Guy Trainin

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EDUCATION

Ph.D. Education — University of California, Grad. School of Education, Riverside CA, 2002.
    Advisors: H. Lee Swanson (chair), Sharon Duffy, and Robert C. Calfee

M.A. Education — University of California, Grad. School of Education, Riverside CA, 1999.
    Advisors: Donald McMillan

B.A. History and Middle Eastern Studies (with honors) Tel Aviv University, Israel, 1994.

Employment

Professor, Dept. of Teaching, Learning, and Teacher Education, University of Nebraska, Lincoln, NE (Professor 2016 – present; Associate Professor 2008 – 2016; Assistant Professor 2002-2008); Courtesy appointment, Institute of Agriculture and Natural Resources.
    Teaching *literacy education*, *technology integration*, and *quantitative research methods*;
    Research Teacher Education, Teaching Reading, Arts, Technology, and Literacy Education.
    —Department Chair (2018-2021)
    —Graduate Chair (2015-2018)
    —Elementary Education Coordinator (2008-2014)
    —Director, Kit and Dick Schmoker Reading Center (2004-2013)

Graduate Teaching Assistant, Dept. of Education, University of California, Riverside, CA (1999-2002)
    Course: *Child Development, Introduction to Special Education*

Graduate Research Assistant, University of California, Riverside, CA (1998-2002).
    Assisted on the WordWork Design experiment research: data collection, data analyses, and reporting of results.

Teacher, Ankori Adult Education, Kfar Saba, Israel (1996-1997).
    Taught 20th Century History, Civics.

Instructor, Bezalel Academy of Art and Design, Jerusalem, Israel (1995-1996).
    Course: Learning Strategies

Instructor, The Open University, Israel (1996-1997).
    Course: Introduction to Sociology, Introduction to Psychology

Project Coordinator, Leshem the Israeli Organization for College Students with Learning Disabilities (1996-1998).
    Initiated projects in 21 higher education institutions across Israel.

Instructor, Tel Hai College, Israel (1996,1997).
    Summer preparatory Institute for College Students with Learning Disabilities.

Teacher, HaBait Shel Tamar High School (1993-1996).
   Taught: History, Civics, Math, EFL to High School students with Learning Disabilities.

CONSULTING / EVALUATION

Consultant, *BVH Architecture, School Building Projects, 2019-2022*

Evaluator, *Omaha Public Schools' National Education Association Foundation Grant,* (Franklin, Field Club, and Highland Elementary Schools), Fall 2012-2014. (See "Grant Writing / Research" for continuation of this work)

Evaluator, *Omaha Public Schools' Federal ERO/SLC (Smaller Learning Community) Grant, (2009-10) (Benson and Omaha South High Schools),* for the Omaha Public Schools and the U.S. Department of Education Office of Elementary and Secondary Education.

Evaluator, *UNESCO Adult Literacy Assessment.* 2009, for UNESCO.

Evaluator, Nebr*aska Reading First,* 2004-2009, for the Nebraska Department of Education and the U.S. Department of Education Office of Elementary and Secondary Education.

Evaluator, *AEMDD Grant*, 2002-2005, for the Lake Elsinore CA Unified School District and the U.S. Department of Education.

Awards/Honors

Nore Professor of Education 2019-2021

AACTE Best Practice Award for the Innovative Use of Technology, 2016

Swanson Teaching Award, 2012

Graduate Student Association Graduate Mentor Award, 2010

Justin Lei Fellowship UCR, 1998

Magna Cum Laude, Tel Aviv University, 1994

Public Boards

Foundation for Lincoln Public Schools, Board Member, 2021-2024

Nebraska Educators Rising, Board Member, 2018-2022

Omaha Virtual School, Advisory Board Member, 2021-2024

Publications
* indicates [former] student coauthor
Books/ Chapters/ Journal Articles/ Proceedings

[55] Husbye, N., Rezac, T. Wessels, S. & Trainin, G. (accepted). Mechanisms for change: Infusing the EdD. with change-making processes. Impacting Education Journal of Transforming Professional Practice.

[54] Liu, Y., Soh, LK., **Trainin, G.**, Nugent, G., & Smith, W. (accepted). Investigating Relationships of Sentiments, Emotions, and Performance in Professional Development K-12 CS Teachers. *Computer Science Education Journal.*

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

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

[51] 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).

[50] 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).

[49] 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.

[48] 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.

[47] Kiramba, L.K. Traore, H. M.*, & **Trainin, G.** (2022). "At school, it's a completely different world": African immigrant youth agency and negotiation of their adaptation processes in US urban schools. Urban Education.

[46] Yu, A.*, & **Trainin, G.** (2022). A meta-analysis examining technology-assisted L2 vocabulary learning. *ReCALL,* 1-18.

[45] Guo, J., & **Trainin**, G. (2022). Measuring Self-Regulation a Learning Analytics Approach. Proceedings of the Finnish Learning Analytics and Artificial Intelligence in Education Conference.

[44] Nugent, G., Chen, K., Soh, L.K., Choi, D., **Trainin, G.**, & Smith, W. (2022). Developing K-8 Computer Science Teachers' Content Knowledge, Self-efficacy, and Attitudes through Evidence-based Professional Development. ITiCSE 2022: Proceedings of the 27th ACM Conference on Innovation and Technology in Computer Science Education Vol. 1.

[43] **Trainin, G.** & Okundate, J. (2022). Impact of Micro-Teaching Rehearsals (MTR) with digital video (DV) on Pre-Service Teacher's Performance in Teaching Practice. In E. Langran (Ed.), Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 1102-1107). San Diego, CA, United States: Association for the Advancement

of Computing in Education (AACE). Retrieved May 6, 2022 from
https://www.learntechlib.org/primary/p/220874/.

[42] Juneja, M. & **Trainin, G**. (2022). A community collaborative model to leverage the affordance of learning technology with underprivileged students in India. In E. Langran (Ed.), Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 1255-1260). San Diego, CA, United States: Association for the Advancement of Computing in Education (AACE). Retrieved May 5, 2022 from https://www.learntechlib.org/primary/p/220902/.

[41] Liu, X., Yu, A., Deng, Q., Kang, L., Abebe, F. & **Trainin, G**. (2022). Non-cognitive Precursors of technology integration for Chinese Language Teachers: Grit and Resistance. In E. Langran (Ed.), Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 1261-1264). San Diego, CA, United States: Association for the Advancement of Computing in Education (AACE). Retrieved May 5, 2022 from https://www.learntechlib.org/primary/p/220903/.

[40] O'Shea, C., **Trainin, G**. & Friedrich, L. (2022). Creating Innovative Teacher Education to Prepare Educators to Facilitate Learning in Innovative Schools. In E. Langran (Ed.), Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 2023-2030). San Diego, CA, United States: Association for the Advancement of Computing in Education (AACE). Retrieved May 5, 2022 from https://www.learntechlib.org/primary/p/221018/.

