

Dr. Patrice Juliet Pinder, Ed.D.,
Doctor of Education, Specialization in Science Education,
Post-Doctoral Training in STEM Education

Tel: 1-242-468-9009

WhatsApp: 1-242-468-9009

E-mails:

patricepinder@yahoo.com

dr.patricepinder@gmail.com

Skype: Patrice7Skype

Address: P. O. Box EE 15604, Nassau, Bahamas

- **Please note, documentary proof of information contained in this CV can be made available to you upon request**

Scholar Introduction

Currently, I am an Independent Education Consultant and also an Adjunct Faculty (Adjunct Professor of Sciences) with the University of the Bahamas' (UB) Centre for Adult Learning or the Centre for Life Long Learning formerly Centre for Continuing Education (CEES). I have served in an intermittent teaching capacity with UB CEES' Department from January 2011. Besides the aforementioned positions, I served as a visiting Science, Technology, Engineering, and Mathematics (STEM) Education Researcher and as STEM Education Research Team Leader with responsibility for Research Development – Research Project(s) Development and Research Method(s) Development at the University of the West Indies' (UWI's) School of Education, Faculty of Humanities and Education, St. Augustine Campus, Trinidad and Tobago. 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); so overall, I led/coordinated research, grant writing, and K-12 teacher training activities with the UWI's STEM Education Team from February 2016 until September 30, 2016. From October 1, 2016, my job duties and responsibilities became chiefly focused on increasing grant writing capacity among UWI's School of Education academic staff, and thus I offered assistance to education lecturers needing 1 to 1 and group assistance on: (i) research proposal creation for university projects, and (ii) grant applications for "internal" and "external grant funding/international grant funding"

In addition to the details mentioned beforehand, I am an international STEM based scholar/academic who has worked at the collegiate level for about 13 years – 10 years in research and 3 years as a college level instructor/teacher and I have taught courses across various academic disciplines, such as: science, education, research methods, and mathematics. My work has led to appointments at international institutions in the USA (Indiana University, Indianapolis, Indiana, & Morgan State University, Baltimore, Maryland), the Bahamas (The University of the Bahamas), and Trinidad and Tobago (University of the West Indies, UWI). I have 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 & 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 USD National Science Foundation (NSF) K-12 grant funded teacher training and research project in Baltimore City's Public Schools. I have also produced more than 30 teaching and scholarly research products, and has served as a peer reviewer and editor of more than 50 research

papers submitted for consideration for conference presentations and for consideration for publications in international journals, such as: Howard University's Tier 1 education journal—*The Journal of Negro Education*, SAGE OPEN ACCESS Journal—STEM Education Division, Untested Ideas Research Center's International Conference, National Association for Research in Science Teaching (NARST) Conference, Association for Science Teacher Educators (ASTE) International Conference, *International Journal of Education and Culture (IJEC)*, and *China-US Education Journal (CUED)*.

Recently (Feb. 3, 2018) I created and co-partnered with the Lyford Cay International School to launch the Bahamas' 1st National STEAM Game-Based Learning (GBL) Conference for K-12 Bahamas teachers. Also, I have collaborated with Dr. Jinyan Huang (Tenured Professor, Niagara University) to co-facilitate a Research Mini-Conference (Quantitative + Qualitative Data Analysis Conference) for Ph.D. Candidates in China (August 6, 2017). Besides the aforementioned details, (1) I worked with K-12 teachers within the Bahamas to produce a STEAM game-based learning mixed-methods research paper, which will mark the first research study on game-based learning to originate out of the Bahamas and to have been accepted for publication in an international U.S. based journal (this will also represent one of a few published article on game-based learning to come out of the entire Caribbean region), and (2) I am also currently working on research that is revisiting and posing critical questions to Dr. John Ogbu's 20 year old cultural-ecological theory (Dr. Ogbu was a former professor at the University of California at Berkeley who came up with a cultural theory to explain achievement differences between individuals; particularly, those of the same race, e.g. African American, Afro-Caribbean, & African students).

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 on "social justice" in education has been used at **Boston University** in the Education Graduate Course/Class AP 551 (Spring, 2016). Prior to this, **Boise State University** (EDTECH 541, Spring 2009) and the **University of Wisconsin at Stout** (EDUC 696C, 2012) graduate classes/students also 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 math and Science."

