



Department of Teaching, Learning and Teacher Education

TLTE

Scholarly & Creative Work

HIGHLIGHTS 2021







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Research and scholarship in TLTE are grounded in knowledge and innovation connected to emerging educational challenges and opportunities in curriculum, pedagogy, education policy, technology, and teacher education in Nebraska and around the world. TLTE faculty engage in multi-disciplinary educational approaches across the humanities and the sciences to connect deep learning and inquiry to inform research and practice in schools and educational settings.

2021 highlights the impactful breadth and depth of TLTE faculty scholarly and creative work.

LEGEND





-  Publication
-  Presentation
-  Grant
-  Other





Theresa Catalano

Associate Professor

-  Catalano, T., & Wang, P. (2021). Social media, populism, and COVID-19: Weibo users' reactions to anti-Chinese discourse. *Studies in Media and Communication*, 9 (2), 58-70.
-  Catalano, T., Ganesan, U., Barbici-Wagner, A., Leonard, A., Wessels, S., Reeves, J. (2021). Dance as Dialog: A metaphor analysis of arts and community-based learning with preservice teachers and a local refugee community. *Teaching and Teacher Education*, 104. <https://doi.org/10.1016/j.tate.2021.103369>
-  Hamann, E., & Catalano, T. (2021). Picturing dual language and gentrification: An analysis of visual media and their connection to language policy. *Language Policy*, 20, 413-434. <https://doi.org/10.1007/s10993-021-09585-1>
-  Catalano, T., & Muñoz-Barriga, A. (2021). Shaping the teaching and learning of intercultural communication through virtual mobility. *Special issue of Intercultural Communication Education*, 4(1), 75-89.
-  Waugh, L.R., & Catalano, T. (2021). [Review of the book *The Politics of Fear: The Shameless Normalization of Far-Right Discourse* (2nd Edition), by R. Wodak]. *Qualitative Sociology Review*, 17(3), 130-134.
-  Catalano, T. (2021, November 3). *Metaphor, metonymy, and migration: Implications for language teachers* [Virtual webinar]. Migration, Identity, and Translation Network (MITN), University of Warwick, England and Monash, Australia.
-  Catalano, T., & Panait, C. (2021, May 28). "¿Cómo acompañar a los alumnos transfronterizos en sus transiciones lingüísticas?" [How to accompany cross-border students in their linguistic transitions]. In, "*Procesos integración de las alumnas y alumnos que llegan a las escuelas mexicanas procedentes de Estados Unidos*" [Virtual workshop]. Secretaria de Educación Estatal Programa Binacional de Educación Migrante en el Estado de Baja [PROBE], Tijuana, BC, Mexico.
-  Catalano, T. (2021, September 17). *So you want to be a language teacher educator and researcher: What you need to know* [Virtual research colloquium presentation]. Interdisciplinary Program in Second Language Acquisition and Teaching, University of Arizona, Tucson, AZ, United States.
-  Catalano, T. (2021, May 12). "*Didattica all'insegnamento dell'italiano basato sulla giustizia sociale*" [A Social Justice Approach to the Teaching of Italian] [Virtual workshop]. Georgetown University, Washington, D.C., United States.



Catalano, T., & Wang, P. (2021, April 20). *The Chinese virus: Sinophobia and COVID-19* [Faculty Connector Presentation]. Office of Research and Economic Development virtual research sharing forum, University of Nebraska-Lincoln, Lincoln, NE, United States.



Catalano, T. (2021, April 18). *Ad maiorem dei gloriam: Language learning to enrich your life and the lives of others* [Keynote speech]. Creighton Preparatory High School French and Spanish Honor Society Induction Ceremony, Creighton Prep High School, Omaha, Nebraska, United States.



Catalano, T. (2021, February 16). *The value of art in education* [Guest lecture]. TEAC 161, University of Nebraska-Lincoln, Lincoln, NE, United States.



Catalano, T., Hamann, T. (2021, August 20-22). *Visual representations of dual language programs: 'Showing' who these programs are for* [Virtual presentation]. Multidisciplinary Approaches in Language Policy & Planning Conference, McGill University, Montréal, QC, Canada.



Catalano, T., Hamann, T., & Moran, D. (2021, August 20-22). *Connecting LPP research to policy and practice: A planning guide for starting dual-language immersion programs* [Virtual presentation]. Multidisciplinary Approaches in Language Policy & Planning Conference, McGill University, Montréal, QC, Canada.



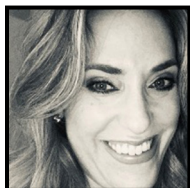
Catalano, T., Reeves, J., Leonard, A., Wessels, S., & Ganesan, U. (2021, August 9-14). *Creative inquiry and community engagement: Bringing refugees and preservice teachers together through arts-based interventions* [Virtual presentation]. 19th AILA (Association Internationale de Linguistique Appliquée) World Congress, Gröningen, Netherlands.



Catalano, T., & Wang, P. (2021, April 9-12). *Trump's 'Chinese virus' rhetoric and Weibo users' resistance: What this means for anti-racist curriculum* [Virtual presentation]. American Educational Research Association Annual Meeting.



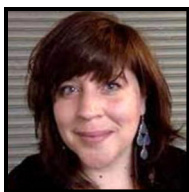
Catalano, T., & Wang, P. (2021, March 20-23). *Trump virus: A counter-discourse analysis of Weibo users' Reactions to US government communication about COVID-19* [Virtual presentation]. American Association of Applied Linguistics Annual Conference.



Samantha Cooper
Lecturer



Baziz, P., Cooper, S., Cardona, S., Pope, S., Hebert, M., & Nelson, J.R. (2021, March). *Lessons learned about effective interventions from what works clearinghouse* [Virtual presentation]. Council of Exceptional Children National Conference.



Kimberley D'Adamo

Lecturer



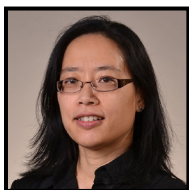
D'Adamo, K. (2021). *A conversation about intertwining pedagogies* [Presentation]. National Art Education Association Conference.



D'Adamo, K. (2021). *Comparing pedagogies in art* [Presentation]. National Art Education Association Conference.



D'Adamo, K. (2021). *Adapting (art education classroom practice) for the future* [Presentation]. National Art Education Association Conference.



Elaine Chan

Associate Professor



2021-2022: Global Innovation Fund Virtual Course Development Award, 'Comparative education- International Experience Course.' University of Nebraska-Lincoln, \$8000.00.



