

JEANNE MARIE IORIO

EDUCATION

- 2007 Ed.D. Curriculum and Teaching,
Specialization: Early Childhood Education
Teachers College, Columbia University
- 2000 Ed.M. Education
Specialization: Arts and Education, Social Policy and
Administration
Harvard University
- 1994 BS Early Childhood Education
University of Maryland, College Park
- BA Dance
University of Maryland, College Park

TEACHING EXPERIENCE

- 2012-present **Associate Professor**, University of Hawai`i-West Oahu, Division of Education
Courses: Issues, Trends and Leadership in Early Childhood Education;
Administration and Supervision of Early Childhood Programs; Instruction and
Assessment in Early Childhood Education; Social Sciences Practicum (supervision of
students) and Action Research Project; Sustainability in Early Childhood
- 2007-2012 **Assistant Professor**, University of Hawai`i-West Oahu, Division of Education
Courses: Issues, Trends and Leadership in Early Childhood Education;
Administration and Supervision of Early Childhood Programs; Instruction and
Assessment in Early Childhood Education; Social Sciences Practicum (supervision of
students) and Action Research Project; Creative and Performing Arts; Service Learning
- 2006-2008 **Adjunct Instructor**, Teachers College, Columbia University
Course: Principles of Teaching and Learning
- 2006 **Teaching Assistant**, Teachers College, Columbia University
Course: Masters Project, Action Research, Dr. Karen Zumwalt
- 2006 **Teaching Assistant**, Teachers College, Columbia University
Course: Aesthetics and Education, Dr. Maxine Greene
- 2002-2003 **Adjunct Instructor**, University of Central Florida
Courses: Observation and Assessment of Young Children; Supervision of
Student Teachers

PUBLICATIONS

Refereed Journal Articles

- Iorio, J.M. & Adler, S. (Under Review). Progressive education: Past, present, and future: Progressive pedagogies in early childhood education. *International Journal of Progressive Education*.
- Iorio, J.M. & Visweswaraiyah, H. (2012). Crossing Boundaries: A variety of perspectives on preschool stories. *Indo-Pacific Journal of Phenomenology*. 12 (Special Edition).
- Henward, A. & Iorio, J.M. (2011). What's Teaching and Learning got to do with it?: Bills, Competitions, and Neoliberalism in the Name of Reform. *Teachers College Record*, Date Published: August 25, 2011. <http://www.tcrecord.org> ID Number: 16519
- Iorio, J.M. & Visweswaraiyah, H. (2009). Rethinking research: How the teacher's voice creates new understandings of child-adult conversations as aesthetic experiences. *Arts and Learning Journal*, 25(1), pp. 109-129.
- Iorio, J.M. (2008). Conversation as a Work of Art: will it hang in a museum?, *Contemporary Issues in Early Childhood*, 7(3), pp. 297-305. (Reprinted in French, Spanish, Chinese, 2009, International Baccalaureate Organization (IB))
- Iorio, J.M. & Zumwalt, K. (2008). The lost nation: What happened to the children's "Better World"? *Teachers College Record*. Date Published: October 28, 2008 <http://www.tcrecord.org> ID Number: 15427.
- Iorio, J.M. (2006). Rethinking conversation, *Contemporary Issues in Early Childhood*, 7(3), pp. 279-287.

Book Chapters

- Iorio, J.M. (Under Review). "Because I See Myself": Positioning young children as capable. In Johnson, E. (Ed.). *Thinking Beyond the Bounds of Popular Early Childhood Education Practices: Critical Global Perspectives on Children and Schools*. Baltimore, MD: Brookes Publishing.
- Iorio, J.M. & Parnell, W. (In Press). *Action research in early childhood: Connecting theory and practice as agents of change*. NAPAR.
- Adler, S.M. & Iorio, J.M. (2012). Empowering teachers of young children: Moving students from agents of surveillance to agents of change. In J. Faulkner (Ed.), *Disrupting Pedagogies and Teaching the Knowledge Society: Countering Conservative Norms with Creative Approaches*. Hershey: IGI Global.
- Iorio, J.M. & Visweswaraiyah, H. (2010). *Do daddies wear lipstick and other child-teacher conversations exploring constructions of gender*. In T. Jacobson (Ed.), *Gender Perspectives in Early Childhood*, St. Paul, MN: Red Leaf Press.

