

University of Louisiana at Lafayette

College of Education Faculty Curriculum Vitae Information

Roxanne M. Bourque, Ph.D.

Title Department Office Number Extension Email Address	Senior Instructor Curriculum and Instruction Picard Center 263 337-482-1261 roxannebourque@louisiana.edu
Education	Doctor of Philosophy, Leadership and Counseling Studies, University of Louisiana at Monroe; Master of Curriculum and Instruction, Education of the Gifted, University of Louisiana at Lafayette; Bachelor of Science, Vocational Education University of Louisiana at Lafayette; Bachelor of Applied Life Science, Design and Merchandising, University of Louisiana at Lafayette; Plus 30 Technology Leadership, University of Louisiana at Lafayette.
Louisiana Department of Education Level 2 Teaching Certification	Pre-Kindergarten and Kindergarten, Elementary 1-5, Academic Gifted K-12, Computer Literacy, Family and Consumer Science Education, Business Education, Technology Leadership.
Teaching Philosophy	<p>I believe that teaching is a passionate art of the heart, a beautiful journey of the mind, and a tireless effort of the heuristic scholar. Bruce Clarke (2012) defines heuristic as "helping to discover or learn." Clarke continued to explain that a heuristic style of teaching is "a designated educational method in which the student is allowed or encouraged to learn independently through his own investigation" (p. 199). Clarke's words speak of my true constructivist's approach to real world learning and academic freedom— what a beautiful thought, especially to a teacher educator, all knowing of the multi-complexities of possibilities within a rich learning environment. Every learner has a right to understand human connection within the understanding of self, which is a true heuristic way of learning and knowing.</p> <p>To understand my philosophy of teaching is to know that I actively support the nurturing of the four-year old mind within the peak of early human development. The most important life work is to serve as an advocate for all young children, those who need a voice of support. I serve as a university teacher of teachers, an early childhood developmental specialist and researcher. There is a unique opportunity at this point of my career to bring systems theory to education as I offer Kinder-Cybernetics as a promise of a brighter future in education. I have a dream of a school in the swamplands and prairies of rural south Louisiana—a school where learners are free to learn with facilitated guidance and mentorship, a school where talents are nurtured and ideas are celebrated, a school where learning happens heuristically, through the discovery of discovery.</p>

	<p>To fulfill my vision as a teacher educator is to gently guide teacher candidates in parallel, experiential learning through human connection and relational experiences. Together we engage in creative transformative pedagogical wisdom, through the discourse of content and the rare beauty of classroom circularity as we continue to move, change, and evolve with careful investigation, inquiry and discovery.</p>
<p>Bio</p>	<p>Roxanne Marie Bourque (formally known as Roxanne Bourque-Speer) holds a Bachelor of Science in Applied Life Sciences with an additional Bachelor of Science in Vocational Education. Bourque completed a Master of Education, Education of the Gifted, and a plus 30 endorsement in Technology Leadership. She is certified with the Louisiana State Department of Education in the following areas: Pre-K, K–12 Academically Gifted, Elementary Education, Middle School Education, Family and Consumer Sciences Education, Computer Literacy, Business and Integration of Technology in Education, and Academic Enrichment.</p> <p>Bourque is an Early Childhood Developmental Specialist and Education Generalist in the Department of Curriculum & Instruction at the University of Louisiana at Lafayette in the College of Education.</p> <p>Bourque is a current member of the Council for Accreditation and Education (CAEP) and a peer reviewer for the National Association for the Education of Young Children. She serves on the board for the Louisiana Association for the Education for Young Children and is also a member of the Early Childhood and Creativity Network for the National Association for Gifted Children, where she also served as a peer reviewer for the Curriculum Committee.</p> <p>Bourque served as the Summer Program Director with the Center for Gifted Education and Pre-K to 11th grade Curriculum Designer for the Academic Enrichment Program and Summer Scholars Residential Program at the University of Louisiana at Lafayette. Within this 4-year term, she received the Joe W. & Dorothy Dorsett Brown Grant Award for the Summer Scholars Residential Program.</p> <p>Within her professional career, she was selected as a Javits-Frasier Scholar, awarded with the Associated Professional Educator Scholarship, and Outstanding Advisor in the College of Education. She serves on the Louisiana Birth-5 Task Force and the Lafayette Parish School System Career and Technical Task Force. She is an Association of Professional Educators of Louisiana collegiate advisor and an education liaison for the University Art Museum.</p> <p>Bourque is author of <i>The Fashion and Design Curriculum</i>, an analysis of experiential teaching methods and creative curriculum design, an interdisciplinary teacher’s guide for teaching fashion design in the secondary classroom.</p>
<p>Courses Taught</p>	<p>EDCI 430 – Classroom Management EDCI 439- Classroom Management for Middle School EDCI 428- Science and Social Studies Methods for Middle School EDCI 405- Early Childhood Foundations EDCI 408-Early Childhood Curriculum EDCI 409- Fundamentals of Play in the Early Curriculum EDCI 411G-Assessment in Early Childhood Education EDCI 413 – Early Childhood Foundations and Curriculum</p>

