

UNIVERSITY of NEBRASKA-LINCOLN



Department of Teaching, Learning and Teacher Education

TLTE

Scholarly & Creative Work

HIGHLIGHTS 2022

TLTE Scholarly & Creative Work

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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. TLTE's mission is to **expand expertise on teaching and learning through informed practice, engaged research, and purposeful collaboration.**

2022 highlights the impactful breadth and depth of TLTE faculty scholarly and creative work.

LEGEND



Publication



Presentation













Grant



Other



Theresa Catalano
Associate Professor

-  Gu, X., & Catalano, T. (2022). Representing transition experiences: A multimodal critical discourse analysis of young immigrants in children's literature. *Linguistics and Education*, 71, 101083. <https://doi.org/10.1016/j.linged.2022.101083>
-  Catalano, T., Palala Martinez, H., & Moran, D. (2022). "I see you": Indigenous language study in a bilingual teacher education program. *International Journal of Bilingual Education and Bilingualism*, 1-13. <https://doi.org/10.1080/13670050.2022.2072169>
-  Catalano, T., & Morales, A. R. (2022). Dancing across difference: arts and community-based interventions as intercultural education. *Intercultural Education*, 33(1), 48-66. <https://doi.org/10.1080/14675986.2021.2016214>
-  Wang, P. & Catalano, T. (2022). Social media, right-wing populism, and COVID-19: A multimodal critical discourse analysis of reactions to the "Chinese Virus" discourse. In A. Musolff, R. Breeze, K. Kondo, and S. Vilar-Lluch (Eds.), *Pandemic and Crisis Discourse*. London: Bloomsbury Linguistics.
-  Catalano, T. & Waugh, L. (2022). Chapter 9: Metonymies of migration: Media discourse about and by migrants. In M. Brdar & R. Brdar (Eds.). *Figurative thought and language in action*, (pp. 215-235). In *Figurative Thought and Language Series*. London: John Benjamins.
-  Catalano, T. & Waugh, L. (2022). Chapter 9: Metonymies of migration: Media discourse about and by migrants. In M. Brdar & R. Brdar (Eds.). *Figurative thought and language in action*, (pp. 215-235). In *Figurative Thought and Language Series*. London: John Benjamins.
-  Hamann, E. T., Catalano, T., & Moran, D. (2022, March 21). Planning Guide for Starting Dual Language Programs. Great Lakes Equity Center. <https://greatlakesequity.org/resource/planning-guide-starting-dual-language-programs>
-  Catalano, Theresa (2022). ¿Cómo crear ambientes bilingües en el aula? [How to create bilingual environments in the classroom?] [Virtual workshop]. Nuevo León, Mexico.
-  Catalano, Theresa (2022, November 3). Dancing across difference: Developing interculturality through arts and community-based pedagogies [Webinar]. Universidad de La Salle, Bogotá, Colombia.
-  Catalano, Theresa (2022, August 2). Strategies for Intercultural Communication in the U.S. [Podcast]. PIESL, University of Nebraska-Lincoln, Lincoln, Nebraska.

-  Catalano, Theresa. (2022, February 28). Engaging Emergent Multilinguals in Art: A Workshop for Docents [Podcast]. Sheldon Museum of Art, Lincoln, Nebraska.
-  Catalano, Theresa (2022, August 25-27). Indigenous language study as teacher education: A collective autoethnography from three different perspectives [Paper presentation]. LPP Conference Multidisciplinary Approaches in Language Policy and Planning Conference, McGill University Montreal, QC, Canada.
-  Catalano, Theresa. (2022, June 7). The possibilities and limitations of binational virtual professional development: Schooling the students that Mexico and the United States share [Virtual presentation]. AI and the Future of Human Society Virtual Conference.
-  Catalano, Theresa (2022, January 27-30). De-centering and Centering Mobility in Educator Professional Development [Presentation]. Eighth International Conference, University of Arizona, Tucson, Arizona.



Elaine Chan
Associate Professor

-  2021-2022: Global Innovation Fund Virtual Course Development Award, 'Comparative education- International Experience Course.' University of Nebraska-Lincoln, \$8000.00.
-  International Seed Grant, 'Examining Cross Cultural Perspectives in Teaching.' University of Nebraska-Lincoln, \$5300.00.
-  Chan, E. J. (2022). Seeking clarity in murky waters: Nuances of equity and social justice from a teacher perspective. *Frontiers in Education: Special Issue – Teacher Education, Equity, and Social Justice*. 7:862331. DOI: 10.3389/feduc.2022.862331
-  Chan, E., & Schleim, C. (2022). Curriculum and Cultural Diversity. *Curriculum and Cultural Diversity*. <https://doi.org/10.4324/9781138609877-ree223-1>
-  Ratnam, T., Ciuffetelli Parker, D., & Chan, E. (2022). Editorial: Social justice in teacher education: Equity, diversity, inclusion. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.940684>
-  Ratnam, T., Chan, E., & Darlene Ciuffetelli Parker. (2022). Social Justice in Teacher Education: Equity, Diversity, Inclusion. *Frontiers Media SA*.
-  Chan, E. (2022). Teacher experiences of culture in the curriculum. In D. J. Flinders & S. J. Thornton (Eds.), *The Curriculum Studies Reader* (Sixth Edition). New York: Routledge.



Chan, E., & Ross, V. (2022, April). Multicultural teacher knowledge: Multicultural education curriculum informed by teacher and student experiences of diversity [Paper presentation]. American Educational Research Association, San Diego, CA.



Kimberley D'Adamo

Lecturer



\$1.9 million - Department of Education, Arts Professional Learning Program Grant, 2022-2026



\$250,000 - Anonymous Funder, David Brower Center Teacher Fellowship Program, 2022



Nancy Engen-Wedin

Lecturer



Engen-Wedin, N. (2022, November 15). Growing Our Own: The Indigenous Roots Teacher Education and School Leaders Program [Presentation].



