

Dr. Meta Van Sickle  
86 Wentworth St.  
College of Charleston  
Charleston, SC 29401

### **Sabbatical Proposal Cover Letter**

**Project Title**-Post-conflict education for democracy—Teacher education in Bosnia and Herzegovina, 1995-2010.

**Summary of the Proposed Use of Leave**-With the recent explosion of post-conflict emerging democracies, the need exists to chronicle the evolution and development of teacher education in these countries. Bosnia and Herzegovina (BiH) offers a unique opportunity to examine how teacher education evolves and adapts within the context of massive state-building efforts in a still divided society. This book will analyze teacher education before the collapse of Yugoslavia, teacher education efforts during the war, teacher education during the immediate post-war period, the reestablishment of traditional teacher education, and recent efforts by focusing on issues central to successful teacher education in a democracy. The book will seek to answer two broad questions: What have been the challenges and successes of teacher education in the post-war period? What strategies and policies have promoted effective teacher education?

**Period of Sabbatical Leave Request**-Full year 2013-2014 academic year.

Thank you for considering this request.

Sincerely,

A handwritten signature in blue ink, appearing to read "Brian J. J. J.", is written in a cursive style.

**Sabbatical Proposal: Post-conflict education for democracy—Teacher education in Bosnia  
and Herzegovina, 1995-2010.**

Requested for 2013-14 (Full Year)

Submitted by Brian K. Lanahan  
Department of Teacher Education  
School of Education, Health, and Human Performance

## **Rationale for Sabbatical Release**

With the recent explosion of post-conflict emerging democracies, the need exists to chronicle the evolution and development of teacher education in these countries. Bosnia and Herzegovina (BiH) offers a unique opportunity to examine how teacher education evolves and adapts within the context of massive state-building efforts in a still divided society. This sabbatical release will result in a book manuscript chronicling teacher education before the collapse of Yugoslavia, teacher education efforts during the war, teacher education during the immediate post-war period, the reestablishment of traditional teacher education, and recent efforts by focusing on issues central to successful teacher education in a democracy. The book will seek to answer two broad questions: What have been the challenges and successes of teacher education in the post-war period? What strategies and policies have promoted effective teacher education?

## **Significance of Project**

This study will provide information and analysis to more effectively invest recovery and development funds, recount the personal stories of teacher educators in the post-conflict context, and chronicle the unique story of Bosnian teacher education. The findings will offer an informative case study for policymakers in the international community, particularly in light of the many new post-conflict democracies.

## **Background**

Following the end of communism in Eastern Europe, ethnic tensions surfaced and Yugoslavia fractured. Initially Slovenia, Macedonia, and Croatia in 1991 declared independence, then Bosnia in 1992, later followed by Montenegro in 2006, and finally Kosovo in 2008. By far the most ethnically diverse part of Yugoslavia, Bosnia immediately fell in to civil war between the Bosniaks (Muslims), Croats (Catholics), and Serbs (Orthodox Christians) because as Glenn noted, "Bosnia's national mix ensures that it cannot be divided without war" (1994, p.144). Eventually the Bosniaks and Croats joined forces against the Serbs and in 1995, after several atrocities committed against civilians, the U.S. intervened and the war ended with the signing of the Dayton Peace Accords. Since then, Bosnia and Herzegovina (BiH) has relied on aid from the international community, particularly the U.S., UNESCO, and the European Union (EU). Bosnia has made progress rebuilding while torn between two, "conflicting processes: reconstruction and transition" as well as "trying to move from a state-planned to a free market economy, from recent nationalistic totalitarianism to pluralistic democracy, and from a divided to an open society" (Duilović, 2004, p. 21).

## **Relevant Scholarly Literature**

Education is vital to the success of any form of government (Wiseman et al., 2011) and democracy in particular (Chikoko et al., 2011). In post-conflict democracies education, "has the potential to play a significant role both directly and indirectly in building peace, restoring countries to a positive development path and reverse the damage wrought by civil war" (Buckland, 2005, p. 8). Moreover, education in post-conflict countries is an important tool to decrease discord and encourage reconciliation (Niens & Chastenay, 2008), but unfortunately, the initial quality of education in post-conflict countries is universally poor, "which represents one of the most significant challenges to reconstruction" (World Bank, 2005,

p. 47). At the center of improving educational quality are teachers, “Teachers are the most critical resource in education reconstruction” (World Bank, 2005, p. 49).