Invited Book Chapters

- Iorio, J.M. (2012). *Disney, princesses, and the identity of early childhood girls*. In Miller-Spillman, K., Reilly, A., & Hunt-Hurst. *The Meanings of Dress 3rd Ed.* New York City: Fairchild Books.

Book Reviews

Iorio, J.M. (In Press). Book Review: d/Deaf and d/Dumb: A Portrait of a Deaf Kid as a Young superhero.
Contemporary Issues in Early Childhood

Manuscripts in Preparation

Iorio, J.M. & Valente, J. *The art of reading faces: Communication as an inclusive aesthetic experience.*

Gaudelli, W. & Iorio, J.M. *Conversations towards knowing others and me: A comparative study of early childhood and late adolescent interpretations of difference.*

CURRENT RESEARCH

Rethinking child-adult conversation as aesthetic experience (2007-present)

Funded by University Research Council Research Relations Grant, University of Hawai`i system

My doctoral dissertation focused on recognizing the phenomenon of preschool child-adult/teacher conversations as aesthetic experiences and comprehending the influences on adult response within these conversations, revealing the critical relationship between child and adult/teacher. In rethinking the original study, the participating teacher and myself called for a change in power within the teacher-researcher relationship. Emergence of questions included how relationship could be an essential element to child-teacher conversations as aesthetic experiences, if this child-adult conversations as aesthetic experiences could be viewed in another group of students (different from the group of students in the original study), if the presence of a particular teacher encouraged the presence of child-teacher conversation as an aesthetic experience, and if this phenomenon could exist outside of the context and culture of the original study. Adding a second context of a preschool teacher and classroom in Honolulu, Hawaii expanded the research. The research is also being viewed through two other frames – visual culture and communication lenses.

LGBTI & Early Childhood Experiences (2009-present)

Funded by Diversity and Equity Initiative Grant, University of Hawai`i system

In collaboration with Dr. Andy Reilly, University of Hawaii, Dr. Richard Johnson, University of Hawaii, and Dr. Allison Henward, University of Hawaii, John Patrick Onesta, University of Hawaii

Early educators need to understand the consequences of their actions and beliefs when working with LGBTI students. One way is to expose early childhood teachers to verbal histories of adult LGBTI who share their childhood experiences as stories are powerful and transformative. Using interviews, we are creating a documentary for early childhood educators depicting the early childhood experiences of LGBTI adults. The study will include teacher response to the documentary.

Preschool Stories (Research Project, 2008-present)

In collaboration with Hema Visweswaraiyah, University of Denver

Creating ways to share the wonder and thought of a child engaged in an emergent curriculum is often impeded by traditional reports cards. Writing year-long preschool stories based on everyday documentation was an attempt to create a means that reflected the complexity of children's experiences and thought processes within negotiated curriculum as well as the nuances of each individual student and the teachers working as researchers within the preschool community. These stories imply trust between the child and teacher. The teacher trusts the child's experience as the primary data source for the preschool stories and does not look outside the community at pre-constructed assessment tools to understand the life of the child. The purpose of this research is to re-examine preschool stories from the perspectives of the original creator (a head teacher in the preschool), a co-head teacher within the same community, the child featured in the selected stories, and the family of the child. Drawing and collage-making are the primary methodology for data collection.

Action Research Experiences (Research Project, 2009-present)

In collaboration with Dr. Will Parnell, Portland State University

Action research offers the possibility of teachers building theory while simultaneously improving practice. As early childhood professors working with two different populations of teachers, action research is an essential part of our programs, presenting access for teachers to connect theory and practice in supported and genuine teaching situations. Using two different early childhood education populations, we consider the perspectives of the students engaging in action research and our own viewpoints as teacher educators. Using an art-based methodology, the participants and co-researchers create images through collage in an attempt to see multiple perceptions of the action research process.

