

COLLEGE OF EDUCATION & P-16 INTEGRATION

THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY™

➤ 2020-2021



The University of Texas
Rio Grande Valley™



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GENERAL INFORMATION

DEAN'S OFFICE

Dr. Alma Dolores Rodríguez

Dean

Dr. Criselda Garcia

Associate Dean for Initial Preparation Programs and Academic Affairs

Dr. Javier Cavazos

Associate Dean for Research and Graduate Programs

Dr. Veronica Estrada

Associate Dean for Assessment and Accreditation

Ms. Kayla Reyes

Assistant Dean for Administration

ACADEMIC DEPARTMENTS

Dr. Janine M. Schall

Chair – Bilingual and Literacy Studies

Dr. Suzanne Maniss

Chair – Counseling

Dr. John Lowdermilk

Chair – Human Development and School Services

Dr. Federico R. Guerra

Chair – Organization and School Leadership

Dr. James Jupp

Chair – Teaching and Learning

OFFICES AND CLINICS

Ms. Erica Villarreal

Director – Office of Educator Preparation and Accountability

Dr. Zulmaris Diaz

Director – Office of Field Experiences

Ms. Celinda Quintanilla

Director – Counseling and Training Clinic





MISSION AND VISION

The College of Education and P-16 Integration's mission is to

- provide rigorous programs of study founded on the belief that scholarship and life experience are strengthened when integrated, that diversity in all its manifestations is a fundamental component of excellence in education, and that partnerships that foster authentic social and community engagement is vital;
- engage in continuous improvement through curricular and technological innovation in order to remain responsive to the changing educational and global reality;
- develop highly qualified, multi-culturally responsive and sustaining, innovative scholars, learning leaders, and education professionals who challenge the status quo and serve as change agents who make a difference by promoting social justice, embracing diversity in its broadest definition, inspiring thought leadership, and pursuing lifelong learning; and
- lead through evidence-based decision making and data literacy in order to share our story with the academic and broader research communities, as well as our public school partners, families, and policy makers.

The vision of the College of Education and P-16 Integration is to be the catalyst for educational success for individuals, families, communities, the region, and our society at large through thoughtful, culturally sustaining partnerships with our schools and communities, demonstrating responsiveness to a growing bilingual and biliterate population.





Dr. Alma D. Rodríguez
*College of Education and P-16 Integration
Dean*



MESSAGE FROM THE DEAN



Academic year 2020-2021 continued to be marked by the impact of the COVID-19 pandemic. Nevertheless, our faculty, staff, and students pressed forward thanks to their dedication and perseverance. Faculty members in all five departments continued to innovate to ensure there was access to high quality instruction for all our students. In this annual report, you will be able to learn in more detail about some of the 2020-2021 highlights and faculty accomplishments. Thank you for your interest in our college!





The Un
Rio

2020-2021 HIGHLIGHTS

University of Texas
Grande Valley

HIGHLIGHTS

2020-2021

State Board of Educator Certification (SBEC) Commendation

The UTRGV EPP is fulfilling its vision of being the catalyst for educational success for individuals, families, communities, the region, and our society at large through thoughtful, culturally sustaining partnerships with our schools and communities, demonstrating responsiveness to a growing bilingual and biliterate population. Evidence of that is having received a commendation by the State Board of Educator Certification (SBEC) for preparing the educators Texas needs based on the number of prepared teachers who identify themselves as Hispanic.



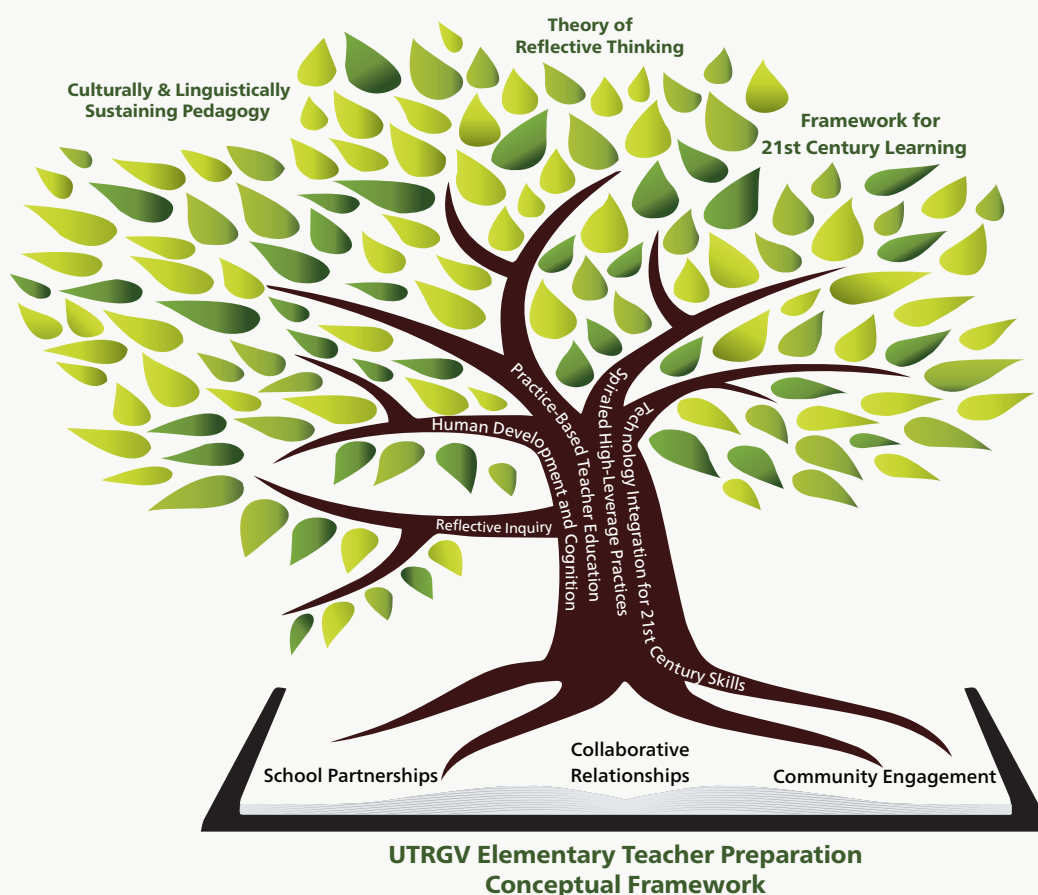
In 2019, the State Board for Educator Certification (SBEC) created a system for recognizing high-performing educator preparation programs in the following categories:

- Rigorous and Robust Preparation
- Preparing the Educators Texas Needs
- Preparing Educators for Long-Term Success
- Innovative Educator Preparation

At their February 12, 2021 meeting, the SBEC approved commendations and recognized programs based on the 2019-2020 reporting year. The UTRGV Educator Preparation Program received a commendation for Preparing the Educators Texas Needs based on the percentage of prepared teachers who identify as teachers of color.

Transforming Teacher Preparation in the Rio Grande Valley

The 2020-2021 academic year was the third year of the UTRGV College of Education and P-16 Integration three-year award by the Branch Alliance for Educator Diversity (BranchED) to support its efforts to transform teacher preparation. Dr. Alma Rodriguez, Dean of the College of Education and P-16 Integration was the PI in the project working closely with 3 co-leads: Dr. Sandra Musanti, Associate Professor in the Bilingual and Literacy Studies Department, Dr. Criselda Garcia, Associate Dean for Initial Teacher Preparation, and Dr. Jim Telese, Associate Dean for Assessment and Accreditation.



Anchored in our teacher preparation conceptual framework, the goal of the transformation work was to design a practice-based teacher preparation program with inquiry-based field experiences at the core of every semester, anchored in the principles of culturally and linguistically sustaining pedagogy, data literacy, reflective inquiry, high leverage practices for effective teaching, technology integration for the 21st Century, and strong, collaborative partnerships with school districts and the community.

The following are the most salient highlights of the third year of the transformation work:

HIGHLIGHTS

2020-2021

Learning to Teach Lab (LTT Lab)

The Learning to Teach Lab (LTT lab) was established to scale and sustain key program features that align with the teacher preparation conceptual framework and advance the desired outcomes to fulfill the teacher preparation program vision. Those program features are Practice-Based Teacher Education (PBTE), Culturally and Linguistically Sustaining Pedagogies (CLSP), and Technology for the 21st Century. In addition, the LTT lab includes components designed to scale supports for teacher educator professional development to contribute to the achievement of the teacher preparation program vision, and to scale and sustain supports for teacher candidates to succeed in becoming certified teachers by passing TExES exams.

Learning to Teach Lab Components

PBTE <i>(with MRS Integration)</i>	Digital Pedagogies <i>(with digital evaluation and Modules)</i>	TExES Support	Professional Development for Teacher Educators
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The vision of the LTT lab is to support and challenge teacher candidates from admission to certification through resources and activities that engage them in practice-based teacher education, digital pedagogies, and successful certification, so that they may be 21st century classroom-ready by the time they graduate.

The Learning to Teach (LTT) Lab was created to support candidates in their journey to become certified teachers. It is designed to ensure that all candidates receive practice-based experiences, quality instruction in digital pedagogies, and supports to prepare for their certification exams. It is also designed to provide supports for teacher educators.

Practice-Based Teacher Preparation (PBTP) with Mixed Reality Simulation (MRS)

Dr. Veronica Estrada, Faculty Champion for Practice-Based Teacher Educator, facilitated the work of a team of teacher educators across three departments in the College of Education and P-16 integration including the Department of Teaching and Learning, the Department of Bilingual and Literacy Studies, and the Department of Human Development and School Services, who met for two hours every two weeks as a mini-design team engaged in the following:

- 1) mapping practice-based assignments using mixed-reality simulations (MRS) and targeting specific high leverage practices into elementary and secondary/ all level certification coursework;
- 2) creating new or revising existing case scenarios that address diversity, equity, inclusion, classroom management, and working with parents and families to the compilation that exists at our MRS lab;
- 3) starting three Plan-Do-Study-Act (PDSA) cycles individually or in smaller teams in order to gather student data in the fall semester to share with program faculty and to make decisions to adapt, adopt, or abandon the practice-based assignments that utilize MRS scenarios; and
- 4) mapping structured field experiences to the program curricular maps. Curricular mapping will continue through the fall semester of 2021. Members of the design team include Dr. Pauli Badenhorst, Dr. Jair Aguilar, Ms. Kimberly Banda, Dr. Irasema Gonzalez, Dr. Noushin Nouri, Dr. Carmen Pena, Ms. Julie Pecina, and Dr. Cynthia Galvan.

The Empowered Educator Program Development

The three year transformation work culminated with the development of a digital pedagogy program for our undergraduate teacher preparation program. The making of this program originated when Dr. Leticia De Leon was first appointed Faculty Champion for Technology Integration, and then sought the assistance of two colleagues, Dr. Maria Elena Corbeil and Dr. Rene Corbeil. Together as a design team, they completed the components of the Empowered Educator Program, both aligned to the ISTE Standards for Educators:

- A validated digital pedagogy diagnostic exam
- A curriculum composed of 7 modules

HIGHLIGHTS

>>> 2020-2021

Support for TExES Certification Exam Preparation

Supports for TExES certification exams were established as part of the Learning to Teach Lab to ensure candidates receive the necessary preparation to become certified teachers by the time they graduate. A faculty design team led by Dr. John Lowdermilk, Department Chair of Human Development and School Services, worked on the development of the actions to support candidates and ensure their success, which include individualized tutoring, supports, and study resources to give candidates access to the teaching profession as certified teachers. The faculty design team includes Dr. Pauli Badenhorst, Dr. James Jupp, Ms. Julie Pecina, Dr. Carmen Pena, Dr. Zulmaris Diaz, Ms. Erica Villarreal, and Ms. Vita Zaimon.

Transforming Teacher Educator Professional Development Modules

Four modules reflecting our Teacher preparation conceptual framework articulate the core practices the EPP is scaling: 1) cognitive coaching; 2) culturally and linguistically sustaining pedagogies; 3) co-teaching; 4) digital communities of practice. Beginning in May/June 2021, these modules will be embedded into the EPP's professional development structure: Modules will be available for teacher educators (faculty, field supervisors, and cooperating teachers). The work was led by Dr. Sandra Musanti in collaboration with Dr. Zulmaris Diaz, Faculty Champion for Culturally and Linguistically Sustaining Pedagogies, Dr. Veronica Estrada, and Dr. Leticia de Leon.

Director of Field Experiences

The position of Director of Field Experiences was created to scale, sustain, and continuously improve diverse and robust clinical experiences for teacher candidates. Dr. Zulmaris Diaz was appointed as Director of Field Experiences in Spring 2021 to leverage her skills and expertise in teacher preparation to support quality clinically-rich programming. Her initial task was to prepare for the opening of the Office of Field Experiences in the Fall 2021.



The Office of Field Experience will be responsible for administering and organizing all field placements for teacher certification. Field experiences are an integral part of teacher preparation and the key to help teacher candidates become effective educators who can successfully connect theory to practice. Based on these premises, our office will strive to provide UTRGV teacher candidates with vast and structured hands-on

experiences in the field from the beginning of their teacher preparation program to the end. Our main goal is the success of our teacher candidates in becoming effective educators while maintaining the highest standards of academic excellence.

The team is composed of:

- Dr. Zulmaris Diaz- *Director of Field Experiences*
- Melissa Ipina – *Program Coordinator*
- Maria Jaramillo – *Administrative Assistant*
- Ana Lara – *Administrative Assistant*
- Aliver Lozano – *Program Manager*

Teacher Preparation Standing Committee

In 2020-2021, the Teacher Preparation Standing Committee formed upon collective feedback from core faculty in the program. With the use of an improvement science approach, a commitment was made by teacher educators to continuous improvement by using data to explore programmatic interventions and teacher candidates' experiences to strengthen components of the program. The work of the Teacher Prep Standing Committee is facilitated by Dr. Criselda Garcia and includes department chairs, program coordinators and key faculty.

CEP School-University Partnership Embraces New Learnings during the COVID-19 Pandemic

Across the country, as school districts faced the impact of the COVID-19 pandemic, the devastation was more intense for high needs schools. The University of Texas System (UTS) College of Education and P16 Integration (CEP) and Juarez-Lincoln (JL) High School La Joya ISD forged a strong mutually beneficial partnership resulting in positive outcomes for both the school and university that abruptly ceased in the spring of 2020. As a multiyear Turnaround Partnership advances improvement at Juarez-Lincoln High school in the second year, new trials emerge for the school community. The pandemic brought forth new challenges for the Juarez-Lincoln High School, but they embraced the opportunity as a learning exercise to strengthen their husky nation.

