About the Contributors

**Sagini “Jared” Keengwe** is a teacher educator affiliated with the College of Education and Human Development at the University of North Dakota, USA. His research is grounded in the constructivist pedagogy and the actual integration of educational technology tools and applications into teaching and learning to enhance active and meaningful student learning. Dr. Keengwe serves on the editorial review board of numerous national/international refereed journals and has authored or co-authored more than 70 peer-reviewed publications in scholarly books chapters and refereed journal articles. He is the co-editor of eight scholarly reference volumes: *Cross-Cultural Online Learning in Higher Education and Corporate Training* (2014); *Promoting Active Learning through the Flipped Classroom Model* (2014); *Cross-Cultural Considerations in the Education of Young Immigrant Learners* (2014); *Literacy Enrichment and Technology Integration in Pre-Service Teacher Education* (2014); *Virtual Mentoring for Teachers: Online Professional Development Practices* (2013); and *Adult Learning in the Digital Age: Perspectives on Online Technologies and Outcomes* (2010). He is also the editor of two scholarly books that were simultaneously released in February 2013: *Pedagogical Applications and Social Effects of Mobile Technology Integration* and *Research Perspectives and Best Practices in Educational Technology Integration*.

**Grace Onchwari** is an Associate Professor in the Department of Teaching and Learning at the University of North Dakota, USA, where she teaches a variety of graduate and undergraduate courses in early childhood education. She is also the coordinator of the early childhood program. Her research focuses on teacher professional development, immigrant children, Head Start, and mentor coaching. Dr. Onchwari’s academic background includes a postgraduate diploma in education, Masters in child development and early childhood education, and a Doctoral degree in curriculum instruction with an early childhood education emphasis. Dr. Onchwari has researched and authored articles and book chapters with a focus on these areas. She is also the co-editor of the book titled *Cross-Cultural Considerations in the Education of Young Immigrant Learners*.

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**Joan Oigawa Aus** is a tenured professor at Valley City State University (VCSU) in the School of Education and Graduate Studies, currently on a leave of absence working with the Missouri River Educational Cooperative directing a Title III federal grant that targets Native American ELs academic achievement at Standing Rock and Fort Berthold. She has taught for 25 years as an ELL teacher in English education in the public schools and in higher education preparing preservice ELL teachers.
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She also serves as Director of both the undergraduate and graduate ELL programs at VCSU. Her area of specialty includes teaching methods and applying linguistically appropriate strategies for ELs, and curricular development and alignment.

Kim Barker is Project Coordinator for the QuIEL (Quality Instruction for English Learners) Grant, a US DOE OELA project that provides school-based professional development targeting instruction for English Learners in the areas of Science, Technology, Engineering, and Mathematics (STEM), at Georgia State University, USA. Ms. Barker is also a doctoral student majoring in Teaching and Learning with a focus in Teacher Education. Her primary research interests include: urban teacher preparation and ESOL mentor training, TESOL, ESOL policy, ELL students, family involvement, and literacy/reading education and assessment.

Elizabeth Bishop is a Ph.D. candidate in the Language, Literacy, and Culture program at the University of Pittsburgh’s School of Education. She holds a B.A. in Planned Studies from Ithaca College, an M.A. in Literary and Cultural Studies from Carnegie Mellon University where she studied as a Raymond Williams Fellow in Cultural Studies, and an M.S.T. in Adolescent English Education from Pace University. Her work examines the intersections of adolescent literacy, post-structural cultural theory, research ethics, critical pedagogy, youth development, and global studies. Her current work, the global Drop Knowledge Project (DKP), is a digital point of convergence for international news and research on youth activism and organizing.

Anita Bright is an Assistant Professor in the Department of Curriculum and Instruction at Portland State University in Portland, Oregon, USA. 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 in the United States, her primary research interests draw from critical theory and include explorations into the ways mathematics 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.

Erin M. Casey, Ph.D., is a clinical assistant professor of childhood education at the University of Arkansas in Fayetteville, Arkansas. She teaches courses on language development, second language acquisition, and English as a Second Language teaching methodologies. Her research interests include using appropriate instructional methodologies for teaching early childhood and elementary-aged English Language Learners and using literacy to promote issues of diversity and multiculturalism. Her current studies focus on early childhood advocacy in Belize and learning more about teachers’ beliefs regarding listening strategies in English Language Learners. She has presented her research nationally and in Central America. Her research employs both qualitative and quantitative methods.

