

# 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. <a href="http://dx.doi.org/10.1016/j.tate.2017.11.011">[More Information]</a>

Thomas, M., Yehle, A. (2018). A framework for enacting the meta-pedagogy method in teacher education: What, why, where, when, and how. In A. E. Lopez & E. L. Olan (Eds.), *Transformative pedagogies for teacher education: Moving towards critical praxis in an era of change*, (pp. 51-68). Charlotte, NC: Information Age Publishing.

Thomas, M., Mockler, N. (2018). Alternative routes to teacher professional identity: Exploring the conflated sub-identities of Teach For America corps members. *Education Policy Analysis Archives*, 26(6), 75-86. <a href="http://dx.doi.org/10.14507/epaa.24.2419">[More Information]</a>

Thomas, M., Mockler, N. (2018). Alternative routes to teacher professional identity: Exploring the conflated sub-identities of teach for America corps members [Rotas alternativas e caminhos para a identidade profissional dos professores: Explorando as diversas identidades dos membros Teach For America] [Rutas alternativas y caminos hacia la identidad profesional de los maestros: Explorando las identidades diversas de los miembros de Teach For America]. *Education Policy Analysis Archives*, 26. <a href="http://dx.doi.org/10.14507/epaa.26.3015">[More Information]</a>

## 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. <a href="http://dx.doi.org/10.1177/0013124517713604">[More Information]</a>

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. <a href="http://dx.doi.org/10.1080/02680939.2017.1280184">[More Information]</a>

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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. <a href="http://dx.doi.org/10.1080/03057925.2017.1318046">[More Information]</a>

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. <a href="https://openjournals.library.sydney.edu.au/index.php/IEJ">[More Information]</a>

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. <a href="http://dx.doi.org/10.1080/01596306.2017.1311298">[More Information]</a>

## 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.

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## 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.

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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. <a href="http://dx.doi.org/10.1016/j.ijedudev.2014.05.006">[More Information]</a>

## 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*

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## 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. <a href="http://issuu.com/icasonlinepublications/docs/psjvol5issue2/7?e=0">[More Information]</a>

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. <a href="http://dx.doi.org/10.1080/09518398.2011.605077">[More Information]</a>

## 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. <a href="http://unesdoc.unesco.org/images/0021/002160/216063e.pdf">[More Information]</a>

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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.

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