Emily Fisher





Assistant Professor of Practice



Fisher, E.A. I love *this* kind of writing: A teacher's reflection of liberating writing experiences. [Manuscript in preparation] *The Journal of Practitioner Research*.






Lauren Gatti
Associate Professor

-  2022-2024 Nebraska Department of Education (NDE) Educator Pipeline Grant. "From Diversity, Strength: The New Nebraska Teacher Project." PI: Ted Hamann. Co-PIs: Lauren Gatti, Lydia Kiramba, Amanda Morales, Sara Skretta, and Loukia Sarroub. \$250,000, funded.
-  Masterson, J. & Gatti, L. (2022). "Reconstituting teacher education: Toward wholeness in an era of monumental challenges." *Democracy & Education*, 30(2).
-  Matsko, K.K., Gatti, L. & Conklin, H (2022, February). Rethinking attention to context: Two cases of clinical preparation [Presentation]. American Association of Colleges for Teacher Education (AACTE) Annual Conference. New Orleans, LA.
-  McAvoy, P. & Gatti, Lauren (2022, October 19). Just Teacher: Taking the Ethical Long View in the Profession of Teaching [Webinar]. The Independent Schools Association of the Central States (ISACS).












Tricia Gray
Assistant Professor of Practice

-  Gray, T., & Phillips, A. (2022, November 9). Unsettling teacher preparation: Cultivating liminality and remaking space [Paper presentation]. American Anthropological Association, Seattle, WA.
-  Gray, T. (2022, February 4). Remaking the Elementary Student Teaching Seminar Course Through the Scholarship of Teaching and Learning [Virtual presentation]. CEHS Scholarly Enhancement Program for Professors of Practice.
-  Phillips, A., & Gray, T. (2022, April 26). Reclaiming and remaking racialized school spaces: Illuminating agency through expanding understandings of space [Virtual presentation]. American Education Research Association, San Diego, CA.




Ted Hamann
Professor

-  Hamann, E. T., Zúñiga, V., & Sánchez García, J. (Eds.) (2022). Lo que conviene que los maestros mexicanos conozcan sobre la educación básica en Estados Unidos [What Mexican Teachers Need to Know About 'Educación Básica' in the United States]. Monterrey, Mexico: Universidad Autónoma de Nuevo León Press.
-  Hamann, E. T., Phillips, A., & Yunes-Koch, A. (2022). Student Mobility as an Underrecognized and Unattended to Problem for Predominantly American Indian School Districts in Nebraska. *Journal of American Indian Education*, 61(2): 34-62.
-  Hamann, E. T., Zúñiga, V., & Sánchez García, J. (2022). Introducción: cómo, por qué, y para quiénes se confeccionó este libro. In E. T. Hamann, V. Zúñiga, & J. Sánchez García (Eds.) *Lo que los maestros mexicanos conviene que conozcan sobre la educación básica en Estados Unidos*. (pp. 19-34). Editorial Universitaria Autónoma de Nuevo León.
-  Hernandez, S. J., & Hamann, E. T., (2022). Aprendiendo dos lenguas en la escuela en plena pandemia. In E. T. Hamann, V. Zúñiga, & J. Sánchez García (Eds.) *Lo que los maestros mexicanos conviene que conozcan sobre la educación básica en Estados Unidos*. (pp. 165-178). Editorial Universitaria Autónoma de Nuevo León.
-  Hamann, E. T., (2022). Diez cosas que maestros mexicanos deben saber de las escuelas estadounidenses. In M. Rodríguez Cruz & M. Zamora Chávez (Eds.) *Abordajes inter-disciplinarios sobre la niñez y la adolescencia migrante en América Latina*. (pp. 239-254). Editorial UNAM
-  Hamann, E. T., Roman, B., Sánchez García, J., & Zúñiga, V. (2022). The value of pluri-national research teams for studying education and migration. In C. Magno, J. Lew, & S. Rodríguez (Eds.) *(Re)Mapping migration and education: Methods, theory, and practice*. (pp. 194-211). Brill. https://doi.org/10.1163/9789004522732_010
-  Hamann, E. T. & Harklau, L. (2022). Changing faces and persistent patterns for education in the New Latinx Diaspora. In E.G. Murillo (Ed.), *Handbook of Latinos and Education* (2nd edition) (pp. 81-92). Routledge.
-  Hamann, E. T. (2022). Prólogo. In O. A. Mojica, N. Baca Tavira, & P. Bustamante (Eds.), *Niñas, Niños y Jóvenes en las Movilidades México-Estados Unidos: Acercamientos a Sus Experiencias de vida y escolares* (pp. 9-14). Universidad Autónoma del Estado de México.
-  Hamann, E. T., Catalano, T., & Moran, D. (2022). Planning Guide for Starting Dual Language Programs. Midwest and Plains Equity Assistance Center. <https://greatlakesequity.org/resource/planning-guide-starting-dual-language-programs>

