

Contributors

Steinar Kvale

A member of the staff of the Institute of Psychology, University of Aarhus, Denmark. His interests include phenomenological and qualitative research, and he has written on validity and interviewing in the context of phenomenological research for such journals as *Phenomenological Psychology*.

Moira Fraser Juliebo

Graduate of Jordanhill College, Scotland; Froebel College, London; and the University of Pennsylvania. She recently completed doctoral studies in early literacy development at the University of Alberta. She has taught at all elementary school levels and at various universities in Great Britain and North America. Presently, she is an assistant professor in the Department of Elementary Education at the University of Alberta where she teaches courses in diagnostic reading, early literacy development, integration of language arts, and drama. Her research interests include writing, intervention programs for young at-risk language learners, and reading.

David G. Smith

Associate professor in the Faculty of Education at the University of Lethbridge. He teaches in the areas of curriculum theorizing and interpretive inquiry and has published articles dealing with the nature of pedagogical theorizing in a number of journals including the *Journal of Curriculum Theorizing*, *Journal of Educational Thought*, and *Phenomenology + Pedagogy*. Current projects include writing a book, *New Pedagogy in a Post-Derridean World*, and learning to play the flute.

Donald Vandenberg

Reader in Education at the University of Queensland. He has taught at the University of Calgary, Pennsylvania State, and UCLA. His writings have used phenomenology and hermeneutics to research the existential, ethical, and epistemic aspects of educational problems. His books include *Being and Education and Human Rights in Education*, and his papers have appeared in *Educational Theory*, *Harvard Educational Review*, *Teachers' College Record*, *Journal of Educational Thought*, *Educational Forum*, and *Educational Philosophy and Theory*.