

UNIVERSITY of NEBRASKA-LINCOLN



Department of Teaching, Learning and Teacher Education

TLTE

Scholarly & Creative Work

HIGHLIGHTS 2023

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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.**

2023 highlights the impactful breadth and depth of TLTE faculty scholarly and creative work.

LEGEND

-  Publication
-  Presentation
-  Grant
-  Art Exhibit
-  Other





Theresa Catalano

Professor

-  Wessels, S., Catalano, T., Reeves, J., Leonard, A., Ganesan, U., Barbici-Wagner, A., Gallardo, C., (2023). “Just attaching a face”: Engaging local refugee communities in preservice teacher education focused on students with immigrant/refugee backgrounds. *TESOL Journal*. <https://doi.org/10.1002/tesj.782>
-  Barbici-Wagner, A., Catalano, T., & Meadows, B. (2023). Migrants, Covid-19, and Italy: A multimodal critical discourse analysis of the construction of and resistance to nationalist discourses. *Critical Approaches to Discourse Analysis Across Disciplines (CADAAD)*. 15(1), 21-44. <https://www.lancaster.ac.uk/fass/journals/cadaad/volume-15-2023>
-  Wang, P. & Catalano, T (2023). ‘Chinese Virus’: A critical discourse analysis of anti-Asian racist discourse during the COVID-19 pandemic. *Journal of Language and Discrimination*. 7(1), 26-51. <https://doi.org/10.15558/jld.23484>
-  From idea to paper: Talking through the process. Invited talk as part of Institute of Corpus Studies and Applications two-day symposium for doctoral students at Shanghai International Studies University. Shanghai, China. August 12, 2023.
-  Critique of CDS: Contemplating our Past in Order to Redefine our Future. Invited panelist on CDA Symposium on “Reassessing the ‘critical’ in CDS”. Università della Svizzera Italiana, Lugano, Switzerland, March 21-22, 2023.
-  Catalano, Theresa. (2023, January 14). Analyzing Images. Shanghai International Studies University, Shanghai, China.
-  Catalano, Theresa. (2023, October 28). Studying the Languages of our Students. Presentation given with Lydia Kananu Kiramba, Dan Moran, and Hector Palala as part of Dual Language Workshop given by the Spanish Studies Institute at the University of Nebraska at Omaha, Omaha, NE.
-  Catalano, Theresa. (2023, August 15). Teaching language using art. Invited presentation and teaching demonstration given as part of the Teaching with Art at Sheldon workshop, Sheldon Museum, University of Nebraska-Lincoln, Lincoln, NE.
-  Catalano, T. (2023, January 27). Forum Theater Workshop for Graduate Teaching Assistants. University of Nebraska-Lincoln, Lincoln, Nebraska.
-  Catalano, T.(2023, September 9). What Teachers Should Know about our Multilingual Children. Presentation given with Inoussa Malgoubri, Hadi Pir, and Uma Ganesan at the Language, Migration, and Education conference, University of Nebraska-Lincoln, Lincoln, NE.
-  Three-year federal Supporting Effective Educator Development (SEED) grant co-administered with Kansas State University. Advisory Board

Member: Project RAÍCES (Re-envisioning Action and Innovation through Community Collaborations for Equity Across Systems). PI (Amanda Morales), co-PIs (Lauren Gatti, Ted Hamann). August, 2023. (Funded, 5.25 million).



PI: Distinguished Lecturer Award (through UNL Research Council) for Dr. Ofelia García to speak at the Language, Migration and Education Conference, with co-PIs Loukia Sarroub, Tricia Gray, and Stephanie Wessels University of Nebraska-Lincoln, March 10, 2023. (Funded, \$2995.00).



Elaine Chan
Professor



Chan, E. (2023). Crossing over the genkan: Learning about Japanese school from a Canadian teacher perspective. In E. Chan and V. Ross (Eds.), *Smudging composition lines of identity and teacher knowledge: Cross-cultural narrative inquiries into teaching and learning*. Bingley, UK: Emerald Group Publishing Limited.



Chan, E., & Ross, V. (2023). Complexities of teacher knowledge in cross-cultural school contexts: Coming to a cross-cultural comparative narrative approach. In E. Chan and V. Ross (Eds.), *Smudging composition lines of identity and teacher knowledge: Cross-cultural narrative inquiries into teaching and learning*. Bingley, UK: Emerald Group Publishing Limited.



Ross, V., & Chan, E. (2023 - E-Copy is available, hardcopy is in press). Examining teacher knowledge in cross-cultural classroom contexts. In E. Chan and V. Ross (Eds.), *Smudging composition lines of identity and teacher knowledge: Cross-cultural narrative inquiries into teaching and learning*. Bingley, UK: Emerald Group Publishing Limited.



Chan, E., & Ross, V. (2023, April). Tools for analysis of narrative inquiry research. Professional Development Workshop. American Educational Research Association. Chicago, IL.



Schlein, C., & Chan, E. (2023, April). Project learning in diverse classrooms as multicultural education in action. American Educational Research Association. Chicago, IL.



Kimberly D'Adamo
Lecturer



Exhibit titled “Powerful Fragility” is on display through March 19 at the Morris Graves Museum of Art, 636 F St., Eureka. <https://www.times-standard.com/2023/02/24/powerful-fragility/>



Marshall, J., D'Adamo, K. & LedoLane, A. (2023). Cultural Connections. Palo Alto Art Center. Palo Alto Art Foundation.



Nancy Engen-Wedin

Lecturer



Engen-Wedin. (2023). A Harvest of Tribute and Praise: Hexága-zhí'ga 'Little Rough Horn' – *An Anthology of Poetry by the Umonhon Nation School*, produced with Glenis Redmond, and members of the Umonhon Nation School community. (Collaborative Chapbook).



Engen-Wedin, N. (Nov. 13-17, 2023; Nov. 27-Dec. 1, 2023) We are the Buffalo, and the Buffalo are Us. Extensive arts integration residencies created and held at Santee Community School (Santee, NE) and Omaha Nation School (Macy, NE). With Tsering Choedron, Lisa Drum, Delberta Frazier, Brenda Murphy and Renee Sans Souci.



Indigenous Roots Teacher Education Program Panel, LPS Middle School Conference for American Indian students. (Nov. 9, 2023) With Kristine Earth, Michelle LaMere, Amy LaPointe, Mike Wolfe.



CREATE Summer Institute for Arts Integration - seminar for Nebraska teachers, specifically those those in Title 1 schools or who serve American Indian students. (Crete, Niobrara, Umonhon Nation, LPS) Macy, NE (July, 2023). With Harlan Brownlee, Amy Cordova y Boone, Tammy Meneghini, Glenis Redmond, Joe Wanning.



Engen, N. (2023, March 3-13). Ajijaak on Turtle Island Residency, Student Matinees/Public Show, Family Festival, Study Guide, Film Premier, held in Crete, Lincoln, Macy, Niobrara, Santee, Winnebago.