-  PI (with Lauren Gatti, Lydia Kiramba, Amanda Morales, and Sara Skretta as co-PIs) From Diversity Strength: The New Nebraska Teacher Project. Nebraska Dept. of Education (\$250,000)
-  Affiliated Researcher (PIs are: Trey Andrews, Virginia Chaidez, Megan Kelley, and Sarah Zuckerman) Nebraska Community Action Research for Equity and Sustainability (NE CARES) Hub. University of Nebraska-Lincoln Grand Challenges Planning Grant (\$149,237)
-  Hamann, E. T. (2022). Considering Educational Equity and Possibility Through Dissertations in Practice (DiPs) [Presentation]. Association for the Study of Higher Education, Las Vegas, NV
-  Hamann, E. T. (2022). CAE Presidential Address: What for? [Keynote address]. AAA American Anthropology Association (AAA), Seattle, WA.
-  Hamann, E. T. (2022). Understanding Teacher Education in Two Countries to Ready Teachers for Mobile Students [Paper Presentation]. American Anthropology Association, Seattle WA.
-  Hamann, Ted (2022). Transformative EdD programs Should Have Transformative DiPs: Self-Assessing DiPs To Inform Program Transformation [Presentation]. CPED annual Convening, Pittsburgh, PA.
-  Hamann, E. T. (2022). How Enduring Student Transnationalism Changes the Roles of Teachers [Inaugural Keynote]. UCLA Latin American Institute Speaker Series, University of California, Los Angeles.
-  Hamann, E. T., Morales, A., Martinez, R., & Kiramba, L. (2022). Reconciliation through Diversifying Nebraska's Teaching Force [Paper presentation]. Center for Great Plains Studies, Lincoln NE.
-  Zúñiga, T., Hamann, T., & Catalano, T. (2022). The Possibilities and Limitations of Binational Virtual Professionals Development: Schooling the Students That Mexico and the United States Share [Virtual presentation]. Anthropology, AI and the Future of Human Society Conference.
-  Hamann, E. T. (2022). Pensando en Cynthia, todavía: Reflexiones sobre las circunstancias, retos, y posibilidades encontrados por alumnos transnacionales en México [Virtual presentation]. 1er. Foro Internacional sobre Infancias y Juventudes en Educación, Universidad Autónoma de Baja California, Tijuana, México.
-  Hamann, E. T. (2022). Equity Across the Border: Reimagining Teacher Preparation to Meet the Needs of Transnational Students [Presentation]. AERA annual meeting, San Diego, CA
-  Hamann, E. T., & Zúñiga, V. (2022). Overcoming Challenges Related to Mexican Teachers' Understanding and Caring About What Happens in US Schools [Paper presentation]. AERA annual meeting, San Diego, CA
-  Hamann, E. T. (2022). Navigating the Road to Improvement: Finding Comfort in an Ever Changing Landscape [Presentation]. AERA annual meeting, San Diego, CA

 Morales, A., Gallardo, C., & Hamann, E. T. (2022). Fuerza en la solidaridad: Co-Creation of Critical Affinity Groups with Pre-/In-Service BIPoC Teachers Resisting in White Spaces [Presentation]. AERA annual meeting. San Diego, CA


 Hamann, E. T. (2022). Producción académica en la formación docente [Presentation]. Escuela Normal 'Miguel F. Martínez', Monterrey, NL, México.

 Hamann, E. T. (2022). Better Integrating US-origin Students in the Mexican Education System [Virtual presentation]. Forum on Education and Migration: "The future of the U.S.-Mexico Human Capital, Opportunities for a bilateral agenda on education and migration" Co-organized by the University of California (through the UC Alianza MX), El Colegio de México and the Autonomous University of Nuevo León. Mexico Cultural Institute, Washington DC.

 Hamann, E. T., & Catalano, T. (2022). De-centering and Centering Mobility in Educator Professional Development [Virtual presentation]. Eighth International Conference on the Development and Assessment of Intercultural Competence. University of Arizona.





Jillian Harpster
Lecturer

 Harpster, J., Bennett, M., & Gugel, G. (2022, October). Learning to Teach during a Pandemic [Presentation]. Critical Questions in Education Conference. Denver, CO.










Nicholas Husbye
Associate Professor

 Husbye, N. E. (2022). The Complications of Being Charlotte: Alex Gino's Melissa. First Opinions, Second Reactions, 15(2).

 Husbye, N. E. (2022). Developing Adaptive Expertise in Pre-Service Literacy Education [Paper presentation]. European Literacy Conference, Dublin, Ireland.





Lydiah Kiramba
Assistant Professor


-  Kiramba, L. K., Traore, H. M., & Trainin, G. (2022). "At School, It's a Completely Different World": African Immigrant Youth Agency and Negotiation of Their Adaptation Processes in US Urban Schools. *Urban Education*, 004208592211404. <https://doi.org/10.1177/00420859221140407>
-  Kiramba, L. K., Deng, Q., & Viesca, K. (2022). Novice general education teachers' perceptions of preparedness in U.S. public schools: The impact of learning about and working with multilingual students. *Teaching and Teacher Education*, 116, 103757. <https://doi.org/10.1016/j.tate.2022.103757>
-  Trainin, G. & Kiramba, L.K. (2022, November 29-December 3). Teacher preparation for immigrant background students: Teachers of African immigrant and refugee (AIR) background students [Presentation]. Literacy Research Association (LRA), 72nd Annual Conference. Phoenix, Arizona. United States.
-  Kiramba, L.K. & Trainin, G. (2022, April 21-26). Contextual negotiations of immigrant youth in U.S. urban schools [Virtual roundtable session]. The American Educational Research Association (AERA), San Diego, CA, and online, United States.
-  Ward, N., Yang, S., Warren, A., Moran, R., & Kiramba, L.K. (2022, April 21-26). Making space for learner interaction in online courses [Paper presentation]. The American Educational Research Association (AERA), San Diego, CA, and online, United States.
-  Hamann, T. (PI); Morales, A.; Martinez, R.; & Kiramba, L. K. (Co-PIs). (2021). *Clubes Igualdad: Strengthening and Diversifying the Teacher Pipeline*, Nebraska Department of Education (\$49,828). (Funded)
-  Hamann, T. (PI); Morales, A.; Martinez, R.; & Kiramba, L. K. Sarroub, L., Skretta, S, Gatti, L. (Co-PIs). (2022). *From Diversity Strength: The New Nebraska Teaching Project*, Nebraska Department of Education (\$250,000). (Funded)




Elizabeth Lewis
Associate Professor


-  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 Page 7 of 36 date 7/1/21; End date: 6/30/27; \$2,916,074 plus \$1,426,795 in matching funds).