In a democracy teacher education must produce, “teachers who can prepare the students in their classrooms to become effective citizens in a democratic society” (Pryor & Pryor, 2005, p. 29). Along with this charge teacher education in post-conflict countries has additional challenges, “as the system has to respond to the training backlog, an influx of untrained teachers, and the limited capacity of the central authorities to coordinate the wide range of private and donor-sponsored training initiatives” (World Bank, 2005, p. 51). Moreover, an acknowledged need exists for research on teacher education in post-conflict democracies to ease the transition (Hahn, 2010), however little formal research has been done on teacher education in post-conflict countries to examine these challenges. For example, teachers in post-conflict countries are asked to prepare students to become active citizens, yet often lack knowledge of how democracy works (Sobe, 2009) and lack training in democratic teaching approaches such as a pupil-centered approach versus a teacher-expert approach (de la Sabionniere, Taylor, & Sadykova, 2009; Freedman et al., 2008).

Since the end of the war education in BiH, like the political situation, has been ruled by ethnic politics (Pasalic-Kreso, 2008). Although teacher education in BiH has made great efforts to adapt to an ever-changing post-conflict landscape, it has largely remained “rather poor, old-fashioned and completely outdated” and “has not changed over the last 12 years” (Duilović, 2004, p. 26). Moreover, it has lagged behind the rest of Europe in quality: “Teaching methods, pedagogy, classroom control, didactic, education foundation and teaching practice amount to only about 10% of the pre-service teacher training, compared to about 50% in EU countries” (Duilović, 2004, p. 26). Much of the trouble is a result of the governance structure of the Dayton Accords, which “created a decentralized, asymmetric, and defective education management system that has undermined unity in educational policies” (Pasalic-Kreso, 2008, p. 361), resulting in a situation where “everything is still done on an ad hoc basis, rather chaotically and offered mainly by different NGOs and the IC” (Duilović, 2004, p. 26). BiH has also struggled to align higher education programs with the rest of Europe as part of the Bologna Process, culminating in students protesting additional years being added to teacher education programs with little promulgation (Lanahan & Phillips, 2012).

## **Conceptual Framework**

This study’s conceptual framework stems from a variety of sources and is based on the concept of ‘education for democracy’, which prepares students to be citizens in a democracy. At the center of ‘education for democracy’ is the teacher and the teacher education he or she receives. If teachers do not receive sufficient and proper training, they will not be able provide an education to prepare students to be citizens in a democracy (Lanahan & McDermott, 2012). Two elements must be present: civics education and democratic teaching methods. Civics education is the values and attitudes children learn in any school concerning government (Dewey, 1937). It is not exclusive to democracies; children attending schools in a monarchy must learn to revere and respect its royalty while children in a theocracy must be indoctrinated into the state religion. Schools in democratic countries must offer a particularly different civics education due to the participatory nature of democracy: “The method of democracy, in as far as it is that of organized intelligence, is to bring these conflicts out into the open where their special claims can be discussed and judged” (Dewey, 1937, p. 79). Civics education in a democracy consists of three components: a curriculum that teaches children how governments work and their roles and

responsibilities, opportunities for students to interact and think democratically while collaborating with others in problem solving and critical thinking, and service projects in which students focus on improving their communities and/or schools (Beane, 2005; Dewey, 1937; Gibson & Levine, 2003; Kahne & Westheimer, 2003). The second element of 'education for democracy' is democratic teaching, a pedagogy that actively models the responsibility of personal participation in collective decision-making and utilizing examples for students which are connected to their lives (Parker, 2003). Popular terms such as *student-centered*, *participatory*, and *collaborative* are often used to describe this pedagogy (Lanahan & Phillips, 2012).