2016-21: International Seed Grant, 'Examining Cross Cultural Perspectives in Teaching.' University of Nebraska-Lincoln, \$5300.00.



Ratnam, T., Ciuffetelli, D, Chan, E. (2021). *Frontiers in education. Special Issue: Teacher education, equity, and social justice.*



Chan, E. (2021). Teacher experiences of culture in the curriculum. In D. J. Flinders & S. J. Thornton (Eds.), *The curriculum studies reader (sixth edition)*. Routledge.



Schlein, C., Chan, E., & Phillion, J. (2021). Cross-cultural and multicultural narrative inquiry. In M. F. He and W. H. Schubert (Eds.), *Oxford research encyclopedia of education*. Oxford University Press.



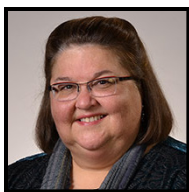
Craig, C., Ross, V., Chan, E., Pinnegar, E. (2021, April). *The value of story in research* [Virtual presentation]. Invisible College & Narrative Research Special Interest Group, American Educational Research Association, Orlando, FL, United States.



Berg, A., Powell, P., Markel, S., Chan, E., & Ross, V. (2021, April). *Filipino educators filing positions in the US: A narrative inquiry into working as cultural-exchange teachers* [Virtual paper presentation]. American Educational Research Association, Orlando, FL, United States.



Chan, E., & Schlein. (2021, April). *Administrator narratives of leadership in a diverse school* [Virtual paper presentation]. American Educational Research Association, Orlando, FL, United States.



Nancy Engen-Wedin

Lecturer



Engen-Wedin, N. (2021). *The Indigenous Roots Teacher Education Program/Seeking grant support for professional development programs* [Presentation]. National Grow Your Own Network.



Engen-Wedin, N (Director). (2021, February). *The puppets, songs and story of Ajiiaak on Turtle Island* featuring Heather Henson, Ty DeFoe, Dawn Avery, interviews by Bill Stephan, Danny Baldwin.



Lauren Gatti

Associate Professor



Gardner, L., Hill, K., Harpster, J., and Gatti, L. (2021, November). *Supporting the whole student teacher: Balancing as a way of wellness* [Interactive session]. Conference on English Leadership (CEL) of NCTE.



Gatti, L., Marlatt, R., & Rivera-Mueller, J., Waite, S. (2021, November). *Representing voices, co-constructing truths: What we write when we write about students* [Panel presentation]. National Council of Teachers of English (NCTE) Conference.



Masterson, J. & Gatti, L. (2021, April). *Reconstituting teacher education: Monumental challenges and opportunities in the era of Black Lives Matter* [Virtual paper presentation]. SIG-Democratic Citizenship in Education, American Educational Research Association.



McAvoy, P. & Gatti, L. (2021, March 6). *Case-based ethics: Theorizing justice from unjust contexts* [Virtual presentation]. 2021 Annual Meeting of the Philosophy of Education Society.









Tricia Gray

Assistant Professor of Practice







Gray, T., & ICMEE Admin Team. (2021). *Unpack your impact* (O'Brien & Tabb, 2020) online book club design. Online book club for pre- and in-service teachers of elementary social studies.

-  Viesca, K., & Gray, T. (2021). Disrupting evasion pedagogies. *Journal of Language, Identity, and Education*, 20(3), 213-220, DOI: 10.1080/15348458.2021.1893173
-  Phillips, A., & Gray, T. (Eds.). (2021). *Agency in constrained academic contexts: Explorations of space in educational anthropology*. Lexington Books.
-  Gray, T. (2021). I am their teacher: How a Latina paraeducator “remakes the rules” of school by being there. In A. Phillips & T. Gray (Eds.), *Agency in constrained academic contexts: Explorations of space in educational anthropology*. Lexington Books.
-  Gray, T. (2021). Navigating insiderness in a study of newcomers’ construction of citizen identities. In L. Sarroub & C. Nicholas (Eds.), *Local contexts for ethnographic research: Practices, dilemmas, & innovations*. Rowman & Littlefield.
-  Gray, T. (2021, November 21). Imagining and re-engineering inclusive schooling for all students in the new Latinx diaspora. In J. Sierk, *Imagineering professional development for educational leaders in the new Latinx diaspora of the US Midwest* [Virtual panel presentation]. Annual Meeting of the American Anthropological Association.
-  Gray, T. (2021, January 21). The scholarship of teaching and learning in an elementary student teaching seminar course. In P. Springer and S. Hong, *Scholarship of Teaching and Learning* [Virtual panel presentation]. CEHS Scholarly Enhancement Program for Professors of Practice.



Ted Hamann
Professor

-  Graham, S., Donaldson, J., Dennison, V., & Foster, B. (Eds.) (2021). Paths to the Future of Higher Education. In Hamann, T. (Ed.) *Education Policy in Practice*. Information Age Publishing.
-  Hamann, E. T., & Catalano, T. (2021). Picturing dual language and gentrification: An analysis of visual media and their connection to language policy. *Language Policy*, 20(3), 413-434. <https://doi.org/10.1007/s10993-021-09585-1>
-  Phillips, A., & Hamann, E. T. (2021). The lady from North Carolina: The perils and limitations of external expertise. *Anthropology and Education Quarterly* 52 (3), 335-351. <https://doi.org/10.1111/aeq.12367>
-  Hamann, E. T. (2021). Las implicaciones de la migración transnacional entre Estados Unidos / México para el desarrollo profesional de los docentes: perspectivas antropológicas. *Anales de Antropología*, 55 (1), 107-116. <http://dx.doi.org/10.22201/iaa.24486221e.2021.1.72226>

