

**Dr. Patrice Juliet Pinder, ED.D, M.Sc., B.Sc. (Honors), & A.A.,
International Professor, Research Scientist, Consultant, PhD Advisor, & Editor
("Not Being Defined or Confined by Geographic Borders")**

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Scholarly Summary:

Greetings to you! Recently, my international and local professional attachments and partnerships have involved 5 countries and 3 continents: Vietnam (Asia), Dutch Curacao (Southern Caribbean & South America), USA (North America), China (Asia), and the Bahamas (Northern Caribbean). In 2018, I was appointed as an *"International Research Expert/Research Scientist"* for Ton Duc Thang University, Ho Chi Minh City, Vietnam. I was attached to two departments, namely: the Department of Sciences and Technology, and the Faculty of Humanities and Social Sciences, which included the "Teacher Education" Department (collaboration was through remote distance education/virtual). For the Island of the Dutch Netherlands Curacao, I am presently a *"University Professor and Ph.D. Advisor or Ph.D. Faculty Member"* for the Graduate School of Business Administration, Global Humanistic University (GHU) (remote, online teaching and research supervisions provided to GHU's Ph.D. students). As a special note on the aforementioned GHU Professorship position, please note that a **University Professor (Univ.-Prof) Appointment at GHU and European Universities represents the highest level of a scientific career. A University Professor is usually qualified to teach and conduct research in multiple academic disciplines. To be appointed as a University Professor, one must also demonstrate a superior academic background and there must be evidence of substantial research achievements as well as professional teaching expertise. For GHU, this level is comparable to a "Full Professor" (See <https://www.ghu.edu.cw/career-opportunities>).**

For the countries of the USA and China, I am an *International Journal Editor-in-Chief and Associate Editor* attached to the China and USA based Untested Ideas Research Centre. I am the Editor-in-Chief of the *International Journal of Education and Culture (IJEC)* and Associate Editor of the *China, US Education Journal (CUED)*. I have served as Editor-in-Chief and Associate Editor of the aforementioned Peer-Reviewed International Journals for more than 5 years and work along with, collaborate with, and advise professors, researchers, and other leading education professionals from many different universities and agencies world-wide; these education professionals I collaborate with and/or advise represent various countries and respective continents. *With respect to the Bahamas, I formerly served as the only "Senior Accreditation Officer (Senior Management Team)"* for the entire Commonwealth of the Bahama Islands with responsibilities for "evaluating" and "assessing" the standards of all K-12 schools and colleges/universities and their specific academic programs and course offerings; these schools included all elementary (primary), middle, high schools, junior colleges (community colleges), and four year colleges and universities within the Bahama Islands. I also held responsibilities for "assessing" and "evaluating" the standards of international colleges and universities and their courses and program offerings; these included schools from mainly the

USA and other territories that were interested in teaching or doing educational businesses within the Bahamas; be it teaching students in the Bahamas online or by face-to-face modes of deliveries. Previously, I also served as an “External Reviewer” of STEMM Education Doctoral Dissertations/Theses for Doctoral Candidates from Niagara University, Niagara, New York. I served in the capacity of External Dissertation Reviewer from 2014–2017 having work with some exceptional past students, such as: “*Dr. Kien Trinh, MD, PhD,*” and “*Dr. Julia T. Latorre, PhD.*” “*Dr. Kien Trinh, MD, PhD,*” is now a part of the Faculty of Medical Sciences at the University of Oxford (Oxford University) in England, the United Kingdom. Dr. Trinh is also an Appointed Fellow of the Prestigious Royal College of Physicians of London and Edinburgh, Scotland, and he is a former Department Chair, Senior Faculty Member, and Former Chair of the Medical School’s Admissions Committee of the Top World Ranked Michael G. DeGroot School of Medicine at McMaster University in Hamilton, Ontario, Canada. “*Dr. Julia T. Latorre, PhD,*” has also excelled in her chosen field as a “woman in Engineering,” as she is now a Professor of Engineering and Engineering Education at the prestigious State University of New York (SUNY) at Buffalo.

Moreover, I am an *international Educator—An Education Consultant (independent), Primarily a STEM Based Education Scholar*, but with additional extensive qualifications and experience, which make me capable to teach and conduct research in multiple disciplines. Additionally, I am an *Academic Researcher* with a wealth of acquired experience spanning more than 10 years. My years of international experience have involved my working primarily at the collegiate level for **more than 10 years**, mostly in research with there being some teaching responsibilities. Specifically, I have taught courses or have been deemed qualified to teach courses across numerous academic disciplines, such as: agricultural science, natural sciences, integrated or interdisciplinary sciences, mathematics, social sciences, education, research methods, African, Africana, Afro-Caribbean, or African American Studies, Cultural Studies, and now I have been hired to train students within the 3 year Research Intensive Ph.D. Program in Business Administration at Global Humanistic University, Dutch Netherlands Curacao. In addition to the aforementioned, I have also conducted Science/STEM education research projects in K–12 schools/classrooms in the USA and the Caribbean, and have facilitated, co-facilitated, and assisted in facilitating teacher-training Science and STEM workshops for grades K–12 teachers in both the USA and the Caribbean (Trinidad & the Bahamas). In 2009–2010 while serving as a full-time graduate student and a full-time Research Associate, I served as the only Research Associate and Field Researcher on a major \$350,000 U S Dollar National Science Foundation (NSF) K–12 grant funded teacher-training and research project in Baltimore City’s Public Schools. I have also produced numerous curriculum, teaching, and scholarly research products, and has served as a peer reviewer and editor of numerous research papers submitted for consideration for conference presentations and for consideration for publications in international journals, such as: the prestigious Wiley Publisher’s Top Tier 1 Journal *Science Education*, the Elsevier Publishing University of North Carolina at Charlotte’s High Impact Factor Quantitative *Social Science Research Journal (SSRJ)*, Howard University’s Tier 1 education journal—*The Journal of Negro Education (JNE)*, *SAGE OPEN ACCESS Journal—STEM Education Division*, Untested Ideas Research Center’s International Conferences, National Association for Research in Science Teaching (NARST) Conference, Association for Science Teacher Education (ASTE) International Conferences, *International Journal of Education and Culture (IJEC)*, and the *China-US Education Journal (CUED)*.

On February 3, 2018, I created and co-partnered with the Lyford Cay International School to launch the Bahamas’ 1st National STEAM (Science, Technology, Engineering, the Arts, & Mathematics) Game-Based Learning (GBL) Teacher-Training Conference for K–12 teachers. Also, I have collaborated with Dr. Jinyan Huang, a Tenured Professor, Distinguished

Professor, and Head of the Research Unit, School of Teacher Education at Jiangsu University, China, to co-facilitate a Mixed-Methods Research Mini-Conference (Quantitative + Qualitative Data Analysis Conference) for Ph.D. Candidates in China, which was held in August of 2017.

Besides the aforementioned details, (1) I worked with K–12 teachers within the Bahamas to produce a STEM game-based learning mixed-methods research paper, which marks the first research study on game-based learning to originate out of the Bahamas and to have been published in an international U.S. based journal; this will also represent one of a few published articles on game-based learning to come out of the entire Caribbean region. And, (2) I am also currently working and publishing research that is “revisiting” and “posing critical questions” to Dr. John Ogbu’s 30 year old ‘*cultural-ecological theory*’ (Dr. John Ogbu was a former distinguished professor and researcher from the prestigious USA based *University of California at Berkeley* who came up with the ‘*cultural-ecological theory*’ to best explain the phenomena behind achievement differences between individuals; particularly, those of the same race, e.g. African American, Afro-Caribbean, and African students in the USA, in the diaspora).

My research studies, which have been published in international journals and presented at international conferences focus on:

- Game-based learning at the K–12 level,
- STEM equity,
- Social justice in education/education equity in general,
- Cultural/ethnic differences influence/impact on Afro-Caribbean, African American, and African students’ learning patterns in STEM

My research studies pertaining to “*social justice and equity*” in education, and “*the effective use and implementation of game-based learning*” have been utilized by various universities and governmental agencies in the USA and elsewhere. For example, my research study pertaining to “social justice and equity” in education has been used by the **USA’s Michigan Mayor’s Office. Mayor Virg Bernero** in June of 2014 used my research, which spoke to “STEM equity” in his education improvement plan for “Black female and male students” within his district and the state of Michigan, USA. Please refer to Mayor Virg Bernero’s STEM Equity Educational Plan entitled “*Mayor’s Young Lansing Commission and Partnerships in STEM Education for Minority Boys and Girls,*” June 28, 2014, which can be found at: <https://www.lansingmi.gov/DocumentCenter/view/1706/MY-Lansing-CAP-Initiative-Report-PDF?bidId>

Additionally, the top ranked USA based **Boston University** and **Indiana University** also used my research on “social justice and equity advancements.” Specifically, **Boston University** used my research in the Education Graduate Course/Class “SED AP 551, Issues in Higher Education Administration” (Spring, 2016), and **Indiana University’s Center for Equity**, the **Great Lakes Equity Center** used the research as well in 2016, which can be found at: https://greatlakesequity.org/sites/default/files/20160105468_newsletter.pdf

Additionally, during my Visiting appointment at the University of the West Indies (UWI), Trinidad and Tobago in 2015–2016, my research efforts were also used to assist in the advancement of the UWI’s STEM Program. You can read more on this at: <http://untestedideas.net/scholars/pinder.html>

Prior to all of this, **Boise State University** Graduate Course “EDTECH 541, Integrating Technology into the Classroom Curriculum” (Spring 2009), and the **University of Wisconsin at**

Stout Graduate Course, “EDUC 696C, Using Games in the Classroom” (Fall, 2012); these aforementioned colleges utilized my research in game-based learning. Additionally, **Liberty University**, School of Education, Research in Education Graduate Class (EDUC 518, Summer, 2015) used my “quantitative methods research piece,” and the **Universiti Teknologi Malaysia (UTM)** (2015/2016) also utilized my “phenomenological qualitative research on the ‘No Child Left Behind Act’ and Assessments in K–12 mathematics and science.”

Moreover, my research so far has been cited by more than **445** professors, researchers, and education professionals world-wide. My google scholar **H-index** is an outstanding score of **9**, and my **H10 index score** is a high of **9** as well (see Dr. Patrice J. Pinder’s Google Scholar Page). I have also achieved **more than 5,200 Reads** to my “Researchgate page so far.” And, **my four (4) major education research projects, which were created from 2006–2021 have led to the following research and teaching successes so far:**

Education Research Successes I Have Had So Far:

- 1 published STEM Education Research book
- 2 peer-reviewed book chapters
- 1 “Forward Article” in Published Book
- 15 peer-reviewed Journal Articles; 14 published peer-reviewed Journal Articles, & 1 Article “In Review”
- 6 abstracts
- 6 non-peer reviewed research articles
- 3 technical/comprehensive Research Reports
- 24 conferences/seminar research presentations/Academic Lectures/Roundtable Talks
- 7 general presentations/invited presentations
- 3 discussant sessions

Game-Based Learning Teacher-Training/Professional Development Workshops I Have Conducted and Successes So Far:

- **USA:** Up to 2 K–5 (elementary or primary) schools and teachers positively affected (Baltimore, Maryland, & Atlanta, Georgia)
- **Trinidad & Tobago:** About 12 public and private schools and the Ministry of Education Research in Education Division Teachers and Administrators positively impacted (more than 100 teachers and administrators): El Dorado West Secondary School, University Primary School, and selected primary schools from the St. Joseph, St. Georges, and Tuna Puna Areas; see : <http://untestedideas.net/scholars/pinder.html>
- **Bahamas:** About 15 public and private primary and secondary schools positively impacted and the Ministry of Education Professional Development Division impacted (this represents at least 80 teachers positively impacted so far).

SELECTED MEDIA COVERAGE & INTERNATIONAL RECOGNITIONS:

International News Featuring Patrice Pinder’s (my) Education Initiatives:

Dr. Pinder's GLOBAL STEM Journey & BIO:

[https://www.researchgate.net/publication/346359855_11-27-2020_DR_PATRICE_J_PINDER%27S_INTERNATIONALSTEMPATH&JOURNEY\(77\)](https://www.researchgate.net/publication/346359855_11-27-2020_DR_PATRICE_J_PINDER%27S_INTERNATIONALSTEMPATH&JOURNEY(77))

Professor and STEM Education Research Scientist Develops New Learning Model and is Making Global Connections:

<https://www.stemcaribbean.com/professor-and-stem-education-research-scientist-develops-new-learning-model-and-is-making-Global-connections>

INVITED ACADEMIC LECTURE SERIES FOR HIGH LEVEL RESEARCHERS FROM AROUND THE WORLD, Jiangsu University, Zhenjiang, China: See my contributions at:

<https://jsjy.uj.edu.cn/info/1051/2651.htm>

Other Print Media News:

- (i) **Untested Ideas Research Center News, September 6, 2016. Retrieve at:**
<http://untestedideas.net/scholars/pinder.html>
(USA News)
- (ii) **“STEM Education Research Institute (SERI) Research Spotlight,” pages 22–23, Indiana University Research Report, April, 2014. Retrieve from:**
<https://www.yumpu.com/en/document/read/42447534/vvpzj/24>
(USA News)
- (iii) **Indiana University, Purdue University's Research Enterprise Magazine Research Spotlight, August 19, 2013 (USA News)**
- (iv) **The University of the Bahamas' Recognition for “Outstanding Research” for me getting 5 research articles accepted for publication in three International Journals, 2 journals were Tier 1 or Q1 journals at the time of publication, September, 2012. Retrieve from:**
<https://www.facebook.com/permalink.php?id=198306162143posts/congratulationscongratulations-to-dr-patrice-j-pinder-school-of-education>
- (v) **Bahamas News Clipping (2018), Tribune 242.com National News, March 20, 2018:**



STEM EDUCATOR MAKES RESEARCH IMPACT IN THE BAHAMAS AND AROUND THE WORLD

DR Patrice Juliet Pinder is a Bahamian born, noted international STEM based researcher and scholar who is making research waves not only in her home country, but also in the United States, China, and Trinidad and Tobago.