INVITED LECTURES

Sept 2011 **Guest Speaker**, Portland State University, Helen Gordon Center
Child-teacher Conversations as Aesthetic Experiences

Mar 2005 **Guest Lecturer**, Teachers College, Columbia University
Feb 2004 Course: Multicultural Approaches to Teaching Young Children
Multiculturalism and Diversity in the Preschool Classroom

Oct 2005 **Guest Lecturer**, Teachers College, Columbia University
Oct 2004 Course: Integrated Curriculum in Early Childhood
Oct 2003 *Project Work in the Preschool Classroom – The Train Project, The Ballet Project, The Power Project*

HONORS

2007 Critical Issues in Early Childhood SIG Scholarship Award, AERA

GRANTS

2013 Diversity and Equity Initiative Grant, University of Hawai`i system

2012 Diversity and Equity Initiative Grant, University of Hawai`i system

2012 Travel Award, University of Hawai`i-West Oahu

2011 Travel Award, University of Hawai`i-West Oahu

2011 Travel Award, CTLE, University of Hawai`i-West Oahu

2010 Travel Award, University of Hawai`i-West Oahu

2009 Diversity and Equity Initiative Grant, University of Hawai`i system

2008 Diversity and Equity Initiative Grant, University of Hawai`i system

2008 University Research Council Research Relations Grant, University of Hawai`i system

2008 University Research Council Travel Grant, University of Hawai`i system

2008 Travel Award, University of Hawai`i-West Oahu

- 2007 Travel Grant, Department of Curriculum and Teaching, Teachers College, Columbia University
- 2006 Travel Grant, Department of Curriculum and Teaching, Teachers College, Columbia University
- 2005 Spencer Grant, Teachers College, Columbia University

EXPERIENCE

- 2003-2007 **Preschool Co-Teacher**, Rita Gold Early Childhood Center, Teachers College, Columbia University
Developed preschool negotiated curriculum in an inclusive setting, focused on relationships between children, teachers, families, and environment, used documentation to inform curriculum and practice, team taught with co-teacher and graduate students, mentored graduate students.
- 2005 **Consultant**, Montclair State University Children's Center
- 2001-2003 **Preschool Director & Teacher**, Buena Vista Academy, Windermere, FL
Developed and managed an inclusive preschool program inspired by the municipality schools of Reggio Emilia, Italy, documented and utilized children's questions and comments in an emergent curriculum, created an aesthetic environment, mentored and supported teachers and staff.
- 2000-2001 **Director & Head Teacher**, The Island School, Boca Grande, FL
Administered the curriculum, professional development, policy and procedures at a charter school, developed a curriculum using the Teaching for Understanding Framework, incorporated the project approach, negotiated curriculum and constructivism into an inclusive setting, organized a professional development conference based on The Island School curriculum and the use of Teaching for Understanding, created a Holmes PDS with University of Central Florida.
- 1996-1999 **Education Specialist, Movement Specialist**, Celebration School, Celebration, FL
Created curriculum for multiage, inclusive neighborhood using Multiple Intelligence theory and Teaching for Understanding Framework, designed an arts program including arts teachers in everyday planning, contributed to writing of school philosophy and vision, participated in Holmes PDS partnership with University of Central Florida and Stetson University.
- 1995-1996 **Kindergarten Teacher**, UB Kinsey/Palmview School of the Arts, West Palm Beach, FL
Developed kindergarten curriculum in an arts magnet program.

RESEARCH EXPERIENCE

- 2007-2011 **Evaluator/Researcher**, Hawaii Educational Policy Center (HEPC), University of Hawai'i-Mānoa
Project: Longitudinal Study of Junior Kindergarten/kindergarten Programs, Evaluator

- 2003-present **Assistant Researcher**, Schoolworks Lab Inc/EdSpeak, New York, NY
 Researched various topics related to education and the arts, edited articles as part of the editorial board, wrote grants, collected and analyzed data from arts partnerships and schools, co-authored and authored evaluation reports.
- 2005-2006 **Assistant Researcher**, Teachers College, Columbia University
 Project: Documenting Teaching and Learning in New York City, Dr. Thomas Hatch (sponsored by a Spence Foundation Grant)
- 2004 **Assistant Researcher**, Teachers College, Columbia University
 Project: Elementary School in Oklahoma, Dr. Frances Schoonmaker
- 1999-2000 **Assistant Researcher/Transcriber, Work Study**, Project Zero, Harvard University, Cambridge, MA
- 2000 **Assistant Researcher**, Harvard University
 Project: State of the Arts in Schools Nationwide