-  Hamann, E. T. (2021) Parenting ‘bonus time’. In G. Theoharis & R. Lowenhaupt (Eds.), *Home/work: Education professors and pandemic parenting* (pp. 117-120). Information Age Publishing.
-  Hamann, E. T., & Zúñiga, V. (2021). What educators in Mexico and in the United States need to know and acknowledge to attend to the educational needs of transnational students. In P. Gándara & B. Jensen (Eds.), *The students we share: Preparing US and Mexican educators for our transnational future* (pp. 99-117). SUNY Press.
-  Morales, A., & Hamann, E. T. (2021). *Advice for educational counselors, advisors, faculty, and staff: Paving the pathways to post-secondary education: Removing barriers and creating opportunities for students of color (SOC) and first-generation college students (FGCS) to flourish*. Midwest and Plains Equity Assistance Center. <https://greatlakesequity.org/resource/advice-educational-counselors-advisors-faculty-and-staff-paving-pathways-post-secondary>
-  Hamann, E. T., Zúñiga, V., & Sánchez García, J. (2021). Foreword. In T. Kleyne & T. Porter, *Living, learning, and languaging across borders: Students between the US and Mexico*. Routledge.
-  PI (with Amanda Morales, Lydia Kiramba, and Ricardo Martinez as co-PIs), The Club Iguadad Project: Schools and Teacher Education as Vehicles of Meatpacking Community Recovery from the Impacts of COVID-19. Nebraska Dept. of Education (\$49,828)
-  Hamann, T. (2021). *Anthropologists go back to school* [Presentation]. The Belair-Edison Middle School, Baltimore, MD, United States.
-  Hamann, T., Morales, A., Martinez, R., & Kiramba, L. (2021). *Reimagining collaboration: tensions and possibilities in participatory action research* [Paper presentation]. American Anthropology Association (AAA) annual meeting, Baltimore, MD, United States.
-  Hamann, T. (2021). *Imagineering education in the new Latinx diaspora: Anti-nativist visions of promising and inclusive practices* [Presentation]. AAA annual meeting, Baltimore, MD, United States.
-  Hamann, T., Morales, A., Gallardo, C. (2021). *The co-creation of critical BIPOC affinity groups with pre-service and in-service teachers of color resisting in predominantly white spaces* [Virtual non-presenting coauthor]. Critical Race Studies in Education Association annual meeting, University of Delaware.
-  Hamann, T. (2021). *Operationalizing CPED core principles* [Virtual presentation]. Carnegie Project on the Education Doctorate (CPED) annual convening.
-  Hamann, T. (2021). *How to manage your budget for equitable faculty working conditions* [Virtual presentation]. American Anthropology Association Department Leaders Summer Institute.
-  Hamann, T. (2021). *Lo que los maestros de México necesitan saber sobre la educación básica en los Estados Unidos. In Seminario internacional niñez, adolescencia y juventud migrante* [Virtual keynote presentation]. UNAM, la Universidad de Sevilla, & la Universidad de Córdoba.



Hamann, T. (2021). *Lo que los maestros de México necesitan saber sobre la educación básica en los Estados Unidos* [Virtual presentation]. Diplomado Niñez y Adolescencia Migrante del Instituto de Investigaciones Antropológicas de la UNAM, Mexico City, Mexico.



Hamann, T., Zúñiga, V. (2021). Rupturas cotidianas que los alumnos transfronterizos experimentan en las escuelas de Estados Unidos y México: ¿cómo apoyarlos a unir lo que está fragmentado?. In *Procesos de Integración de las Alumnas y Alumnos Que Llegan a las Escuelas Mexicanas Procedentes de Estados Unidos* [Virtual workshop seminar]. Secretaria de Educación Estatal, Programa Binacional de Educación Migrante (PROBEM), Tijuana, BC, Mexico.



Hamann, T., Zúñiga, V., & Sánchez García, J. (2021). *What Mexican teachers need to know about 'educación básica' in the United States* [Virtual presentation]. Comparative and International Education Society (CIES) annual meeting.



Hamann, T., & Zúñiga, V. (2021). *Lo que los maestros de México deben de saber sobre la educación básica en Estados Unidos*. In *Procesos de integración de las alumnas y alumnos que llegan a las escuelas Mexicanas procedentes de Estados Unidos* [Virtual presentation]. Secretaria de Educación Estatal, PROBEM, Tijuana, BC, México.



Hamann, T. (2021). Estrategias de intervención pedagógica en aulas con alumnos transnacionales. In *Capacitación sobre educación migrante: Alumnos transnacionales en escuelas de educación básica de la entidad [Morelos]* [Virtual presentation]. PROBEM program of the Secretaria de Educación de Morelos, Cuernavaca, Morelos, México.



Hamann, T. (2021). *Illustrating the design and potential of the dissertation in practice* [Virtual session organizer]. American Educational Research Association (AERA) annual meeting.



Hamann, T. (2021). *Atención a la diversidad para estudiantes migrantes y bilingües en la región Cali-Baja* [Presentation]. Conferencia Magistral, SEE, Tijuana, BC, Mexico.



Hamann, T. (2021). La importancia de equipos binacionales de investigación. In *Foro binacional – El rol del estudiante transfronterizo en la construcción de la pedagogía transfronteriza en la Región Cali-Baja (Baja California, México y California, EUA)* [Virtual keynote presentation]. Secretaria de Educación Estatal, PROBEM, Tijuana, BC, México.



Hamann, T. (2021). *Transnationally mobile students and school's challenges in meeting their needs* [Presentation]. UNAM Summer Course on English and New England Culture, Universidad Autónoma de México-Boston.



Hamann, T., Eckerson, J., & Kramer, A. (2021). *Illustrating educator agency in dissertations in practice (DIPs)* [Virtual presentation]. CPED.



Migration is a Human Story: Hostile Terrain 94 at Nebraska (Spanish subtitles version). One of eight co-hosts/commentators on lessons and implications of Nebraska's experience with the Hostile Terrain 94 public

art installation that commemorates thousands who have died crossing the Tucson Sector of the US/Mexico border. (Funded by the Nebraska Humanities Council) <https://www.youtube.com/watch?v=VejTDlpOTe4>



Jillian Harpster
Lecturer



Harpster, J. (2021, November). *Supporting the whole student teacher: Balancing as a way of wellness* [Virtual presentation]. Conference on English Leadership.



Harpster, J. (2021, September). *Dynamic leadership: Inspiring literacy leaders* [Presentation]. Plum Creek Literacy Festival, Concordia University.



Nicholas Husbye
Associate Professor



Husbye, N. E. (2021). Leveraging the power of play in rehearsals: Supporting complex practice in literacy teacher education. *Teachers College Record*, 123(3).



Husbye, N. E., Buchholz, B. A., Wessel Powell, C., & Vander Zanden, S. (2021). Death didn't come up at center time: Sharing books about death and grief in elementary literacy classrooms (pp. 162-172). In S. Everett (Ed.) *Special issues, volume 1: Trauma-informed teaching: Cultivating healing-centered ELA classrooms*. National Council of Teachers of English.



Husbye, N. E. (2021). Illuminating economic fragility through children's literature. *First Opinions, Second Reactions*, 14(1).



New Direction Grant. Submitted to University of Nebraska-Lincoln's Office of Research and Economic Development and Research Council. \$9,920.00. Funded.



CEHS Technology Innovation Grant. Submitted to the University of Nebraska - Lincoln College of Education and Human Sciences. \$7,400.00. Funded.





