

Ryan T. Knowles
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Education

Ph.D. Social Studies Education and Quantitative Research Methods, University of Missouri, Spring 2015

Dissertation Title: *Ideology and Education: A three-article dissertation of citizenship education*

M.A. Political Science, Comparative Political Culture, University of Missouri, 2011

Thesis Title: *Confucian values and economic performance; Exploring effects on citizens satisfaction with democracy*

B.S. Secondary Social Studies Education, University of Missouri, 2006

A.A. General Studies, Moberly Area Community College, 2004

Academic Appointments

Associate Professor, Utah State University, School of Teacher Education and Leadership, Social Studies Education, 2021-Current.

Assistant Professor, Utah State University, Teacher Education and Leadership, Social Studies Education, August 2015 – 2021.

Area Specialization

Social Studies Curriculum and Instruction, Citizenship Education, Democratic Theory, Quantitative Research Methods, Quantitative research across epistemological divides

Publications

Books

Camicia, S. & **Knowles, R. T.** (2021). *Education for Democracy: A renewed approach to civic inquiries for social justice*. Charlotte, NC: Information Age Publishing.

Peer reviewed journal articles

Gailey, S.*, **Knowles, R. T.**, (2021). Exploring preservice teachers' civic education beliefs with Q Methodology. *Teaching Education*. <https://doi.org/10.1080/10476210.2021.1979511>.

Velez, G.*, & **Knowles, R. T.** (2020). Trust, civic self-efficacy, and acceptance of corruption among Colombian adolescents: Shifting attitudes between 2009-2016. *Compare: A Journal of Comparative and International Education*. <https://doi.org/10.1080/03057925.2020.1854084>.

Knowles, R. T., Hawkman, A., & Nielsen, S.* (2020). Quantitative analysis of social studies teachers as coaches. *Journal of Social Studies Research*. <https://doi.org/10.1016/j.jssr.2019.04.001>.

- Knowles, R. T., & Hawkman, A.** (2020). Anti-racist quantitative research: Developing, validating, and implementing racialized teaching efficacy and racial fragility scales. *The Urban Review*, 52, 238-262.
- Knowles, R. T.** (2019). Ideological composition of the classroom: Testing effects of polarization on perceptions of open classroom climate among students in five countries. *Educational Psychology*. <https://doi.org/10.1080/01443410.2019.1622650>.
- Knowles, R. T. & Castro, A. J.** (2019). The implications of ideology on teachers' emphasized civic behavior in the classroom. *Teaching and Teacher Education*, 77, 226-239.
- Knowles, R. T.** (2019) Ideology in the schools: Developing, validating, and implementing the teacher civic education ideology scale. *Education, Citizenship, and Social Justice*. <https://doi.org/10.1177/1746197918800664>.
- Knowles, R. T., Torney-Purta, J., & Barber, C.** (2018). Enhancing citizenship learning with international comparative research: Analysis of IEA civic education databases. *Citizenship Teaching and Learning*, 13(2), 7-30.
- Knowles, R. T., & Clark, C.** (2018). How common is the common good? Moving beyond idealistic notions of deliberative democracy in education. *Teaching and Teacher Education*, 71, 12-23.
- Knowles, R. T.** (2018). Teaching who you are: Connecting teachers' civic education ideology to instructional strategies. *Theory and Research in Social Education*, 46(1), 68-109.¹
- Knowles, R. T.** (2018). Re-envisioning education for civic engagement in the social media century. *Democracy and Education*, 26(1), 1-5.
- McCafferty-Wright, J.* & Knowles, R. T.** (2016). Unblocking the civic potential of current events with an open classroom climate. *Social Studies Research and Practice*, 11(3), 112-121.
- Knowles, R. T., & Di Stefano, M.*** (2015). International citizenship education research: An annotated bibliography of research using the IEA ICCS and IEA CIVED datasets. *Journal of International Social Studies*, 5(2), 86-152.
- Knowles, R.T., & McCafferty-Wright, J.*** (2015). Connecting an open classroom climate to social movement citizenship: A study using the International Civic and Citizenship Study among 8th graders in Western Europe. *Journal of Social Studies Research*, 39(4), 255-269.
- Knowles, R. T.** (2015). Asian values and democratic citizenship: Exploring attitudes among South Korean 8th graders using data from the Asia module of the International Civic and Citizenship Study. *Asia Pacific Journal of Education*, 35(2), 191-212.
- Shear, S.B., Knowles, R.T., Soden, G., & Castro, A. J.** (2015). Manifesting destiny: Re/presentations of Indigenous peoples in K-12 U.S. history standards. *Theory and Research in Social Education*, 43(1), 68-101.²

*Doctoral Students

¹ Article featured in an interview with the *Visions of Education Podcast*.