The school-university partnership remained intact during the trying year with virtual check-ins and convenings. Both entities had much to gain from these new learnings. While Juarez-Lincoln High School administrators and teachers explored the phenomena of being “ghosted” by students, meaning failing to account for dozens of students who literally “disconnected” as they lost access to school resources, the university teacher preparation program leaders examined the pedagogical practice undertaken by teachers during the unfamiliar context.

HIGHLIGHTS

2020-2021

School administrators and teachers responded to the pandemic with resilience and perseverance—two dominant characteristics of the Juarez-Lincoln High School culture. While the husky nation must strategize on how to address significant learning loss resulting from the illuminated access gaps that have surfaced, school leaders know that they are equipped with the positive mindset to move ahead and the support of the university partner to lean on.

Virtual Coaching of Teacher Candidates Using Mixed-Reality Simulated Classrooms During the Pandemic



The College of Education and P-16 Integration teacher preparation program along with a group of ten university-based programs from across the state have formed two Networked Improvement Communities (NIC) supported by the Raising Texas Teachers (RYH) initiative and professional support by the Carnegie Foundation. With the overarching purpose of strengthening the preparation of teachers, the goal of one NIC focused on improving field/clinical experiences of teacher candidates.

As the catastrophic pandemic impacted various facets of education, members of the NIC explored innovation and structures to support teacher candidates in distance and remote teaching and learning contexts while leveraging technologies. The CEP teacher preparation program supported teacher candidates by using a new coaching protocol for virtual coaching using mixed reality simulation (MRS) learning environments to strengthen communication skills during parent-teacher conference scenarios and to practice creating learning positive learning environments while building pedagogical strategies to reduce student off-task and/or student misbehavior.

While the project remains ongoing, new learnings about the effectiveness of coaching using mixed reality simulation learning environments may certainly change the preparation of future teacher candidates in the program.

Delivering Field Experiences to Teacher Candidates During the COVID-19 Pandemic

The Texas Education Agency (TEA) offered educator preparation programs guidance for delivering field-based experiences during the pandemic. During the academic year, teacher preparation programs could deliver 30 hours of field-based experienced in virtual settings for engaging teacher candidates in high quality preparation for bridging theory to professional teaching practice as alternatives to K-12 school face-to-face placements.



A Blackboard Learn organization titled “Field/Clinical Experiences” was developed for engaging teacher candidates in activities for the purpose of viewing, analyzing and practicing best pedagogical practice. Through the development of themed modules that correspond to the program’s conceptual framework, teacher candidates were guided through several educational activities including content-specific and grade-level specific classroom observations and analysis for the purpose of reflection and application.

For example, teacher candidates observed literacy practices in a kindergarten classroom. Through a series of activities, teacher candidates had opportunities to unpack effective literacy practices by exploring the application of essential components of literacy development including oral language, phonological awareness and fluency in instructional practice and assessment. Some of the educational activities included offering teacher candidates’ opportunities for designing grade-level lesson plans including effective literacy practices such as read-aloud, shared reading and interactive writing.

While virtual field/clinical experiences were designed as an alternative to valuable K-12 school placements, exploration of the effectiveness of using virtual, technology-based targeted field experiences continues to be explored by the teacher preparation program.

Curriculum and Pedagogy Group Conference

Pauli Badenhorst, Irma Jones, Janie Monreal, Griselda Leal, Itzelh Cabera, and Jim Jupp along with other members of the Department of Teaching and Learning hosted a successful completely online research conference. For the Curriculum and Pedagogy Group, the fall 2020 conference broke records in paid, registered, and attended. UTRGV doctoral students attended and presented in mass along with many R1 and R2 universities, clearly holding their own! T&L folks and CEP staff put together an online conference that went off smoothly and positively, as supported by very, very positive post-conference survey. Many thanks to the Dean’s Office for both financial and personnel support.

CURRICULUM & PEDAGOGY
G R O U P

HIGHLIGHTS

»»» 2020-2021

Hispanic Serving Institution Special Interest Research Group Initiative

What does it mean to have a student population that is approximately 90% Hispanic? How do we best support the educational success of these students? In 2020-2021, the CEP once again focused on exploring these questions through the Hispanic Serving Institution Special Interest Research Group (HSI SIRG) Initiative, which completed its fifth and final year. The initiative supported collaborative research groups as faculty asked how we can build our curriculum, pedagogy, policies, scholarship and community engagement upon the cultural and linguistic strengths that our students bring with them and what it means for our college to serve a population of primarily Hispanic undergraduate and graduate students.

The SIRG initiative encouraged collaboration across disciplines, departments, and between faculty and students. In the five years of the initiative the college awarded funding to 22 different research projects, many of which participated in more than one year. Forty-five CEP faculty, drawn from all five departments, participated along with seven faculty from other colleges and twelve graduate and undergraduate students. Outcomes from the initiative include multiple presentations and publications reporting on research results, including an edited book, *Teacher Preparation at Hispanic-Serving Institutions: Exploring Identity, Practice and Culture*, with chapters from multiple SIRGs. In addition, the CEP hosted a Hispanic Serving College of Education (HSCOE) Convening. This Convening brought together faculty from twelve HSCOE and four professional education organizations from across the United States to begin a national dialogue about what it means to be an HSCOE and how we make this term meaningful for post-secondary education.

The initiative was led by Dr. Janine M. Schall, Dr. Patricia Alvarez McHatton, and Eugenio Longoria Saenz. When Dr. McHatton left UTRGV, Dr. Angela Chapman joined the SIRG leadership team. During the first three SIRG cycles the initiative also received financial and logistical support from RGV FOCUS.



Year Five Projects (2020-2021)

Enlazando/Rompiendo Fronteras con Trabajo, Orgullo Y Generosidad/ Weaving/Breaking Borders with Work, Pride and Generosity
Research Team: Miryam Espinosa-Dulanto, Stephanie Alvarez, Freyca Calderon-Berumen, Ana Lopez

Our vision for this SIRG project is to illustrate how Latinas/Chicanas in higher education come together to engage in collaborative work to support the HSI faculty' and students' efforts on becoming our own democratic leaders.

Implementing High Leverage Practices in Virtual and F2F Classroom Environments at a Hispanic Serving Institution
Research Team: Veronica Estrada, Carmen Peña, Denise Love

What is the impact of Practice Based Teacher Education pedagogies, with particular attention to embedding culturally responsive teaching practices and using mixed reality simulations?

SABES: Spanish As a Bridge to Educational Success
Research Team: Angela Chapman, Zulmaris Diaz, Mirayda Torres-Avila, Shizue Mito

SABES will explore the extent to which Spanish as linguistic capital supports learning in college STEM classes by integrating L1 Spanish specific strategies into biology and chemistry courses

Discovering Latinx Graduate Students's Perceptions of Online Teaching at an HSI
Research Team: Javier Cavazos, Pierre Lu, Clarissa Salinas

The purpose of this study is to explore HSI counseling graduate students' perceptions of online teaching, learning, and support during a pandemic.

Latinx Preservice Bilingual Elementary Teachers: Exploring the Intersections of Mathematical Proficiency, Language Use, Self-efficacy, and Problem-solving
Research Team: Maria Diaz, Jair Aguilar, Victor Vizcaino

A continuation from Year Four

Researching Our Identity as an HSI: A Significant Case Study of How and What Faculty, Administrators, and Staff Do to Improve Student Success
Research Team: Israel Aguilar, Jesus Abrego, Federico Guerra, Erica Benavides, Neda Ramirez

A continuation from Year Four

Border Pedagogies for Teacher Preparation
Research Team: Alcione Ostorga, Christian Zuñiga, Kip Hinton

A continuation from Year Two, Three and Four

HIGHLIGHTS

>>> 2020-2021

Year Four Projects (2019-2020)

Researching Our Identity as an HSI: A Case Study of How and What Faculty, Administrators, and Staff Do to Improve Student Success
Research Team: Israel Aguilar, Jesus Abrego, Federico Guerra, Erica Benavides

This study explores the perspectives of educational leaders and administrators at an HSI.

Graduate Counseling Students' Perception of their Preparedness to Practice Play Therapy
Research Team: Clarissa Salinas, Eunice Lerma, Yih-Juen Shen, Diana Delinda Ruiz

How are graduate counseling students prepared to use play therapy with Latinx children?

Deep Dive into HSI Students' Testimonios to Build and Learn Faculty Paths
Research Team: Karin Lewis, Miryam Espinosa-Dulanto, Vejoya Viren, Juana Dolores Montiel

In order to learn from Latinx students, the SIRG elicited student testimonios.

Latinx Preservice Bilingual Elementary Teachers: Exploring the Intersections of Mathematical Proficiency, Language Use, Self-efficacy, and Problem-solving
Research Team: Jair Aguilar, Maria Diaz, Victor Vizcaino

How do bilingual students use Spanish and English to solve mathematical problems?

Proposing a Culturally Relevant Framework and Assessments for teaching Nature of Science and Authentic Science to Latinx Preservice Teachers
Research Team: Noushin Nouri, Angela Chapman, Pierre Lu, Leslie Garrido

The SIRG is developing and validating a culturally relevant assessment for Nature of Science.

The Experiences of Women Faculty of Color within and Beyond the CEP and HSIs
Research Team: Elena Venegas, Jacqueline Koonce, Lorenza Lancaster, Julissa Bazan

A continuation from Year Three

Border Pedagogies for Teacher Preparation
Research Team: Alcione Ostorga, Christian Zuñiga, Kip Hinton

A continuation from Year Two and Three

Year Three Projects (2018-2019)

Agency and Identity Among Math and Science Teachers in the Borderlands

Research Team: Dr. Angela Chapman, Ariana Garza, Felicia Rodriguez, Johanna Esparaza, Alicia Cronkhite

Math/science educator identity influences classroom culture. However, power structures in RGV schools encourage dominant American cultures even though the majority of teachers and students are Hispanic. This SIRG seeks to investigate ways to help secondary teachers develop a strong identity and agency as a means of transforming their classroom culture.

Science is Socially and Culturally Embedded: How It Is Useful for Hispanic Elementary Teachers in the RGV

Research Team: Dr. Noushin Nouri, Vero G. Frady, Patricia Ramirez

A continuation from Year Two

Developing a Border Pedagogy for Teacher Preparation

Research Team: Dr. Alcione Ostorga, Dr. Kip Hinton, Dr. Christian Zúñiga

A continuation from Year Two

Listening to HSI students' testimonios to build and learn our OWN paths.

Research Team: Dr. Miryam Espinosa-Dulanto, Dr. Karin Lewis, Dr. Vejoya Viren

This project will share student voices through their testimonios of resilience, challenges and success before, within and after their UTRGV/HSI experience, locating these experiences within the Latinx tradition of political struggle and pride to help to develop strategies for social change and an opportunity for decolonizing and transcontinental (South-North) understandings based on indigenous-mestizo wisdom and ethics of communality.

Investigating Hispanic Serving College of Education Students' Perspectives and Experiences Regarding High Impact Practices: Latinx Success Stories

Research Team: Dr. Ming-Tsan Lu, Dr. María Díaz, Dr. Johanna Esquivel

The purpose of this mixed methods study is to investigate CEP students' perspectives and experiences with high-impact practices.

The Experiences of Women Faculty of Color Within and Beyond the College of Education at Hispanic-Serving Institutions

Research Team: Dr. Elena Venegas, Dr. Jacqueline Koonce, Lorenza Lancaster, Julissa Bazan

The purpose of this qualitative study is to identify the experiences of women faculty of color, who are not Latina, both within and beyond Colleges of Education at Hispanic Serving Institute

HIGHLIGHTS

2020-2021

Year Two Projects (2017-2018)

*Transforming Teacher Preparation in HSIs:
Exploring Translanguaging*
Research Team: Dr. Sandra Musanti,
Dr. Alma Rodríguez, Dr. Alyssa Cavazos

Translanguaging is a natural occurring phenomenon in bi/multilingual communities and an identity marker of the community in the RGV. This SIRG seeks to investigate how translanguaging pedagogies at a HSI impact bilingual and writing teacher candidates' perceptions of linguistically inclusive literacy instruction to improve teacher preparation.

Hispanic Family Engagement Practice Through Mixed Reality Simulation
Research Team: Dr. Hsuying Ward,
Dr. Ignacio Rodríguez, Leticia Frias-Perez

This study describes how mixed-reality IEP learning opportunities prepare students to advocate social justice and become culturally responsive scholars towards the education of their PK-12 pupils with disabilities. This research investigates the effect of intervention using MRS- TeachLive™ as the tool to help practitioners see how their words and actions effect their collaboration with Hispanic parents of children with disabilities.

Reflections on Teacher Education Practices of First-Year Tenure Track Professors at an HSI
Research Team: Dr. Gilberto Lara,
Dr. Hitomi Kambara, Dr. Maria Leija, Dr. Gerardo Aponte Martinez

The objective of the SIRG is to reflect on our teacher education practices as first year tenure track professors at an HSI. We wrestle with the following questions: What does it mean to be a professor at an HSI? How am I inclusive of my students' knowledge, experiences, language and culture? What activities do I engage in as I work towards becoming a professor that encourages the sustainment of my students' culture and language?

Transformative Practice through Technology Integration: How to Leverage the CEP HSI Frames of Reference
Research Team: Dr. Leticia De Leon, Dr. Zulmaris Diaz, Dr. Michael Whitacre, Dr. Janet Martinez

Perception of technology competence and university instructor use of instructional technology play a vital role in preservice teachers' willingness to use it in their own practice. In this SIRG, we explore the question, Will technology integration in learning transform student frames of reference in a HSCOE?

Science is Socially and Culturally Embedded: How It Is Useful for Hispanic Elementary teachers in the RGV
Research Team: Dr. Noushin Nouri, Dr. Jair Aguilar, Patricia Ramirez

This project has been designed to increase Hispanic preservice teachers' understanding of nature of science and to improve their attitude towards science and the teaching of science.

Year Two Projects (2017-2018)

Developing a Border Pedagogy for Teacher Preparation
Research Team: Dr. Alcione Ostorga, Dr. Kip Hinton,
Dr. Christian Zúñiga

In this meta-analysis of the professional literature we examine border pedagogy, particularly focusing on the following questions: What is border pedagogy and how is it defined or understood? What are border pedagogical practices for Latinx teacher preparation?

Agency and Identity Among Math and Science Teachers in the Borderlands
Research Team: Dr. Angela Chapman, Ariana Garza, Felicia Rodriguez

Math/science educator identity influences classroom culture. However, power structures in RGV schools encourage dominant American cultures even though the majority of teachers and students are Hispanic. This SIRG seeks to investigate ways to help secondary teachers develop a strong identity and agency as a means of transforming their classroom culture.

