

Publications for Matthew AM Thomas

2018

Thomas, M. (2018). 'Policy embodiment': Alternative certification and Teach For America teachers in traditional public schools. *Teaching and Teacher Education*, 70, 186-195. [More Information]

2017

Thomas, M. (2017). "Good intentions can only get you so far": Critical reflections from Teach For America corps members placed in special education. *Education and Urban Society*, Online first. [More Information]

Lefebvre, E., Thomas, M. (2017). 'Shit shows' or 'like-minded schools': Charter schools and the neoliberal logic of Teach For America. *Journal of Education Policy*, 32(3), 357-371. [More Information]

Thomas, M., McCormick, A. (2017). Exploring equity gaps in education: Toward unity, not uniformity. *International Education Journal*, 16(3), 1-4.

Thomas, M., Salema, V. (2017). Learning about teaching: A collaborative research exploration of learner-centered pedagogy in Tanzania. In C. Smith & K. Hudson (Eds.), *Faculty development in developing countries: Improving teaching quality in higher education*, (pp. 64-85). New York: Routledge.

Thomas, M. (2017). Research capacity and dissemination among academics in Tanzania: Examining knowledge production and the perceived binary of 'local' and 'international' journals. *Compare: a journal of comparative and international education*, Online first. [More Information]

Shah, R., McCormick, A., Thomas, M. (2017). Shifting tides: Reflecting on regional aspects of our roles as comparative and international educators. *International Education Journal: Comparative Perspectives*, 16(3), 49-68. [More Information]

Thomas, M., Lefebvre, E. (2017). The dangers of relentless pursuit: Teaching, personal health, and the symbolic/real violence of Teach For America. *Discourse: Studies in the Cultural Politics of Education*, Online first. [More Information]

2015

Wilkinson, M., Thomas, M., Heyman, C., Bartlett, L., Godbole, P., Hodge, S., Naidu, S., Switzer, T., Vavrus, F. (2015). *Capturing Quality, Equity & Sustainability: An Actionable Vision with Powerful Indicators for a Broad and Bold Education Agenda Post-2015*, April 2015, (pp. 1 - 55). New York, United States of America: Open Society Foundations.

Thomas, M. (2015). Comparing education with educators: Exploring the utility and sustainability of comparative education coursework for future teachers. *6th Annual Gulf Comparative Education Society Symposium (GCES 2015)*, Dubai: Gulf Comparative Education Society.

Chipindi, F., Thomas, M. (2015). Using applied research to inform policy and practice: How can information be put into action? The Zambian Experience. *59th Annual Conference of the Comparative and International Education Society (CIES 2015)*, Washington: Cornell University.

Thomas, M. (2015). Who is Angela Merkel and why are we here?: Towards a teacher-focused comparative education pedagogy. *59th Annual Conference of the Comparative and International Education Society (CIES 2015)*, Washington: Cornell University.

2014

Thomas, M. (2014). Asymmetrical Power Relations Between International Researchers: The Complicated Process of Analyzing, Negotiating, and Describing Research Findings in Collaborative Pairs. *2014 Annual Meeting of the American Anthropological Association*, Washington: American Anthropological Association.

Thomas, M. (2014). Book Review: Destination: Teach for America: Building leadership, mastering the application, acing the interviews, by Whitman, J. *Education and Urban Society*, 48(5), 527-529. [More Information]

Thomas, M., Thomas, C., Lefebvre, E. (2014). Dissecting the teacher monolith: Experiences of beginning basic school teachers in Zambia. *International Journal of Educational Development*, 38, 37-46. [More Information]

2013

Thomas, M. (2013). 'Tracking changes' in research capacity in the global South: International research collaborations and the 'advancement' of educational research in Tanzania. *57th Annual Conference of the Comparative and International Education Society (CIES 2013)*, New Orleans: Comparative and International Education Society.

Thomas, M., Rugambwa, A. (2013). Gendered aspects of classroom practice. In Frances Vavrus, Lesley Bartlett (Eds.), *Teaching in tension: International pedagogies, national policies, and teachers' practices in Tanzania*, (pp. 133-148). Rotterdam: Sense Publishers.

Bartlett, L., Bermeo, M., Boniface, T., Mogusu, E., Ngarina, D., Rugambwa, A., Salema, V., Thomas, M., Vavrus, F., Webb, T. (2013). International collaboration: Processes, benefits, tensions, and conclusions. In Frances Vavrus, Lesley Bartlett (Eds.), *Teaching in tension: International pedagogies, national policies, and teachers' practices in Tanzania*, (pp. 169-193). Rotterdam: Sense Publishers.

Thomas, M. (2013). Teach for America corps members' perspectives on teacher preparation programs: Becoming "legitimate" by doing time. *AERA 2013 Annual Meeting*, San Francisco: AERA.

Rugambwa, A., Thomas, M. (2013). Teachers' conceptualizations and practices of inclusion. In Frances Vavrus, Lesley Bartlett (Eds.), *Teaching in tension: International pedagogies, national policies, and teachers'*

practices in Tanzania, (pp. 115-131). Rotterdam: Sense Publishers.

2012

Thomas, M. (2012). Utilizing the arts as effective platforms for peace education: Teaching about South Africa's anti-apartheid movement through its music. *Peace Studies Journal*, 5(2), 22-50. [More Information]

Thomas, C., Thomas, M. (2012). Zambian teachers' perceptions of expert teaching: Resourcefulness, punctuality, and sobriety. *International Journal of Qualitative Studies in Education*,

25(5), 583-600. [More Information]

2011

Vavrus, F., Thomas, M., Bartlett, L. (2011). *Ensuring quality by attending to inquiry: Learner-centered pedagogy in sub-Saharan Africa*. Addis Ababa, Ethiopia: International Institute for Capacity Building in Africa, UNESCO. [More Information]

Thomas, M., Rugambwa, A. (2011). Equity, power, and capabilities: Constructions of gender in a Tanzanian secondary school. *Feminist Formations*, 23(3), 153-175. [More Information]

Thomas, M. (2011). Frances Vavrus. In M. Manzon (Eds.), *CIEclopedia: Who's who in comparative and international education studies*. Singapore: National Institute for Education (NIE). [More Information]

Lihwa, F., Johnstone, C., Thomas, M. (2011). Kuchota maji: Educational effects and community perceptions of girls' workload in rural Tanzania. *55th Annual Conference of the Comparative and International Education Society (CIES 2011)*, Montreal: CIES.

2010

Thomas, M., Vavrus, F. (2010). Lessons from Teaching in Action: Developing, implementing, and sustaining a teacher-training professional development program. In M. F. Desforjes & P. Vumilia-Lyimo (Eds.), *Supporting quality education in East Africa: V.M.M. partnership programmes*, (pp. 135-151). Liverpool: Hope University Press.

Thomas, M. (2010). Pedagogies and reality shows in Africa: Secondary school teachers' new roles in an increasingly globalized world. *54th Annual Conference of the Comparative and International Education Society (CIES 2010)*, Chicago: CIES.

2009

Thomas, C., Thomas, M. (2009). Early childhood care and education in Zambia: An integral part of educational provision? *Current Issues in Comparative Education*, 11, 6-14.

Thomas, M. (2009). Zambian teachers' perceptions of expert teaching: Resourcefulness, punctuality, and sobriety. *53rd Annual Conference of the Comparative and International Education Society (CIES 2009)*, Charleston: CIES.