Dong Hwa Choi was born in South Korea and came to the United States to earn her Ph.D. at the University of Missouri-Kansas City. She taught at Indiana State University in Terre Haute for five years and has been teaching at Park University in Kansas City, MO, since 2006. Dr. Choi is interested in supporting social-emotional competency of young children, especially by participating in play, in diverse
Dr. Choi’s professional career at higher education institutions has inspired her to promote teacher candidates’ professional development through technology. Currently, her research interest focuses on how online teaching may affect teacher candidates in acquisition, application, and assessment of knowledge, skills, and dispositions. Dr. Choi has been researching theoretically grounded and applicable practices in online education with emphasis on early childhood and elementary teacher candidates’ preparation.

**Michael Ames Connor** is a resident in Portland State University’s Doctor of Education program, in the Department of Curriculum and Instruction in Portland, Oregon, USA. A veteran early childhood educator, Mr. Connor has worked primarily with low-income immigrant families participating in Head Start. As an adjunct professor, Mr. Connor has worked with pre-service teachers in community college, undergraduate, and Master’s-level programs. As a graduate research assistant, Mr. Connor supports bilingual and bi-cultural teacher candidates in developing their Science, Technology, Engineering, and Mathematics (STEM) competencies. His research interests include play, Vygotsky, neoliberalism, social movements, teacher preparation, and hitting to opposite field.

**Joy Cowdery** is a Professor of Education and the Coordinator of Diversity Initiatives in the Education Department at Muskingum University, Ohio. She holds an Ed.D. in Educational Leadership/Critical Pedagogy from West Virginia University. Dr. Cowdery is the author of multiple articles in professional journals and has co-authored a scholarly textbook, *Building on Student Diversity*.

**Cate Crosby** is an assistant professor in the Literacy and Second Language Studies Program at the University of Cincinnati (Ohio), USA. Dr. Crosby teaches theory and methods courses in Teaching English to Speakers of Other Languages (TESOL) online to pre- and in-service teachers. Her research interests focus on preparing teachers to work with English Language Learners (ELLs) in the content-area classroom, technology, writing assessment, specifically feedback-on-feedback, multiple literacies, including informational, digital, and global, and qualitative and mixed methods. Her publications include “Re-Imagining Teacher Education in the 21st Century: Shifting and Widening the Lens of Teacher Training for Mainstream and TESOL Teacher Candidates of Linguistically and Culturally Diverse Learners” in the *International Journal of Innovation in English Language Teaching and Research* (2012), and “Academic Literacies and Identities of Developmental Immigrant Students” in *Research and Teaching in Developmental Education* (2010).

**Judi Simmons Estes** is an assistant professor at Park University where she serves as the Department Chair for Elementary and Secondary Teacher Preparation and seminar faculty for directed teaching in the School for Education. She has taught and been an administrator in urban core and rural areas with underserved and minority populations for a majority of her career in regular and special education. With an interest in educational practices internationally, she has taught, consulted, and presented at conferences in Canada, Europe, Central America, China, and throughout the United States. Dr. Estes has a special interest in how family, culture, language and socio-emotional variables impact learning for students of all ages.
Colleen Gallagher is a clinical faculty member in Teaching English to Speakers of Other Languages (TESOL) at the University of Dayton, where she teaches courses in the TESOL and World Language Education programs and works with pre- and in-service classroom teachers on the role of language in teaching and learning. Her research interests include classroom discourse and academic language, language assessment literacy, and biliteracy and bilingual education. Her current research projects include studies of narrative contributions to emergent academic language, the development of assessment competencies by pre-service world language teachers, and professional development in working with emergent bilinguals at the P-12 and post-secondary levels. Dr. Gallagher earned her Ph.D. in applied linguistics from Georgetown University and has experience in language teacher education, second language teaching, language assessment, and teacher professional development.

Alsu Gilmetdinova is a PhD student in the Literacy and Language Education program at Purdue University. She completed a Bachelors in English Language Arts in Kazan, Russia, and holds an MA degree from Montana State University, USA. Her interests have evolved from studying functional grammar, critical theory, and pedagogy to TESOL and educational linguistics. Her recent projects include a book chapter on professional development of ESL teachers in TESOL Arabia Conference Proceedings (2012), single and co-authored articles on bilingual teachers in the Indiana TESOL Newsletter (2012), student-led online discussions in TESOL Connections (2012). She has also presented at national and international conferences and was the 2012 recipient of the Leadership Mentoring Award from the TESOL International Association.