RELATED EXPERIENCE

- 2012 **Reviewer**, *International Journal of Progressive Education*
- 2011 **Reviewer**, *Disrupting Pedagogies and Teaching the Knowledge Society: Countering Conservative Norms with Creative Approaches*
- 2008, 2009 **Reviewer**, Early Education/Child Development SIG, AERA
- 2007 – 2011 **Reviewer**, Critical Perspective in Early Childhood SIG, AERA
- 2009 **Reviewer**, *Indo-Pacific Journal of Phenomenology*, Special Issue
- 2005 -- present **Reviewer**, *Contemporary Issues in Early Childhood Journal*
- 2005 **Reviewer, Internship**, *Teachers College Record*

PRESENTATIONS

- Iorio, J.M. & Parnell, W. (2013). *“Lending Lives: Arts-based Educational Research as Imaginative Political Pedagogy: A/r/tography and Action Research: Crisis, Empowerment, and Learning in Early Childhood*. Paper will be presented at American Educational Research Association, San Francisco, CA.
- Iorio, J.M., Reilly, A., Henward, A., Johnson, R., & Onesta, J.P. (2012) *“I would want to support children but I will not encourage such behavior”*: A Critical Examination of Heteronormativity in Early Childhood Programs. Paper presented at American Educational Research Association, Vancouver, BC.
- Henward, A., Holiday, D., Iorio, J. M., Maudlin, J., Sandlin, J. Swadener, E., & Sandlin, J. (2012). *Cultural Studies of Children: Critical Perspectives on Childhoods*. Session presented at American Educational Research Association, Vancouver, BC.

Parnell, W. & Iorio, J.M. (2011). *Collages: A Composition of Meaning in Action Research Experiences*. National Association of Early Childhood Teacher Educators, Orlando, FL.

Iorio, J.M., Reilly, A., Yancura, L., & Onesta, P. (2011). *Imagining Heteronormative Classrooms as Otherwise: LGBTI Adults and their Early Childhood Experiences*. Paper presented at American Educational Research Association, New Orleans, LA.

Iorio, J.M. & Parnell, W. (2011). *Action research and A/r/tography: Crisis, Learning, and Empowerment*. Paper presented at Narrative, Arts-Based, and "Post" Approaches to Social Research Conference, Arizona State University, Tempe, AZ.

Parnell, W., Iorio, J.M., à Beckett, C., and Millan, J. (2010). *Phenomenology Dialogue Panel*. Paper on *Action research and A/r/tography – Lived Experiences of the Researchers* presented as part of a panel at 18th Reconceptualist Education Conference, Dalton, GA.

Iorio, J.M., Visweswaraiah, H. & Bock, J. (2010). *Exploring Two Contexts: The Positioning and Power of Children and Teachers Participating in Child-Teacher Conversations as Aesthetic Experiences*. Paper presented at 18th Reconceptualist Education Conference, Dalton, GA.

Iorio, J.M., Reilly, A. & Yancura, L. (2010). *Oral Histories of LGBT Individuals: Implications for Educators*. Paper presented at Association for Adult Development and Aging, New York, NY.

Iorio, J.M. & Visweswaraiah, H. (2009). *Crossing boundaries: A variety of perspectives on preschool stories*. Paper presented at American Educational Research Association, San Diego, CA.

Iorio, J.M. & Visweswaraiah, H. (2009). *Rethinking research: How the teacher's voice creates new understandings of child-adult conversations as aesthetic experiences*. Paper presented at Hawai'i International Conference on Education, Honolulu, HI.

Adler, S.M. & Iorio, J.M. (2008). *Distance learning in early childhood is a "can do" experience*. Presented at Putting our Keiki First: Get on Board Leadership Symposium & Hawai'i Early Childhood Conference, HAEYC, Honolulu, HI.