Emily Fischer

Assistant Professor of Practice



Fischer, E. (2023). Just how complex is it to teach writing? A literature review. In J. VanSlander (Ed.), *Instructional leadership efforts and evidence-based practices to improve writing instruction*, (pp. 21-46). IGI Global. 10.4018/978-1-6684-8661-0.ch002.



Lauren Gatti
Associate Professor



U.S. Department of Education Office of Elementary and Secondary Education, Supporting Effective Educator Development (SEED) grant. Project RAICES (ReEnvisioning Action and Innovation through Community Collaborations for Equity across Systems). PI: Amanda Morales. Co-PIs: Ted Hamann and Lauren Gatti. Senior Personnel: Lydia Kiramba, Jenelle Reeves, and Stephanie Wessels. (REQ: \$3.39 million, funded). [Kansas State University is a partner on this grant].



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.



Ellis, V., Gatti, L., and Mansell, W. (2024). *The new political economy of teacher education: The enterprise narrative and the shadow state*. Policy Press: University of Bristol, UK.



Gatti, L. Getting Critical about ‘Classroom Management’: Centering Race, Identity, and Context in Discussions of Classroom Management with Preservice Teachers. Individual presentation proposed to NCTE Annual Convention. Columbus, OH. November 16-19.



Gatti, L. & Shah, R. (2023, November). Moving Students Beyond “I Want to Teach English Because I Like To Read”: Using Program Coherence to Foster a Political Vision. Individual presentation proposed to NCTE Annual Convention. Columbus, OH.



Conklin, H., Gatti, L., and Matsko, K.K. (November, 2023). Amplification and diminishment of contextual systems in teacher education: Learning to teach in distinctive pathways. Paper presented in Division K, Section 1 of the American Educational Research Association (AERA). Chicago, IL.



Gatti, L. & McAvoy. (2023). Thinking With ‘The Ethical Long View’: Understanding Teachers as Reflective Civic Actors. Symposium paper presented in Democratic Citizenship SIG of the American Educational Research Association (AERA). Chicago, IL.



Tracia Gray
Assistant Professor of Practice



Gray, T., & Phillips, A. (2023). Unsettling teacher preparation: Cultivating liminality and remaking space. *International Journal of Social Pedagogy*, 12(1). <https://doi.org/10.14324/111.444.ijsp.2023.v12.x.017>

-  Viesca, K., Yunes-Koch, A., & Gray, T. (2023). The evasion pedagogy of anti-Critical Race Theory policy actions. Special issue of *Thresholds in Education: Critical Race Theory in K-12 Education and Teacher Preparation: Hysteria, Censorship, and the Death to Just Education (K-12 and Teacher Education)*. (pp. 79-95). Guest editor, Dr. Cheryl Matias.
-  Gray, T. (2023, November 29). Learning to hide: Cacophony in the “sheltered” social studies classroom. Annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Nashville, TN. (Paper accepted but could not attend).
-  Gray, T. (2023, November 15). Leveraging care in the English Learning classroom: Cultural Community Wealth to what end? [Paper]. Annual meeting of the American Anthropological Association, Toronto, ON.
-  Gray, T. (2023, April 14). Scholarship of Teaching and Learning. [Panel organized by P. Springer and J. Raible on the Scholarship of Teaching and Learning]. CEHS Scholarly Enhancement Program for Professors of Practice. (Virtual format).



Ted Hamann
Professor

-  Hamann, E. T. (2023). Policy Brief 2: Better Integrating the US-Origin Students in the Mexican Education System Through Effective Education Policies. In P. Gándara, V. Zúñiga, G. Peri, & S. Giorguli (Eds.) *Report of the 2022 Forum on Education and Migration: The Future of the United States – Mexico Human Capital: Opportunities for a Bilateral Education and Migration Agenda* (pp. 28-33). University of California – Alianza MX.
-  Hamann, E. T. (2023). Informe de Política 2: Integrar Mejor a Los Alumnos de Origen Estadounidense en el Sistema Educativo Mexicano Mediante Políticas Educativas Eficaces. In P. Gándara, V. Zúñiga, G. Peri, & S. Giorguli (Eds.) *Informe del Foro sobre Educación y Migración 2022: El Futuro del capital humano México-Estados Unidos: Oportunidades para una agenda bilateral de educación y migración* (pp. 29-34). University of California – Alianza MX.
-  Levinson, B. A., Luna, M. E., & Hamann, E. T., (2023). Citizenship Education and Transnational (Im)migrant Groups in Mexico. In J. Banks (Ed.) *Global Migration and Civic Education: Research, Policy, and Practices* (pp. 35-49). Routledge.
-  Hamann, E. T., Eckerson, J., & Larson, M., (2023). The High School in the Middle of Everywhere: Nebraska’s Lincoln High. In A. York, K. Welner, & L. Molner Kelley (Eds.) *Schools of Opportunity*. (pp. 158-175). Teachers College Press. <https://digitalcommons.unl.edu/teachlearnfacpub/523>
-  Hamann, E. T. (2023). Policy Brief 2: Better Integrating the US-Origin Students in the Mexican Education System Through Effective Education

Policies. In P. Gándara, V. Zúñiga, G. Peri, & S. Giorguli (Eds.) *Report of the 2022 Forum on Education and Migration: The Future of the United States – Mexico Human Capital: Opportunities for a Bilateral Education and Migration Agenda* (pp. 28-33). University of California – Alianza MX.



Hamann, E. T. (2023). El Sistema Educativa de Estados Unidos. [Video]. In K. Tacosky (Coord.), *Atención educativa a la comunidad transnacional*. Lebanon Valley College.



Hamann, E. T. (2023). El Sistema Educativa de Estados Unidos. [Video]. In K. Tacosky (Coord.), *Atención educativa a la comunidad transnacional*. Lebanon Valley College.



Hamann, E. T. (2023). Informe de Política 2: Integrar Mejor a Los Alumnos de Origen Estadounidense en el Sistema Educativo Mexicano Mediante Políticas Educativas Eficaces. In P. Gándara, V. Zúñiga, G. Peri, & S. Giorguli (Eds.) *Informe del Foro sobre Educación y Migración 2022: El Futuro del capital humano México-Estados Unidos: Oportunidades para una agenda bilateral de educación y migración* (pp. 29-34). University of California – Alianza MX.



Hamann, E. T. (2023). El Sistema Educativa de Estados Unidos. [Video]. In K. Tacosky (Coord.), *Atención educativa a la comunidad transnacional*. Lebanon Valley College.



Co-PI, Project RAÍCES (Re-envisioning Action and Innovation through Community Collaborations for Equity Across Systems). Three-year federal Supporting Effective Educator Development (SEED) grant co-administered with Kansas State University (\$5.25 million).



