

UNIVERSITY of NEBRASKA—LINCOLN



*Department of Teaching, Learning and Teacher Education*

# TLTE

## **Scholarly & Creative Work**

**HIGHLIGHTS 2024**



# TLTE Scholarly & Creative Work

## HIGHLIGHTS 2024

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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.**

2024 highlights the impactful breadth and depth of TLTE faculty scholarly and creative work.

### LEGEND



Publication



Presentation



Grant



Art Exhibit













Other















## Theresa Catalano

Professor

-  Catalano, T., Malgoubri, I., Shende, M., Ganesan, U., & Pir, H. (2024). Supporting multilingual learners and their home languages: Parent perspectives. *Journal of Language, Identity, and Education*. <https://doi.org/10.1080/15348458.2024.2424872>
-  Leonard, A., Catalano, T., Reeves, J., Wessels, S., Ganesan, U., & Barbici-Wagner, A. (2024). Developing interculturality in preservice teachers via dance storytelling. *Journal of Dance Education*. <https://doi.org/10.1080/15290824.2024.2378159>
-  Hamann, E. T., Catalano, T., & Mitchell-McCullough, J. (2024). What Lau could have precipitated but didn't: The stalled campaign for DLBE in the 'Middle of Everywhere.' *Bilingual Research Journal*, Special Issue on "The Past, Present and Future of Language Rights in the United States: Lau v. Nichols 50th Anniversary." <https://doi.org/10.1080/15235882.2024.2415317>
-  Moran, D., Catalano, T., & Palala Martínez, H. (2024). Indigenous Latinx students and translanguaging: The possibilities and challenges of using K'iche' in a kindergarten Spanish-English handwriting classroom. *Bilingual Research Journal*. <https://doi.org/10.1080/15235882.2024.2349654>
-  Catalano, T., Malgoubri, I., Bockerman, J., Palala Martínez, H., Kelsey, M., Brandolini, L., & Shcherbakov, I. (2024). Collaborative aesthetic experiences and teacher learners: Arts-practice research in a teacher education classroom. *International Journal of Education & the Arts*, 25(13). <http://doi.org/10.26209/ijea25n13>
-  Catalano, T., & Schleck, J. (2024). Discourses that undermine union movements: A multimodal analysis of union-busting videos. *Social Semiotics*. <https://doi.org/10.1080/10350330.2023.2298819>
-  Catalano, T., Hamann, E. T., & Zúñiga, V. (2024, October). *Teacher educators following the steps of transnational students: Virtual exchanges in teacher education programs between Mexico and the US*. In F. Dervin, J. Peng, & V. Tremion (Eds.), *Interculturality online: Ideological constructions and considerations for higher education*. Routledge.
-  Catalano, T. (2024). Foreword. In C. H. Guerrero-Nieto (Ed.), *ELT local research agendas III*. Universidad Distrital Francisco José de Caldas Press. <https://die.udistrital.edu.co/node/14393>
-  Catalano, T. (2024, April 25). Alternative research methods [Invited panelist]. *Second Language Acquisition and Teaching Webinar*, University of Arizona, Tucson, AZ.
-  Catalano, T. (2024, March 29). Capturing moments in time: How multimodal critical discourse analysis can be used in educational research [Featured speaker]. *Research Enhancement Committee (REC) in Curriculum and Instruction*, College of Education, Texas State University, San Marcos, TX.

-  Catalano, T. (2024, September 14). Arts-based approaches to dual language: Enriching the 'languageing' of your students with aesthetic experiences [Invited talk]. *Spanish Studies Institute Dual Language Institute*, Omaha Zoo, Omaha, NE.
-  Catalano, T., Morales, A., & Malgoubri, I. (2024, April 10). Forum Theatre Workshop. *1-80 Scholar Diversity, Equity, Inclusion, Belonging, and Accessibility Connect*, Lincoln Public Schools, Lincoln, NE.
-  Catalano, T., & Malgoubri, I. (2024, February 22). Responding to racism and othering [Invited speaker]. *LPS Equity Cadre Event*, Lincoln Public Schools, Lincoln, NE.
-  Catalano, T. (2024, February 21). Translanguaging in world language classrooms [Virtual talk]. *Nebraska Department of Education Special Guest Series*, Lincoln, NE.
-  Catalano, T., & Malgoubri, I. (2024, February 6). Want to teach a world language? [Breakout session]. *World Language and Dual Language Education Programs*, University of Nebraska-Lincoln, Lincoln, NE.
-  Catalano, T., & Malgoubri, I. (2024, November 22–24). Critical cultural awareness and critical consciousness in world language [Paper presentation]. *American Council for Teachers of Foreign Languages Annual Conference*, Philadelphia, PA.
-  Catalano, T., Andazola, K., Moran, D., Hamann, T., & Quiñonez, O. (2024, October 3–5). Collaborating with all communities: University/rural partnerships in dual language programs [Conference presentation]. *International Conference on Immersion & Dual Language Education*, Salt Lake City, UT.
-  Catalano, T., & Moran, D. (2024, March 18–21). Valuing Indigenous languages in dual language programs: Handwriting as a vehicle for translanguaging [Roundtable presentation]. *American Association of Applied Linguistics Annual Meeting 2024*, Houston, TX.
-  Catalano, T. (2024, March 20). International collaborator: Collaborative Research Constellations 2024: Afrodescendencia, identity trajectories, and plural languages: Presences, positionings, and auto narratives in a decolonial perspective (M. C. Vesce, PI). *University of Macerata, Italy*. (Funded).
-  Catalano, T. (2024, May 15). Senior personnel: Building bridges to quality multilingual teaching: The Multilingual Educator Academy (L. K. Kiramba, PI; K. Viesca & U. Nguyen, Co-PIs). *U.S. Department of Education Office of English Language Acquisition National Professional Development grant*. (Unfunded, \$3.49 million).



## Elaine Chan

Professor



Chan, E., & Ross, V. (Eds.). (2024). *Smudging composition lines of identity and teacher knowledge: Cross-cultural narrative inquiries into teaching and learning*. Bingley, UK: Emerald Group Publishing Limited.



Chan, E. (2024). Crossing over the genkan: Learning about Japanese school from a Canadian teacher perspective. In E. Chan & V. Ross (Eds.), *Smudging composition lines of identity and teacher knowledge: Cross-cultural narrative inquiries into teaching and learning* (pp. 167–186). Bingley, UK: Emerald Group Publishing Limited.



Chan, E., & Ross, V. (2024). Complexities of teacher knowledge in cross-cultural school contexts: Coming to a cross-cultural comparative narrative approach. In E. Chan & V. Ross (Eds.), *Smudging composition lines of identity and teacher knowledge: Cross-cultural narrative inquiries into teaching and learning* (pp. 191–204). Bingley, UK: Emerald Group Publishing Limited.



Ross, V., & Chan, E. (2024). Examining teacher knowledge in cross-cultural classroom contexts. In E. Chan & V. Ross (Eds.), *Smudging composition lines of identity and teacher knowledge: Cross-cultural narrative inquiries into teaching and learning* (pp. 3–10). Bingley, UK: Emerald Group Publishing Limited.



Chan, E., & Shende, M. (2024, April). Conflicting responsibilities of transnational female faculty and students of color [Conference presentation]. *American Educational Research Association*, Philadelphia, PA.



Ross, V., & Chan, E. (2024, April). Teacher inquiry as teacher education [Conference presentation]. *American Educational Research Association*, Philadelphia, PA.



Chan, E., & Ross, V. (2024, April). Tools for analysis of narrative inquiry research [Professional development workshop]. *American Educational Research Association*, Philadelphia, PA.