My Major Research Projects (2006–2018) are:

- Game-Based Learning in K-12 Classrooms
- Equity & Social Justice in Education
- Afro-Caribbean, African American, and African students' performance in STEM disciplines

My three (3) major research projects, which were created by me from 2006–2018 have led to:

Research Successes:

- Successful Grant Funding on Game-Based Learning in Primary Schools (\$58,121)
- 1 published STEM Education Research book
- 2 peer-reviewed book chapters

- 11 published peer-reviewed Journal Articles (1 article In Press, publication, May 31, 2018)
- 6 abstracts/conference proceedings
- 3 non-peer reviewed research articles
- 3 technical/comprehensive reports
- 2 program evaluation sessions of a math education, science education, and general education academic program
- 22 conferences/seminar research papers/general presentations
- 3 discussant sessions

Teacher-training/Professional Development/Workshop Successes Based On My Game-Based Learning:

- **USA:** Up to 2 K-6 schools affected (Baltimore, Maryland & Atlanta, Georgia)
- **Trinidad & Tobago:** Up to 12 schools affected: El Dorado West Secondary School, University Primary School, and selected primary schools from the St. Joseph, St. Georges, and Tuna Puna Areas
- **Bahamas:** Up to 50 K-12 Educators (from the Bahamas' Ministry of Education and the International Baccalaureate, North American curriculum systems) and 10 K-12 schools affected: 3 private and 7 public schools from the Bahama Islands of Abaco, Grand Bahama, and New Providence. Schools are: Lyford Cay International School (an IB K-12 private school), Lucaya International School (an IB K-12 private school), St. Francis and St. Joseph Catholic Primary School (private school), Abaco School District (public school), Steven Dillet Primary School (public school), R.M. Bailey Senior High School (public school), School for the Deaf (Special needs school, public school), Sadie Curtis Primary School (public school), H. O. Nash Junior High School (public school), and C. R. Walker Senior High School (public school).

Recognitions & News Features:

News Features:

"STEM Educator Makes Research Impact in the Bahamas and Around the World." Woman: The Bahamas Tribune 242 News. Tuesday, March 20, 2018. [Woman: A special section of the Bahamas' Tribune News highlighting women who are making significant impacts within the Bahamas and their local communities]

"Learning through Game Play" – The Nassau Guardian News. EDUCATION. Monday, March 19, 2018. Retrieve from <https://thenassauguardian.com/2018/03/19/learning-through-game-play/>

"Traditional 'Chalk and Talk' No Longer the Norm." The Nassau Guardian News. EDUCATION. Monday, July 17, 2017. Retrieve from <https://thenassauguardian.com/2017/07/17/traditional-chalk-and-talk-no-longer-the-norm/>

Television Talk Show: Cable Bahamas/OURTV Program:

"TRAILBLAZERS ROUNDTABLE: Women in ICT (STEM)," Cable Bahamas Program with Host Mrs. Mavis Johnson-Collie, Guest Appearance, Monday, April, 23rd, 2018 from 8-8:30PM.

Radio Talk Show: The Guardian Radio:

"A Focus on Education in the Bahamas: State of Education, State of STEM, Educational Improvements Needed, Dr.

Pinder's Global Research Focuses/Projects, & Using Game-Based Learning in the Bahamas." Z Live: Off the Record with Host Mr. Zhivago Laing. Guest Appearance, Friday, March 16, 2018 from 2-4PM, Guardian Talk Radio 96.9FM, Nassau, Bahamas. Retrieve from <https://thenassauguadian.com/z-live-off-the-record-w-zhivago-laing/>

Research Recognitions:

I have been recognized for "*Outstanding Research*" by:

- (1) **Indiana University, Indianapolis, USA (Indiana University & IUPUI are ranked within the top 2^o% of universities in the world according to the Times Higher Education Report for 2016)**
 - see pages 7-8 of *Research Enterprise Magazine* located at the following link: <http://research.iupui.edu/enterprise/archive/2013/enterprise-08-19.html>
 - see pages 22-23 of the actual *Research Report Magazine* located at the following link: http://research.iupui.edu/application/files/2614/7033/9007/2013_Research_Report.pdf
- (2) **College of the Bahamas, Nassau, Bahamas**
(see COB's *Bulletin Report*, September 17, 2012)
- (3) **Untested Ideas Research Center (International)**
see: <http://untestedideas.net/scholars/pinder.html>