	<p>EDCI 427- Teaching in a Diverse Society READ 301-Foundations of Reading in Early Childhood Education</p>
<p>Research Interests</p>	<p>Dissertation: <i>Kinder-Cybernetics for Pre-Service Teachers</i> Epistemological Studies within Acadian Families Women Writers in Acadian Culture Culturally Responsive Teaching Humanities Education Epistemological Research within Personal Narratives Play Therapy for identification of High Ability and Talent Development Testing 4 year olds for High Ability Creative Systemic Intervention in Classrooms Creative Systemic Leadership and Classroom Cybernetics Early Intervention & Talent Spotting in Pre-K & Kindergarten Epistemological Studies within Classroom Environments Underachievement and Underserved populations in Schools Multiple Exceptionalities of Gifted and Talented Anti-Intellectualism and Early Childhood Education Preparing Pre-Service Teachers for Early Childhood Education Diversity in Education Place Based Education Academic Enrichment in Education 21st Century Skills in Education Career and Technical Education Integration of Art in Education Multidisciplinary Approaches to Teaching Teaching for Creativity Multiple Exceptionalities of the Gifted and Talented</p>
<p>Teaching Experience</p>	<p>August 2008- Present <u>Education Curriculum and Instruction/ Senior Instructor</u> University of Louisiana at Lafayette August 2008-July 2012 <u>Center for Gifted Education/Director of Academic Enrichment</u> University of Louisiana at Lafayette August 2003 – May 2008 <u>Secondary Instructor/Program Director</u> W.D. Smith Career Center Lafayette, Louisiana August 2000 - May 2003 <u>Lafayette Parish School System, Iberia Parish Head Start, Practicum UL Nursery School</u> Middle School Gifted Enrichment – Masters Practicum 2nd grade Gifted Enrichment - Co-Teacher Pre K Co-Teacher Masters Practicum Iberia Parish Head Start Co-Teacher</p>
<p>Publications</p>	<p>Bourque, R. (2016). <i>Young minds on fire: Early teaching and the joi de vivre; The nature and aesthetics of Kinder-Cybernetics</i>. (Doctoral dissertation, in press). Speer, R. (2015). <i>Searching for Buried Treasure: How the evolution of a fashion design curriculum changed lives</i>. International Association of African American Studies, Conference Monograph. Speer, R. (2011). <i>The fashion and design curriculum</i>. Learning Zone Express, Owatonna, MN.</p>