Open Educational Resource (OER) Seed Grant. Submitted to the University of Nebraska - Lincoln's Center for Transformative Teaching. \$8,000.00. Funded.





Lydiah Kiramba


Assistant Professor


 Yang, S., Kiramba, L. K., & Wessels, S. (2021). Translanguaging for biliteracy development: Book reading practices in a Chinese bilingual family. *Bilingual Research Journal*. <https://doi.org/10.1080/15235882.2021.1907486>

 Kiramba, L. K., Kumi-Yeboah, A., Smith, P., & Sallar, A. M. (2021). Cultural and linguistic negotiations of immigrant youth: Voices of African immigrant youth in United States urban schools. *Multicultural Education Review*. <https://doi.org/10.1080/2005615X.2021.1890312>

 Kiramba, L. K. (2021, April 8-12). *Plurilingualism beyond language hegemony: Disrupting stagnancy in bilingual teacher preparation programs* [Invited panel discussion]. AERA Presidential Session 1, AERA 2021 Virtual Annual Meeting, United States.

 Kiramba, L. K. . (2021, March 24-27). *Translanguaging practices in a multilingual science classroom* [Invited panel discussion]. TESOL Applied Linguistics Interest Section, TESOL 2021 International Convention and English Language Expo, Virtual conference.


 Kiramba, L. K., Traore, H. M., & Trainin, G. (2021, April 9-12). "*At school, it's a completely different world*": African immigrant youth agency and negotiation of their adaptation processes in US urban schools [Virtual presentation]. The American Educational Research Association (AERA) Virtual Annual Meeting.

 Kumi-Yeboah, A., Smith, P, Amponsah, S., & Kiramba, L. K. (2021, April 9-12). *Perspectives of West African-born immigrant students' socio-cultural and academic experiences in United States public schools* [Paper session]. AERA Virtual Annual Meeting, United States.



Elizabeth Lewis

Associate Professor

 Lewis, E. B., Rivero, A., Lucas, L, Musson, A., & Helling, B. (2021). Setting empirically informed policy benchmarks for physical science teaching. *Journal of Research in Science Teaching*, 58(8), 1238-1277. <https://doi.org/10.1002/tea.21709>



National Science Foundation, Robert Noyce Teacher Scholarship Program Grant (Track III): Meeting Needs of Diverse Students through Science Teacher Leadership in Nebraska. Elizabeth Lewis (PI), Daniel Claes, Wendy Smith, David Harwood, & Gina Matkin (Co-PIs). (NSF Award #2050650; Start date 7/1/21; End Date 6/30/27; \$2,916,074 plus \$1,426,795 in matching funds).



Lewis, E.B., Rivero, A., Lucas, L., Tankersley, A., Hasseler, E., & Holding, B. (2021). *Testing two teacher preparation programs for effective science teaching* [Virtual paper presentation]. 2021 NARST Annual International Conference.



Ricardo Martinez
Assistant Professor



Yeh, C., Martinez, R., Rezvi, S., & Shirude, S. (2021). Radical love as praxis: Ethnic studies and teaching mathematics for collective liberation. *Journal of Urban Mathematics Education*, 14(1), 71-95.



Mackey, J., Cammarota, J., Yoon, J., Martinez, R., Gonzales, J., Gomez, L., ... & Williams, V. (2021). Counter-storytelling across varying youth contexts and intergenerational work in YPAR settings. *The Assembly*, 3(1), 71-85.



Martinez, R. (2021). An introduction to REALM. *Mathematics Teacher: Learning and Teaching PK-12*, 114(5), 416-416.



I, J., Martinez, R. & Jackson, C. (2021) Culturally sustaining pedagogy for emergent bilinguals in a teacher education online course. In Hollebrands, K., Anderson, R & Oliver K. (Eds.), *Online learning in mathematics education*. Springer.



Martinez, R., Adams, M., & Lindfors-Navarro, H. (2021). Mathematics with open arms. In J. Cammarota (Ed.), *Liberatory practices for learning: Dismantling social inequality and individualism with ancient wisdom* (pp. 69-91). Palgrave Macmillan.



Yoon, J., Gomez, L., Gonzales, J., Martinez, R., Torres, K., Williams, V., Davis, M., & Cammarota, J. (2021). Spill the tea. In J. Cammarota (Ed.), *Liberatory practices for learning: Dismantling social inequality and individualism with ancient wisdom* (pp. 47- 68). Palgrave Macmillan.



I, J., Martinez, R., & Jackson, C. (2021, July). *Impact on an online course of teaching mathematics to emergent bilinguals on teachers' perspectives* [Paper presentation]. 14th International Congress on Mathematical Education (ICME-14) 2020, Shanghai, China.



Association of Mathematics Teacher Educators (AMTE) 2021 STaR Fellowship



PI: Dr. Ricardo Martinez. Mathematical Spiritual Wisdom with Young People. Layman Award Fund (\$10,000). Funded



PI: Dr. Edmund T. Hamann. CO-PIs: Dr. Ricardo Martinez, Dr. Amanda Morales & Dr. Lydia Kiramba. Clubes Igualdad: Strengthening and Diversifying the Teacher Pipeline, Nebraska Department of Education (\$49,828). Funded



Martinez, R, Adams-Corral, M., Maldonado, L., Krause-William, G., & Amidon, J. (2021). *Creating space for productive struggle toward a more equitable future: Persevering through challenges from within* [Presentation]. Psychology of Mathematics Education, North America (PME-NA), Philadelphia, PA, United States.



I, J., Jackson, C., & Martinez, R. (2021). *Impact of an online course of teaching mathematics to emergent bilinguals on teacher perspectives* [Virtual presentation]. 14th International Congress on Mathematical Education (ICME), Shanghai, China.



Martinez, R. (2021). *Mathematics in partnership with a community based organization and college pathways program* [Virtual presentation]. Association of Mathematics Teachers Educators (AMTE) conference.



Araujo-Grando, B., I. J. & Martinez R. (2021). *Modeling-based lessons for teaching math to english learners* [Virtual presentation]. National Council of Teachers of Mathematics (NCTM) Conference.



Hamann, E., Morales, A., Martinez, R. & Kiramba, L. (2021) *Reimagining collaboration: Tensions and possibilities in participatory action research* [Presentation]. American Anthropology Association (AAA) Annual Meeting, Baltimore, MD, United States.



Martinez, R. (2021). *Youth resistance, X-people and the revolution* [Presentation]. Lincoln NAACP Youth Chapter, North Star High School, Lincoln, NE, United States.



