About the Contributors

Jared Keengwe is a Professor of Education at the College of Education and Human Development, University of North Dakota, USA. Prof. Keengwe is the editor-in-chief of two IGI Global Book Series: Advances in Higher Education and Professional Development (AHEPD) and Advances in Early Childhood and K-12 Education (AECKE). He serves on the editorial review board of several international journals and is also the editor-in-chief of two journals: The British Journal of Education, Society and Behavioral Science and The Journal of Education and Learning (EduLearn). Prof. Keengwe has published more than 100 publications in refereed journals, books, book chapters, and conference proceedings. Prof. Keengwe’s work was honored with the 2011 UND McDermott Faculty Award for Excellence in Academic Advising. He was also a recipient of the 2010 North Dakota Spirit Faculty Achievement Award, and the 13th Annual Martin Luther King Jr. Award in recognition of significant contribution in scholarship and service respectively. At the national level, Keengwe was one of the 10 recipients selected to receive the 2010 American Educational Research Association (AERA) Teacher Education Travel Award.

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Beatrice Adera is a member of the faculty at West Chester University of Pennsylvania, Special Education Department. Prior to transitioning to higher education teaching faculty position, Dr. Adera worked for Denton Independent School District (Denton, Texas) as a Special Education Teacher/Transition Coordinator and ESL support for ELL with disabilities included in her classroom. She has taught a variety of undergraduate face-to-face and online courses in Special Education and also teachers and online graduate courses for the UDL/AT certification program at West Chester University. Her research interests include collaboration and partnerships with families from CLD backgrounds, preparation of culturally responsive teachers, inclusion of individuals with disabilities in mainstream educational establishments in Africa and technology integration in the classroom. In addition, she has published in refereed journals and presented at a variety of regional, national and international conferences.

Laurie Alisat is a Consultant and Researcher in Gifted Education in Canada. She has worked with gifted students for years in a variety of ways. These include: as a classroom teacher in both community and specialized settings, system wide support for teachers with gifted learners, and as an Instructor at the University of Calgary in Inclusive Learning and the Development of Creativity using Integral Theory. Laurie combines her studies of designing schools, recognizing the different spaces of possibility, and gifted learners, to create learning environments where students can flourish. Working with parents, teachers and other educational professionals around the characteristics, experiences, and needs of gifted
learners, Laurie is passionate about creating appropriate meaningful challenge for students, through compassionate relationships, building confidence and resiliency. Her most recent research focused on the experience of schooling for gifted boys in alternative settings.

**Carla Amaro-Jiménez** is an Assistant Professor in the Department of Curriculum & Instruction at the University of Texas at Arlington (UTA). As an experienced bilingual education teacher and educator, she now works with preservice and inservice teachers as well as administrators who work with English learners and their families. She received both her master’s and doctoral degrees in Literacy with a specialization in teaching English as a second language from the University of Cincinnati. Her bachelor’s degree is in early childhood education from the Universidad Latina de Costa Rica. Her research focuses on the intersections between teacher preparation, classroom instruction, and family involvement to identify additive practices to support English learners in diverse 21st-century classrooms. She is the Director of the Pathways to College Access and Career Readiness Program, which includes the implementation of UTA-manned GO Centers and parent/community outreach efforts.

**Javonta Arnold-Fowlkes** is a graduate of Portland YouthBuilders, where he earned his diploma. Currently, his goal is to get his driver’s license and work to save up to buy a car. Then, he plans to apply for entry into the carpenters’ apprenticeship program. Javonta loves to skateboard and has been a great friend and supporter of many students at Portland YouthBuilders. He presented at the Portland State University Student Research Symposium in May 2015 and at the International Mathematics, Education, and Society Conference in June 2015. In addition to contributing many other ideas to this chapter, he gets credit for the title when he summarized our chapter by asking, “Isn’t this just about how we learn?”