[Human Rights and Humanitarian Affairs] HRHA Teaching Fellow, Forsythe Family Program on Human Rights and Humanitarian Affairs, University of Nebraska-Lincoln. The goal of the HRHA Teaching Fellows Program is to enhance human rights education and research on human rights pedagogy on the UNL campus...[by] develop[ing] or enhance[ing] a course that could be added to our list of classes. (\$2500).



Hamann, E. T. (2023). Presenter (with Víctor Zúñiga and Juan Sánchez García), Presentación del libro 'Lo que los maestros mexicanos conviene que conozcan sobre la educación en Estados Unidos.' Sesión ordinaria del Consejo Nacional de Autoridades [Mexicanas] de Educación Normal. Bacalar, Quintana Roo, Mexico (joined virtually).



Hamann, E. T. (2023). The Would-Be Migrant and Me: Uncomfortable Discourses of Migration, Opportunity, and Inequality. AAA American Anthropology Association (AAA) annual meeting. Paper Presenter. Toronto, Canada.



Hamann, E. T. (2023). Dual Language Programs: Challenges and Possibilities. Dual Language Institute (co-sponsored by Omaha Public Schools and University of Nebraska-Omaha). Panelist. Omaha, NE.



Hamann, E. T. (2023). Book presenter (with Juan Sánchez García and Víctor Zúñiga), Lo que los maestros mexicanos conviene que conozcan sobre la educación en Estados Unidos. 6to Congreso Nacional de Investigación sobre Educación Normal. Xalapa, Veracruz, México (participated by sending a pre-recorded video).

-  Hamann, E. T. (2023). *Teaching Anthropology as Part of Preparation for the Professions: A Multinational Consideration of Teacher Preparation*. International Union of Anthropological and Ethnological Sciences (IUAES) World Anthropologies: Learning across Countries, Cultures and Disciplines. Delhi, India. (virtual participant).
-  Hamann, E. T. (2023). The Would-Be Migrant and the Professor: Uncomfortable Discourses of Migration, Opportunity, and Inequality. UNL Language, Migration, & Education Conf. Paper Presenter. Lincoln, NE.
-  Hamann, E. T. (2023). Connecting YPAR and Teacher Education Pathways in Diverse Nebraska High Schools. Cambio de Colores Conference. Presenter. University of Missouri, Columbia, MO.
-  Hamann, E.T. (2023). Paper presenter, The Students We Share are also in Guatemala, LASA hybrid annual meeting. Vancouver Canada.
-  Hamann, E.T. (2023). Session facilitator, Promoting Access to Education, UNL Mandela Washington Fellows Virtual Networking Conference. Lincoln, NE.
-  Hamann, E. T. (2023). Session organizer, When a Tomato is more than a Tomato: Indigenous Food Sovereignty and School on the Great Plains. Plant to Table: Food Production, Culture, and Consequences on the Great Plains (Center for Great Plains Studies annual interdisciplinary conference). Lincoln, NE.
-  Hamann, E. T. (2023). Session organizer and presenter, Guatemalans of the Great Plains: Exploring the educational implications of meatpacking and migration for immigrant communities of Two Geographies. Plant to Table: Food Production, Culture, and Consequences on the Great Plains (Center for Great Plains Studies annual interdisciplinary conference). Lincoln, NE.
-  Hamann, E. T. (2023). Paper coauthor (with Sarah Zuckerman, Megan Kelley, and Virginia Chaidez), Knowing More about Less and Less: The wicked problem of social impact in public universities. AERA annual meeting. Chicago, IL.
-  Hamann, E. T. (2023). Expert panelist, What Great High Schools Accomplish: A Conversation with Diane Ravitch and Kevin Welner. Network for Public Education.
-  Hamann, E. T. (2023). Presenter, Las 10 cosas que los maestros mexicanos deben saber sobre las escuelas de Estados Unidos. Part of the Universidad Autónoma de Nuevo León's seminar: "Procesos inclusión educativa de alumnas y alumnos migrantes e indígenas en las escuelas de Nuevo León, segunda parte." Monterrey, Mexico.



Jillian Harpster
Assistant Professor of Practice

-  Harpster, J. (2023). Collaboration: A Double Helix Towards Growth. Submitted to *English Leadership Quarterly*.
-  Harpster, J. (2023). "Is taking a bubble bath going to make my life easier tomorrow? Maybe not!": Wellness and Margin as Intentional Focuses in Pre-Service Teacher Education. *Schools: Studies in Education*.
-  Harpster, J. (2023, November). Expanding the Boundaries for Transformational Justice: Coalitions between Educators across the Spaces of Our Shared Work. Roundtable presentation at the National Council of Teachers of English annual convention in Columbus, OH.
-  Research Council Faculty Seed Grant: Exploring Multidimensional Effects of Pre-service Teachers' Work in Title I Schools. \$10,000. January-December 2024.



Nicholas Husbye
Associate Professor

-  Husbye, N. E. (2023). Magical vessels: Size in children's literature. *First Opinions, Second Reactions*, 15(3).
-  Husbye, N. E., Rezac, T., Wessels, S., & Trainin, G. (In press). Mechanisms for change: Infusing the Ed.D. with change-making practices. *Impacting Education: Journal on Transforming Professional Practice*.
-  Husbye, N. E. (In press). The art of the error: Planning for students' maladaptive perfection. *The Teaching Professor*.



Minj Jeon
Assistant Professor

-  Jeon, M., Kwon, K., & Bae, H. (2023). Effects of different types of graphic organizers in asynchronous online discussions. *Educational Technology Research & Development*, 71(2), 689-715. <https://doi.org/10.1007/s11423-022-10175-z>

-  Kwon, K., Jeon, M., Guo, M., Yan, G., Kim, J., Ottenbreit-Leftwich, A. T., & Brush, T. A. (2023). Computational Thinking practices: Lessons learned from a problem-based curriculum in primary education. *Journal of Research on Technology in Education* 55(4), 590-607. <https://doi.org/10.1080/15391523.2021.2014372>
-  Ottenbreit-Leftwich, A. T., Glazewski, K., Jeon, M., Jantaraweragul, K., Hmelo-Silver, C., Scribner, A., Lee, S., Mott, B., & Lester, J. (2023). Lessons learned for AI education with elementary students and teachers [Special issue]. *International Journal of Artificial Intelligence in Education*, 33(2), 267-289. <https://doi.org/10.1007/s40593-022-00304-3>
-  Bae, H., Kwon, K., Glazewski, K., Ottenbreit-Leftwich, A., Closser, F., Jeon, M., & Kim, K. (2023, April 13-16). *Investigating the Process and Strategies for Teacher Empowerment* in Virtual Co-design Sessions [Paper session]. 2023 AERA Annual Meeting, Chicago, IL.
-  Ottenbreit-Leftwich, A., Glazewski, K., Hmelo-Silver, C., Jantaraweragul, K., Chakraborty, S., Jeon, M., Scribner, A., Lee, S., Mott, B., & Lester, J. (2023, March 15-18). *Is Elementary AI Education Possible?* [Poster session]. In Proceedings of the 54th ACM Technical Symposium on Computer Science Education (p. 1364). <https://doi.org/10.1145/3545947.3576308>