EDUCATIONAL BACKGROUND

- 2010 Doctor of Education (ED.D.), Specialization in Science Education, Morgan State University, Baltimore, Maryland
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 completed in the Master's Degree Program in Urban & Regional Planning (MURP), Specialization in 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
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)
- 1998 Bachelor of Science degree (B.Sc.), (Departmental Honors in Biology), Major: Biology, Minor: English, Jacksonville State University, Jacksonville, Alabama

EMPLOYMENT HISTORY (Full time and extended appointments)

2017- Education Consultant (Independent), Bahamas

Focuses on:

1. Developing/Planning of Mini-Conferences and Workshops
2. Providing assistance to institutions with respect to branding and marketing
3. Research development for quantitative, qualitative, & mixed-methods designs
4. Data analysis for quantitative, qualitative, & mixed-methods designs
5. Research reports write ups
6. Editing
7. Providing assistance in Grant writing
8. Providing assistance with respect to K-12 curriculum improvements

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

Teach Biology/Science

International Appointment, 5 year contract

2016 (Feb 1)-2020–Newly Appointed Editor, 5 year contract, *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>]

As the newly appointed editor of IJEC, my duties include:

- Collaborating and working with the Editor-in-chief, Dr. Jinyan Huang (Niagara University)
- Overseeing and collaborating with an Editorial review team of about 23 members/professors and researchers from various international universities including the USA, Canada, and China.
- Inviting/soliciting research manuscripts for each issue of the journal
- Performing an initial review of each research manuscript submitted and making initial decisions
- Assigning two independent reviewers for each submission to the journal
- Working closely with reviewers regarding each submission and final decisions made
- Communicating with authors by using the standard review forms and providing authors with instructions for revisions
- Making final manuscripts selection decisions for each issue of the journal
- Editing accepted manuscripts and submitting them to journal publisher for final journal production by March 15, June 15, September 15, and December 15.
- Recruiting reviewers and finding individual and institutional subscribers within the USA and internationally for the journal

- Communicating to authors final decision made by blind peer-reviewers of their submitted articles

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

- 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. Kamalooddeen
FUNDED Grant funds all research project needs & 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 have been 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 [this event attracted curriculum developers and teachers from various schools across Trinidad]

(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

(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) *“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 Bank (IDB) Sponsored Curriculum Development and Evaluation Project conducted by UWI’s School of Education.

General Duties Performed at UWI, IUPUI, & 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 and Editor/Associate Editor of International Journals

2015 Adjunct Lecturer Pool (Teaching), Biology & General Science, the College of the Bahamas’ Continuing Education Division (CEES), College of the Bahamas, Moss Road, Nassau, Bahamas

- (i) I was in the teaching pool of adjunct lecturers, assigned to teach General Science & Biological Science.

- 2010–
Nov. 2015** **STEM/Science Education Research Specialist & Education Consultant,
Independent (Some work under Tier 1 Education Consultancy & Tutoring
Service)**
- 2011–2012
& 2005** **Faculty Member (Adjunct, Teaching), Biology & General Science, Academic
Upgrading Department, Center for Continuing Education (CEES), College of
the Bahamas, Moss Road, Nassau, Bahamas**
- Taught Biology and General Science
- 2005–2010** **Researcher, School of Education, Department of Mathematics &
Science Education, Morgan State University, Baltimore, Maryland**
- Worked on a \$350,000 USD 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 PI and Co-PIs 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 USD
 - 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 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 Math Lab & Tutoring Center
(President: Dr. Adebimpe Adebisi, Ph.D.)

1998–1999 Clinical/Hospital Research Experience, Medical Microbiology & Pharmacy
Departments, Princess Margaret Hospital (PMH), Nassau, Bahamas

- 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.
- 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 Contractual & Otherwise)

- Researcher (short-termed contractual position), STEM Education Research, Indiana University, Purdue University, Indianapolis, Indiana [13 months]
- Assistant Professor (Teaching), Science Education, School of Education, College of the Bahamas (COB), Nassau, Bahamas
- Researcher, Soil Microbiology, School of Environmental Science, Alabama A & M University, Normal, AL [2 years]
- Researcher, Regional Planning, Department of City/Urban & Regional Planning, Alabama A & M University, Normal, AL [1 year]

RESEARCH

Research Interests:

- Game-based Learning in K–12
- 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

Peer Reviewed Publications

Research Books

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

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.