² Article Featured in: Studio Tulsa podcast regarding the Osage Nation Museum in Pawhuska, Oklahoma; *San Francisco Chronicle*, "Perils of Indigenous People's Day", October, 2016; *Inlander*, "Not Past Tense", March 2016; *The Conversation*, *theconversation.com*, "Where are the voices of indigenous peoples in the Thanksgiving Story?", November 2015; *The Huffington Post*, "Most Students have No Clue What Accurate Native American History Looks Like," November 2015; *Zinn Education Project*, Check your Curriculum: Are Native Americans in the Past Tense?", November, 2015; *Teaching Tolerance*, "How State Standards Represent Indigenous Peoples," November, 2015; *The Huffington Post*, "Native American youth: Stop Treating our Culture like a Costume," October, 2015; *The Stranger*, "Teaching Tribal History if Finally Required in Washington Public Schools," June 2015; *The Huffington Post*, "You Probably Learned a Glossed-Over Version of Native American history in School, Research Says," November 2014; *Indian Country Today*, "All Indians are Dead? At Least That's What Most Schools Teach Children," November 2014.

Non-Peer reviewed publications

- Knowles, R. T.** (2021). Ideological composition of the classroom: Testing effects of polarization on perceptions of open classroom climate among students in five countries. In, Kuang, X., Zhu, J., & K. Kennedy (Ed.), *Civic Learning for Alienated, Disaffected and Disadvantaged Students: Barriers, Issues and Lessons*. London, UK: Routledge.
- Knowles, R. T.** (2020). Findings related to student identity using the large-scale civic education datasets. *Advances in Social Science, Education and Humanities Research*, 513, 168-173.
- Knowles, R. T.** (2019). Shadow of authoritarianism: American education in the twentieth Century, Book Review. *Teachers College Record*. Published May 2nd, 2019.
<https://www.tcrecord.org/Content.asp?ContentId=22788>
- Castro, A. J., & **Knowles, R. T.** (2017). Democratic citizenship education: Researching across multiple contexts and landscapes. In Manfra, M., & Bolick, C. (Eds.) *The Wiley Handbook of Social Studies Research* (pp. 287-318). Hoboken, NJ: Wiley-Blackwell.
- Heafner, T., Fitchett, P., & **Knowles, R. T.** (2016). Using “big data” secondary dataset analysis to inform social studies teaching and learning. In A. R. Crowe, and A. Cuenca (Eds.), *Rethinking Social Studies Teacher Education for Twenty-First Century Citizenship* (pp. 359-384). New York, NY: Springer.
- Castro, A. J., & **Knowles, R. T.** (2015). Social studies education. In *International Encyclopedia of Social and Behavioral Sciences, 2nd Edition*.
- Knowles, R. T.**, & Theobald, R. (2013). Moving toward more dynamic instruction: A comparison of how social studies is taught among disciplines and advanced placement courses. In J. Passe and P. G. Fitchett (Eds.) *The Status of the Social Studies: Views from the field* (pp. 101-124). Charlotte, NC: Information Age.

Articles under review

- Hawkman, A., **Knowles, R. T.**, & Roller, J. (Under Review). Black lives matter. *Equity and Excellence in Education*.

Scholarly Presentations³

- Knowles, R. T.** (2020). Findings related to international civic education datasets related to identity. Keynote speaker at the Annual Sriwijaya University Learning and Education International Conference. Sriwijaya University, October 2020.
- Knowles, R. T.** (2020). Conducting Research with Large-Scale International Datasets. Panel presentation for the College of Education and Human Services' Alternative Pathways Forward Workshop Series. Logan Utah, October, 2020.
- Gailey, S.*, & **Knowles, R. T.** (2020). Exploring Preservice Teachers' Civic Education Beliefs with Q Methodology. Presentation at the College and University Faculty Assembly of the National Council for the Social Studies, November, 2020.
- Knowles, R. T.** (2019). (Re)Visioning the social studies: Civics, civility, and abolition (Discussant). the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Austin Texas, November 2019.