Martinez, R. (2021). *Origami and mathematics* [Presentation]. Lincoln Boys and Girls STEM Club, Park Middle School, Lincoln, NE, United States.



Martinez, R. (2021). *Youth resistance across the globe* [Presentation]. Lincoln Boys and Girls Multicultural Club, Park Middle School, Lincoln, NE, United States.



Martinez, R. (2021). *Unpacking unconscious bias intent, implications and impact* [Virtual presentation]. Lincoln High School Community Learning Center, Lincoln, NE, United States.



Deepika Menon
Assistant Professor



Menon, D., & Azam, S. (2021). Preservice elementary teachers' identity development in learning to teach science: A multi-site case study. *Journal of Science Teacher Education*, 32(5), 558-577. DOI: 10.1080/1046560X.2020.1870810

-  Menon, D., & Azam, S. (2021). Investigating preservice teachers' science teaching self-efficacy: An analysis of reflective practices. *International Journal of Science and Mathematics Education*, 19, 1587-1607. <https://doi.org/10.1007/s10763-020-10131-4>
-  Azam, S., & Menon, D. (2021). Influence of science experiences on preservice elementary teachers' beliefs. *Electronic Journal for Research in Science & Mathematics Education*, 25(1), 20-45. <https://ejrsme.icsrme.com/article/view/20199>
-  Menon, D., & Ngugi, W. R. (2021, August). *Investigating preservice secondary STEM teachers' reflective practice in a microteaching context* [Paper presentation]. Annual meeting of the National Association for Research in Science Teaching, Vancouver, BC, Canada.
-  Wieselmann, J., Menon, D., Haines, S., & Asim, S. (2021, August). *Elementary teacher self-efficacy in science and engineering instruction: Trends in the literature and a framework for future research* [Paper presentation]. Annual meeting of the National Association for Research in Science Teaching, Vancouver, BC, Canada.
-  Haines, S., Menon, D., Wieselmann, J., & Asim, S. (2021, July). *A research-based framework for teacher self-efficacy and connections to effectiveness and retention* [Presentation]. Annual meeting of the Association for Science Teacher Education, Greenville, SC, United States.
-  McNeal, P. M., & Menon, D. (2021, July). *Draw an earth scientist: Investigating the evolution of conceptions in preservice teachers* [Virtual presentation]. Earth Educators' Rendezvous.
-  Azam, S., & Menon, D. (2021, June). *Learning to teach science: Development of two preservice elementary teachers' science teaching identity* [Virtual presentation]. Annual meeting of the Canadian Society for the Study of Education (CSSE).
-  Menon, D., & Ngugi, W. R. (2021, April). *Reflective practice in microteaching: An analysis of preservice secondary STEM teachers' video-based reflections* [Paper presentation]. Annual meeting of the National Association for Research in Science Teaching (NARST).
-  Haines, S., Menon, D., Wieselmann, J., & Asim, S. (2021, April). *Researching teacher self-efficacy: Linking self-efficacy to teacher effectiveness, persistence and retention* [Virtual presentation]. Annual meeting of the National Association for Research in Science Teaching (NARST).
-  Haines, S., Menon, D., Wieselmann, J., & Asim, S. (2021, April). *Teacher effectiveness, persistence and retention: Links to self-efficacy* [Virtual round table session presentation]. Annual meeting of the American Educational Research Association (AERA).
-  Schaefer, P. G., McNeal, P. M., & Menon, D. (2021, December). *Measuring student conceptions of Earth scientists as integral to understanding the nature of science: The draw an Earth scientist test* [Presentation]. 57th Annual Meeting for Northeastern Section of Geological Society of America.



Haines, S., Menon, D., Wieselmann, J., & Asim, S. (2021, September). *A framework for research on science and engineering teaching self efficacy in relation to effectiveness and retention* [Presentation]. Mid-Atlantic Association of Science Teacher Education, Blowing Rock, NC, United States.



Meeting the Needs of Diverse Students through a Next Generation of Science Teacher-Leadership in Nebraska. (2021-2027). Funding Agency: National Science Foundation, NOYCE Track 3. \$2,916,074.O. D. Menon (Senior Personnel); B. Lewis (PI).



Examining the Impact of Science Content Courses on Preservice Elementary Teachers' Self-Efficacy Beliefs. (January 1, 2021 - December 31, 2022). Funding Agency: Research Council Faculty Seed Grants. University of Nebraska-Lincoln. \$10,000. D. Menon (PI).



Menon, D. (2021, October). *Building and testing rockets* [Workshop]. Nebraska Physics and Astronomy Fall Summit, University of Nebraska-Lincoln, Lincoln, NE, United States.



Azam, S., & Menon, D. (2021, April). *Preservice elementary teachers' science teaching beliefs: Influence of Science Experiences* [Virtual seminar]. Faculty of Education Virtual Seminar, Memorial University of Newfoundland, St. John's, Canada.



Ali Moeller
Edith S. Greer Professor



Moeller, A. J. (2021). Learner ownership of learning. *The Language Educator*. American Council on the Teaching of Foreign Language. Kelly Press.



Moeller, A. J. (2021). The interplay of emotion, cognition, and learning in the language classroom. In Wesely, P. (Ed.), *Central States Report*. Crown Prints.



Moeller, A. J. (2021). The convergence of mixed methods research and language learning and teaching. In Kai, H., Takagi, A., & Creswell, J.W., *Research report: Establishing an educational and research hub for mixed methods research that helps solve increasingly complicated social problems of today*. Aoyama Gakuin University Research Institute, Tokyo, Japan.



Moeller, A. J. (2021, May 6). *Neuroscience and language acquisition*. In *Reinventing school with Howard Blumenthal* [Webinar]. University of Pennsylvania.



Moeller, A. J. (2021). Wozu geschichte? Warum lernen wir geschichte? In *AP College Board master class* [Presentation]. <https://www.youtube.com/watch?v=dF8neE4BMog&t=683s>



Moeller, A. J. (2021, November 4-5). *Digital citizenship through language education* [Virtual representative of United States on behalf of ACTFL]. Inspiring Innovation in Language Education: Changing Contexts, Evolving Competences, European Centre for Modern Languages (ECML), Graz, Austria.



Moeller, A. J. (2021, September 25). *Building intercultural competence in the language classroom* [Presentation]. Arizona Language Association.



Moeller, A. J. (2021, October 23). *Social emotional learning: The interplay of emotion, cognition, and learning* [Presentation]. Nebraska International Language Association.



Moeller, A.J., Rfissa, H., & Moeller, J. (2021, March). *Building critical cultural competence in the language classroom* [Virtual presentation]. Central States Conference on the Teaching of Foreign Languages, Chicago, IL, United States.