[39] Morrow, P., Soh, L. K., Nugent, G., Smith, W., **Trainin, G.,** & Steen, K. (2021). SWOT Analysis of Two Different Designs of Summer Professional Development Institutes for K-8 CS Teachers. In *2021 IEEE Frontiers in Education Conference (FIE)* (pp. 1-9). IEEE.

[38] Soh, L. K., Nugent, G., Smith, W., **Trainin, G.,** Sutton, J. T., & Steen, K. (2021). A Comprehensive Professional Development Program for K-8 Teachers to Teach Computer Science. In *2021 ASEE Virtual Annual Conference Content Access*.

[37] O'Shea, C., & **Trainin, G.** (2021). How Did We Get Here? One District's Approach to Device Assisted Learning Technology Implementation. *Journal of School Administration Research and Development*, *6*(2), 99-106.

[36] Wessels, S., & **Trainin**, G. (2021). Digital Storytelling With English Language Learning Families. In *Bridging Family-Teacher Relationships for ELL and Immigrant Students* (pp. 27-45). IGI Global.

[35] Schneider, J. M.*, and **Trainin**, **G.** (2021). Genius-Hour: Student-Led Learning in the Fourth Industrial Revolution. In *Teaching and Learning in the 21st Century*, pp. 157-171. Brill, 2021.

[34] Deng, Q.*, & **Trainin, G.** (2020). Self-Efficacy and Attitudes for Vocabulary Strategies Among English Learners and Native Speakers. *Reading Horizons*. 41-69.

[33] Deng, Q.*, Patwardhan, I., Rudasill, K., **Trainin, G.,** Wessels, S., Torquati, J., & Coplan, R. J. (2020). Shy and outgoing preservice teachers and their responses to hypothetical problem behaviors in the classroom. *Educational Psychology*, 1-16.

[32] Javorsky, K. H.*, Friedrich, L. A.*, Nichols, L., & **Trainin, G.** (2020). Aligning Children's Books With Digital Tools for Reader Response: The Text, the Tech, and the Task. In *Handbook of*

Research on Integrating Digital Technology with Literacy Pedagogies (pp. 232-259). IGI Global.

[31] Clausen, J., Rutledge, D., Borthwick, A., Foulger, T., Green, K., **Trainin, G.,** & Milman, N. (2020). Teacher education faculty perspectives on technology infusion: Implications for schools and colleges of education. In *Society for Information Technology & Teacher Education International Conference* (pp. 933-937). Association for the Advancement of Computing in Education (AACE).

[30] Hayden H.E.*, Hiebert E.H. & **Trainin, G.** (2019). Patterns of Silent Reading Rate and Comprehension as a Function of Developmental Status, Genre, and Text Position, *Reading Psychology, 40*, 731-767.

[29] Thomas, A., & **Trainin, G.** (2019). Creating Laboratories of Practice for Developing Preservice Elementary Teachers' TPACK: A Programmatic Approach. In *Handbook of Research on TPACK in the Digital Age* (pp. 155-172). IGI Global.

[28] Trainin, G., Friedrich, L.*, & Deng, Q.* (2018). The Impact of a Teacher Education Program Re-design on Technology Integration in Elementary Preservice Teachers: A Five Year Multi-Cohort Study. *Contemporary Issues in Technology and Teacher Education*, 18, 692-721.

[27] Hamann E. & **Trainin, G.** (2018). Problems of practice as stance. *Impacting Education: Journal on Transforming Professional Practice, 2,* 28-30.

[26] Wessels, S., **Trainin, G.,** Reeves, J., Catalano, T., and Deng, Q.* (2017). Pre-service teachers' confidence and attitudes toward teaching English learners. *Teaching Research and Practice, 30, 443-461.*

[25] Deng, Q.*, **Trainin, G.,** Rudasill, K., Kalutskaya, I., Wessels, S., Torquati, J., & Coplan, R. J. (2017). Preservice teachers' attitudes and pedagogical strategies toward hypothetical shy, exuberant, and typical children. *Learning and Individual Differences, 56*, 85-95.

[24] Trainin, G., Wessels, S., Nelson, R., & Vadasy, P. (2017). A study of *emergent literacy experiences of young Latino English learners. Early Childhood Education Journal, 45*, 651-658.

[23] Trainin, G., Hayden, H. E.*, Wilson, K., & Erickson, J. (2016). Examining the impact of QuickReads technology and print formats on fluency, comprehension, and vocabulary development for elementary students. *Journal of Research on Educational Effectiveness,* 9, 93-116.

[22] Friedrich, L.*, & **Trainin, G.** (2016). Paving the way for New Literacies integration in Elementary Teacher Education. *Creative Education*, 7, 1456.

[21] Deng, Q.* & **Trainin, G.** (2015). Learning Vocabulary with Apps: From Theory to Practice. *The Nebraska Educator*, 2, 49-69.

[20] Trainin, G. (2015). Compensatory strategies of college students with learning disabilities, in O. Dahan & Y. Meltzer Eds. *College Students with Learning Disabilities: Twenty Years of Leshem. (In Hebrew)*

[19] Trainin, G., Hiebert, E.H., & Wilson, K.M., (2015). A Comparison of Reading Rates, Comprehension, and Stamina in Oral and Silent Reading of Fourth Grade Students. *Reading Psychology, 36,* 595-626.

[18] **Trainin, G.,** Wilson, K.M., Murphy, M.M.*, & Rankin-Erickson J. (2014). Taking a different route: Contribution of articulation and metacognition to intervention with at-risk third grade readers. *Journal of Education for Students Placed At Risk.* 19, 3-4, 183-195.

[17] Javorsky, K.*, **Trainin, G.** (2014). Teaching Young Readers to Navigate a Digital Story When Rules Keep Changing. *Reading Teacher, 67,* 606-618.

[16] Wessels, S. & **Trainin, G.** (2014). Bringing Literacy Home: Supporting Latino families' literacy learning. *Young Children,* 69, 40-55.

[15] Poldberg, M. M.*, **Trainin, G.,** & Andrzejczak, N. (2013). Rocking your Writing Program: Integration of Visual Art, Language Arts, & Science. *Journal for Learning through the Arts: A Research Journal on Arts Integration in Schools and Communities*, 9(1).

[14] Calfee, R. C., Miller, R., Norman, K. A., Wilson, K. M., & **Trainin, G.** (2013). Learning to do educational research. In M. Constas & R. J. Sternberg (Eds.) *Translating theory and research into educational practice 2nd Ed.* Florence, KY: Routledge.

[13] Overby, M., **Trainin, G.,** Bosma Smit, A., Bernthal, J., & Nelson, R. (2012). Preliteracy Speech Sound Production Skill and Later Literacy Outcomes: A Study Using the Templin Archive. *Language Speech, and Hearing Services in Schools, 43*, 97-115.

[12] Cervetti, G., Tilson, J.L., Castek, J., Bravo, M.A. & **Trainin, G.** (2012). Examining Multiple Dimensions of Word Knowledge for Content Vocabulary Understanding. *Journal of Education, 192,* 49-61.