STEM stands for science, technology, engineering and mathematics. The term is typically used when addressing education policy and curriculum choices.

This February, Dr Pinder co-partnered with the Lyford Cay International School to put on the Bahamas' first national STEM Game-Based Learning (GBL) mini conference for K-12 educators.

The conference was held under the theme "Promoting GBL and Action Based Classroom Research", and attracted approximately 50 teachers and administrators from both the private and public schools. The educators represented 10 schools, seven public and three private schools. At the

workshop style conference, educators were:

- Introduced to digital and non-digital games (paper based games) and the educators were allowed to play the various games

- Instructed on the linkage between the types of games used and their proper use as either instructional tools or as tools for reinforcing concepts, reviewing concepts, or as simple tools for testing purposes (as formative and summative assessments/pre-test or post-test measures)

- Allowed to engage in a teacher interactive session where they created their own game ideas for use in their classrooms

- Introduced to the process of evaluating the benefits of gaming tools and teaching strategies (action research)

Dr Pinder is set to publish the first piece of research on GBL to come out of the Bahamas in April 2018.

The mixed-methods research study will be published in the

New York based journal International Journal of Education and Culture and is entitled "In-Service STEM Teachers' Perceptions of Using GBL in Primary and Secondary Instruction in the Bahamas."

Dr Pinder has also published two other articles in the US – "Exploring the Effects of GBL in Trinidad and Tobago's Primary Schools: An Examination of In-Service Teachers' Perspectives," and "Caribbean and African Students' Performance in STEM in the Diaspora—Canada, USA, and the UK: A Test of John Ogbu's Theoretical Model."

In China, Dr Pinder teamed up with Dr Jinyan Huang, a tenured professor from Niagara University to co-facilitate a mixed-methods (qualitative plus quantitative) research mini conference for PhD candidates in China.

Dr Huang instructed the students on quantitative research designs and analysis and Dr Pinder instructed the students

on qualitative designs and analysis—identifying various forms of qualitative research designs, coding techniques, and generating themes from collected field data, be it field interviews or otherwise.

In Trinidad and Tobago, while serving in residence as a visiting STEM Education Researcher at the University of the West Indies (UWI), St Augustine Campus, Dr Pinder led several non-STEM and STEM education research initiatives, such as: created STEM based projects, co-facilitated several K-12 teacher-training sessions on game-based learning, and provided grant writing assistance to UWI's School of Education staff who requested it.

Dr Pinder credits her successes to faith, hard work and determination. She believes that anyone can succeed despite setbacks and obstacles. Dr Pinder can be contacted at dr.patricepinder@gmail.com.



DR Patrice Juliet Pinder

(vi) Bahamas News Clipping (2018), Bahamas' Nassau Guardian, March 19, 2018:

Learning through game play

Educators recently received instruction on how game-based learning (GBL) could be used as regular teaching tools, concept review/reinforcement tools and as testing tools in formative assessments or as pre/post tests for students from kindergarten through 12th grade.

Dr. Patrice J. Pinder hosted the STEAM (science, technology, engineering, arts and mathematics) Game-Based Learning Conference and introduced teachers to four paper-based and six digital computer games, which covered a combination of math, science and the arts. The conference centered on Pinder's prior game-based learning works completed in Trinidad and the United States.

"The conference was put on for educators with the hope that they would be able to take the simple gaming concepts learned into their classrooms in order to make learning subjects like science and math more interesting to their students," said Pinder.

During the conference held under the theme "Promoting Game-Based Learning And Action-Based Classroom Research", educators from kindergarten through 12th grade were introduced to game-based learning tools and teaching strategies with emphasis on teaching theories related to GBL; *creative and destigmatize various*

Sts. Francis and Joseph Primary School administrators and teachers at the STEAM (science, technology, engineering, arts and mathematics) Game-Based Learning Conference. PHOTOS: DR. PATRICE J. PINDER



Teachers from Lucaya International School, out of Grand Bahama, at the conference.



Dr. Patrice J. Pinder.

multiple subject content in grades kindergarten through two. Concepts covered by the game included science (identifying living versus non-living things), math (helping students to identify counting numbers one to 100 and identifying odd and even numbers), as well as word recognition/spelling.

Classroom feud, spin-the-wheel and select-a-question games were designed to cover multiple subject matter, including math, science, English and music. Teachers were shown how they could use the games as subject review, particularly at the primary level.

The food chains, food webs and food pyramid game was designed for students in grades six to college-level and is an interactive science game. According to Pinder, playing it allows

food chains, food pyramids and food webs, as they in turn learn basic science concepts relating to energy loss, consumers and their eating patterns and predator/prey relationships.

Giles Pinto, of Lyford Cay International School, worked with Pinder for the conference, which was hosted at his institution.

Pinder is set to publish a research study on GBL in April. The study is entitled "In-service STEAM Teachers' Perceptions of Using GBL in Primary and Secondary Instruction in The Bahamas".

The mixed-methods (qualitative plus quantitative) research piece will originate from The Bahamas and be published internationally in New York-based journal "International Journal of Education & Culture".

Pinder in 2016 and 2017 also published two other research articles in the United States: "Exploring the Effects of Game-Based Learning in Trinidad and Tobago's Primary Schools: An Examination of In-Service Teachers' Perspectives" and "Caribbean and African Students' Performance in STEM

in the Diaspora – Canada, USA, and the UK: A Test of John Ogbu's Theoretical Model".

In 2017, Pinder collaborated with Dr. Jinyan Huang, a tenured professor at Niagara University (with affiliation with Hunan University, China) to co-facilitate a mixed-methods research mini-conference for doctoral candidates. Huang instructed the students on quantitative research designs and analysis while Pinder instructed the doctoral candidates on qualitative analysis: identifying types of qualitative research designs, coding and identifying key themes in their collected field data.

In Trinidad and Tobago, while serving as a visiting STEM (science, technology, engineering and mathematics) education researcher with the University of the West Indies in Trinidad, Pinder led STEM Education research initiatives, which led to her developing research projects and conducting several GBL teacher-training and grant-writing workshops.

(vii) Bahamas News Clipping (2020), Nassau Guardian, August 31, 2020: "STEM Educator and Researcher Presents in China"—The Nassau Guardian, See: <https://thenassauguardian.com/stem-educator-and-researcher-presents-in-china/?amp>

(viii) Bahamas News Clipping (2017), Nassau Guardian, July 17, 2017: "Traditional 'Chalk and Talk' No Longer the Norm."

Television Media News: Talk Show

(ix) ROUNDTABLE TRAILBLAZER DISCUSSIONS: Women in ICT (STEM), Talk Show on Attracting Young Women into ICT (STEM), International "Girls in ICT Day," April 2018.

Host: Mrs. Mavis Johnson-Collie.

Invited Guests or Bahamian Women Trailblazers in ICT (STEM) were:

Dr. Patrice Juliet Pinder (me), STEM Education,

Dr. Deborah (Debbie) Bartlett, Veteran Bahamian Journalist and Owner of her own Radio Station, GEMS Radio, and,

Ms. Kristie Powell, M.Sc., B.Sc., Former Google and Goldman Sachs Technology Executive, USA.

A Special Televised Talk Show, Cable Bahamas, OURTV Program, Monday, April 23, 2018 at 8–8:30PM.

Radio Media News: Talk Show

- (x) “A Focus on Education in the Bahamas: State of Education, State of STEM, Educational Improvements Needed, Dr. Pinder’s Global Research Focuses and Projects, and Using Game-Based Learning in the Bahamas,” Friday, March 16, 2018 at 2–4PM.**

Z-Live Off the Record, Host Bahamian Economist Mr. Zhivargo Laing,

Invited Guest: Dr. Patrice Juliet Pinder, STEM Educator.

Radio Talk, Guardian Radio, 96.9FM, Nassau, Bahamas.

CURRICULUM VITAE (CV):

EDUCATIONAL BACKGROUND & TRAINING

- 2015 Post-doctoral Fellowship and Training, STEM Education Research, University of the West Indies (UWI), Trinidad & Tobago, West Indies.
- 2013 Post-doctoral Fellowship and Training, STEM Education Research, STEM Education Research Institute (SERI), Indiana University, Purdue University, Indianapolis, Indiana (IUPUI).
- 2010 Doctor of Education (ED.D.), Specialization in Science Education, Morgan State University, Baltimore, Maryland (GPA: 3.88, an “A Average”).
- Dissertation: An Exploration of the Impact of Family Background Factors on the Science Achievement of Afro-Caribbean and African American Students in the United States*
Dissertation Chair: Dr. Obed Norman, Ph.D. (Associate Professor of Science Education)
- 2004 Postgraduate Courses and Training, Urban & Regional Planning (MURP Program), Specialization: Environmental Planning, Alabama A&M University, Huntsville, Alabama.
- Master’s Research Report: Analysis of the Economic Restraints Faced by the Alabama Black Belt Counties*
- 2002 Master of Science degree (M.Sc.), Specialization in Plant & Soil Sciences, Alabama A & M University, Huntsville, Alabama (GPA: 3.86, an “A Average”).
- Master’s Research Report: Microbial Characterization and Acidic and Alkaline Phosphatase Analyses of Soils under Various Management Practices*
Research Adviser: Dr. David Mays, Ph.D. (Professor of Agronomy),
Focuses: “Soil Microbiology,” & “Soil Testing”
- 1998 Bachelor of Science Degree (B.Sc.), (Departmental Honors in Biology), Major: Biology, Minor: English, Jacksonville State University, Jacksonville, Alabama.
- Focuses: “Medical Microbiology” (Post-Bachelor’s Degree Training, Princess Margaret Hospital, PMH, Nassau, Bahamas), “Pharmacy Training,” (Post-Bachelor’s Degree Training, PMH, Bahamas), And, “Water Testing” & “Meat Testing,” “Microbiology Based Testing and Training,” (Florida International University, FIU, Miami, Florida).*
- 1994 Associates Degree (A.A.), Biology, College of the Bahamas (COB), Nassau, Bahamas
- 1991 University of London’s (UK) General Certificate of Education (GCEs), 6 passes including Sciences: “General Biology & Human Biology”
- 1988 Bahamas’ Junior Certificate of Education (BJCs), 10 passes, 2A’s, 7B’s, and 1C,

including passes in the Sciences: “General Science & Health Science”

- Other Special Exams, 1988–1991: The London Royal Schools of Music Examinations, UK:
 1. Grade 1 (97),
 2. Grade 2 (88),
 3. Grade 3 (88),
 4. Grade 4 (95, Distinction),
 5. Grade 5 (Pass grade, involved the creation of “lyrical” and “instrumental musicals” or “musical compositions” at this advanced level of testing and training).

EMPLOYMENT HISTORY

2010–NOW ***Education Consultant (Independent)***, some work was under my Business “Tier 1 Education Consultancy and Tutoring Services,” Nassau, Bahamas.

Focuses (General):

- Developing & Planning of Conferences, Workshops, and Seminars,

Research Focuses:

- Providing Assistance to Institutions with respect to creating, building, and sustaining an International Research Brand,
- Research Projects Development & Publishing Assistance for: Quantitative, Qualitative, & Mixed-Methods Studies,
- Data Analysis Assistance provided: Quantitative, Qualitative, & Mixed-Methods Studies,
- Research Reports Write Ups,

Grant Writing, Curriculum Development, & Editing Focuses:

- Editing & Proof Reading Assistance Provided,
- Grant Writing Assistance Provided,
- Curriculum Development and Auditing Assistance Provided,
- Institutional and Programs Accreditation Advising,
- Content, Courses, & Curriculum Evaluations & Assessments,
- Programs Evaluations & Assessments (General or STEMM focuses),
- STEM Education Advising (General),
- STEM Equity, Diversity, & Inclusion Advising (Institutional),
- Teaching/Instructional teaching given in: STEM disciplines, Research Methods, & General Social Sciences,

PhD & M.S. and M.A. Dissertation/Theses Coaching and Mentoring (Independent) provided in the areas of: STEMM Education, Social Sciences, Cultural Studies, or African/Afro-Caribbean/Africana or African American Studies.

2020–2023 **3 Year Contractual Offers Were Made (But, I declined due to the Covid-19 world-wide pandemic), (Face-to-Face Professorship Offers Were Made to Me),**
Appointed “Professor,”
School of Teacher Education,
Jiangsu University, Zhenjiang, Jiangsu Province, China.

Duties were to: Teach Education Courses at the “Graduate” & “Undergraduate Levels.”

2018–NOW **“Nominated University Professor” or “Full Professor (On Contract),” & Ph.D. Advisor/Ph.D. Faculty Member, (Distance Learning/Virtual Duties) Graduate School of Business Administration & Research, Global Humanistic University (GHU), Dutch Netherlands Curacao,**

- [Univ.-Prof./University Professor Appointment/nomination at GHU represents the highest level of a scientific career. A Univ.-Prof. must demonstrate a superior academic background and there must be evidence of substantial research achievements as well as professional teaching expertise. For GHU, this level is comparable to a “Full Professor.” See <https://www.ghu.edu.cw/career-opportunities>]

Duties:

Focuses on (through online distance guidance, virtual):

1. Advising Ph.D./Doctoral students and candidates in the School of Business Administration
2. Guiding Ph.D./Doctoral Dissertation students and candidates from the start of their doctoral program through to their dissertation proposal and final defense stages of their dissertation
3. Guiding students on various data-driven research methodologies, such as: Quantitative, Qualitative and Mixed-Methods Research Designs

2016–Present **“Editor-In-Chief (On contract for more than 5 years),” International Journal of Education and Culture (IJEC), Untested Ideas Research Center, Niagara Falls, New York**
[see Untested Ideas Research Center’s Website: <http://untestedideas.net/scholars/pinder.html>]

Duties (Virtual or Online Duties):

As the 2016 appointed *Editor-in-Chief of IJEC*, my duties have included:

- Overseeing and collaborating with others...the Editorial review team of IJEC consists of about 23 Professors, Researchers, and other education professionals from various international universities and agencies including the USA, Finland, Australia, Canada, and China, among other countries...,
- Inviting/soliciting or receiving research manuscripts for each issue of the journal,
- Performing an initial review of each research manuscript submitted and making initial decisions,
- Usually with most journals, there is an assigning of two independent reviewers to conduct the blind peer-review process,
- Communicating with authors by using the standard review forms and providing authors with instructions for revisions, or full rejection of submitted articles, if deemed necessary after reviewing process is completed,
- Making final manuscripts selection decisions for each issue of the journal,

- Editing accepted manuscripts and submitting them to the “layout editor” and to the “academic journal publisher” for final journal production and publication of accepted articles. Articles Abstracts are published and made available to others “online” and the fully published academic research articles are made available “in print” format by June 30 and December 30 of each physical year. As the Editor-in-Chief of IJEC, I have ensured these processes have occurred from 2016–2021,
- Recruiting new reviewers and finding individual and institutional subscribers within the USA and internationally for the journal is a part of my duties, and
- Communicating to submitting articles authors “A final decision” made on their submitted academic research articles; the “final decision” on article “acceptance or rejection” is made by me.