Language and Literacy Practices of CEP Students at an HSI
Research Team: Dr. Janine M. Schall,
Dr. Veronica Estrada, Dr. Elena Venegas

Language and literacy practices play an essential role in academic success, yet we know little about how undergraduate CEP students use language and literacy practices to navigate their personal, work, and academic lives. This exploratory study will use student surveys and focus groups to explore this question.

Year One Projects (Spring 2017)

Agency and Identity Among Math and Science Teachers in the Borderlands
Research Team: Dr. Angela Chapman, Ariana Garza,
Felicia Rodriguez

Math/science educator identity influences classroom culture. However, power structures in RGV schools encourage dominant American cultures even though the majority of teachers and students are Hispanic. This SIRG seeks to investigate ways to help secondary teachers develop a strong identity and agency as a means of transforming their classroom culture.

Language and Literacy Practices of CEP Students at an HSI
Research Team: Dr. Janine M. Schall, Dr. Leticia De Leon, Dr. Veronica Estrada

Language and literacy practices play an essential role in academic success, yet we know little about how undergraduate CEP students use language and literacy practices to navigate their personal, work, and academic lives. This exploratory study will use student surveys and focus groups to explore this question.

Exploring and Sharing an Ethic of Care in Critical Pedagogy: Outsiders/Non-Hispanic Faculty at an HSI
Research Team: Dr. Karin Lewis, Dr. Jacqueline Koonce, Dr. Vejoya Viren, Dr. Miryam Espinosa-Dulanto

This qualitative study explores the intersectionality of diverse professor and student cross-cultural, racial, social, and linguistic differences and offers ways to cultivate an ethic of care in critical pedagogy at an Hispanic Serving Institution in order to transcend boundaries, bridge insider-outsider epistemologies, engender trust, develop mutual understanding, respect, reciprocity, and empathic teaching-learning relationships.

Literacy 2.0: Family and Community Literacy
Research Team: Dr. Cinthya Saavedra, Dr. Joy Esquiedo, Dr. Isela Almaguer, Dr. Dagoberto Ramirez

The purpose of Literacy 2.0 SIRG is to examine the organic literacies of Hispanic families living in the Edinburg Housing Authority public housing as a way to address the development of literacy skills for Hispanic families through the creation of a culturally relevant literacy center that will produce digital and print bilingual stories.

FACULTY

UNIVERSITY AWARDS



Dr. Rene Corbeil
Professor

2020-2021 UTRGV Faculty
Excellence Award in
Online Teaching



Dr. Karin Lewis
Associate Professor

2020-2021 UTRGV Faculty
Excellence Award in
Service



Dr. Angela Chapman
Associate Professor

2020-2021 UTRGV
Community Engaged
Scholarship Award



FACULTY & STAFF

COLLEGE AWARDS



Dr. Jair Aguilar
Assistant Professor

**Outstanding Faculty
Teaching Award**



Dr. Sandra Musanti
Associate Professor

**Outstanding Faculty
Research Award**



Dr. Veronica Estrada
Professor

**Outstanding Faculty
Service Award**



Dr. Ming-Tsan Lu
Associate Professor

**Outstanding Faculty
Contributions to Continuous
Improvement Award**



Mr. Juan De La Rosa
System Analyst I

**Staff Excellence
Award**

OTHER AWARDS AND HONORS



2020 COMPUTER EDUCATOR OF THE YEAR

International Association for Computer Information Systems



Rene Corbeil was announced the Computer Educator of the Year is the highest award given by the Association, and competition for the award is keen. Candidates show exceptional research and teaching skills, have made significant contributions to IS and IS education, and enjoy a national or international reputation for their outstanding work throughout the IS community. Recent recipients have included curriculum innovators, leaders in the field of artificial intelligence and IS management, and publishers of learning materials that have significantly impacted the IS educational community.

2021 AECT DDL DISTANCE EDUCATION BOOK AWARD

AECT Division of Distance Learning

Microlearning in the Digital Age: The Design and Delivery of Learning in Snippets, edited by Joseph Rene Corbeil, Badrul H. Khan, and Maria Elena Corbeil, was recognized by the Association for Educational Communications and Technology – Division of Distance Learning as “an outstanding book published within the last three years that describes important aspects of distance education, theory or examples that can help others involved in distance education, or research on an important aspect of distance education” (AECT, 2021).



NEW APPOINTMENT

**DIRECTOR OF
FIELD EXPERIENCES**

NEW APPOINTMENT

DIRECTOR OF FIELD EXPERIENCES

Dr. Zulmaris Diaz, Professor in the Department of Bilingual and Literacy Studies, was appointed as Director of Field Experiences on April 1, 2021 to leverage her skills and expertise in teacher preparation to support quality clinically-rich programming.



NEW FACULTY



Dr. David Martínez Prieto
Assistant Professor

Bilingual and Literacy Studies



Dr. Rochelle Cortino
Assistant Professor

Bilingual and Literacy Studies



Dr. Julia Cuevas
Assistant Professor

**Human Development
& School Services**



Dr. Melissa Abeyta
Assistant Professor

**Organization and
School Leadership**



Dr. Maria Eugenia Pérez
Lecturer I

Teaching & Learning



Dr. Soekmin Kang
Assistant Professor

Teaching & Learning



Dr. Raul Fregoso Bailón
Assistant Professor

Teaching & Learning



Dr. Ana Carolina Díaz Beltrán
Assistant Professor

Teaching & Learning

INTERNAL GRANTS

TRANSFORMATION SPECIAL INTEREST RESEARCH GROUPS (SIRGs)

Transformation Special Interest Research Groups (SIRGs)

An initiative to encourage and develop use of data and research capacity impacting programming was launched in the Fall 2020 semester: Transformation Special Interest Research Groups (SIGs). The goal of this initiative was to support teams of faculty in conducting research projects that would further explore any of the three areas of emphasis of our EPP transformation plan (PBTE, CLSP, Technology for 21st) and any of the four quality transformation objectives. Three proposals were funded. In the Spring 2021 we conducted a kick-off meeting with the participation of all awardees. Using the overarching question, how are we transforming teacher preparation in the Rio Grande Valley as a guide, three (3) research teams developed a focus for in-depth exploration:

Creating a Teacher Candidate (TC) Learning Community for Mentoring Latina/o Freshmen



In spring 2021, with support by the Teacher Preparation Transformation Special Interest Research Groups (SIRGs), a proposal titled, *Creating a Teacher Candidate (TC) Learning Community for Mentoring Latina/o Freshmen at an HSI* was accepted launching a new research project. The freshman to finisher pipeline of teacher candidates warrants close research and study of effective support structures to promote rigorous and high-quality experiential and academic preparation of future teachers. Drs. Criselda Garcia, Karin Lewis, Miryam Dulanto-Espinosa and

Eunice Lerma (members of the SIRG) planned a research project that includes long-term goals of building a mentorship program for teacher candidates as they enter the university at freshman level by establishing a learning community in an introductory education course and the learning frameworks course. To date, members of the SIRG successfully completed a university-supported professional developed, Conexion Academy to develop a course syllabus and photovoice project for linking two introductory freshman level courses for building a learning community. Through these activities, continued planning and design of a mentorship model will ensue.

Exploring how Positive Psychology Characteristics Influence Bilingual/ESL Teacher Candidates' Mental Health and Testing Performance



In spring 2021, with support by the Teacher Preparation Transformation Special Interest Research Groups (SIRGs), a proposal titled, *Exploring how Positive Psychology Characteristics Influence Bilingual/ESL Teacher Candidates' Mental Health and Testing Performance*, was accepted. Drs. Javier Cavazos, Zulmaris Diaz, and Federico Guerra are leading this project to explore how positive psychology characteristics influence bilingual/ESL teacher candidates' wellbeing, depressive symptoms, and certification exam performance. Using a quantitative and

predictive design, the project investigators will examine how teacher candidates' perceptions of hope, meaning in life, and psychological grit influence their mental health and examination performance. Data completion started in fall 2021.

Investigating Hispanic Serving College of Education Pre-Service Teacher (PT) Students' Perceptions of Effective Technology Integration in the Classroom (ETIC)



In spring 2021, with support by the Teacher Preparation Transformation Special Interest Research Groups (SIRGs), a proposal titled, *Investigating Hispanic Serving College of Education Pre-Service Teacher (PT) Students' Perceptions of Effective Technology Integration in the Classroom (ETIC)*, was accepted. Drs. Pierre Ming-Tsan Lu, Noushin Nouri, and Jair Aguilar are leading this project, which is an exploratory mixed methods study to investigate our College of Education and P-16 Integration (CEP) preservice teacher (PT) students' perception of effective technology integration in the classroom (ETIC) at The University of Texas Rio Grande Valley (UTRGV) and in their clinical teaching schools in the Rio Grande

Valley. UTRGV is a Hispanic-Serving Institution (HSI) with 90% student population being Hispanic and RGV has approximately 90% of Hispanic population. There is a need to investigate PT's perception of ETIC as (1) they will soon be teaching and probably implementing ETIC in their schools; (2) there is no study of this kind at UTRGV or in RGV yet; (3) research shows perception of ETIC influences teacher's implementation of ETIC and teaching practices; and (4) implications may help technology policy makers, professional development decisions and technology support in schools or districts. Project outcomes include better understanding of our preservice teachers and their perceptions of effective technology integration in the classroom, a quantitative survey instrument, a qualitative interview protocol, extensive literature reviews, a presentation at an academic and/or professional conference, and a manuscript submitted to a peer-reviewed journal.

INTERNAL GRANTS



Chapman, A. (PI), Cavazos, A. (Co-PI), de la Garza, E. (Co-PI), (2020). Scholarly Undergraduate Based Interdisciplinary Research (SUBIR), Funding Source: UTRGV, (\$18,160).

UTRGV data shows that most awards through Engaged Scholarship & Learning are to undergraduates in STEM disciplines, high academic achievers, and upperclassmen (juniors or seniors). This program addresses this disparity by recruiting faculty from more colleges to participate in the Scholarly Undergraduate -Based Interdisciplinary Research (SUBIR) program. This program will provide mentor-mentee matching, professional development on effective undergraduate research for all students in all disciplines as well as development of course-based undergraduate research experiences or CUREs. SUBIR allowed for five faculty members across disciplines to participate in initiatives that would enhance teaching by designing course-based undergraduate research experiences for their students. Each SUBIR faculty member participated in four professional development sessions to prepare them for integrating CUREs into their courses. Dr. Angela Chapman and Dra. Cavazos facilitated the professional development workshops in coordination with Estela de la Garza.

Christoffersen, K. (PI), Bessett, R. (Co-PI), de la Garza, E. (Supporting), **Chapman, A.** (Supporting), (2020 - 2021). Student Outcomes & Experiences with Community-Engaged Scholarship in the Corpus Bilingüe del Valle (Bilingual Corpus of the Valley), Funding Source: University of Texas Rio Grande Valley, The University of Texas Rio Grande Valley, (\$18,917).

The major goals of this project were to further develop the Corpus Bilingüe del Valle (CoBiVa) and to analyze the outcomes and experiences of students working with CoBiVa. In terms of further developing CoBiVa, 105 interviews have been fully transcribed. The second part of this project has been analyzing outcomes and experiences of students working with CoBiVa. Overall, these results show that students reported overall positive experiences with 1) an increased sense of community engagement; 2) a greater appreciation of local language varieties; 3) development of professional skills, and ultimately; 4) the consideration of continuing research after their involvement in the community-engaged scholarship courses working on the CoBiVa. This project was led by Dr. Christoffersen as PI and with Dr. Bennett as a co-PI. Dr. Angela Chapman and Estela de la Garza's role were to provide administrative support to ensure the success of the project.



DR. ANGELA CHAPMAN
DEPARTMENT OF TEACHING AND LEARNING



EXTERNAL GRANTS



\$9,986 Grant from Instructional Connections



Dr. Rosalinda Hernandez (Principal Investigator) and Dr. Alejandro Garcia (Co-Principal Investigator) were awarded a \$9,986 grant from Instructional Connections. The purpose of this study is to investigate graduate students' perceptions of the effectiveness of academic coaches in asynchronous accelerated online courses in a master's education leadership program. Most recently due to Coronavirus Pandemic

worldwide, there has been a greater increase in online instruction. This investigation, however, will focus on accelerated online instruction which is delivered in 7-week intervals using Blackboard platform and has established procedures for development using the Quality Matters Framework. The significance of this study will inform stakeholders in higher education about the role of academic coaches in supporting faculty to enhance online instruction in accelerated programs. The research design for the study will be a mixed methods approach using focused group interviews and surveys with students, faculty, and academic coaches.

\$15,000 Grant from the Raul Tijerina Jr. Foundation



Dr. Irasema Gonzalez (Principal Investigator) was awarded a \$15,000 grant from the Raul Tijerina Jr. Foundation. The Mobile Literacy Unit (MLU) is a community outreach vehicle designed to travel across the Rio Grande Valley to provide low-income children with equitable literacy opportunities. The MLU promotes literacy and reading achievement by taking university resources into the local community, particularly targeting areas

that have been historically underserved. Through the generous support of the Raul Tijerina Jr. Foundation, the MLU has been serving the community amidst the pandemic via La Hora del Cuento/The Storytime Hour (MLU YouTube Channel) and Curbside Literacy Book Fairs. The MLU provides access to library resources such as children's books, puppets, literacy games, iPads, literacy tools, and art supplies for young children ages 0-8 years. The MLU supports diverse projects aligned to service learning and community engagement. To request the MLU, please visit our website <http://www.utrgv.edu/mobile-literacy-unit/>.



Branch Alliance for Education Diversity Research Grant of \$92,514



Branch Alliance for Education Diversity awarded a research grant of \$92,514 to Dr. Sandra I. Musanti (Principal Investigator), Dr. Veronica Estrada (Co-PI), and Dr. Pauli Badenhorst (Co-PI). The research team also includes Mrs. Patricia Robles, BLS Assistant Professor in Practice, and Mrs. Amy Montoya, doctoral student in the Curriculum and Instruction program as a Graduate Research Assistant. The awarded project entitled *"A Community-Engaged Pedagogy in HSI Teacher Preparation: Leveraging Voices from the Field Amidst the Global Pandemic"* seeks to tap into the experiences and expertise of Hispanic Serving Institution (HSI) community leaders, teacher educators, district and school administrators, experienced and novice teachers and teacher candidates in the Rio Grande Valley (RGV) to inform a

community-engaged pedagogy framework that will bridge school and university cultures – an initiative critical to a sustainable and equitable approach to transforming teacher preparation. Through a mixed methods approach, the study is documenting Latinx educators' professional, cultural, and linguistic experiences learning to teach as well as effective practices and stances for teaching and learning.