## **Methodology**

As previously stated the study will be guided by two overarching research questions: What have been the challenges and successes of teacher education in the post-war period? What strategies and policies have promoted effective teacher education? Babbie (1983) defined qualitative research as "the non-numerical examination and interpretation of observation for the purpose of discovering underlying meanings and patterns of relationships" (p. 537). The choice of a qualitative design was based on Patton's (1990) assertion that the intent of qualitative research is to "provide perspective rather than truth, empirical assessment of local decision makers' theories of action rather than generation and verification of universal theories, and context-bound explorations rather than generalizations" (p. 491). The study will employ a case study methodology to uncover "both what is common and what is particular about the case" (Stake 1994, p. 238). For this study, a case is defined as a "single bounded system or an instance" (Merriam, 1988, p. 153)—namely, teacher education in BiH from 1995 to 2010.

Data sources will include interviews, observations of instruction, and document analysis based on Patton's (1990) belief that "[q]ualitative methods consist of three kinds of data collection: (1) in-depth, open-ended interviews; (2) direct observation; and (3) written documents" (p. 10). A large proportion of the data analyzed in this study will be generated from interviews as "[d]irect quotations are the basic source of raw data in qualitative inquiry" (Patton, 1990, p. 24). Interview participants will be selected through criterion sampling to review and study all participants, "that meet some predetermined criterion of importance" (Patton, 1990, p. 176)—in this case, individuals actively involved in teacher education in BiH from 1995 to 2010.

Interview questions will seek information on the following topics: governing structures and policies including the Dayton Peace Accords, development of preservice teacher education, development of inservice teacher education, international community involvement in teacher education, and the Bologna Process and EU ascension. Particular questions will specifically focus on events during specific time periods—namely, recovery (1995–1999), development (1999–2006) and EU integration (2006–2010). Interviews will last approximately 90 to 120 minutes. The document analysis will focus on several types of documents, including participants' personal journals and scholarly writings, university-level program curriculums, course syllabi, teacher training inservice agendas and instructional materials, NGO policy and position papers, and education policy documents from the city, cantonal, entity, national, and international levels. Observations will be conducted at the university and K–12 levels and will seek to provide additional data to compare with the data from the interviews and document analysis to create triangulation. The data analysis will consist of a preliminary analysis of selected data sources to identify themes and codes related to the research questions. After verifying identified themes and codes with a second researcher, the entire data set will be analyzed utilizing these themes and

codes. Finally, the coded data will be reduced to the most salient excerpts for inclusion in the manuscript.

### **Location, Feasibility, and Timeframe**

This entire project will be conducted and completed during the 2013–2014 academic year while living in Sarajevo. I spent the 2008–2009 academic year in Sarajevo and found that complete immersion enabled me to effectively focus on research. This project cannot be completed as part of a short-term trip to Bosnia. As noted previously, I have identified 30 individuals who I would like to interview, some of whom have already agreed to be interviewed, including academics and NGO and government personnel. Moreover, I need to visit several archives as well as conduct the aforementioned observations in both university and K-12 classrooms.

I am prepared to conduct this research. I have produced three publications based on my last trip to BiH. I have applied for additional external funding from two sources and have identified seven additional sources I will also apply to. In addition I am close to submitting a literature review manuscript entitled “Bosnian education 1995-2012: Themes and issues,” which focuses on the entire education sector. I have made professional contacts with scholars and NGO and government personnel who have noted the need for this research. I am not a native Bosnian speaker, but have access to translators and have found that many participants are able to conduct interviews in English. I understand the political and other potential limits to my research, including the difficulty of gaining access to participants, documents, and classrooms in the Republika Srpska. I have attempted to make connections with potential participants there.

Unlike my first trip to Sarajevo I will be exclusively focused on teacher education and will not have any teaching obligations or other research foci. I will be able to complete this project during the 2013–2014 academic year. I just completed a co-edited book and have a good idea of how to structure each phase, including data collection, initial analysis, analysis, drafting, follow-up data collection, final drafts, and the editing/publication tasks of formatting and indexing. I have contacted three publishers (Palgrave Macmillan, Information Age, and Peter Lang) about securing a book contract. The results of this project will also be disseminated via conference presentations and papers. In addition, in the future, I also hope to offer my services to the International Community as policies are developed for the many new emerging democracies.