 Citizenship-Water Quality Curriculum Project, University of Nebraska Medical Center. Taylor Hamblin (PI), Elizabeth Lewis (co-PI) (Funded: 08/08/2022-06/01/2023, \$110,000).

 Midwest Science Engagement Consortium, UNL Grand Challenges Competition, Planning Grant. Mark Griep (PI), Elizabeth Lewis (co-PI), and 18 other UNL faculty co-PIs. (Funded: 7/1/226/30/23, \$113,462).


 Ice Coring & Education (ICE) Silo, UNL Grand Challenges Catalyst Competition Planning Grant. David Harwood (PI), Elizabeth Lewis (collaborator), and 29 co-PIs and collaborators (7/1/2212/31/23, \$149,994).

 Hasseler, E., Benzoni, R. & Gustafson, C. (2022, June 7). Priorities for Secondary Science Education in Nebraska [Presentation]. 2022 Nebraska Association of Teachers of Science (NATS) Annual Conference.

 Hasseler, E., Tankersley, A. Lucas, L., Rivero, A., & Lewis, E.B. (2022, January 5-8). Secondary Science Teachers' Curricular Use of NGSS Engineering Practices [Conference presentation]. 2022 ASTE Annual Conference, Virtual & Greenville, NC.





Cindy Linzell
Lecturer

 Viesca, K. M., Linzell, C., Wang, P, Heeren, M., Mitchell-McCollough, J., & Yunes, A. (2022). Scaffolding learning for teachers of multilingual learners through agency, leadership and collaboration. In L. C. de Oliveira and R. Westerlund (Eds.) Scaffolding for multilingual learners in elementary and secondary schools.



Lorraine Males
*Julie and Henry Bauermeister Associate
Professor in Education and Human Sciences*

 Anderson, R. K., Weiland, T., Males, L.M., & Quaisley, K. (2022) How four white MTEs attempted to acknowledge, act, and hold ourselves accountable for incorporating antiracism into graduate courses for teachers. Teaching for Excellence and Equity in Mathematics: Special Issue on Antiracism in Mathematics Education.

 Jakopovic, P., Weiland, T., Campitelli, M., Males, L., & Amick, L. (2022). Supporting and Retaining Early Career Mathematics Teachers Using an

Online Community of Practice. *Journal of Mathematics Education at Teachers College*, 12(2), 33–42. <https://doi.org/10.52214/jmetc.v12i2.7286>



Males, L.M., Males, J.R., Weiland, T., Lawler, B., Uy, F. & Pforts, A. (2022, February) Taking action for diversity, equity, and inclusion in candidate retention [Presentation]. Association of Mathematics Teacher Educators, Henderson, NV.



Anderson, R. Edgington, C., Carman, L., Sundrani, A., Males, L.M., Lawler, B., & Weiland, T (2022, February). Articulating the AMTE Standards: Building a comprehensive, justice-oriented secondary mathematics teacher preparation program. Presentation at the annual conference of the Association of Mathematics Teacher Educators, Henderson, NV.



Quaisley, K., & Zhou, Z., Males, L. M., & Block, S (2022, February). The role of instructional resources in prospective secondary teachers planning [Presentation]. Association of Mathematics Teacher Educators, Henderson, NV.



Deepika Menon
Assistant Professor



Menon, D., & Ngugi, W. R. (2022). Preservice secondary STEM teachers' reflective practice in microteaching: An analysis of journal writing and video-mediated reflections. *Teacher Education Quarterly*, 49(1). 29-52.



Collaborative Research: Research on Integrated STEM Self-Efficacy: A Study of Elementary Preservice Teachers including Noyce Scholars. (2022-2027). Funding Agency: National Science Foundation, NOYCE Track 4. \$481,065. D. Menon (PI).



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. \$2,916,074.0. 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., & Ngugi, W. R. (2022, March). Investigating Preservice Secondary STEM teachers' Reflective Practice in a Microteaching Context [Paper presentation]. National Association for Research in Science Teaching. Vancouver, BC.













Wieselmann, J., Menon, D., Haines, S., & Asim, S. (2022, March). Elementary Teacher Self-Efficacy in Science and Engineering Instruction: Trends in the Literature and a Framework for Future Research. Paper presented at the annual meeting of the National Association for Research in Science Teaching. Vancouver, BC.

-  Haines, S., Menon, D., Wieselmann, J., & Asim, S. (2022, January). A Research-Based Framework for Teacher Self-Efficacy and Connections to Effectiveness and Retention [Paper presentation]. Association for Science Teacher Education. Greenville, SC.
-  Schaefer, P. G., McNeal, P. M., & Menon, D. & Al Shorman, D. A. (2022, March). 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 (GSA).
-  Azam, S., & Menon, D. (2021, April). Preservice elementary teachers' science teaching beliefs: Influence of Science Experiences [Virtual seminar]. Memorial University of Newfoundland, St. John's, Canada.
-  Lee, K., Menon, D., Williamson, M., Davis, M. (2022). How to Engage with Smartphone Simulations in Introductory Astronomy Courses [Presentation]. Physics and Astronomy Fall Summit. The University of Nebraska-Lincoln. Lincoln, NE.
-  Menon, D. (2022, October). NGSS in action: Zipline engineering [Poster presentation]. Nebraska Physics and Astronomy Fall Summit. Lincoln, NE.