3-year Subaward Grant for \$50,000 from the University of Virginia



Dr. Jair J. Aguilar (Principal Investigator) was awarded a 3-year subaward for \$50,000 from the University of Virginia in a collaborative project with the University of Virginia and Southern Methodist University to evaluate simulated learning in teacher preparation across universities (Project On-Going - 2nd/3 year). The purpose of this research study is to capitalize on the unique features of simulated learning to investigate the most

beneficial ways to structure feedback for teacher candidates, while providing students with additional opportunities to practice different skills, with the use and implementation of Mixed-Reality Simulations. It expected that two paper publications are submitted to high quality educational journals.

EXTERNAL GRANTS



DEPARTMENT: BILINGUAL AND LITERACY STUDIES

Esquierdo, J. (2020). Promoting Humanities Learning in Elementary Schools, Funding Source: National Endowment for the Humanities (\$11,400).

Musanti, S. I. (PI), **Estrada, V.** (Co-PI), & **Badenhorst, P.** (Co-PI). A Community-Engaged Pedagogy in HSI Teacher Preparation: Leveraging Voices from the Field Amidst the Global Pandemic, Funding Source: Branch Alliance for Educator Diversity, Foundation, (\$92,514).

DEPARTMENT: HUMAN DEVELOPMENT AND SCHOOL SERVICES

Gonzalez, I. (2021). Mobilizing Storytime and Literacy Fairs Across the RGV Community Through the use of a Mobile Literacy Unit, Funding Source: Raul Tijerina Jr. Foundation, Foundation, (\$15,000).

Medrano, H. (2020). Early Head Start, Funding Source: U.S. Department of Health & Human Services, (\$326,916).

Medrano, H., & Lowdermilk, J., (2019 - 2020). UTRGV Early Head Start - EHS - CCP Program, Funding Source: Office of Headstart, Federal, (\$7,356,122).

Medrano, H., (2019 - 2020). Program Quality Improvement, Funding Source: Administration of Children & Families, Federal, (\$279,926).

DEPARTMENT: ORGANIZATION AND SCHOOL LEADERSHIP

Hernandez, R., & **Garcia, A.** (2020). Student and Faculty Perceptions about Academic Instructional Coaching with Accelerated Online Courses, Funding Source: Instructional Connections, (\$9,986).

DEPARTMENT: TEACHING AND LEARNING

Aguilar, J. (Co-PI), (2020 - 2023). Systematic Replication Research to Improve the Preparation of Teachers, Funding Source: The University of Virginia, Other, (\$50,000).

Garcia, C., (2021 - 2022). Preparing Teaching Candidates to Enact Transformative Teaching Practices: A Program Level Design-Development Study, Funding Source: UT-Austin /Raise Your Hand Texas Foundation, Foundation, (\$22,909).





Garcia, C., (2021 - 2022). TEA edTPA Pilot Year 3 Support Grant, Funding Source: Texas Education Agency, State, (\$4,950).

Garcia, C., (2017 - 2021). Raising Texas Teachers Program/Charles Butt Scholarship Program, Funding Source: Raise Your Hand Foundation, Foundation, (\$624,000).

Garcia, C., (2020 - 2021). TEA edTPA Pilot Year 2 Support Grant, Funding Source: Texas Education Agency, State, (\$7,800).



UNITING. SERVING. TRANSFORMING.

Faculty research is supported across UTRGV through a number of programs at both the university level and within the academic colleges.

Read more on active research grants and projects being conducted by College of Education and P-16 Integration faculty and students in collaboration.

utrgv.edu/cep/research-centers/current-grants-projects



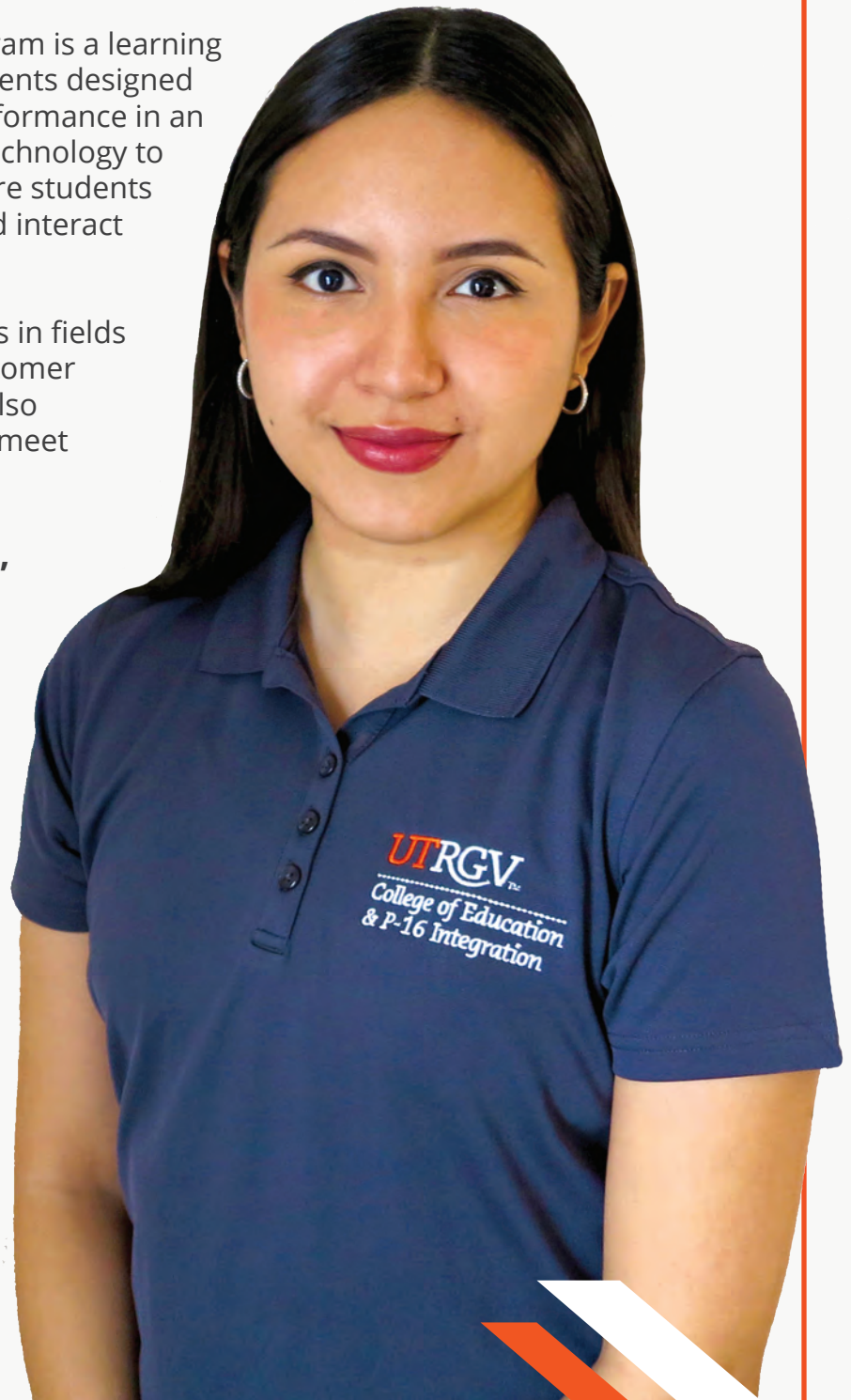
MIXED REALITY SIMULATION

PROGRAM

The Mixed Reality Simulation program is a learning tool that provides virtual environments designed to help students improve their performance in an area of study. We use innovative technology to simulate real-world situations where students can put their skills into practice and interact in a safe environment.

We offer a wide variety of scenarios in fields such as education, healthcare, customer service, among others. Users can also create and customize scenarios to meet their goals and objectives.

To request a demonstration, please call (956) 665-5002 or email us at mrs@utrgv.edu.



DANIA RUIZ
PROGRAM SPECIALIST

FACULTY RECOGNITION



DEPARTMENT: BILINGUAL AND LITERACY STUDIES

Diaz, Z. received the José A. Ruiz-Escalante TABE Higher Education Honoree Award, Texas Association for Bilingual Education (October 2020).

Musanti, I. S. received the Outstanding Faculty Research Award, College of Education and P-16 Integration. (April 19, 2021).

Venegas, E. M. received the Excellence in Online Teaching Award, Center for Online Learning and Teaching Technology. (March 26, 2021).

DEPARTMENT: COUNSELING

Maniss, S. received 2020 Spring Counseling Advocacy Award, UTRGV Brownsville and Edinburg Student Counseling Associations. (December 5, 2020).

Sparrow, S. G. received 2020 Fall Counseling Advocacy Award, UTRGV Brownsville and Edinburg Student Counseling Associations. (December 5, 2020).

Yznaga, S. D. received the 2021 Spring Advocate of the Year, The University of Texas Rio Grande Valley Counseling Student Association. (May 15, 2021).

DEPARTMENT: ORGANIZATION AND SCHOOL LEADERSHIP

Aguilar, I. received Rio Grande Valley Hero of the Day 2021 Award, 107.9 KVLV Radio Station. (April 1, 2021).

DEPARTMENT: TEACHING AND LEARNING

Chapman, A. received Faculty Excellence Award Community Engaged Scholarship. (May 2021).

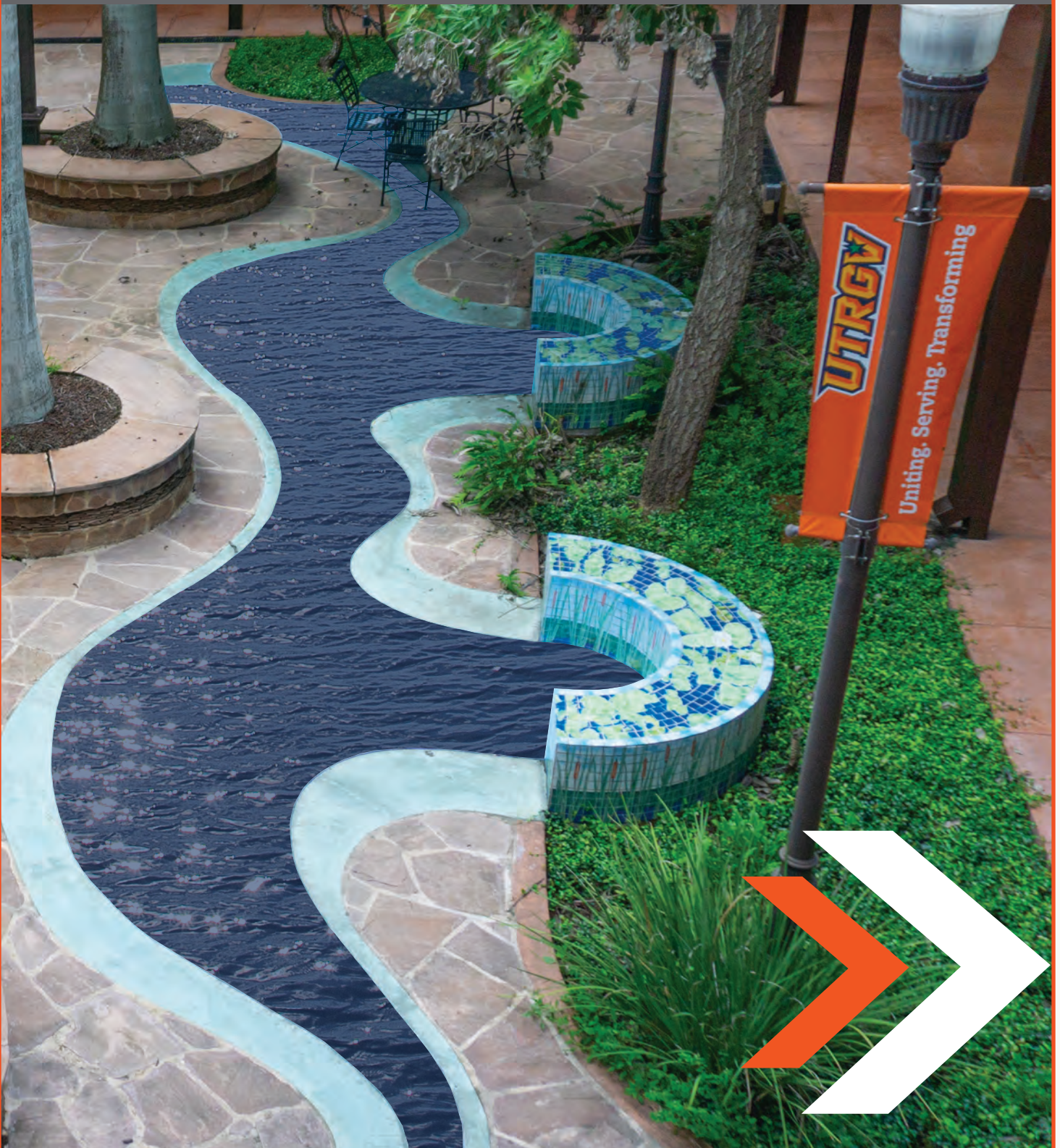
Corbeil, J. R. received 2020 Computer Educator of the Year, International Association for Computer Information Systems. (October 7, 2020).

Corbeil, J. R. received 2021 Faculty Excellence Award in Online Teaching, The University of Texas Rio Grande Valley. (May 2021).

Estrada, L. V. received Outstanding Faculty Service Award 2020-2021, UTRGV College of Education and P16 Integration. (April 19, 2021).

Jupp, C. J. received Honorary Society, Professors of Curriculum. (June 11, 2020).

Lewis, A. K. received Faculty Excellence Award 2020-2021, UTRGV. (May 14, 2021).



FACULTY PUBLICATIONS



DEPARTMENT: BILINGUAL AND LITERACY STUDIES

Almaguer, I. (2021). Actualizing Culturally Sustaining Read Aloud Practices: Enriching Latinx Bilingual Learners' Literacy Development. *Journal of Education and Social Development*, 5(1), 1-7.

Calderon-Berumen, F., **Espinosa-Dulanto, M.** (2020). Inertia and Caminar. In Ruby, M., Dantas Rocha M.A., Huckey M., Agosto, V. (Ed.), *"Making A Spectacle: Examining Curriculum/Pedagogy as Recovery From Political Trauma"*. Charlotte, NC: Information Age Publishing Inc.

Calderon-Berumen, F., **Espinosa-Dulanto, M.** (2020). Enlazando/Rompiendo Fronteras in Curriculum Theory: Testimonio Research's Aesthetic Dimensions. *Journal of Curriculum and Pedagogy*, 200.