2018–2020 *International Research Expert (Limited Contract),
Research Scientist,
Department of Sciences and Technology Development,
& Faculty of Humanities and Social Sciences including “Teacher Education
Department”,
Ton Duc Thang University,
Ho Chi Minh City, Vietnam (Asia)*

Duties were:

Focuses were on (through distance or virtual collaboration):

1. Conducting Science/STEM Education research in partnership with Ton Duc Thang University
2. Publishing Science/STEM Education research in collaboration with Ton Duc Thang University

2019–2020 *Senior Accreditation Officer/Senior Management Team (Limited Contract),
National Accreditation and Equivalency Council of the Bahamas
(NAECOB),
Ministry of Education, Nassau, Bahamas*

I served as the only Senior Accreditation Officer in the entire archipelago of the Commonwealth of the Bahamas with the following MANY managerial responsibilities and duties:

Chiefly: Under my time at NAECOB, some of the special MAJOR tasks I completed were as follows:

- As “Senior Accreditation Officer” under NAECOB, I completed in September, October, and early November, 2019, a Thorough and Comprehensive “Review,” “Evaluation,” and “Assessment” of ALL of the Bahamas’ Technical and Vocational (BTVI’s) Programs and Courses.

This led to a much needed “Upgrade” to BTVI’s Programs and Courses, which are now in place as of 2019. Subsequently, I made recommendation in 2019 for BTVI to receive Full “Institutional Registration Status” and “Full Registration and Recognition of ALL of its Programs and Courses.”

- **Also, on September 2019, I also completed the “Review,” “Evaluation,” and “Assessment” of ALL of the Bahamas’ Atlantic College’s Programs and Courses. Subsequently, I made recommendations for Atlantic College to “make revisions to its programs and courses” in order for NAECOB to grant them “Full Institutional Registration” and “Full Recognition of their Programs and Courses.”**
- **I also attended an important International Accreditation Conference, *The Council on Occupational Education (COE) International Conference*, November 12–16, 2019, in Reno, Nevada, USA (face-to-face conference), where I participated and completed four key accreditation workshops. A Post-Conference Comprehensive Institutional “Self-Study Guidelines” Report was created by me and submitted by email to the Minister of Education, Permanent Secretary of Education, and to the Management Team of NAECOB, Bahamas for dissemination to junior staff members of NAECOB for their “further education and training purpose.” The aforementioned was completed in November of 2019.**

My other outlined duties consisted of the following:

1. Assisted in the development and implementation of standards for accreditation that met local, regional, and international best practices,
2. Became versed in the International USA based “Council for Higher Educational Accreditation (CHEA)” members’ structures and procedures,
3. Became well versed with the Bahamas’ Education ACT,
4. Became well versed with the Bahamas’ Pharmacy and Medical Sciences (Education & Training) ACT,
5. Reviewed institutions’ applications for registration as it related to set standards and criteria, set quality control standards,
6. Was to liaise with institutions regarding self-study processes and procedures,
7. Was to assist in training team members, particularly in coordinating site visits to K–12 and collegiate institutions that were seeking initial “registration of their institutions and programs,” and “later accreditation of their institutions and programs,”
8. Had to interpret and apply policies in the pursuit of NAECOB’S Institutional goals,
9. Was hired to identify and verify compliance with established accreditation standards, correcting any noted deficiencies through policy, training, or administrative measures,
10. Was hired to liaise closely with identified CHEA (Council for Higher Educational Accreditation, Washington, DC, USA based) member’s and build long term relationships in order to win and maintain their goodwill and a positive reputation for NAECOB’S mission,
11. Was hired to manage the collection, collation, and analysis of information submitted by educational institutions and was to map out the requirements of the accreditation body,
- 12. Made recommendations for institutions to be registered, which would eventually lead to institutional accreditation consideration,**
13. Developed and coordinated the management of information submitted to NAECOB from end to end with the appropriate paperwork and processes,

14. **Made available to staff, guidance on how to prepare self-study guidelines,**
15. **Necessary learning and development materials needed for internal and external training events (workshops, seminars, information sessions, webinars, etc.) fell under my MANY outlined portfolio and duties,**
16. Was to manage the implementation of major accreditation initiatives, such as: handbook updates, procedural updates, and the annual reporting process,
17. Was to Support educational institutions throughout the entire process of securing accreditation,
18. Was to ensure data collected was accurate and appropriate for the requirements of the accreditation body,
19. Was to make recommendations for withholding, deferring, or withdrawing accreditation for non-compliance,
20. **Undertook ongoing international professional development courses, conferences, workshops, and seminars in order to maintain current professional expertise,**
21. And, besides ALL of the aforementioned MANY duties that were outlined for me to carry out, there were other duties I was also designated to carry out for NAECOB, Bahamas' Ministry of Education's Accrediting Authority Agency.

**2011–2017 Adjunct Professor of Sciences (Intermittent attachment),
University of the Bahamas' Centre for Adult Learning,
or Centre for Life Long Learning,
formerly Centre for Continuing Education (CEES),
Moss Road, Nassau, Bahamas.**

Duties were:

Hired to teach Biology, General Science, & Agricultural Sciences

Teacher Rating: 3.84 out of 4.00 (Outstanding Teacher Rating Score)

**2015–2016(Dec)- Visiting Science, Technology, Engineering, and Mathematics (STEM)
Education Researcher,
University of the West Indies (UWI),
School of Education, St. Augustine, Trinidad & Tobago.**

Duties were:

- From February 2016 to September 30, 2016, I served as STEM Education Research Team Leader with responsibility for Research Development—Research Project(s) Development and Research Method(s) Development
- I led a team of nine (9) STEM Education Lecturers/Researchers (2 Technology Education Lecturers, 4 Math Education Lecturers, 2 Science Education Lecturers, & 1 Early Childhood Education Lecturer with some expertise in Science Education Research)
- Overall, I led/coordinated research, grant writing, and K–12 teacher training activities with the UWI's STEM Education Team, which have led to the following scholarly activities:

- (i) **January 27th & February 20th, 2016—“UWI's School of Education Advancement in Research: Plan of Action for Sustaining a Local, Regional, and Global Research Brand”**

Thus, How to Build Research Capacity & Crafting/Creating a Research Agenda At the Departmental and Individual Researcher's Level Based on University's Vision & Mission Plans.

Presenter: Dr. Patrice Pinder

- (ii) **February 1st, 2016**—I created two (2) STEM Education Research Projects at UWI's School of Education:

Project 1: Game based learning in Primary STEM Instruction in Trinidad & Tobago (A Team/Group Project)

Project 2: Caribbean and African Students' performance in STEM in the Diaspora—Canada, USA, & the UK: A test of John Ogbu's Cultural-Ecological Theory (An Individual Project)

- (iii) **February 22, 2016**—Game based Learning Research Grant Proposal/Application Written and Submitted, FUNDED at \$58,121 TTD on May 31, 2016.

Grant Application Co-writers: **Dr. Patrice Pinder** & Dr. V. Kamaloodeen
FUNDED Grant funds all research project needs and pays up to two (2) graduate research assistants.

[90% of The FUNDED Grant research proposal was initially written by Dr. Patrice Pinder in 2013 for submission to the International Spencer Grant Foundation; documentation in support of the aforementioned is available to you upon request]

- (iv) **April 11th, 2016**—I served as one of the facilitators
Game-based learning Teacher Training Workshops for Primary School Teachers, University Primary School, Trinidad

May 17th, 2016 — I served as one of the facilitators

Promoting Learning Communities in Classrooms & Game-Based Learning, El Dorado West Secondary School, Trinidad

- The above two game-based learning workshops focused on: (a) training teachers in utilizing game-based learning as an innovative teaching strategy in the Caribbean, (b) instructing teachers on implementing game-based learning into Trinidad's Primary and Secondary Schools' Curriculum and Teaching Units/Plans, and (c) documenting in the international/global research literature the effects of game-based learning being used as a teaching and learning strategy in the Caribbean.
- Overall, the two initial game-based learning teacher training workshops led to about 66 primary and secondary school teachers, 2 primary school administrators, and 2 secondary school administrators being trained in the use of game-based learning as a teaching and learning strategy [As of March 2018, about 12 schools and more than 100 teachers and administrators have been positively impacted]

- (v) **April 20th, 2016** —I served as the only facilitator
Grant Writing Workshop for UWI's School of Education Lecturers, Workshop examined "In House" & "International" Requirements to acquiring grant funding

- (vi) **April 1st –30, 2016**—Provided research assistance to Dr. Debra Ferdinand-James’s EDRS 6900, Master of Science in Health Promotions Education Research Project/Thesis E-Clinic 30 Graduate Research Students, M. Sc. UWI Students were a part of this initiative
- (vii) **June 1st, 2016** — I Wrote ACCEPTED ABSTRACT for Ministry of Education, Research in Education Brown Bag Research Presentation, Trinidad and Tobago [this event attracted curriculum developers and teachers from various schools across Trinidad and Tobago and led to more teachers, curriculum developers, and administrators being trained in “implementing and using effective game-based learning strategies” at the primary school level and particularly in STEM disciplines of mathematics and sciences]
- (viii) **June 23rd, 2016** — Presented/Presenter (one of three)
Game-Based Learning in Trinidad & Tobago’s Primary STEM Instruction, Ministry of Education, Research in Education Division’s Brown Bag Research Session/Presentation, Trinidad & Tobago
- (ix) **July 21st, 2016, & July 28, 2016**—Mrs. Sandra Fiargo-Henry and I started the development of the UWI’s STEM Education Research Team’s Webpage, focusing on:
 - (a) Planning the webpage
 - (b) Designing and layout of the webpage
 - (c) Development of the Welcoming Podcast/Video address/presentation for webpage
 - (d) And, Implementing and incorporating artefacts; that is, publishing of materials to the online webpage
- (x) **June 2016 & July–September, 2016**
I analyzed ALL data, conducted all literature searches, wrote up all literature reviews, and wrote research papers, two of the written research papers were submitted to and published in *International Journal of Education & Culture (IJEC)*. The two “Accepted” journal articles were:
 - (i) “*Exploring the Effects of Game-Based Learning in Trinidad and Tobago’s Primary Schools: An Examination of In-Service Teachers’ Perspectives,*”
 - (ii) And, “*Caribbean and African Students’ Performance in STEM in the Diaspora—Canada, USA, and the UK: A Test of John Ogbu’s Cultural-Ecological Theory*”
- (xi) **October 1–December 31, 2016**
Job Duties and Responsibilities became chiefly focused on increasing grant writing capacity among UWI’s School of Education’s Lecturers, Instructors, and other interested professionals.

Other Duties Performed at UWI:

Curriculum Development:

- Assisted a team of curriculum developers from UWI's School of Education in evaluating the current Trinidad and Tobago's Ministry of Education's curriculum as it relates to: Mathematics, Science, English, and other subjects.
- Conducted *N-Vivo Analysis* (Qualitative Analysis & Review) for the Trinidad & Tobago's Ministry of Education's Inter-American Development Bank (IDB) Sponsored Primary and Secondary Schools Curriculum Development and Evaluation Project, which was conducted by UWI's School of Education.

