

CURRICULUM VITAE

Gary Fertig, Professor
School of Teacher Education
College of Education and Behavioral Sciences
UNIVERSITY OF NORTHERN COLORADO

Education:

<u>YEAR</u>	<u>DEGREE</u>	<u>INSTITUTION</u>	<u>DISCIPLINE</u>
1994	Ph.D.	University of Wyoming	Curriculum & Instruction
1988	B.A.	University of Wyoming	Elementary Education
1986	M.A.	University of Wyoming	Sociology
1982	B.A.	University of Wyoming	Anthropology

Professional Experience:

<u>YEARS</u>	<u>DEGREE LEVEL</u>	<u>INSTITUTION</u>	<u>EXPERIENCE</u>
1995-2010	Professor	University of Northern Colorado	School of Teacher Education
1992-1994	Doctoral Student	University of Wyoming	Graduate Assistant
1988-1992	Elementary Teacher	Garden City, KS Public Schools	Sixth-grade teacher
1984-1988	Bachelor's Degree Master's Degree	University of Wyoming	B.A. Education M.A. Sociology
1982-1984	Post Graduate Work	Arizona State University	Anthropology
1972-1982	Bachelor's Degree	University of Wyoming	B.A. Anthropology

Professional Organizations:

ACEI – Association for Childhood International
NCSS – National Council for the Social Studies
CCSS – Colorado Council for the Social Studies

Areas of Specialization:

Social Studies Teacher Education – history, geography, economics, and democratic citizenship – with special interests in the integration of social studies and mathematics education, and how young learners acquire knowledge of skills and content related to the disciplines of sociology, anthropology, United States and World History.

Research Interests and Activities:

My research focuses on identifying and clarifying the cognitive and affective processes by which children construct meaningful interpretations of history, society, and culture. In regard to the discipline of history, research is devoted to exploring how students develop historical thinking skills in the process of acquiring historical content knowledge. I investigate how young learners engage in chronological reasoning, identify causes and effects of events, use historical evidence to learn about the meaning of groups and institutions from multiple perspectives, and evaluate the historical significance of issues and events that took place in the past and their relevance to people and society in the present.

Publications – Journal Articles – Not Peer Reviewed:

Fertig, Gary & Rick Silverman (2009). Creating Biography Webs to Investigate Individuals' Historical Contexts. *Social Education*, 73(5), 244-246.

Fertig, Gary (2008). Using Biography to Help Young Learners Understand the Causes of Historical Change and Continuity. *The Social Studies*, 99(4), 147-154.

Silverman, Fredrick, L., Gary H. Fertig, Jennifer Harding-DeKam, & Susan Conklin-Thompson (Fall 2007). Advancing Equity and High Quality Mathematics Education with Actions Drawn from Ethnomathematics. *Noticias de Todas: Mathematics for ALL*, 3(2), 1-3.

Silverman, Fredrick, L., Jennifer Harding-DeKam, Gary H. Fertig, & Susan Conklin-Thompson (Spring 2007). Actions for Productive Citizenship and A Better World through Inclusive Teaching and Learning of Mathematics. *Colorado Mathematics Teacher*, 40(1), 14-17.

Fertig, Gary (2005). Using Historical Biography to Learn about the Character of Social Justice. *Social Studies Review*, 45(1), 60-64.

Fertig, Gary (2005). Teaching Elementary Students How to Interpret the Past. *The Social Studies*, 96(1), 2-8.

Fertig, Gary (2005). Connecting with Our Pioneer Past: Letters from the Homestead. *Social Education*, 69(5), 263-268.

Fertig, Gary (2001). Achieving Equity on the Great Plains: Women's Rights and the Homestead Act of 1862. Published as an *ERIC Document*, ED 448-096.

Fertig, Gary & Rick Silverman (2000). Practicing Democracy in Middle Level Groups. *Illinois Schools Journal*, 79(2), 61-74.

Silverman, R., Gary Fertig & Cindi Loper (1996) Math: Where You Least Expect It. *Colorado Mathematics Teacher*, 29(3), 10-11.