[11] Hiebert, E.H., Wilson, K.M., & **Trainin, G.** (2011). Are students really reading in independent reading contexts? An examination of comprehension-based silent reading rate. In E.H. Hiebert & Reutzel D. R. (Eds) *Revisiting silent reading: New directions for teachers and researchers*. Newark, DE: International Reading Association.

[10] Wilson, K. M., **Trainin, G.,** Laughridge, V., Brooks, D., Wickless, M. (2011). Our Zoo To You: The link between zoo animals in the classroom and science and literacy concepts in first-grade journal writing. *Journal of Early Childhood Literacy, 11*, 275-306.

[9] Shell, D.F., Brooks, D.W., **Trainin, G.,** Wilson, K.M., Kauffman, D.F., & Herr, L.M. (2009). *The unified learning model: How motivational, cognitive, and neurobiological sciences inform best teaching practices.* New York: Springer-Verlag.

[8] Wilson, K. M. & **Trainin, G.** (2007). First grade students' motivation and achievement for reading, writing, and spelling. *Reading Psychology, 28*, 257-282.

[7] Calfee, R. C., Miller, R., Norman, K. A., Wilson, K. M., & **Trainin, G.** (2006). Learning to do educational research. In M. Constas & R. J. Sternberg (Eds.) *Translating theory and research into educational practice.* Mahwah, NJ: Lawrence Earlbaum Associates.

[6] Andrzejczak, N., **Trainin, G.,** & Poldberg, M. (2005). From image to text: Using images in the writing process. *International Journal of Education & the Arts*, 6 (12). 1-16.

[5] **Trainin, G.** & Swanson, H. L. (2005). Cognition, Metacognition, and Achievement in College Students with Learning Disabilities. *Learning Disability Quarterly*, 28, 261-272.

[4] **Trainin, G.**, Andrzejczak, N., & Poldberg, M. (2005). Visual Arts and Writing a Mutually Beneficial Relationship. *Journal of Arts and Learning,* 21, 139-156.

[3] **Trainin, G.**, Wilson, K., Wickless, M., & Brooks, D. (2005). Extraordinary animals and expository writing: Zoo in the classroom. *Journal of Science Education and Technology 14*, 299-304.

[2] Swanson, H. L., **Trainin, G.**, Necochea, D., & Hammil, D. D. (2003). Rapid naming, phonological awareness, and reading: A meta-analysis of the correlation evidence. *Review of Educational Research*, 73, 407-440.

[1] Calfee, R. C., Norman, K., **Trainin G.**, & Wilson, K. (2001). A design experiment for improving early literacy or what we learned in school last year. In C. Roller (Ed.), *Learning to Teach Reading: Setting the Research Agenda.* Newark, DE: IRA.

Digital, Reports, and White Papers

[28] Miller, D., & Trainin, G. (2023). Impact of the Pandemic on Computer Science Education. https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1051&context=cehsgpirw

[27] Liu, D., Fisher, E. A., & **Trainin, G.** (2021). Review of Nature Experience in Learning. *Research and Evaluation in Education, Technology, and Design*.

[26] Fisher, E.A., Liu, D., & **Trainin, G.** (Spring 2021). Review of flexible learning spaces in education. *Research and Evaluation in Education, Technology, and Design*.

[24] Deng, Q, Friedrich, L, & **Trainin, G.** (2014) *Tech EDGE. Use of New Literacies in Elementary Classrooms Today: A partnership to Enhance Student Learning Through Teacher Preparation and Professional Development*. Report submitted to Nebraska's Coordinating Commission for Postsecondary Education. NE: University of Nebraska-Lincoln.

[23] **Trainin, G**. and Friedrich, L. (2014). Technological pedagogical content knowledge in teacher preparation: Impact of coaching professional development and mobile devices. *Research and Evaluation in Literacy*, 29.

[22] **Trainin, G.** (2010-2016). Guy's EDU Blog. http://guytrainin@blogspot.com

[21] **Trainin, G.,** Friedrich, L., Deng, Q. (2013). Tech EDGE, Use of New Literacies in Elementary Classrooms Today: A Partnership to Enhance Student Learning through Teacher Preparation and Professional Development., Trainin, Guy (Ed.), (pp. 13). Lincoln/NE: Research and Evaluation in Literacy. UNL/ Digital Commons.

[20] **Trainin, G.**, Deng, Q., Guo, J. iPads in the Classroom. iPads in the Classroom Chinese Edition. YouKu. http://i.youku.com/u/UMTI4NzcxMTY5Mg==

[19] **Trainin, G.** (2012-2013). Tech EDGE. YouTube Channel techedge01/.iTunesU A series of weekly video podcasts on technology integration in p-16 classrooms. (160 Episodes as of 4-23-2015)

[18] **Trainin, G.**, Hall, A., & Tonniges, B. (2012). Kit and Dick Schmoker Reading Center by the Numbers. [inforgraphic]. *Research and Evaluation in Literacy* on UNL Digital Commons.

[17] **Trainin, G.**, England, W., & Tonniges, B. (2012). Looking for a diverse teacher force. [inforgraphic]. *Research and Evaluation in Literacy* on UNL Digital Commons.

[16] **Trainin, G**. & Wilson, K.A.C (2010). *Nebraska Reading First: Year Six of Implementation 2009-2010. Research and Evaluation in Literacy* on UNL Digital Commons. (ERIC ED #512169).

[15] **Trainin, G.**, Javorsky, K., Murphy, M., & Wilson, K.A.C (2009). *Nebraska Reading First: Year Five of Implementation 2008-2009. Research and Evaluation in Literacy* on UNL Digital Commons. (ERIC ED #508033).

[14] Hayden, E., **Trainin, G**., Javorsky, K., Murphy, M., & Cook K. (2008). Nebraska Reading First 2007-08 Annual Report. *Research and Evaluation in Literacy* on UNL Digital Commons. (ERIC ED #502907)

[13] Brand, L. & **Trainin, G**. (2008). A Review of Hammersley, Martyn, Editor (2007). *Educational Research and Evidence-based Practice.* London: Sage Publications. In Education Review. http://edrev.asu.edu/index.htm.

[12] Murphy, M., & **Trainin, G**. (2007). Impact of Nebraska Reading First on Reading Comprehension across Three Years of Implementation, 2005-2007. *Research and Evaluation in Literacy* on UNL Digital Commons. (ERIC ED #499540)

[11] Murphy, M., **Trainin, G.**, Yagil, O., Javorsky, K., & Hayden, E. (2007). *Nebraska Reading First: Three Years of Implementation, 2006-7 Annual report.* University of Nebraska Lincoln (ERIC ED #498702)

[10] Hayden, H. E., & **Trainin, G**. (2007). A Review of M. Taylor (Ed.). *Whole Language Teaching, Whole-Hearted Practice*. New York: Peter Lang. In Education Review. http://edrev.asu.edu/index.htm.

[9] **Trainin, G.**, Yagil, O., & Murphy, M. M. (2006). *Year Two of Implementation Nebraska Reading First. Annual Progress Report.* University of Nebraska Lincoln (ERIC ED #493729)

[8] Andezrecjzak, N, &. **Trainin, G**, (2006). *Project RAISE, Reading and Arts Integrated for Student Excellence, Final Report*. Repot submitted to the US Department of Education.