### **Conclusion**

This sabbatical will significantly increase my ability to influence education in post-conflict democracies. I have chosen case study methodology and the ‘education for democracy’ conceptual framework to be able to conduct similar research in other post-conflict countries in the future. When last in BiH, I was struck by the teacher educators’ passion and their personal stories as well as their frustration and the visible inefficiencies and ineffectiveness of certain policies. I believe I can capture the story of teacher education in BiH during the post-war era and use what I learn to positively influence teacher education in BiH and other post-conflict countries in the future.

## References

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- Lanahan, B. K., & McDermott, P. (2012). Post-conflict education for democracy: The case of Sarajevo. *International Journal of Social Education*, 24(2).

- Lanahan, B. K., & Phillips, M. L. (2012). Perspectives on democracy education—The views of preservice teachers in Bosnia and Herzegovina and the United States. *Compare: A Journal of Comparative and International Education*, 1–22.
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**Faculty Summary of Activities  
January 1, 1998–July 31, 2012**

**I. Name and Title**

**Name:** Brian Lanahan  
**Title:** Assistant Professor

**II. Education**

Doctor of Education, Curriculum and Instruction University of Florida, Gainesville, Florida	2006
Masters of Elementary Education University of California at Santa Barbara	2001
Bachelor's of Science, Spanish and Social Science Troy State University, Troy, Alabama	1997

**III. Professional Experience**

2006–Present: Assistant Professor, College of Charleston  
2008–2009: Instructor, International University of Sarajevo  
2008–2009: Fulbright Scholar, University of Sarajevo-Pedagogical Academy  
2003–2006: Graduate Research/Teaching Assistant, University of Florida  
2001–2003: Teacher, Duval County School District, Jacksonville, Florida  
1998–2000: Teacher, Houston Independent School District, Houston, Texas

**IV. Awards and Honors**

Fulbright Scholar, United States State Department, \$44,000, (September 2008–May 2009)  
Alumni Fellowship, University of Florida, \$18,000 Annually, (August 2003-Aug-2006)  
Corps Member, Houston, Texas: Teach for America, (1998-2000)  
Horace Mann League (2007)  
Graduated magna cum laude, University of Florida (2006)  
Graduated magna cum laude, University of California at Santa Barbara (2001)  
Graduated cum laude, Troy State University (1997)

**V. Research and Professional Development**

**Peer-Reviewed Journal Articles**

- McDermott, P., Lanahan, B. K. (2012). Democracy and social justice in Sarajevo's schools. *The Qualitative Report*, 17 (22), 1–27. (College of Charleston)
- Lanahan, B. K., McDermott, P. (In Press). Post-conflict education for democracy: The case of Sarajevo. *International Journal of Social Education*, 24(2). (College of Charleston)
- Lanahan, B. K., & Phillips, M. L. (2012). Perspectives on democracy education—The views of preservice teachers in Bosnia and Herzegovina and the United States. *Compare: A Journal of Comparative and International Education*, 1–22. (College of Charleston)

Lanahan, B. K., Yeager, E. A. (2008). Practicing teachers as elementary social studies methods instructors: Issues in preparing preservice elementary teachers. *Social Studies Research and Practice*, 3(2), 12–28. (College of Charleston)

### **Books**

M. G. Hickey & B. Lanahan (Eds.), (2012). *'Even the janitor is white': Educating for cultural diversity in small colleges and universities*. New York: Peter Lang. (College of Charleston)

### **Book Chapters**

Hickey, M. G., & Lanahan, B. (2012). Introduction: History of multicultural education in the United States. In M. G. Hickey & B. Lanahan (Eds.), *"Even the janitor is white": Educating for cultural diversity in small colleges and universities* (pp. 3–11). New York: Peter Lang. (College of Charleston)

Lanahan, B. K. (2012). Examination of white racial identity in the context of an elementary social studies methods course. In M. G. Hickey & B. Lanahan (Eds.), *"Even the janitor is white": Educating for cultural diversity in small colleges and universities* (pp. 77–92). New York: Peter Lang. (College of Charleston)

M. G. Hickey & B. K. Lanahan (2012). Conclusion. In M. G. Hickey & B. K. Lanahan (Eds.), *"Even the janitor is white": Educating for cultural diversity in small colleges and universities* (pp. 205–207). New York: Peter Lang. (College of Charleston)

Lanahan, B. K., (2009). Teaching about disasters reported in the news. In E. Heilman, *Social Studies and Diversity Education: What We Do and Why We Do It* (pp. 243–245). New York: Teachers College Press. (College of Charleston)

### **Book Reviews**

Lanahan, B. K. & Pinder, M. (2006). International textbook perspectives on United States history. *Theory and Research in Social Education*, 34(2), 287–289. (University of Florida).