Journal(s) Volume(s) and Issue(s) Edited

Pinder, P. J. (2016). Edited (editor of) *International Journal of Education & Culture (IJEC)* Published Articles included in Volume 5, Issues 1-4, January 2016–December 2016, available online in 2017.

Articles Edited by me for Volume 5, Issues 1-4 included:

- *Caribbean and African Students' Performance in STEM in the Diaspora – Canada, USA, and the UK: A Test of John Ogbu's Theoretical Model (Volume 5, Issues 1-2, pp. 2-12)*
- *Chinese Students Studying at American Universities: State Distribution and Educational Implications (Volume 5, Issues 1-2, pp.13-27)*
- *Exploring the Effects of Game Based Learning in Trinidad and Tobago's Primary Schools: An Examination of In-Service Teachers' Perspectives (Volume 5, Issues 1-2, pp. 28-40)*
- *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)*
- *Assessment as an Integral Part of Instructional Planning (Volume 5, Issues 3-4, pp. 55-70).*

Peer Reviewed Journal Articles

Published Manuscripts

Pinder, P. J., & Pinto, G. (2018, In Press). 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).

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).

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

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. (2017, June). *A Quantitative Study Comparing Florida and Maryland's Assessments and Students' Performances in STEM*. Researchgate. Retrieve from <https://www.researchgate>

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 Science 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 (PLEASE For ALL).” National Science Foundation, 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 USD requested/submitted.**

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

Conference/Seminar Presentations

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 Discussion, Nassau, Bahamas.

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

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 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*. Twenty-first 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 math 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.* Thirty-seventh National Council for Black Studies Conference, Indianapolis, IN.

Pinder, P. J. (2013, March). *Discussant/Chaired session on Aesthetic Perfection: The Black Woman's Perspective.* Thirty-seventh 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

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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, & 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 Math and Science Evaluation and Assessment Class, EDSM 631, Baltimore, MD.

Pinder, P. J., & Depriter, T. (2005, Nov). *Exposing Doctoral math 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 At:

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

Indiana University School of Education

Graduate Course:

- **EDUC-W 505 Engaging the Black Child (was scheduled to teach, 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

College of the Bahamas

Bahamas Baptist Community College

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 (Bahamas Baptist College)
- BIOLOGY 244–Botany II–Plant Form & Function Lab (Bahamas Baptist Community College)
- BIOLOGY 103–Principles of Biology (Bahamas Baptist Community College)
- BIOLOGY 103 Lab–Principles of Biology Lab
- BIOLOGY 010–College Prep Biology (Bahamas Baptist Community College)
- BIOLOGY 010 Lab–College Prep Biology Lab (Bahamas Baptist Community College)
- 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 (Bahamas Baptist Community College)
- MATHEMATICS 010–College Prep Math I (Bahamas Baptist Community College)
- MATHEMATICS 011–College Prep Math II (Bahamas Baptist Community College)

General Science Classes

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

Courses Taught, COB & BBCC

Descriptions

EDU 328 Research Methods in Education – A comprehensive qualitative and quantitative research class. This course introduces the rich variety of methods, which are available to the educational researcher and illustrate the importance of research for educational knowledge and practice. It seeks to develop skills of comprehension, analysis, interpretation, and synthesis in a research setting.

EDU 001 Professional Seminar in Education I – This is a first in a series of courses designed to better prepare pre-service teachers by introducing them to the successes, challenges, and issues of teaching and learning in the Bahamian school system. Students gain exposure in four designated regular public education facilities.

EDU 363 Science Teaching in Elementary Schools – This course introduces student teachers to the nature of science through lively integration of content, process, and scientific attitudes. It also seeks to

develop among the participants a greater confidence in working meaningfully in science with children in an inter-disciplinary context.