[7] **Trainin, G**. (2006). A Review of Blevins, W. (2006). Phonics from A to Z. In *Education Review*. http://edrev.asu.edu/index.htm.

[6] **Trainin, G**. (2005). *Annual report of Nebraska's Reading First.* Lincoln, NE: The Great Plains Institute of Reading & Writing. (ERIC ED # 490063).

[5] **Trainin, G.**, & Leader-Jenssen, E. (2005). A Review of Rathvon, N. (2004). *Early reading assessment: A practitioner's handbook*. New York: Guilford Press. In Education Review. http://edrev.asu.edu/index.htm.

[4] **Trainin, G.**, & Easley, M. (2004). A Review of Forbes, S., & Briggs, C. (2003). Research in Reading Recovery (Volume Two). In Education Review. http://edrev.asu.edu/index.html.

[3] Wilson, K. M., Graves M. F., Calfee, R. C., & **Trainin, G**. (2003). *Assessments and lesson plans.* Boston: Allyn Bacon.

[2] **Trainin, G**. (2001/2006). Read Plus Website. http://cehs.unl.edu/readplus

[1] **Trainin, G**. (1997). *Students with Learning Disabilities in Higher Education*. Leshem (The Israeli Association of Higher Education and Learning Disabilities: Tel Aviv (Israel). Hebrew.

[104] **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.

[103] Trainin, G., Holz, S., & Elsener, M. (2023). Exhibitions of Learning as Celebrations of Process. Presented at the Nebraska Art Teachers Association. Lincoln NE.

[102] 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.

[101] **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.

[100] 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.

[99] **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.

[98] 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.

[97] 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.

[96] **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.

[95] **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.

[94] 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.

[93] 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.

[92] **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.

[91] Okuntade, J. O., Luckay, M. B., & **Trainin,** G. (2022). Understanding the interplay of Micro-Teaching Skills (MTS) through technological device: A Video Analysis. Paper presented at

the South African Educational Research Association Conference. Cape Town, Western Cape, South Africa.

[90] Kiramba, L. S., & **Trainin**, G. (2022). *Teacher preparation for immigrant background students: Teachers of African immigrant and refugee (AIR) background students.* Paper presented at the Literacy Research Association Conference. Phoenix, AZ.

[89] **Trainin**, G., & Wessels, S. (2022). *Learning from Bilingual Families to Use Bilingual Books as an Entry Point to Biliteracy.* Paper presented at the Literacy Research Association Conference. Phoenix, AZ.

[88] Peterson, D., & **Trainin**, G. (2022). *Architecture as a Reparative Force in the Learning & Development of Children Negatively Impacted by Adverse Childhood Experiences (ACEs): Praxis and products for 21st century learning and design.* Paper presented at the LearningScapes Conference, San Antonio TX, October 2022.

[87] **Trainin**, G., & Guo, J. &. (2022). *The Use of E-textbooks in Higher Education.* Paper presented at the Finnish Learning Analytics and Artificial Intelligence in Education Conference in Joensuu , Finland September 28-30, 2022.

[86] Guo, J., & **Trainin**, G. (2022). *Exploring Student Engagement and Self-Regulation a Learning Analytics Approach.* Paper presented at the Finnish Learning Analytics and Artificial Intelligence in Education Conference in Joensuu , Finland September 28-30, 2022.

[85] Guo, J., & **Trainin**, G. (2022). *Measuring Self-Regulation a Learning Analytics Approach.* Paper to be presented at the Finnish Learning Analytics and Artificial Intelligence in Education Conference in Joensuu , Finland September 28-30, 2022.

[84] **Trainin**, G. (2022). *Supporting Legislative Action in CSE.* Paper presented at the Code.Org Summit. May 2022.

[83] Mollenkopf, D., **Trainin**, G., Buchheister, K., Karabon, A., & Macy, M. (2022). *Understanding College Completion Factors in the Early Childhood Workforce.* Paper presented at the CYFS summit on research in Early Childhood, Lincoln, NE.

[82] Kiramba, L. S., & **Trainin**, G. (2022). *Contextual Negotiations of Immigrant Youth in U.S. Urban Schools.* Paper presented at the AERA conference San-Diego, CA.

[81] O'Shea, C., **Trainin**, G. & Friedrich, L. (2022). Creating Innovative Teacher Education to Prepare Educators to Facilitate Learning in Innovative Schools. Paper presented at the SITE conference San-Diego, CA.

[80] Liu, X., Yu, A., Deng, Q., Kang, L., Abebe, F., & **Trainin**, G. (2022). *Non-Cognitive precursors of Technology Integration for Chinese Language Teachers.* Paper presented at the SITE conference San-Diego, CA.

[79] **Trainin**, G., & Okundate, J. (2022). *Impact of micro-teaching rehearsals (MTR) with digital video (DV) on pre-service teacher's performance in teaching practice.* Paper presented at the SITE conference San-Diego, CA.

[78] Juneja, M. & **Trainin**, G. (2022). *A community collaborative model to leverage the affordance of learning technology with underprivileged students in India.* Paper presented at the SITE conference San-Diego, CA.

[77] **Trainin**, G., Bockerman, J., & D'Adamo, K.(2022). *Creating interdisciplinary connections through research sketchbooks: Engaging elementary pre-service teachers in arts-based research.* National Arts Education Association Research Pre-Conference.

[76] **Trainin**, G., Rice, L., D'Adamo, K., & Yoon, H. (2022). *Envisioning a contemporary in-service teacher education program in Arts integrated learning.* National Arts Education Association Research Pre-Conference.

[75] **Trainin**, G., Reeves, C., & Kelsey, M. (2021). *The Moon School.* Society for Learning Environment Annual Meeting, Denver CO.

[74] Kiramba, L., Moundiba, H. T. C., **Trainin**, G. (2021). *At school, it's a completely different world: African immigrant youth agency and negotiation of their adaptation processes in U.S. urban schools.* AERA Annual Meeting.

[73] Yu, A., **Trainin**, G. (2017). *L2 Vocabulary learning with technology: An international perspective.* Literacy Research Association, Tampa FL.

[72] Liu, X., **Trainin**, G. (2017). *Relationship between gender, grit, and efficacy for technology integration, and TPACK for college English teachers in China.* Literacy Research Association, Tampa FL.

[71] Hayden, H. E., **Trainin**, G., Hebert, E. (2017). *Comprehension-Based silent reading: Helping students read to thrive in high-stakes settings.* American Educational Research Association, San Antonio TX.

[70] **Trainin**, G., Yu, A. (2017). *Instructional technology-supported vocabulary learning.* Nebraska Educational Technology Association, Omaha ,Nebraska.

[69] Friedrich, L., **Trainin**, G. (2017). *Ways for students to demonstrate learning using multimedia.* Nebraska Educational Technology Association, Omaha Nebraska.