### **Unpublished Manuscript**

Lanahan, B. K. (2006). *Practicing teachers as elementary social studies methods instructors: Their beliefs about the issues they encountered in preparing preservice elementary teachers* (Unpublished doctoral dissertation). University of Florida, Gainesville, FL.

### **Other Performances or Exhibitions**

Lanahan, B. K. (2006). Charleston Power Magazine Curriculum Resource Packet. [Curriculum resource pack for The Colonial Dames of America in the State of South Carolina]. (College of Charleston)

Lanahan, B. K. (2011). Forgotten Founder—Charles Pinckney Curriculum Resource Packet. [Curriculum resource pack produced to accompany the ETV documentary “Forgotten Founder—Charles Pinckney” for The Colonial Dames of America in the State of South Carolina]. (College of Charleston)

### **Works-In-Progress**

Lanahan, B. K. *Post-conflict education for democracy—Teacher education in Bosnia, 1995-2010*. Manuscript in preparation. (College of Charleston)

Lanahan, B. K. *Bosnian education 1995-2012: Themes and issues*. *Comparative Review of Education*. (College of Charleston)

## Editorial and Review/Referee Activities

- College and University Faculty Assembly (CUFA). (2009–2013). Invited Manuscript Reviewer or Referee.
- Social Studies Research and Practice. (2008–2013). Invited Manuscript Reviewer or Referee.
- The Journal of Social Studies Research. (2008–2013). Invited Manuscript Reviewer or Referee.

## Research Presentations

- Lanahan, B. K., & Phillips, M. L. (2011, December). Preservice teachers' beliefs about elementary social studies instruction—A rationale for and case study of reflection. National Council for the Social Studies Annual Conference, Washington DC.
- Phillips, M. L., & Lanahan, B. K. (2010, November). *“It is like putting fire in the children’s hands...”*: A comparative case study of preservice teachers' knowledge of and beliefs about democracy education in the United States and Bosnia and Herzegovina. National Council for the Social Studies Annual Conference, Denver, CO.
- Lanahan, B. K. (2010, November). *Putting the pieces together: Innovative field placement models at small colleges and universities*. In Small Colleges and Universities Faculty Forum, National Council for the Social Studies Annual Conference, Denver, CO.
- Phillips, M. L., Lanahan, B. K., & Snyder, A. (2010, October). *Preservice teacher knowledge of and beliefs about democracy education*. South Carolina Council for the Social Studies Annual Meeting, Myrtle Beach, SC.
- Lanahan, B. K. (2010, September). *Post-conflict education for democracy: The case of Sarajevo*. Czech Comparative Education Society Annual Convention, Prague, Czech Republic.
- Lanahan, B. K., & McDermott, P. (2010, May). *Teaching for social justice in Sarajevo*. American Education Research Association Annual Conference, Denver, CO.
- McDermott, P., & Lanahan, B. K. (2009, February). *Civics education in a post-conflict democracy: The case of Sarajevo*. Ethnography in Education Research Forum, Philadelphia, PA.
- Lanahan, B. K., & Phillips, M. L. (2009, November). *Are democratic principles and social justice values evident in Sarajevo's educational system?* National Council for the Social Studies Annual Conference, Atlanta, GA.
- Lanahan, B. K. (2009, November). *Civics and democracy education for kindergarten students: The case of Civitas in Bosnia and Herzegovina*. National Council for the Social Studies Annual Conference, Atlanta, GA.
- McDermott, P., & Lanahan, B. K. (2009, October). *Examining the challenges of teaching for social justice in Sarajevo*. Northeastern Educational Research Association, Rocky Hill, CT.
- Lanahan, B. K. (2007, November). *“I wish I could do that”*: Creating possibilities through collaboration. In Small Colleges and Universities Faculty Forum, National Council for the Social Studies Annual Conference, San Diego, CA.
- Lanahan, B. K. (2007, March). *Progress and Promise—The Memminger Elementary and College of Charleston Partnership 2006–2007*. Making Connections: Educators in Action Conference, Center for Partnerships to Improve Education, Charleston, SC.