Chan, E. (2021–2024). Global Innovation Fund Virtual Course Development Award: *Comparative education—International experience course*. *University of Nebraska-Lincoln*. (\$8,000.00, funds remaining due to COVID-19 travel restrictions).



## Kimberly D'Adamo




Lecturer

-  D'Adamo, K. (2024). Currere as contemporary art: Weaving creative research, purposeful vulnerability, and poetic expression to nurture teacher self-knowledge. *Currere and Praxis*, 1(1), 4–6.
-  D'Adamo, K. (2024). *Learning environments* [Art exhibition]. Innovation Campus Gallery, Lincoln, NE.
-  D'Adamo, K. (2024). *Come on, come over* [Art exhibition]. Elder Gallery, Lincoln, NE.
-  D'Adamo, K. (2024, April). Building a culture of creativity and thinking in the special education classroom [Conference presentation]. *National Art Education Association Conference (NAEA)*.
-  D'Adamo, K. (2024, April). Creating a culture of trust to support effective critiques [Conference presentation]. *National Art Education Association Conference (NAEA)*.
-  D'Adamo, K. (2024, April). The creative research stages: Scaffolding student voice and creativity in the classroom across grades [Conference presentation]. *National Art Education Association Conference (NAEA)*.
-  D'Adamo, K. (2024, February). Scaffolding liberatory practices in preservice teacher education [Conference presentation]. *American Association of Colleges for Teacher Education (AACTE) Conference*.
-  D'Adamo, K. (2024, February). Making teaching visible: Using arts-centered learning in elementary teacher education [Conference presentation]. *American Association of Colleges for Teacher Education (AACTE) Conference*.



## Nancy Engen-Wedin

ROOT Coordinator

-  Engen-Wedin, N. (2024). Served as host for YLAI - Young Leader of the Americas Jaylin Craig (Belize). The YLAI fellowship is supported by the U.S. Department of State and IREX (Investing in People, Inspiring Change).
-  Engen-Wedin, N. (2024, March 21). Coordinated the presentation of *Exploring African American Quilt History and Story Quilts*, in collaboration with the International Quilt Museum. The program featured Peggy Hartwell, a South Carolinian artist/teacher who creates narrative quilts, and was paired with a matinee performance of *Show Way, The Musical*, which highlighted the ancestry of quilt-making in the U.S. South.
-  Engen-Wedin, N. (2024). Collaborated with Alicia Dallman Shoemaker, National Language Teacher of the Year (2024), to promote the teaching of

Nebraska's Indigenous languages (Umonhon, Ho-Chunk, Dakota, Ponca, etc.) in Indigenous schools and communities. Prepared videotaped interviews of program graduates presenting their work with students in their classrooms, which was shared internationally.



Engen-Wedin, N. (2024, October 14). *Aspiring to Teach, Share, and Belong: A Brighter Future for our Native Students* [Conference presentation]. Statewide Indian Education Conference, Umonhon Nation School, Macy, NE. The conference celebrated the 25th anniversary of the Indigenous Roots Teacher Education & School Leaders program.



Engen-Wedin, N. (2024, May 1). *Celebration of Hexóga-Zhinga and Arts Education* [Conference presentation]. Umonhon Nation School, Macy, NE. This day-long event honored music teacher John Mangan, arts education, and Nebraska's Kennedy Center Partners in Education program.



Indigenous Roots Teacher Education & School Leaders grants awarded by the U.S. Department of Education, Office of Indian Education. Year 3. (Award \$585,526)



Co-PI, RESPECT (Responsible Equitable System for Preparing Early Childhood Teachers) grant exploring equitable pathways to Early Childhood Education. Year 3. (Awards \$2,144,353; \$503,774)



Awarded over \$12,000,000 in grants and managed projects supported by the U.S. Department of Education, Spencer Foundation, National Endowment for the Arts, Nebraska Arts Council, Pace Woods Foundation, Lincoln Community Foundation, Cooper Foundation



**Emily Fischer**

*Assistant Professor of Practice*



Fisher, E. (2024, October). Illuminate and innovate: Empowering elementary educators with data-driven decision-making conversations. [Professional development session]. International Dyslexia Association Conference, Dallas, TX.



Fisher, E. (2024, December). Supporting reading: The brain, purposeful planning, and strategies. [Presentation]. ENGL 377, Lincoln, NE. Invited



Fisher, E. (2024, June). Supporting readers: The science of reading and how it informs instruction. [Professional development sessions]. St. Joseph's Catholic School, Lincoln, NE. Invited



Fisher, E. (2024, January). Supporting reading: Getting students involved in texts. [Presentation]. Bryan College of Health Sciences, Lincoln, NE. Invited.












Fall 2024 Bazis, P & Fisher, E. (Co-Investigator). (Ongoing). Nebraska Literacy Project. Nebraska Department of Education. [\$1,000,000].





**Lauren Gatti**  
Associate Professor

-  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. <https://policy.bristoluniversitypress.co.uk/the-new-political-economy-of-teacher-education>
-  Conklin, H., Gatti, L., & Kapadia Matsko, K. (2024). “Amplification and diminishment of contextual systems in teacher education: Learning to teach in two distinct pathways.” *Teacher Education Quarterly*, (51)3, pp. 25-48. [Research based on Spencer Small Grant work in Chicago]. (33% contribution as co-first author)
-  Gatti, L. & McAvoy, P. (2024). “Theorizing to cases: A methodological approach to qualitative normative cases.” *Educational Theory*. (50% contribution as co-first author)
-  Hamann, T., Morales, A., Reeves, J., and Gatti, L. (Accepted) “Lessons from an Encompassing Teacher Preparation/Diversification Project.” Symposium presentation accepted to Division K of the American Education Research Association (AERA). Denver, CO. April 23-27.
-  Gatti, L. (2024, March 7–21). Visiting scholar at Monash University (Melbourne, Australia). Book talk on *The new political economy of teacher education: The enterprise narrative and the shadow state* given at *The Queensland University of Technology* (Brisbane). Lecture on *Teacher Education and Democracy* given at Monash University (Melbourne).
-  Gatti, L. (2024, November 5). Invited speaker for *Teaching Matters* course with Dr. Harpster.
-  Gatti, L. (2024, November 11). Invited speaker for *TEAC 995A: Introduction to Doctoral Studies* seminar with Dr. Catalano.
-  University of Nebraska, Lincoln. Office of Research and Economic Development (ORED) Research Council Distinguished Lecturer grant to bring Education Philosopher Dr. Kevin Gary to campus. (REQ: \$3,000, funded).
-  U.S. Department of Education Office of Elementary and Secondary Education, Supporting Effective Educator Development (SEED) grant. “Project RAICES (Re-Envisioning Action and Innovation through Community Collaborations for Equity across Systems).” PI: Amanda Morales. Co-PIs: Ted Hamann and Lauren Gatti. Senior Personnel: Lydiah Kiramba and Jenelle Reeves (REQ: \$3.39 million, funded). [Kansas State University is a partner on this grant].



## Tracia Gray

Assistant Professor of Practice



Gray, T. (2024). *Learning to hide: The English learning classroom as sanctuary and trap for newcomer students*. In E. T. Hamann & R. Hopson (Eds.) *Education Policy in Practice: Critical Cultural Studies Series*. Charlotte, NC: Information Age Publishing.



Gray, T. (2024). Re-imagining and re-engineering inclusive schooling for all students in the New Latinx Diaspora. In E. T. Hamann, S. Herrera, E. G. Murillo, Jr., & S. Wortham (Eds.). *Teaching and Learning in the New Latino Diaspora: Creating Culturally Responsive Practice*. Teachers College Press.