[68] **Trainin**, G., Gaskill, M. (2016). *What teacher education programs do to integrate technology.* NAA, Kearney NE.

[67] Hayden, H. E., **Trainin**, G., Hiebert, E. (2016). *Empowering students in an age of high stakes: Improving stamina for comprehension-based silent reading.* LRA, Nashville TN.

[66] **Trainin**, G., Friedrich, L., (2016). *Coaching to increase collaboration in teachers who integrate technology.* Nebraska Educational Technology Association, Kearney NE.

[65] Friedrich, L., **Trainin**, G., (2016). *Devices in early childhood and primary classrooms.* Nebraska Educational Technology Association, Kearney NE.

[64] Deng, Q., **Trainin**, G., Rudasill, K., Torquati, J., Wessels, S., & Kalatzkaya, I., (2016). *Elementary Teachers Reactions to Shy Exuberant Children.* AERA, Washington DC.

[63] Kalatzkuya, I., Rudasill, K., Deng, Q., **Trainin**, G., Wessels, S., Torquati, J., Coplan, R., (2016). *Exploring the association between preservice teacher's shyness and their strategies and attitudes toward shy children.* AERA, Washington DC.

[62] **Trainin**, G., Peterson, D., & Tuttle, R. (2016). C*lose reading on devices across the curriculum.* Nebraska State Reading Association, Kearney.

[61] Deng, Q., Friedrich, L. & **Trainin**, G. (2015). *Digital Literacies in preservice teacher education.* Paper presented at the annual meeting of the Literacy Research Association. Carlsbad, CA.

[60] Friedrich, L. & **Trainin**, G. (2015). *Integrating digital technology into literacy instruction.* Paper presented at the annual meeting of the Literacy Research Association. Carlsbad, CA.

[59] Wessels, S., & **Trainin**, G. (2015). *Emergent literacy experiences of young Latino English learners.* Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.

[58] Friedrich, L. A., & **Trainin**, G. (2015). *Preparing student teachers and cooperating teachers for New Literacies integration.* Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.

[57] Qizhen, D, **Trainin**, G., Reeves, J. R., & Wessels, S. (2015). *What drives preservice teacher attitude toward English learners in Elementary mainstream classrooms?.* Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.

[56] Kalutskaya, I., Rudasill, K. M., Deng, Q., **Trainin**, G., Wessels, S., Torquati, J., & Coplan, R. (2014, November). *Exploring associations between preservice teachers' shyness and their strategies and attitudes toward hypothetical shy, exuberant, and typical children.* Paper presented at the Occasional Temperament Conference. Lincoln, NE.

[55] Deng, Q., **Trainin**, G., Kalutskaya, I., Rudasill, K. M., Wessels, S., Torquati, J., & Coplan, R. (2014, November). *Preservice teachers' strategies and attitudes toward hypothetical shy, exuberant, and typical children.* Poster presentation. Poster presented at the Occasional Temperament Conference. Lincoln, NE.

[54] **Trainin**, G. (2014). *Using Open Educational Resources with LMS Integration.* Presented at the Innovation in Pedagogy and Technology Conference. Lincoln NE.

[53] **Trainin**, G. & Nielsen, C. (2014). *iPads for Learning: Creation and Active Learning in Middle School.* Presented at the Nebraska Association for Middle Level Education Academy. Hastings, NE.

[52] **Trainin**, G. & Friedrich, L. (2014). *iPads in the Classroom.* Presented at the Twenty First Century Lutheran Education Conference.

[51] Wessles, S. & **Trainin**, G. (2014). *Innovative Practices And Research Promoting Language And Literacy Development of Young English Language Learners.* Presented at the International Reading Association annual conference, New Orleans, LA.

[50] **Trainin**, G. & Friedrich, L. (2014). *Teacher Education in and through Technology.* Presented at the Nebraska Educational Technology Association, Papillion, NE.

[49] Wilmot J, & **Trainin**, G. (2014). *Minecraft in the Classroom.* Presented at the Nebraska Educational Technology Association, Papillion, NE.

[48] **Trainin**, G. & Friedrich, L. (2014). *Technological Pedagogical Content Knowledge in Teacher Preparation: Impact of a Coaching Professional Development With Mobile Devices.* Paper presented at the Annual Literacy Research Association Meeting, Philadelphia, PA.

[47] Hayden, H. E., Javorsky, K. H., & **Trainin**, G. (2014). *Innovating Science Vocabulary Practices: Tiered Frameworks for Vocabulary Selection and Assessment for the Next Generation.* Paper presented at the Annual Literacy Research Association Meeting, Philadelphia, PA.

[46] **Trainin**, G. (2013). Clinical Teacher Preparation that is Transformative. Literacy Research Association Paper presented at the Annual Conference, Literacy Research Association, Dallas, TX.

[45] Friedrich, L., & **Trainin**, G. (2012). *Coaching New Literacies with Student Teacher/Cooperating Teacher Dyads in Elementary Schools.* Paper presented at the Annual Literacy Research Association Meeting, San Diego CA.

[44] Qizhen, D. & **Trainin**, G. (2011). *Motivation for Vocabulary Learning of College Students.* Paper presented at the Literacy Research Association Meeting, Jacksonville FL.

[43] Friedrich, L. A., & **Trainin**, G. (2011). *The Use of New Literacies in Elementary Classrooms Today: A Partnership to Enhance Student Learning through Teacher Preparation.* Paper presented at the Literacy Research Association Meeting, Jacksonville FL.

[42] Poldberg, M, Andrzejczak, N. L., & **Trainin**, G. (2011). Effective Professional Development in Arts and Arts Integration for Generalist Teachers. Paper presented at the American Educational Research Association Meeting, New Orleans LA.

[41] Poldberg, M, Andrzejczak, N. L., & **Trainin**, G. (2011). Can Life Sciences Standards Be Assessed through Art and Writing? Paper presented at the American Educational Research Association Meeting, New Orleans LA.

[40] **Trainin**, G., Wassenmiller, A, Javorsky, K. & Friedrich, L. (2011). *Technology Integration in Elementary Schools: Pre-Service Education to the Classroom.* Symposium presented at the Critical Questions in Education conference, Kansas City, MO.

[39] Wilson, K.M., **Trainin**, G., & Wasserman, K. (2010). *Internal and External Factors Related to Literacy Professionals' Collective Efficacy.* Presented at the National Reading Conference in Dallas TX.

[38] **Trainin**, G. (2010). *Testing Literacy Skills in Households: UNESCO's Literacy Assessment and Monitoring Programme.* Presented at the Comparative and International Education Society, Chicago IL.

[37] **Trainin**, G., Wilson, K.M., & Hiebert, E.H. (2009). Silent Reading Fluency and Its Relationship to Oral Reading Fluency and Reading Comprehension. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

[36] Poldberg, M. **Trainin**, G., & Andrzejczak, N.L. (2009). The Impact of Visual Art Making on Academic Achievement. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

[35] Norman, K.A., Wilson, K.M., **Trainin**, G., Huston, D.L., & Calfee, R.C. (2009). Intervening Early: Effects of Effective and Efficient Phonics Instruction in a Post-Kindergarten Summer Program. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

[34] **Trainin**, G., Wilson, K.M., Hiebert, E.H., Erickson, J.L., & Laughridge, V.J. (2008). Silent reading fluency: A new approach. Paper presented in the American Educational Research Association meeting, New York.