Moeller, A. J. (2021). *Discover and experience an interactive approach to building intercultural communicative competence* [Virtual presentation]. Central States Conference on the Teaching of Foreign Languages, Chicago, IL, United States.



Moeller, A. J. (2021, September). *Interculturality: Where language meets culture* [Keynote address]. Arizona World Language Association.



Amanda Morales
Associate Professor



Co-PI. 'Club Igualdad' Project: Schools and Teacher Education as Vehicles of Meatpacking Community Recovery from the Impacts of COVID-19. Nebraska Department of Education \$49,982. Funded.



Co-PI. Examining the lived experiences of BIPoC initial teacher certification candidates in rural and urban Nebraska. Collaborative Initiative Preliminary Data and Application Preparation Grant. \$40,000. Funded.



Co-PI. Chronicling the Impact of COVID-19 in Diverse Nebraska. Center for Great Plains Studies, University of Nebraska. \$1,820. Funded.



Sprott, K., Morales, A., Shroyer, M. G., & Growe, R. (2021). Collaboration across the continuum: Systemic partnerships for reform in science and mathematics teacher education. *International Journal of Humanities and Social Science*, 11(9), 1-13.



Morales, A. (2021). *Advice for Students of Color (SOCs) and first-generation students (FGCS): Successful transitions from high school into and within college/university*. Midwest and Plains Equity Assistance Center.

-  Morales, A., & Hamann, E. (2021). *Advice for educational counselors, advisors, faculty, and staff: paving the pathways to post-secondary education: Removing barriers & creating opportunities for Students of Color (SOC) and first-generation college students (FGCS) to flourish*. Midwest and Plains Equity Assistance Center.
-  Morales, A. R., Gallardo, M. C., & Hamann, E. (2021, October). *Keeping it real: The co-creation of critical BIPOC affinity groups with pre-service and in-service teachers of Color resisting in predominantly white spaces* [Paper presentation]. Annual Conference of the Critical Race Studies in Education Association, University of Delaware.
-  Morales, A. R. (2021, March). *Critical mentoring for Latinx educators: Centering ethno-racial identity and issues of equity in praxis* [Virtual presentation]. CIMA Beyond Equity Conference, Kansas State University.
-  Morales, A. (2021, December). *Exploring identity: Intersectionality and multi-dimensionality across the ages* [Presentation]. History of Civil Rights Class, Lincoln North Star High School, Lincoln, NE, United States.
-  Morales, A. (2021, November). *Application of LatCrit and Chicana feminist epistemologies in teacher education research* [Virtual presentation]. Graduate Research Talk, University of Texas Rio Grande Valley.
-  Morales, A. (2021, November). *TEAC 995A doctoral seminar* [Presentation]. Department of TLTE, University of Nebraska-Lincoln, Lincoln, NE, United States.
-  Morales, A. (2021, October). *Navigating the in-between: The hypervisibility, yet invisibility, of the Latinx educator* [Virtual presentation]. Regional Evolución 2021 Conference.
-  Morales, A. (2021, October). *So, what does it take?* [Keynote presentation]. LPS Scholar Equity Cadre Leadership Retreat, Lincoln Public Schools, Lincoln, NE, United States.
-  Morales, A. (2021, August). *Building rapport and understanding student needs* [Virtual presentation]. University-Wide New TA Fall Orientation, University of Nebraska-Lincoln, Lincoln, NE, United States.
-  Morales, A. (2021, August). *What is critical race theory (CRT): Teaching equity-oriented courses in uncertain times* [Virtual presentation]. Professional development session for Foundations faculty and graduate teaching assistants, Department of Teaching, Learning, and Teacher Education, University of Nebraska-Lincoln, Lincoln, NE, United States.
-  Morales, A. & Raible, J. (2021, April). *TOC summit facilitator prep* [Virtual presentation]. Professional development session for graduate students serving as facilitators at the annual TOC Summit, University of Nebraska-Lincoln, Lincoln, NE, United States.
-  Morales, A., Ehie, C. Estrella, J., Magaña, G., & Terán-Pinion, M. (2021, March). *BESITOS educator alumni panel* [Virtual panel moderator]. Center for Intercultural Multilingual Advocacy's (CIMA) Beyond Equity Conference, Kansas State University.



Morales, A. (2021, February). *The power of critical race perspectives on research methodology* [Virtual presentation]. Qualitative & Mixed Methods Research Interest Group Annual Conference, University of Nebraska-Lincoln, Lincoln, NE, United States.



Justin Olmanson
Associate Professor



Olmanson, J., Liu, X., Heselton, C. C., Srivastava, A., & Wang, N. (2021). Chinese character recognition and literacy development via a technopedagogical pivot. *Educational Technology Research and Development*. <https://doi.org/10.1007/s11423-021-09976-5>



Gopal, B., Cooper, S., Olmanson, J., & Bockmon, R. (2021). *Student difficulties in unit testing and continuous integration: An exploratory pilot qualitative study* [Virtual presentation]. Psychology of Programming Interest Group (PPIG).



Olmanson, J., & Liu, M. (2021). *Chinese literacy development via multimodal Pinyin support: From research to practice* [Virtual presentation]. International Conference on Chinese Pedagogy 2021, Harvard University.



John Raible
Professor



Raible, J. (2021). Lifelong impact, enduring need. In S.Y. Shin, C. Oparah, and J. J. Trenka (Eds.) *Outsiders within: Writing on transracial adoption*. Minnesota Press (1st Minnesota Press edition).



Morales, A. & Raible, J. (2021). 'To teach as we are known': Educators of color facilitating anti-biased learning experiences within PWIs. In Sprott, Katherine R. (Ed.) *Designing culturally competent programming for PK-20 classrooms*. IGI Global.






Raible, J. (2021). *What we need to know about critical race theory* [Webinar presentation]. Annual Sorensen Lecture, Unitarian Church of Lincoln, Lincoln, NE, United States.



Jenelle Reeves




Professor, Graduate Chair

-  Catalano, T., Ganesan, U., Barbici-Wagner, A., Reeves, J., Leonard, A., & Wessels, S. (2021). Dance as dialog: A metaphor analysis of arts and community-based learning with preservice teachers and a local refugee community. *Teaching and Teacher Education*, 104, 103369.
-  Reeves, J. (2021, August 16). *Teacher, immigrant, teacher: A Yazidi-American English teacher's identity journey from Iraq to the United States* [Virtual presentation]. Association Internationale Linguistique Appliquée (AILA), Groningen, The Netherlands.
-  Reeves, J., & Catalano, T. (2021, August 14). *Creative inquiry and community engagement: Bringing refugees and preservice teachers together through arts-based interventions* [Virtual presentation]. Association Internationale Linguistique Appliquée (AILA), Groningen, The Netherlands.