Ali Moeller
Edith S. Greer Professor

-  Takagi, A and Moeller, A. J. (2022). Developing critical cultural awareness in the ELT classroom. The Journal of Asia TEFL. Vol. 19, No. 1, Spring, 2022, 247-256 <http://dx.doi.org/10.18823/asiatefl.2022.19.1.16.247>
-  Moeller, A.J. (2022). The NCSSFL-ACTFL Can-Do Statements for Intercultural Communication: Cultivating Sojourners in the Language Classroom. In McConachy, T, Golubeva, I, Wagner, M. (Eds.). Intercultural Learning in Language Education and Beyond: Evolving Concepts, Perspectives and Practices (pp 207-226). Multilingual Matters.
-  Moeller, A. J. (2022, November 4). Cultivating Intercultural Competence in the Language Classroom [Presentation]. Indiana Foreign Language Teacher Association. Indianapolis, Indiana.
-  Takagi, A and Moeller, A. J. (2022). Developing critical cultural awareness in the ELT classroom. The Journal of Asia TEFL. Vol. 19, No. 1, Spring, 2022, 247-256 <http://dx.doi.org/10.18823/asiatefl.2022.19.1.16.247>
-  Moeller, A.J. (2022). The NCSSFL-ACTFL Can-Do Statements for Intercultural Communication: Cultivating Sojourners in the Language Classroom. In McConachy, T, Golubeva, I, Wagner, M. (Eds.). Intercultural Learning in Language Education and Beyond: Evolving Concepts, Perspectives and Practices (pp 207-226). Multilingual Matters.

-  Moeller, A. J. (2022, February 14-18). Moving from Teaching to Learning: Research informed Language Teaching. Week long mini course offered at Brigham Young University, Provo, Utah.
-  Moeller, A. J. (2022, November 4). Intercultural Communicative Competency: Where Language Meets Culture [Keynote address]. Indiana Foreign Language Teachers Association. Indianapolis, Indiana.
-  Moeller, A.J., Rfissa, H., & Moeller, J. (2022, November 18). Building Critical Cultural Competence in the Language Classroom [Presentation]. American Council on the Teaching of Foreign Languages (ACTFL). Boston, MA.
-  Moeller, A.J., Rfissa, H., & Moeller, J. (2022, March 5). Preparing Teachers in a Digital Learning Environment during a Pandemic [Virtual presentation]. Central States Conference on the Teaching of Foreign Languages. Minneapolis, MN.
-  Moeller, A. J. (2022, March 4). Building Intercultural Competency in the Language Classroom [Virtual presentation]. Central States Conference on the Teaching of Foreign Languages. Minneapolis, MN.



Amanda Morales
Associate Professor






-  Co-PI. From Diversity Strength: New Nebraska Teacher Project. Nebraska Department of Education \$250,000. Funded.
-  PI. Distinguished Lecturer Funding for Keynote Speaker Dr. Julian Vasquez Heilig. Teachers of Color Summit 2023. UNL Research Council. \$3,000. Funded.
-  Ganesan, U., & Morales, A. R. (2022). Developing Intercultural Competence in Multilingual Science Classrooms: A Narrative Inquiry. Critical Studies of Science Education Journal. Research Square DOI: <https://doi.org/10.21203/rs.3.rs-2022714/v1>
-  Wang, P., Gu, X., & Morales, M. (2022). "It was just my name!": A CRT/CRF Analysis of International Female Graduate Students' Perception and Experiences Regarding Their Ethnic Name. Journal of International Students, 13(2). <https://doi.org/10.32674/jis.v13i2.4716>
-  Casto, M. A., Ogle, J. P., DeMirjyn, M., Morales, A., & Silvas-Bernstein, S. (2022). Striving towards Authenticity in the Self through Dress and Appearance: Stories of Latina Adolescent Immigrants. Clothing and Textiles Research Journal, 0(0). <https://doi.org/10.1177/0887302X221140339>
-  Catalano, T., & Morales, A. R. (2022). Dancing across difference: arts and community-based interventions as intercultural education. Intercultural Education, 33(1), 48-66. <https://doi.org/10.1080/14675986.2021.2016214>

-  Nelson, R.M., Díaz, C., Pearson, F., Rodriguez-Arroyo, S., Morales, A., & Witte, A. (2022, October). Examining the lived experiences of BIPOC initial teacher certification candidates in rural and urban Nebraska [Presentation]. Critical Questions in Education Symposium. Denver, CO
-  Morales, A. R., Hamann, T., Kiramba, L., & Martinez, R. (2022, September). Reconciliation Through Diversifying Nebraska's Teaching Force [Presentation]. Reckoning and Reconciliation in Education Conference. Center for Great Plains Studies. Lincoln, NE
-  Morales, A. R., Gallardo, M. C., Hamann, E. (2002, April). Fuerza en la solidaridad: Co-Creation of Critical Affinity Groups with Pre-/In-Service BIPoC Teachers Resisting in White Spaces [Paper presentation]. Annual American Education Research Association (AERA) international conference in San Diego, CA.
-  Ganesan, U., & Morales, A. R. (2022, January). Developing Intercultural Competence in Multilingual Science Classrooms: A Narrative Inquiry into a Science Teacher's Lived Experiences in a Mobile and Globalized World [Paper presentation]. Eighth International Conference on the Development and Assessment of Intercultural Competence (ICC).
-  Catalano, T. & Morales, A. R. (2022, November). Dancing across difference: Developing interculturality through arts and community-based pedagogies [Webinar]. Faculty of Education Sciences at Universidad de la Salle, Bogotá, Colombia.
-  Morales, A. R. (2022, November). What Does it Take to Diversify Nebraska's Teaching Force? [Presentation]. Las Voces, Nebraska Latino/a/x Advocacy Organization.
-  Morales, A. R. (June, 2022). ¡Hispanidad! The Importance of Representación en Educación [Presentation]. Wisconsin chapter of the National Association for Multicultural Education (NAME) and the New Orleans Center for Racial Justice.
-  Morales, A. R. (September, 2022). Why Identity Matters [Presentation]. AVID, Irving Middle School, LPS. Lincoln, NE.
-  Morales, A. R. (2022, June). DEI in Math & Science Classrooms: The Courage to Move from Theory to Practice. Nebraska Math & Science Institute. Lincoln, NE.
-  Morales, A. R. (2022, June). Supporting Multilingual Learners in Math & Science Classrooms: Uncovering and Utilizing Students' Funds of Knowledge as Resources [Presentation]. Nebraska Math & Science Institute. Lincoln, NE.
-  Morales, A. R. (2022, June). Simultaneously Hyper-visible & Invisible: Understanding Common Experiences of BIPoC Students /Educators in Predominantly White Spaces and Reimagining Affirming Spaces Where They Can Thrive [Presentation]. AFIRE Professional Learning Session.
-  Ganesan, U. & Morales, A. (2022, April). Collaboration Around Our Shared Commitments [Presentation]. UNL Grad Studies and CEHS Racial Justice Alliance. Lincoln, NE.