Lydiah Kiramba
Associate Professor

-  Kiramba, L.K. & Charamba, E. (2023). Translanguaging in a multilingual chemistry classroom: Framing epistemic access in science. *Journal of Educational Studies*, Special Issue; pp. 6-30.
-  Kiramba, L.K., Deng, Q., Guo, X. Yunes-Koch, A., Viesca, K. (2023). Community language ideologies: Implications for language policy and practice. *Linguistics and Education*. <https://doi.org/10.1016/j.linged.2023.101251>
-  Kiramba, L.K. & Trainin, G.(2023, May 4-5). *Teacher preparation, positionality and agency: Teachers of immigrant and refugee background students*. [Virtual paper session]. The American Educational Research Association (AERA), Chicago, IL, online, United States.
-  Kiramba, L. K., & Kumi-Yeboah, A. (2023, April 13-16). *Immigrant youth educational experiences in US schools*. [Roundtable session]. AERA Annual Meeting, Chicago, IL, United States.
-  Trainin, G., Deng, Q., & Kiramba, L.K. (2023). *Digital Communication with School for Immigrant and Minority Families*. Nebraska Educational Technology Association. Omaha, NE.
-  Morales, A., Hamman, E., Kiramba, L.K., (February, 2023). *Reimagining Education 4 Liberation: Diversifying Teacher Pathways in the Midwest Through BIPOC Youth Participatory Action Research (YPAR)*. AACTE.



Hamann, T., Kiramba, L.K., Morales, L. (2023). Connecting YPAR and Teacher Education Pathways in Diverse Nebraska High Schools. The 21st Annual Cambio de Colores Conference entitled “*Identidades: Intersectionalities in the Latin@ Community and Beyond*”. Hampton Inn and Suites. Columbia, Missouri.



Senior Personnel, Project RAÍCES (Re-envisioning Action and Innovation through Community Collaborations for Equity Across Systems). Three-year federal Supporting Effective Educator Development (SEED) grant co-administered with Kansas State University (\$5.25 million).



Elizabeth Lewis

Professor



Lewis, E.B., Lucas, L., Tankersley, A., & Hasseler, E. (2023). Why domain-specific science knowledge matters in teacher certification: Focusing on evidence for effective science teaching (2nd Edition). University of Nebraska-Lincoln. Informational brochure on science teacher certification and subject matter knowledge expertise produced for Nebraska school administrators, teacher educators, and other stakeholders.



Lewis, E.B. (PI), Smith, W. (co-PI), Hasseler, E. (post-doc), & Benzoni, R. (GRA) (June 2023). Annual Report (Year 2) for National Science Foundation, Robert Noyce Master Teaching Fellows (Track 3). Summary of administrative, program development and revision, and research activities.



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).



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).



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).



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).



Cindy Linzell

Lecturer



Linzell, C.H. (2023). Beautifully Me. *First Opinions, Second Reactions*, 15(1), Article 10. Web.



Lorraine Males

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



Block, S. & Quaisley, K., & Males, L. M. (2023). In T. Lamberg & D. Moss (Eds.), *Proceedings of the forty-fifth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (Vol 1). University of Nevada, Reno.



Collaborative Research: The Design and Refinement of Modules for Raising Critical Consciousness in Undergraduate Mathematics Teacher Preparation. Agency: National Science Foundation Category: Research Dates: October 3023 – September 2025 Awarded: \$399,041 (UNL: \$121,215) Role: Lead PI (NC State University: Dr. Cyndi Edgington, PI, Dr. Robin Anderson, Co-PI, Dr. Ruby Ellis, Co-PI; Penn State University: Dr. Ricardo Martinez, PI).



Understanding Lesson Plan Quality of Teachers to Advance Middle-Grade Mathematics Instruction: A Combined Approach of Computer-Assisted Methods and Human Interactions. Agency: National Science Foundation Category: Research Dates: August 2023 – July 2027 Awarded: \$1.5 million (UNL: \$205,954) Role: Co-PI (University of Washington: Dr. Min Sun, PI; Duquesne University: Dr. Melissa Boston, Co-PI; University of Maryland: Dr. Jing Liu, Co-PI, Dr. Wei Ai, CoPI).



Grand Challenges Catalyst Proposal: Nebraska Experiential Program for Innovative Quantitative Education (EPIQuE) Agency: UNL Category: Research Funding Requested: \$1.5 million Role: Co-PI (PI: Petronella Radu; Co-PIs: Amy Goodburn, Wendy Smith, Bryan Wang).



Males, L. M. (2023, October). First impressions matter: An analysis of prospective teachers' noticing of curriculum materials. Presentation at the annual conference of North American Chapter of the International Group for the Psychology of Mathematics Education, Reno, NV.



Males, J. R. & Males, L. M. (2023, September). Designing Lessons That Actually Support Students with Learning Disabilities and Those Other Kids. Presentation at the annual conference of the National Council of Teachers of Mathematics, Washington, D.C..



Males, L. M. , Males, J. R., Lawler, B (2023, February). Cycles of challenge and attempts at progress. Preparing PSTs to Support Students Receiving

Services from Special Education and ELL Programs: Toward a Systemic Approach. [Symposium]. Presentation at the Mathematics Teacher Education Partnership pre-conference of the annual conference of the Association of Mathematics Teacher Educators, New Orleans, LA.



Quaisley, K., Block, S & Males, L. M., (2023, February) First impressions matter: What prospective teachers notice in curriculum materials. Presentation at the annual conference of the Association of Mathematics Teacher Educators, New Orleans, LA.



Males, L. M & Males, J. R. (2023, November). Designing Lessons That Actually Support Students with Learning Disabilities using UDL Math. Presentation at the annual conference of the Nebraska Association of Teachers of Mathematics, Kearney, NE.



Quaisley, K. & Males, L. M. (2023, February). 10 things I wish I knew about using my curriculum before I started teaching. Presentation at the Nebraska Association of Teachers of Mathematics Pre-professionals and Early Career Conference, Virtual.



Deepika Menon
Assistant Professor



McNeal, P. M., Menon, D., Al Shorman, D. A., & Schaefer, P. G. (2023). Drawing as a Tool: Investigating Undergraduate Conceptions of Earth Scientists. *Journal of Geoscience Education*. <https://doi.org/10.1080/10899995.2023.246346>



Menon, D., Cheng, D., Ngugi, W. R. (2023). Investigating Preservice Secondary Teachers' Understanding and Enactment of the Standards-based Practices during Microteaching. *Journal for STEM Education Research*. <https://doi.org/10.1007/s41979-023-00093-x>



Menon, D., Al Shorman, D. A., Cox, D & Thomas, A. (2023). Preservice Elementary Teachers' Integrated STEM Teaching Self-efficacy. *Educational Sciences*, 13(5). 1-12. <https://doi.org/10.3390/educsci13050529>



Smith, C. R., Menon, D., Wierzbicki, A., Dauer, J. M. (2023). Exploring STEM Teaching Assistants Self-efficacy and its Relation to Approaches to Teaching. *CBE-Life Sciences Education*, 22(1). 1-11. <https://doi.org/10.1187/cbe.22-06-0115> Impact Factor: 4.10, [h-5 Index – 74]



Smith, C. R., Menon, D., Wierzbicki, A., Dauer, J. M. (2023). Teaching assistants' responses to COVID-19: Investigating relationships between stress, self-efficacy and approaches to teaching. *Journal of College Science Teaching*. 52(3).