Gray, T. (accepted). *Newcomers as Citizens: Learning from Missed Opportunities in the Sheltered EL Social Studies Classroom*. American Educational Research Association, Denver, CO.



Trainin, G., D'Adamo, K., & Gray, T. (2024, February 17). *Scaffolding Liberatory Practices in Preservice Teacher Education*. Annual meeting of the American Association of Colleges for Teacher Education, Aurora, CO. (Non-presenting co-author).



## Ted Hamann

Professor



Hamann, E. T., Herrera, S., Murillo, E. G., & Wortham, S. (Eds.) (2024). *Teaching and Learning in the New Latino Diaspora: Creating Culturally Responsive Practice*. Teachers College Press.



Kiramba, L.K., Ali, U.A., Saeed, A., & Hamann, E. (accepted). Exploring identity negotiations, multiple literacies, and imagined communities of Somali American high school students, *Research in the Teaching of English*. Special issue.















Hamann, E. T., & Boche, L. (accepted). It is harder to generate alternative dissertations than it looks. *Impacting Education* (special issue on "The Present and Future of EdD Alternative Dissertations").



Morales, A. R., Gallardo, M. C., Hamann, E. T., & Catalano, T., (accepted). Fuerza en la solidaridad: Co-creation of critical affinity groups with pre-/in-service. BIPoC teachers resisting in white spaces. *The Teacher Educator*.



Hamann, E. T., Catalano, T., & Mitchell-McCollough\* (2024). What Lau Could Have Precipitated But Didn't: The Stalled Campaign for DLBE in the 'Middle of Everywhere'. *Bilingual Research Journal* (special issue on: The Past, Present and Future of Language Rights in the United States: Lau v. Nichols 50th Anniversary.) <https://doi.org/10.1080/15235882.2024.2415317>

-  Hamann, E. T. (under contract). Anthropology of Education and Cassandra's Dilemma. In M Eisenhart (Ed.) *Research Handbook on the Anthropology of Education: Practices and Methods*. Edward Elgar Publishing.
-  [Hamann, E. T., Herrera, S., Wortham, S., & Murillo, E.G. (2024). The praxis of more welcoming, more successful schooling in the NLD. In E. T. Hamann, S. Herrera, S. Wortham, & E. G. Murillo (Eds.) *Teaching and Learning in the New Latino Diaspora: Creating Culturally Responsive Practice* (pp. 191-194). Teachers College Press.
-  Hamann, E. T., Herrera, S., Murillo, E. G., & Wortham, S. (2024). It could be different (and better): An Introduction. In E. T. Hamann, S. Herrera, S. Wortham, & E. G. Murillo (Eds.) *Teaching and Learning in the New Latino Diaspora: Creating Culturally Responsive Practice*. (pp. 1-7). Teachers College Press.
-  Morales, A. R., Kiramba, L., Martinez, R., & Hamann, E. T. (2024). Imagineering more inclusive teacher education: Systemic approaches to challenging the predominance of whiteness in education. In E. T. Hamann, S. Herrera, S. Wortham, & E. G. Murillo (Eds.) *Teaching and Learning in the New Latino Diaspora: Creating Culturally Responsive Practice* (pp. 8-19). Teachers College Press.
-  Zúñiga, V. & Hamann, E. T. (2024). De las escuelas de Estados Unidos a las escuelas de México: Desafíos de política educativa en el marco de la 'Gran expulsión', Post Scriptum. J. L. Calva (Ed.), *Migración de mexicanos a Estados Unidos. Derechos humanos y desarrollo*, Post Scriptum al volumen 20. Juan Pablos Editor/Consejo Nacional de Universitarios.
-  Invited presenter, How to Select a Publisher and Negotiate a Contract. Nebraska Research Days. Lincoln, NE
-  Invited presenter, *Policies and Programs Needed in US school Districts, What Do States Need to Do*, Binational Education Symposium: Teaching the Students We Share. Tijuana, BC, México.
-  Moderator, *Book Talk: Living, Learning, and Languageing Across Borders: Students Between the US and Mexico*. Binational Education Symposium: Teaching the Students We Share. Tijuana, BC, México.
-  Presenter (with Elaine Chan), *A Peek into Schools in Lincoln Nebraska*. Iwate University, Morioka, Japan.
-  Session co-presenter (with Sera Hernández and Yara Ampara López López), *Designing Community-Building Schools*. RE:Border 2024: 6th Annual Binational Conference. San Diego State University (SDSU)/Universidad Autónoma de Baja California (UABC), San Diego, CA
-  Session co-presenter (with Porfiria Rosario Bustamante de la Cruz and Laura Rodríguez Benjumea), *Conectando Horizontes*. RE:Border 2024: 6th Annual Binational Conference. SDSU/UABC, San Diego, CA Won Think Tank presentation competition for starter 'micro-grant' to develop a web platform helping shelter-based transnational children and youth anticipate schooling in USA
-  Invited participant, National Education Policy Center (NEPC) annual mtg. Boulder CO



Non-presenting coauthor (with Theresa Catalano), *Collaborating with all communities: University/rural partnerships in dual language programs*. 9th International Conference on Immersion and Dual Language Education. Salt Lake City UT



Presenter, *The Role of Heritage Languages in DLBE*. 2nd OPS Dual Language Institute: Uniting Voices, Elevating Learning, Omaha NE



Panel convener, *The Role of Anthropology in Both the Design and Study of a Multifaceted New Teacher Preparation Program*, and paper presenter, *The Anthropological Case for Teacher Diversity*. Royal Anthropological Institute (RAI) Major Conference: Anthropology and Education. London, UK



Panel organizer and paper presenter (with Hector Palala, Aprille Phillips, and Regina Cortina), *Imaginando un currículo que corresponde a las experiencias, necesidades, y trayectorias posibles de alumnos transnacionales*. Latin American Studies Association (LASA) annual meeting. Bogotá Colombia



Panelist (with Janet Eckerson, Mark Larson, Maira Mendez Rodriguez, and Sarai Douglas Schulz), *The High School in the Middle of Everywhere: Supporting Multilingual and International Students at Nebraska's Lincoln High*. ASCD Schools of Opportunity webinar.



Panelist, *Presentación Virtual del Libro "Lo Que Los Maestros Mexicanos Conviene Que Conozcan Sobre la Educación en EUA."* Foro Binacional: Hacia una Cultura Incluyente y multilingüe en BC. Tijuana BC, México (participated virtually)



Paper co-presenter (with Lydia Kiramba), *Valuing the Construction of Transnational Imagined Communities by Somali Refugee Background High School Students*. AERA annual meeting. Philadelphia PA



Paper co-presenter (with Taeyeon Kim and Aprille Phillips), *Equity Discourses in State Accountability Policy: From "Champions of Equity" to Passing the Microphone*. AERA annual meeting. Philadelphia PA



Session Chair, Graduate Student Research-in-progress Roundtable: *National, Local, and Institutional Leadership Models: Gender, Sexuality, and Social Justice*. AERA annual meeting. Philadelphia PA



Paper co-presenter (with Lydia Kiramba), *Exploring identity negotiations, multiple literacies, and imagined communities of Somali American high school students*. CIES annual meeting. Miami, FL (and hybrid)



Presenter, *Teaching Elsewhere vs. Teaching Here: Considerations for Supporting Teacher Immigrants Becoming Nebraska Teachers*, for the Teaching Pathways: Skilled Immigrant Integration Program (SIIP) Demonstration Opportunity participants. The Asian Community and Cultural Center and Lincoln Literacy. Lincoln NE



Co-PI, *Conectando Horizontes*, Think Tank micro-grant (won in competition with seven other finalists) to fund initial creation of a web platform to help children and youth in border shelters to anticipate school enrollment and participation in the US. RE:BORDER 2024 Conference (San Diego State Univ./Universidad Autónoma de Baja California) (\$2500)



PI, *Design Research and the New 'Bridge Course' Welcoming Future Teachers of Color to UNL*. Center for Transformative Teaching (CTT), University of Nebraska-Lincoln (\$1,000)



**Jillian Harpster**  
*Assistant Professor of Practice*



Harpster, J. (2024, March). Teaching and writing: 'It's like having a dessert stomach'. Nebraska Writing Project. <https://www.nebraskawritingproject.org/uncategorized/teaching-and-writing-its-like-having-a-dessert-stomach/>



Harpster, J. (2024, November). Preservice Teacher Book Clubs with Middle-Level Readers: Using intentional clinical experiences to center hope and humanity and promote teacher retention. National Council of Teachers of English annual convention in Boston, MA.



