About the Contributors

Heejung An is a professor of educational technology, science education, and the director of the M. Ed in Curriculum and Learning Program at the College of Education, William Paterson University. Her main areas of research involve exploring how technology impacts cognition and how K-12 teachers can use technology effectively for teaching and learning. She also focuses on bridging local and global experiences that can benefit teaching in diverse school settings. Dr. An received her Ed.D. from Teachers College, Columbia University.

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Jackie Marshall Arnold is an assistant professor in the Department of Teacher Education at the University of Dayton in Dayton, Ohio where she teaches courses in children’s literature, literacy, and reading methods. She teaches in the undergraduate and graduate literacy programs, and works with teachers through job-embedded and long-term professional development experiences. Her research interests include effective professional development, best practice literacy instruction, and utilization of strategic instruction to support struggling readers.

Johnell Bentz is the Assistant Head and Clinical Associate Professor of Special Education at the University of Illinois at Urbana-Champaign. Her areas of interest and teaching focus on the Culture of Disabilities and fostering inclusivity for individuals with disabilities in all aspects of society. Dr. Bentz teaches undergraduate and graduate courses for both education and non-education majors on issues of disability civil rights. She is the 2016 recipient of the University of Illinois Campus Award for Excellence in Online & Distance Teaching.

Barbara A. Bradley, PhD, is an Associate Professor in Reading Education in the Department of Curriculum & Teaching at the University of Kansas. Dr. Bradley’s research focuses on early literacy and book sharing, and she teaches courses related to literacy in the elementary grades, reading comprehension, and the evaluation of reading research. She has been co-directing a study abroad for education majors in Italy since its inception in 2001.

Stephanie Marie Branson is currently a doctoral candidate in elementary education and literacy studies at the University of South Florida. She was an elementary educator for more than ten years and now works with preservice teachers, preparing them for the literacy classroom. Her research interests include teacher education, alternative field experiences, and digital literacy practices.
About the Contributors

**Hyesun Cho** is an assistant professor of TESOL in the Department of Curriculum and Teaching at the University of Kansas. She received her MA and Ph.D. degrees from the University of Hawaii at Manoa. Prior to her graduate studies in Hawaii, she taught English in secondary schools in Seoul, Korea. She also taught linguistic minority high school and undergraduate students, and worked with public school teachers in Hawaii. Dr. Cho is the recipient of the 2008 Outstanding Dissertation of the Year Award from the Second Language Research SIG at the American Educational Research Association. Her work has appeared in Language and Education, Computers and Education, Curriculum Inquiry, and Teaching and Teacher Education. Her research interests include social identity of ESL learners and teachers, critical literacy, heritage language education, academic writing for English language learners in higher education and teaching for diversity and social justice.

**Patricia Clark** is Professor and Chair of the Department of Elementary Education at Ball State University in Muncie, IN. She has taken undergraduate and graduate students on study abroad trips to Mexico, Jamaica, and Costa Rica. Dr. Clark is particularly interested in the impact of cultural immersion experiences on both preservice and inservice teacher attitudes towards diversity.

**Denise Davis-Maye**, a licensed clinical social worker, is a native New Yorker. She is currently an Associate Professor in the Department of Sociology at Auburn University Montgomery. With over 25 years of experience in Social Work practice, Dr. Davis-Maye is an alumna of Clark Atlanta University. She completed graduate work at Hunter College of the City University of New York, and the University of Alabama. Her research interests include the well-being, and cultural and familial impact on the emotional development of adolescent girls of African ancestry, as well as the global connections and leadership development of women and girls of color.

**Danielle V. Dennis** is an associate professor of literacy studies at the University of South Florida (USF). She serves as the Director of the Cambridge Schools Experience, an alternative field placement for early childhood and elementary undergraduates, as well as graduate level students in literacy studies. She also serves as the Co-Director of USF’s Urban Teacher Residency Partnership Program, an intensive field-based undergraduate elementary education program in partnership with Hillsborough County (FL) Public Schools. She teaches coursework related to literacy, language, and policy at the undergraduate, Master’s, and doctoral level. Her research interests include literacy assessment, policy, and teacher development, particularly in international settings.

**Jeanne D’Haem** is an Associate Professor of Special Education at William Paterson University. She was a Director of Special Services and a special education teacher for over thirty years. She has presented at many national and international conferences. She has published two prize-winning books and numerous journal articles. The Last Camel, (1997) published by The Red Sea Press, Inc. won the Paul Cowin prize for non-fiction. Desert Dawn with Waris Dirie (2001) has been translated into over twenty languages.
Cheryl Dozier, associate professor at the University at Albany and a former K-8 classroom teacher, prepares literacy specialists to become responsive teachers. In 2013 Cheryl received the IRA Jerry Johns Outstanding Teacher Educator in Reading Award. Cheryl is the author of Responsive Literacy Coaching and Critical Literacy/Critical Teaching: Tools for Preparing Responsive Teachers with Peter Johnston and Rebecca Rogers. She presents on responsive literacy coaching nationally and internationally and co-leads a faculty led study abroad trip with Joy Stephens.