BIOL 243 Botany II Lecture, Plant Form & Function – This course presents a study of the anatomy and physiology of roots, stems, and leaves of multicellular plants with special focuses on growth, mineral nutrition, and transport mechanisms. A brief examination of the morphology of flowers, fruits, and seeds, as well as sexual reproduction in flowering plants are covered. Course content covers: the plant cell, cell metabolism, plant tissues of the multicellular plant body, plant organs (anatomy), flowers, fruits and seeds (morphology), mineral nutrition & transport in plants, and growth responses and regulation of growth in plants.

BIOL 244 Botany II Lab, Plant Form & Function Lab – Laboratory exercises allow students to study details of the morphology and internal anatomy of parts of the multicellular plant body. Topics cover: plant cell; water relations: osmosis & diffusion; photosynthesis; the whole plant; the root; the stem; woody stems; leaves; and flowers.

BIOL 071 College Prep Biology – Lecture topics cover: characteristics of living organisms, differences between plants and animals; classification of living organisms; cell theory, plant and animal cell structure; basic chemistry and physical processes of cell; morphology of flowering plants; nutrition; environmental biology/ecology; transport in plants and animals; circulatory system; respiration; excretion; and reproduction.

MATH 009 Pre College Prep Math – this course is the first of a three course sequence of the traditional math curriculum. Topics include arithmetic, Algebra I, fractions, and elementary geometry that are vital prerequisites for continuous studies at the college prep level.

MATH 010 College Prep Math I – this course is the second of a three part sequence of the traditional math curriculum. Topics include: Algebra II –simplifying algebraic expressions, graphing of linear equations; geometry, and trigonometry

MATH 011 College Prep Math II – this course is the third of a three course sequence of the traditional math curriculum. Topics include: Algebra of the set of real numbers including treatment of quadratic forms, graphing of quadratic functions and their application to analytic geometry, and an introduction to trigonometry. Topics covered are: math and the student, radicals and indices, Algebra III, graphs, and trigonometry.

SCI 010 Integrated Science Lecture – this course introduces students to scientific concept and principles in biology, chemistry, and physics. Special emphasis is placed on the application of science in the preschool curricula as well as in everyday life. The practical component of this course is designed to develop the experimental and analytical skills of students. Topics covered are: living things, food and nutrition, non-living things; matter and energy, detecting the environment; and organisms and their environment.

SCI 070 Introduction to General Science Lecture – focus of this course is on the basics of life, physical, and earth science and their applications in the laboratory.

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
- I assisted in the development of Educational Games Workshops for K-12 teachers

Research Mentorship of Graduate & Undergraduate Students

- I have served as the external reviewer for STEM Education Doctoral Students from Niagara University, Niagara Falls, New York
- I was scheduled as an E-Clinic 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)
- I have also guided education research students at the College of the Bahamas, Nassau, Bahamas (Fall 2012, Research).

Niagara University Graduate Students Mentored

Science Education, STEM Doctoral Dissertation I 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.

Dr. Minervino is a Science Educator in Buffalo, New York.

Medical Research in Education, STEMM Doctoral Dissertation I have 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.

Dr. Trinh, MD, Ph.D., is the Program Chair of Health Sciences & Former Medical School Admissions Committee Chair, McMaster University, Hamilton, Ontario, Canada.

Engineering Education, STEM Doctoral Dissertation I have 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.

Dr. Latorre is a Lecturer in the School of Engineering at the State University of New York (SUNY), Buffalo, New York.

Undergraduate Research Projects Mentored

- McIntosh, Candilea (2012). *“Teachers’ perceptions of social promotion and the relationship to closing the achievement gap.”*
- Bethel, J’Liesha (2012). *“A comparative study of the cognitive and social development of grade one students who attend preschool with those who do not: A mixed-methods study from a Bahamas perspective.”*
- Robinson, Karisma (2012). *“The perception of the effectiveness of teacher aides in the early childhood educational system and its implication for academic success.”*
- Marshall, Stacy (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)