Espinosa-Dulanto, M., Calderon-Berumen, F., O'Donald, K. (2020). Neplanta Connection: Testimonio and Anzaldua's poetry work. In Margaret Cantú-Sánchez; Candace de León-Zepeda and Norma E. Cantú (Ed.), *Teaching Gloria E. Anzaldua: Pedagogy and Practice for Our Classrooms and Communities*. Tucson, AZ: The University of Arizona Press.

Espinosa-Dulanto, M., Calderon-Berumen, F. (2020). The Poetics Aesthetics of Testimonios. Subverting "I" for Social "I/We." Una lengua que desquicia la academia. *Journal of Curriculum and Pedagogy*, 12.
www.tandfonline.com/toc/ujcp20/current

Espinosa-Dulanto, M., Lewis, K. A., Viren, V. (2021). Straddling Differences: Celebrating contradictions and confusion at the frontera. *Qualitative Inquiry*, SAGE.

Du, J. & **Zhou, X.** (2021). A study on L2 bilingual engineer writers in the workplace. *Journal of Applied Linguistic Review*.

Fain, J. G., Ahiyya, V., Bemiss, E. M., Leigh, S. Rebecca, **Schall, J.**, Will, K. (2020). The 2020 Notable Children's Books in the Language Arts. *Journal of Children's Literature*, 2(46), 52-65.

Fain, J. G., Ahiyya, V., Bemiss, E. M., **Schall, J.**, Leigh, S. Rebecca, Summerlin, J., Will, K. (2021). The 2020 Notable Children's Books in the English Language Arts. *Language Arts*, 4(98), 208-223.





- Guerrero, M.D.** (2021). State of the art: a forty-year reflection on the Spanish language preparation of Spanish-English bilingual-dual language teachers in the U.S., *International Journal of Bilingual Education and Bilingualism*. DOI: <https://doi.org/10.1080/13670050.2020.1865257>
- Hinton, K. A., Ostorga, A., Zuniga, C.** (2021). Synthesizing theoretical, qualitative, and quantitative research: Metasynthesis as a methodology for education. In Cheryl E. Matias (Ed.), *Critical Theoretical Research Methods in Education* (pp. 142-160). Thousand Oaks, CA: Routledge.
- Jupp, J., Espinosa-Dulanto, M.** (2021). Beyond US-Centered Multicultural Foundations on Race. In Joao M. Paraskeva (Ed.), *Critical Transformative Educational Leadership & Policy Studies: A Reader. Discussions & Solutions from the Leading Voices in Education* (pp. 267-286). Gorham, ME: Myers Education Press, LLC.
- Kambara, H., Lin, Y. C.** (2021). Differences in Reading Motivation Between American and Japanese Students. *Journal of Literacy Research*, 53(3), 361-381.
- Kambara, H., Chen, P.Y., Adachi, S., & Lin, Y.C.** (2021). Validating the Adult Motivation for Reading Scale with Japanese College Students. *International Journal of Educational Research*, (108).
- Kambara, H.** (2020). Exploring Japanese Fourth Graders' Motivation to Read: A Mixed-Method Study. *Literacy Research and Instruction*, 60(2), 180-197.
- Koonce, J., & Lewis, K. A.** (2020). Culturally Relevant Care Through the Lens of Duoethnography. *The Qualitative Report*, 6(25), 1721-1735.
- Mercuri, S. P., **Musanti, S. I., & Rodriguez, A. D.** (2021). La enseñanza en el aula bilingüe: Content, language, and biliteracy. *Caslon*.
- Ostorga, A.** (2021). Review of David E. DeMatthews and Elena Izquierdo (eds.): Dual Language Education: Teaching and Learning in Two Languages. *Language Policy*, (2021).
- Rodriguez, A. D., Musanti, S. I., & Cavazos, A.** (2021). Translanguaging in higher education in the US: Leveraging Latinx students' bilingualism. *Critical Inquiry in Language Studies*.
- Venegas, E. M., Koonce, J., Lancaster, L., Bazan, J., & Garza, A.** (2021). Diversifying the "HSI Bubble": Black and Asian women faculty at Hispanic-Serving Institutions. *Race Ethnicity and Education*.



- Venegas, E. M.** (2021). Melding critical literacy and Christianity: A three-layered response to the murder of George Floyd. *The Journal of Faith, Education, and Community*, 5(1), 23.
- Zhou, X.** & Fu, D. (2021). Translanguaging in a bilingual social studies classroom in a NYC Chinatown middle school. *Journal of Applied Linguistic Review*.
- Zhou, X.** (2020). Composing Her Growing Identities as a Mexican American. *Journal of Education*. doi:10.1177/0022057420972047

DEPARTMENT: COUNSELING

- Cavazos, L. J., Karaman, M.,** Garcia, C., & Aguilar, A. (2020). Evaluation of Spanish Versions of Meaning in Life and Hope Measures with Latinx Students. *Measurement and Evaluation in Counseling and Development*, (53), 104-116.
- Cavazos, L. J.,** Lenz, S. A., **Lerma, E.,** Fisk, J., Guardiola, R., & Cavazos, M. (2020). Exploring the Relationship among Teacher Support, Advanced Placement Coursework, and Latina/o Students' College and Career Self-Efficacy. *Journal of Latinos and Education*, (19), 355-367.
- Cavazos, L. J.** (2020). *Teaching and Learning in Counselor Education*. American Counseling Association.
- Karaman, M. A., **Cavazos, L. J.,** & Garcia, C. (2020). Do hope and meaning of life mediate resilience and life satisfaction among Latinx students? *British Journal of Guidance and Counseling*, (48), 685-696.
- Karaman, M., Esici, H., **Cavazos, L. J.** (2020). Middle school students' academic motivation in Turkey: Levels of perfectionism and self-efficacy. *Middle School Journal*, (35), 35-45.
- Kranz, P., Sale, R., & Lowdermilk, J.** (2020). It's the Experience Not the Format: Successful Techniques to Transition Social Justice Coursework to a Distance Delivery Format. *National Social Science Technology Journal*, 2(8), 59 - 67.
- Lerma, E., & Salinas, C.** (2020). Undocumented immigrant students attend school. In J. Nelson & L. Wines (Ed.), *Responding to critical cases in school counseling: Building on theory, standards, and experiences for optimal interventions*. Routledge.
- Salinas, C.** (2021). Playing to heal: The impact of bereavement camp for children with grief. *International Journal of Play Therapy*, 30, 40-49.



Sparrow, G. S. (2020). The construction and analysis of dream metaphors. *International Journal of Dream Research* 13, 1. <https://doi.org/10.11588/ijodr.2020.1.69293>

DEPARTMENT: HUMAN DEVELOPMENT AND SCHOOL SERVICES

Alanis, I., Arreguín, M., & **González, I.** (2021). The Essentials: Supporting Dual Language Learners in Diverse Environments in Preschool and Kindergarten. *National Association for the Education of Young Children*.

Curiel, E., & Curiel, H. (2021). Teaching receptive money identification using matrix training: A preliminary investigation. *Behavioral Interventions*, 36, 572-582.

Curiel, E. S.L., Curiel, H., & Li, A. (2020). Generative Time Telling in Adults with Disabilities: A Matrix Training Approach. *Behavioral Interventions*, 2(35), 295-305.

Curiel, E. S.L., Axe, J. B., Sainato, D. M., & Goldstein, H. (2020). Systematic Review of Matrix Training for Individuals with Autism Spectrum Disorder. *Focus on Autism and Other Developmental Disabilities*, 1(35), 55-64.

Curiel, H., **Curiel, E.**, Adame, A., & Li, A. (2020). Multiple-Stimulus-Without-Replacement Preference Assessment Tool. *Behavioral Interventions*, 4(35), 680-690.

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Curiel, H., **Curiel, E.**, & Cadigan, A. (2020). Video Preferences and their Relative Reinforcing Effects. *Behavior Analysis: Research and Practice*, 4(20), 267-274.

Stewart, J. R., Vigil, D., & **Carlson, R.** (2021). Frequency of gesture use and language in typically developing prelinguistic children. *Infant Behavior and Development*, (62), 1-13.

Viren, V. (2021). Teaching and Parenting Sin Frontera. *Journal of Curriculum and Pedagogy*, Routledge, 3(17), 295-300.

DEPARTMENT: ORGANIZATION AND SCHOOL LEADERSHIP

Abrego, J. C. (2020). Teacher leadership in The administration & supervision of special programs in education. 4th Ed.

Aguilar, I., & Edwards, D. (2021). Facilitating Love as a Leader: A Case of School Improvement within the American Public School and Accountability Systems in Positive Leadership for Flourishing Schools. 329-229.



- Aguilar, I.**, Dess, E., Olivarez, J., & Silva, H., Ramirez, N. (2020). Nature versus nurture: A rural school principal's capacity to facilitate teacher development and school improvement before and after Hurricane Harvey in *Voices from the Field: Building Capacity for Leadership and Social Change in Rural Schools.*, 23-35.
- Falk, L. K., Stoves, D., Falk, A. W., & **Silva, H.** (2020). Cultivation and Reporting of Campus Threats. *Quarterly Review of Business Disciplines*, 2(7), 105-122.
- Garcia, S., **Menchaca-Ochoa, V. D.**, & **Garcia, A.** (2021). Leadership Perspectives on High Stakes Testing in a South Texas Urban School District in N/A. *International Journal of Management Studies and Social Science Research*, 2(3), 11.
- Menchaca-Ochoa, V.**, & **Garcia, A.** (2020). Ensuring Success for Migrant Students in The Administration AND Supervision of Special Programs in Education 4th edition. *Kendall Hunt Publishing; 4th edition*, 4th, 151-172.
- Padilla, G.** (2020). Wizard of Oz Leadership. *International Journal of Arts, Humanities and Social Science*, 4(1), 100-106.
- Padilla, G.**, **Guerra, F.**, & **Zamora, R.** (2021). Effective School Parent Relations: School Staff and Parent Perceptions in No. *International Journal of Arts, Humanities & Social Science*, 4(6), 1-7.
- Padilla, G.**, **Salinas, C.**, **Cavazos, L. J.**, & **Whittenberg, J. F.** (2021). School Counselors' Use of a Multitiered System of Support to Foster Safe School Experiences and Respond to School Violence in Strengthening School Counselor Advocacy and Practice for Important Populations and Difficult Topics. *IGI Global (1st, 2nd, and 3rd author contributed equally)*.
- Pankake, A., **Abrego, J. C.** (2020). Central Office in The administration & supervision of special programs in education. 4th Ed. *Kendall Hunt*, 4th.
- Pankake, A. M., **Abrego, J.**, & Abrego, M. H. (2020). The Administration & Supervision of Special Programs in Education, 4th Ed. *Kendall Hunt*, 4th.
- Silva, H.** (2021). Building Capacity for Leadership and Social Change in Rural Schools in yes.
- Valdez, M., **Hernandez, R.**, & **Garcia, A.** (2021). The Relationship between Cardiovascular Fitness and Body Mass Index to Student Achievement in 5th grade Hispanic Children of the Lower Rio Grande Valley of South Texas in N/A. *Noble International Journal of Social Sciences Research*, Number 4 June 2021 (Volume 6), 9.



DEPARTMENT: TEACHING AND LEARNING

Abdolmaleki, S., **Nouri, N.**, & Asadi, F. (2021). Identifying and explaining the role of the teacher and the child in the guided play process: A qualitative content analysis. *Thinking and children*, 2(11).

Aguilar, J., & **Telese, J. A.** (2021). Uso De Simulación De Realidad-Mixta Como Herramienta En La Formación De Maestros: Percepciones Y Opiniones. *42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*,(42), 1550-1557.

Badenhorst, P. (2020). Whiteness in South Africa. In Casey, Z.A. (Ed.), *Critical Understandings in Education Encyclopedia: Critical Whiteness Studies*. Brill.

Badenhorst, P. (2021). Predatory White antiracism. *Psychoanalysis of Culture & Society*.

Chapman, A. (2021). Project ACCESS: Acquisition of Curricular Content for Exceptional Success in Science.

Corbeil, J. R., Khan, B. H., & **Corbeil, M. E.** (2021). Microlearning in the digital age: The design and delivery of learning in snippets. *Routledge*.

Corbeil, J. R., Suarez, N. A., & **Valdes-Corbeil, M. E.** (2020). Did you know? Educational applications for the Internet of Things in International Association of Computer Information Systems 60th International Conference Proceedings. *Proceedings of the International Association for Computer Information Systems 58th International Conference*.

Corbeil, M. E., **Corbeil, J. R.**, & Khan, B. H. (2021). A multidimensional roadmap for implementing effective microlearning solutions in Microlearning in the Digital Age: The Design and Delivery of Learning in Snippets. *Routledge Taylor & Francis Group*.

Deleon, L. (2020). In Search of an Elusive Instructional Framework for Immersive Learning: A Synthesis of Literature. *Innovate Learning Conference*, 291-305.

Estrada, V., **Pena, C.**, & **Love, D.** (2021). Learning to Teach with Mixed-Reality Simulated Virtual Environments at a Hispanic Serving Institution in Developing a Post-Pandemic Paradigm for Virtual Technologies in Higher Education. *IGI Global*.

Garcia, C., **Garcia, R.** (2020). Developing Cultural Competence in an Occupational Therapy Program in a Border Institution in South Texas in Designing Culturally Competent Programming for PK-20 Classrooms. *IGI Global*, 138-157.



- Jewett, L.,** & Hesse, C. From Complicit Colonists to Curricular Contrabandistas? *Scarborough: National Association of African American Studies.*
- Jewett, L. M.,** & Yanez-Medrano, K. (2020). Freirean Dialogue en La Frontera the Border: Story Circles in Action in Contested Spaces. *Curriculum & Pedagogy*, 10.
- Jones, I. S.,** & Blankenship, D. (2020). Year two: Effect of procrastination on academic performance of undergraduate online students. *Research in Higher Education Journal*, 2020(39), 1-11.
- Jupp, J.** (2020). First-wave critical White studies in Z. Casey (Ed.), Critical whiteness studies: Critical understandings in education encyclopedia (pp. 222-230). Brill Publishers
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- Jupp, J. C. & Badenhorst, P.** (2021). Critical White studies in curriculum theory. In M. F. He and W. H. Schubert's (Eds.), *Oxford research encyclopedia of curriculum studies*. Oxford University Press. Advance online publication.
- Jupp, J., Badenhorst, P.** (2020). Second-wave critical white studies. In Casey, Z.A. (Ed.), *Critical Understandings in Education Encyclopedia: Critical Whiteness Studies* (pp. 596-608). Brill.
- Jupp, J.,** Delgado, M. G., Berumen, F. C., & Hesse, C. (2020). Decolonial Hispanophone Curriculum: A preliminary sketch and an invitation to a South-South dialogue. *Transnational Curriculum Inquiry*, 1(17), 72-94.
- Jupp, J.,** Delgado, M. G., Berumen, F. C., & Caroline, H. (2020). El currículo decolonial-Hispanófono: Un bosquejo preliminar y la Invitación al diálogo Sur-Sur decolonial-cosmopolita. *Transnational Curriculum Inquiry*, 1(17), 49-71.
- Jupp, J., & Espinosa-Dulanto, M.** (2021). Beyond US-Centered Multicultural Foundations on Race in Critical Transformative Educational Leadership & Policy Studies: A Reader. Discussions & Solutions from the Leading Voices in Education. *Myers Education Press, LLC*, 267-286.
- Krause, G., Silva, J., & **Aguilar, J.** (2021). Language: A Hidden Resource In Preparing Bilingual Pre-Service Teachers. *42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*,(42).