Andrea M. Emerson is a doctoral student in Early Childhood Education in the Department of Curriculum & Instruction at Clemson University, Clemson, South Carolina. Andrea’s research focuses on preschool practitioners professional development, stress and efficacy as well as preschool age children’s social emotional development and family/school engagement. She teaches courses related to child development and social emotional development of children birth to five. She began co-directing a study abroad for education majors in Italy in 2016.

Dorothy Feola is a Professor and Associate Dean in the College of Education at William Paterson University. Research interests include literacy, school/university partnerships, and international collaborations.

Brian M. Flores received his BS in Elementary Education from the College of Saint Rose in 1997, and his MA in Reading Education K-12 from the University of South Florida in 2012. He is a former elementary school teacher who is currently pursuing his PhD. In Literacy Studies: Curriculum and Instruction at the University of South Florida where he is a Graduate Assistant. As a Graduate Assistant he works as a Research Assistant, facilitator and Literacy Content Coach for the Cambridge School Experience study abroad program, as well as the Literacy Content Coach to pre-service teachers in an Urban Teacher Residency Partnership Program. His research interests are literacy content coaching for pre-service teachers, pre-service teacher identity, and student-centered literacy pedagogical practices.

David Fuentes is an Assistant Professor in the Department of Elementary & Early Childhood Education, at William Paterson University of New Jersey. He teaches courses aimed at preparing inquiring teacher candidates for teaching in diverse settings, as well as courses that examine the historical and philosophical foundations of education in the United States. His current research focuses on the diversification of the teacher workforce. Dr. Fuentes earned his Ph.D. in Curriculum and Instruction from The Pennsylvania State University.

James Gambrell is an Assistant Professor of Practice at Portland State University. James teaches classes relating to educational justice in Portland State’s added ESOL endorsement and Bilingual Teacher Pathway licensure program for primary and secondary teachers. Dr. Gambrell’s research focuses on equity relating to intersections of race, language, and culture.

Ye He is an Associate Professor in the Teacher Education and Higher Education Department at the University of North Carolina at Greensboro (UNCG). Her research focuses on the promotion of strength-based, community-engaged culturally responsive practices in education.
About the Contributors

Carolyn Walker Hitchens is an associate professor at Ball State University. Her areas of expertise include literacy studies, qualitative research, and informal learning environments. She has traveled abroad with undergraduate students to England, Mexico, and Jamaica.

Carrie E. Hong is an associate professor of literacy at William Paterson University. Her research interests include reading, writing, and balanced literacy; literacy teacher education; and teacher preparation for teaching students from diverse linguistic and cultural backgrounds.

Tamara Bertrand Jones is an Assistant Professor of Higher Education in the Department of Educational Leadership and Policy Studies at Florida State University. Her research examines the sociocultural influences on socialization during graduate education and the professional experiences of underrepresented populations in academia. She is a founder and past president of Sisters of the Academy Institute, an organization that promotes collaborative scholarship and networking among Black women in the academy. She collaborated with fellow scholars to write Pathways to Higher Education for African American Women (Stylus Publishing) and Cultivating Leader Identity and Capacity in Students from Diverse Backgrounds (Jossey-Bass).

G. Kasun is Assistant Professor in the Department of Middle and Secondary Education at Georgia State University. She researches issues related to language learners, equity in education, transnationalism, and ways of knowing.

Tina Keller is an assistant professor of TESOL at Messiah College.

Anthony Kline is an assistant professor of education at Trine University. He is deeply interested and invested in local and international communities and has led multiple educational programs for pre-service teachers in these contexts. He has immersed himself in over thirty international experiences, including teaching on four continents. His research focuses on how culture, gender, and social emotional intelligence impact the elementary classroom.

Samantha Kopp is a graduate of William Paterson University with a B.A. in Sociology and Elementary Education. She has also completed her Teacher of Students with Disabilities Endorsement. Currently, she is a special education teacher. Her areas of interest include education, family, multiculturalism and literature. Participation in the Fulbright-Hays trip to South Korea was her first experience studying abroad. She hopes to continue to study abroad in the future to improve her teaching.

Lusa Lo is an Associate Professor and Director of the Special Education Program in the College of Education and Human Development at the University of Massachusetts Boston. Her research focuses on family-school-community partnerships and educational planning and practice for language minority students with disabilities, which has resulted in numerous publications.
Kristine Lundgren, Sc.D., is an Associate Professor in the Department of Communication Sciences and Disorders at the University of North Carolina at Greensboro (UNCG). Her areas of interest include the assessment and treatment of cognitive-linguistic disorders in adults with acquired brain injury. She is also interested in international and global health issues as well as enhancing intercultural competencies in graduate students in Speech-Language Pathology.