General Duties Performed at UWI, Indiana University, & Morgan State University included:

- Creating and designing research methods and assessment plans for research project(s)
- Collecting and analyzing data that were: (1) quantitative, (2) qualitative, and (3) mixed-methods in nature
- Publishing data results in peer-reviewed journals
- Presenting data results at international conferences
- Creating and designing K–12 teacher-training workshops
- Creating and designing Grant Writing Proposal Workshop(s) for Lecturers
- Mentoring of Graduate Students [offered through research e-clinic]
- Identifying grant-funding agencies [offered through Grant Writing Workshop]
- Consulting and advising STEM Education faculty on selection of appropriate educational research design for grant proposal submitted for “internal and external funding”
- Conducting extensive literature reviews for all projects created
- Continuing to serve as a peer-reviewer, Editor, and Associate Editor of International Peer-Reviewed Academic Journals

**2005–2010 *Researcher,*
School of Education,
Department of Mathematics & Science Education,
Morgan State University,
Baltimore, Maryland**

Duties were:

- Worked on a \$350,000 US Dollar National Science Foundation (NSF) DRK-12 Grant project *entitled Positive Learning Environments Aiming for Success in Science Education (Project PLEASSE)* [2009–2010, I served on this grant funded project]
- Authored/co-authored scholarly manuscripts submitted to top tiered journals
- Authored/co-authored conference papers presented at top tiered conferences
- Conducted extensive literature searches, produced charts, graphs, and tables for research manuscripts
- Edited all manuscripts submitted for publication and/or conferences
- Edited renewal grant proposal
- Worked collaboratively in January 2010 with Principal Investigator (PI), Dr. Obed Norman, Associate Professor of Science Education, and Co-Principal Investigators (Co-PIs), Dr. Glenda Prime, Dean of School of Education, and Dr. Jonathan E. Wilson, Associate Professor of Sciences and Director of the NASA K–12 SEMAA Project, Morgan State University, Baltimore, Maryland, USA; I worked with the PI and Co-PIs of the NSF Funded Project PLEASSE

in submitting a second major NSF Grant Proposal titled “*Positive Learning Environments Advancing Success in Science Education for All*” (*PLEASSE 4 ALL*); Second grant application submitted to NSF requested more than \$350,000 US Dollars

- Worked collaboratively in 2009 with the PI and Co-PIs of NSF Project *PLEASSE* in recruiting 60 Baltimore City K–12 teachers for the Morgan State University’s Department of Mathematics and Science Education annual summer teacher training STEM Education workshop
- Supported the PI and CO-PIs in the implementation of the NSF DRK-12 research project (*Project PLEASSE*) in K–12 schools within Baltimore City, Maryland
- Coordinated/monitored the collection, recording, and analysis of field data (e.g. surveys, test scores)
- Conducted routine classroom observations in selected Baltimore City Public schools’ mathematics, physics, biology, chemistry, and special education classrooms
- Re-wrote, edited, and administered quantitative surveys in the Baltimore City schools a part of the Morgan State University’s NSF Project *PLEASSE*
- Supervised undergraduate research assistant
- Facilitated the submission and renewal processes of three Human Subjects Review (IRB) applications for the NSF Project Initiatives that were active at Morgan State University between 2009—2010

2002–2004

Tutor (Teaching),

**Huntsville Alabama’s Mathematics Lab & Tutoring Center,
Huntsville, Alabama**

(President: Dr. Adebimpe Adebisi, Ph.D., an Oxford University trained mathematician)

Duties:

- Tutored pre K–12 and college/university students in the sciences, and some English and mathematics
- Prepared students for the Alabama High School State Exit Assessment Exam in Science
- Was successful in training ALL my students to successfully pass the Alabama Exit Exam in Science

1998–1999

Clinical/Hospital Research Experience,

**Medical Microbiology & Pharmacy Departments,
Princess Margaret Hospital (PMH),
Nassau, Bahamas**

Duties:

- Conducted various laboratory testing in the medical microbiology unit
- Worked in the “out-patient” unit of the pharmacy and assisted with the administration and preparation of medications for those patients that were “walk in” customers/clients; those that were not hospitalized
- And, worked in the “in-patient” unit and assisted in the preparation and administering of medications to critically ill patients who were hospitalized.

Other Jobs (Short termed Contractual & Otherwise)

- **Post-doctoral Researcher (short-termed contract), STEM Education Research, Indiana University, Purdue University, Indianapolis, Indiana, 2013–2014.**
Duties were: Research Projects Development, Publishing, Data Analysis, Grant Proposals Development, & National and International Conference attendance and presentations.
- **Hired as an Adjunct Lecturer, Indiana University School of Education, USA, Summer 2013.**
Duties were: Was to teach undergraduate and graduate level courses. Was scheduled to teach the Summer Graduate Course for In-Service Teachers: EDUC-W 505 “Engaging the Black Child.”
- **Adjunct Professor, Science Education, University of the Bahamas, 2011–2012.**
Courses Taught were: Science Education & Research Methods Courses, Above Average Teacher Rating Score, “Research Methods Course Teaching.”
- **Researcher, Soil Microbiology, School of Environmental Science, Alabama A & M University, Normal, AL [2 year contract], 2000–2002.**
Duties were focused on: Environmental Planning, Plant Science, Soil Microbiology, and Soil Chemistry.
Research Project 2002–2004: “Microbial Characterization and Acidic and Alkaline Phosphatase Analyses of Soils Under Various Management Practices.”
- **Researcher, Regional Planning, Department of City or Urban & Regional Planning, Alabama A & M University, Normal, AL [1 year contract], 2003–2004.**
Duties were: Conducted an Economic and Social Development Research Project from 2003–2004 entitled “An Analysis of the Economic Restraints faced by the Black Belt Counties of Alabama.” In conducting the year-long economic and social development research project, I corresponded with 55 Alabama Mayors and their assistants in collecting data needed for SPSS analyses that were conducted. After data analyses were conducted, I wrote up a final comprehensive report, which was presented for publishing to the then Chair of the Department of Urban and Regional Planning of Alabama A & M University.

RESEARCH

Current Research Interests:

- Game-based Learning in K–12
- STEM equity
- Social justice in education/education equity in general
- Diversity, Equity, & Inclusion in the work place and society in general

- Cultural/ethnic differences influence/impact on Afro-Caribbean, African American, and African students' learning patterns in STEM

Peer Reviewed Publications

Research Books

I served as the **lead editor** on the following Science, Technology, Engineering, and Mathematics (STEM) education research book:

My Published STEM Book is “Issues and Innovations in STEM Education: Theoretical and Empirical Studies By Early Careers Researchers.” Please see at:

<https://www.amazon.com/Issues-Innovations-Stem-Education-Research/dp/1625200145>

Pinder, P. J., & Blackwell, E. L. (2013). *ISSUES AND INNOVATIONS IN STEM EDUCATION RESEARCH: Theoretical and Empirical Studies by Early Career Researchers*, Niagara Falls, NY: Untested Ideas Research Center.

Book Chapters

I contributed as a **book chapter author** and these are my contributed chapters:

Pinder, P. J. (2013, June). Chemistry achievement and the African Caribbean immigrant student's home: A mixed-methods, multi-dimensional study—An expansion of an earlier preliminary quantitative study. In **P. J. Pinder** and E. L. Blackwell (Eds.), *Issues and Innovations in STEM Education Research: Theoretical and Empirical Studies by Early Career Researchers*. Niagara Falls, NY: Untested Ideas Research Center.

Pinder, P. J. (2013, June). Employing conceptual change and inquiry-based strategies with African American K–12 science students: A reflection on two small classroom based preliminary studies. In **P. J. Pinder** and E. L. Blackwell (Eds.), *Issues and Innovations in STEM Education Research: Theoretical and Empirical Studies by Early Career Researchers*. Niagara Falls, NY: Untested Ideas Research Center {this paper was among the top 58% of papers accepted for publication in one of 21 Untested Ideas Research Books for 2013}.

Pinder, P. J. (2013). Scholarly reflection on the types of research contained within Issues and Innovations in STEM Education Research: Theoretical and Empirical Studies by Early Career Researchers—The Lead Editor's Introduction. In **P. J. Pinder** & E. L. Blackwell (Eds.) *Issues and Innovations in STEM Education Research*. Niagara Falls, NY: Untested Ideas Research Center.

Book Chapters I Edited as a part of “Issues and Innovations in STEM Education” & Authors:

- **Dr. Edith L. Blackwell, ED.D., Scientist/Chemist, United States Department of Agriculture, USA,**
 - 1) “Positional Identity and Power: Stereotypes that Influence Asian, African, and African American Science Teachers' Positional Identities,”
 - 2) “Will a Technology-Integrated curriculum Improve the SAT Scores of African American High School Students,”

- **Salina Gray, PhD, Stanford University, USA,** *“Black Students in Science: More Than Meets the Eye,”*
- **Dr. Leticia Hahn, PhD, Niagara University, USA,** *“Supporting Underrepresented Minority Women in STEM Fields,”*
- **Julia Latorre, PhD, Niagara University, USA,** *“The Gender Gap in Engineering: A Call for Research and Policy Change,”*
- **Dr. Dejang Liu, PhD, College of Dupage, USA, Dr. Margaret Mbilizi, PhD, D’Youville College, Dr. Lemuel Watson, PhD, University of South Carolina, USA,** *“Women’s Ways of Knowing in Information Technology: Community College Case Study,”*
- **Dr. Crystal Hill-Morton, PhD, Indiana University School of Education, USA,** *“The Rational Concept: African American Middle School Students and Mathematics Problem Solving,”*
- **Dr. Jomo W. Mutegi, PhD, Indiana University, Director of the Urban Center for the Advancement of STEM Education (UCASE) & Associate Professor, Indiana University School of Education, and Dr. Crystal Hill-Morton, PhD, Indiana University School of Education,** *“The Use of worldview Research in Education: A Literature Review,”*
- **Melanie Spence-Ariemma, PhD, Niagara University,** *“Important Teaching Characteristics of Medical Radiation Sciences Professors: A Student Perspective,”*
- **Dr. Patrice J. Pinder, ED.D., then Indiana University, Purdue University (IUPUI), STEM Education Research Institute,**
 - 1) *“Scholarly Reflection on Types of research Published Within Issues and Innovations in STEM Education Research: Theoretical and Empirical Studies by Early Career Researchers,”*
 - 2) *“Chemistry Achievement and the African Caribbean Immigrant Student’s Home: A Mixed-Methods, Multi-dimensional Study–An Expansion of An Earlier Preliminary Quantitative Study,”*
 - 3) *And, “Employing Conceptual Change and Inquiry-based Strategies with African American K-12 Science Students: A Reflection on Two Classroom Based Piloted Studies.”*

Selected Volumes and Issues of IJEC Peer-Reviewed Articles Edited by me, 2016–2021

I edited as the *Editor-In-Chief* for the *International Journal of Education and Culture (IJEC)*, I served as editor for these selected published articles, which occurred in various volumes and issues of the *IJEC journal* from 2016 to 2021 under my leadership as Editor-in-Chief. Some of the featured selected articles highlighted here are:

- **Dr. Jinyan Huang, PhD, Hunan University, China, & Dr. Ling Zhang, PhD, Huaihua University, China,** *“Chinese Students Studying at American Universities: State Distribution and Educational Implications (Volume 5, Issues 1-2, pp.13-27),”*
- **Dr. George Flouris, PhD, University of Athens, Greece, Dr. Avraam Mavropoulos, PhD, Secondary School in Athens, Dr. John Spiridakis, PhD, St. Johns University, USA,** *“Personalizing a Science Unit in the Greek Curriculum for Optimal “Quality” Instruction and Learning Through the Use of Gardner’s Theory of Multiple Intelligences (Volume 5, Issues 3-4, pp. 41-54),”*

- **Dr. Iro Mylonakou-Keke, PhD, University of Athens, Greece, Dr. Artemis Giotsa, PhD, Dr. Andreas Zergiotis, PhD, Ministry of Education, Greece,** *“The Need to Enhance Parents’ Role in School, Family and Community Communication: Opportunities, Strategies and Programs (Vol.5, Issues 3-4),”*
- **Dr. Peggy Choong, PhD, Niagara University, USA, & Dr. Vince Rinaldo, Niagara University, PhD, USA,** *“Assessment as an Integral Part of Instructional Planning (Volume 6, Issues 1-2),”*
- **Dr. Kay I. Penny, PhD, & Dr. Jacqueline Brodie, PhD, Edinburgh Napier University, UK,** *“Student and Staff Perceptions of the Use of Multiple Choice Testing in Higher Education Assessments (Vol. 6, Issues 1-2),”*
- **Dr. Yingping Guo, PhD, Hunan University of Finance & Economics, China,** *“Examining the Importance and Challenges of Developing ESL Students’ Intercultural Communicative Competence (Vol. 6, Issues 3-4),”*
- **Dr. Juntao Deng, PhD, Guangdong University of Foreign Studies, China, & Dr. Yuan B. Yao, PhD, Niagara University, USA,** *“An Empirical Study on Computer-assisted Autonomous Learning of College English Listening (Vol. 6, Issues 3-4),”*
- **Dr. Julie M. Lane, PhD, & Dr. Lisa C. Keith, PhD, Fresno Pacific University, USA,** *“A Pilot Study: Addressing Native American Cultural Competency (Vol. 7, Issues 1-2),”*
- **Dr. Renu Ahuja, PhD, Morgan State University, USA,** *“Conceptions of Effective Mathematics Teaching Across Cultures: Insights from Some Classrooms of India and the USA (Vol. 7, Issues 3-4),”*
- **Dr. Wa Hong, PhD, & Dr. Jinyan Huang, PhD, Hunan University, China,** *“Examining the Academic Anxiety Experienced by the Non-English Speaking International Graduate Students at North American Universities (Vol. 7, Issues 3-4),”*
- **Dr. Yuanyuan Chen, PhD, Guangdong University of Foreign Studies, China,** *“Examining EFL Teacher Agency: A Case Study of Three Chinese Elementary Teachers (Vol. 8, Issues 1-2),”*
- **Dr. Kaycheng Soh, PhD, Nanyang Technological University, Singapore,** *“Educational Ranking Systems: What Do We Know About Them? (Vol. 8, Issues 1-2),”*
- **Dr. Yu Wu, PhD, & Dr. Jingde Tan, PhD, Hunan First Normal University, China,** *“Technology Use in the Elementary Classrooms: Benefits, Pitfalls, and Implications (Vol. 8, Issues 1-2),”*
- **Dr. Sosanya M. Jones, PhD, Howard University, USA,** *“An Examination of Policy in Practice: A Case Study of Inclusionary Internationalization (Vol. 8, Issues 3-4),”*
- **Dr. Yifang Yu, PhD, BASIS International School of Hangzhou, China,** *“Opening and Closing Rituals in Email Exchanges Between the Librarians and the Library Patrons (Vol. 8, Issues 3-4),”*
- **Dr. Zabihullah Alimyar, PhD, Parwan University, Afghanistan,** *“Outcome-based Education Training Workshops; A Study to Explore their Effectiveness on Afghan EFL Instructors’ Teaching Methods (Vol. 9, Issues 1-2),”*
- **Dr. Kien Trinh, MD, PhD, Oxford University, UK, and McMaster University, Canada, Dr. Jinyan Huang, PhD, Jiangsu University, China, Dr. Nikita Belski, PhD, Brock University, & Dr. Dion Diep, University of Toronto, Canada,** *“The Use of Curriculum Vitae in Medical School Admissions: A Systematic Review (Vol. 9, Issues 3-4),”*

- **Dr. Tiantian Shu, PhD, & Dr. Jinyan Huang, PhD, Jiangsu University, China,** “*Student-and Instructor-Related Factors Affecting the Peer Assessment in L2 Writing: A Literature Review (Vol. 9, Issues 3-4),*”
- **Dr. Michele Lionetti, PhD, NomadicaMente Think-Tank, Italy, & Olakunie David Akinyomi, M.Sc., University of Benin, Nigeria,** “*The Different Theoretical Contributions to the Understanding of Organizations and Administrations: Their Applications to Educational Institutions (Vol. 10, Issues 1-2),*”
- **Dr. Michele Lionetti, PhD, Nomadica Mente Think-Tank, Italy, & Olakunie David Akinyomi, M.Sc., University of Benin, Nigeria,** “*The Pedagogy and Andragogy of Relationships: Suggestions from the Education Systems in Africa to Western Education (Vol. 10, Issues 1-2).*”

Past Research (2018–2020):

In collaboration with Ton Duc Thang University’s Department of Sciences & Technology and Faculty of Humanities and Social Sciences.