³ From Fall 2015 to current

- Cuenca, A., **Knowles, R. T.**, Shear, S., Caffrey, G., (2019). Choosing methodologies in social studies research. Panel for the Graduate Forum for the College and University Faculty Assembly of the National Council for the Social Studies, Austin Texas, November 2019.
- Camicia, S. P., & **Knowles, R. T.** (2019). Critical education for democracy: Deconstructing inequalities in communication. Paper presented at the American Educational Studies Association, Baltimore, MD.
- Stutts, C., Ender, T., Hawkman, A., **Knowles, R. T.**, Stacy, M., & Friedman, A. (2019). Confronting the Relationship Between Athletic Coaching and Social Studies: A Social, Historical, and Personal Investigation of Dual Professional Identity. Panel presentation at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Austin Texas, November 2019.
- Hawkman, A. & **Knowles, R. T.** (2019). Teaching #BlackLivesMatter in the classroom: Exploring the racial pedagogical decision making of K-12 Teachers. Presentation at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Austin Texas, November 2019.
- Hawkman A. & **Knowles, R. T.** (2019). Teaching #BlackLivesMatter in the classroom: Exploring the racial pedagogical decision making of K-12 Teachers. Presentation at the Cultural Studies Brown Bag for the School of Teacher Education and Leadership, Logan UT.
- Torney-Purta, J., Keys, C., Reichert, F., Conklin, H., Velez, G., & **Knowles, R. T.** (2019). Opportunities and Challenges in Using Survey Data in a Systematic Approach to Civic/Community Engagement. Symposium presentation at the annual meeting for the Society for Community Research and Action Biennial Conference, Chicago, June 2019.
- Velez, G., & **Knowles, R. T.** (2019). Trust and Civic Self-Efficacy among Colombian Adolescents in Challenging Contexts. Presentation at the annual meeting for the Society for Research in Child Development, Baltimore Maryland, March 2019.
- Knowles, R. T.** (2019). Ideological Composition of the Classroom: Testing effects of polarization on perceptions of open classroom climate. Presentation at the annual meeting for the Comparative International Education Society, San Francisco, April 2019.
- Velez, G., & **Knowles, R. T.** (2019). Trust and Civic Self-Efficacy among Colombian Adolescents in Challenging Contexts. Presentation at the annual meeting for the Comparative International Education Society, San Francisco, April 2019.
- Knowles, R. T.** (2018). Reconceptualizing Civic Education: Attitudes, Ideology, Identity, and Resistance in Social Studies Classrooms. Symposium presented at the College and University Faculty Assembly of the National Council for the Social Studies, Chicago, November 2018.
- Hawkman, A., & **Knowles, R. T.** (2018). Developing scales to measure teachers white fragility and anti-racist teacher self-efficacy scale. Featured speaker at the National Council for the Social Studies, Chicago, November 2018.
- Knowles, R. T.**, & Hawkman, A. M. (2018). Toward an antiracist teacher efficacy scale: Validating Race/ism-centric quantitative measures. Research presentation at the Critical Examination of Race, Ethnicity, Class and Gender in Education Special Interest Group in the annual conference of the American Educational Research Association, New York, April 2018.
- Knowles, R. T.** (2017). Teaching who you are: Connecting teachers' civic education ideology to instructional strategies. Research presentation at the College and University Faculty Assembly of the National Council for the Social Studies, San Francisco, November 2017.