Adler, S.M. & Iorio, J.M. (2008). *Professional development opportunities in the UH system*. Presented at Putting our Keiki First: Get on Board Leadership Symposium & Hawai'i Early Childhood Conference, HAEYC, Honolulu, HI.

Iorio, J.M. & Visweswaraiah, H. (2008). *The teacher's perspective: How can teacher's understanding of conversation with children create a deeper understanding of an early childhood community*. Paper presented at American Educational Research Association, New York, NY.

Iorio, J.M. & Visweswaraiah, H. (2008). *Weaving together the power of the teacher and researcher: Rethinking the role of the teacher in research*. Paper presented at 16th Reconceptualist Education Conference, Victoria, British Columbia.

Adler, S.M., Bobilin, S., Chun, R., Iorio, J.M. & Moravcik, E (2007). *Are you as magical as Harry Potter?* Presented at Mindful of the Children: Leadership Symposium & Hawai'i Early Childhood Conference, HAEYC, Honolulu, HI.

Adler, S.M. & Iorio, J.M. (2008). *Professional development opportunities in the UH system*. Presented at Mindful of the Children: Leadership Symposium & Hawai'i Early Childhood Conference, HAEYC, Honolulu, HI.

Iorio, J. M. (2007). *Quality conversations: Rethinking child-adult conversations as aesthetic experiences*. Paper presented at American Educational Research Association, Chicago, IL.

Anderson, D. & Iorio, J. M. (2005). *Wonder and imagination* (website). New York: www.tc.edu/hatch/ji6505/Index.htm. Presented at 13th Reconceptualist Education Conference, Madison, WI.

SERVICE

2012	Search Committee Chair, Assistant/Associate Professor, Educational Foundations, University of Hawaii – West Oahu
2012-2013	Program Committee, 20 th Early Childhood Reconceptualist Conference
2012-2013	AERA, Critical Perspectives in Early Childhood Special Interest Group (SIG) Chair
2011-2013	Faculty Senate, Senator
2011-2012	Budget and Resource Committee
2010-2012	Co-Chairperson, University of Hawai'i Commission on the Status of Lesbian Gay Bisexual Transgender Intersex Equality (LGBTIE)
2010-2012	AERA, Critical Perspectives in Early Childhood Special Interest Group (SIG) Program Co-Chair
2010-2011	Program Committee, 19 th Early Childhood Reconceptualist Conference
2009-2010	Program Committee, 18 th Early Childhood Reconceptualist Conference
2009-2010	Co-Chair of Research Committee for The Gathering (LGBTIE), February 2009
2008-2009	Program Committee, 17 th Early Childhood Reconceptualist Conference
2008-2009	Co-Chair of Research Committee for The Gathering (LGBTIE), April 2009
2008-present	Alternate Delegate, Hawai'i Careers with Young Children (HCYC)
2008-present	Higher Education Committee, Hawai'i Careers with Young Children (HCYC)
2008-present	Non-replication Education Committee, University of Hawai'i System
2008	Talent Show Judge, West Oahu Day

- 2008-present Presenter, Safe Zone Training for University of Hawai`i-West Oahu
- 2007-2008 Faculty Senate
- 2008-2009 Scholarship Committee, Critical Perspectives in Early Childhood SIG, AERA
- 2007-present Commissioner, University of Hawai`i Commission on the Status of Lesbian Gay Bisexual Transgender Intersex Equality (LBGTIE)
- 2007-present Advisor, Gay/Straight Alliance, University of Hawai`i-West Oahu
- 2007-2011 Writing Committee, University of Hawai`i-West Oahu
- 2007 Search Committee for Assistant Professor in Elementary Education, Position No. 76259, 76260, & 76261, University of Hawai`i-West Oahu

ASSOCIATION MEMBERSHIPS

American Educational Research Association
Critical Perspectives in Early Childhood SIG, AERA
Arts and Learning SIG, AERA

TEACHING INTERESTS

Early Childhood
Curriculum and Teaching
Arts and Education
Advocacy in Education
Democratic Schooling
Qualitative Research
Childhood Studies