**Anita Bright** is an Assistant Professor in the Department of Curriculum and Instruction at Portland State University in Portland, Oregon. Dr. Bright is the ESOL Program Supervisor, and teaches courses in ESOL, Social Justice, and Mathematics Education. With over 20 years of experience as a K-12 public school teacher, her primary research interests draw from critical theory and include explorations into the ways curricular materials may function as reproducers of culture, and the ways microaggression may influence students, their families, and the climate of educational settings. Her research also includes a focus on the ways pre-service teachers conceptualize ideas of social justice, and explores the ways they use discourse to explain, defend and justify their thinking.

**Jessica H. Burbach** has been a mathematics teacher for nearly ten years. Currently, she teaches at an alternative school, Portland YouthBuilders, where she has worked for the past seven years. She is also a doctoral student in the Educational Leadership program at Portland State University. Her research interests include culturally responsive and social justice mathematics teaching, the experiences of youth who are pushed out of school, and youth participatory action research. She has presented at multiple conferences including the International Mathematics, Education, and Society Conference in June 2015, the National Association for Multicultural Education Conference in October 2015, and most recently at the Creating Balance in an Unjust World Conference on Math Education and Social Justice in January 2016.

**Catherine M Burgess** is currently a Senior Lecturer in Education and Aboriginal Studies curriculum at the University of Sydney. She has extensive teaching experience in secondary schools and over 30 years experience in Aboriginal education. Key areas of interest include social justice education, teacher
professional learning, parent and community engagement and improving outcomes for Aboriginal students in the school system. Cathie was Chief investigator on significant research projects such as: the Connecting to Country Research Report, the Connected Communities Narrative Research Project, Developing teachers’ pedagogical cultural identity through cultural immersion – the key to engaging Australian Aboriginal students and their families in education, and Issues in Teaching and Learning in Mandatory Indigenous Education University Courses. She is an Associate Life Member of the NSW Aboriginal Education Consultative Group and President of the Aboriginal Studies Association NSW.

Anika Spratley Burtin is an Assistant Professor in the Graduate Education Program at the University of the District of Columbia and serves as the Graduate Program Coordinator. Dr. Burtin received her Bachelor’s degree from Spelman College. She obtained her Master’s degree in English Education from Teachers College, Columbia University and earned her doctorate in Learning Sciences from Northwestern University. She is a former high school English teacher and administrator. Her professional experience has always been situated in urban schools. She has worked as an educational consultant, curriculum writer, and professional development facilitator for schools in Washington, DC, Baltimore, and Chicago. Dr. Burtin’s research primarily focuses on issues of expert practice in teaching, specifically as it relates to literacy education, literary reasoning, and struggling adolescent readers.

Amy Yun-Ping Chen is a doctoral candidate and course instructor at Saint Louis University, Missouri. Her research interests are mainly in issues regarding multicultural social justice education. The studies specifically focus on teacher education, diversity education, urban school and community, equality and equity in education, bilingual/immersion programs, and among others. She is regularly participating different regional, national, and international conferences. Her current research examines the effectiveness and consistency of multicultural coursework in teacher preparation programs and investigates preservice teachers’ pedagogy and application of multicultural theories.

Veronika Bohac Clarke is Associate Professor in the Werklund School of Education at the University of Calgary in Alberta, Canada. She has been using the Integral Model in teaching since 2001. She has coordinated Master’s level programs in Integral Curriculum Development, and currently coordinates a doctoral program in Curriculum – Integral Theory.

Courtney K. Clausen is a doctoral student at the University of Northern Iowa pursing her Ed.D. in Curriculum and Instruction. She spent six years teaching secondary social studies (American history, psychology, and sociology) and two years as a Student Teaching Coordinator before returning to school as a full-time student and graduate assistant. She enjoys co-teaching and teaching preservice teachers in elementary social studies courses where she integrates multicultural and social justice education, as well as a transformative perspective of teaching social studies. Her research interests include culturally relevant pedagogy, culturally responsive teaching, multicultural education, and social justice education. Her current research explores the ways in which self-identified social justice teacher educators integrate social justice into teacher education courses.