- Hawkman, A., & **Knowles, R. T.** (2017). Developing scales to measure teachers white fragility and anti-racist teacher self-efficacy scale. National Association of Multicultural Educators Annual Conference, Salt Lake City, November 2017.
- Hawkman, A., & **Knowles, R. T.** (2017). Pushing through White Fragility: Toward an Anti-Racist Teacher Self-Efficacy Scale. Research presentation at the College and University Faculty Assembly of the National Council for the Social Studies, San Francisco, November 2017.
- Knowles, R. T.** (2017). Findings related to student identity using the Large-scale civic education datasets. Research presentation at the 7th International Education Association Research Conference, Prague, June 2017.
- Knowles, R. T.,** & Castro, A. J. (2017). Justifying the Status-quo: The Implications of Ideology on Teachers' Emphasized Civic Behavior, Research presentation at the Democratic Citizenship in Education SIG of the American Educational Research Association, San Antonio, April 2017.
- Torney-Purta, J., Ganmaat, G., Pizmony-Levy, O., Barber, C., & **Knowles, R. T.** (2017). Secondary Analysis of the IEA Civic Education Studies (CIVED99 and ICCS09): The Nature and Contributions of Publications. Symposium presented at the Comparative and International Education Society (CIES) Annual Meeting, Atlanta, March 2017.
- Castro, A. J., Bauml, M., Shear, S., Hawkman, A., & **Knowles, R. T.** (2017). Preparing preservice teachers for diversity: A panel of Perspectives. Presentation at the College and University Faculty Assembly bi-annual retreat, Orlando, January 2017.
- Castro, A. J. & **Knowles, R. T.** (2016). Democratic Citizenship Education: Research across multiple landscapes and contexts. In special session titled: *Book talk: Handbook of Social Studies Research*. Presentation at the College and University Faculty Assembly at the National Council for the Social Studies, Washington D.C., December 2016.
- Knowles, R. T.** (2016). Justifying the Status-quo: The Implications of Ideology on Teachers' Emphasized Civic Behavior, research presentation at the College and University Faculty Assembly at the National Council for the Social Studies, Washington D.C., November 2016
- Heafner, T., Fitchett, P. G., & **Knowles, R. T.** (2015). Using "big data" secondary dataset analysis to inform social studies teaching and learning. Presentation at the College and University Faculty Assembly of the National Council of the Social Studies, November 2015.
- Castro, A. J. & **Knowles, R. T.** (2015). Democratic and citizenship education: A preview of issues and dilemmas discussed In The 2016 Handbook Of Social Studies Research. Presentation at College and University Faculty Assembly of the National Council of the Social Studies, November 2015.

Awards & Recognition

2019-2020 Graduate Student Mentor of the Year

Annual award given by the School of Teacher Education Leadership

2018-2019 Researcher of the Year

Annual award given by the School of Teacher Education and Leadership.

2016 IEA Wolf Award

Annual award for significant contribution to education using IEA data

Paper recognized: Asian Values and Democratic Citizenship: Exploring Attitudes among South Korean 8th Graders Using Data from the Asia Module of the International Civic and Citizenship Study. *Asia Pacific Journal of Education*, 35(2), 191-212.

Undergraduate Instructor of the Year

University of Missouri, 2015.

Grants

Funded

The Bricks Before Brown Digital Map.

\$20,000 Funded research catalyst grant from Utah State University office of Research and Graduate Studies, 2020-2021. With Dr. Marisela Martinez-Cola

Understanding the influence of race based stress on pedagogical decision-making.

\$20,000 Funded research catalyst grant from Utah State University office of Research and Graduate Studies, 2018-2019. With Andrea Hawkman

Toward an anti-racist teaching self-efficacy scale

\$11,000 grant funded by the Social Studies Social Justice Research Grant from the College and University Faculty Assembly of the National Council for the Social Studies, 2016-2017. With Andrea Hawkman, University of Missouri; Antonio Castro, University of Missouri.

Grant Writing Institute

\$2,500 for participating in the annual Grant Writing Institute at Utah State University, May 2016.

Meeting to facilitate research using data from the IEA International Civic and Citizenship Study

\$12,500 grant funded by the Spencer Foundation, 2015.

Participants

Ryan Knowles, Utah State University (Organizer);

Attendees: Judith Torney-Purta (University of Maryland), Carolyn Barber (University of Missouri-Kansas City), Patricia Avery (University of Minnesota), Antonio J. Castro (University of Missouri), Christopher H. Clark (University of Minnesota), Taehan Kim (Kettering Foundation), Julia Higdon (Avenues: The World School), Natallia Sianko (Clemson University), Greg White (University of Maryland), Ryan T. Knowles (Utah State University), Susan Jekielek (Inter-university Consortium for Political and Social Research), Rhoda Freelon (Spencer Foundation).

Unfunded

White fragility and racial pedagogical decision making among social studies teachers.