Krause, G., Silva, J., & **Aguilar, J. J.** (2020). Bilingual Pre-service Teachers' Opportunities to Learn. *Investigations in Mathematics Learning*.

Lewis, K. A. (2021). Foreward in in Both Sides of the Border, by Terry Overton. *Ambassador Internationala*.

Lewis, K. A. (2021). Faculty vs Administrative Positions in The Academic Life Podcast. *New Books Network*.

Lu, M.-T. P. (2020). Brief: STEM Education in The Administration & Supervision of Special Programs in Education. , 4th, 207-212.

Lu, M.-T. P. (2021). Re-Establishment of Health for Professionals in Higher Education During the COVID-19 Pandemic—Using Professors in an HSI as an Example. *The Journal of Health, Sports, and Kinesiology*, 1(2), 29-30.

Morgan, B. M., Rodriguez, A. D., Jones, I. S., Telese, J. A., & Musanti, S. I. (2020). Collaboration of Researchers and Stakeholders: Transforming Educator Preparation. *Journal of Curriculum and Teaching/SCIEDU*, 3(9), 182-189.

Neumann, J. W. (2021). Engaging in inquiry in elementary social studies. *The Social Studies Texan*, 1(37), 39-41.

Neumann, J. (2020). The Importance of Context in Teaching about the Women's Suffrage Movement. *The Social Studies Texan*, 2(36).

Neumann, J. (2020). Paulo Freire and the Power of Community. *The Social Studies Texan*, 1(36), 58-60.

Nouri, N., McComas, W., Saberi, M., Mohhamadi, M. (2021). Proposed Teacher Competencies to Support Effective Nature of Science Instruction: A Meta-Synthesis of the Literature. *Journal of Science Teacher Education*.

Shirvani, H., & Shirvani, R. (2021). The relationship between gender and emotional intelligence. *Journal of European Education*, 1(11), 1-112.

Telese, J. A., & Aguilar, J. J. (2020). Polya Revisited: The Development and Implementation of a Problem-Solving Self-efficacy Instrument with Pre-service Elementary Mathematics Teachers. In *Mathematics as the Science of Patterns: Making the Invisible Visible through Teaching*. Rowman & Littlefield Publisher, Inc.

Telese, J., & **Zhang, Z.** (2020). The role of self-efficacy and other characteristics of elementary mathematics teachers: a model to predict student achievement.



FACULTY SCHOLARSHIP PRESENTATIONS

DEPARTMENT: BILINGUAL AND LITERACY STUDIES

Almaguer, I. (2020). (Re)Imagining Bilingual Learners' Life Literacies: Harnessing Spaces of Possibility Grounded in Culturally Innovative Literacy Practices, *Twenty-seventh International Conference on Learning in València, Spain*.

Almaguer, I. (2021) Re(Examining) the Critical Need for Culturally Authentic Pedagogical Practices to Promote Bilingual Learners' Language and Literacy Development. *28th Annual International Conference on Learning. Jagiellonian University Kraków, Poland*.

Almaguer, I. (2021). Re(Defining) Literacy Research Through Culturally Sustaining Pedagogies for Bilingual Learners, *National Social Science Association (NSSA) Annual Conference National Social Science Association (NSSA)*.

Almaguer, I. (2021). (Re)Envisioning Literacy Research: Cultural Awareness Revitalization with Social Justice Underpinning, *International Conference on Education and Social Development (ICESD) Conference*.

Almaguer, I. (2021). Re(Imagining) Cultural Empowerment for Bilingual Learners through Native Pedagogies: Bridging Language, Literacy and Learning, *National Association of Bilingual Education (NABE) in Houston, TX*.

Almaguer, I. (2021). Sustaining Culturally Empowering Pedagogical Practices Anchored in Language and Literacy, *International Organization of Social Sciences and Behavioral Research (IOSSBR) Conference*.

Almaguer, I. & Esquierdo, J. (2020). Recognizing Bilingual Learners' Academic Success, *Texas Association for Bilingual Education (TABE) Annual Conference*.

Almaguer, I., & Esquierdo, J. (2021). Highlighting Latinx Bilingual Learners' Academic Achievement through Project SOAR: Spanish Opportunities that Accelerate Reading, *American Educational Research Association (AERA)*.

Calderon Berumen, F., **Espinosa-Dulanto, M.** (2020). Enlazando/Rompiendo Fronteras in Curriculum Theory: Testimonio Research's Aesthetic Dimensions, *Creating Pluriversal Possibilities: Openings, Enclosures, and Borders Curriculum and Pedagogy Group*.





Calderon-Berumen, F., **Espinosa-Dulanto, M.**, & O'Donald, K. (2021). Exploring Cultural/Teaching Identities as Decolonizing Praxis in Teacher Education, *American Educational Research Association. 2021 Annual Meeting*.

Calderon Berumen, F., **Espinosa-Dulanto, M.**, O'Donald, K, (2021). "Porque Vale la pena": Latina women's scholarly work., *17th International Congress of Qualitative Inquiry University of Illinois at Urbana-Champaign*.

Cavazos, A., & **Musanti, S. I.** (2020). Translingual Community Engaged Pedagogies "en la Frontera": A Framework for Linguistically Inclusive Instruction in Higher Education, *2020 Curriculum & Pedagogy Conference*.

Colegrove, K., **Zuniga, C.** (2021). Escuchando con Humildad: Dialogic Interactions between Immigrant Parents and Preservice Teachers, *American Education Research Association Annual Meeting*.

Espinosa-Dulanto, M. (2020). Las Miradas Sociales en la Educacion e Investigacion en Mexico, Colombia, Peru y USA, *I Congreso Internacional y III Seminario de Innovacion e Investigacion Educativa Universidad Cuahuhtemoc in Mexico*.

Espinosa-Dulanto, M. (2020). Straddling differences: Celebrating contradictions and confusion at the frontera, *XV Inter-American Symposium on Ethnography and Education Universidad Catolica del Peru in Lima, Peru*.

Espinosa-Dulanto, M. (2020). Voices from the Field//Decolonizing Research: Paradoxical Struggle, *XV Inter-American Symposium on Ethnography and Education Universidad Catolica del Peru in Lima, Peru*.

Espinosa-Dulanto, M. (2020). Una Mirada a las Identidades Culturales de Mujeres Jóvenes Transnacionales en la Frontera de los EEUU Y México, *VI Congreso Internacional Psicología en Contexto / I Foro Internacional Valle-Nato, Cultura Glocal Universidad Popular Del Cesar in Valledupar, Colombia*.

Espinosa-Dulanto, M., & **Lerma, E.** (2020). Activism & Scholarship: A day-long drive at the USA/Mexico Border, *Curriculum & Pedagogy Conference Curriculum & Pedagogy*.

Espinosa-Dulanto, M., & **Lerma, E.** (2020). There is no peace without justice. And since before its founding, USA has been driven by injustice. What does Decolonial Activism Look Like in the Rio Grande Valley, *Curriculum & Pedagogy Conference*.

Espinosa-Dulanto, M., **Lerma, E.**, & Calderon, F. (2020). Activism & Scholarship: A day-long drive at the USA/Mexico Border, *Sesión 21 Congreso Trabajo Social Digital: Población migrante en tránsito en tiempos de inmovilidad Universidad de Cadiz in Spain*.



- Espinosa-Dulanto, M., & O'Donald, K., Calderon Berumen, F.** (2020). Digital Storytelling/Digital Testimonios: Three sites, Multiple stories, Identity Exploration and Collective success, *Creating Pluriversal Possibilities: Openings, Enclosures, and Borders Curriculum and Pedagogy Group*.
- Esquierdo, J., & Almaguer, I.** (2021). Project GIFT: The Identification and Service Gap in Gifted of Gifted Latinx Bilingual Students, *American Educational Research Association (AERA) Annual Meeting*.
- Fain, J., Will, K., **Schall, J. M.**, Summerlin, J., Ahiyya, V., Bemiss, E. & Leigh, S. R. (2020). Notable Children's Books in the Language Arts 2020 Awards, *National Council of Teachers of English Annual Convention*.
- Guerrero, M.** (2020). Gauging the adequacy of translanguaging in Two Way Immersion Programs, *La Cosecha Dual Language Education of New Mexico*.
- Guerrero, M.** (2021). Plurilingualism Beyond Language Hegemony: Disrupting Stagnancy in Bilingual Teacher Preparation Programs, *American Education Research Association Presidential Session Invite*.
- Hinton, K. A., Ostorga, A., & Zuniga, C.** (2021). Synthesizing theoretical, qualitative, and quantitative research: Metasynthesis as a methodology for education, *AERA Annual Meeting*.
- Lerma, E., Viren, V., **Espinosa-Dulanto, M.**, Lewis, K. A. (October 28, 2020). *Embracing our vulnerability: A process of disrupting deficit meta-narratives in a HSI*, Healing the Mind/Body/Soul: Revolutionary Education for Liberation. AESA Annual Meeting in San Antonio, TX.
- Lopez Ramos, L., & **Musanti, S. I.** (2021). Bilingual Digital Writer's Workshop Using Google Apps, *California Association for Bilingual Education*.
- Mercuri, S. P., & **Musanti, S. I.** (2021). La enseñanza en el aula bilingüe: A Dynamic and Flexible Approach to Interdisciplinary Biliteracy Development, *California Association for Bilingual Education*.
- Musanti, S. I., & Cavazos, A.** (2021). Faculty Insights on Embracing Translanguaging Pedagogies Across Academic Disciplines in a Hispanic Serving Institution, *American Educational Research Association*.
- Musanti, S. I., Estrada, V., & Badenhorst, P.** (2021). Towards a Community Engaged Pedagogy in HSI Teacher Preparation: Implications for Practice, *American Teacher Association Annual Virtual Meeting*.



Musanti, S. I., Rodriguez, A. D., & Cavazos, A. (2021). Advancing Social Justice in Higher Education: The Classroom Dynamics of Translanguaging Spaces, *AERA 2021 Virtual Annual Meeting*.

Musanti, S. I. (2021). Shifting Ideologies in Bilingual Teacher Preparation: Envisioning a Translanguaging Practice-based Pedagogy for Social Justice, *Research Institute 2021 National Association for Bilingual Education in Las Vegas, NV*.

Ostorga, A. (2020). Classroom Decision Making Through Teacher Agency, Texas State Organization Convention Delta Kappa Gamma Society for Key Women Educators in McAllen, TX.

Rodriguez, A. D., **Musanti, S. I.**, Garcia, C., Zamora, R., Telese, J. A., Estrada, V., Diaz, Z., Chamberlain, S. P. (October 23, 2020). Transforming Teacher Preparation in the RGV: Lessons Learned, *2020 Curriculum & Pedagogy Conference Curriculum and Pedagogy Group*.

Venegas, E., **Koonce, J. B.**, Lancaster, L., Bazan, J., Garza, A. (2021). Non-Latina Women Faculty of Color in the "HSI Bubble", *American Educational Research Association*.

Venegas, E., Schall, J. M., Estrada, V. (2020). Bilingual and biliterate practices amongst teacher candidates at a Hispanic-Serving Institution, *70th LRA Annual Conference Literacy Research Association*.

Venegas, E., Handley, J., Alvarado, M., Brownlow, J. A., Jordan, M., Sanchez, Y., Ulibarri, B. J. (March 26, 2021). Lessons Learned: Applying Professional Development to Online Teaching during a Pandemic, *Excellence in Online Learning Conference UTRGV Center for Online Learning and Teaching Technology*.

Viren, V., Espinosa-Dulanto, M., Lewis, K. A., Lerma, E. (October 2020). Deep critical self-examinations: Stories of who we are, *Creating Pluriversal Possibilities: Openings, Enclosures, and Borders Curriculum and Pedagogy Group*.

Zhou, X. (2020). Translanguaging as Confluence of Languages, Cultures, and Identities: Explorations of the Translanguaging Practices in Diverse Contexts, *NCTE in Denver*.

Zhou, X. (2020). Translanguaging Pedagogy and Resistance in Formal Education, *National Council of Teachers of English Annual Conference in Denver*.

Zhou, X. (2021). Contextualizing Translanguaging in Different Chinese-English Bilingual Educational Settings, *AERA Annual Conference*.



Zuniga, C., & Colegrove, K. (2020). Mixtear o no mixtear: Conversations with bilingual teachers and Latinx immigrant parents about bilingualism in U.S. contexts, *XV Simposio Interamericano de Etnografía y Educación Pontificia Universidad Católica del Peru in Lima, Peru.*

Zuniga, C., Ostorga, A., & Hinton, K. A. (2020). (Re) constructing a 'Border Pedagogy': Centering the Borderlands in Latinx Teacher Education, *Curriculum & Pedagogy Group Conference.*

DEPARTMENT: COUNSELING

Daniels, J., Goodman, J., Arredondo, P., **Yznaga, S.,** Shure, L., Chen-Hayes, S., Dollarhide, C., (April 2021). CSJ Wisdoms of Generations, *American Counseling Association Virtual Conference 2021 American Counseling Association (ACA) in Virtual.*

Dollarhide, C., Marszalek, J., Butler, S.K., Smith, S., **Yznaga, S.,** McLin, D. B., Cazares, G., (March 2021). Social Justice, COVID-19, and Its Impact on Minoritized Communities, *Mississippi State University Social Justice Symposium Mississippi State University in Virtual.*

Haas, J., (2020). Building bridges across racial lines: Restoration after community uprising in Ferguson, Missouri, *2020 TXNAME Webinar Series Texas National Association for Multicultural Education in Webinar Series.*

Haas, J., Flores, L. (Presenter), (2020). Understanding racial tensions in the United States, *Raymond Washington, SC in webinar.*

Haas, J., Maniss, S., & Yznaga, S., (2020). An international humanitarian crisis at the US/Mexico border, *2020 International Conference of Asia-Pacific Counseling (canceled due to Covid-19) Korean Counseling Association in Seoul, South Korea.*

Haas, J., Yznaga, S., & Maniss, S., (2020). Local response to an international concern: Humanitarian crisis at the US/Mexico border, *2020 SACES Conference (canceled due to Covid-19) Southern Association for Counselor Education and Supervision (SACES) in Baltimore Inner Harbor, Maryland.*

Haas, J., Yznaga, S., & Maniss, S., (2020). Strengthening wellness at the US Border: The counselor's response to immigration concerns, *61st Annual EB-ACA Conference European Branch of American Counseling Association in Virtual Conference.*

Haas, J., Yznaga, S., & Maniss, S. (2020). Culturally Sensitive Responses to the National Humanitarian Crisis at the US/Mexico, *AMCD Virtual Conference 2020 Association for Multicultural Counseling & Development in remote webinar.*



Lerma, E., Viren, V., Espinosa-Dulanto, M., & Lewis, K. A., (2020). Embracing our vulnerability: A process of disrupting deficit meta-narratives in a HSI, *Healing the Mind/Body/Soul: Revolutionary Education for Liberation (Conference Canceled)*. AESA Annual Meeting in San Antonio, TX.