Research Council Faculty Seed Grant: Exploring Multidimensional Effects of Pre-service Teachers' Working Title I Schools. Primary Investigator. \$10,000. January-December 2024.



**Elizabeth Hasseler**  
*Post Doctoral Associate*



Tankersley, A., Hasseler, E., Lewis, E., Lucas, L. (2024). Teachers' use of NGSS Scientific Practices in Diverse Classrooms. *Journal of Science Teacher Education*. <https://doi.org/10.1080/1046560X.2024.2316434>



Lewis, E.B., Hasseler, E., Covil, K., Tankersley, A. & Frack, S., (submitted August 2024) Mentoring Student Teachers for Ambitious and Inclusive Science Teaching. *Innovations in Science Teacher Education*.



Lewis, E.B., Hasseler, E., (2024). *How to Mentor Student Teachers*. Presentation for the 2024 Annual Nebraska Association of Teachers of Science Conference. October 17-19, 2024



Lewis, E.B., King, S., Miller, N., Gustafson, C., Lee, S., Benzoni, R., & Hasseler, E. (2024). *Advocating for Science: Nebraska Science Education Priorities Working Groups*. Presentation for the



2024 Annual Nebraska Association of Teachers of Science Conference. October 17-19, 2024



Lewis, E., Hasseler, E., Benzoni, R., Matkin, G., Smith, W., Claes, D., Harwood, D., and Holding, B. (2024). *Meeting the Needs of Diverse Students through Science Teacher Leadership in Nebraska* (Poster). NSF Robert Noyce Program Annual Conference: June 26-28, 2023: Washington, DC.



Lewis, E.B., Hasseler, E., Benzoni, R., & Matkin, G. (2024). *Initial Growth of Inclusive Knowledge and Leadership Practices by Science Education Teacher-Leaders*. Presentation proposal for the annual conference of the 2024 NARST Annual International Conference: March 17 - 20, 2024, Denver, CO.



Lewis, E.B., Hasseler, E., Covil, K., Frack, S., & Tankersley, A. (2024). *Mentoring Student Teachers for Ambitious and Inclusive Science Teaching*. Paper presented at the annual meeting of the Association for Science Teacher Education (ASTE), January 10-13, 2024, New Orleans, LA.



Lewis, E.B., Smith, W., Hasseler, E., & Benzoni, R. (June 2024). Annual Report (Year 3) for National Science Foundation, Robert Noyce Master Teaching Fellows (Track 3). Summary of administrative, program development and revision, and research activities.



**Nicholas Husbye**  
Associate Professor



Rezac, T. & Husbye, N. E. (2024). Critical pragmatism as a theoretical pathway to educational change. *Midwest Journal of Education*, 1(1).



Husbye, N. E., Rezac, T., Wessels, S., & Trainin, G. (2024). Mechanisms for change: Infusing the Ed.D. with change-making practices. *Impacting Education: Journal on Transforming Professional Practice*. <https://impacting.ed.pitt.edu/ojs/ImpactingEd/article/view/390>



Husbye, N. E. (2024). The art of the error: Planning for students' maladaptive perfection. To be published in *The Teaching Professor*.



**Minj Jeon**  
Assistant Professor



Key, S., Zhang, C., Shin, S., & [Your Name]. (2024). *Discipline-based AI-assisted learning tools to enhance geometry and visual spatial skills of non-STEM undergraduates in architecture* (Grant application submitted). U.S. National Science Foundation.



Harper, C., Cooper, S., & [Your Name]. (2024). *From cultural capital to computing capital: Scaffolding culturally responsive student-driven analogies in introductory computing education* (Grant application submitted). U.S. National Science Foundation.



Lee, S., Shin, S., Zhao, L., Hoover, K., & [Your Name]. (2024). *Transformative leaders in fiber, textile and apparel industries for cotton sustainability: Connecting the dots between academia and industry* (Grant application submitted, not funded). U.S. Department of Agriculture.

-  [Jeon, M]. (2024–2025). *Computational toys and robotics for early childhood education* (Kutscher Technology Innovation Grant). University of Nebraska-Lincoln, College of Education and Human Sciences.
-  [Jeon, M]. (2024–2025). External mentoring program for new pre-tenure faculty (Faculty Affairs Grant). University of Nebraska-Lincoln.
-  Jeon, M., Jantaraweragul, K., Ottenbreit-Leftwich, A. T., Hmelo-Silver, C., Glazewski, K., Mott, B., Lester, J., & Ringstaff, C. (2024). An inquiry-based artificial intelligence curriculum for upper elementary students: A design case of PrimaryAI. *International Journal of Designs for Learning*, 15(3), 94–108. <https://doi.org/10.14434/ijdl.v15i3.36757>
-  Jeon, M., Koressel, J., Ottenbreit-Leftwich, A. T., Childs, J., & Jantaraweragul, K. (2024). Indiana high schools' Computer Science enrollment and disparity indices: On gender, ethnicity, locale, and economic status. *Computers in the Schools*. <https://doi.org/10.1080/07380569.2024.2413716>
-  Lee, U., Jeon, M., Lee, Y., Byun, G., Son, Y., Shin, J., Ko, H., & Kim, H. (2024). LLaVA-Docent: Instruction tuning with multimodal large language model to support art appreciation education. *Computer & Education: Artificial Intelligence*, 7, Article 100297. <https://doi.org/10.1016/j.caeai.2024.100297>
-  Jeon, M., & Kwon, K. (2024). Parallel instruction of text-based and block-based programming: On novice programmers' computational thinking practices. *TechTrends*, 68, 1033–1050. <https://doi.org/10.1007/s11528-024-00993-8>
-  Kwon, K., Jeon, M., Zhou, C., Kim, K., & Brush, T. A. (2024). Embodied learning for computational thinking in early primary education. *Journal of Research on Technology in Education*, 56(4), 410–430. <https://doi.org/10.1080/15391523.2022.2158146>
-  Nguyen, U., Menon, D., Jeon, M., & Thomas, A. (2024, June 23–27). Purposefully designing integrated STEM learning experiences within elementary teacher education [Work in progress]. 2024 ASEE [American Society of Engineering Education] Annual Conference & Exposition, Portland, OR. <https://peer.asee.org/46731>
-  Olmanson, J., Trainin, G., Jeon, M., & Husbey, N. (2024, June 4). *Intelligent learning technology design in an era of exquisite scaffolding*. Norwegian Artificial Intelligence Research Consortium, Kristiansand, Norway.
-  Thomas, A., Jeon, M., Johnson, K., Menon, D., & Nguyen, U. (2024, April 10–13). *Highlighting mathematics in a STEAM context with codable robotics*. 2024 NCTM [National Council of Teachers of Mathematics] Virtual Conference, Online.