Sarah Q. Coupé is an Educational Consultant who obtained her doctoral degree in Education from Northeastern University. Dr. Coupé’s interest is reflective of her background as a Haitian American and her experience as a teacher in the Boston Public Schools. Her work focuses in teacher development on
a global scale where she is currently conducting research in teacher development in her native, Haiti. Moreover, her desire to work with a diverse population and also the immigrant communities in the United States by promoting educational awareness, culturally proficient pedagogy, social justice education motivate her work as an educational consultant.

**Omobolade Delano-Oriaran** is an Associate Professor in the Department of Teacher Education at St. Norbert College in DePere, Wisconsin. Her research interests focus on the infusion of critical service-learning and multicultural education in teacher preparation programs, and she enjoys engaging teacher candidates to be change agents for social justice in the classroom and the community. She has published in the *Journal of Teaching and Learning in Higher Education*, the *Journal of Education for Teaching*, *Sociology of Education: An A-to-Z Guide*, and *Encyclopedia of Human Services and Diversity*. With her co-authors, she is the lead editor of *The SAGE Sourcebook of Service-Learning and Civic Engagement* and is a consultant with *3 Cs: Providing the Critical Content for Change*.

**Judi Simmons Estes** is an Associate Professor and Associate Dean in the School for Education at Park University; Parkville, Missouri. Dr. Estes has a research interest in preparing teacher candidates to work with diverse populations of students through use of culturally responsive teaching practices. Dr. Estes has a long history of working in diverse settings including urban core schools in Kansas and Missouri and with rural migrant populations in the Central Valley of California. Additionally, she has been a teacher and administrator working with special education programs in school districts and with the California State Department of Education.

**John Robert Evans** is Professor of Indigenous Health Education in the Faculty of Health at the University of Technology Sydney. John is a Chief Investigator on two Australian Research Council Grants investigating the role of sport in Australian Indigenous communities. His previous research has focused on pedagogy in sport, Indigenous sport and the relationship between sport, health and education in Indigenous communities. John has a background in elite sport as an athlete and coach and continues to work with elite coaches in Australia and New Zealand and is deeply interested in the role of pedagogy in sport. John was a co-author of the book *Advances in Rugby Coaching; an holistic approach* published in 2015. He has also contributed a chapter called the nature and importance of coach-player relationships in the uptake of Game Sense by Elite Rugby in Australia and New Zealand in the book *Contemporary Developments in Games Teaching*.

**Suzanne Fondrie** is an Associate Professor in the Department of Teaching and Learning at the University of Wisconsin Oshkosh. Suzanne received her Curriculum & Instruction Ph. D. from the University of Wisconsin after teaching for eight years in urban Southwest high schools. She teaches children’s literature and English language arts courses, helping teacher candidates develop a diverse perspective on texts, students, and literacy. She keeps current with classrooms by supervising clinical students and teacher candidates. Her research interests are children’s literature, service learning, and diversity issues in education. Suzanne and her co-authors are also the editors of *The SAGE Sourcebook of Service-Learning and Civic Engagement* and are consultants with *3 Cs: Providing the Critical Content for Change*. 
James Gambrell is an Assistant Professor of Practice in the Department of Curriculum and Instruction at Portland State University in Portland, Oregon. With an unflinching focus on promoting educational justice in K-12 settings, Dr. Gambrell teaches classes in Portland State’s added ESOL endorsement and initial teacher licensure program for elementary and secondary teachers. Dr. Gambrell’s research focuses on the increasingly complex intersections of race, language, and culture within K-12 settings in the US, and explores ways pre-service teachers conceptualize themselves, their students, and the families of their students to be agents of social change within their classrooms, schools, and communities.

Pamela Hampton-Garland in an Assistant Professor of Adult Education at the University of the District of Columbia she has a Bachelor of Science degree in Psychology and a Master of Science degree in Adult Education from North Carolina Agricultural and Technical State University and obtained her Doctor of Philosophy in Educational Leadership and Cultural Foundations degree from the University of North Carolina in Greensboro. Dr. Hampton-Garland’s research interest is in the area of Cultural Studies in Rural and Urban communities. In addition to cultural studies Dr. Hampton-Garland studies the impact of cultural capital on the pursuit of life-long learning for adults in non-formal, informal and formal settings.