Angela Lynskey is an Assistant Professor at Midwestern State University, Wichita Falls, Texas. She has a BA in Integrated Social Studies 7-12, an MA in Drama, Literacy, Language Arts and Reading, and a Ph.D. in Multicultural and Equity Studies in Education. Before joining MSU, she taught secondary Social Studies in Ohio and elementary literacy in West Virginia with AmeriCorps. Her research interests include multicultural and social justice education with a focus on cultural competency in teacher education.

Gabrielle Malfatti is the College of Education’s Director of Global Engagement and Associate Professor of Educational Leadership and Policy Analysis at the University of Missouri. Malfatti holds a doctorate in educational leadership from the University of Missouri. She is responsible for planning, implementation and continuous improvement of international programs and academic collaborations for students and faculty. The topics of her research and professional presentations include international education, intercultural communication and relations, leadership and diversity. She has recently conducted workshops and presentations on the internationalization of PK-20 education in the United States, Canada, India, Thailand, Cuba, Ghana and her native Colombia.

Michael Mills is the Director of International Education and an Instructor of Business at Midwestern State University in Wichita Falls, TX. He has a BBA in Marketing, an MBA, and an Ed.D. in Higher Education Administration. He is passionate about increasing study abroad opportunities for students.

Winnie Mucherah is a professor of Developmental Psychology at Ball State University. She received both her master’s and doctorate degrees in Human Development from the University of Maryland, College Park, Maryland. Her research interests include classroom climate, reading motivation and achievement, self-concept and self-esteem among minorities, and perceptions of homosexuality and cross-cultural research focusing on adolescents. Also, she conducts research on teachers’ efficacy and beliefs in immersive learning experiences.

Brandi Neal is a Ph.D. student at the University of Illinois Urbana-Champaign. Her interests include: international policy, international education, women leadership, policy in urban communities, and development.

Nancy Norris-Bauer is Director of Professional Development and School Community Partnerships in the College of Education at William Paterson University. Her work is focused on local, state and international partnerships both public and private.
About the Contributors

Allison Papke received her MA in Reading Education from the University of South Florida in 2012. She is currently earning her PhD in Curriculum and Instruction with a concentration in Literacy Studies and Teacher Education. She teaches undergraduate literacy coursework at the University of South Florida and supports her students in the field through coaching. She also works as a technology coach with elementary school teachers to support the integration of technology into curriculum. Her research interest focuses on the role of coaching teachers to support the development of students’ digital literacy skills.

Audra Parker is an Associate Professor and Academic Program Coordinator in the Elementary Education program at George Mason University. Her areas of expertise include elementary curriculum and instruction, classroom management, clinical practice, and teacher education. Her areas of research serve to connect these teaching and field-based experiences and center on teacher candidates’ beliefs and practices, children’s school experiences, and innovations in teacher preparation.

Jamie Pearson is a doctoral candidate in the Department of Special Education at The University of Illinois at Urbana-Champaign. Prior to beginning her doctoral program, Jamie worked for three years, as an Applied Behavior Analysis tutor for children with autism spectrum disorders in home programs. Jamie is interested primarily, in three lines of research related to autism spectrum disorders: (a) investigating disparities in the diagnosis and provision of services for African American children with autism, (b) implementing parent-implemented interventions that promote effective learning and engagement for children of color with autism, and (c) assessing the impact of home-based interventions on family dynamics. In addition, she is passionate about engaging pre-service educators in culturally responsive pedagogy.

Lizette Peter is an Associate Professor of TESOL in the Department of Curriculum and Teaching at the University of Kansas. Her research focuses on critical issues within the broad fields of second language acquisition and teacher education, namely language revitalization and the preparation of teachers for diverse populations.

Mauricio Pino-Yancovic is a researcher of LIDERES EDUCATIVOS a Leadership Center for Educational Improvement, which is partnership of Pontificical Catholic University of Valparaíso (PUCV), CIAE-University of Chile Fundación Chile, the Ontario Institute of Educational Studies at the University of Toronto, and the University of Concepción. The goal of this center is to research and support the current national educational reform. In this center Mauricio coordinates the research program about school-based networking policy for educational improvement. He has a Ph.D in Educational Policy Studies from the University of Illinois Urbana Champaign. MA in Ethnopsychology, and he also is a professor of a school based research course for international students at the International and Exchange Program at PUCV. He has worked in teacher professional development programs and researched teachers transforming identity in the context of the new Chilean teacher evaluation and incentives system.