Maniss, S., Yznaga, S., & Haas, J. (2021). The Impact of COVID-19 on Mental Health Service Provision: Toward a New "Normality" and Best Practice, *2021 South Padre Island Counselor's Institute Tip of Texas Counseling Association in South Padre Island, Texas*.

Sparrow, G., (2020). The Construction and Analysis of Dream Metaphors from the Standpoint of Co-Creative Theory, *Annual conference of the International Assn. for the Study of Dreams IASD in Scottsdale, Arizona*.

Sparrow, G., (October 30, 2021). Keynote Presentation: Encounters in Lucid Dreams, *Second Annual "Many Worlds of Lucid Dreaming" international conference IASD in Online*.

Sparrow, G., (June 17, 2021). The analysis of dream metaphors from the standpoint of co-creative dream theory, *Annual Conference of the International Association for the Study of Dreams International Association for the Study of Dreams in Online*.

Sparrow, G., Mallett, R., (June 15, 2021). An exploration into an integrated lucid dream induction protocol, *Annual Conference of the International Assn. for the Study of Dreams International Assn. for the Study of Dreams in Online this year due to pandemic*.

Sparrow, G., Maich, P., Marable, M., (June 15, 2021). A comparison of the common and idiosyncratic aspects three advanced lucid dreamers using galantamine to Induce WILD (Waking State Initiated) lucid dreams, *Annual Conference of the International Association for the Study of Dreams International Association for the Study of Dreams in Online*.

Toscano, M. E. (Author & Presenter), & **Haas, J., (2020).** Teaching and learning empathy for invisible illnesses using a Chronic Illness and Chronic Pain Activity., *2020 SACES Conference (canceled due to Covid-19) Southern Association for Counselor Education and Supervision in Baltimore, Maryland*.

Whittenberg, J. F., (2020). Coping Skills to Heal Your Inner Child, *TTCA Monthly Meeting Tip of Texas Counseling Association (TTCA) in virtual*.

Whittenberg, J. F., (2021). Counseling Techniques in Solution-Focused Therapy, *SPI Counselors' Institute Tip of Texas Counseling Association in virtual*.



Whittenberg, J. F., (2021). Equipping Counselors with Tools for Clients with Suicidal Ideation, *SPI Counselors' Institute Tip of Texas Counseling Association in virtual.*

Yznaga, S., (March 2021). Tales from the Golden Cage, *Mississippi State University Social Justice Symposium Mississippi State University in Virtual.*

Yznaga, S., Maniss, S., Haas, J., & Sparrow, G. (2021). Ethical Considerations for Telemental Health in Professional Counseling, *2021 South Padre Island Counselor's Institute Tip of Texas Counseling Association in South Padre Island, Texas.*

DEPARTMENT: HUMAN DEVELOPMENT AND SCHOOL SERVICES

Gonzalez, I., (2020). Ampliando el Aprendizaje de los Niños a Traves del Juego Guiado - Extending Children's Learning Through Guided Play, *NAEYC Virtual Institute National Association for the Education of Young Children in Webinar.*

Lowdermilk, J. (Presenter), & **Pecina, J.** (Presenter), (2021). Roles, Responsibilities, & Procedural Safe Guards for Parents, *Area Health Education Centers (AHEC) on Special Education Services for Cameron County Area Health Education Centers (AHEC), UTRGV School of Medicine in Cameron County.*

Negy, C., **Carlson, R., & Medrano, H.** (March, 2021). Tracking the prevalence of transgender and non-binary people. *67th annual conference of the Southeastern Psychological Association, Orlando, FL.*

Ramos, N. (Author & Presenter), Curiel, E. (Author & Presenter), & Ward, H. C. (Author & Presenter), (2021). Parent-directed Treatment for Hispanic Children and Adolescents with Autism, *Council for Exceptional Children Conference and Expo 2021 Council for Exceptional Children in Clearwater Beach, FL.*

Ramos, N. (Author & Presenter), & Curiel, E. (Author & Presenter), (2021). Parent-directed treatment for Hispanic children and adolescents with Autism, *CEC Convention and Expo Council for Exceptional Children in Baltimore, MD.*

Ramos, N. (Presenter), Lowdermilk, J. (Presenter), & Pecina, J. (Presenter), (2021). Working with Students in an Online Environment during a National Pandemic, *27th Annual SPI Counselor Tip of Texas Counseling Association in South Padre, TX.*

Razo, N. (Presenter), (2021). Mental Health First Aid USA, *UNIDAD Coalition in Virtual.*

Razo, N., (2020). Considerations for Identification and Assessment of English Learners for Special Education Services, *La Cosecha 2020 Dual Language Education of New Mexico.*



Razo, N., (2020). Using Self-Control, *Texas Challenge Academy in Virtual*.

Viren, V. (Presenter), (2020). Grappling with Mental Health during the COVID-19 Pandemic., *Let's Discuss Life in Pandemic Craft of Living in Virtual*.

Viren, V., (2020). Gender: With in/out of the classroom during COVID-19, *Women in Higher Education: Academic and Leadership Issues Kathmandu University Professors Association (KUPA) in Online*.

Viren, V., (2021). Memories and Musings: Student Narratives on Play Experiences, *42nd Annual Conference - "The Necessity of Play" The Association for the Study of Play (TASP) in Virtual*.

Viren, V., (2020). Rethinking Praxis: Teaching Post COVID, *Two Days International Virtual Conference on World After Covid-19: The Future of Higher Education Southfield College in India*.

Viren, V. (Author & Presenter), Espinosa-Dulanto, M. (Author & Presenter), Lewis, K. A. (Author & Presenter), & Lerma, E. (Author & Presenter), (2020). Deep critical self-examinations: Stories of who we are, *Creating Pluriversal Possibilities: Openings, Enclosures, and Borders Curriculum and Pedagogy Group*.

Ward, H. C. (Leader), Ramos, N., Curiel, E. (Presenter), & Smith, A. (Presenter), (2021). UDL for Literacy Development for Children with Autism: Parent Directed Treatment and Results, *2021 Council for Exceptional Children Convention and Expo Council for Exceptional Children in Virtual*.

Ward, H. C. (Presenter), & Smith, A. (Author & Presenter), (2020). Applying UDL Principles in Hispanic Parent-directed Reading Project for Children with Autism, *6th Annual CAST UDL Symposium CAST.org in virtual*.

Ward, H. C. (Author & Presenter), & Kantor, S. (Presenter) (2020). Building an Autism Community of Parents Who Teach at Home, *Texas Region 1 Early Childhood Symposium Region 1 Service Center in Edinburg /Virtual*.

DEPARTMENT: ORGANIZATION AND SCHOOL LEADERSHIP

Abrego, M., **Abrego, J. C. (Presenter)**, & Pankake, A. (Presenter), (2020). Writing: A blessing or a curse? *34th Annual Women's in Educational Leadership Conference University of Nebraska Lincoln*.



Aguilar, I. (Author & Presenter), Abrego, J. C. (Author & Presenter), Guerra, F. (Author & Presenter), Ramirez, N. (Author & Presenter), & Benavidez, E. (Author & Presenter), (2020). Researching our identity as an HSI: A significant case study of how and what faculty, administrators, and staff do to improve student success., *Annual meeting of the University Council of Educational Administration UCEA in Virtual Meeting.*

Aguilar, I. (Author & Presenter), & Edwards, D. (Author & Presenter), (2021). Facilitating Love as a Leader: A Case of School Improvement within the American Public School and Accountability Systems., *Annual Meeting of the American Educational Research Association AERA in Virtual Meeting.*

Aguilar, I., & Ramirez, N. (Author & Presenter), (2021). Culture, Context, Crisis: Rural School Improvement Before and After Hurricane Harvey, *Annual Meeting of the American Educational Research Association, Virtual Meeting. AERA.*

Garcia, A. (Author & Presenter), & Menchaca-Ochoa, V. (Author & Presenter), (2020). The School Principal's role for Today's Migrant children, *CSOTTE Fall 2020 Teacher Education Conference The Consortium of State Organizations for Texas Teacher Education (CSOTTE in Virtual (Online conference due to Corona Virus).*

Padilla, G., & Zamora, R. (Author & Presenter), (2020). School District Leadership: High Performing Title I Schools & Marginalized Students, *2020 Virtual Convention University Council for Educational Administration (UCEA) in Virtual.*

Silva, H. (Author & Presenter), & Simonsson, M. (Author & Presenter), (2021). NAAAS & Affiliates: On campus employment and the impact on Hispanic student graduation.

DEPARTMENT: TEACHING AND LEARNING

Aguilar, J., & Telese, J. A., (2020). THE USE OF MIXED-REALITY SIMULATIONS AS A TOOL FOR PREPARATING PRE- SERVICE TEACHERS AND THEIR PERCEPTIONS AND OPINIONS, *42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education North American Chapter of the International Group for the Psychology of Mathematics Education in Mazatlan, Mexico.*

Badenhorst, P. (Author & Presenter), Tanner, S. (Author & Presenter), (2021). Whiteness and Education, *The Philadelphia Urban Seminar The Philadelphia Urban Seminar in Online.*



- Badenhorst, P.**, (2021). Making Sense of Ressentiment: Reading Data through the Lens of Film to Construct Theory, *17th International Congress of Qualitative Inquiry International Congress of Qualitative Inquiry in Online*.
- Badenhorst, P.**, (2020). Does One Plan a Storm? Interracial Encounters as Tempest, *2020 Curriculum & Pedagogy Virtual Conference Curriculum and Pedagogy Group in Virtual Conference The Curriculum & Pedagogy Group in Online*.
- Badenhorst, P.**, (2020). Antiracism work as emotional storm: Psychoanalytic perspectives on language, *Brazilian Linguistics Association (ABRALIN) Brazilian Linguistics Association (ABRALIN)*.
- Badenhorst, P.**, (2020). Not All 'Woke' Classroom Activities are Anti-Oppressive? A Cautionary Analysis for Teacher Educator, *2020 TxATE Summer Conference Texas Association of Teachers of English (TxATE)*.
- Badenhorst, P., Musanti, S. I., & Estrada, V.**, (2020). Improving Teacher Preparation in HSIs through Community-Based Research, *2020 Curriculum & Pedagogy Conference Curriculum and Pedagogy Group in Virtual Conference*.
- Berry, T. (Presenter), Taliaferro Baszile, D. (Presenter), Scultz, B. (Presenter), Paraskeva, J. (Presenter), Helfenbein, R. (Presenter), & **Jupp, J. (Chair)**, (2020). Contemporary lines of curriculum inquiry, *Annual Curriculum and Pedagogy Conference Curriculum and Pedagogy Group in Online*.
- Chapman, A. (Author & Presenter), Goldberg, E. (Author & Presenter), & Nouri, N. (Author & Presenter)**, (2021). Cultivating the Next Generation of Latina STEM Teachers: How the UTRGV UTeach Program Prepares Latinas to Become Successful STEM Educators, *NSF Includes: Symposium Advancing Latinas in STEM National Science Foundation*.
- Chapman, A. (Panelist)**, Gallard, A. (Panelist), & **Jupp, J. (Chair)**, (2020). Workshop conducted by Angela Chapman and Alejandro Gallard titled "Cultural Studies of Science Education.", *Annual Curriculum and Pedagogy Conference Curriculum and Pedagogy Group in Online*.
- Chapman, A. (Author & Presenter), & Alvarez McHatton, P. M.** (Author & Presenter), (2020). *Mursion Virtual Classrooms*.
- Chapman, A. (Author & Presenter)**, & McHatton, P. (Author & Presenter), (2020). Meeting the Needs of English Learners through Mixed Reality Simulation, *Mursion Virtual Classrooms AACTE and Mursion*.