1. **Pinder, P. J. (2019).** An Around the World Tour of Game-Based Learning: A Literature Review Examining Game-Based Learning Practices in the Caribbean, USA, Asia, & Europe.
2. **Pinder, P. J. (2019).** Caribbean Students’ Performance in STEM: Gender Differences, 2008–2018.
3. **Pinder, P. J. (2019).** Promoting and Encouraging STEM among Females of African Descent in the Caribbean and the Americas.

Peer Reviewed Journal Articles

Manuscript in Review (2021)

Team Project: USA, Bahamas, & Namibia, Africa

- Dr. Norman, Obed (Retired Associate Professor, Morgan State University, USA), **Dr. Pinder, Patrice J. (Bahamas)**, Dr. Shelley II, Mack (Distinguished Professor, Iowa State University, USA), Dr. Harven, Aletha (Associate Professor, California State University, USA), & Dr. Nkusi, Maurice (Director of Center for Teaching and Head of Technology, Namibia University of Science and Technology, Namibia, Africa), (2021). “The Saliency of Identity in the Academic Successes of Black STEM Students and Professionals.” In Review, *Review of Education, Pedagogy, and Cultural Studies (A Tier 1, Q1 Cultural Studies Journal)*.

Published Articles, 2012–2020

Pinder, P. J. (December 31, 2020). Blast from the Past: A Quantitative Study Comparing Florida’s and Maryland’s Assessments and Students Performance in STEM. *International Journal of TESOL and Learning*, 9 (3-4), 37-62.

Pinder, P. J. (December 31, 2020). The Renewed Call for Little Black Children to Matter More in the Discourse on Race and Culturally-Connected Science Teaching. *International Journal of Education & Culture*, 9 (3-4), 31-35.

Pinder, P. J. (June 30, 2020). Exploring an interdisciplinary theoretical model of migrant schooling to effectively account for achievement differences between migrant and native students. *International Journal of TESOL and Learning*, 9 (1-2), 1-17.

Pinder, P. J., & Pinto, G. (Lyford Cay International School) (2018). In-Service STEAM Teachers' Perceptions of Using Game-Based Learning in Primary and Secondary Instruction in the Bahamas. *International Journal of Education & Culture*, 7(1-2), 1-12.

Pinder, P. J. (2016). Caribbean and African Students' performance in STEM in the Diaspora—Canada, USA, and the UK: A Test of John Ogbu's Theoretical Model. *International Journal of Education & Culture (IJEC)*, 5 (1- 2), 2-12.

Pinder, P. J. (2016). Exploring the effects of game based learning in Trinidad and Tobago's Primary Schools: An examination of In-service teachers' perspectives. *International Journal of Education & Culture*, 5 (1-2), 28-41.

Blackwell, E. L., & **Pinder, P. J.** (2014). What are the motivational factors of first-generation minority college students who overcome their family histories to pursue higher education (a grounded theory qualitative study)? *The College Student Journal*, 48(1), 45–56.

Pinder, P. J., & Blackwell, E. L. (2014). The “Black Girl Turn” in research on gender, race, and science education: Toward exploring and understanding the early experiences of Black females in science, a literature review. ONLINE FIRST. *The Journal of African American Studies*, 18(1), 63–71. DOI: 10.1007/s12111-013-9225-4 (Tier 1 or Q1 Journal at time of article acceptance).

Pinder, P. J., Prime, G., & Wilson, J. E. (2014). An Exploratory Quantitative Study Comparing and Correlating Parental Factors with Environmental Science Achievement for Black American and Black Caribbean Students in a Mid-Atlantic State. *The Journal of Negro Education*, 83(1), 49–60 (Tier 1 or Q 1 Journal at the time of article acceptance; a top tiered journal, 21% acceptance rate, 79% rejection rate).

Pinder, P. J. (2013). Exploring and understanding Maryland's mathematics and science teachers' perspectives on NCLB and increase testing: Employing a phenomenological inquiry approach. *The Journal EDUCATION*, 133(3), 298–303.

Pinder, P. J. (2013). Utilizing instructional games as an innovative tool to improve science learning among elementary school students. *The Journal EDUCATION*, 133(4), 434–439.

Pinder, P. J. (2013). Chemistry achievement and the African Caribbean immigrant student's home. *The International Journal of Education and Culture*, 2(2), 93–109 (selected as one of the top 20% of research manuscripts accepted for re-publication as a journal article by the Untested Ideas Research Center).

Pinder, P. J. (2013). Cultural, ethnic differences, parental involvement differences, and educational achievement of African heritage students: Towards employing a culturally sensitive curriculum in K–12 classrooms, a literature review. *The Journal of African American Studies*, 17(2), 116–128 (Tier 1 or Q1 Journal at time of acceptance).

Pinder, P. J. (2012). Afro-Caribbean, African American, families and the influence on science performance in the United States: The Untold Story. *Journal EDUCATION*, 132(4), 725–738.

Abstract Publications/Peer Reviewed Conference Proceedings, 2008–2014

Pinder, P. J. (2014, June 27-29). *Academic performance of immigrants of African heritage in STEM: A look at two world continents*. In Proceedings of the Untested Ideas Research Center's Second International Conference, Sheraton Resorts, Rhodes, Greece.

Pinder, P. J. (2013, April). *Employing a phenomenological inquiry approach to explore a few urban African American math and science teachers' perspectives on NCLB and assessments*. In proceedings of the Indiana University, Purdue University, Indianapolis (IUPUI), Annual Research Day Conference.

Pinder, P. J. (2011). An exploration of the impact of family background factors on the science achievement of Afro-Caribbean and African American students in the United States. *Dissertation Abstracts International*, 71(10), Section A, 3608. Retrieve from **The Harvard University's Smithsonian/NASA Astrophysics Data System** <http://adsabs.harvard.edu/abs/2010PhDT.....82P>

Pinder, P. (2008). Teaching the concept of animate versus inanimate objects to K–1 students: Can game playing facilitate younger students' conceptualization of science concepts? Mini-Abstract published in the Association of Science Teacher Education (ASTE) international conference proceedings.

Pinder, P. (2008). A critical analysis of NCLB, increase testing, and past Maryland science and mathematics HSA exams: What are Maryland practitioners' perspectives? Mini-Abstract published in the Association for Science Teacher Education (ASTE) international conference proceedings.

Pinder, P. J. (2008). *Exploring and understanding the benefits of online tutoring software on urban students' science achievement: What are Baltimore City practitioners' perspectives?* The Regional Eastern Educational Research Association (EERA) Conference, Abstract published and available at <http://www.editlib.org/p/70989>

Non-Peer Reviewed Articles

Pinder, P. J. (2020, June 21). *Race and Culturally-Connected Science Teaching*. Retrieve from <https://www.researchgate.net>

Pinder, P. J. (2018, May). Bahamas' First Mixed-Methods Game-based Learning Study Reveals Teachers Support Use of Games in STEM Instruction. Retrieve from <https://www.researchgate.net>

Pinder, P. (2007). Effects of education technology on urban minority students' science and mathematics achievement: A limited research area. Morgan State University Department of Mathematics and Science Education *News & Views Newsletter* 2(1), 6.

Pinder, P. (2007). Reflections on Augustin Cauchy—A great French mathematician 1789–1857. Morgan State University Department of Mathematics and Science Education *News & Views Newsletter*, 2(1), 6.

Pinder, P. (2006). Reflections on Maryland's 2006 HSA Biology results: Is there a sign of hope for Maryland's public schools? Morgan State University Department of Mathematics and Science Education *News & Views Newsletter*, 1(2), 5.

Pinder, P. (1998). Biography of Patrice J. Pinder. *U.S. Achievement Academy Collegiate Directory*, 13.

Comprehensive Research Reports/Technical Reports/Dissertations/Theses

Pinder, P. (2010). *An exploration of the impact of family background factors on the science achievement of Afro-Caribbean and African American students in the United States*. Unpublished doctoral dissertation, Morgan State University. UMI/ProQuest.

Pinder, P. (2004). *An analysis of the economic restraints faced by the Alabama Black Belt counties: A comprehensive research report*. Alabama A & M University Department of Urban & Regional Planning Research Unit.

Pinder, P. (2002). *Microbial characterization and acidic and alkaline phosphatase analyses of soils under various management practices: A comprehensive research report*. Alabama A & M University School of Agricultural & Environmental Sciences Research Unit.

GRANTS & AWARDS

Pinder, Patrice & Kamolodeen, V. (2016, May 31) “*Exploring the use of games to promote scientific inquiry, motivation, and improve mathematics and science achievement among Trinidadian Primary School Students*,” **UWI Grant Application FUNDED at \$58,121 TTD.**

FYI: [90% of the FUNDED Grant Proposal was originally created by me in 2013 for submission to the International Spencer Grant Foundation, Illinois, USA]—My original grant proposal is available to you for review upon request.

Norman, O. & Research Team. (2010, Jan.) “Positive Learning Environments Advancing Success in Science for All (PLEASSE for ALL).” National Science Foundation (NSF), more than \$350,000 requested/submitted. [As part of Dr. Obed Norman's Research Team, I helped in the editing and general assistance process of this grant application].

Pinder, P. J. (PI) (2007). Promoting the use of games to enhance science learning and achievement among elementary school students. **Spencer Grant Foundation, \$49,000 US Dollars requested/submitted.**

Pinder, P. J. (PI) (2007). Studying African American Physics Achievement. Kappa Delta Pi, under \$1000 US Dollars requested/submitted.

Invited Academic Lecture, Nanjing, China (Asia), 2019

Pinder, P. J. (2019, December). *Exploring a Biological-Cultural Model to Explain Achievement Differences between Migrant and Native Students*. Paper presented at the 7th Forum for High-Level Talents, Jiangsu University, Zhenjiang, Nanjing, China.

Trailblazers Roundtable Discussions, Bahamas, 2018

Pinder, P. J. (2018, April 20). *Trailblazers Roundtable, Girls in ICT (STEM) Day 2018*. Invited Guests, Bahamas' Utilities' and Regulation's Commission and Authority (URCA's) Roundtable Discussions, Nassau, Bahamas.

Conferences/Seminar Presentations, World-Wide, 2006–2018

Pinder, P. J. (2018, Feb. 3). *Promoting Game-Based Learning and Action Based Classroom Research*. Bahamas' 1st National STEAM Game-Based Learning Conference. Lyford Cay International School, Lyford Cay, Bahamas (data collected from this conference has led to the 1st mixed-methods research article on game-based learning to come out of the Bahamas).

Pinder, P. J. (2016, Nov. 18). Research Advancement Ideas: Presentations on (1) "Evaluation of a Neuroscience FLIP Class," and (b) "Development of a CONCEPT INVENTORY for a Materials Science Class." **FINALIST INTERVIEW PRESETATIONS (1 of 3 SELECTED FINALISTS)**. The **JOHNS HOPKINS UNIVERSITY**, Baltimore, Maryland, USA.

Pinder, P. J. (2016, June 23). "Use of Game-Based Learning as a Teaching Strategy in Primary School STEM Instruction in Trinidad and Tobago." Ministry of Education Research Unit Brown Bag Session, Port-of-Spain, Trinidad and Tobago.

Pinder, P. J. (2016, Jan. 27). Promoting academic educational research in quantitative, qualitative, and mixed-methods studies and presenting research advancement plans for the University of the West Indies (UWI) School of Education (esp. STEM education). Seminar Presentation to UWI School of Education faculty/staff/administrators. University of the West Indies (UWI) School of Education, Trinidad and Tobago.

Pinder, P. J. (2016, Jan.). A presentation on Dr. Pinder's STEM Education Research Book, past quantitative, qualitative, and mixed-methods educational research studies/articles. Seminar presentation to UWI School of Education (SOE) faculty/staff/administrators. UWI SOE, Trinidad and Tobago.

Pinder, P. J. (2014, June). *Academic performance of immigrants of African heritage in STEM: A look at two world continents*. Presented at the 2nd Untested Ideas Research Center's International Research Conference, Sheraton Rhodes Resort, Rhodes Island, Greece.

Feldhaus, C. R., Sorge, B., Fore, G., & **Pinder, P. J.** (2013, September). *Promoting the Indiana University at Indianapolis STEM Education Research Institute (SERI) and the institute's research talents and resources*. 21st Century Multi-state Conference, Indianapolis, IN.

Pinder, P. J. (2013, June). *Promoting inquiry-based learning with African American K–12 science students*. Paper presented at the 1st Untested Ideas International Educational and Cultural Research Conference, Niagara Falls, NY.

Pinder, P. J. (2013, June). *Chemistry achievement and the African Caribbean student—early data findings*. Paper presented at the 1st Untested Ideas International Educational and Cultural Research Conference, Niagara Falls, NY.

Pinder, P. J. (2013, April). *Employing a phenomenological inquiry approach to explore a few urban African American mathematics and science teachers' perspectives on NCLB and*

assessments. Poster presented at the Indiana University, Purdue University, Indianapolis (IUPUI) Research Day Conference, Indianapolis, IN.

Pinder, P. J. (2013, March). *Discussant/chaired session on Gender and Health Issues in Sub-Saharan Africa and the U.S.* 37th National Council for Black Studies Conference, Indianapolis, IN.

Pinder, P. J. (2013, March). *Discussant/Chaired session on Aesthetic Perfection: The Black Woman's Perspective.* 37th National Council for Black Studies Conference, Indianapolis, IN.