## **Lydiah Kiramba**

*Associate Professor*



Asfaha, Y.M & Kiramba, L.K. (2024). On epistemology in researching the teaching and learning of literacy, literature, and the language arts. *Research in the Teaching of English* 58 (3), pp. 330 – 343. <https://doi.org/10.58680/rte2024583330>



Morales, A.M. Kiramba, L.K., Martinez, R., Hamann, E. (2024). Imagineering more inclusive teacher education. In Hamann, E.T., Herrera, S.G. Murillo, Jr. E.G., Wortham, S., (Eds.), *Teaching and learning in the new Latino diaspora: Creating culturally responsive practice* (pp.8-19). Teachers College Press.



Kiramba, L.K. (Expert Panelist). Fall 2024 (12/4/2024). Building Capacity for Early Career Humanities Scholars (BECHS-Africa) (partnership involving four universities: University of Ghana, American University in Cairo, Stellenbosch University and Washington University in St. Louis. Washington University in St. Louis).



Kiramba, L.K. (Keynote Speaker). Spring 2024 (February 21, 2024). Multilingual Education is the Pillar of Learning and Intergenerational Learning. International Mother Language Day. Department of Curriculum and Instruction, College of Education, Texas Tech University.



Kiramba, L. K., Trainin, G. (March 6-8, 2024,). “I just don’t what to do.” Teacher preparation for multilingual students of immigrant and refugee background students. Virtual paper session. Comparative and International Education Society (CIES), 68th Annual Conference, Miami, Florida, United States.



Trainin, G., Kiramba, L. K., & Deng, Q. (March 6-8, 2024,). Bridging the digital divide in parental engagement: Trends in digital communication between schools and immigrant families. Virtual paper session. Comparative and International Education Society (CIES), 68th Annual Conference, Miami, Florida, United States.



Kiramba, L.K. & Hamann, E.T. (March 6-8, 2024,). Exploring identity negotiations, multiple literacies, and imagined communities of Somali American high school students. Virtual paper session. Comparative and International Education Society (CIES), 68th Annual Conference, Miami, Florida, United States.



Kiramba, L.K. & Hamann, E.T. (April 10-14, 2024). Valuing the construction of transnational imagined communities by Somali refugee background high school students. Paper session. The American Educational Research Association (AERA), Philadelphia Conference Center, PA, United States.



Deng, Q, Kiramba, L.K. & Trainin, G. (April 10-14, 2024). Trends in families’ satisfaction and interaction with schools: Results from the early childhood longitudinal study. Poster session. The American Educational Research Association (AERA), Philadelphia Conference Center, PA, United States.





Kiramba. L. K. (Senior Personnel). Project RAICES (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. PI: Morales A. Co-PIs: Hamann E., & Gatti, L. (\$5.25 million). (Funded)



Kiramba, L.K. (PI); Ursula Nguyen and Kara Mitchell Viesca, (Co-PIs), Theresa Catalano, (Senior Personnel). (2024). Building Bridges to Quality Multilingual Teaching: The Multilingual Educator Academy. Department of Education Office of English Language Acquisition National Professional Development Program. REQ: \$3.5 million. (Not Funded)



## Elizabeth Lewis

Professor



Lewis, E.B. (PI), Smith, W. (co-PI), \*Hasseler, E. (post-doc), & \*Benzoni, R. (GRA) (June 2024). Annual Report (Year 3) for National Science Foundation, Robert Noyce Master Teaching Fellows (Track 3). Summary of administrative, program development and revision, and research activities.



Searls, M. (PI), Lewis, E. (co-PI) (May 2024). Report to UNL EPSCoR for the UNL 2024 Women in Science Conference.



National Science Foundation: Elizabeth Hasseler, Elizabeth Lewis, Travis Ray, and Ana Rivero (coPIs). Grant objective: To understand how improving teachers' competencies in engineering content knowledge and practices affects their students' learning, attitudes, and interest in engineering.



Lewis, E., Claes, D., Smith, W., Harwood, D., & Matkin, G. (2021–2027). *Meeting the needs of diverse students through science teacher leadership in Nebraska* (NSF Award #2050650). National Science Foundation, Robert Noyce Teacher Scholarship Program Grant (Track



Smith, W., Voigt, M., Lewis, E., & Quiasley, K. (2024–2025). *Prismatic Community of Practice Incubation Project* (NSF Award #DUE-2418858). National Science Foundation, Collaborative Research Grant.



Lai, Y., Donsig, A., Lewis, E., Walker, J., & Walker, M. (2024–2025). *What, where, and for what purpose is the mathematics in mathematics teacher education?* (NSF Award #DUE-2408993). National Science Foundation, IUSE Conference Grant.



Searls, M., Lewis, E., & Iverson, N. (2024). *Women in Science Conference* (NSF & Nebraska EPSCoR Program). University of Nebraska-Lincoln.



Hamblin, T., & Lewis, E. (2023–2024). *Citizenship-Water Quality Curriculum Project*. University of Nebraska Medical Center.



## Lorraine Males

*Julie and Henry Bauermeister Associate Professor in  
Education and Human Sciences & Graduate Chair*



Nucci, D., Liu, A.,\* Sun, M., & Males, L. M. (2024). The professional knowledge required for high-quality AI-generated mathematics lesson planning. *AMTE Connections*, 34(1), 1–4. [LINK]



Quaisley, K. & Males, L. M. (2024). Lessons learned from studying the teacher intended curriculum: The value of capturing and analyzing attention. In D. R. Thompson, M. Huntley, & C. Suurtamm (Eds.), *Lessons learned from research on mathematics curriculum* (pp. 367–384). Information Age Publishing [LINK]



Ellis, R. L., Martinez, R., Quist, M.\*, Males, L. M., Anderson, R. Edgington, C., & Lawrence, K.\* (2024). Our inaction is action: Countering anti-Blackness in secondary mathematics teacher preparation. In K. W. Kosko, J. Caniglia, S. Courtney, M. Zolfaghari, & G.A. Morris, (Eds.), *Proceedings of the forty-sixth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 2049–2050). Kent State University. [Link]



Males, L. M. (Co-PI), Sun, M. (PI), Sakar, S. (Co-PI), Boston, M. (Co-PI), Liu, J. (Co-PI), & Ai, W. (Co-PI). (2024–2028). *An AI-enhanced colleague for teachers: Developing and studying an innovative platform for efficient, inclusive middle-grade mathematics lesson planning* (NSF Award). National Science Foundation. \$2,998,729 (UNL portion: \$80,869).



Lewis, E. B. (Lead PI), Edgington, C. (PI), Anderson, R. (Co-PI), Ellis, R. (Co-PI), & Martinez, R. (PI). (2023–2025). *Collaborative research: The design and refinement of modules for raising critical consciousness in undergraduate mathematics teacher preparation* (NSF Award). National Science Foundation. \$399,041 (UNL portion: \$121,215).



Sun, M. (PI), Lewis, E. B. (Co-PI), Boston, M. (Co-PI), Liu, J. (Co-PI), & Ai, W. (Co-PI). (2023–2027). *Understanding lesson plan quality of teachers to advance middle-grade mathematics instruction: A combined approach of computer-assisted methods and human interactions* (NSF Award). National Science Foundation. \$1.5 million (UNL portion: \$205,954).



Males, L. M. & Edgington, C. (2024, June). A cross-institutional project to design modules for developing critically conscious mathematics teachers. Poster presentation at National Science Foundation IUSE Summit, Washington, D.C.