- Corbeil, J. R. (Author & Presenter),** Suarez, N. A. (Author & Presenter), & **Corbeil, M. E. (Author & Presenter),** (2020). Did You Know? Educational Applications for the Internet of Things, *60th Annual International Association of Computer Information Systems (IACIS) International Association of Computer Information Systems in Virtual International Conference.*
- Corbeil, M. E. (Author & Presenter),** (2021). To Synchronize or Not to Synchronize? A Conversation on Best Practices & Active Learning Strategies for Synchronous Sessions in Online and Hybrid Courses, *UTRGV Center for Teaching Excellence Faculty Professional Development Series Webinar.*
- De Leon, L. (Author & Presenter), Garcia, C. S. (Author & Presenter), & Badenhorst, P. (Author & Presenter),** (2020). In the Shadow of the Virus: Rethinking Affordances and Constraints of Technology surrounding Education in a COVID-19 World, *Curriculum & Pedagogy Group 21st Annual Conference Curriculum & Pedagogy Group in Online.*
- Deleon, L.,** (2021). Proficiency-Based Rubrics, *School of Nursing Faculty Development UTRGV School of Nursing in Edinburg, Texas.*
- Deleon, L.,** (2021). Anatomy of a Rubric, *School of Nursing Faculty Development UTRGV School of Nursing in Edinburg, Texas.*
- Deleon, L. (Presenter),** (2021). Types of Rubrics and the Performance They Evaluate, *School of Nursing Faculty Development UTRGV School of Nursing in Edinburg, TX.*
- Deleon, L.,** (2020). In Search of an Elusive Instructional Framework for Immersive Learning: A Synthesis of Literature, *Immersive Learning Summit Association for the Advancement of Computing in Education (AACE) in Online.*
- De Leon, L., Garcia, C. S., & **Badenhorst, P.** (October 22, 2020). In the Shadow of the Virus: Rethinking Affordances and Constraints of Technology surrounding Education in a COVID-19 World (Panel), *Curriculum & Pedagogy Group 21st Annual Conference Curriculum & Pedagogy Group in Online.*
- Diaz, M. E. (Presenter), Aguilar, J., & Vizcaino, V.,** (2021). An examination of Latinx bilingual preservice elementary teachers' mathematical proficiency and language use when solving mathematical tasks, *Texas Academy of Science (TAS) annual conference in Virtual.*



- Estrada, V. (Author & Presenter), Musanti, S. I. (Author & Presenter), & Badenhorst, P. (Author & Presenter),** (2020). Transforming Teacher Education: Establishing a Practice-Based Community Engaged Teacher Preparation Program at a Hispanic Serving Institution (HSI), *2020 CSOTTE Conference Consortium of State Organizations for Texas Teacher Education in Virtual*.
- Garcia, C., & Love, D.,** (2021). Challenges and Celebrations, *edTPA Spring Institute Texas Education Agency (TEA) and edTPA in Virtual*.
- Garcia, C. (Presenter), Zamora, R. (Presenter), & Hall, G. (Author & Presenter),** (2020). Revisiting Innovation Configuration Maps (ICMs) for Virtual/Remote Teaching and Learning, *UTS Turnaround Partnership in Virtual*.
- Garcia, C. (Author & Presenter), & Garcia, R. (Author & Presenter),** (2020). Observing Interactions and Learning Environment in High Needs High School in South Texas, *NSSA Fall Virtual Conference 2020 National Social Science Association in Virtual*.
- Garza, R. (Author & Presenter), & Jupp, J. (Author),** (2021). Arrebatando Experiencias Escolares: Infusing Chicana Studies into Chicana Preservice Teachers Social Studies Methods Classes, *2021 Virtual AERA Annual Meeting. American Educational Research Association in Virtual*.
- Garza, R. (Author),** (2021). Arrebatando experiencias escolares: An Itinerant Curriculum Theory approach to conscientizing Chicana pre-service educators, *26th Annual Curriculum Camp: International Conference for graduate students for the LSU Curriculum Theory Graduate Student Collaborative LSU Curriculum Theory Graduate Student Collaborative in Baton Rouge, LA*.
- Garza, R. (Author),** (2020). Arrebatando experiencias escolares: Introducing critical elements of culturally sustainable teaching to critical Chicana educators for Aztlan, *21st Annual Conference of the Curriculum & Pedagogy Group Curriculum & Pedagogy Group in Virtual*.
- Garza, R., Williams, Z. (Author & Presenter), Guillen, E. (Author & Presenter), Armonda, A. (Author & Presenter), Landeros, J. (Author & Presenter), & Jose, C. (Author & Presenter),** (2020). UT Rio Grande Valley and UT Aus Graduate Students: What Critical Research is Going on Now?, *21st Annual Conference of the Curriculum & Pedagogy Group Curriculum & Pedagogy Group in Virtual*.



Garza, R. (Presenter), Williams, Z. (Presenter), Eva, G. (Presenter), Armonda, A. (Presenter), Landeros, J. (Presenter), José, C. (Presenter), Noah, D. L. (Discussant), & **Jupp, J. (Chair)**, (2020). UT Rio Grande Valley and UT Austin graduate students: What critical research is going on now, *Annual Curriculum and Pedagogy Conference Curriculum and Pedagogy Group in Online*.

Garza, R. (Panelist), Williams, Z. (Panelist), Guillen, E. (Panelist), Armonda, A. (Panelist), Landeros, J. (Panelist), Jose, C. (Panelist), Jupp, J. (Chair), & De Lissovoy, N. (Co-Chair), (2020). UT Rio Grande Valley at UT Austin graduate students: What critical research is going on now?, *Annual Meeting of the Curriculum and Pedagogy Group University of Texas Rio Grande Valley*.

Guajardo, F. (Presenter), & **Jupp, J.**, (2020). A Life of learning and teaching through place in the Rio Grande Valley: What might place-based educators take away? *Annual Curriculum and Pedagogy Conference Annual Meeting of the Curriculum and Pedagogy Group in Online*.

Hesse, C. A. (Author & Presenter), La Serna, J. J. (Author & Presenter), & **Jewett, L. M. (Author & Presenter)**, (2021). Critically Unconscious? Unconsciously critical? Critical Consciousness in Dual language/Two Way Immersion, *2021 Annual Meeting of the American Educational Research Association AERA in Virtual*.

Ibarra, B. (Author & Presenter), Johnson, C. (Author & Presenter), Bocanegra, L. (Author & Presenter), Cantu, I. (Author & Presenter), & **Badenhorst, P. (Coordinator/ Organizer)**, (2020). Addressing Student Success through Nurturing Emotional and Affective Wellbeing in Schools & Classrooms, *2020 Curriculum & Pedagogy Virtual Conference Curriculum and Pedagogy Group in Virtual Conference The Curriculum & Pedagogy Group in Online*.

Jewett, L. (Author & Presenter), & Badenhorst, P. (Author & Presenter), (2021). Anthropology of Bloodless Bullfighting, *2021 17th International Congress of Qualitative Inquiry International Congress of Qualitative Inquiry in Champaign Urbana*.

Jewett, L. (Author & Presenter), & Badenhorst, P. (Author & Presenter), (2021). Waterworld: H2O as Constituent of Social Research, *2021 17th International Congress of Qualitative Inquiry International Congress of Qualitative Inquiry in Online*.

Jewett, L., & Hesse, C. A. (Author & Presenter), (2021). Redesignating ourselves: Critical dialogue, institutional praxis and HSI curriculum transformation, *2021 American Educational Research Association AERA in Virtual*.



- Jewett, L. M. (Author & Presenter),** & Hesse, C. (Author & Presenter), (2021). What Does It Mean to be Latinx Transforming Doctoral Programs at an Hispanic Serving Institution, *2021 Annual Meeting of the National Association of Hispanic and Latino Studies NAAAS in Online.*
- Jewett, L. (Author & Presenter),** & Hesse, C. (Author & Presenter), (2021). From Complicit Colonists to Curricular Contrabandistas, *2021 Annual Meeting of the National Association of Hispanic and Latino Studies NAAAS in Virtual.*
- Jewett, L. (Author & Presenter),** & Hesse, C. (Author & Presenter), (2020). Can Virtual Higher Education Be Culturally and Linguistically Responsive? Responsive Curriculum and Instruction in the Covid19 Era, *2020 Curriculum & Pedagogy Conference C & P in Virtual.*
- Jewett, L. (Author & Presenter),** & Kittleman, E. (Author & Presenter), (2021). Nesting Place(s): Uncovering Fertile Grounds Through Place-Based Approaches, *2021 Annual Meeting of the American Association for the Advancement of Curriculum Studies AAACS in online.*
- Jewett, L. (Author & Presenter),** & Yanez Medrano, K. A. (Author & Presenter), (2021). Critical Communities as Praxis and Belonging, *2021 Annual Meeting of the American Educational Research Association AERA in Virtual.*
- Jupp, J.,** Ming Fang, H. (Presenter), & William, S. H. (Presenter), (2020). The Oxford Encyclopedia of Curriculum Studies in Education, *Annual Curriculum and Pedagogy Conference Curriculum and Pedagogy Group in Online.*
- Khan, B. H. (Moderator), Dede, C. (Panelist), **Corbeil, J. R. (Panelist),** Khan, F. (Panelist), Smith, R. (Panelist), (2021). E-Learning and the Future of Higher Education, *Foundation for Advancement of Innovations in Technology and Health (FAITH), Bangladesh.*
- Krause, G. (Author), Silva, J. (Author), & **Aguilar, J. (Author & Presenter),** (2020). LANGUAGE: A HIDDEN RESOURCE IN PREPARING BILINGUAL PRE-SERVICE TEACHERS, *42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education North American Chapter of the International Group for the Psychology of Mathematics Education in Mazatlan, MX.*
- Lu, M.-T. P.,** (2021). Developing 21st Century Skills for Studying Abroad and a Colorful Life: Higher Education and Beyond, *MOE Higher Education Deep Cultivation Programme National Kaohsiung Normal University; Ministry of Education in Online; Kaohsiung, Taiwan.*



- Lu, M.-T. P.**, (2021). Interdisciplinary Curriculum and Instruction, *TKU Educator Preparation Program Tamkang University in New Taipei City, Taiwan*.
- Lu, M.-T. P.**, Lee, S., Kowalsky, R., **Yoo, S.**, (2021). Exploring Mental, Physical and Educational Factors that Influence Freshman-Year College Students' Health—An Investigation on Gender Difference, *International Organization for Health, Sports, and Kinesiology 2021 Annual Conference*.
- Lu, M.-T. P. (Author & Presenter)**, (2021). Positivity for Resilience and Success, *Distinguished Invited Seminar National Sunyatsen University in Kaohsiung, Taiwan*.
- Lu, M.-T. P.**, (2020). Stay Active Stay Positive: Balancing Work/ Family/ Life, Kappa Delta Pi Special Talk Event KDP-OE in *www*.
- Lu, M.-T. P. (Author & Presenter)**, Chavez, B. (Author & Presenter), (2020). Asian Professors' Experiences and Perspectives of Working in a Borderland HSI, *Curriculum and Pedagogy 21st Annual Conference Curriculum and Pedagogy Group and UTRGV in UTRGV Zoom*.
- Lu, M.-T. P. (Author & Presenter)**, Chavez, B. (Author & Presenter), (2020). Borderland University Students' Geoscience Learning Experiences, Curriculum and Pedagogy 21st Annual Conference Curriculum and Pedagogy Group and UTRGV in UTRGV Zoom.
- Lu, M.-T. P. (Author & Presenter)**, Chavez, B. (Author & Presenter), (2020). Karen Freakout: Racism in COVID-19, Curriculum and Pedagogy 21st Annual Conference Curriculum and Pedagogy Group and UTRGV in UTRGV Zoom.
- Lu, M.-T. P. (Author & Presenter)**, Chavez, B. (Author & Presenter), (2020). Social Justice Teaching and Learning through Social Media: Lessons Learned from United Airlines' Passenger Assault Scandal, *Curriculum and Pedagogy 21st Annual Conference Curriculum and Pedagogy Group and UTRGV in UTRGV Zoom*.
- Lu, M.-T. P. (Author & Presenter)**, Chavez, B. (Author & Presenter), (2020). Social Justice Teaching and Learning: A Case Study on Micro-Aggressions Toward Racial Minorities and How to Deal with Them, *Curriculum and Pedagogy 21st Annual Conference Curriculum and Pedagogy Group and UTRGV in UTRGV Zoom*.
- Lu, M.-T. P. (Chair)**, (2020). STEM Education and Curriculum for STEM, *Curriculum and Pedagogy 21st Annual Conference Curriculum and Pedagogy Group and UTRGV in UTRGV Zoom*.



Lu, P. P. (Author & Presenter), (2021). STEM Education: Past, Present and Future, the 4th Annual RGV STEM Education Conference The University of Texas Rio Grande Valley in Zoom.

Lu, P. P. (Author & Presenter), (2021). STEM Faculty Perspectives of Active Learning via PRIMERS LxD, *the 4th Annual RGV STEM Education Conference The University of Texas Rio Grande Valley in Zoom.*

Miller, J. (Presenter), & **Jupp, J.,** (2020). Workshop conducted by Janet Miller titled "Curriculum theory, curriculum history, and feminisms.", *Annual Curriculum and Pedagogy Conference Curriculum and Pedagogy Group in Online.*

Nouri, N. (Author & Presenter), & Saberi, M. (Author), (2021). Curriculum Fidelity in the Higher Education: Reasons Behind the Lack of Implementation Fidelity, *American Educational Research Association (AERA) in virtual.*

Nouri, N., Rodriguez, A. D. (Author & Presenter), & Saberi, M. (Author), (2021). Proposing Translanguaging Pedagogical Competencies for Enhancing Science Learning for Bilingual Students: A Meta-Synthesis Approach, *National Association for Research in Science Teaching (NARST) in Virtual.*

Nouri, N., & Saberi, M. (Author), (2021). Using Nature of Science Skills to Overcome Misconceptions in Kinematics.", *4rd Annual RGV STEM Education Conference NSF in Virtual.*

Nouri, N., (2021). Latinx Preservice Teachers' Experiences and positions with Translanguaging Pedagogy in Science Classes, *Annual Meeting of the Association for Science Teacher Education in virtual.*

Pena, C., Estrada, V., & Love, D., (2021). Enacting High-Leverage Practices Using Mursion in a Teacher Education Program, *SITE 2021 Conference Society for Information Technology and Teacher Education.*

Shim, J.M., & **Badenhorst, P.** (October 22, 2020). Does One Plan a Storm? Interracial Encounters as Tempest, *2020 Curriculum & Pedagogy Virtual Conference Curriculum and Pedagogy Group in Virtual Conference The Curriculum & Pedagogy Group in Online.*

Smith, K., & Chapman, A., (2020). Supporting the preparation of science and mathematics teachers in rural South Texas, *2020 Noyce Summit in Washington, DC.*



Torres-Avila, M. (Presenter), Weimer, A. (Presenter), & **Chapman, A. (Presenter),** (2021). Speaking My Language: How Teaching Undergraduate Freshmen Biology Courses Bilingually Enhances Learning, *4th Annual STEM Education Conference The University of Texas Rio Grande Valley and The National Science Foundation in Edinburg, TX.*

Vega, G. (Presenter), & **Jupp, J. (Chair),** (2020). Workshop conducted by Gabriel Vega titled “No methodology in the study of Juchi-Rap in decolonizing youth culture.”, *Annual Curriculum and Pedagogy Conference Curriculum and Pedagogy Group in Online.*

Zhang, Z., Castaneda, M., & Abrego, J. C., (2021). The contingency validity of two questionnaires in both professional learning communities and teacher leadership—a multidimensional scaling analysis., *SERA 2021 SERA in On-line.*

Zhang, Z., (2021). The contingency validity of two questionnaires in both professional learning communities and teacher leadership—a multidimensional scaling analysis, *SERA.*

Zhang, Z., (2021). Understanding school effects in USA using multilevel analysis: Findings from TIMSS 2019, *SERA.*

Zhang, Z., & Telese, J. A., (2021). Understanding school effects in USA using multilevel analysis: Findings from TIMSS 2019, *SERA 2021 SERA in Online.*

Zhang, Z., (2021). The association between systemic disease and affliction with both glaucoma and macular degeneration, *UNC Medical Education Conference 2021.*



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