Andrew Hibbs is a student at Portland YouthBuilders. He is currently making progress towards completing his GED. He was born and raised in Portland, OR. He is working in the construction industry and hopes to be an architect. Andrew is a laid back person who loves to listen to people and their stories. He has a wonderful sense of humor and loves to make jokes to bring a group together through laughter. His message to the education system is, “Students should be respected. If a student is respected they will give that respect back. We are students, not prisoners.”

Monika Jaiswal-Oliver holds Masters in Organization Leadership in Higher Education and Master in Business Administration from Lewis University. Her capstone study was on Decrease in American students Studying Abroad. She currently serves as the Academic Manager in Business and Entrepreneurship Department Columbia College Chicago. Apart from teaching her fulltime role is working with faculty in curriculum proposal, strategic offering of course schedule every semester, evaluations and outreach of the degree programs and student retention. Her prior experience includes student affairs and student development and leadership and teaching.

Cheyenne Julius is a graduate from Portland YouthBuilders where she earned her diploma. While at Portland YouthBuilders, she had many goals, which she accomplished through motivation and support from others. Now, after graduating, she has even more goals to accomplish. Some of her goals include: moving into her first apartment and supporting and providing the best she can for the son she has on the way. She also plans to attend and graduate from Mt. Hood Community College. She wants to study the veterinary field and obtain her Associate degree in animal science.

Tony Lee is an Associate Director of the United World College Scholars Program at the University of Oklahoma, USA. Dr. Lee received his PhD in Adult and Higher Education with a focus in Workforce Learning and Development. His research interests include international faculty development, international student recruitment and retention, leadership development, mentoring, and job satisfaction at the workplace.
About the Contributors

**Doo Hun Lim** is an Associate Professor in the Adult and Higher Education Program at the University of Oklahoma, USA. Dr. Lim received his PhD in Human Resource Education from the University of Illinois at Urbana-Champaign. He teaches OD, T&D, and evaluation courses at the graduate level. His primary research interests include cross cultural comparison of HRD curriculum, integration of learning and knowledge management, generational studies focusing on knowledge management, and cross cultural organizational issues impacting workplace performance.

**Staci B. Martin** is adjunct faculty in the School of Social Work at Portland State University (PSU) and a doctoral student in the Educational Leadership program at PSU. Her research interests are co-creating spaces for critical hope, pedagogy of hope, and peace building. Her focus is on counternarratives of youth (14-35), comparative higher education, and community-based action research. She has designed, implemented, and evaluated three sustainable psychosocial peace building educational programs in South Africa (nthabiseng project, 2001), Nepal (Khela Project, 2012), and Jamaica (Irie Project, 2010). As a tribute to the power of community-based action research, the programs continue to run in their respective countries. She is committed to building sustainable programs and partnerships that advance inclusiveness, diversity, and accessibility to all youth and their families.

**Nathalie Mizelle-Johnson** is an Associate Professor of Rehabilitation Counseling at the University of the District of Columbia. She has her Doctorate in Rehabilitation Psychology from the University of Wisconsin-Madison and obtained her Master of Science degree in Rehabilitation Counseling and Vocational Evaluation from East Carolina University in Greenville, NC and her Bachelor of Arts degree in Psychology from North Carolina Central University in Durham, NC. Dr. Mizelle-Johnson’s research interests include women and depression, microaggressions, and resiliency with persons with disabilities.

**Bridget M. Morgan** is Associate Professor of Spanish in the Department of World Language Studies at Indiana University South Bend, U.S.A. She teaches and researches topics related to Spanish language, culture, and Spanish American literature. She has published about Spanish American women writers and authors writing in exile. Also, she has translated collections of testimony of life under dictatorship in Chile and an epistolary novel. Her current studies engage classroom action research and the scholarship of teaching and learning, especially topics of heritage and second language acquisition. In addition, she is interested in ethno-linguistic identity in literature, especially the representations of Latinas in young adult fiction.