Publications – Journal Articles – Peer Reviewed:

Fertig, Gary & Rick Silverman (2007). Walking and Talking Geography: A Small-World Approach. *Social Studies and the Young Learner*, 20(2), 15-18.

Fertig, Gary, Jennifer Rios-Alers & Kelly Seilbach (2005). What's Important about the Past: American Fourth Graders' Interpretations of Historical Significance. *Educational Action Research*, 13(3), 435-451.

Fertig, Gary (2003). Using Biographies to Explore Social Justice in U.S. History. *Social Studies and the Young Learner*, 16(1), 9-12.

Fertig, Gary (2001). Hard Times and New Deals: Teaching Fifth Graders about the Great Depression. *Social Education*, 65(1), 34-40.

Fertig, Gary (1999). Developing Immigration Policy for the 21st Century. *The New Zealand Journal of Social Studies*, 8(2), 36-41.

Fertig, Gary (1997). Bicycle Technology: Group Decision Making in the Classroom. *Social Studies and the Young Learner*, 10(1), 22-25.

Fertig, Gary (1996). Investigating the Process of Culture Change from an Anthropological Perspective. *The Social Studies*, 87(4), 165-170.

Fertig, Gary (1994). Teaching Collaborative Skills to Enhance the Development of Effective Citizens. *Southern Social Studies Journal*, 21(1), 53-64.

Publications – Book Chapters:

Fertig, Gary (2009). Using Photographs to Interpret the Past. In *Telling Stories with Photo Essays: A Guide for PreK-5 Teachers*, by Susan Conklin Thompson and Kayenta Williams, (pp. 103-112). Thousand Oaks, CA: Corwin, a SAGE Company.

Fertig, Gary (2007). Teaching History and Social Studies to Young Children. In O.N. Saracho and B. Spodek, Eds., *Contemporary Perspectives on Social Learning in Early Childhood Education* (pp. 199-215). Charlotte, NC: Information Age Publishing.

Professional Presentations:

Biography Context Webs for Integrating Mathematics and Social Studies. Presented at the 2009 Annual Conference of the *Colorado Council of Teachers of Mathematics*, Denver, Colorado, with Dr. Rick Silverman, October 9th, 2009.

Using Biography Webs to Encourage Historical Thinking. Presented at the 2009 *Colorado Council for the Social Studies* Conference with Dr. Rick Silverman, Denver, Colorado, April 10th, 2009.

Using Biography Webs to Engage Students in Historical Thinking. Presented at the 88th Annual Conference of the *National Council for the Social Studies* with Dr. Rick Silverman, November 14-16, 2008, Houston, Texas.

It's about time: Using Biography and Timelines to Learn about the Past. Presented at the 2008 *Colorado Council for the Social Studies* Conference in Denver, Colorado, April 11th, 2008.

Learning Mathematics and Social Studies Through a Pioneer Homestead Simulation. Presented at the 2007 Annual Conference of the *Colorado Council of Teachers of Mathematics*, Denver, Colorado, with Dr. Rick Silverman.

Developing Hands-On Projects to Promote Reading and Writing Using Historical Biography. Presented at the Rocky Mountain / Great Plains Regional Social Studies Conference (*National Council for the Social Studies*), April 12-14, 2007, Albuquerque, New Mexico.

Using Historical Biography to Promote Reading, Writing, and Research. Presented at the *Colorado Council for the Social Studies* Conference, March 9, 2007, Denver, Colorado.

Actions for Productive Citizenship and a Better World through Inclusive Teaching and Learning of Mathematics. Presented at the 2006 Annual Conference of the *Colorado Council of Teachers of Mathematics*, Denver, Colorado, in collaboration with Drs. Rick Silverman, Jennifer Harding-DeKam and Susan Thompson.

The Pioneer Homestead Experience: A Simulation for the Elementary Grades. Presented at the 85th Annual Conference of the *National Council for the Social Studies* with Dr. Rick Silverman, November 17-20, 2005, Kansas City, Missouri.