<p>Presentations</p>	<p>INTERNATIIONAL</p> <p>Speer, R. (2015, February). <i>Searching for buried treasure: How the evolution of a fashion design curriculum changed lives</i>. International Association of African American Studies. Baton Rouge, LA.</p> <p>NATIONAL</p> <p>Wadsworth, D. & Speer, R. (2016, April). <i>One partnership with families in play: A literacy and sensory carnival</i>. Council for Exceptional Children. St. Louis, MO.</p> <p>Speer, R. & McClendon, K. (2016, March). <i>Pedagogy and the poetic: A humanistic approach to online learning</i>. Humanities Education Research Association. New Orleans, LA.</p> <p>Speer, R. & Capps, T. (2015, November). <i>The locus of brilliance: A systemic approach to talent spotting with young children</i>. National Association for the Education of Young Children. Orlando, Fla.</p> <p>Speer, R. (2014, November). <i>Teaching with a healing heart: Discovering a healing approach to learning for early childhood pre-service teachers</i>. National Association for the Education of Young Children. Dallas, TX.</p> <p>Sciaraffa, M. & Speer, R. (2014, December). <i>Choosing your words wisely when working with young children</i>. National Head Start Association. New Orleans, LA.</p> <p>Speer, R. (2013, November). <i>Facilitating a paradigm shift in teacher candidate experiences</i>. National Association for Gifted Children. Indianapolis, IN.</p> <p>Speer, R. (2011, November). <i>Innovatively supporting students with a fashionable mix: Teaching for creativity with a unique curriculum</i>. National Association for Gifted Children. New Orleans, LA.</p> <p>Speer, R. (2010, November). <i>Searching for the buried treasure; How the evolution of a fashion program changed lives</i>. National Association for Gifted Children. Atlanta, GA.</p> <p>PRESENTATIONS</p> <p>STATE</p> <p>Speer, R. (2011, August). <i>Innovatively supporting students with a fashionable mix: Teaching for creativity with a unique curriculum</i>. Family and Consumer Science Teachers of Texas. Dallas, TX.</p> <p>Speer, R. (2011, February). <i>Innovatively supporting students with a fashionable mix: Teaching for creativity with a unique curriculum</i>. Fashion Group International, Career Day. Houston, TX.</p> <p>Speer, R. (2010, August). <i>Searching for the buried treasure; A hand's on approach to teaching fashion design</i>. Family and Consumer Science Teachers of Texas. Dallas, TX.</p> <p>Speer, R. (2010, February). <i>Searching for the buried treasure: A hand's on approach to teaching fashion design</i>. Fashion Group International Career Day. Houston, TX.</p> <p>Speer, R. (2009, August). <i>Searching for the buried treasure; How the evolution of a fashion program changed lives</i>.</p>
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Additional Skills	<p>LOUISIANA STATE DEPARTMENT OF EDUCATION Level 2 Certification</p> <p>Pre-K, Elementary 1-5, Academically Gifted K - 12, Computer Literacy, Family and Consumer Sciences, Business Education, Technology Leadership.</p>																		
Dissertation	<p>Bourque, R. (2016). <i>Young minds on fire: Early teaching and the joi de vivre; The nature and aesthetics of Kinder-Cybernetics.</i> (Doctoral dissertation, in press).</p> <p>Major Professor: Justin Moore, Ph.D.</p>																		

	<p>The best-suited pre-service teachers in the early childhood profession are those who are autonomous, self-referential, and self-directed. Epistemological development and systems training enhances the self-reflective processes necessary for understanding, advocacy, and development of creative expression with young children. The significance of systems theory as applied to the profession of Early Childhood Education is highlighted in this study. Epistemology is how one knows, thinks, and makes decisions within the circularity of interactions; systemic training can develop or shape epistemology (Bateson, 1971, Keeney & Keeney, 2012a, 2012b; Nachmanovitch, 1990).</p> <p>In this study, Kinder-Cybernetics is presented as an innovative, systems approach for change in early childhood pre-service teacher preparation. Kinder-Cybernetics is a mental process, which allows pre-service teachers to gain a unique perspective as narratives of personal experience are analyzed and used to exemplify how language describes oneself through values, beliefs, and experience. Equally important, Kinder-Cybernetics as an approach actively supports the authentic voice of educators who teach with systems principles—it is a vehicle that provides a way for educators to approach teaching differently. Systems theory in Kinder-Cybernetics supports the unity of a combined system, to recognize human connection and relational learning for early childhood teacher preparation. Lastly, Kinder-Cybernetics is a way to offer a new language of understanding for the National Association for the Education of Young Children (2010) standards for Early Childhood teacher preparation.</p>																														
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