[33] **Trainin**, G., Andrzejczak, N., Poldberg, M., & Detlefsen, J. (2008). The Confluence of Visual Arts and Literacy: K-8 Applications. Presented at the Fifteenth International Conference on Learning, Chicago, IL.

[32]**Trainin**, G., Wilson, K. M., Hiebert, E., Erickson, J. & Laughridge, V. (2008). An Examination of Silent Reading Rates and Comprehension: Tasks, Proficiency Levels, and Length of Text. Presented at the Annual Meeting of the American Educational Research Association, New York.

[31] Poldberg M., **Trainin** G., & Andrzecjzak, N. (2008). A New VIEW on Science. Presented at the Annual Meeting of the American Educational Research Association, New York.

[30] Murphy, M. M. & **Trainin** G. (2008). Enhancing Print Knowledge, Phonological Awareness, and Oral Language Skills with At-Risk Preschool Children in Head Start Classrooms. Presented at the Annual Meeting of the American Educational Research Association, New York.

[29] **Trainin**, G. (2007). Reading Achievement and Motivation: A Meta Analytical View. Paper presented at the American Educational Research Association meeting, Chicago, Il.

[28] **Trainin**, G., Wilson, K. M., Erickson-Rankin, J, & Hayden H. E. (2007). Teaching Fluency Can Technology Based Instruction Help? Paper presented at the American Educational Research Association meeting, Chicago, IL.

[27] **Trainin** G., & Andrzecjzak, N. L. (2006). Using Readers' Theatre to Increase Fluency and Comprehension. Paper presented at the American Educational Research Association meeting, San Francisco, CA.

[26] Andrzecjzak, N. L., **Trainin**, G., & Poldberg, M. (2006). Intertwined Symbol Systems: Visual Arts and Student Writing. Paper presented at the American Educational Research Association meeting, San Francisco, CA.

[25] Erickson, J, Leader-Janssen, E. M., Wilson, K, M, & **Trainin**, G. (2006). Fluency Instruction with Low Achieving Middle School Readers. Paper presented at the American Educational Research Association meeting, San Francisco, CA.

[24] Erickson, J, Leader-Janssen, E. M., **Trainin**, G., Wilson, K, M, & Husby, B. (2006). Finding Links: Teachers' Understanding of "Highly Qualified" Staff Development and the Relationship between the Two. Paper presented at the American Educational Research Association meeting, San Francisco, CA.

[23] Murphy, M. M., Wilson, K. M., & **Trainin**, G. (2006). Bridging the Gap: Helping At-Risk Third-Grade Students Become Successful Readers. Paper presented at the American Educational Research Association meeting, San Francisco, CA.

[22] **Trainin**, G. (2006). Teacher Collective Self-Efficacy in an Age of Literacy Reform. Paper presented at the National Reading Conference, Los Angeles, CA.

[21] Yagil, O., & **Trainin**, G. (2006). Adjusting Evaluation Technology to Low Tech Participants. Paper presented at the National Evaluation Institute. Dallas: TX.

[20] **Trainin**, G. & Wilson, K. M. (2005). The Importance of Fidelity in Scaling-Up of a Research-Based Reading Program. Paper presented at the American Educational Research Association meeting, Montreal, Canada.

[19] **Trainin**, G., Andrzejczak, N., & Poldberg, M. (2005). The Role of Program Fidelity in Arts Infused Language-Arts Curriculum. Paper presented at the American Educational Research Association meeting, Montreal, Canada.

[18] **Trainin**, G., Wilson, K. M., Laughridge, V., & Erickson, J. (2005). A Clash of Narratives: Rural Literacy Education in a Time of Change. Paper presented at the National Reading Conference, Miami, FL.

[17] Wilson, K. M., Murphy, M. M., **Trainin**, G. & Erickson, J (2005). Bridging the Gap: Helping At-Risk Third Grade Students Become Successful Readers. Paper presented at the National Reading Conference, Miami, FL.

[16] Wilson, K. M., & **Trainin**, G. (2004). Contextual factors influencing literacy self-perceptions in young learners. Poster presented at the American Psychological Association 112th Annual Convention, Honolulu, HI.

[15] Wilson, K. M. & **Trainin**, G., Wickliss, M, & Brooks D. (2004). The effects of skill and will in science writing. Paper the National Reading Conference Annual Meeting, San Antonio, TX.

[14] **Trainin**, G., Wilson, K. M., Calfee, R. C., & Norman, K. A. (2004). The Role of Metacognition in Reading and Spelling Acquisition. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam, NL.

[13] **Trainin**, G., Andrzejczak, N., & Poldberg, M. (2004). Visual Arts and Writing a Mutually Beneficial Relationship. Paper presented at the American Educational Research Association meeting. San Diego, CA.

[12] **Trainin**, G. (2003). Cognition, Metacognition, and Achievement in College Students with Learning Disabilities. Paper presented at the American Educational Research Association meeting. Chicago, IL.

[11] Wilson, K. M. & **Trainin**, G. (2003). Blossoming literacy: measuring early readers' developing self-system. Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Boulder, CO.

[10] **Trainin**, G. (2002). Supporting metacognitive development in varied literacy contexts. Paper presented at the International Reading Association meeting, San Francisco, CA.

[9] **Trainin**, G., Wilson, K. M. & Norman, K. (2002). The Impact of an Innovative Curriculum on Teacher's Instruction and Student Achievement. Paper presented at the International Reading Association meeting, San Francisco, CA.

[8] **Trainin**, G. (2001). Professional Development and Student Achievement: What matters? Paper presented at the National Reading Conference, San Antonio: TX.

[7] **Trainin**, G. (2001). Design Experiment in Early Reading Acquisition Year Two: Factors Contributing to the Success of All Students. Paper presented at the American Educational Research Association meeting. Seattle, WA.

[6] Borthwick-Duffy, S., Gauvain, M., **Trainin**, G., & Pinson, Y. (2001). Computer-based After-School Programs: Is it the Medium or the Message? Paper presented at the American Educational Research Association meeting. Seattle, WA.

[5] Calfee, R. C., **Trainin** G. & Norman, K. (2001). The Word Work design experiment. Paper presented at the American Educational Research Association meeting. Seattle, WA.

[4] Calfee, R.C., Norman, K., **Trainin** G. & Wilson, K. (2000). A Design Experiment for improving early literacy or what we learned in school last year. Presentation in the international Reading Association. Indianapolis: IN.

[3] **Trainin**, G. (2000). Metaphonics: Making Sense of Decoding and Spelling. Paper presented at the California Educational Research Association Meeting, Ontario, CA.

[2] **Trainin**, G., Brothwick-Duffy, S. (2000). Extending Service Learning through Technology. Paper presented at the California Educational Research Association Meeting, Ontario, CA.