**Anita Rao Mysore** is Senior Faculty in Teacher Education at Indus Training & Research Institute, Bangalore, India. Prior to this, she worked as an Assistant Professor of Teacher Education at University of Wisconsin-Parkside, USA. She graduated with a Ph.D. in Curriculum & Instruction from the University of Arkansas, majoring in Multicultural Education. She has also worked as a Curriculum Materials Developer at the University of Arkansas and as a Research Assistant for a cultural psychology project of Dr. Joan Miller of Yale University and University of Michigan, on the Indian side in Mysore. Her research interests include, preparing preservice teachers for culturally and linguistically marginalized students in US pre K-12 classes; immigrant—educators, preservice teachers, and pre K-12 students in the US; and digital equity. She is currently examining the attitudes of preservice teachers toward equity issues in daily occurrences, in a collaborative research with her advisor at the University of Arkansas.
MarieGuerda Nicolas joined the Department of Educational and Psychological Studies at the University of Miami in August 2008 and the past Chair of the Department. She obtained her doctoral degree in clinical psychology from Boston University. She completed her predoctoral training at Columbia University Medical Center and her postdoctoral training the New York State Psychiatric Institute/Columbia University, Department of Child Psychiatry. As a multicultural (Haitian American) and multilingual psychologist (Spanish, French, and Haitian Creole), her research is reflective of her background and interests. Her current research centers on partnering with ethnically diverse and immigrant communities to develop culturally effective mental health interventions to combat depression, address issues of racism and racial discrimination stress, enhance the racial and ethnic identity development of children and adolescents, and promote individual, family, and community well-being.

Zandile Nkabinde is an associate professor and a former chairperson for the Department of Special Education at New Jersey City University. She was born and raised in South Africa. Dr. Nkabinde’s areas of research interest include inclusive schooling for children with behavior disorders, high stake testing and its impact on minorities and persons with disabilities, and experiences of immigrant women scholars in higher education. Dr. Nkabinde has presented her scholarship throughout the world in both national and international professional gatherings. She has served in varied capacities in her field of interest. She served as a guest reviewer of Multiple Voices, the Journal of Division of Culturally and Linguistically Diverse Exceptional Learner (DDEL), the Council for Exceptional Children. She is currently a reviewer of multicultural Learning and Teaching. Dr. Nkabinde is affiliated with many professional organizations including: the International Association of Special Education.

Marguerite Penick-Parks, professor and chair of the Department of Educational Leadership and Policy at the University of Wisconsin Oshkosh, received her Ph. D. from the University of Iowa in Curriculum and Instruction after teaching high school in an urban school in Kansas. Her work centers on power, privilege, and oppression as they relate to curriculum issues, with emphasis on the incorporation of quality literature. She appears in the documentary “Mirrors of Privilege: Making Whiteness Visible” and co-edited Everyday White People Confront Racial and Social Injustice:15 Stories. With her co-authors, she is a co-editor of The SAGE Sourcebook of Service-Learning and Civic Engagement and is a consultant with 3 Cs: Providing the Critical Content for Change.

Jennifer (Jenny) L. Penland is the Title V Activity Director & Director of Experiential Learning with Sul Ross State University in Texas. She has worked with Shepherd University, Western Wyoming Community College, Texas A & M University-C, Dickinson State University and her graduate Alma Mater, Lamar University in Beaumont, Texas. Penland’s research has been published in such journals as The Qualitative Report, the Journal of Mentoring & Tutoring, the National Forum of Educational Administration and Supervision, E-Learn 2005, Fourth World Journal, SAGE Multicultural Reference Encyclopedia, Intercontinental Cry Magazine, XanEdu Publishing, the Journal of Teaching and Teacher Education with the University of Bahrain and IGI’s Handbook of Research on Educational Technology Integration and Active Learning. Penland continues her research interests in cultural resiliency and persistence in higher education and has produced a micro-cultural film. She has been appointed as a Tribal scholar/ educational consultant with the AAIWV.
About the Contributors

Natalie J. Pitre is a Lecturer in the Faculty of Education at Queen’s University in Ontario, Canada. She has twelve years of combined teaching and leadership experience in English and English as an Additional/Foreign Language programming in secondary and post-secondary contexts in Canada and abroad in Japan, Switzerland, Egypt, China, and the United Arab Emirates. For the past two years during the completion of her doctorate in educational leadership K-12 with a focus on international education, she has taught in the Faculty of Education at Queen’s University. Natalie recently accepted a position as an Academic Quality Manager for English/EFL programming with the Dipont Education Management Group in China for the fall of 2016. Her research interests are in the area of educational leadership and intercultural competence development.