Pinder, P. J. (2013, March). *Chemistry Achievement and the African Caribbean Home: A Mixed-Methods Study—preliminary findings presented.* Paper presented at the 37th National Council for Black Studies (NCBS) Conference, Indianapolis, IN.

Norman, O., (Morgan State), Plank, S. B. (Johns Hopkins), Durham, R. E. (Johns Hopkins), Farley-Ripple, E. N. (U. of Delaware), & **Pinder, P.** (Morgan State). (2010, May). *A theoretical framework for exploring drop-out rates in urban schools.* Paper presented at the International American Educational Research Association Conference (AERA), Denver, CO.

Norman, O., **Pinder, P.**, Crunk, S.M., & Butler, B. (2009, April). *The thorny issue of Black students' academic aspirations: Stigmatizing or empirically warranted?* Paper presented at the International American Educational Research Association (AERA) Conference, San Diego, CA.

Pinder, P. J. (2008, February). *Discussant, SIG: Mathematics, Science, and Technology, Accountability in science and mathematics education.* Regional Eastern Educational Research Association (EERA) Conference, Hilton Head Island, SC.

Pinder, P. (2008, February). *Exploring and understanding the benefits of online tutoring software on urban students' science achievement: What are Baltimore City practitioners' perspectives?* Paper presented at the Regional Eastern Educational Research Association (EERA) Conference, Hilton Head Island, SC.

Pinder, P. (2008, February). *Utilizing instructional games to improve urban K–1 students' science achievement: An experimental design.* Paper presented at the Regional Eastern Educational Research Association (EERA) Conference, Hilton Head Island, SC.

Wairia, D., & **Pinder, P.** (2008, February). *Utilizing a laboratory practical to clear up urban high school students' misconceptions of Newton's second law: An experimental, Action Base Research.* Paper presented at the Regional Eastern Educational Research Association (EERA) Conference, Hilton Head Island, SC.

Pinder, P. (2008, January). *Teaching the concept of animate versus inanimate objects to K–1 students: Can game playing facilitate younger students' conceptualization of Biology concepts?* Paper presented at the 16th Annual International Association for Science Teacher Education (ASTE) Conference, St. Louis, MO.

Pinder, P. (2008, January). *A critical analysis of NCLB, increase testing, and past Maryland science and mathematics HSA exams: What are Maryland practitioners' perspectives?* Paper presented at the 16th Annual International Association for Science Teacher Education (ASTE) Conference, St. Louis, MO.

Pinder, P., Blackwell, E., & Wairia, D. (2007, February). *Assessing the assessments: A comparative analysis of the mathematics and science sections of the Maryland HSA and the Florida FCAT, are there differences?* Paper presented at the Regional Eastern Educational Research Association (EERA) Conference, Clearwater, FL.

Norman, O., Crunk, S. M., Butler, B., & **Pinder, P.** (2006, April). *Do Black adolescents value education less than White peers? An empirical and conceptual attempt at putting a thorny question in perspective.* Paper presented at the International American Educational Research Association Conference (AERA), San Jose, CA.

Invited Presentations & General Presentations, 2001–2012

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Pinder, P. J. (2012, December). *Gave the opening address and talk on “the role of teacher-researchers.”* School of Education Annual Undergraduate Research Day Seminar, The College of the Bahamas, Nassau, Bahamas.

Pinder, P. (2007, Feb). *Invited Lecturer/Guest Speaker on NCLB, increase testing, and assessment issues in mathematics and science education (a comprehensive report).* Paper presented to Morgan State University Graduate Teacher Education Classes, EDU 523—Teaching Methods, and, EDU 518—Socio-cultural Issues in Education, Baltimore, MD.

Pinder, P. J. (2007, Feb.). *Invited Lecturer/Guest Speaker on Florida’s and Maryland’s science and mathematics assessments and standardized testing issues.* Paper presented to Morgan State University Graduate Level Mathematics and Science Evaluation and Assessment Class, EDSM 631, Baltimore, MD.

Pinder, P. J., & Depriter, T. (2005, Nov). *Exposing Doctoral mathematics and science education students to academic publishing and conference presentations.* Morgan State University Graduate Student Colloquium, Baltimore, MD.

Pinder, P. (2003, December). *A discussion on the social and economic restraints faced by the rural counties of Alabama: Preliminary Findings.* Paper presented at Alabama A & M University School of Urban & Regional Planning Research Colloquium, Huntsville, AL.

Pinder, P. (2001, November). *A discussion and visual presentation on the Mealy Bug Epidemic/infestation problem in the Bahamas, A problem affecting imported trees to the Bahama Islands.* Poster presented at the annual seminar of the School of Environmental Science at Alabama A & M University, Huntsville, AL.

Pinder, P. (2001, September). *Microbial characterization of soils under various management practices.* Paper presented at the annual seminar presentation of the School of Environmental Science at Alabama A & M University, Huntsville, AL.

Teaching Activities

Teaching Skills

I have taught using:

- face-to-face teaching (traditional teaching)
- Blended teaching (in part online teaching through Moodle)

List of Courses Taught or Was Scheduled To Teach At:

- **Indiana University School of Education, Indianapolis, USA**
- **University of the West Indies, Trinidad and Tobago**
- **College of the Bahamas (University of the Bahamas), Nassau, Bahamas**
- **Bahamas Baptist Community College (BBCC)**

Indiana University School of Education

Graduate Course:

- **EDUC-W 505 Engaging the Black Child (was scheduled to teach, Summer 2013 but was cancelled)**

University of the West Indies, UWI

Graduate Course:

- **EDRS-6900 Master of Science in Health Promotions Research E-Clinic**

April 1–30, 2016, I served as a “Research Doctor” and assisted Dr. Debra Ferdinand-James, coordinator/facilitator of UWI’s Research E-Clinics

Bahamas Courses Taught

Undergraduate Courses:

Education

- EDUCATION 328–Research Methods in Education (College of the Bahamas)
- EDUCATION 001–Professional Seminar in Education I (College of the Bahamas)
- EDUCATION 363–Science teaching in the Elementary Schools II (College of the Bahamas)

Biology Classes

- BIOLOGY 243–Botany II–Plant Form & Function Lecture (BBCC)
- BIOLOGY 244–Botany II–Plant Form & Function Lab (BBCC)
- BIOLOGY 103–Principles of Biology (BBCC)
- BIOLOGY 103 Lab–Principles of Biology Lab (BBCC)
- BIOLOGY 010–College Prep Biology (BBCC)
- BIOLOGY 010 Lab–College Prep Biology Lab (BBCC)
- BIOLOGY 071–College Prep Biology (College of the Bahamas)
- BIOLOGY 071Lab–College Prep Biology Lab (College of the Bahamas)

Mathematics Classes

- MATHEMATICS 009–Pre College Prep Math (BBCC)
- MATHEMATICS 010–College Prep Math I (BBCC)
- MATHEMATICS 011–College Prep Math II (BBCC)

General Science Classes

- SCIENCE 010–Integrated Science Lecture (BBCC)
- SCIENCE 010 Lab–Integrated Science Lab (BBCC)
- SCIENCE 070–Introduction to General Science Lecture (College of the Bahamas)
- SCIENCE 070 Lab–Introduction to General Science Lab (College of the Bahamas)

Courses I Tutored at the K–12 & College Level

- Basic Mathematics (Grades 1–6)
- General Mathematics including Algebra I & II, Geometry, & Statistics (Grades 8–9)
- General Biology (Grades 10–12)
- Advanced Placement (AP) Biology
- General Chemistry (Grades 10–12 & College level)
- Advanced Placement (AP) Chemistry
- Chemistry for Engineers (College Level)
- Language Arts (English Language) (Grades 5–9)

Course Outline/Syllabus Created

- I created a Research Grant Writing Workshop Comprehensive Outline/Syllabus for Lecturers/Professors/Graduate Students

Research Advising, Coaching, and Mentoring of PhD, M.S., and M.A. Graduate and Undergraduate Students, Globally, 2012–2021

- I currently have been hired to train PhD students in the 3 year Research Intensive PhD graduate program in Business Administration at Global Humanistic University, Dutch Netherlands Curacao, 2018–presently. Specifically focusing in the areas of ICT/Technology, the Environment and Environmental Sustainability, Pharmaceuticals Focuses, and Research on Diversity, Inclusion, and Equality in the Work Places and Spaces— kind of integrated or interdisciplinary Business and Sciences intertwined PhD Research Projects are my training areas (Virtual or Online Training Provided),
- I coach or mentor PhD and MS/MA students (independently, Virtual or Face-to-Face training provided),
- I co-facilitated a Mixed-Methods Research Training Conference for PhD Candidates completing their Doctoral Dissertations, China, August, 2017,
- I have served as the external reviewer for STEMM Education Doctoral Students from Niagara University, Niagara Falls, New York from 2014–2017 (Virtual or Online Assistance Provided),
- I was scheduled as an E-Clinic Research Doctor between April 1–30, 2016, to provide research assistance/guidance to 30 graduate students in the University of the West Indies' Research E-Clinics for the Master of Science in Health Promotions Education Graduate Course (EDRS 6900); Students needed assistance in completing Chapters 1 (Introduction) through Chapter 5

(Conclusion) of their EDRS 6900 Graduate Project (Master's degree Thesis), (Virtual and Face-to-Face Assistance were made available), and,

- I have also guided undergraduate education research students at the College of the Bahamas, Nassau, Bahamas (Fall 2012, EDUC 328–Research Methods Students).

Niagara University Graduate Students I Assisted in their PhD Completion Process & Final Defense, 2014–2017

Students were: Dr. Kien Trinh, Dr. Julia T. Latorre, & Dr. Kurt Minervino.

1) Medical Research in Education, STEMM Doctoral Dissertation I Reviewed (Externally Reviewed), Feb. 2016

Trinh, Kien. (2016). *Reliability and Validity of an Attribute-Based Autobiographical Sketch Medical School Admission Tool: Implications for Admission Decision Making.* Unpublished Doctoral Dissertation, Niagara University, NY.

Specializations: Medical Education, Medicine (Practicing & License Physician in UK & Canada)

- ***Dr. Kien Trinh, MD, PhD, M.Sc., FCFP, FRCP, FRCP Edinburgh, Fellow of the Royal College of Physicians in London and Edinburgh, Scotland, UK.***
- ***Dr. Trinh is now attached to the University of Oxford (Oxford University) Medical Sciences Division, The Nuffield Department of Orthopedics, Rheumatology, & Musculoskeletal Sciences. He was recently selected to the prestigious “Fellow of the Royal College of Physicians in London and Edinburgh, Scotland, UK” in recognition of his “exceptional contributions to the Medical Sciences and Teaching Professions.”***
- ***Formerly, Dr. Trinh served as Health Sciences Program Chair, Clinical Track Professor, & Chair of the Medical Admissions Committee at the Top Tiered World Ranked “Michael G. DeGroote School of Medicine” at McMaster University, Hamilton, Ontario, Canada. He also previously served as Director of the Ancaster Sports Medicine Center, Medical Director of Boxing Canada, was a part of the Canadian Academy of Sports and Exercise Medicine, and a former Society Editor for the Clinical Journal of Sports Medicine.***

2) Engineering Education, STEM Doctoral Dissertation I Reviewed (Externally Reviewed), March 2014

Latorre, Julia, T. (2014). *Leadership Preparation in Engineering: A study of Perceptions of Leadership Attributes, Preparedness, and Policy Implications.* Unpublished Doctoral Dissertation, Niagara University, NY.

Specializations: Engineering Education, Engineering Sciences

- **Dr. Julia Latorre, PhD, is now an Assistant Professor of Teaching, attached to the Department of Engineering Education, School of Engineering and Applied Sciences, University at Buffalo, State University of New York (SUNY), Buffalo, New York. She was a former Adjunct Lecturer with the School of Education at Niagara University.**

3) Science Education, STEM Doctoral Dissertation I Reviewed (Externally Reviewed), March 2017

Minervino, Kurt. (2017). An Investigation of Gender Differential Item Functioning in New York State Science Regents Exam and the Effects of Geographic Location on Educational Success. Unpublished Doctoral Dissertation, Niagara University, New York.

Specialization: Science Education, Earth Sciences

- **Dr. Minervino, PhD, is now a Lecturer in Elementary Education, Literacy, & Educational Leadership at Buffalo State College, The State University of New York (SUNY). He is also a Senior Lecturer at Niagara University, School of Education, and a former Science Teacher in the State of New York Public School System, USA.**

PhD Coaching/Mentoring I completed (Independently), Bahamas, 2019

February 2019–May 2019

Multidisciplinary Dissertation:

Lesvie Archer, PhD Candidate,
School of Cultural Studies,
University of the West Indies (UWI), Cave Hill Campus, Barbados.

Title of Dissertation: *“Historicizing the International Political Economy of the Bahamas as An International Financial Center.”*

The University of the West Indies, Cave Hill Campus, Barbados.