-  Morales, A. R. (2022, April). The Value of Grow-Your-Own Teacher Programs for BIPoC Students Within White Normative Educational Spaces [Presentation]. University of Nebraska-Lincoln.
-  Morales, A. R. (2022, March). Leading & Learning in COLOR: Fostering Agency for Ourselves and Others [Presentation]. LPS Aspiring Diversity Educators Summit. Lincoln, NE.
-  Morales, A. R. (2022, March). Fostering Self-Agency Among Students and Teachers [Presentation]. Florida Atlantic University.
-  Morales, A. R. (2022, February). Real Talk: Dialogue with LPS Administrators of Color [Presentation]. Lincoln Public Schools, Lincoln, NE.




Justin Olmanson
Associate Professor

-  Olmanson, J., (2022). Pedagogical & Creative Coding Bot (Version 0.3). Lincoln, NE: University of Nebraska Lincoln.
-  Olmanson, J. (2022). Advising Helper Bot (Version 0.5). Lincoln, NE: University of Nebraska Lincoln.
-  Olmanson, J. (2022). TEAC 259 TA Bot (Version 0.0). Lincoln, NE: University of Nebraska Lincoln.
-  Olmanson, J. (2022). OpenAI Fine Tuning Jsonl Converter (Version 0.0). Lincoln, NE: University of Nebraska Lincoln.
-  Gopal, B., Bockmon, R., Cooper, S., & Olmanson, J. (2022). The impact of POGIL-like learning on student understanding of software testing and DevOps: A qualitative study. Psychology of Programming Interest Group (PPIG), Online.



John Raible
Professor

-  Raible, J. & Irizarry, J. (2022). Redirecting the teacher's gaze: Youth surveillance, teacher education, and the school-to-prison pipeline. In Burch, P. System Failure: Policy and Practice in the School to Prison Pipeline. New York: Routledge.



Decolonizing Our Pedagogy [Webinar]. (2022). Lincoln, NE



We Are Black History [Webinar]. (2022), Lincoln, NE



Jenelle Reeves

Professor, Graduate Chair



Reeves J. (2022). Understanding language teacher identity. In Theory and Practice in Second Language Teacher Identity: Researching, Theorizing, and Enacting, edited by K. Sadeghi and F. Ghaderi, pp. 75-88. Switzerland: Springer.



Reeves, J. (2022, November 22). US Language Teachers Abroad in South Korea [Presentation]. Nebraska Language Association. Crete, Nebraska.



Reeves, J. (2022, July 5). Teacher Education for Multilingual Contexts. UNL - CNUE Colloquium at Chuncheon National University of Education, Chuncheon, South Korea.



Education fever: Lessons for Great Plains K-12 teachers in Korea's education system. (2019 - 2023). \$87,351. Fulbright Hays Group Projects Abroad. Principal Investigator.



Loukia Sarroub

Marvin C. & Jane N. Nore Professor, Chair






Sarroub, L.K. (March 4, 2022). Invited Speaker. Education as a public good: Teaching to advance knowledge and improve the human condition. Educators Rising Conference, Nebraska City Union (session attended by 20 high school students and two teachers).







Grant, Nebraska Department of Education "From Diversity Strength: The New Nebraska Teaching Project," TLTE team Ted Hamann (PI) and co-PIs Lauren Gatti, Lydiah Kiramba, Amanda Morales, Loukia K.Sarroub, and Sara Skretta. "The grant will help attend to both Nebraska's overall

shortage of teachers and to the under-representation of the cultural and linguistic diversity candidates within the pool of those entering teaching,” 2022-2023, Funded Amount: \$250,000

-  2022-23 Big Ten Academic Alliance Department Executive Officers (DEO) Fellow
-  Juzwik, M. M., LeBlanc, R. J., Davila, D., Rackley, E. D. and Sarroub, L.K. (2022). Spiritual and religious meaning making in language and literacy studies: global perspectives on teaching, learning, curriculum and policy. *English Teaching: Practice & Critique*, Vol. 21 No. 3, pp. 225-237. <https://doi.org/10.1108/ETPC-03-2022-0051>
-  Special Journal Issue: Co-editor of Special Issue (2022) of *English Teaching: Practice and Critique (ETPC)*, “Religion, Literacies, and English Education in Global Dialogue,” with Mary Juzwik, Denise Davilla, Robert LeBlanc, Eric Rackley, Loukia K. Sarroub.








