of Teaching
- 2004-to date Journal Reviewer, *Reflective Practice*
- 2020-to-date Journal Reviewer, *Teaching and Teacher Education*
- 2015-to date Journal Reviewer, *Studying Teacher Education*
- 2019 Journal Reviewer for *Journal of Research and Reflections in Education*, Pakistan
- 1999-2020 Conference Proceedings Reviewer. Biennial International Conference on Self-Study of Teacher Education Practices, England
- 2013 Proposal Reviewer for the Center for Teaching and Faculty Excellence Annual Innovations in Teaching Conference
- 2011 Chair, Processing of becoming a teacher educator. The Self-Study of Teacher Education Practices SIG, AERA Conference, New Orleans
- 2011 Chair, Understanding the complexity of becoming a teacher educator. The Self-Study of Teacher Education Practices SIG, AERA, New Orleans
- 2009 Chair, Conference Session. AERA Conference, San Diego, CA
- 2008 Chair, Conference Session, Research on Women and Education AERA SIG 34th Annual Fall Conference, Arlington, VA
- 2007 Discussant, Conference Session. AERA Conference, Portfolio SIG, Chicago, IL
- 2006 Discussant, Conference Session AERA Conference, San Francisco, CA
- 2006 Conference Paper Reviewer. AERA, Qualitative Research SIG
- 2004 Discussant, Conference Session. AERA Conference, San Diego, CA
- 2003 Discussant, Conference Session. AERA Conference, Chicago, IL
- 2002 Chair, Conference Session, AERA, New Orleans
- 2001 Discussant, Conference Session AERA, Seattle, WA
- 2001- 2014 Conference Paper Reviewer. AERA, Self-Study of Teaching and Teacher Education Practices
- 2001- 2008 Conference Paper Reviewer. AERA, Division K: Teacher Education
- 2000 Conference Paper Reviewer. Annual Meeting of AACTE
- 2001 Committee Planner. S-STEP, Preconference session, AERA. Seattle, WA
- 1997 Conference Paper Reviewer. Annual Meeting of AACTE

External Faculty Reviewer for Promotion and Tenure

- Samaras, A. P. (2020). External Faculty Evaluator, Promotion to Full, University of Hawaii
- Samaras, A. P. (2020, June). External Faculty Evaluator, Promotion to Full, University of Kwa-Zulu-Natal, Durban, South Africa
- Samaras, A. P., (2017). External Faculty Evaluator, Promotion, University of Iceland
- Samaras, A. P. (2016). External Faculty Evaluator, Promotion, University of Kwa-Zulu-Natal, Durban, South Africa
- Samaras, A. P. (2015). External Faculty Evaluator, Tenure and Promotion, University of Hawaii

- Samaras, A. P., (2015). External Faculty Evaluator, Promotion, Full Professor, Kent University
- Samaras, A. P., (2014). External Faculty Evaluator, Promotion to Full Professor, Brock University
- Samaras, A. P., (2014). External Faculty Evaluator, Promotion to Senior Lecturer, Monash University, Australia
- Samaras, A., P. (2014). Review for faculty teacher excellence nomination, Canadian Scholar Award, OISE
- Samaras, A. P. (2013). External Faculty Review, Promotion to Full Professor, University of Houston Clear Lake
- Samaras, A. P. (2012). External Faculty Review, Tenure & Promotion, Duquesne University, PA
- Samaras, A. P. (2011). External Faculty Review, Tenure & Promotion, University of Massachusetts, Amherst
- Samaras, A. P. (2010). External Faculty Review, & Promotion, The Catholic University of America, Washington, DC
- Samaras, A. P. (2008). External Faculty Proposal, National Institute of Education, Singapore
- Samaras, A. P. (2005). External Reviewer, Faculty Tenure & Promotion, Bowling Green State
- Samaras, A. P. (2002). External Review, Faculty Tenure & Promotion, Ontario Institute for Studies in Education, University of Toronto, Canada
- Samaras, A. P. (2001). External Review, Faculty Promotion, University of Hawaii, Honolulu
- Samaras, A. P. (1999). External Review, Faculty Tenure and Promotion, Trinity College, Washington, DC.

