

2024

Authors' Biographies

Antonina Lukenchuk

National Louis University, antonina.lukenchuk@nl.edu

Follow this and additional works at: <https://digitalcommons.nl.edu/ie>

Recommended Citation

Lukenchuk, Antonina. (2024). Authors' Biographies. *i.e.: inquiry in education: Vol. 16: Iss. 1, Article 9*.

Retrieved from: <https://digitalcommons.nl.edu/ie/vol16/iss1/9>

Copyright © 2024 by the author(s)

i.e.: inquiry in education is published by the Center for Inquiry in Education, National-Louis University, Chicago, IL.

A Tri-State Study of Middle School Teachers' Perceptions of Generation Alpha Students: Are Middle Schools Ready for "Generation Glass"

Dr. John Huss is a professor of education at Northern Kentucky University where he teaches foundations of education and master's research courses. His interests include middle-level education, pedagogy of humor in teaching, and online learning.

Shannon Eastep is an instructional designer, senior lecturer, and distance learning coordinator for the College of Education at Northern Kentucky University. Her role is to design and support online and hybrid classes for the College and teach instructional technology courses to preservice teachers.

Establishing Social Presence through Online Interactions: A Case Study in a Literacy Clinic

Mary Hoch, Ed.D. has been an educator for over 25 years. She has served in various roles, including classroom teacher, reading teacher, curriculum specialist, and school administrator. Her expertise is derived from many years spent in leadership positions in diverse learning environments and high-needs schools. Currently, Mary is an associate professor and director of the Center for Literacy at National Louis University in Chicago, where she runs a literacy clinic for graduate students.

Michelle Fry, Ed.D. has been an educator for over 15 years. She is an adjunct instructor and practicum supervisor at National Louis University in Chicago. She has taught elementary school, supported elementary students as an interventionist, worked with middle school multilingual learners, and served as a learning behaviour specialist for the Plainfield School District in Illinois. She is currently a university supervisor and adjunct instructor for Florida Gulf Coast University.

Money Matters to All Students

Dr. George Padilla earned his bachelor's degree from the University of Michigan in Ann Arbor, master's degree from the Pan American University, and doctoral degree from the University of Texas in Austin. He has worked as a police crime scene technician, automobile accident researcher, reconstructionist, teacher, principal, and superintendent. He is currently an associate professor at the University of Texas Rio Grande Valley, teaching educational leadership courses, supporting doctoral students with their dissertations, and focusing research on successful school leadership and high-performing schools.

Dr. Michelle Abrego is an assistant professor at the University of Texas Rio Grande Valley, where she teaches in the Organization and School Leadership Department. She has over 40 years of experience in education, having served as a teacher, principal, and program director at the Texas Education Agency, an educational consultant, university faculty member and coordinator, and member of a university Board of Regents. Her research interests include exploring partnerships

between schools and families, leadership preparation, and the role of Hispanic Serving Institutions in student success in higher education. She holds a master's degree in Curriculum and Instruction from Michigan State University, a master's degree in Educational Leadership from Texas A&M Corpus Christi and a Doctor of Education from the University of Texas at Austin.

Prison Bars & Bird Cages: Conducting an Arts-Based Participatory Research Project with Undergraduate Women in STEM

Dr. Batsheva (Sheva) Guy (she/her) implements participatory and community-based methods to engage and support diverse groups and advocate for inclusive and equitable practices. A professional troublemaker and positive disruptor, Sheva constantly challenges the status quo to dismantle inequities. As a participatory coach, diversity professional, workshop facilitator, and program developer, Sheva has extensive expertise in cultural evaluation, change management, inclusive leadership skills, and equity and inclusion.

Tziporah Feldman (she/her) has an expansive cross-disciplinary background in ecology and evolution, science communication and public policy, geographic informatics, and participatory action research. Tziporah combines her scientific background in Ecology and Geographic Information System (GIS) with public policy to create actionable change for communities across the United States. She is particularly interested in using community-based participatory research to promote the ecosystem services that scenic byways and greenspaces have to offer communities, especially ones that are historically marginalized.

Interaction via Moodle for Teaching and Learning: Perceptions of Lecturers and Students

Shanomae Rose is a senior lecturer in the Department of Environmental Studies, Faculty of Earth and Environmental Sciences, at the University of Guyana. She holds a Doctor of Education in Leadership and Innovation and conducts research on student engagement.

Teachers Doing Action Research, Learning and Changing: Claims and Practicality

Firdissa Jebessa Aga, associate professor, holds a PhD in TEFL, MA in Curriculum & Instruction from Addis Ababa University (AAU), MSc in Educational Evaluation & Assessment from Twente University (Netherlands), and BA in Pedagogy from AAU. He is a researcher and instructor at the Institute of Educational Research at AAU. He authored four books on action research and quality assurance. He also published over 25 articles in reputable journals, and 20 research papers in conference proceedings. He has served within the National Ministry of Education, Regional Education Bureau, and AAU. He served as a journal editor-in-chief, managing editor, assessor, and

board member at two public universities. He is currently the senior quality auditor of Ethiopia. His research interests include quality assurance, assessment, research quality and relevance, curriculum, and pedagogy.

The Zuni Pueblo: Connections through Student Inquiry Projects

Debra A. Giambo, Ph.D., is a Professor of English for Speakers of Other Languages (ESOL) in the College of Education, an Honors Faculty Fellow and a member of the Honors Executive Board in the Honors College, and a Global Engagement Fellow at Florida Gulf Coast University. Research interests include multicultural study-away and service-learning experiences, engaging undergraduate students in research, effective instructional practices for English learners (ELs), culturally responsive teacher preparation, literacy and ELs, advocacy for ELs, and field experience-based research. She collaborates with colleagues on providing research opportunities for undergraduate students and supports graduate students' research through service on doctoral dissertation committees.