Menon, D., Bauer, A. S.; Hasseler, E. V., Johnson, K. L., Thomas, A., Martinez, R., & Trainin, G. (2023). *Greater Than the Sum of Its Parts: Centering Science within Elementary STEM Education*. Palgrave Macmillan. In (Eds) Al-Balushi, S., MartinHansen, L. & Song, Y. Palgrave Studies on Leadership and Learning in Teacher Education.

-  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).
-  Enhancing Early Childhood Educators' Reflective Practice and Content Knowledge to Increase Children's Capacity for Science Talk. (2023-2026). Funding Agency: National Science Foundation (NSF) DRK-12. \$449,918. D. Menon (Co-PI); Hong, S. Y. (PI).
-  Development and Research on Smartphone Simulations in Introductory College Astronomy. (2022-2025). Funding Agency: National Science Foundation, DUE. \$299,344. D. Menon (Co-PI); K. M. Lee (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).
-  Asim, S., Menon, D., Wieselmann, J., & Haines, S. (2023, October). STEM Online Professional Development: Key Features for Success and Sustainability. Presentation at the School Science and Mathematics Association annual convention. Colorado Springs, CO.
-  Asim, S., Menon, D., Wieselmann, J., & Haines, S. (2023, October). International STEM career role models: Curated children's books at the forefront of K-6 STEM lessons. National Science Teachers Association National Conference. Kansas City, MO.
-  Schaefer, P. G., McNeal, P. M., Menon, D., Al Shorman, D. A. (2023, October). Drawing as a tool: Investigating undergraduate conceptions of earth scientists. Research poster presentation at the Geological Society of America Connects 2023 annual meeting. Pittsburgh, PA.
-  Cheng, D., & Menon, D. (2023, June). Enactment of Science and Engineering Practices by Perspectives in Science and Mathematics Students in Micro-teaching Settings. Research poster presented at the annual meeting of the UTeach STEM Educators Conference. Austin, TX.
-  Trainin, G., Johnson, K. L., Menon, D., Thomas, A. (2023, June). Preparing New Teachers for Equity in Teaching about and through Technology. Paper presented at the ISTE Live 23 conference. Philadelphia, PA.
-  Menon, D., Wieselmann, J., Asim, S., & Haines, S. (2023, April). Science and Engineering Teaching Self-Efficacy: A Systematic Literature Review. Paper presented at the presentation at the annual meeting of the American Educational Research Association. Chicago, IL.
-  Menon, D., & Al Shorman, D. A. (2023, April). Investigating preservice elementary teachers' integrated STEM teaching self-efficacy. Paper presented at the annual meeting of the National Association for Research in Science Teaching. Chicago, IL.
-  Wieselmann, J., Menon, D., Asim, S., & Haines, S. (2023, April). Inservice Elementary Teachers' Science and Engineering Teaching Self-Efficacy: A Synthesis of the Literature. Paper presented at the annual meeting of the National Association for Research in Science Teaching. Chicago, IL.

-  Al Shorman, D. A., Menon, D., McNeal, P. M., & *Schaefer, P. G. (2023, April). Draw an Earth Scientist: Investigating Undergraduate Students' Conceptions of Earth Scientists. Paper presented at the annual meeting of the National Association for Research in Science Teaching. Chicago, IL.
-  Khajeloo, M., Menon, D., Al Shorman, D. A. (2023, April). Investigating Active Learning and Inclusive Practices in Introductory College Science Courses. Paper presented at the annual meeting of the National Association for Research in Science Teaching. Chicago, IL.
-  Haines, S., Menon, D., Wieselmann, J., & Asim, S. (2023, January). Teaching the E in STEM: A Synthesis of the Engineering Teaching Self-Efficacy Literature. Paper presented at the annual meeting of the Association for Science Teacher Education. Salt Lake City, UT.
-  Menon, D., Wieselmann, J., Asim, S., Haines, S. (2023, October). Research on Integrated STEM Efficacy: Year 1 Results and Next Steps. Research poster presented at 2023 Midwest Noyce conference. St. Louis, MO.
-  Haines, S., Wieselmann, J., Menon, D., & Asims, S. (2023, September). What the literature is telling us about elementary preservice & inservice science teaching self-efficacy. Research presentation at the Mid-Atlantic Association for Science Teacher Education. Kingsport, TN.
-  Lee, K., Menon, D., Williamson, M. (2023). Smartphone Simulations. Poster presentation at the Physics and Astronomy Fall Summit. The University of Nebraska-Lincoln. Lincoln, NE.
-  Wieselmann, J., Menon, D., Haines, S., & Asim, S. (2023, June). Research poster presented on Integrated STEM Efficacy: Year 1 Results. National Science Foundation, NOYCE Summit. Washington, DC.
-  Menon, D. (2023, October). *Challenges and Accomplishments in Implementing Active Learning: Case Studies from Undergraduate STEM Classrooms*. Research Presentation at the Discipline-based Education Research Seminar. The University of Nebraska-Lincoln. Lincoln, NE.