- **Mrs. Archer is currently a Research Policy Fellow, Government and Public Policy Institute, University of the Bahamas (UB), Nassau, Bahamas.**

As Professor of Research Methods, EDUC 328, Undergraduate Groups Research Projects I Mentored at the College of the Bahamas, August–December, 2012:

- *McIntosh, Candilea & Team 1 (2012). “Teachers’ perceptions of social promotion and the relationship to closing the achievement gap.”*
- *Bethel, J’Liesha & Team 2 (2012). “A comparative study of the cognitive and social development of grade one students who attend preschool compared with those who do not: A mixed-methods study from a Bahamas perspective.”*

- *Robinson, Karisma & Team 3 (2012). "The perception of the effectiveness of teacher aides in the early childhood educational system and its implication for academic success."*
- *And, Marshall, Stacy & Team 4 (2012). "The perceptions of students and teachers toward visual arts and its implication on students' enrollment in the visual arts program at the College of the Bahamas".*

HONORS, AWARDS, FELLOWSHIPS, & SCHOLARSHIPS:

International Honors (USA), 1998–2013:

- **2013** Outstanding Researcher in STEM Education Recognition (Indiana University, Purdue University, Indiana), Research Enterprise Magazine article, see: August 19, 2013 edition of the IUPUI's Research Enterprise Magazine, pages 7–8, Office of the Vice Chancellor for Research Production, USA
- **2013** Untested Ideas Most Outstanding Book Editor Award Recipient (USA recipient)
- **2007–2009** Frank A. DeCosta Fellowship for Academic Excellence, Morgan State University, USA
- **2007–2008** Kappa Delta Pi Honors for Academic Excellence in Science Education, Kappa Delta Pi approves and accept memberships from academic scholars with at least a GPA of 3.5 (An 'A' average GPA)
- **2005–2007** Distinguished Title III Science Education Fellowship, Morgan State University, USA
- **2008** Travel Grant Award to the Regional Eastern Educational Research Association Conference (EERA), 2008, Hilton Head Island, South Carolina, USA (\$500)
- **2007** Travel Grant Award to the Regional Eastern Educational Research Association (EERA) Conference, 2007, Clearwater, Florida, USA (\$500)
- **2003–2004** Alabama A & M University Urban and Regional Planning Graduate Student Research Assistantship for 1 year, USA, \$16,000 US Dollars for 1 year
- **2000–2002** Alabama A & M University School of Agricultural and Environmental Sciences Graduate Student Research Assistantship, USA, \$28,000 US Dollars for 2 years
- **1998** USAA Academic All-American Recognition (recognizing the top 10% of college/university students nationally in the USA)
- **1998** National Collegiate Minority Leadership Award Winner (USA)
- **1998** Departmental Honors for Excellence in the Biological Sciences, Jacksonville State University (JSU), I was 1 of only 3 Biology students, and the only minority and international student selected to receive this top honor from JSU, USA
- **1998** National Scholarship Nomination in 1998 for outstanding achievement in Biology, The United States Achievement Academy, and Jacksonville State University, USA, and
- **1998** Dean's List, Jacksonville State University, USA

Bahamas Honors:

University of the Bahamas, UB, Media Spotlight (Print Media), 2012

- **2012** Honor Recognition by the then College of the Bahamas for outstanding research achievements for having five (5) research manuscripts accepted in 3 international journals, 2 of the international journals were Tier 1 or Q 1 journals at the time of manuscript acceptance (Tier 1 journals are the top journals within a research field)

Other Recognition and Awards:

- **1996–1998**, Bahamas’ Ministry of Education National Academic Excellence Scholarship Award in the Biological Sciences (\$8000 Total Award, which was awarded annually to the top 5% of students nationally with GPAs of 3.0 or greater),
 - The Bahamas’ Private Scholarship for Academic Excellence in Biology, awarded in 1992 when I attended the College of the Bahamas (but, I declined the award),
 - **1989, 1991**, Most Outstanding Female Student Award; Most Proficient Student Award; Honor Roll; & the Principal’s Honor Roll for GPAs of an “A” average, C. I. Gibson Secondary School, Nassau, Bahamas.
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PROFESSIONAL AFFILIATIONS, 2006–2021

- Untested Ideas Research Centre (2012–present), “exclusive VIP member”
- National Council for Black Studies (2013)
- American Association for the Advancement of Science (AAAS) (2006–2008)
- American Chemical Society (ACS)—Environmental Chemistry Division (2007–2008)
- New York Academy of Science (2006–2007)
- Georgia Academy of Science (2007–2008)
- Kappa Delta Pi—International Honors Education Society (2007–2008)
- International Association for Science Teacher Education (ASTE)
- Eastern Educational Research Association (2007–2009)

CURRICULUM “ASSESSMENTS” & “EVALUATIONS” OF PROGRAMS AND COURSES I CONDUCTED, NASSAU, BAHAMAS (2019):

- | | |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 2019 | Programs and Courses Evaluation and Assessment Conducted for Bahamas Technical and Vocational Institute (BTVI), Nassau, Bahamas, |
| 2019 | Programs and Courses Evaluation and Assessment Conducted for Atlantic College, Nassau, Bahamas. |

VIRTUAL WORKSHOPS OR WEBINARS I AM CREATING, ORGANIZING, AND WILL MARKET AND FACILITATE WORLD-WIDE, 2021 onwards:

- 2021** Selected Workshops in creation:

1. Grant Proposal Creation & Generation of the Grant Application Process,
2. STEM/STEAM Activities & Play-based Learning for pre K– Grade 5,
3. STEAM Activities & Play-based Learning for Grades 6–8,
4. Research Projects Development & Publishing: Do’s and Don’ts (Question & Answer sessions), and
5. How to Promote STEM/STEAM Equity and Equality in Your Institution

CONFERENCE(S) I CREATED, PLANNED, ORGANIZED, MARKETED & FACILITATED, LYFORD CAY, BAHAMAS, 2018:

2018 (Feb.) I created, co-planned, facilitated, and presented at the “2018—1st Bahamas National STEAM (Science, Technology, Engineering, the Arts, & Mathematics) National K–12 Teacher-Training Conference on Game-Based Learning,” Lyford Cay, Bahamas.

I partnered with the “Lyford Cay International School” to host my own National Teacher-Training Conference on Game-Based Learning for Public and Private School Teachers and Administrators from the Commonwealth of the Bahamas.

Specifically, I:

- trained K–12 teachers on the use of various forms of digital and non-digital games,
- trained teachers on how to create their own instructional games for their classroom use,
- instructed teachers on the various conceptual uses of games in their classrooms,
- instructed teachers on how to use games as “testing tools,” and as “formative” and “summative assessment” tools,
- introduced teachers to educational and psychological theories related to game-based learning, and
- introduced teachers to diverse ways to assess and evaluate the benefits or effects of using and implementing game-based learning in their lesson plans and curriculum units by way of employing formal “Action Research” or “Classroom-Based Research Strategies.”

CONFERENCE I CO-FACILITATED, CHINA, 2017:

2017 (Aug.) I served as one of the facilitators and co-facilitated along with Dr. Jinyan Huang a Research Mini-conference for Ph.D. Candidates in China. It was a Mixed-Methods (Quantitative + Qualitative) Research Conference that was Designed for PhD Candidates in China.

- I Instructed students on Qualitative Data Analyses—Types of Qualitative Research Designs, Coding Procedures, and on how to Identify themes in their collected field data. Specific examples were taken from the PhD students’ actual Doctoral Dissertation Projects/Papers.

WORKSHOP I FACILITATED, MINISTRY OF EDUCATION, NASSAU, BAHAMAS, 2018:

2018 (July) Workshop I conducted was entitled:

“Learning Basic Science, Nanotechnology (Nanomedicine), and Mathematics through Fun-Filled Games and Simulations”

Workshop was done under the Ministry of Education’s Professional Development Summer Teachers’ Program, Nassau, Bahamas.

WORKSHOPS I FACILITATED, MINISTRY OF EDUCATION & UNIVERSITY OF THE WEST INDIES, UWI, TRINIDAD & TOBAGO, 2016:

2016 (April) I served as one of the facilitators

“Game-based learning Teacher Training Workshops for Primary School Teachers,” University Primary School, Trinidad,

2016 (May) I served as one of the facilitators

“Promoting Learning Communities in Classrooms & Game-Based Learning,” El Dorado West Secondary School, Trinidad,

2016 (April) I served as the only facilitator

“Grant Writing Workshop for University of the West Indies (UWI’s) School of Education Lecturers,”

Workshop examined “In House/Local” & “International” Requirements to acquiring successful grant funding, UWI, Trinidad & Tobago,

2016 (June) I Wrote the Accepted Abstract and Presented or served as a Presenter (one of three),

“Game-Based Learning in Trinidad & Tobago’s Primary STEM Instruction,” Ministry of Education, Research in Education Division’s Brown Bag Research Session/Presentation, Trinidad & Tobago.

OTHER PROGRAM REVIEWS & EVALUATIONS:

MY PARTICIPATION IN PROGRAM EVALUATIONS & OTHER WORKSHOPS, USA, 2007–2010:

2009 (July) Assisted Dr. Obed Norman, and recruited teachers for Morgan State University’s NSF DRK-12 science training workshops, workshops helped in showing Baltimore City teachers how to make science interesting for their minority students

2008 (Nov) Participant, Maryland’s Health and Environmental Education Committee Meeting, Morgan State University, Baltimore, MD

2007 (April) Participant, Graduate Programs in Mathematics and Science Education Program Evaluation and Assessment, Morgan State University, Baltimore, MD

2007 (April) Participant, School of Education Annual Program Evaluation and Assessment, Morgan State University, Baltimore, Maryland

**PROFESSIONAL DEVELOPMENT CONFERENCES, SEMINARS & WORKSHOPS I
ATTENDED, GLOBAL WORKSHOPS, 2007–2021:**

- So far, I have attended more than 40 Professional Development Workshops, Conference Sessions, Forums, and other Educational Activities from 2007–2021. These were “In Person Sessions” and “Virtual Sessions,” which were held in the USA, Europe, and the Caribbean. Here are the listings:

**2021 EDUCATE ME: An EDCOM HQ! HBCU Webinar, USA,
Held: Saturday, April 17, 2021 at 10AM–11AM**

Title: “Marketing Like a Boss: An Introduction for Teachers”
Facilitators: Blake Nathan, CEO and Founder of Educate ME Foundation, INC
Ebony Shamberger, MPS, CEO & Founder of EJSham consulting

Abstract: This webinar showed us the attendees how to promote our education services and products that are geared toward teachers, parents, or students through digital and traditional marketing strategies.

**2021 SPRING STEM FORUM ATTENDED, Amplify, USA,
Held: Monday, April 12–Thursday, April 15, 2021 from 4:30PM–8PM
(Professional Development Certificates Awarded)**

- 1) The Best is yet to come: Finishing the Year Strong by Fostering Equitable Interactions. (Monday, April 12, 2021 at 4:30–5:30PM EST), Facilitators: Kathleen Sheehy and Sean Nank.
- 2) The Nexus of Creativity and STEM: Leveraging Creative Pathways in STEM by Utilizing Inclusive Science Communication Strategies that Inspire Action. (Tuesday, April 13, 2021 at 5:15–6:15PM EST), Facilitator: Danni Washington.
- 3) Through the Looking Glass: Strengthening Arithmetic Skills with Fresh Perspectives. (Tuesday, April 13, 2021 at 6:30–7:30PM EST), Facilitator: Sunil Singh.
- 4) Experiments for Young Scientists and Engineers. (Wednesday, April 14, 2021 at 7–8PM EST), Facilitator: Tom Gantt.

2021 VIRTUAL SEMINARS ATTENDED (see below listing):

University of California at Berkeley Lawrence Hall of Sciences & Amplify, USA:

(Certificate of Completion Awarded for Virtual Workshop 5 listed here):

- 5) Story-telling in the Mathematics Classrooms: A Fireside Chat on why it Matters. (Wednesday, February 24, 2021), Facilitator: Dr. Sunil Singh.

Abstract: In this webinar, attendees were instructed on how to incorporate stories into their lesson plans and curriculum contents.

- 6) **SAGE CAMPUS Webinar, Wednesday, February 3, 2021,**
SAGE Campus New Courses Launch: Introduction with Dr. Zina O’Leary and Zahra Hills.

Abstract: In this webinar, attendees were introduced to how the SAGE campus learning platform can be used as a ‘digital library’ resource for institutions. Resources are available to support the teaching and learning of skills and research methods, particularly in the social sciences.

2020 SOCIAL SCIENCE RESEARCH COUNCIL & SAGE PUBLISHING VIRTUAL CONFERENCE:

“Reimaging Schools: Reimaging Social Institutions, Education K–12 Broadly Defined”

Presenters:

- **Dr. Prudence L. Carter, PhD,**
[Dean of School of Education, University of California at Berkeley, and formerly of Stanford University],
- **Dr. Pawan Dhingra, PhD,**
[Professor, Amherst College, USA],
- **Dr. Nasima Hassan, PhD,**
[UK Professor],

Facilitators:

- Dr. Alondra Nelson, PhD [President of the Social Science Research Council]
- Dr. Ziyad Marar, PhD [SAGE Publishing]

**2020 VIRTUAL SEMINARS ATTENDED (see below listing),
University of California at Berkeley Lawrence Hall of Sciences & Amplify, USA:**

(An EdWeb.net Professional Development Certificate Awarded for Workshop 7):

- 7) Science and Literacy Instruction: You Don’t Have to Choose,
October 20, 2020 at 5PM–6PM EST,

Presented by:

Dr. Jacqueline Barber, PhD,
Associate Director, University of California at Berkeley’s Lawrence Hall of Science

Professional Development Test Score I Achieved = 100%
[A USA School District Requirement for K–12 teachers]

Abstract: The goal of this presentation was to help educators learn from experts and peers in the content area(s): Science, and Literacy.

2020 FLORIDA INTERNATIONAL UNIVERSITY (FIU) PROFESSIONAL DEVELOPMENT VIRTUAL FORUM (July 22, 2020–August 12, 2020):

“CLICK–12: SIMPLE WAYS TO DIGITALIZE YOUR CLASSROOM”

(Professional Development Certificates Awarded)

- 8) Blending, Flipping, and Digitalizing Your Classroom, (July 22, 2020 at 10:00–11:30AM EST), Facilitator: Gabriela Alvarez [Director of Learning Design & Innovation, FIU].
- 9) Teachflix: Creating Incredible (July 29, 2020 at 10:00–11:30AM EST), Facilitator: Maikel Alendy [Learning Design Innovation, FIU].
- 10) DOT ORG—Structuring the Virtual Classroom, (August 5, 2020 at 10:00–11:30AM EST), Facilitator: Karina Ocampo [Instructional Design Manager, FIU].
- 11) Free99: Nine Low-Cost, High Impact Ed Tech Tools in 90 Minutes (August 12, 2020 at 10:00–11:30AM EST), Facilitator: Maikel Alendy [Instructional Design Innovation, FIU].

