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,
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 Glenny 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 Sablonniere, 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” (Dušović, 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” (Dušović, 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” (Dušović, 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 to 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 indentified 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


Faculty Summary of Activities

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

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

**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**


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)


**Book Reviews**


**Unpublished Manuscript**


**Other Performances or Exhibitions**


**Works-In-Progress**

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

Editorial and Review/Referee Activities

College and University Faculty Assembly (CUFA). (2009–2013). Invited Manuscript Reviewer or Referee.


Research Presentations


Professional Workshops


Lanahan, B. K., & Stansell, M. (2007, November). *Podcasting and elementary social studies instruction.* Kappa Delta Pi Biennial Convocation, Louisville, KY.


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


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.


**Grants Received from External Sources**


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

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