Amanda Morales
Associate Professor

-  Co-PI. Project RAICES (Re-Envisioning Action and Innovation through Community Collaborations for Equity across Systems). US Department of Education. \$5.25 million. Funded.
-  PI. *Distinguished Lecturer Funding for Keynote Speaker Dr. Bianca Nightengale-Lee*. Teachers of Color Summit 2023. UNL Research Council. \$3,000. Funded.
-  Ganesan, U., & Morales, A. R. (2023). 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. (2023). "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>
-  Morales, A., R., Abrica, E., King, B. Thurston, L. P., & Montelone, B. (2023). *'They need us to work together!': Building university and community college transfer partnerships to increase culturally and linguistically diverse (CLD) student access and success.* In A. Esmail (Ed.) *Social Justice Perspectives on English Language Learners.* Hamilton Books.
-  Morales, A. R., & Nightengale-Lee, B. (2023, April). Building a Special Interest Group for Research on Teachers of Color and Indigenous Teachers: Challenging Race-Void Approaches in the Mentoring of Teachers of Color and Indigenous Teachers. Annual American Education Research Association (AERA) international conference in Chicago, IL.
-  Rodriguez-Arroyo, S., Morales, A. R., Nelson, R., Pearson, F., & Witte, A. (2023, April). Conduits of Change: Centering Midwest BIPoC Teacher Candidates' Voices to Transform Teacher Education Programs. Paper to be presented at the Annual American Education Research Association (AERA) international conference in Chicago, IL.
-  Hamann, T., Morales, A. R., & Kiramba, L. (2023, May). Connecting YPAR and Teacher Education Pathways in Diverse Nebraska High Schools. Presentation at the Cambio de Colores Conference in Columbia, MO.
-  Morales, A. R., & Nightengale-Lee, B. (2023, April). Demolishing Silos, Building Bridges, and Kindling Black-Brown Freedom Dreams: A Systemic Model for Teacher Diversification. Paper to be presented at the Annual American Education Research Association (AERA) international conference in Chicago, IL.
-  Morales, A. R., & Martinez, R. (2023, February). Strengthening Teacher Diversification Pathways Through Youth Participatory Action Research (YPAR) and Racial Affinity Groups. Paper accepted for presentation at 2020 annual AACTE Conference in Indianapolis, IN.
-  Morales, A. R. (Session Lead) (2023, November). *Challenging Current Realities and Co-constructing Race-Conscious, Inclusive Educational Spaces.* UNL Future Teachers of Color Panel. Panel Presentation at the Annual Nebraska Educators of Color (EOC) Summit.
-  Morales, A. R. (2023, April) Our Superpower: Leveraging Our Intersectional and Hybrid Identities to Access Spaces and Impact Change in Ways Others Can't. Aspiring Diverse Educators Symposium, Lincoln Public Schools.
-  Morales, A.R., Boko, A., Amarnath, A., Garcia, M., Quiroz, D., & Gatti, L. (2023, March). Why Teach: Voices from Future Teachers of Color. Schulyer Tech Day. Schulyer Community High School. Schulyer, NE.
-  Morales, A. R. (2023, March). "Hyper-visible & Invisible at the Same Time": Understanding Common Experiences of BIPoC Students & Educators in Education and Co-Creating Spaces Where We Can Thrive". UNO Future Teachers of Color Summit. Omaha, NE.



Nightengale-Lee, B. and Morales, A. R., (2023, February). Understanding The Landscape of Teacher Diversity: Navigating Current Challenges of Censorship and Political Attacks on the Profession. Opening Session for the Diversified Teacher Workforce, (DTW) Topical Action Group (TAG) pre-conference, American Association of Colleges of Teacher Education (AACTE) Annual Meeting, Indianapolis, IN.



Ursula Nguyen
Assistant Professor



Grants Funded: External 10/2023 – 12/2026 Title: Project RAÍCES (Re-Envisioning Action and Innovation through Community Collaborations for Equity across Systems) Source: U.S. Department of Education Role: Senior Personnel; (PI: Amanda Morales (UNL) and Socorro Herrera (KSU); Additional Co-PIs: Ted Hamann (UNL), Lauren Gatti (UNL), and Melissa Holmes (KSU)) Total Award Amount: \$3,391,044 (Funded)



Nguyen, U., & Riegle-Crumb, C. (2023, April 13 - 16). Examining the Association between Undergraduate Women's Gender Identities and their Sense of Relatedness to Engineering. Paper presentation at the 2023 AERA Annual Meeting, Chicago, IL.



Riegle-Crumb, C., Nguyen, U., Russo-Tait, T., & Lyra, F. (2023, April 13 - 16). Examining Gender Essentialist Beliefs and their Association with Beliefs about Engineering Among College Engineering Majors. Paper presentation at the 2023 AERA Annual Meeting, Chicago, IL.



Nguyen, U. (2023, June 22). Who Encourages and Discourages SWENext Adolescent Girls? Comparing Across Parent, Teacher, and Peer Sources. Research Experiences for Teachers in Engineering (RET) Seminar, Cockrell School of Engineering, The University of Texas at Austin, Austin, TX (Invited Presentation).



Nguyen, U. (2023, May 8). Examining the Experiences of Historically Excluded Students in STEM Education. Mathematics Education Doctoral Seminar (MEDS), University of Nebraska-Lincoln. [Virtual Presentation].



Justin Olmanson
Associate Professor



Olmanson, J., Hassani, A., (2023). intelligent Personal Learning Assistant Alex-TA (Version 0.2). Lincoln, NE: University of Nebraska Lincoln.



Olmanson, J., Bishop, S., (2023). Blood Antigen Tutor (Version 0.42). Lincoln, NE: University of Nebraska Lincoln.



Olmanson, J., Khandan, F., Palala Martinez, H. (2023). Large Language Models and Neurological Mimicry for PhD Student Advising. Center for Intelligent Health Care, University of Nebraska Medical Center. Omaha, NE.



Olmanson, J., (2023). Let's Chat about GPT. Innovative Learning Technologies Program. Department of Teaching, Learning, and Teacher Education, College of Education and Human Sciences, University of Nebraska - Lincoln. Lincoln, NE.



Janelle Reeves

Professor, Graduate Chair



Wessels, S., Catalano, T., Reeves, J., Leonard, A., Ganesan, U., Barbici-Wagner, A., & Gallardo, C. (2023). "Just attaching a face": Engaging local refugee communities in preservice teacher education focused on students with immigrant/refugee backgrounds. *TESOL Journal*. <https://doi.org/10.1002/tesj.782>



Reeves, J. (2023). Bilingual paraeducators' navigation of narrow identity spaces in a rural elementary school. In *Educating Multilingual Students in Rural Schools: Illuminating Diversity in Rural Communities in the United States*, edited by M. R. Coady, P. Golombek, and N. Marichal, pp. 70-97. Leiden, The Netherlands: Brill.



Reeves. (2023, April). Bilingual Paraeducators Navigating Narrow Identity Spaces in a Rural Elementary School. American Educational Research Association (AERA) Session: Rethinking Inclusivity, Equity, and Diversity for Rural Multilingual Learners. Chicago, IL.



Project RAÍCES. (2023 – 2026). Senior Personnel. \$5.25 million total; \$2.1million to UNL U.S. Department of Education. Senior Personnel. My role is to support the PIs with induction initiatives and research into teacher induction at program sites.



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 K. Sarroub

Marvin C. & Jane N. Nore Professor, Chair



Sarroub, L.K. (June 23, 2023, 9a-12p). Webinar: Transnational literacies, cultures, & education in Muslim American communities. NEH Institute at Miami University in Oxford, OH: Muslims in America's Midwest: An Educator's Guide to Past and Present. (26 attendees plus faculty organizers and grant PIs Kathleen Abowitz and Elizabeth Wilson)



Sarroub, L. K. Guest Speaker and Panelist. Journeys of Resilience: A Panel Discussion with Immigrants and Refugees. Sponsored by UNL Human Rights and Humanitarian Affairs and Middle Eastern and North African Student Association. Monday, April 3, 2023, Louise Pound Hall 137, 5:30-7:30pm.