Larry Scharmann
CEHS Professor

-  Grant, “Nebraska STEM Noyce”, NSF, Federal, Instruction/Training, \$284,392.00. (Start Date of Funding: August 2, 2019, End Date of Funding: February 28, 2023).
-  Grant, “Nebraska STEM Noyce”, NSF, Federal, Instruction/Training, \$923,811.00. (Start Date of Funding: March 1, 2018, End Date of Funding: February 28, 2023).
-  Ethical Responsibilities in Science Communication. Presented as part of a community panel at SciComm 2022. Lincoln, NE (August 19, 2022)
-  Schafer, Z.C., & Scharmann, L.C. (2022). Understanding death – creating student opportunities for meaningful emotional expression in the science classroom. *The Science Teacher*, 90(1), 38-41. [8 downloads]




Mardi Schmeichel
Associate Professor

-  Sharma, A., Schmeichel, M. & Wurzburg, E. (Eds.). (2022). Progressive Neoliberalism in US Education: Critical Perspectives on Manifestations and Resistance. Routledge.
-  Sharma, A., Schmeichel, M., & Wurzburg, E. (2022). Introduction: The Twin Motors of Neoliberalism and Progressivism. In A. Sharma, M. Schmeichel, & E. Wurzburg (Eds.), *Progressive Neoliberalism in US Education: Critical Perspectives on Manifestations and Resistance*. Routledge.
-  Sharma, A., Schmeichel, M., & Wurzburg, E. (2022). Conclusion: Progressive Neoliberalism: Overview and Possible Futures. In A. Sharma, M. Schmeichel, & E. Wurzburg (Eds.), *Progressive Neoliberalism in US Education: Critical Perspectives on Manifestations and Resistance*. Routledge.
-  Clark, C. & Schmeichel, M. (December 2022). Can Education Save Us from Ourselves? Four Psychological Threats to Democracy. Paper presented at the College and University Faculty Assembly (CUFA) Conference, Philadelphia, PA.
-  Responding to the Conflict Campaign (“Anti-CRT” Movement). Contemporary Issue Dialogue at the College and University Faculty Assembly (CUFA) Conference, Philadelphia, PA. Judy Pace, University of San Francisco; Sohyun An, Kennesaw State University; James Fabionar, University of San Diego; Charley Brooks, University of California Santa Cruz; Jim Garrett, University of Georgia; Mardi Schmeichel, University of Nebraska-Lincoln; Christopher Clark, University of North Dakota.
-  Janis S. & Schmeichel, M. (February 2022). The Power of Structure: Revising a Pedagogical Judgment Rubric to Elicit Richer Descriptions of Students. Association of Teacher Educators (ATE) Annual Meeting, Chicago, IL.






Mona Schoenrock
Lecturer

-  “No One Has Permission to Forget”. (2022). Presented session pertaining to retrieval practice. M-PBEA (Mountain-Plains Business Education Association) Regional Conference, Wichita, Kansas





















Amanda Thomas
Associate Professor





-  Johnson, K.L., Largo, N., Thomas, A., & Sokoll Bauer, A. (2022, April). Rural Elementary Teachers' STEM Teaching During COVID-19. In E. Langran (Ed.), Proceedings of Society for Information Technology and Teacher Education International Conference (pp. 755-760), San Diego, CA, USA. Association for the Advancement of Computing in Education (AACE).
-  Johnson, K.L., Largo, N., Thomas, A., & Sokoll Bauer, A. (2022, April). Rural Elementary Teachers' STEM Teaching During COVID-19. Paper presented at SITE 2022, San Diego, CA, USA.
-  Sokoll Bauer, A., Thomas, A., Johnson, K., & Largo, N. (March 2022). Integrated STEM Maker Spaces in Rural Elementary. Presented at the International Technology and Engineering Educators Association Conference, Orlando, FL, USA



Guy Trainin
Professor





-  Kiramba, L.K. Traore, H. M., & Trainin, G. (2022). "At school, it's a completely different world": African immigrant youth agency and negotiation of their adaptation processes in US urban schools. Urban Education.
-  Yu, A., & Trainin, G. (2022). A meta-analysis examining technology-assisted L2 vocabulary learning. ReCALL, 1-18.
-  Trainin, G., & Okundate, J. (2022, April 11). Impact of Micro-Teaching Rehearsals (MTR) with digital video (DV) on Pre-Service Teacher's Performance in Teaching Practice. Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/220874>
-  Juneja, M., & Trainin, G. (2022, April 11). A community collaborative model to leverage the affordance of learning technology with underprivileged students in India. Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/220902>
-  Liu, X., Yu, A., Deng, Q., Kang, L., Abebe, F., & Trainin, G. (2022, April 11). Non-cognitive Precursors of technology integration for Chinese Language Teachers: Grit and Resistance. Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/220903>









-  O'Shea, C., Trainin, G., & Friedrich, L. (2022, April 11). Creating Innovative Teacher Education to Prepare Educators to Facilitate Learning in Innovative Schools. Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/221018>
-  Okuntade, J. O., Luckay, M. B., & Trainin, G. (2022). Understanding the interplay of Micro-Teaching Skills (MTS) through technological device: A Video Analysis [Paper presentation]. South African Educational Research Association Conference. Cape Town, Western Cape, South Africa.
-  Trainin G., (2021-2022). Project PARA. NDE (\$64,935)
-  Palala Martinez, H., & Trainin, G. (2022). Indigenous languages and Technology: A teacher's story during the COVID-19 pandemic in Guatemala. International Conference on Literacy, Culture, and Language Education. Bloomington, IN.
-  Kiramba, L. S., & Trainin, G. (2022). Teacher preparation for immigrant background students: Teachers of African immigrant and refugee (AIR) background students. Literacy Research Association Conference. Phoenix, AZ.
-  Trainin, G., & Wessels, S. (2022). Learning from Bilingual Families to Use Bilingual Books as an Entry Point to Biliteracy [Paper presentation]. Literacy Research Association Conference. Phoenix, AZ.
-  Peterson, D., & Trainin, G. (2022, October). Architecture as a Reparative Force in the Learning & Development of Children Negatively Impacted by Adverse Childhood Experiences (ACEs): Praxis and products for 21st century learning and design [Paper presentation]. LearningScapes Conference, San Antonio TX.
-  Trainin, G., & Guo, J. &. (2022, September 28-30). The Use of E-textbooks in Higher Education [Paper presentation]. Finnish Learning Analytics and Artificial Intelligence in Education Conference in Joensuu, Finland.
-  Guo, J., & Trainin, G. (2022, September 28-30). Exploring Student Engagement and Self-Regulation a Learning Analytics Approach [Presentation]. Finnish Learning Analytics and Artificial Intelligence in Education Conference in Joensuu, Finland.
-  Guo, J., & Trainin, G. (2022, September 28-30). Measuring Self-Regulation a Learning Analytics Approach [Paper presentation]. Finnish Learning Analytics and Artificial Intelligence in Education Conference in Joensuu, Finland.
-  Trainin, G. (2022, May). Supporting Legislative Action in CSE [Presentation]. Code.Org Summit.
-  Mollenkopf, D., Trainin, G., Buchheister, K., Karabon, A., & Macy, M. (2022). Understanding College Completion Factors in the Early Childhood Workforce [Presentation]. CYFS summit on research, Lincoln, NE.
-  Kiramba, L. S., & Trainin, G. (2022). Contextual Negotiations of Immigrant Youth in U.S. Urban Schools [Paper presentation]. AERA conference, San Diego, CA.