[1] **Trainin**, G. (2000). WordWork Design Experiment in Early Reading Acquisition: Factors Contributing to the Success of All Students. Paper presented at the California Reading Association Meeting, Ontario, CA.

<u>SELECTEDS INVITED PRESENTATIONS/ PROFESSIONAL DEVELOPMENT</u>

Lewis, K., Miller, D., & Trainin, G. (2023). Your favorite CS Resources. Fall NETA, Kearney NE.

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

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

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

Trainin, G. (2022). *Art for Learning.* Paper Presented at the Nebraska Paraeducator Conference. Kearney NE.

Trainin, G., & Sato, K. (2022). *Code.org is Inviting You.* Paper presented at the NETA conference, Omaha, NE.

Trainin G. (2021). *From Paraeducator to Teacher.* Presented at the Nebraska Paraeducator conference.

Trainin, G. (2017). *Nebraska Data Analytics - Workshop, Social Media and Research.* UNL.

Trainin, G. (2017). Nebraska Extension, *Digital play - on family story time.* Nebraska University Extension, Online.

Trainin, G. (2017). *Learning Anytime Anywhere.* UNL, Winnebago, NE.

Trainin, G. (2016) Metro Reading Council Meeting, *The Potential of New Literacies.* Metro Reading Council, Omaha, NE.

Trainin, G. (2016). LPS PLC, *Assessment and Technology in Social Studies.* LPS, Culler Middle School.

Trainin, G. (2016). ESU #8, *iPad integration in Early Childhood Classrooms.* UNL Extension, Neligh NE.

Trainin, G., (2016) Extension Educators, *Captivating the Mind of the Learner.* UNL Extension, Online.

Trainin, G. (2014). *Open Educational Resources.* Presented at UNL iPad Roundtable 3/13/2014.

Trainin, G. (2014). *Collaboration with iPads.* Presented at UNL iPad Roundtable 2/13/2014.

Trainin, G. & Friedrich, L. (2014). *Locating, Recording, and Displaying Information using Mobile Technology.* Presented at the ESU 13 Mid-Winter Conference Scottsbluff, NE.

Trainin, G. & Friedrich, L. (2014). Teaching *Writing with iPads.* Presented at the ESU 13 Mid-Winter Conference Scottsbluff, NE.

Trainin, G., Guo, J., Wilmot, J., Barnhouse, K., (2013). *Teaching with technology.* Tech EDGE China, Tech EDGE (UNL),

Trainin, G. (2013). *iDevices for Students with Learning Disabilities.* Presentation at the NETA Fall Conference Kearney NE.

Trainin, G. & Friedrich, L. (2013). *Mobile Devices with Exceptional Students.* Presentation at the NETA Conference La Vista NE.

Trainin, G. & Friedrich, L. (2013). *Mobile Devices in the Elementary Classroom.* Presentation at the Nebraska State Reading Association Meeting, Kearney NE.

Trainin, G. (2012). *Mobile, Social and Flipped: The Future of Teacher Education.* Keynote presentation at Tech EDGE conference UNL.

Trainin, G. (2012). *The Flipped Classroom.* Concordia University Nebraska.

Trainin, G. (2007). *Year Three Results of Nebraska's Reading First.* Presented at the Nebraska Reading First Annual Conference. Lincoln, NE.

Trainin G. (2006). *Vocabulary Assessment and Instruction.* Lakeview School District, Nebraska.

Trainin, G. (2006). *Year Two Results of Nebraska's Reading First.* Presented at the Nebraska Reading First Annual Conference. Lincoln, NE.

Trainin G., Wilson, K. M., Laughridge, V., & Larsen, K. (2005/6). *Improving Literacy K-12.* Cedar Bluffs, NE.

Trainin G. (2005). *Connecting Reading Assessment and Instruction.* Lakeview School District Nebraska.

Trainin, G. (2005). *Year One Results of Nebraska's Reading First.* Presented at the Nebraska Reading First Annual Conference. Lincoln, NE.

Trainin, G., Murphy, M. M. (2004). *Strategies for Working with Struggling Readers.* Presented at the Nebraska Para-educator Conference, Kearney, NE.

Norman, K., Wilson, K. M., Trainin, G. Calfee, R, Wasserman, K. (2002*). WordWork- An Early Decoding and Spelling Curriculum.* A workshop conducted at the at the International Reading Association meeting, San Francisco, CA.

Norman, K., Wilson, K. M., Trainin, G. Calfee, R, Wasserman, K. (2001). *WordWork- An Early Decoding and Spelling Curriculum.* A workshop conducted at the at the California Reading Association meeting, San Francisco, CA.

Classes Taught

TEAC 311. Teaching Reading in the Elementary Classroom.

TEAC 313 Teaching Language Arts in the Elementary Classroom.

TEAC 403A Capstone Project in Elementary Education.

SPED 415(A)/815(A) Reading and Writing Disabilities: Elementary Students.

SPED 406(A)/806(A) Reading and Writing Disabilities: Secondary Students.

TEAC 800 Inquiry into Teaching and Learning.

TEAC 811C Current Reading Research/ Response to Intervention.

TEAC 851L Teaching Computer Science.

TEAC 886/ 886B. Assessment, evaluation, and Instruction of at-risk readers.

TEAC 890/880j. iPads in the Classroom

TEAC 930K Quantitative Traditions in Educational Research.

TEAC 950 Research in Writing.

TEAC 951. Research in Reading.

Grants

61 Funded grants (29 as PI), total awarded $17,968,121 ($4,234,210 as PI).

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. & D'Adamo, K. (2022-2023). David Brower Center Teacher Fellowship Program.
($58,297).

Mollenkopf, D., Trainin, G., Buchheiseter, K., Macy, M., Karabon, A., Roy, L., & Jolley, T. (2022-
2023). *Understanding Competency-Based Education Delivery Models for Early Childhood
Teachers through Large-Scale Research.* NU ($ 39,941).

Catalano, T., Morales, A., & Trainin, G., (2022). Teachers of Color Summit Keynote Speaker: Dr.
Socorro Herrera. NU Research Council. ($2,750).

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).

Mollenkopf, D., Trainin, G., Roy, L., Zuckerman, S. & Dinkel, D., (2020-2021). Solving the Early
Childhood Workforce Teacher Pipeline-Pathway Problem through Systems-Based Research.
NU Collaboration Grant ($7,500).

Trainin G., Kiramba, L, Imani, M. & Thomas, S., (2019-2021). Migrant, Immigrant and Refugee
Populations: A Comparative Study in South Africa and the US. University of Nebraska
System Support Grants. ($20,000)

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).

Trainin, G. (2014). *TechEDGE Instruction*. UDTA ($12,560).

Trainin, G. (2014). *Recruiting a Diverse Teaching Force*. UDTA ($7,500).

Trainin G. & Hamann E. (2013). *National Education Association Foundation Grant in Omaha Public Schools* ($336,008).