Scott Popplewell, EdD, is a faculty member in the Department of Elementary Education at Ball State University where he teaches undergraduate and graduate literacy courses. He also directs the Elementary Education Overseas/England (EDEL-O/England) program and is Ball State University’s coordinator for the European Teacher Education Network (ETEN).
S. Michael Putman, Ph.D., is Professor and Department Chair in the Reading and Elementary Education Department at the University of North Carolina at Charlotte. His areas of research include the impact of teacher preparation and professional development on teacher self-efficacy, including efficacy for classroom management; middle school student dispositions toward online inquiry; and the effective use of technology within teaching practices and for improvement of student outcomes.

Scott L. Roberts is an Assistant Professor of Elementary Social Studies Education at Central Michigan University. His research interests include state history, textbook analysis, instructional technology, building literacy through social studies, and teacher education.

Kristina E. Rouech is an Assistant Professor of Teacher Education at Central Michigan University. Her research interests include motivating pre-service teachers to pursue education, dispositions required for effective teaching, constructing courses with a lead instructor model, and reading aloud for instructional purposes.

Mary-Kate Sableski is an Assistant Professor in the Department of Teacher Education at the University of Dayton, Dayton, Ohio. She teaches courses in literacy intervention and assessment, literacy methods, and phonics. She teaches in the undergraduate and graduate literacy programs, and directs the Dyslexia Certificate programs. Her research interests include diversity in children’s literature, literacy professional development, and literacy intervention.

Joy Stephens is a PhD student at the University at Albany in the Department of Literacy Teaching and Learning. Her research interests are home and community literacies, second language acquisition, and international comparative education. Joy, a national and international educational consultant, facilitates teacher service-learning and adventure trips. Joy has co-authored three books: Inspiring Middle and Secondary Learners, Inspiring Elementary Learners, and Differentiation for Real Classrooms. Joy co-leads the faculty led study abroad trip to Belize.

Kendra J. Thomas is an assistant professor of psychology at the University of Indianapolis. She is an educational psychologist with a specialization in human development. She has conducted research on the effects of study abroad on university students, immersive learning experiences in teacher education programs, and cross-cultural research on adolescents’ developing perceptions of justice.

David C. Virtue is a professor of middle level education and social studies at the University of South Carolina. His research interests include integrative approaches to curriculum development, comparative perspectives on middle level education, and social studies pedagogy. Dr. Virtue has served as a journal editor for the Association for Middle Level Education and he was a Fulbright scholar in Norway in 2010-2011. He earned his doctorate from the University of Georgia.

John White is an Associate Professor of Education and of History at the University of Dayton.
About the Contributors

Eleanor Vernon Wilson is an Associate Professor of Curriculum, Instruction and Special Education in the Curry School of Education at the University of Virginia. Her primary teaching responsibilities have been in the Elementary Teacher Education program where she served as program coordinator for 3 years. In 2011 she designed and led the first international student teaching placement for Curry School elementary education preservice students in Cambridge, England. She has published several papers and articles related to this experience, focusing on the reflective practices of program participants. Currently she collaborates with the George Mason program in Cambridge, England. She is developing a longitudinal study of program participants since 2011 which will lead to further considerations of the long-term impact of such programs.

Shanthia Williams is a Language Arts teacher at Philip’s Academy Charter School in Newark, New Jersey. She started her baccalaureate degree at the University of the West Indies in Jamaica and completed it at Kean University in New Jersey. She majored in English Literature with a minor in Education and is a certified K-12 teacher. She has been a teacher at Philip’s Academy Charter School for a little over 10 years. In her time at Philip’s Academy Charter, she has worked as a Placement Director, Grade Level Advisor and Language Arts Teacher. In 2014, she won the Fulbright-Hayes Scholarship through William Patterson University of New Jersey and travelled to South Korea as part of the study abroad program. In 2015, she won the Voya Unsung Heroes award and received a $2000 grant for the innovative way in which she introduces her students to the works of William Shakespeare.

Allison Witt is the Director of International Programs in the College of Education at the University of Illinois Urbana-Champaign where she teaches Global Studies in Education and is the Program Leader for the International Education Administration and Leadership program. Allison is a former Assistant Director of Academic Affairs at the Illinois Board of Higher Education where she contributed to state higher education policy. She is the author of Shifting Tides in Global Higher Education (2011) published by Peter Lang. Allison earned a PhD in Education Policy Studies from the University of Illinois at Urbana-Champaign.

Annice Yarber-Allen is Department Chair and Associate Professor of Sociology at Auburn University Montgomery. After serving twenty years as a social worker in the areas of substance abuse counseling and administration, she earned a PhD in medical sociology from the University of Alabama in Birmingham, with a focus on sexuality. Her broad research interests include family, gender, and health. Dr. Yarber-Allen has managed three national grants, published several articles and co-edited two books, Focus on Single Parent Families: Past, Present, and Future and What the Village Gave Me: Conceptualizations of Womanhood.