-  O'Shea, C., Trainin, G. & Friedrich, L. (2022). Creating Innovative Teacher Education to Prepare Educators to Facilitate Learning in Innovative Schools [Presentation]. SITE conference, San Diego, CA.
-  Liu, X., Yu, A., Deng, Q., Kang, L., Abebe, F., & Trainin, G. (2022). Non-Cognitive precursors of Technology Integration for Chinese Language Teachers [Presentation]. SITE conference San Diego, CA.
-  Trainin, G., & Okundate, J. (2022). Impact of micro-teaching rehearsals (MTR) with digital video (DV) on pre-service teacher's performance in teaching practice [Presentation]. SITE conference San Diego, CA.
-  Juneja, M. & Trainin, G. (2022). A community collaborative model to leverage the affordance of learning technology with underprivileged students in India [Presentation]. SITE conference San Diego, CA
-  Trainin, G., Bockerman, J., & D'Adamo, K.(2022). Creating interdisciplinary connections through research sketchbooks: Engaging elementary pre-service teachers in arts-based research [Presentation]. National Arts Education Association Research Pre-Conference.
-  Trainin, G., Rice, L., D'Adamo, K., & Yoon, H. (2022). Envisioning a contemporary in-service teacher education program in Arts integrated learning. National Arts Education Association Research Pre-Conference.





Kara Viesca
Professor

-  Chang, W., & Viesca, K. M. (2022). Preparing teachers for culturally responsive teaching: A critical review of research. Teachers College Record, 124(2), <https://www.tcrecord.org/Content.asp?ContentId=23975>
-  Kiramba, L., Deng, Q., & Viesca, K.M., (2022). Novice general education teachers' perceptions of preparedness in U.S. public schools: The impact of learning about and working with multilingual students. Teaching and Teacher Education. 116, <https://doi.org/10.1016/j.tate.2022.103757>
-  Phillips, A., Barnatt, J., & Viesca, K. M., (2022). Linguistically responsive leaders: Responding to multilingual students and their families. Journal of Research on Leadership in Education. <https://doi.org/10.1177/19427751221078039>
-  Viesca, K. M., Teemant, A., Alisaari, J., Ennser-Kananen, J., Flynn, N., Hammer, S.Perumal, R., & Routarinne, S. (2022). Quality content teaching for multilingual students: An international examination of instructional practices in four nations. Teaching and Teacher Education. <https://doi.org/10.1016/j.tate.2022.103649>

-  Viesca, K.M., Goodwin, A.L., Warinowski, A., Mikkilä-Erdmann, M. (2022). Towards internationally shared principles of quality teacher education: Across Finland, Hong Kong, and the United States. In: The Palgrave Handbook of Teacher Education Research. Palgrave Macmillan. https://doi.org/10.1007/978-3-030-59533-3_15-1
-  Symposium on Finnish System of Education and Teacher Education. PI: Kara Mitchell Viesca. University of Nebraska-Lincoln Research Council Symposia Grant. REQ: \$3,000, funded.
-  Viesca, K. M., Linzell, C., Wang, P., Heeren, M., Mitchell-McCollough, J., & Yunes, A. (2022). Scaffolding learning for teachers of multilingual learners through agency, leadership and collaboration. In L. C. de Oliveira and R. Westerlund (Eds.) Scaffolding for multilingual learners in elementary and secondary schools.
-  Viesca, K. M., Wang, P., Heinz, B., & Yunes-Koch, A. (2022). (Re)turning to Freirean philosophy in preparing content teachers to work with multilingual students. In S. R. Barros & L. C. de Oliveira (Eds.) Paulo Freire and Multilingual Education Theoretical Approaches, Methodologies, and Empirical Analyses in Language and Literacy. Routledge
-  Viesca, K.M., Goodwin, A.L., Warinowski, A., and Mikkilä-Erdmann, M. (2022, April). Toward internationally shared principles of quality teacher education [Paper presentation]. American Educational Researchers Association (AERA) annual meeting.
-  Hammer, S., Viesca, K.M., Ehmke, T., Heinz, B., & Deng, Q. (2022, April). Measuring teachers' beliefs regarding multilingualism in schools [Paper presentation]. American Educational Researchers Association (AERA).
-  Alisaari, J., Kilpi-Jakonen, E., & Viesca, K.M. (2022, April). An international investigation of quality teaching and learning: Whose perception matters? [Paper presentation]. American Educational Researchers Association (AERA) annual meeting.
-  Viesca, K.M. (2022, April 6-9). Invited Speaker at the University of Colorado Conference on World Affairs. <https://www.colorado.edu/cwa/cwa-speakersperformers>



Stephanie Wessels
Associate Professor

-  Wessels, Stephanie (2022). Using the Mixed Method Methodology [Virtual presentation]. Iowa State University.
-  Wessels, Stephanie (2022). Learning from Families to Use Bilingual Books as an Entry Point to Biliteracy [Presentation]. Literacy Research Association (LRA) 72nd Annual Conference. Phoenix, Arizona



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