Gigi Posejpal has been involved in international education for quite some time. She taught Spanish Language and Culture at DePaul University and the College of DuPage and later served as Assistant to the Dean of Students at Columbia College Chicago, providing support services and immigration advising to international students and scholars. She then headed up the International Undergraduate Admissions division, while overseeing the Office of International Student Affairs. Gigi serves as Director of the Office of International Student Affairs, which provides international students and scholars with a “home away from home” by creating a nurturing and supportive living and learning environment by enhancing their academic, cultural, and social experiences through programs, services and opportunities for student involvement. She holds a BA in Spanish Language and Culture, with a Bi-Lingual/Bi-Cultural Endorsement and K-12 Teaching Certification from St. Mary’s College, Notre Dame, IN, and an MA degree in Spanish from Northwestern University.

Johnathan Sakaith is a graduate from Portland YouthBuilders. He earned his GED in January of 2016. He presented at the Portland State University Student Research Symposium in May 2015. He recently moved back to his hometown in San Diego, California and is figuring out his next steps. He is looking forward to finding a secure job and a place of his own. In his own words, “I’ve faced many obstacles in my past and have gotten through every one of them and I know there will be many more challenges along the way. I’d like to thank the staff at Portland YouthBuilders for all of their support while I attended there, and my mom for helping me stay on this path of success.”

Peggy Semingson is an Associate Professor of Curriculum and Instruction at The University of Texas at Arlington where she teaches courses in Literacy Studies. Dr. Semingson has experience as a classroom teacher and reading specialist in Southern California and Texas. She earned her M.Ed. in Reading Education from Texas State University, San Marcos in 2004 and her Ph.D. in Curriculum and Instruction with a specialization in Language and Literacy Studies from The University of Texas at Austin in 2008. Her research interests include digital pedagogies and students who face challenges in reading. She has published in Teachers College Record, Research in the Teaching of English and other peer-reviewed journals. She was awarded the Jeanne S. Chall Research Grant from Harvard University during 2009-2010 and received the Platinum Best Practices Award for Excellence in Distance Learning Teaching from the United States Distance Learning Association in 2013.

Ursula Thomas has experience in a variety of research-based strategies that encourage developmentally and culturally appropriate techniques. She has taught from preschool to second grade and she has served as a Title I reading specialist. She also has a vibrant career in higher education. Her extensive
research with teacher knowledge gives her the insight needed to help teachers adopt age appropriate strategies that are culturally relevant. She is currently the Director of Field Experience and Assessment for Education at Georgia State University-Perimeter College. Her research interests include diversity, social justice, culturally relevant pedagogy, cultural mediation, multicultural education, gender issues in curriculum and teaching, service learning, technology and leadership. She earned a bachelor’s degree of science in early childhood education at Alabama State University, a master’s degree of science in early childhood education at Auburn University-Montgomery, and a Doctorate of Education at The University of Alabama.

**Ellen Yeh** holds a Ph.D. in Curriculum and Instruction with a specialization in second language education from Ohio University. She currently serves as a director and lecturer of English as an Additional Language Program at English Department in Columbia College. Her research interests include media literacy education, Computer Assisted Language Learning (CALL) instruction design, intercultural studies, teacher education and the education of diverse populations. She has taught in ESL institutes in Taiwan and the United States. She was a coordinator in the Helen M. Robison Center for Reading, where she was responsible for designing tutor-training sessions and assisting the coordination of the center. She has written a book chapter titled “Enhancing linguistic and intercultural competencies through the use of social network sites and Google Earth” and published a research article that is entitled “Teaching culture and language through the multiple intelligences film teaching model in the ESL/EFL classroom.”