2020 VIRTUAL SEMINARS ATTENDED (see below listing), University of California at Berkeley Lawrence Hall of Sciences & Amplify, USA:

(Certificates of Completion Awarded for Virtual Workshops #12–21 listed below):

- 12) Amplify Science for Grades K-5 (Tuesday, March 24, 2020), Facilitators: Sophia Lambertsen & Tom Gantt;
- 13) Amplify Science for Grades 6-8 (Thursday, March 26, 2020), Facilitators: Rebecca Kockler, Jared Myracle, & Renee Wilcox.

Abstract: In these webinars, senior leaders from the University of California at Berkeley Lawrence Hall of Science provided background on the development of the Next Generation Science Standards (NGSS). NGSS-designed amplify science, including the philosophy, pedagogy, and research behind it. Amplify science experts conducted a walk-through of the phenomena-based program, highlighting the unit structure and key features of Amplify science programs. The session ended with questions from participants about the program.

- 14) Hear from an Amplify Educator: Julie Moore (Monday, March 30, 2020; 4th, 5th, & 6th grade science lab teacher, Lexington, Kentucky, USA)

Abstract: The “hear from an Amplify educator” series featured current Amplify Science Teachers sharing their experiences implementing the curriculum in their classrooms. In addition, they covered and highlighted their challenges and successes, what a week-in-the-life looks like? How they accommodated diverse learners, and more! At the end of the session, attendees had the opportunity to engage with educators and ask questions.

15) Embedded and Immersive Engineering Webinar (Tuesday, April 7, 2020), Rebecca Kockler & Leslie Stenger

Abstract: We joined this session to discover how engineering is seamlessly integrated into the Amplify science curriculum across grades K–8. We joined the curriculum designers from the Lawrence Hall of Science to experience their cutting-edge approach to engineering and its connections to the Next Generation Science Standards (NGSS).

16) High-quality materials: What, why, & how to use them during remote learning (Tuesday, March 24, 2020), Facilitators: Larry Berger, Rebecca Kockler, Jared Myracle, & Renee Wilcox

Abstract: The change maker webinar series brought educators with experience in high-quality instructional materials right to you. Experts in the field explained the benefits of high-quality curriculums and answered our questions about implementing them in our districts or school systems, especially during this time of remote learning. Recordings were made available after the live presentation. So, amplify CEO Larry Berger held an online panel conversation with guests. While, Rebecca Kockler, Jared Myracle, and Renee Wilcox identified what high-quality materials are important to us and why they matter, as well as how to keep using them during this period of remote learning.

17) Update: Lessons learned from districts who have made a shift to high-quality curriculum and how they are handling remote learning (Tuesday, April 28, 2020), Facilitators: K. Kendall McNutt, Kate Gerson, & Allison Grandberry.

Abstract: Facilitators discussed some of the key elements that enabled districts to transition to high-quality instructional materials.

18) Utilizing mathematics history to embrace equity, failure, and authentic problem solving in leadership communication (Monday, May 4, 2020), Facilitator: Sunil Singh

Abstract: Facilitating rich, equity conversations around mathematics can still occur during remote learning. In his presentation, Sunil Singh presented ideas for how math and math educators can facilitate rich, equity conversations in math education by building connections through math history and storytelling.

19) Distance learning through Desmos (Tuesday, May 5, 2020), Facilitator: Dan Meyer

Abstract: Building connections during remote learning can be difficult to support your new reality. We learned from Dan Meyer how to find, run, and create digital activities to support your students and give them something interesting to think about.

20) Mathematics and Mindfulness (Thursday, May 7, 2020), Facilitator: Christina Lincoln-Moore

Abstract: Social-emotional intelligence is the key component to engendering formidable mathematical learning. Moving to distance learning should not lessen importance. In this

presentation, Lincoln-Moore looked at how social-emotional learning enables students to have positive identities as sense-makers and problem solvers.

21) The critical role of knowledge in high-quality curriculum (Tuesday, May 26, 2020),
Facilitators: Larry Berger, Natalie Wexler, Alestra Menendez, & Suzy Loper.

2020 LinkedIn Virtual Workshops:

** Flipping the Classroom,*
Presenter, Aaron Quigley.

** Body Language and Women at Work,*
Presenter, Dr. Dorie Clark, Professor of Business, Purdue University.

2020 Webinar: Book Launch Session:

Facilitators: Dr. Bobby Duffy,
Dr. Robert Putnam, Political Scientist, Professor of Public Policy, & Dean
of Harvard University's Kennedy School, USA,
& Dr. Shaylyn Romney, Professional Writer.

**2020 HOWARD UNIVERSITY'S
School of Education and Journal of Negro Education
CHARLES THOMPSON LECTURE SERIES,
Washington, DC,**

Title: "Does Social Emotional Learning Pertain to Black Students?"

Presenter: Dr. Bettina L. Love,
University of Georgia, Athens, Georgia.

Moderator: Dr. Cristobal Rodriguez,
Chair, School of Education,
Howard University.

2019 FACE-TO-FACE CONFERENCE ATTENDED,

The Conference on Occupational Education (COE) Accreditation Workshops (4):
(Letter of Proof of Conference and Workshops Participation was provided)

- Workshop 1: The Self-Study Part 1, Non-Public & Apprenticeship
- Workshop 2: The Self-Study Part 2, Non-Public, Public, & Apprenticeship
- Workshop 3: The Annual Report Part 1 for All Institutions
- Workshop 4: The Annual Report Part 2, Reporting Student Achievement Data (CPL),

Council on Occupational Education (COE) International Conference, November
12-16, 2019, Reno, Nevada.

Facilitators: Mr. John Stahl, Ms. Karen Wade, Ms. Sherica Davis, Ms. Carol Puryear, Mr.

Joe Molmer, Ms. Kay Smarr, & Ms. Cindy Sheldon.

2017 **Webinar: *Amplify Science for Middle School (Grades 6–8)*,
University of California at Berkeley’s Lawrence Hall of Science,
Berkeley, California.**

Facilitators: Drs. Susan Loper, Sean Hurley, & Matt Reed

FACE-TO-FACE WORKSHOPS ATTENDED, 2007–2016:

2016 **Workshop 1 (2016): The Centre for Excellence in Teaching & Learning
(CETL), *Introduction (Orientation) to University Teaching (a 7 hour
intensive workshop)*, UWI, Trinidad.**

Abstract: *Was an interactive workshop which orientated new University of the West Indies’ (UWI’s) staff to the foundations of teaching and learning, which included:*

- Review of Teaching Philosophy (University Level Teaching)*
- Review of Assessment Philosophy (University Level Teaching)*
- Review of Types of Assessments*
- Review of Learning Styles*
- Development of a Teaching & Research Portfolio*
- Review of Action Based Research*
- Lesson Structure Developmental Processes*
- Review of Creation of Unit/Lesson/Curriculum Plans (University Level Teaching)*
- Review of Creation of Course Outlines/Syllabi (University Level Teaching)*
- Blended Teaching & E-Learning*
- Using Technological Approaches in University Teaching—Videoconferencing, Moodle 3.0 (My eLearning at UWI)*

**Workshop 2 (2016): The Centre for Excellence in Teaching & Learning
(CETL), *University’s Blended Learning Program and Learning Management
System*, Teaching & Learning Complex, University of the West Indies (UWI),
St. Augustine Circular Road, Trinidad and Tobago**

Abstract: *An interactive workshop, which orientated new staff to the foundations of teaching and learning at the university level as they relate to the competencies of the UWI graduate. This workshop served as an introduction to the University’s Blended Learning Program (in part face-to-face teaching and in part online teaching through Moodle 3.0) and Learning Management System (E-learning). Additionally, as a participant, you explored how the Scholarship of Teaching and Learning could become a part of your research agenda.*

Workshop 3 (2016): The University of the West Indies’ (UWI’s) Human Resources Department, *Campus Wide Researchers’ Networking Session*, Alma Jordan Library, UWI, Trinidad and Tobago.

Workshop 4 (2016): Launcelot Brown, *Multivariate Statistical Analysis Session*, University of the West Indies, Trinidad and Tobago.

2013 **Workshop 1 (2013): Jinyan Huang, *Empirical Generalizability Theory (G-Theory) Research—Examining Rating Variability, Reliability, and Validity*, Untested Ideas (UI) International Research Conference, Niagara Falls, New York.**

Abstract: this 2 hour workshop was designed to introduce researchers in the social sciences to the G-theory approach in research designs and data analyses. Using GENOVA and authentic research data—both small and large scale— the participants learned how to conduct G-studies and D-studies.

2008 **Workshop 1 (2008): Jennifer Bell, Keith Cates, Shirley Scott-Harris, Michael Keim, Cynthia Vasilas, Chih-hsuan Wang, and Linxang Zhu, *Measurement, Evaluation, Research, and Statistics—non-parametric statistical procedures*, Eastern Educational Research Association (EERA) Regional Conference, Hilton Head Island, South Carolina.**

Workshop 2 (2008): James Carifio, *Dissertation savvy for beginners and one minute to midnight doctoral students*, Eastern Educational Research Association (EERA) Regional Conference, Hilton Head Island, South Carolina.

Workshop 3 (2008): Joseph Krajcik, Mary Starr, and Charlene Czerniak, *Designing, implementing, and assessing project-based science learning experiences: lessons from and for science teacher educators*, The Association for Science Teacher Education (ASTE) International Conference, St. Louis, Missouri.

Abstract: participants learned major features of project based science and how to use them to generate a sequence for learning tasks related to current science learning standards.

2008 **Workshop 4 (2008): Norman Thomson, Seri Chapman, Sam O'Dell, and Lara Pacific, *Students' understanding of hominid evolution using scaffolded inquiry and replica vertebrate skulls*, The Association for Science Teacher Education (ASTE) International Conference, St. Louis, Missouri.**

Abstract: the experiential workshop introduced participants to a curriculum; in which, participants constructed an understanding of hominid evolution using replica skulls of extant and extinct vertebrates

Workshop 5 (2008): Michael Beeth, Tammy Ladwig, Sandra Abell, Mark Volkmann, Patricia Friedrichsen, Julie Luft, and Julie Gess-Newsome, *Alternative science teacher preparation: collective experiences and what we know about projects in different stages of development*, The Association for Science Teacher Education (ASTE) International Conference, St. Louis, Missouri

Abstract: this workshop explored the collective experiences of several alternative certification programs in different stages of development, and the

workshop revealed quite a bit about alternative teacher preparation.

Workshop 6 (2008): Melissa Shirley, Karen Irving, Vehbi Sanalan, and Jennifer Duann, *Teaching and assessing science through connected classroom technology*, The Association for Science Teacher Education (ASTE) International Conference, St. Louis, Missouri

Abstract: *this was an interactive hands-on workshop utilizing wireless connected classroom technology to highlight innovative methods of promoting formative assessment and inquiry-based learning in science classrooms.*

2007 **Brown Bag Lecture 1 (2007):** Tanya Matthews, *Informal science and mathematics education centers: hands on learning as a classroom tool for recruiting children into science and mathematics careers*, Morgan State University, Baltimore, Maryland.

Brown Bag Lecture 2 (2007): Gaynelle Simpson, *My journey within the world of qualitative research: exploring grandmother caregivers within the context of urban communities*, Morgan State University, Baltimore, Maryland.

SERVICES TO THE PROFESSION, ACADEMIC SERVICES, GLOBAL IN SCOPE, 2006–2021:

Editorial Boards & Reviewer Services:

I, Dr. Pinder serve the profession in the following capacities:

- **Editor-In-Chief** (from 2016), *International Journal of Education & Culture (IJEC)*, USA,
- **Associate Editor** (from 2016), *China US Education Journal (CUED)*,
- **Managing Editor & Education Contributor** (Fall 2006–Spring, 2007), *News & Views Magazine*, Department of Mathematics and Science Education, Morgan State University, Baltimore, Maryland, USA,
- **Invited Guest Peer-Reviewer** (from 2020) for the Top Tier Q1 Elsevier Academic Publishing Journal, University of North Carolina at Charlotte’s *Social Sciences Research Journal (SSRJ)*, USA,
- **Invited Guest Peer-Reviewer** (from 2020) for the Top Tier Q1 Wiley Publishers’ Journal *Science Education*, USA,
- **Invited Guest Peer-Reviewer** (from 2020), the University of Toronto’s School of Education Journal, *Canadian Journal of Science, Mathematics, & Technology Education*,
- **Invited Peer-Reviewer** (from 2013) for the Top Tier Q1 Howard University’s School of Education Journal, *The Journal of Negro Education (JNE)*, Washington, DC, USA,
- **Invited Guest Article Editor & Article Peer-Reviewer** (from 2014), *SAGE Journal ONLINE*, STEM Education Division, USA & Europe,

- And, **Reviewer of conference research papers for the prestigious:** The National Association for Research in Science Teaching (NARST, USA) & The Association for Science Teacher Education (ASTE, USA).
- **Conference Proposal Reviewer for:**
National Association for Research in Science Teaching, NARST, 2012;
Association for Science Teacher Education, ASTE, 2009 & 2010;
Untested Ideas Research Center, STEM Education Division, USA, 2013 & 2014.
- **Former Team Member** (March–May, 2016), Served on the Marketing and Communications Committee briefly for the 1st University of the West Indies (UWI) and State University of New York (SUNY) at Potsdam collaborative Inclusive Education Conference: “*Achieving Education For All: Resolving Challenges of Learning Differences, Learner Diversity, and ‘At Risk’ Children and Youth,*” February 15–18, 2017; Conference held in Trinidad and Tobago, West Indies.
- **Former Membership & Participation Committee Member**, Association for Science Teacher Education (ASTE), 2009–2010, USA.
- **Conference Chair/Discussant for:**
SIG: Mathematics, Science, and Technology; Assessment and Accountability Topic, Eastern Educational Research Association (EERA) Regional Conference, Hilton Head Island, South Carolina, USA, 2008
SIG: Aesthetic Perfection, The Black Woman’s Perspective, National Council for Black Studies International Conference (NCBS), Indianapolis, Indiana, USA, 2013
SIG: Gender & Health Issues in the USA and Sub-Sahara Africa, National Council for Black Studies International Conference, USA, 2013
