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EDUCATIONAL BACKGROUND

1993: Ph.D., Social Foundations of Education, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599. Dissertation title: To Be "The Best School in Town": An Historical Study of Two Southern Elementary Schools.

1987: M. A. T., Social Studies, University of North Carolina at Chapel Hill.

1977-1978: Certification in secondary social studies, Indiana University at South Bend, South Bend, IN.

1975: B. A., History (emphasis in Latin American studies), University of Notre Dame, Notre Dame, IN.

1971-1972: Studied at La Universidad de Anahuac, Mexico City, Mexico.

POST-DOCTORAL EDUCATION

May, 2005: Summer Institute: Teaching and Learning with Technology

May, 2002: Summer Institute: Teaching and Learning with Technology

February, 2002: Workshop, Columbia, SC: N5 & Nvivo Qualitative programs, conducted by Dr. Lyn Richards, co-developer of the software

May, 2001: Workshop: College of Education with Dr. Lisa Grable and others – Wolfware, Dreamweaver, and WebCt. All have been used in teaching my classes.

PROFESSIONAL INTERESTS

Social Foundations: History, Anthropology, and Philosophy of Education;
Comparative Education

Research and Evaluation: Qualitative research methods; Oral history; Educational program evaluation

Teaching with technology

TEACHING

Visiting Assistant Professor, North Carolina State University, 1993 - 2000

Lecturer, North Carolina State University, 2000 – 2005

Teaching Assistant Professor, 2006-Present

Fall, 2008: ELP 344 School and Society (3 sections, two online)

Summer, 2008: ELP 344 School and Society (online)

Spring, 2008: ELP 344 School and Society (3 sections, two online)

Fall, 2007: ELP 344 School and Society (3 sections, one online)

Summer, 2007: ELP 344 School and Society (online)

Spring, 2007: ELP 344 School and Society (2 sections, both online)

ELP 737 Advanced Qualitative Applications

Fall, 2006: ELP 344 School and Society (3 sections, one online).

Summer, 2006: ELP 344 School and Society (online)

Spring, 2006: ELP 344 School and Society (2 sections, one online).

ELP 736: Qualitative Research in Educational Leadership and Policy Analysis

Fall, 2005: ELP 344, School and Society (3 sections, one online).

Spring, 2005: ELP 344, School and Society (undergraduate Foundations of Education class - emphasis on the history of education in America and current cultural and political issues in education). (3 sections).

Fall, 2004: ELP 344, School and Society (3 sections).

Spring, 2004: ELP 344, School and Society (2 sections).

Fall, 2003 – Spring, 2004: developed and taught ED 296, Child Advocacy, a new course for Students Advocating for Youth (SAY), a new Freshman year Living and Learning Program. This involved co-curricular activities, contacting major state and local advocates for youth as guest speakers, and regular contacts with students informally and in dorm office hours. (2 sections).

Fall, 2003 – Spring, 2004: Mentored (with Ken Brinson) Ms. Cameron Wells, who won an Undergraduate Research Award to support her research arising from her work in ELP 344.

Fall, 2003: ELP 344, School and Society (2 sections).

ELP 895: Doctoral dissertation direction (2 students)

Summer, 2003: ELP 895, Doctoral dissertation direction (1 student).

Spring, 2003: ELP 344, School and Society (2 sections).

ELP 737: Advanced Qualitative Applications in School Leadership

ELP 895: Doctoral dissertation direction (2 students).

ELP 851: Doctoral internship supervision (2 students).

Fall, 2002: ELP 344, School and Society (2 sections).

ELP 736: Qualitative Research in Educational Leadership and Policy Analysis

Spring, 2002: ELP 344, School and Society (2 sections).

ELP 737: Advanced Qualitative Applications in School Leadership (2 sections – 001 & 601 [distance course]).

2001-2002: Faculty mentor (with Anthony Rolle), for Ms. Meredith Noyes who won

an Undergraduate Research Award from a project started in ELP 344, and presented her research at the UGR Symposium, April 18, 2002.

Fall, 2001: ELP 344, School and Society (2 sections).
ELP 736: Qualitative Research in Education and Policy Analysis

Summer II, 2001: ELP 344, School and Society

Spring, 2001: ELP 344, School and Society.
ELP 736: Qualitative Research in Education and Policy Analysis
ELP 597A, Advanced Qualitative Research.

Fall, 2000: ELP 344, School and Society (2 sections).
ELP 736: Qualitative Research in Education and Policy Analysis.