Loukia K. Sarroub

Marvin C. & Jane N. Nore Professor, Chair

-  Sarroub, L. K. & Nicholas, C. (2021). *Doing Fieldwork in at Home: The Ethnography of Education in Familiar Contexts*, Rowman & Littlefield Publishers (hard cover, paperback, digital). Lanham, MD & London, UK.
-  Sarroub, L. K. (2021). Invited Dialogue: Mapping the intersections of religion, literacy, and public schooling for displaced, immigrant, and refugee children: A conversation with Loukia K. Sarroub, interviewed by Jennifer Danridge Turner. *Language Arts* 98 (3): 149-155.
-  Sarroub, L. K. (2021). "You pulled the chair from right under me!" How a Black young man disappears from a high school reading class. In Loukia Sarroub and Claire Nicholas (Eds), *Doing Fieldwork in at "Home": The Ethnography of Education in Familiar Contexts*, Rowman and Littlefield Publishers.







Larry Scharmann
Professor

-  Schafer, Z.C. & Scharmann, L.C. (2021). Empowering Salieri – Extracting the genius in our students. *The Science Teacher*, 89(2), 44-49.
-  Scharmann, L.C. (2021). Vaccine hesitancy - when emotions trump reason. *The Innovation Platform*, 8, 278-279. <https://www.innovationnewsnetwork.com/publication/the-innovation-platform-issue-8/>
-  Scharmann, L.C. (2021). Evolutionary theory: Establishing positive learning environments. *The Innovation Platform*, 6, 244-245. <https://www.innovationnewsnetwork.com/publication/the-innovation-platform-issue-6/>
-  Scharmann, L.C. (2021). Evolutionary theory: Coping with a pandemic. *The Innovation Platform*, 5, 158-159. <https://www.innovationnewsnetwork.com/publication/the-innovation-platform-issue-5/>
-  Scharmann, L.C. (2021). Fighting the COVID-19 pandemic with reliable data. *Innovation News Network*. <https://www.innovationnewsnetwork.com/fighting-the-covid-19-pandemic-with-reliable-data/9401/>



Mardi Schmeichel
Associate Professor

-  Janis, S., Schmeichel, M., & McAnulty, J., Grace, C., & Wegzyn, K. (2021). Assessing teacher candidates' pedagogical judgment: An analysis of clinically based instructional assignments. *Journal of Educational Supervision*, 4(3). <https://doi.org/10.31045/jes.4.3.1>
-  Clark, C., Schmeichel, M. & Garrett, J. (2021). How social studies teachers choose news resources for current events instruction. *Harvard Educational Review*, 19(1), 5-37.
-  Clark, C., Schmeichel, M. & Garrett, J. (2021, November). *Parental complaints and their consequences* [Virtual presentation]. College and University Faculty Assembly (CUFA) Conference.
-  Janis, S., Schmeichel, M., Wegzyn, K., Grace, C., & Lee, J. (2021, April). *Making learning visible: Shaping teacher candidates' pedagogical judgement in clinical practice* [Virtual presentation]. American Educational Research Association's (AERA) Annual Meeting.



Janis, S., Schmeichel, M., Wegrzyn, K., Grace, C., & Lee, J. (2021, February). *Did they learn anything? Supporting teacher candidates' capacity to recognize learning – when and if it happens* [Virtual presentation]. American Association of Colleges for Teacher Education's (AACTE) Annual Meeting.



Mona Schoenrock
Lecturer



Schoenrock, R. (2021). *Shake the dust off those BMIT resources* [Virtual presentation for Nebraska teachers].



Schoenrock, R. (2021). *Start jamming with Jamboard*. Nebraska State Business Education Newsletter.



Amanda Thomas
Associate Professor



Thomas, A. (2021). *Online learning for elementary STEM: Creative projects for teachers and parents*. International Society for Technology in Education.



Thomas, A. (2021). *Practicum supervisor guide*. UNL Department of Teaching, Learning and Teacher Education.



Sokoll Bauer, A., & Thomas, A. (2021, March 22). *STEM projects: How and when to integrate* [Virtual presentation]. International Technology and Engineering Educators Association Conference.



Hasseler, E., Sokoll Bauer, A., Thomas, A., Mittelstet, T., Flores, M., Hart, M., Peterson, D. (2021, July). *Designing an integrated STEM semester for pre-service elementary teachers* [Virtual presentation]. International STEM in Education Conference, Vancouver, Canada.



Flores, M., Sokoll Bauer, A., Thomas, A., Mittlestet, T. (2021, February). *Situating elementary math methods within a collaborative STEM block* [Virtual presentation]. Association of Mathematics Teacher Educators Virtual Conference.



Husbye, N. & Thomas, A. (August 2021 – July 2022). Supporting pre-service teacher development through university-school partnerships. University of Nebraska Foundation Layman New Directions Award. \$9,920.























Guy Trainin
Professor

-  Yu, A., & Trainin, G. (2021). A meta-analysis examining technology-assisted L2 vocabulary learning. *ReCALL*, 1-18. doi:10.1017/S0958344021000239
-  O'Shea, C., & Trainin, G. (2021). How did we get here? One district's approach to device assisted learning technology implementation. *Journal of School Administration Research and Development*, 6(2), 99-106.
-  Wessels, S., & Trainin, G. (2021). Digital storytelling with English language learning families. In *Bridging family-teacher relationships for ELL and immigrant students* (pp. 27-45). IGI Global.
-  Schneider, J. M., & Trainin, G. (2021). Genius-hour: Student-led learning in the fourth industrial revolution. In *Teaching and learning in the 21st century* (pp. 157-171). Brill.
-  Morrow, P., Soh, L. K., Nugent, G., Smith, W., Trainin, G., & Steen, K. (2021, October). SWOT analysis of two different designs of summer professional development institutes for K-8 CS teachers. In *2021 IEEE Frontiers in Education Conference (FIE)* (pp. 1-9). IEEE.
-  Soh, L. K., Nugent, G., Smith, W., Trainin, G., Sutton, J. T., & Steen, K. (2021, July). *A comprehensive professional development program for K-8 teachers to teach computer science* [Virtual presentation]. 2021 ASEE Annual Conference.
-  Liu, D., Fisher, E. A., & Trainin, G. (2021). *Review of nature experience in learning*. Research and Evaluation in Education, Technology, and Design.
-  Fisher, E.A., Liu, D., & Trainin, G. (2021). *Review of flexible learning spaces in education*. Research and Evaluation in Education, Technology, and Design.
-  Trainin G. (2021-2022). Code.org regional Partner. Code.org (\$77,040)
-  Trainin G., (2021-2022). Project PARA. NDE (\$64,935)