Sarroub, L.K., Schroeder, Cassandra. (2023). Religious influences on the growth of literacy practice. In Tierney, R.J., Rizvi, F., Erkican, K. (Eds.), *International Encyclopedia of Education*, vol. 10. Elsevier, Pp. 209-216, <https://dx.doi.org/10.1016/B978-0-12-818630-5.07019-6>. ISBN9780128186299.



Schroeder, Cassandra and Sarroub, L. K. (December 1, 2023). Teacher Agency in Divisive Times. Round table paper session to be presented at the Literacy Research Association meeting, Atlanta, GA.



Sarroub, L. K. Guest Speaker and Panelist. The Big Arabic Community Day 2023: Teaching Arabic at Lincoln Public Schools: Current Updates and Future Hopes, a panel discussion coordinated by Dr. Lory Dance & Dr. Abba Hasan and sponsored by the Institute of Ethnic Studies and Arabic Studies, UNL, Burnett Hall 115, Wednesday, March 1, 4:30-6p. <https://youtu.be/hX2iZcYThns>



Co-PI Distinguished Lecturer Award (through UNL Research Council) for Dr. Ofelia García to speak at the Language, Migration and Education Conference, with PI Theresa Catalano and co-PIs Tricia Gray and Stephanie Wessels University of Nebraska-Lincoln, March 10, 2023. (Funded, \$2995.00).



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.



Larry Scharmann
CEHS Professor



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).



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).



Mardi Schmeichel

Associate Professor



Garrett, J., Schmeichel, M., & Clark, C. (November, 2023). *You don't have to tell them it's a lie: Teaching Social Studies Within a Backsliding Democracy*. Paper presented at the College and University Faculty Assembly (CUFA) Conference, Nashville, TN.



Schmeichel, M. (In press). Teaching in pointy heels (and other postfeminist dilemmas). In B. Varga & E. Adams (Eds.), *The Theory-Story Reader for Social Studies*, Teachers College Press.



Mona Schoenrock

Lecturer



Columbus Public Schools Foundation Scholarship Judge. Served on selection committee for Columbus Public Schools Foundation Scholarship committee.



NBEA (National Business Education Association) Hall of Fame Selection Committee.



NBEA (National Business Education Association) National Convention and ABTR Research Conference (Association for Business Teaching and Research), Kansas City, Missouri.



Nebraska Career Education Conference, Kearney, Nebraska.



FBLA (Future Business Leaders of America), Judge for FBLA written Community Service Event.



Amanda Thomas

Associate Professor



Menon, D., Al-Shorman, D., Cox, D., & Thomas, A. (2023). Preservice elementary teachers' conceptions and self-efficacy for integrated STEM. *Educational Sciences*, 13(5), 529. <https://doi.org/10.3390/educsci13050529>



Menon, D., Sokoll Bauer, A., Johnson, K.L., Hassleler, E.V., Thomas, A., Martinez, R., & Trainin, G. (2023). Greater Than the Sum of Its Parts: Centering Science in the STEM Era. In S.M. Al-Balushi, L. Martin-Hansen,

and Y. Song (Eds). *Reforming Science Teacher Education in the STEM Era: International Practice* (pp. 233-250). Palgrave-Macmillan.



Thomas, A. & Largo, N. (2023, June). *Conceptualizing new considerations for technology: Teaching elementary mathematics in a VUCA world*. Proceedings of 16th International Conference on Technology in Mathematics Education, Athens, Greece.



Sokoll Bauer, A., Largo, N., Johnson, K.L., Thomas, A. (2023, January). Highlighting mathematics questioning in transdisciplinary STEM for pre-service teacher education. Proceedings of 21st Annual Hawaii International Conference on Education. Honolulu, HI.



Trainin, G., Johnson, K.L., Menon, D., & Thomas, A. (2023, June). Preparing new teachers for equity in teaching about and through technology. Presented by colleagues at ISTE Live 23 Conference, Philadelphia, PA.



Thomas, A. & Buchheister, K. (2023, March). Where is the math? Analyzing the nature of mathematics in integrated elementary STEM lessons. Paper presented at International Consortium for Research in Science & Mathematics Education 2023 Consultation. Panama City, Panama.



Thomas, A., Johnson, K.L., Largo, N., Sokoll Bauer, A., Blankenship, L.A., Felton-Canfield, K., McKenzie, B., Mulder, J., Mullen, M., Walston, J., Hilgenkamp, J. (2023, January). Rural elementary STEM teaching panel. Panel presentation at 21st Annual Hawaiian International Conference on Education. Honolulu, HI, USA.



Guy Trainin
Professor



Wessels, S., Trainin, G. (2023). Learning from families through bilingual books as an entry point to biliteracy. *Early Childhood Education Journal*.



Shafer, Z., & Trainin, G. (2023). Searching for uncertainty. *The International Journal of Restorative Justice*. 6.



Zhou, Z., Trainin, G., Guo, J., & Yoon, H. (2023, March). Patterns of Digital Textbook Use. In *Society for Information Technology & Teacher Education International Conference* (pp. 2376-2384). Association for the Advancement of Computing in Education (AACE).



Kabir, T., Jahan, A., & Trainin, G. (2023, March). I'm going to do my Duolingo, got to keep my owl happy: Using Duolingo in Bangladesh. In *Society for Information Technology & Teacher Education International Conference* (pp. 2091-2097). Association for the Advancement of Computing in Education (AACE).



Deng Q. & Trainin, G. (2023). The effect of a self-regulated intervention on vocabulary, reading comprehension, and self-regulated learning skills for English Language Learners. *Reading Psychology*. 1-31.