Afra Ahmed Hersi is an Associate Professor in the Teacher Education Department at Loyola University Maryland, USA. Dr. Hersi is the Director of the Literacy Graduate Program and the Coordinator for the Teaching English Language Learners (TELL) certificate program. She teaches graduate literacy courses across these two programs. Dr. Hersi’s research interests include the literacy and language development of adolescent English language learners, immigration and social identity development, culturally and linguistically responsive literacy practice, and parent and community engagement in urban schools. Dr. Hersi’s research has appeared in a number of peer-reviewed journals, including the Bilingual Education Journal, Intercultural Education Journal, Journal of Education Change, and Journal of Career Development.

G. Sue Kasun is an assistant professor of foundations of education with an emphasis in bilingual/English Language Learner education at Utah State University. She investigates multiple epistemologies with an emphasis on transnational learners and their families. Her research, qualitatively oriented, draws from critical theories including postcolonial theory, Chicana feminist theory, and critical whiteness studies. She is a former teacher and administrator with experience with English language learners in Mexico, the U.S., and China. Her work has appeared in the Berkeley Review of Education and Taboo: The Journal of Culture and Education.

Marshall Klassen is a Ph.D. student in Literacy and Language Education in the Department of Curriculum and Instruction at Purdue University. His research interests are Second Language Acquisition, diversifying instruction for English Language Learners (ELLs) in a K-12 setting, and teacher education for ELLs. He is currently researching diversifying instruction for ELLs in a kindergarten classroom with a focus on mathematics discourse.
About the Contributors

Anita Rao Mysore received her Ph.D. in Curriculum and Instruction from the Department of Curriculum and Instruction at the University of Arkansas, majoring in Multicultural Education. She worked as an Assistant Professor in the Teacher Education Department at University of Wisconsin – Parkside. Her past work experiences include being a Curriculum Materials Developer in the Special Collections Department at the University of Arkansas and 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. She is currently on the faculty of Teacher Education at Indus Training and Research Institute in Bangalore, India. Her research interests include immigrant educators, preservice teachers, Pre K-12 students in the US, and preparing preservice teachers for culturally and linguistically diverse US Pre K-12 classes.

Esther Ntuli is an Assistant Professor in the Department of Educational Foundations at Idaho State University (ISU). Her expertise and training is in curriculum and instruction, early childhood education, instructional technology, and children’s literature and writing. Dr. Ntuli teaches undergraduate instructional technology courses, and blended early childhood undergraduate and graduate courses at ISU. Her research interest focuses on technology use and practice in early childhood instruction, teacher education, assessment, and culturally responsive education.

Arnold Nyarambi is an Assistant Professor in the Department of Teaching and Learning at East Tennessee State University, USA. Dr. Nyarambi is coordinator of Residency, Advanced Practicum, and Preclinical placements. He teaches classroom and behavior management and advanced strategies for behavior management. His research interests include comparative special education, autism in developing nations and culturally responsive education for immigrant children, among others. He has published on assessment solutions for immigrant children, among other publications.

Luciana C. de Oliveira is Associate Professor of TESOL and Applied Linguistics in the Department of Arts and Humanities at Teachers College, Columbia University. Dr. de Oliveira teaches TESOL methods courses to prepare teachers to work with English Language Learners (ELLs). Her research focuses on issues related to teaching ELLs at the K-12 level, including the role of language in learning the content areas; teacher education, advocacy and social justice; and nonnative English-speaking teachers in TESOL. Her work has appeared in Teachers College Record, Journal of Teacher Education, Teaching Education, English Education, The History Teacher, among other journals. Her book, Knowing and Writing School History: The Language of Students’ Expository Writing and Teachers’ Expectations (2011, Information Age), received the David E. Eskey Award for Curriculum Innovation from California TESOL (CATESOL). She was also the recipient of the Early Career Award by the Bilingual Education Research special interest group of the American Educational Research Association (AERA).

Jacqueline Onchwari is an Associate Professor of Early Childhood Education in the Department of Education at the University of Minnesota – Duluth. She is currently the early childhood education program co-coordinator of her department. Among other courses, Dr. Onchwari teaches Human Diversity at both the undergraduate and graduate levels where she covers immigrant issues. Dr. Onchwari applies a social justice orientation in her pedagogy. Her socio-academic experiences across continents have greatly influenced her interest in immigrant children’s challenges and success in education settings.

Ursula Thomas is the Director of Field Experience and Assessment at Georgia Perimeter College. Her research agenda includes issues of cultural mediation and its effects on instructional choices, the power of teacher educator research on diversity in the classroom, views of social justice in the early childhood classroom, and preservice teachers’ disposition on professionalism and diversity in teacher preparation programs. Dr. Thomas’s research has resulted in more than 30 publications in journals, book chapters, and conference proceedings. She is the editor of *Culture or Chaos in the Village: The Journey to Cultural Fluency* (2011).