\$43,187 Grant submitted (Unfunded) to the Spencer Foundation in February 2019. With Andrea Hawkman.

Reunion of the meeting to facilitate research using data from the IEA International Civic and Citizenship study.

\$27,000 (Unfunded) conference grant submitted to the Spencer Foundation in Fall of 2018.

Interrogating the role of identity in students' classroom perceptions using data from the 2009 IEA International Civic and Citizenship Study

\$50,000 grant submitted (unfunded) to the Spencer Foundation, 2017.

Doctoral Student Chairs

Doctoral Committee Advisor, Travis Thurston, Spring 2019-Fall 2019.

Dissertation defended, Fall 2019.

Doctoral Committee Advisor, John Jaggi, Fall 2018-Current.

Dissertation defended, Fall 2020

Completed comprehensive examination, Spring 2019.

Completed dissertation proposal, Spring 2020

Doctoral Committee Co-Adviser, Jared Woolstenhulme, Summer 2016-2020.

Completed dissertation proposal – Spring 2020
 Completed comprehensive examination – Spring 2017
Doctoral Committee Co-Adviser, Jeff Gunther, Fall 2015-Summer 2018.
Winner of the 2019 TEAL Dissertation of the Year Award
 Defended dissertation – Summer 2018
 Completed dissertation proposal – Fall 2017
 Completed comprehensive examination – Spring 2017
Doctoral Committee Adviser, Mitchel Colver, Fall 2015-2018.
 Defended Dissertation and graduated – Spring 2018
 Completed dissertation proposal – Fall 2017
 Completed comprehensive examination – Spring 2017

Doctoral Student Committees

(Note: statements under name indicate service as committee member)

Doctoral Committee Member, Shaolei Chen, Fall 2019-2020.
 Defended dissertation, Spring 2020
 Completed dissertation proposal Fall 2019.

Doctoral Committee Member, Melia Balls, Fall 2018-Current.
 Completed comprehensive examination, Fall 2019

Doctoral Committee Member, Guoqin Ding, Fall 2018-Current.
 Completed comprehensive examination, Fall 2018.
 Completed dissertation proposal, Fall 19.

Doctoral Committee Member, Tara Ivie, Fall 2018-2019.
 Completed dissertation proposal – Fall 2018
 Defended dissertation – Fall 2019

Doctoral Committee Member, Karsten Walker, Spring 2018-Current.

Doctoral Committee Member, Diana West, Summer 2017 – 2019.
 Completed comprehensive examination – Fall 2017
 Completed dissertation proposal – Spring 2018
 Dissertation defended – Fall 2019

Doctoral Committee Member, Tom Allen, Summer 2016-2010.
 Completed dissertation proposal – Fall 2017
 Completed comprehensive examination – Spring 2017
 Dissertation defended – Summer 2020

Doctoral Committee Member, Alex Hildebrand, Summer 2016-2017.

Doctoral Committee Member, Michael Walker, Summer 2016-2020.
 Completed comprehensive examination – Fall 2017

Doctoral Committee Member, Hadyn Call, Spring 2016-Spring 2019.
 Defended dissertation- Spring 2019
 Completed dissertation proposal – Fall 2017
 Completed comprehensive examination – Spring 2017

Doctoral Committee Member, Marialuisa Di Stefano, Fall 2015-Spring 2017.
 Completed dissertation defense – Spring 2017
 Completed dissertation proposal – Spring 2016

University Teaching Experience

Educational and Multicultural Foundations (SCED 3210), Utah State University, Spring 2020-Spring 2021

Historical, Social, and Cultural Foundations of Education (TEAL 7300), Utah State University, Summer 2018, Summer 2020.

Research Design and Analysis II (EDUC 7610), Utah State University, Spring 2018-Summer 2018.

Research Design and Analysis I (EDUC 6600), Utah State University, Fall 2017-Current.

Diversity in Education (EDUC 6710), Utah State University, Summer 2017, Summer 2019.

Literature Reviews in Educational Research (EDUC 7060), Utah State University, Summer 2016.

Applied Statistical Analysis (EDUC 6560), Utah State University, Spring 2016-Spring-2017.

Elementary Social Studies Teaching Methods (ELED 4050), Utah State University, Fall 2015-Current.