Ellis, R. L., Martinez, R., Quist, M.\*, Males, L. M., Anderson, R. Edgington, C., & Lawrence, K.\* (2024, November). Our inaction is action: Countering anti-Blackness in secondary mathematics teacher preparation. Working Group at the annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Cleveland, OH.



Males, L. M. (2024, September). The value of capturing and analyzing attention when studying teacher's use of curriculum materials. Presentation at the Research Conference of National Council of Teachers of Mathematics, Chicago, IL.



## Deepika Menon

Assistant Professor



Menon, D., Wieselmann, J., Haines, S., & Asim, S. (2024). A meta-synthesis of the literature on science & engineering teaching self-efficacy: Current gaps and future research directions. *Journal of Science Teacher Education*, 1–24. <https://doi.org/10.1080/1046560X.2023.2297499>



Menon, D., Cheng, D., & Ngugi, W. R. (2024). Investigating preservice secondary teachers' understanding and enactment of the standards-based practices during microteaching. *Journal for STEM Education Research*, 7(1), 63–95. <https://doi.org/10.1007/s41979-023-00093-x>



Menon, D. (PI). (2022–2027). *Collaborative research: Research on integrated STEM self-efficacy: A study of elementary preservice teachers including Noyce scholars*. National Science Foundation, NOYCE Track 4. \$481,065.



Menon, D. (Co-PI), & Hong, S. Y. (PI). (2023–2026). *Enhancing early childhood educators' reflective practice and content knowledge to increase children's capacity for science talk*. National Science Foundation (NSF) DRK-12. \$449,918.



Menon, D. (Co-PI), & Lee, K. M. (PI). (2022–2025). *Development and research on smartphone simulations in introductory college astronomy*. National Science Foundation, DUE. \$299,344.



Menon, D. (Senior Personnel), & Lewis, B. (PI). (2021–2027). *Meeting the needs of diverse students through a next generation of science teacher-leadership in Nebraska*. National Science Foundation, NOYCE Track 3. \$2,916,074.



Asim, S., Haines, S., Wieselmann, J., & Menon, D. (2024, November). *Embrace artificial intelligence (AI): Infusing AI in a STEM summer institute for elementary teachers*. Paper presented at the annual conference of the School Science and Mathematics Association, Knoxville, TN.



Johnson, A., Menon, D., Asim, S., Wieselmann, J., & Haines, S. (2024, July). *Voices of future elementary educators: Hurdles in integrated STEM instruction and learning*. Poster presented at the National Science Foundation Noyce Summit, Washington, DC.



Nguyen, U., Menon, D., Jeon, M., & Thomas, A. (2024, June). *Purposefully designing integrated STEM learning experiences within elementary teacher education*. Research presentation at the American Society of Engineering Education Annual Conference and Exposition, Portland, OR.



Thomas, A., Menon, D., Nguyen, U., & Johnson, K. L. (2024, April). *Highlighting mathematics in STEAM context with codable robotics*. Paper presented at the National Council of Teachers of Mathematics 2024 Virtual Conference.



Haines, S., Wieselmann, J., Menon, D., & Asim, S. (2024, April). *Inservice elementary science & engineering teaching self-efficacy: Trends & gaps in the literature*. Research presentation at the American Educational Research Association International Meeting, Philadelphia, PA.



Cox, D., Menon, D., & Wieselmann, J. (2024, March). *Investigating preservice elementary teachers' STEM teaching self-efficacy and goal orientation*. Research presentation at the National Association for Research in Science Teaching International Conference, Denver, CO.



Wieselmann, J., Menon, D., Haines, S., Asim, S., Koch, A., & Cox, D. (2024, March). *Development of integrated STEM teaching self-efficacy among elementary preservice teachers*. Research presentation at the National Association for Research in Science Teaching International Conference, Denver, CO.



Romine, W., Menon, D., & McNeal, P. M. (2024, March). *What is a geoscientist? Uncovering conceptual profiles in undergraduate student drawings*. Research presentation at the National Association for Research in Science Teaching International Conference, Denver, CO.



Haines, S., Asim, S., Wieselmann, J., & Menon, D. (2024, March). *Integrated STEM professional development: Utilizing best practices in an online format*. Research presentation at the 13th International Conference New Perspectives in Science Education, Florence, Italy.



Trainin, G., Johnson, K. L., Menon, D., Thomas, A., Al Shorman, D. A., & Cox, D. (2024, February). *Centering equity in elementary STEM preservice education*. Presentation at the American Association of Colleges for Teacher Education Annual Meeting, Aurora, CO.



Haines, S., Menon, D., Wieselmann, J., & Asim, S. (2024, January). *Elementary teachers' science teaching self-efficacy: Trends in the literature*. Research presentation at the Association for Science Teacher Education International Meeting, New Orleans, LA.



Nguyen, U., Menon, D., Jeon, M., & Thomas, A. (2024). Purposefully designing integrated STEM learning experiences within elementary teacher education. *Proceedings of the 2024 American Society of Engineering Education (ASEE) Annual Conference and Exposition*. Portland, OR.



Haines, S., Asim, S., Wieselmann, J., & Menon, D. (2024). Integrated STEM professional development: Utilizing best practices in an online format. *Proceedings of the 13th International Conference New Perspectives in Science Education*, (1), 429–432. [https://doi.org/10.26352/I314\\_2384-9509](https://doi.org/10.26352/I314_2384-9509)



**Amanda Morales**  
Associate Professor



Morales, A. R. (50%), Kiramba, L., Martinez, R., & Hamann, E. T. (2024). Imagineering more inclusive teacher education: Systemic approaches to challenging the predominance of whiteness in education. In E. T. Hamann, S. Herrera, S. Wortham, & E. G. Murillo (Eds.), *Teaching and learning in the new Latino diaspora: Creating culturally responsive practice*. Teachers College Press.



Hamann, T., Reeves, J., Wessels, S., Morales, A. R., Nguyen, U., Herrera, S., & Holmes, M. (June, 2024). The role of anthropology in both the

design and study of a multifaceted new teacher preparation program: The anthropological case for teacher diversity. Panel presentation at the Royal Anthropological Institute (RAI) Major Conference: Anthropology and Education, London, UK.



Nelson, R., Morales, A. R., Rodriguez-Arroyo, S., Pearson, F., Diaz, C., & Witte, A. (February, 2024). Contending with complexities: Midwest teacher education programs reflecting on current structures. Paper symposium presented at the Annual American Association of Colleges of Teacher Education (AACTE) conference, Philadelphia, PA.



Morales, A. R., Tercero, I., & Boko, A. (February, 2024). Collaborative discussions on culture, student identity, and student funds of knowledge in STEM fields. Panel session at the 7th Annual STEM Education Conference, University of Texas Rio Grande Valley, Brownsville, TX.



Morales, A. R. (November, 2024). Classroom conflicts: Personal pronouns and diffusing heated conversations. Invited workshop, College of Journalism and Mass Communications, University of Nebraska-Lincoln.



Morales, A. R. & Ferguson, P. (November, 2024). Co-Master of Ceremonies. Annual Statewide Educators of Color Summit, Lincoln, NE.



Morales, A. R. (November, 2024). Introduction to de/colonizing theories in educational research. Invited guest lecture, UTRGV Graduate School.



Morales, A. R. (October, 2024). Organizing and resistance: Illuminating pathways forward for innovative, humanizing teacher education amidst uncertain times. Invited Spark Talk, Spencer Foundation “New Directions in Teaching, Educator Preparation, and Learning” Convening, Chicago, IL.



Morales, A. R. (September, 2024). Living and learning from both consequences and actions: Defining and positioning our socio-cultural-historical-linguistic selves. Invited workshop, Project MOTIVOS Scholars, Dodge City Community College and Dodge City High School, Dodge City, KS.