Trainin, G. (2013). *Technology EDGE*. Nebraska Post Secondary Coordinating Commission ($76,430).

Trainin, G. (2012). *Technology EDGE*. Nebraska Post Secondary Coordinating Commission ($66,045).

Trainin, G. (2010). Dissemination of the Arts LINC. *Arts Education Model Development and Dissemination Program, U.S. Department of Education*. Lake Elsinore USD CA ($22,383).

Trainin, G. (2009). Course development grant. UNL- Extended Education and Outreach ($5000).

Wilson, K.M. & Trainin, G. (2009). *Literacy coaching self efficacy*. UNL UCare ($2000).

Sheridan, S.M., Nugent, G., Kunz, G., Glover, T., Bovaird, J.A., Steckelberg, A.L. & Trainin, G. (2009). *National Center for Research on Rural Education*. Institute of Educational Sciences US DOE ($9,997,852).

Trainin, G. (2009). *Assessing adult literacy levels in developing countries*. UNESCO ($7500).

Trainin, G. (2008). *The Everett Family Literacy Project*. UNL Student Involvement ($6000). Funded.

Trainin, G. (2006-10). Evaluation of the Arts LINC. *Arts Education Model Development and Dissemination Program, U.S. Department of Education*. Lake Elsinore USD CA ($267,000).

Trainin, G. (2004-10). Evaluation of the Nebraska Reading First Grant. *Nebraska Department of Education* ($609,808). Funded Renewed annually.

Trainin G., Wilson, K. M., & Erickson, R., J. (2005-6). Quick Reads Efficacy Study. *Pearson Education* ($150,000).

Brooks, D., Trainin G., Wilson, K. M., & Wickless, M. (2005-6). Museums for America: Our Zoo to You. Institute of Museum and Library Science. ($40,233).

Brooks, D., Trainin G., Wilson, K. M., Mayo, L. & Wickless, M. (2005-6). *Science Inquiry: Learning First Hand. Nebraska Coordinating Commission for postsecondary Education*. ($48,364).

Trainin G., Scholarly Enhancement Grant Program (2004). *University of Nebraska Lincoln,* ($5,000).

Trainin, G., Andrzejczak, N., & Dowling, S. (2004). Rural Research Design Grant – A Distant View. *Mid Continent Research in Education Lab*, ($5000).

Wilson, K. M., Trainin, G., & Erickson, J. (2003). Layman Grant - WordWork Tutoring Project: Third Grade. *University of Nebraska, Lincoln* ($10,000).

Erickson, J., Wilson, K. M., & Trainin, G. (2003). Layman Grant - WordWork Tutoring Project: Secondary Level. *University of Nebraska, Lincoln* ($10,000).

Erickson, J., Wilson, K. M., & Trainin, G. (2003). Books for the Great Plains Institute of Reading and Writing Reading Center. *Cooper Foundation Grant* ($5,000).

Erickson, J., Wilson, K. M., & Trainin, G. (2003). Coordinator for the Great Plains Institute of Reading and Writing Reading Center. *Woods Foundation Grant* ($20,000).

Brooks, D., Erickson, J., Trainin, G., Wilson, K. M., Soh, L. K., & Brown, S. (2003). Technology Enhanced Reading Instruction: A Research Cluster *University of Nebraska, Lincoln, Vice-Chancellor of Research.* ($25,000).

Wilson, K. M., Trainin, G., & Erickson, J. (2003) Teachers College Institute Grant - Great Plains Institute of Reading and Writing. *University of Nebraska, Lincoln.* ($15,000). Funded.

Trainin, G. & Shada, J. (2003) Undergraduate Creative Activities & Research Experiences Grant – Nested Communities in Transition: A case study of Lexington NE. *University of Nebraska, Lincoln.* ($4,000).

Professional Activities

Editorial Board Member for Review of Educational Research. 2006 – present.

Editorial Board Member for Reading Psychology 2014 – present.

AACTE Diversity in Teaching TAG founding member and Treasurer 2014- present

AACTE Innovation and Technology Committee 2017-2020, 2023- Present

Research Award Committee- International Reading Association 2010-2012

AERA Division c section 1 Program Co-Chair 2009

Field Representative of the National Reading Conference 2006 - 2010.

AERA Vocabulary Special Interest Group Treasurer/Secretary 2006-2010

AERA Vocabulary Special Interest Group Chair 2010-2014

AERA Division H Publication Award Committee 2005 – 2010.

AERA Division H Newsletter Co-Editor 2005 – 2006.

Reviewer for the American Educational research Journal, 2006 – present.

Reviewer for Research in the Teaching of English 2004 – present.

Reviewer for Learning and Individual Differences 2006 – present.

Reviewer for Contemporary Issues in Teacher Education 2015 – Present.

Reviewer for the American Educational Research Association Annual Meeting 2002 - present.

Reviewer for the Literacy Research Association Annual Meeting 2004 - present.

Leadership and Mentorship

Department Chair	2018-2021
Graduate Chair	2015-2018
Elementary Education Coordinator	2008-2014
Founding Director Kit and Dick Schmoker Reading Center	2004-2013

UNL Advising Chair: 36 Doctorate (26 graduated, 4 advanced to candidacy), 35 Masters (17 graduated).

Current advising Load (2023): MA 19, EdD 3, PhD 7, EdD/PhD committee Member/reader 14.

UNL Advising Committee Member: 66 Doctorate (52 graduated), 19 Masters (12 graduated), External Reviewer for international Dissertations 6.

External reviewer for Tenure and Promotion: US 7, International 2.

Dissertation Chair Co/Chair

[26] Murphy, B. H., (2022). Feathering a Nest: Nature-Based Education for the Next Generation. University of Nebraska - Lincoln.

[25] Schneider, J. (2022). Student Agency, Engagement, Autonomy, and Motivation through a Hybrid Project Based Learning Approach. University of Nebraska - Lincoln.

[24] Davis, J. (2022). A Guided Chatbot Learning Experience in the Science Classroom. University of Nebraska - Lincoln.

[23] Abebe, F. (2021). Pre-Service Teachers' Technological Pedagogical Content Knowledge(TPACK) Self-Efficacy and Development in K-6 Math. University of Nebraska - Lincoln.

[22] Davidson, J. (2020). Longer-Term Impact and Efficacy of Nebraska's In-School Elementary Grades Savings Programs. University of Nebraska - Lincoln.

[21] Kang, L. (2020). Developing Technological Pedagogical Content Knowledge (TPACK) for Teachers of Chinese: A Mixed Methods Study. University of Nebraska - Lincoln.

[20] Tuttle, R. (2020). Poverty, Literacy, and Race: A Middle School Teacher's Iterative Investigative Journey. University of Nebraska - Lincoln.

[19] Miller, L. (2020). A Case Study of the Avenue Scholars Foundation's Service Model Implemented to Help Teens and Young Adults Overcome Circumstances of Poverty. University of Nebraska - Lincoln.

[18] Yu, A. (2019). Understanding Information Technology Acceptance and Effectiveness in College Students' English Learning in China. University of Nebraska - Lincoln.

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