Exploration into Social Studies Research (LTC 8900), University of Missouri, Summer 2015

Elementary Social Studies (LTC 4260), University of Missouri, Fall 2014-Current

Secondary Social Studies III (LTC 4550), University of Missouri, Fall 2014

Introduction to Schools, Community, and Society (LTC 2040), University of Missouri, 2011-2012, 2014-2015

Introduction to Schools, Community, and Society (LTC 7040), University of Missouri, Summer 2014-2015

Data Collection, Analysis, and Interpretation (AG ED 9510), University of Missouri, Spring 2014, Teaching Internship

Secondary Social Studies II (LTC 4540), University of Missouri, Spring 2014

Secondary Social Studies I (LTC 4530), University of Missouri, Fall 2013

Middle School Social Studies (LTC 4320), University of Missouri, Spring 2013

Introduction to Comparative Politics (PS 2700), University of Missouri, Fall 2010, Teaching Assistant

Service to the University

Tenure Advisory Council Member, Served on the TAC committee for Dr. Andrea Hawkman, Dr. Amanda Taggart, Dr. Katherine Vela,

CEHS Research Council, TEAL representative to the CEHS Research council working to improve the research infrastructure of the college. Fall 2020-Current.

Panelist, CEHS Workshop Series – Answering Research Questions with Quantitative Approaches and publicly Available Data. October, 2020.

Social Studies Masters Co-Coordinator, Fall 2016-Current

Faculty Senate Alternate, Fall 2019-Current.

Quantitative Research Club, Founder of club to support doctoral student quantitative research. Spring 2020.

Search Committee Member, Elementary Education Specialist, Price and Salt Lake City campuses. Fall 2019.

Course Review (TEAL 7300), As chair, worked with a committee to review and update the syllabus for the doctoral course TEAL 7300, *Historical, Social, and Cultural Foundations*. Fall 2019.

Breadth American Institutions Course Review, Reviewed the list of courses and made suggestions to revise list for elementary education major requirements.

- Cultural Studies Brown Bag Speaker**, Presented a research presentation titled “The implications of ideology on how and what teachers teach.” Fall 2018.
- Doctoral Student Writing Initiative**, Worked to develop an initiative to develop doctoral student writing. Co-facilitated a session with Dr. Andrea Hawkman. Spring 2018.
- Elementary Practicum Assessment Task Force**, Worked to develop a common assignment for the new elementary education program. Fall 2017-2018.
- Social Studies Master’s of Education Revision**, Worked with other social studies colleagues to make revisions to the master’s degree program of study. Fall 2017-2018.
- Cultural Studies Faculty**, Assist with admission decisions, program development, and course design related to the cultural studies program. Ongoing.
- Cultural Studies Program Development**, Assisted with the development and creation of the cultural studies doctoral program. Fall 2016-2017.
- Search Committee Member**, Secondary Social Studies Assistant Professor. Fall 2016-Spring 2016.
- Participant**, TEAL Graduate Program Advisory Committee. Fall 2016-Current.
- Participant**, TEAL Level III Articulation Meeting, Fall 2015-Current.
- Task Force Co-Chair**, Explored new CAEP accreditation requirements and assess their fit relative to the current secondary education portfolio requirement. Fall 2015-Spring 2016.

Service to the Field

Leadership

- Board Member**. Committee to organize the Fund for the Advancement of Social Studies Education (FASSE) through the National Council for the Social Studies.
- Task Force Member**, Committee to review publications from the National Council for the Social Studies.
- Editorial Review Board Member**, *Teaching for Citizenship in Urban Schools.*, Castro, A J., Cuenca, A. J., & Williamson, J. Information Age Publishing.
- Exemplary Dissertation Award Reviewer**, Reviewed dissertation for the National Council for the Social Studies exemplary dissertation award. Summer, 2018-2019.
- External Reviewer**, Reviewed materials for new Ph.D. program at University of North Carolina-Charlotte. Spring 2015.
- Chair**, Graduate student forum of the College and University Faculty Assembly of the National Council for the Social Studies, Fall 2014-Spring 2015.
- Vice-Chair**, Graduate student forum of the College and University Faculty Assembly of the National Council for the Social Studies, Fall 2013-Spring 2014.
- Co-Founder**, Supporting Quantitative Understanding, Analysis, and Research in the Social Studies (SQUARSS), 2012.