Using Photographs as a Primary Source for Teaching Community History and Effective Citizenship. Presented at the Rocky Mountain / Great Plains Regional Social Studies Conference (*National Council for the Social Studies*), April 14-18, 2005, Denver, Colorado.

Connecting with Our Pioneer Past. Presented at the *Colorado Council for the Social Studies* Conference, April 15, 2004, Denver, Colorado.

Lessons From Children. Presented at The 83rd Annual Conference of the *National Council for the Social Studies* with Dr. Rick Silverman as members of the Early Childhood / Elementary SIG November 14-16, 2003, Chicago, Illinois.

Reading and Writing History. Presented at the *Colorado Council for the Social Studies* Conference, April 12, 2002, Denver, Colorado.

Designing Standards-Based Tasks and Rubrics to Evaluate Teacher Candidate Performance. Presented with Dr. Carolyn Edwards to COE faculty at UNC, March 14, 2002. Sponsored by the Center for Collaborative Research in Education.

Children as Storytellers: Sharing Historical Narrative with Peers. Presented with Dr. Lynne Blackburn at the Rocky Mountain / Great Plains Regional Social Studies Conference (*National Council for the Social Studies*), March 8-10, 2002, Las Vegas, Nevada.

When You Were Born: Connecting the Past and Present by Building a Model Community. Presented with Drs. Lynne Blackburn and Rick Silverman at The 80th Annual Conference of the *National Council for the Social Studies*, November 17-19, 2000, San Antonio, Texas.

Achieving Equity on the Great Plains: Women's Rights and the Homestead Act of 1862. Presented at The 80th Annual Conference of the *National Council for the Social Studies* as a member of the Early Childhood / Elementary SIG November 17-19, 2000, San Antonio, Texas.

How Do Fourth Graders Assign Historical Significance to People, Places, and Events in Colorado History? Presented at the *Rocky Mountain / Great Plains Regional Social Studies Conference* (National Council for the Social Studies), April 13-15, 2000, Denver, Colorado.

Integrating Mathematics and Social Studies in Elementary School and Teacher Education. Presented at the 77th Annual Meeting of the *National Council of Teachers of Mathematics*, April 22-24, 1999, San Francisco, California.

Helping Young Learners Understand the Great Depression in America. Presented at the *Colorado Council for the Social Studies* Conference, April 16, 1999, Denver, Colorado.

Collecting Historical Evidence to Interpret the Past. Presented at the 78th Annual Conference of the *National Council for the Social Studies*, November 20-23, 1998, Anaheim, California.

From Immigrant to Citizen: Understanding Patterns of Change Over Time. Presented at the 77th Annual Conference of the *National Council for the Social Studies*, November 20-23, 1997, in Cincinnati, Ohio.

Using Primary Sources to Teach History. Presented at the 76th Annual Conference of the *National Council for the Social Studies*, November 22-25, 1996, Washington, DC.

Teaching Participatory Skills to Increase Students' Involvement During Groupwork in Social Studies. Workshop presented at the *Rocky Mountain / Great Plains Regional Social Studies Conference*, Denver, Colorado, April 1996.

A Fad That Lasted: The Bicycle and its Social and Environmental Impact. A curriculum unit developed for and presented at the *Rocky Mountain / Great Plains Regional Social Studies Conference*, Salt Lake City, Utah, April 1993.

Teaching for Geographic Literacy and the Five Themes. Paper presented at the Wyoming IRA, *International Reading Association*, Cheyenne, Wyoming, October 1992.

Grants Awarded:

SPARC Faculty Research and Publications Board (FRPB), Grant awarded November, 2003. Funding used to investigate how fourth graders develop historical understanding related to "Connecting With Our Pioneer Past". Research conducted in collaboration with two partner school faculty in the Greeley-Evans School District.

CCORE Grant, awarded in 2002, "Exploring the Character of Social Justice and Democracy through Historical Biography". In collaboration with the fifth-grade teachers at Jackson Elementary School, this funding was used to implement curriculum I developed to integrate American history and language arts education.

SPARC Faculty Research and Publications Board (FRPB), Grant awarded November, 1999. Funding used to conduct an investigation of how fourth graders assign historical significance to people and events in Colorado history. Research conducted in collaboration with two partner-school faculty in the Greeley-Evans School District.