Spring, 2000: ELP 344, School and Society (2 sections).
ELP 736: Qualitative Research in Education and Policy Analysis.

Fall, 1999: ELP 344, School and Society (2 sections).
EAC 785, Qualitative Research in Adult and Community College Education.

Summer, 1999: EAC 790, Advanced Qualitative Research in Adult and Community College Education (10 weeks).

Spring, 1999: ELP 344, School and Society. (3 sections).

Fall, 1998: ELP 344, School and Society (2 sections).
EAC 785, Qualitative Research in Adult and Community College Education.

Spring, 1998: ELP 344. School and Society.
ELP 597A, Advanced Qualitative Research.
EAC 610, Advanced Qualitative Research Methods.

Fall, 1997: ELP 344, School and Society (2 sections).
ELP 536, Qualitative Research in Education and Policy Analysis.

Spring, 1997: ELP 344 (2 sections). School and Society.
EAC 610.

Fall, 1996: ELP 514, Formative Ideas in American Education.
ELP 585 (old number), Qualitative Research in Adult and Community College Education.

Summer Session II, 1996: ELP 344. School and Society.

Spring, 1996: ELP 344 (2 sections). School and Society.
ELP 534, Ethics and Educational Decision-Making.

Fall, 1995: ELP 344. School and Society.
ELP 514. Formative Ideas in American Education.

Spring, 1995: ELP 515. Education and Social Diversity.

Fall, 1994: ELP 536. Qualitative Research in Education and Policy Analysis.

Spring, 1994: ELP 344, School and Society (2 sections).
ELP 532 Introductions to Educational Inquiry (graduate research methodology course - introduction to qualitative, quantitative, evaluative, and historical research in education and related areas), (1 section, 55 students).

Fall, 1993: ELP 344, School and Society.(2 sections).

Graduate Student Assistant, University of North Carolina at Chapel Hill.

Spring, 1991, 1992: Instructor of Record: EDUC 54, Social and Cultural Issues in Education (undergraduate Foundations class).

Spring, Fall, 1989, 1990; Spring, 1991, 1992, 1993: Instructor: Developed and taught workshop for graduate qualitative research classes in the use of documentary, photographic, artistic, and artifactual evidence in educational field research.

Fall, 1987: Teaching Assistant: EDUC 85/86, Teaching Methods in Secondary Social Studies. Taught, supervised, and evaluated student teachers.

Spring, 1987: Teaching Assistant: EDFO 305, Problems in Educational Psychology. Developed a format for videotaping student teachers in classrooms and critiquing selected teaching practices.

Spring, 1987: Teaching Assistant: EDUC 61/62, Teaching Methods in Middle Grades. Taught, supervised, and evaluated student teachers in social studies and Spanish.

Fall, 1986: Teaching Assistant: EDUC 85/86, Teaching Methods in Secondary Social Studies. Taught, supervised, and evaluated student teachers.

1985-1986: Teaching Assistant: EDFO 305, Problems in Educational Psychology. Located course materials, videotaped and critiqued student teachers, and lectured on lesson and unit planning.

Public and Private Schools

Summer, 1986: Teacher, World History, Sanderson High School, Raleigh, NC.

1981-1984: Basic Education Teacher, Oneonta Job Corps, Oneonta, NY. Taught reading, social studies, and science to 16-21 year old students from the Virgin Islands, New York City, and rural New York State. Developed and team-taught a language and social studies course that led to significantly higher GED pre-test and test scores.

Summer, 1981: Career Education Teacher, Hamilton Co., IN. Wrote and tested a new career education program for the Hamilton County Summer Youth Employment Program (S.P.E.D.Y. - a division of C.E.T.A.).

Summer, 1980: Labor Market Orientation Instructor, Berrien County, MI. Instructed young people (ages 13-20) in job skills, job-finding skills, basic economics, and money management.

April-June 1979: January-June 1980; September 1980-June 1981:

Substitute teacher in social studies, English, mathematics, and Spanish at the middle school and high school levels. South Bend (IN) Public Schools; St.

Joseph High School, South Bend, IN; Lawrence Township Schools,
Indianapolis, IN.