Kara Viesca
Associate Professor


-  Viesca, K. M. & Gray, T. (2021). Disrupting evasion pedagogies. *Journal of Language, Identity and Education*, 20(3), 213-220. <https://doi.org/10.1080/15348458.2021.1893173>
-  Strom, K. & Viesca, K. M., (2021). Toward a complex framework of teacher learning practice. *Professional Development in Education*, 47(2-3), 209-224. <https://doi.org/10.1080/19415257.2020.1827449>
-  Yunes-Koch, A., Viesca, K. M., & Yunes, C. (2021). Toward racially just multilingual classroom pedagogy: Transforming learning centers for the K-5 classroom. In J. Crawford & R. A. Filback (Eds), *TESOL guide for critical praxis in teaching, inquiry, and advocacy* (pp. 108- 131). IGI Global.
-  Learning from Nebraska 1862. Co-PIs Kara Mitchell Viesca and Colette Yellow Robe. University of Nebraska-Lincoln Office of the Chancellor. REQ: 176,500, funded.
-  ICMEE Admin Team. (2021). Book Club: Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy. Online Professional Development Book Club for K-12 Teachers. (Lead Developer: Kara Mitchell Viesca)
-  ICMEE Admin Team. (2021). Book Club: Unpack Your Impact: How Two Primary Teachers Ditched Problematic Lessons and Built a Culture-Centered Curriculum. Online Professional Development Book Club for K-12 Teachers. (Lead Developer: Tricia Gray)
-  ICMEE Admin Team. (2021). Teaching Multilingual Learners Online. Online Professional Development Module for K-12 Teachers. (Lead Developer: Tianna Bankhead)
-  ICMEE Admin Team. (2021). Anti-Bias Framework and Classroom Literature. Online Professional Development eWorkshop for K-12 Teachers. (Lead Developer: Jessica Mitchell-McCollough)
-  ICMEE eWorkshop Design Strand. (2021). Transformative Social Studies. Online Professional Development eWorkshop for K-12 Teachers. (Lead Developer: Aaron Johnson)
-  ICMEE eWorkshop Design Strand. (2021). Embracing Community Cultural Wealth Among Multilingual Learners of Migrant and Refugee Backgrounds. Online Professional Development eWorkshop for K-12 Teachers. (Lead Developer: Lydia K Kiramba)

-  Viesca, K.M., Linzell, C. H., Wang, P., Heeren, M., & Hammer, S. (2021, September). *Agency, leadership, and collaboration in professional learning for teachers of multilingual students* [Virtual presentation]. European Conference for Educational Research (ECER), Annual Meeting of the European Educational Research Association (EERA).
-  Gray, T., Masterson, J., Viesca, K.M., Morgenson, C., & Hammer, S. (2021, April). *Evasion pedagogies in middle school: A day in the life of three multilingual students. Identifying and Disrupting Evasion Pedagogies* [Virtual symposium]. AERA Annual Meeting.
-  Gu, X., Wang, P. & Viesca, K. M. (2021, April). *Teacher agency and collaboration in U.S. in-service teacher development. Developing Quality Teachers: International Insights from Europe, the United States, and Hong Kong* [Virtual symposium]. AERA Annual Meeting.
-  Hammer, S., & Viesca, K. M. (2021, April). Observations of pedagogical excellence in teachers across nations (OPETAN): *Lessons learned from a four-nation study. Developing Quality Teachers: International Insights from Europe, the United States, and Hong Kong* [Virtual symposium]. AERA Annual Meeting.
-  Viesca, K. M., Wang, P., Heinz, B., Yunes-Koch, A., Strom, K. J. (2021, April). *Disrupting evasion pedagogies in preservice teacher preparation. Identifying and Disrupting Evasion Pedagogies* [Virtual symposium]. AERA Annual Meeting.
-  Phillips, A. J., Barnatt, J. & Viesca, K. M. (2021, April). *Linguistically responsive leaders: Responding to multilingual students and their families* [Virtual paper session]. AERA Annual Meeting.
-  Wen-Chia, C. C. & Viesca, K. M. (2021, April). *Disrupting evasion pedagogies in research: Preparing teachers for culturally responsive teaching* [Virtual paper session]. AERA Annual Meeting.
-  Viesca, K.M. & Joseph, N. M. (2021). *A framework for improving the teaching of mathematics to bi/multilingual learners* [Virtual presentation]. University of Paris Journées Plurimaths, Automne 2021. <https://irem.u-paris.fr/journees-plurimaths-automne-2021>
-  Mitchell-McCough, J., Viesca, K.M., & Olson, A. (2021, July). *Cultivating purposeful professional learning for educators of culturally and linguistically diverse students* [Presentation]. NDE Days for Nebraska Administrators.
-  Viesca, K. M. (2021, July). *Courageous conversations in the classroom* [Virtual workshop]. Global Education Allies on their Alabama and Tennessee: Building Resilient Classrooms Amid Divergent Perspectives tour, Smoky Mountains, TN, United States.



Stephanie Wessels

Associate Professor

-  Catalano, T., Ganesan, U., Barbici-Wagner, A., Leonard, A., Wessels, S., Reeves, J. (2021). Dance as dialog: A metaphor analysis of arts and community-based learning with preservice teachers and a local refugee community. *Teaching and Teacher Education*.
-  Yang, S., Kiramba, L. & Wessels, S. (2021). Translanguaging for biliteracy: Book reading practices in a Chinese bilingual family. *Bilingual Research Journal*. DOI: 10.1080/15235882.2021.1907486
-  Deng, Q., Kalutskaya, I., Rudasill, K., Trainin, G., Wessels, S., Torquati, J., & Coplan, R. J. (2021) Shy and outgoing preservice teachers and their responses to hypothetical problem behaviors in the classroom. *Educational Psychology*. DOI:10.1080/01443410.2020.1718613
-  Wessels, S. (2021, March 11). *Using the mixed method methodology* [Virtual presentation]. at Iowa State University, Qualitative Research Class.
-  Wessels, S. (2021, February 28). *Home visits with culturally & linguistically diverse families* [Virtual presentation]. St. Ambrose University, Special Education Course.



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