CCORE Grant, awarded in 1998. In collaboration with two fifth-grade teachers in the Greeley-Evans School District, this funding was used to implement curriculum that I developed for teaching elementary students about The Great Depression in America, 1929-1941.

New Faculty Research Mini-Grant, awarded in 1997. Funding used to conduct research at the UNC Laboratory School. An Exploratory Study of 17 Middle-School Students' Knowledge and Attitudes toward Homeless People.

Courses Taught:

- EDEL 430: Learning About Teaching and Learning. Elementary Teacher Education Program. ELED PTEP.
- EDEL 450: Integrated Methods of Social Studies and Mathematics. ELED PTEP.
- EDEL 453: Integrated Methods of Mathematics and Social Studies. Capstone Project Seminar for ELED PTEP.

- EDEL 470: Elementary School Social Studies Methods. ELED PTEP.
- EDFE 503: Alternative Models of Teaching and Assessment. Interdisciplinary Master's Degree Program (Fall, 1996 and Spring, 1997).
- EDEL 550: Social Studies Methods for Elementary School Teachers. Post Baccalaureate Licensure Program in Elementary Education.
- EDEL 610: Teacher Research in the Elementary School. M.A.T. Program In Elementary Education.
- EDEL 612: Elementary School Curriculum. M.A.T. Program in Elementary Education.
- EDEL 650: Researched Applications for Instruction in Social Studies. M.A.T. Program in Elementary Education.
- EDEL 755: Social Studies Research Methods. Doctoral Seminar.

Doctoral Committees: I served, or am currently serving, on the following doctoral committees as a Faculty Representative, Committee Member, Co-Chair, or Chair:

Bonnie Hamilton – Co-chair with Dr. Harding-DeKam. In progress.

Michelle Johnstone – Faculty Representative (ELPS) In progress.

Linda Reid – Co-chair with Dr. Linda Button. Graduated Fall 2009.

Nowel Ling Sun, College of Education and Behavioral Sciences / School of Teacher Education, “Multiple Case Studies of Elementary English Teachers’ Implementation of the Grade 1-9 English Curriculum in Taiwan” August 2007. (Chair)

Sasithorn Changpakorn, College of Education and Behavioral Sciences / School of Teacher Education, “An Investigation of Thai Teachers’ Use of Questions to Enhance Students’ Thinking Skills in Reading Comprehension” May 2007. (Co-chair)

Ya-Li Lai, College of Education and Behavioral Sciences / School of Teacher Education, “Using Comprehension Strategy Instruction with English Language Learners: Insights from Three Elementary School Classrooms” December 2006. (Co-chair)

Linda Kay Lilienthal, College of Education and Behavioral Sciences / School of Teacher Education, “A Case Study of Preservice Elementary Teachers’ Reading Content Knowledge” December 2006. (Chair)

Urairat Sumreungwong, College of Education, “Preservice Elementary Teachers’ Attitudes Toward the Characteristics and Needs of Gifted Children” December 2003. (Co-chair)

Chi-Cheng Wu, College of Education, “The Use of American Children’s Literature with College Level Students in Taiwan and its Effects on Attitudes Toward Reading in English and Progress in English” May 2000. (Committee Member)

Guei-Ying LinOu, College of Education, “The Effects of Intergenerational Programs on the Life Satisfaction of Nursing Home Residents in Northern Colorado” May 2000. (Co-chair)

Cheng-Li Wang, College of Education, “Elementary School Teachers’ Attitudes Toward an Interdisciplinary Curriculum in Taiwan, Republic of China” May 2000. (Co-chair)

Mei-Yin Lin, College of Education, “A Comparative Analysis of Parent-Child Relationships and Life Adjustment in Children from Single- and Two-Parent Families in Taiwan” May 1999. (Committee Member)

Kuo-yen Chen, College of Education, “An Analysis of the Nature and Content of Fifth and Sixth Grade Social Studies Textbooks in the Republic of China” May 1997. (Committee Member)