SERVICE

- Spring, 2008: Accompanied State Teaching Fellows to Costa Rica as faculty member.
- 2003-2009: Evaluated undergraduate applications to the NCSU Study Abroad Program.
- 2007-2009: Secretary, College of Education Undergraduate Courses and Curriculum Committee.
- 2004-2006: Secretary, College of Education Undergraduate Courses and Curriculum Committee.
- 2005-Present: Faculty Advisor, SNCAE.
- 2003-2004: SAY advisory board member.
- 2007-2009: Board Member, NCSU Teaching Fellows
- 2003-2005: Board Member, NCSU Teaching Fellows
- 2003-2005: Board Member, Community Partners Charter High School
- 2001-2002: NCATE Study Committee – Mission Statement Group
- 2001-2002: Undergraduate Courses and Curricula Committee
- 2000: Program Committee Chair, South Atlantic Philosophy of Education Society (SAPES).
- 1994-2005: (NSCU) Member of graduate committees (M.A., Ed.D. & Ph.D.) in Adult and Community College Education; Counseling Education; Curriculum and Instruction; Educational Leadership; MALS; Mathematics, Science, and Technology Education.
- 2001: Program Committee Member, South Atlantic Philosophy of Education Society.
- 1998-2000: (University of North Carolina at Chapel Hill) Member of graduate committees in Educational Administration.
- 2000: Consultant (volunteer), individual teachers' application for National Accreditation.
- 1999 -2000: Program Committee Chair, South Atlantic Philosophy of Education Society.
- 1998 -1999: Program Committee, South Atlantic Philosophy of Education Society.
- 1996-2000: Member, CEP Courses and Curricula Committee, NCSU. Chair, 1997-1999.
- 1997: Member, Research Committee, Department of Adult and Community College Education (ACCE), NCSU.
- 1994-1997: Advisor for the Education-General Studies major curriculum, Education Department, NCSU.
- May 1988: Co-presenter to the George Watts Elementary School PTA (Durham, NC) on the history of the school.
- 1985-1990. Active participant in Graduate Student Association (G.S.A.) at UNC - Chapel Hill. Directed the G.S.A. travel grant program (1987 - 1989). Assisted in G.S.A. visiting speaker program and arranged for Señor Freddy Serrano,

Assistant Minister of Education of Costa Rica, to address members of the G.S.A. and faculty.

Fall 1984-Summer, 1985: Served on Advisory Board of Young Volunteers in Action, Raleigh, NC.

GRANTS

March 18, 2002: Applied for and received funds from the Model Clinical Teaching Program to provide and honorarium for Ms. Karen Whiteman, a nationally certified and experienced teacher, to speak to ELP 344 classes.

SCHOLARSHIP

Research

2003: Rolle, R. A., Hessling, P. A., & Houck, E. A. Where Do We Go From Here: A Discussion of Education Funding in the Midwestern States, 1991-2001. *School Business Affairs*. May Issue: pp. 19-21.

2003-2004: Building Houses upon the Rocks: A Discussion of Education Finance and School Quality in the Western United States. Commissioned by the Western Regional Consortium of the National Education Association. Nashville, TN: Anthony Rolle, Peter Hessling, Eric Houck.

February, 24, 2001: Invited address: "Desegregation in Durham, North Carolina: Two Case Studies," The Second Annual Let's Talk R.A.C.E.: Racial Attitudes and Conversations in Education Conference, Chapel Hill, NC.

Summer, 2000: Exploring the use of technology in undergraduate distance education. (With Sandy Newville and John Pettitt).

November, 1990: Consultant, Dissemination of Information about Science and Mathematics Education project, conducted by Horizon Research, Chapel Hill, NC. Conducted interviews with participants in N.S.F.-funded teacher enhancement projects.

May 1989 - present: Researcher/interviewer in an oral history of Asheville (NC) Normal and Teachers College (closed, 1944). Research chaired by Drs. Judith Meece and George Noblit, UNC - Chapel Hill.

Summer 1988-1990: Developed and implemented an evaluation plan for an experimental middle grades teacher education program at UNC-Chapel Hill. Included collaborative planning of evaluation activities with University personnel and middle grades teachers, and the formation of a Teacher Advisory Committee to make on-site visits and recommendations. The six-year evaluation program included both qualitative and quantitative components.

January-July 1989: Researcher/interviewer in a history of the School of Education of the University of North Carolina at Chapel Hill; project director, Dr. Mary Wakeford.

Fall 1987-1993: Oral history and ethnography project in Durham, North Carolina. ,
Studied the histories of two schools, one of which closed in 1975.

Fall 1986: Intern at Social Studies Office, State Department of Public Instruction.
Wrote goals and objectives for a revised world cultures/world civilizations
State curriculum guide. Implemented multiple state curriculum guides, texts,
and educational material from foreign educational agencies to construct goals
and objectives that reflect international, multicultural, and cross-disciplinary
issues.