Conference Participation

- Panel Member** (2017). Invited to serve as a panelist on the topic “Collecting and Analyzing Data: Research Methodologies” at the Graduate Forum of the College and University Faculty Assembly of the National Council for the Social Studies annual conference, San Francisco, CA.
- Discussion Leader** (2016). Citizenship and Civic Education. Contemporary issues dialogue during lunch time discussion sessions within the College and University Faculty Assembly and the National Council for the Social Studies, Washington D. C..

Discussant (2016). Issues in Quantitative Research. Roundtable presentations at the Graduate Forum of the College and University Faculty Assembly and the National Council for the Social Studies, Washington D.C.. Presenters included: Paul Fitchett, Philip VanFossen, Jane Lo, S.G. Grant, Patricia Avery.

Fitchett, P., Grant, S.G., Avery, P., VanFossen, P., Lo, J., **Knowles, R. T. (Moderator)** (2016) Σx_i^2 (SQUARSS*CUFA) = Encouraging conversation on quantitative research, education policy and the social studies, Symposium presented at the College and University Faculty Assembly at the National Council for the Social Studies, Washington, D.C..

Busey, C., Keefer, N., Shear, S., Vickery, A., Woodson, A., **Knowles, R. T. (Moderator)** (2015) *Graduate Forum Panel: The end is just the beginning: A panel of early career scholars share stories from the field.* Keynote Panel for the Graduate Forum of the College and University Faculty Assembly of the National Council for the Social Studies, New Orleans.

Reviewer

Manuscript Reviewer, *Compare: A Journal of Comparative and International Education*

Manuscript Reviewer, *Teaching and Teacher Education*

Manuscript Reviewer, *Journal of Social Studies Research*

Manuscript Reviewer, *Educational Psychology*

Manuscript Reviewer, *Citizenship Teaching and Learning*

Manuscript Reviewer, *Journal of Curriculum Studies*

Manuscript Reviewer, *The Social Science Journal*

Manuscript Reviewer, *Journal of International Social Studies*

Manuscript Reviewer, *Theory and Research in Social Education*

Chapter Reviewer, *Teaching for Citizenship in Urban Schools*

Professional Memberships

Member, National Council for the Social Studies (2011-Present)

Member, International Assembly of the National Council of the Social Studies (2011-Present)

Member, National Association of Multicultural Education (2017-2019)

Member, Comparative and International Education Society, Associated special interest groups: Democratic citizenship education, Large-scale data analysis (2016-Present).

Member, Supporting Quantitative Understanding, Analysis, and Research in the Social Studies (SQUARSS) (2012-2018)

Member, Confucianism, Taoism, and Education Special Interest Group of the American Educational Research Association (2012-2016)

Member, Democratic and Civic Education Special Interest Group of the American Educational Research Association (2012-2016)

Member, College and University Faculty Assembly of the National Council for the Social Studies (2011-Present)

Member, International Society for the Social Studies (2012-2016)

Member, Missouri Council for the Social Studies (2012-2016)

Youth and School Teaching Experiences

Power Hour Teacher, Boys and Girls Club of America, Columbia, MO, Fall 2013-Spring 2014

Teacher, Geography, Global Studies, Macon Middle School, Macon, MO. 2008 – 2009

Teacher, English as a Second Language, Greenwich Language School, Belo Horizonte, Brazil, 2007-2008

Teacher, English as a Second Language, Leewen Foreign Language School, Qingdao, China, 2006-2007

Student Teacher, Economics, Oakland Jr. High School, Columbia, MO, 2006.

Additional Experience Working with Youth

Job Coach/Office Manager, City of Columbia C.A.R.E. Program, Summer 2011

Work Readiness Instructor, GAMM. Inc., Summer 2009

Athletic Coach, Assistant High School Football, Head Middle School Girls Track, Macon, Missouri. 2008-2009

Employment Specialist, Macon County Commission for Developmentally Disabled Citizens, 2007

Other Work Experience

Graduate Assistant, International Center, University of Missouri, Spring 2012 – Spring 2014

Research Assistant, Dr. Antonio J. Castro, College of Education, University of Missouri, Fall 2011, Spring 2014

Research Assistant, Dr. William Horner, Department of Political Science, University of Missouri, Spring 2010

Updated: Summer 2020