Morales, A. R. (June, 2024). Education as a field of endless possibilities. Invited session, UNL Big Red Camps, University of Nebraska-Lincoln.



Morales, A. R. (May, 2024). Dr. Mo’s mantra for life: Remember to “Never stop playing,” “Just get in the van,” and “There is much to gain from doing hard things.” Invited keynote address, Teacher Scholars Academy Spring Graduation Celebration, University of Nebraska-Lincoln.



Morales, A. R. (April, 2024). From... “She’s never gonna graduate high school!”, to “Gosh, I thought you’d be taller!?” The secret benefits of being underestimated. Invited keynote speech, LPS Latinx/Hispanic Seniors Recognition Night, Southeast Community College, Lincoln, NE.



Morales, A. R., Catalano, T., Malgabri, I., & Faye, N. (April, 2024). Responding to racism & othering. Invited workshop, 2024 “Greater than One District” Scholar Inclusion and Empowerment Summit, Lincoln Public Schools.



Morales, A. R. (Co-PI, 40%). (2023-2026). Project RAÍCES (Re-Envisioning Action and Innovation through Community Collaborations for Equity across Systems). U.S. Department of Education. \$5.25 million. Funded.



Morales, A. R. (PI, 100%). (2024). Distinguished Lecturer Funding for Keynote Speaker Dr. Farima Pour-Khorshid. Nebraska Educators of Color Summit 2024. UNL Research Council. \$3,000. Funded.



Morales, A. R. (Co-PI, 5%). (2024). CTT Teaching Grant. Internal competition provided by the UNL Center for Transformative Teaching. \$1,000. Funded.



**Ursula Nguyen**  
*Assistant Professor*



Menon, D., Johnson, A., Cox, D., Jeon, M., Nguyen, U., & Thomas, A. (Accepted with minor revisions). STEM-themed pathways within elementary preservice methods coursework: Benefits and challenges associated with designing and implementing integrated STEM projects. *School Science and Mathematics*.



Nguyen, U., & Rieggle-Crumb, C. (2024). Gender typicality and engineering attachment: Examining the viewpoints of women college engineers and variation by race/ethnicity. *Behavioral Sciences*, 14(7), 573, 1–20. <https://doi.org/10.3390/bs14070573>



Nguyen, U., Menon, D., Jeon, M., & Thomas, A. (2024, June). Purposefully designing integrated STEM learning experiences within elementary teacher education (Work in progress). Poster presented at the 2024 ASEE Annual Conference & Exposition, Portland, OR. <https://peer.asee.org/46731>



Fernandez, L., & Nguyen, U. (2024). Exploring the interplay between preservice teachers' mathematical beliefs and EB students' mathematics education. In S. Cook, B. Katz, & D. Moore-Russo (Eds.), *Proceedings of the 26th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1112–1118). Omaha, NE. [http://sigmaa.maa.org/rume/RUME26\\_Proceedings2024-letter.pdf](http://sigmaa.maa.org/rume/RUME26_Proceedings2024-letter.pdf)



Nguyen, U., Menon, D., Jeon, M., & Thomas, A. (2024, June 23–27). Purposefully designing integrated STEM learning experiences within elementary teacher education. Work in progress poster presentation at the 2024 ASEE Annual Conference and Exposition, Portland, OR.









Rieggle-Crumb, C., Lyra, F., Nguyen, U., & Agarwal, R. (2024, April 11–14). A “chilly climate” with engineering faculty: Implications for women’s engineering identity and thoughts about leaving. Paper presented at the 2024 AERA Annual Meeting, Philadelphia, PA.



Rieggle-Crumb, C., Burgess, C., Nguyen, U., & Russo-Tait, T. (2024, April 11–14). Considering race and critical consciousness among women college engineers. Roundtable presentation at the 2024 AERA Annual Meeting, Philadelphia, PA.







Thomas, A., Jeon, M., Johnson, K., Menon, D., & Nguyen, U. (2024, April 10–14). Highlighting mathematics in a STEAM context with codable robotics. Workshop presentation at the National Council of Teachers of Mathematics (NCTM) 2024 Virtual Conference.

-  Thomas, A., Nguyen, U., & Amman, K. (2024, April 6). Short-form videos as tools for elementary pre-service teachers to communicate mathematics curriculum to families and caregivers. Roundtable presentation at the ICRSME 2024 Virtual Conference.
-  Fernandez, L., & Nguyen, U. (2024, February 22–24). Exploring the interplay between preservice teachers' mathematical beliefs and EB students' mathematics education. Preliminary report presentation at the 2024 Annual Conference on Research in Undergraduate Mathematics Education (RUME), Omaha, NE.
-  Morales, A., Nguyen, U., Ferguson, P., & Ramirez-Benavides, I. (2024, June 16–18). NCRED Research Practice Partnerships Convening, University of Houston, Houston, TX (Invited Convening).
-  Nguyen, U. (2024, May 30–June 1). Examining the developing STEM aspirations of adolescent girls and their implications for equitable STEM teaching and learning. What, where, and for what purpose is the mathematics in mathematics teacher education?, University of Nebraska-Lincoln, Lincoln, NE (Invited Presentation).
-  09/2024 – 08/2026 Pérez, L. (PI), Li, Y., Hill, T. W., Deters, J., Perry, L., & Nguyen, U. (Senior Personnel). (2024–2026). BPE-Track 4: Phase I: Developing Complete Engineers: Nebraska Engineering Inclusive Excellence Center (NEIEC). National Science Foundation. \$1,199,999. (Funded, #2408749).
-  05/2024 Kiramba, L. (PI), Nguyen, U. (Co-PI), & Viesca, K. (Co-PI). (2024). Building Bridges to Quality Multilingual Teaching: The Multilingual Educator Academy. U.S. Department of Education. \$3,497,650. (Not Funded).



**Justin Olmanson**  
*Associate Professor*

-  Tan, S. C., Wijekumar, K., Hong, H., Olmanson, J., Twomey, R., & Sinha, T. (2024). Guest editorial: Education in the world of ChatGPT and generative AI. *IEEE Transactions on Learning Technologies*, 17, 2062–2064. <https://doi.org/10.1109/TLT.2024.3451050>
-  Duong, T., Olmanson, J., & Hassani, A. (2024). Perspectives and experiences of using generative AI by undergraduate speech-language pathology students for course navigation and caregiver information session preparation. *Conference on Education, Research, and Innovation (ICERI2024) Proceedings*, 10220-10228.
-  Olmanson, J., Hassani, A., Even, T., & Palala, H. (2024). Learning computational thinking in a heteroglossic environment: A multimodal multi-agent translanguaging approach to computational literacies acquisition via generative AI. *Conference on Education, Research, and Innovation (ICERI) Proceedings*, 9831-9838.
-  Olmanson, J., Hassani, A., Even, T., & Palala Martinez, H. (2024, June 4). A society of agents: A multimodal conversational approach to computational literacies acquisition for educators [Conference presentation]. Norwegian



Artificial Intelligence Research Consortium Annual Conference 2024, Kristiansand, Norway.

<https://www.nora.ai/nora-conferences/annual-conference-2024/>



Olmanson, J., Trainin, G., Jeon, M., & Husbey, N. (2024, June 4). Intelligent learning technology design in an era of exquisite scaffolding [Conference presentation]. Norwegian Artificial Intelligence Research Consortium Annual Conference 2024, Kristiansand, Norway. <https://www.nora.ai/nora-conferences/annual-conference-2024/>



Akin, H., DeFrain, E., Olmanson, J., & Soh, L-K. (2024, December 11). *Rural Nebraskans' views towards AI* [Panel discussion]. Nebraska Rural Poll, University of Nebraska Extension. Webinar.