Spring, 1985: Participated in researching and writing a grant proposal to fund an
NIE Center on Teacher Quality and Effectiveness at UNC, Chapel Hill.
Reviewed literature on effective teaching practices and the effects of different
kinds of evaluation upon teachers. Constructed a model that related
evaluation of teachers to attraction and retention of teachers and to points at
which professional decisions are made in North Carolina.

Reports and Proceedings

March 22, 2004: Organize a panel entitled "Desegregation in the South" and
delivered an address at the NCSU African-American Cultural Center. This
was part of a series honoring the Brown decision.

Co-author with Bueno, B., Dempsey, V., Toppin, R., Noblit, G., and Courtney, M.,
Coming Together: The Story of George Watts and Walltown Schools,
Durham, NC: Durham City Schools, 1989.

"Schools of Education: The Self-Taught Teacher," Proceedings of The South Atlantic
Philosophy of Education Society, 1988. (with V. Dempsey).

Conference and Special Presentations

Response to Harvey Siegel, South Atlantic Philosophy of Education Society,
September, 1998.

"Methodological challenges in studying the histories of local schools." Invited
speaker, Documentary Studies Working Group, Chapel Hill, NC, March 17,
1994.

"What was Lost: African-American Schools and Desegregation" for "The Invisible
South: UNC Faculty Working Group in Southern Studies - 1991-92 Lecture
Series, Chapel Hill, NC, November 13, 1991. (with George Noblit).

"The Social Context of the Asheville Normal and Teachers College, 1913-1943," for
"Studying Women in Historical and Social Contexts," lecture series, Chapel
Hill, NC, November 15, 1990.

"Sentiment and Power: An Ethnohistorical Study of Caring," American Educational
Studies Association annual meeting, Orlando, FL, November, 1990.

- "Applying the APA/AERA/NCME Standards: Evidence for the Validity and Reliability of Three Statewide Teaching Assessment Instruments," American Educational Research Association annual meeting, Boston, MA, April 1990. (with L. Rothenberg).
- "Exploring Alternative Forms of Evidence in Ethnographies of Education: A Workshop," Ethnography in Education Research Forum, Philadelphia, March 1990 (with V. Dempsey and G. Noblit).
- "Ends of Rituals: Teacher Culture at Buchanan Elementary," American Anthropological Association annual meeting, Washington, D.C., November 1989.
- "Text and Style: Using Cultural History in School Ethnography," American Educational Studies Association annual meeting, Chicago, October 1989.
- "Expanding the Discourse of Teacher Education: A Sequel to 'The Self-Taught Teacher,'" South Atlantic Philosophy of Education Society annual meeting, Winston-Salem, NC, October 1989.
- "Chilling the Foundations," North Carolina Foundations of Education annual meeting, October 1989.
- "Puppies and Dragons: The Tales of Children," Ethnography in Education Research Forum, Philadelphia, February 1989. (with R. Toppin).
- "Pride, Power, and Community: A View of Two Southern Schools," American Educational Studies Association annual meeting, Toronto, November 1988.
- "Schools of Education: The Self-Taught Teacher," South Atlantic Philosophy of Education Society, Spartanburg, SC, October 1988. (with V. Dempsey).
- "Individualization in the High School Classroom: The Job Corps Model," Open Market for Teachers, State University of New York at Oneonta, 1983.

Other

- "Sentiment and power: Dissonant voices in historical context." Article submitted to Educational Studies, Jan., 1999.
- Contributing author, Noblit, G. & Dempsey, V. (1996). The social construction of virtue: The moral life of schools. Albany, NY: SUNY Press.
- Book Critique (for Prentice-Hall Press, 1999): Gary Shank, The spirit of qualitative research.
- Chair, Paper session: "Action Research and Reflective Teaching Practice." American Educational Research Association annual meeting, Chicago, April 1991.

HONORS

- 1997, 1998, 1999, 2000: Nominated for the Outstanding Teacher Award of the College of Education and Psychology, North Carolina State University.
- 1985-1986: Graduate Teaching Fellow, University of North Carolina - Chapel Hill
- 1970-1974: John and Mary Boyle Dailey Memorial Scholarship, University of Notre Dame

PROFESSIONAL MEMBERSHIPS

**American Educational Research Association
American Educational Studies Association
History of Education Society**