## Professional Workshops

- Phillips, M. L., & Lanahan, B. K. (2009, November). *Building effective learning communities through democratic classroom practice*. National Council for the Social Studies Annual Conference, Atlanta, GA.

- Lanahan, B. K. (2009, November). *Reviews of current notable social studies trade books for young people*. National Council for the Social Studies Annual Conference, Atlanta, GA.
- Lanahan, B. K. (2009, November). *K-3 civics education: Yes they can!* National Council for the Social Studies Annual Conference, Atlanta, GA.
- Lanahan, B. K., & Stansell, M. (2007, November). *Podcasting and elementary social studies instruction*. Kappa Delta Pi Biennial Convocation, Louisville, KY.
- Lanahan, B. K. (2007, November). *Podcasting with preservice teachers: Benefits for elementary social studies instruction*. National Council for the Social Studies Annual Conference, San Diego, CA.
- Lanahan, B. K. (2007, October). *Reviews of current notable social studies trade books for young people*. South Carolina Council for the Social Studies Annual Conference, Myrtle Beach, SC.

#### **Chaired and/or Served as a Panel Member**

- Session Chair. (2011, December). *Session 1-5*. National Council for the Social Studies, Washington DC.
- Panel Member. (2009, November). *Learning experiences in a methods course for preservice teachers to examine their racial identities*. In Small Colleges and Universities Faculty Forum, National Council for the Social Studies Annual Conference, Atlanta, GA.
- Panel Member. (2007, December). *Teaching social studies methods in a high-stakes environment*. National Council for the Social Studies Annual Conference, San Diego, CA.

#### **Grants Received from External Sources**

- Lanahan, B. K., (2011–2012). *The Palmetto project: A Teaching U.S. History grant*. Sponsored by Charleston County School District, Federal governmental agency.
- Lanahan, B. K. (2011–2012). *Charles Pinckney curriculum resource packet*. Non-profit/Foundation.

## **VI. Service**

### **Service to International Community**

Fulbright Scholar 2008–2009

### **Service to Community**

Board Member, Charleston County First Steps 2006–2007  
 Co–Chair, Memminger Elementary Partnership 2006–2008  
 Consultant, South Carolina Maritime Foundation 2007  
 Consultant, The Colonial Dames of America in SC 2006–2012  
 Lead Elementary Teacher Educator, Teaching American History Grant 2011

### **Service to Profession**

Chair, Small College and University Faculty Forum (SCUFF) 2011–2012  
 Co–Chair, NCSS Teacher Education Committee 2006–2007  
 Reviewer, *The Journal of Social Studies Research* 2008–Present  
 Reviewer, *Social Studies Research and Practice* 2008–Present

Conference Proposal Reviewer, College and University Faculty  
Assembly (CUFA) of the National Council for the Social  
Studies (NCSS) 2009–Present

**Service to the Teacher Education Department**

Library Committee 2006–2008  
Early Childhood Committee 2006–2008  
2009–Present  
Early Childhood and Elementary M.A.T Committee 2006–2008  
2009–Present  
Search Committee–Early Childhood Subcommittee 2009  
Faculty Research & Development Committee 2009–Present  
Co–Counselor, Kappa Delta Pi 2006–2008  
2009–Present

**School of Education, Health, and Human Performance**

Teacher Education Council (Chair) 2012–Present  
Faculty Evaluation Committee 2006–2007

**College of Charleston**

Undergraduate Research and Creative Activities Grant Reviewer 2009–Present  
Faculty Senate 2009–Present  
Student Fulbright Campus Review Panel 2009–Present  
Student Affairs and Athletics Committee (Chair) 2012–Present

**VII. Academic Advising**

38 assigned majors (2011-2012).  
39 assigned majors (2010-2011).  
27 assigned majors (2009-2010).

**VIII. Consulting**

Technical/Professional Work, South Carolina Maritime Foundation, Pro Bono. Curriculum  
Materials Development. (January 2007–April 2008).  
Technical/Professional Work, Colonial Dames of South Carolina. Curriculum Materials  
Development. (January 2006–April 2012).