Brown, S., Daher, T., Golick, D., McCown, K., Olmanson, J., Russell, B., & Wilson, B. (2024). Education in the digital age [Panel discussion]. *Global Ties Nebraska - US State Department*, University of Nebraska - Lincoln, Lincoln, NE.



Olmanson, J. (2024). *Identity and AI, AI and identity: From the classroom to the workplace* [Interactive learning experience]. 189H Identity: Sociology and the Self, University of Nebraska - Lincoln, Lincoln, NE.



Olmanson, J. (PI). (2024–2025). *Faculty Development Fellowship (FDF)*. University of Nebraska - Lincoln. Funding for applied technology design fellowship: Exploring the technical and pedagogical boundaries of generative AI in learning contexts. Award amount: \$65,000.



Olmanson, J. (2024, Spring). *CSMCE STEM Research and External Funding Incubation Award*. Center for Science, Mathematics & Computer Education (CSMCE). Funding for design-based research in generative AI leading to external funding. Type: Course release. Award amount: \$8,000.



Olmanson, J., Hassani, A., & Even, T. (2024). *Trans-MAMM-CT* (Version 0.1) [Software]. University of Nebraska - Lincoln.



Olmanson, J., & Hassani, A. (2024). *Intelligent personal learning assistant Alex-TA* (Version 0.8) [Software]. University of Nebraska - Lincoln.



Olmanson, J., & Bishop, S. (2024). *Blood antigen tutor* (Version 0.48) [Software]. University of Nebraska - Lincoln.



**Jenelle Reeves**

*Professor, Graduate Chair*









Leonard, A. E., Catalano, T., Reeves, J., Wessels, S., Ganesan, U., & Barbici-Wagner, A. (2024). Developing interculturality in preservice teachers via dance storytelling. *Journal of Dance Education*, 1–14. <https://doi.org/10.1080/015290824.2024.2378159>



Wessels, S., Catalano, T., Reeves, J., Leonard, A. E., Ganesan, U., Barbici-Wagner, A., & Gallardo, C. (2024). “Just attaching a face”: Engaging local refugee communities in preservice teacher education focused on students with immigrant/refugee backgrounds. *TESOL Journal*, 15, e782. <https://doi.org/10.1002/tesj.782>



-  Leygraaf, M., & Reeves, J. (2024). "This is not America": Attempts to foster Dutch teacher candidates' consciousness of racial inequity. In C. M. Leider, C. L. Dobbs, & E. Nerlino (Eds.), *Preparing antiracist teachers: Fostering antiracism and equity in teacher education* (pp. 23–38). Routledge.
-  Reeves, J., Leijgraaf, M., & Gu, X. (2024). "I am not the other": A Yazidi American teacher's identity work. In Z. Teheddin & B. Yazan (Eds.), *Language teacher identity tensions: Nexus of agency, emotion, and investment*. Routledge.
-  Reeves, J. (2023–present). *Rural multilingual education: Community and teacher identities in flux*. Examining how rural communities, schools, and teachers renegotiate identities as community demographics shift.
-  Reeves, J. (2022–present). *Gauging the long-term impact of travel study on teachers and their teaching*. Investigating the long-term impacts of teacher participation in intensive travel study programs. Participants: 12.
-  Kiramba, L., Trainin, G., & Reeves, J. (2023–present). *The identity work of teachers of African-origin students*. Exploring how teachers construct teacher identities around and with African-origin students. Participants: 15 teachers.
-  Project RAÍCES (2023–2026). *U.S. Department of Education*. Senior Personnel. \$5.25 million total; \$2.1 million to the University of Nebraska-Lincoln. My role is to support the PIs with induction initiatives and research into teacher induction at program sites.



**Loukia K. Sarroub**

*Marvin C. & Jane N. Nore Professor, Chair*

-  Ethical and Equitable Reintegration: Transitioning Youth from Out-of-Home Placement to the Mainstream Classroom, University of Nebraska-Lincoln, Office of Research and Innovation Grand Challenges Planning Grant, 8/2024 – 4/2025, Co-PI (with Dr. Mason), Amount funded: \$75,000, partners with LPS, EDPS, English, CYFS, CYAF, BreakFree in Washington DC; Advisory board members: Alfred Tatum, David Domenici, Chanelle Gordon.
-  Sarroub, L.K. (December 5, 2024). Presentation and Address for the Literacy Research Association Distinguished Scholar Lifetime Achievement Award. Atlanta, GA.
-  REVISED Spencer Foundation Vision Grant (PI with Co-PI team), Ethical and Equitable Reintegration: Transitioning Youth from Out-of-Home Placement to the Mainstream Classroom
-  Chair, Literacy Research Association Distinguished Lifetime Award Committee, Fall 2024-Fall 2025



## Mardi Schmeichel

Associate Professor



Schmeichel, M. (2024). Teaching in pointy heels (and other postfeminist dilemmas). In B. Varga & E. Adams (Eds.), *The theory-story reader for social studies*. Teachers College Press.



Schmeichel, M., Clark, C., & Garrett, J. (2024). Prebunking election fraud: Strategies to confront conspiracy theories. *Social Education*, 88(4), 201–206.



Clark, C., & Schmeichel, M. (2024). Can education save us from ourselves? Three psychological challenges to democracy. Review of Educational Research, 0(0). <https://doi.org/10.3102/0034654324128824>



Spencer Foundation Large Grant Program (2024). *An AI-powered nationwide analysis of social studies teachers' lessons on issues of contemporary relevance*. PI: Jim Garrett. Co-PIs: Mardi Schmeichel, Chris Clark, & Xiaoming Zhai. Amount: \$435,000. (Not funded).



## Mona Schoenrock

Lecturer



Schoenrock, M. (2024, September 25). *Lead the future: Turn your business passion into teaching*. Session presented at the Fall 2024 FBLA Leadership Workshop.



Schoenrock, M. (2024, June). *Spice up your BMIT toolkit*. Session presented at the Nebraska Career Education Conference, Kearney, NE.



## Amanda Thomas

Associate Professor



Menon, D., Cox, D., Johnson, J., Nguyen, U., Jeon, M., & Thomas, A. (accepted). STEM-themed pathways within elementary preservice methods coursework: Benefits and challenges associated with designing and implementing integrated STEM projects. *School Science and Mathematics*.



Quaisley, K., Smith, W., Funk, R., Pai, L., Ahrens, S., & Thomas, A. (2024). Impacting elementary STEM teacher leadership identities. *School Science and Mathematics*. <https://doi.org/10.1111/ssm.18313>



Thomas, A., Menon, D., Nguyen, U., & Trainin, G. (accepted). Approaches to integrated STEM in an elementary teacher education program. Paper to be presented at the *International Consortium for Research in Science & Mathematics Education (ICRSME) XVII Consultation, Valladolid, Mexico*, March 2025.



Thomas, A., & Largo, N. (accepted). Developing STEM teacher leadership in rural elementary schools. Poster to be presented at the *14th Congress of the European Society for Research in Mathematics Education*, Bozen-Bolzano, Italy, March 2025.



Thomas, A., Nguyen, U., & Amman, K. (2024, April). Short form video platforms as tools for elementary pre-service teachers to engage and support families and caregivers with mathematics curriculum. Presented at *ICRSME Virtual Consultation 2024*.



Thomas, A., & Largo, N. (2024, January). Fostering innovation in rural schools and communities: A work-in-progress report. Presented at the *22nd Annual Hawaii International Conference on Education*, Waikoloa, HI, USA.



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**Guy Trainin**  
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





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**Kara Viesca**  
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