-  Menon, D., Bauer, A. S., Johnson, K., Hasseler, E. F., Thomas, A., Martinez, R., & Trainin, G. (2023). Greater than the sum of its parts: Centering science in the STEM era. In *Reforming Science Teacher Education Programs in the STEM Era*. S. Al-Balushi, L. Martin-Hansen and Y. Song (Eds.), Palgrave Studies on Leadership and Learning in Teacher Education.
-  Miller, D., & Trainin, G. (2023). Impact of the Pandemic on Computer Science Education. <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1051&context=cehsgpirw>
-  Trainin, G., Zhou, Z., Guo, J., & Yoon, H. (2023). Using Learning Traces to Understand College Readers use of Digital Textbooks. Paper presented at the Literacy Research Association Meeting. Atlanta GA.
-  Trainin, G., Holz, S., & Elsener, M. (2023). Exhibitions of Learning as Celebrations of Process. Presented at the Nebraska Art Teachers Association. Lincoln NE.
-  D'Adamo, K., Rice, L., Sellers, M., & Trainin, G. (2023) The Creative Research Cycle: Student Voice and Creativity in Arts Integration. Paper presented at the International Society for Technology and Education. Philadelphia PA.
-  Trainin, G., D'Adamo, K., Rice, L., Yoon , H. & Kelsey, M. (2023). Nurturing Educators Who Integrate Art, Core Subjects, and Culturally Responsive Teaching to Support Students in Becoming Makers of Change. Paper presented at the Creative Collaborations: Partnering through Artful Education Conference. Washington D.C.
-  Yoon, H., Trainin, G., & Rice L. (2023). Connecting Professional Development Impacts to Student Outcomes. Paper presented at the Creative Collaborations: Partnering through Artful Education Conference. Washington D.C.
-  Trainin, G., Johnson, K., Menon, D., & Thomas, A. (2023). Preparing New Teachers for Equity in Teaching about and through Technology. Paper presented at the International Society for Technology and Education. Philadelphia PA.
-  Kiramba, L. K. & Trainin, G. (2023). Teacher preparation Positionally and Agency: Teachers of African Immigrant and Refugee Students. Paper presented at the American Educational Research Association Meeting. Chicago IL.
-  Xianquan, C. L.& Trainin, G. (2023). *The Impact of Non-Cognitive Factors on TPACK Self-efficacy for Foreign Language Educators in the U.S. and China*. Paper presented at the Comparative and International Education Society. Washington D.C.
-  Trainin, G., D'Adamo, K., Davis, J., & Rice, L. (2023). Artistic Door to Project based Learning: The Creative Research Cycle. Paper presented at the Nebraska Educational Technology Association meeting Omaha, NE.
-  Trainin, G., & Miller, D. (2023). Impact of the Pandemic on computer science education. Paper to be presented at the Nebraska Educational Technology Association meeting Omaha, NE.
-  Kabir, T., Jahan, A., & Trainin, G. (2023). *Make my owl happy: Using Duolingo to learn English in Bangladesh*. Paper presented at the Society for

Information Technology & Teacher Education International Conference. New Orleans, LA.



Zhou, Z., Trainin, G., Guo, J., Yoon H. (2023). Patterns of Digital Textbook Use. Paper presented at the Society for Information Technology & Teacher Education International Conference. New Orleans, LA.



Trainin, G., Deng, Q., & Kiramba, L. (2023). Digital Communication with School for Immigrant and Minority Families. Paper presented at the Nebraska Educational Technology Association meeting. Omaha NE.



Trainin, G. (2023). What can Code do for You? Presented at ESU 16 Professional Development Day.



Trainin, G. (2023). Teaching Computer Science. Paper Presented at the Nebraska BMIT Conference. Kearney NE.



Trainin, G. (2023). Pathways to Teaching. Paper Presented at the Nebraska Paraeducator Conference. Kearney NE.



Trainin G. (2023). Creating a Computer Science Education Instructional Infrastructure. Nebraska Department of Education (\$46,423).



Trainin G. (2020-2024). Code.org regional Partner. Code.org (\$275,000).



Trainin, G. (2021-2026), D'Adamo, K. (Investigator), Yoon, H. (Investigator), Art TEAMS, Dept of Education, Federal, Research, (\$ 1,942,920).



Trainin G., (2019-2024). *Project PARA*. Nebraska Department of Education (\$333,120).



Thomas, A., Forbes, C., Homp, M., Nugent, G., Scharmann, L., Smith, W., LeenKiat, Soh, Thomas, J., Trainin, G., & Wei, S. (2018-2023). Nebraska STEM. National Science Foundation (\$1,499,493).



Soh, LK, Nugent, G., Smith, W., & Trainin, G., (2018-2023). AIR@Nebraska. National Science Foundation (\$2,000,000).



Kara Viesca
Professor



Flynn, N., Teemant, A., Viesca, K. M., Perumal, R. (2023). Effective Teachers of Multilingual Learners: A Mixed Method Study of UK and US Sociocultural Teaching Practices. *TESOL Quarterly*. <https://doi-org.libproxy.unl.edu/10.1002/tesq.3224>



Kiramba, L., Deng, Q., Xiaoyan Gu, Yunes-Koch, A., & Viesca, K.M. (2023). Community language ideologies: Implications for language policy and practice. *Linguistics and Education*, 78. <https://doi.org/10.1016/j.linged.2023.101251>



Viesca, K.M., Yunes-Koch, A. & Gray, T. (2023). The evasion pedagogy of anti- “critical race theory” policy actions: Exploring the role of ideological thinking. *Thresholds in Education*, 46 (1), 79-95.



Elevating Community-based Indigenous Knowledge in the Educational Research Community. PI: John Raible. Co-PIs: Colette Yellow Robe, Kara Mitchell Viesca, Nancy EngenWedin. Spencer Foundation Conference Grant Program. REQ: \$50,000, funded.



Strom, K. & Viesca, K. M., & Masterson, J. (2023). "I am from 7-11 and big leafless trees": The agency of neighborhoods in constructing more-than-human student subjectivities, knowledge, and experiences. In G. Judson and M. Dougherty (Eds.) *Cultivating Imagination in Leadership: Transforming Schools and Communities*. Teachers College Press.



Hammer, S., Viesca, K.M., Alisaari, J., & Lemmrich, S. (2023). *Presences and absences in students, teachers, and administrators perspectives on diversity*. Paper presented European Conference for Educational Research (ECER), the Annual Meeting of the European Educational Research Association (EERA). Glasgow, Scotland.



Viesca, K.M., Alisaari, J., Lemmrich, S., & Hammer, S. (2023). Improving teacher retention through school and classroom climates where diversity is positive and productive. Paper presented European Conference for Educational Research (ECER), the Annual Meeting of the European Educational Research Association (EERA). Glasgow, Scotland.



Viesca, K. M., Hammer, S. Alisaari, J., & Lemmrich, S. (2023). Orientations to embrace, elevate, and sustain diversity/difference. Paper presented European Conference for Educational Research (ECER), the Annual Meeting of the European Educational Research Association (EERA). Glasgow, Scotland.



Hammer, S. & Viesca, K.M. (2023). Measuring preservice teachers' pedagogical language knowledge in the United States: A test instrument. Paper presented at the American Educational Researchers Association (AERA) annual meeting. Chicago, Illinois.



Viesca, K.M., Yunes-Koch, A., Wang, P., Heinz, B., & David, B. (2023). Interrogating educator white complicity: Notions of racism, racial justice, responsibility, and accountability. Paper presented at the American Educational Researchers Association (AERA) annual meeting. Chicago, Illinois.



Stephanie Wessels
Associate Professor



Wessels, S. Catalano, T., Reeves, J., Leonard, A., Ganesan, U., Barbici-Wagner, A., Gallardo, C. (2023, December). Just Attaching a Face to It": Engaging Local Refugee Communities in Preservice Teacher Education Focused on Students with Immigrant/ Refugee Backgrounds, *TESOL Journal*.



Wessels, S. (Dec. 2023). The Bilingual Literacy Development Model: A holistic way to support Spanish-speaking children. *Journal of Language and Literacy Education* Vol. 19, No. 12.



Wessels, S., & Trainin, G. (2023, July). From Bilingual to Biliteracy: Learning from Families. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-023-01548-x>



**COLLEGE OF EDUCATION
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