External Examiner

- Samaras, A. P. (2003). Research Grant Evaluation Report. Enhancing elementary teacher education through school-based learning experiences: Program development from a case study of Physical Education methods. Social Sciences and Humanities Research Council of Canada
- Samaras, A. P. (1999). Blue Ribbon Advisory Panel Member Report, U.S. Office of Personnel Management. Director's Award for Outstanding Work/Life Programs
- Samaras, A. P. (1997). Award Report, Maryland Staff Development Council's Annual Recognition for Excellence in Staff Development Award, Washington, DC

Selected Consultation and Faculty Professional Development Activities

DUBLIN November, 2016. Keynote Address, Hibernia College, an online teachers college, Dublin, Ireland

KOREA March 30-31, 2016. Invited interactive workshops. Studying your teaching in a **multidisciplinary group** and Launching your self-study of teaching. Mason Korea, Songdo.

DURBAN, SOUTH AFRICA July 21-25, 2014 Two Invited Workshops for Transformative Education/al Studies participants. *Born to create and contribute* **Going public with publications**. University of Kwazulu Natal, Durban, South Africa, 21-22 July.

Invited talk with TES Project team on **Transdisciplinary self-study**. University of Kwazulu Natal, Durban, South Africa, 23 July.

Invited Workshop for the UKZN New Scholarship Project, **New communities of practice for transforming practice/capacity development**. University of Kwazulu Natal, Durban, South Africa, 24-25 July.

GEORGE MASON UNIVERSITY

Co-PI and Seminar Leader, **U.S.-Pakistan collaboration for faculty excellence in teaching and research**. George Mason University, April and September 2016

Seminar Leader on *Self-Study of Professional Practice* for teachers and supervisors of **Madrid community**, George Mason University, July 3, 2015.

Seminar Leader on the *Scientific Self-Study of Professional Practice* for teachers of English from the **Beijing Normal University Professional Development Program**, George Mason University. July 2, 2013.

Seminar Leader on the *Scientific Self-Study of Professional Practice* for engineers from the **National University of Science and Technology (NUST), Pakistan Professional Development Program**, George Mason University. June 18 and June 25, 2013.

BEIJING, CHINA October 18-19, 2012 gave an invited workshop, “Supporting Self-Study of **Teaching and Learning for Professional Growth**” on October 18 and a keynote speech, “Designing Olympian Self-Study Teacher Teams” on October 19 at The 1st English Language Teacher Education Summit, Centre for Foreign Language Education and Teacher Education at Beijing Normal University.

ATHENS and THESSALONIKI GREECE

[Delegate to the Pharos Summit Cooperation between Greece and USA, Higher Education](#)
November, 2022

Research team member of **Greek Teacher Professional Development Project** funded by the Bureau of Educational and Cultural Affairs U. S. Department of State. Co-designed and taught curriculum; led cultural events; conducted and presented research; facilitated a day-long workshop for program expansion in schools throughout Greece; worked with Executive Director and coordinators of Fulbright in Greece; met with advisors to the Ministry of Education August 2008-July 2011

IOANNINA, GREECE March 8-March 20, 2012 and October 2-October 15, 2012

Recipient of a Fulbright Specialist serial visit grant to the **Pedagogical Department** of Primary Education at the University of Ioannina, Greece workshops with students and faculty.

DURBAN, SOUTH AFRICA March 4-March 7, 2012

Invited self-study scholar and workshop facilitator for **early academics** in Durban with colleague, Mieke Lunenberg from Vrije University, Amsterdam. The work in South Africa is a **national grant-funded project for faculty development** - Transformative Education/al Studies (TES) with (Durban University of Technology, University of KwaZulu-Natal, Walter Sisulu University).

AMSTERDAM, THE NETHERLANDS August 2009

Invited Visiting Self-Study Scholar to Vrije University **Center for Educational Training, Assessment and Research, Amsterdam**, The Netherlands to present and support faculty teaching/research groups and conduct cross institution research

ICELAND August 2009

Invited Visiting Self-Study to University of Iceland, **School of Education** to present and support faculty and doctoral student research groups and conduct cross institution research

MELBOURNE, AUSTRALIA March 2008

Awarded Faculty Study Leave for professional work at **Education Department**, Victoria University, Melbourne, Australia. Invited speaker to faculty group; advised coordinators; visited university and school classes, and met with school teachers and school leaders.

MBABANE, SWAZILAND, AFRICA September 2003

USAID Africa Bureau's Education Division held a comprehensive regional conference Swaziland in collaboration with partners in education. I served as an educational consultant to JurisAIDS, an international non-profit organization whose mission is to utilize the law to combat the stigma and discrimination. Visited schools, communities and met with school teachers and administrators.

EAST SUSSEX, ENGLAND August 2000-2018

Participation and leadership in the international conference of the Self-Study of Teacher Education Practice. Served as Co-Editor and Program Chair of the 4th biannual conference in 2002