- **2013** Outstanding Researcher in STEM Education Recognition (Indiana University, Purdue University, Indiana), Research Enterprise Magazine article, see: <http://research.iupui.edu/enterprise/archive/2013/enterprise-08-19.html>
- **2013** Untested Ideas Most Outstanding Book Editor Award Recipient (USA recipient)
- **2007-2009** Frank A. DeCosta Fellowship for Academic Excellence
- **2007-2008** Kappa Delta Pi Honors for Academic Excellence in Science Education
- **2005-2007** Distinguished Title III Science Education Fellowship
- **2008** Travel Grant Award to the Regional Eastern Educational Research Association Conference, 2008, Hilton Head Island, SC (\$500)
- **2007** Travel Grant Award to the Regional Eastern Educational Research Association Conference, 2007, Clearwater, FL (\$500)
- **2003-2004** Alabama A&M University Urban & Regional Planning Graduate Student Research Assistantship
- **2000-2001** Alabama A&M University School of Agricultural & Environmental Sciences Graduate Student Research Assistantship
- **1998** USAA Academic All-American Recognition (recognizing the top 10% of college/university students nationally in the USA)
- **1998** National Collegiate Minority Leadership Award (USA)

- **1998** Special Honors in Biological Sciences, Jacksonville State University (one of three Biology students and the only minority student selected to receive this top honor from JSU)
- **1998** National Scholarship Nomination in 1998 for outstanding achievement in Biology (U.S. Achievement Academy & Jacksonville State University)
- **1998** Dean’s List (Jacksonville State University)

Bahamas Honors

Media Spotlight (Print Media)

- **2012** Honor Recognition by College of the Bahamas for outstanding research achievements for having five (5) research manuscripts accepted in three international journals, two of which were Tier 1 or Q 1 journals at the time of manuscript acceptance (Recognition published in the September 17, 2012 *College of the Bahamas’ Bulletin*)

Other Recognition and Awards

- **1996–1998** Bahamas’ Ministry of Education National Academic Excellence Scholarship Award in the Biological Sciences (\$8000; awarded annually to the top 5% of students nationally with GPAs of 3.0 or greater), and the Bahamas’ Private Scholarship for Academic Excellence
 - **1989, 1991** Most Outstanding Female Student Award; Most Proficient Student Award; Honor Roll; Principal’s Honor Roll
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PROFESSIONAL AFFILIATIONS

- National Council for Black Studies (2013)
- Untested Ideas Research Centre (2012–present), exclusive VIP member
- 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)

CONFERENCE I CREATED, PLANNED, MARKETED FOR, & FACILITATED

2018 (Feb.) I created, co-planned, facilitated, and presented at Bahamas 1st Science, Technology, Engineering, the Arts, & Math (STEAM) Game-Based Learning (GBL) Mini-Conference for K-12 Teachers, Bahamas.

- Trained K-12 teachers on the use of various forms of digital and non-digital games

- Instructed teachers on the conceptual uses of games
- Introduced teachers to theories related to GBL
- Introduced teachers to ways to assess/evaluate the benefits/effects of using GBL in their classrooms (Action Research)

CONFERENCE I CO-FACILITATED

2017 (Aug.) I served as one of the facilitators (co-facilitated with Dr. Jinyan Huang) Research Mini-conference for Ph.D. Candidates, China.

- Instructed Students on Qualitative Data Analyses—Types of Qualitative Research Designs, Coding Procedures, & Identifying Themes in their collected field data, which were a part of their final Ph.D. Dissertations/Theses Projects/Papers

WORKSHOP PROPOSALS IN PREPARATION & SUBMITTED

2018 (April) *Learning Basic Science, Nanotechnology, & Mathematics through Fun-Filled Game Play,*

A Workshop for K-8 Teachers, Nassau, Bahamas, Other Caribbean countries, and countries in the Americas

Facilitators: Dr. Patrice J. Pinder (STEM Educator)

Dr. Afef Janen (Scientist, Alabama A & M University, USA)

WORKSHOPS I FACILITATED

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

2016 (June) I 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

PROGRAM REVIEWS & EVALUATIONS CONDUCTED

PARTICIPATION IN PROGRAM EVALUATIONS & OTHER WORKSHOPS

- 2009 (July)** Assistant to workshop leader (Dr. Obed Norman), also 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, MD

PROFESSIONAL DEVELOPMENT (Webinars/Workshops Attended)

- 2017** **Webinar: Amplify Science for Middle School, School of Education, Lawrence Hall, University of California at Berkeley, Berkeley, California.**
Facilitators: Drs. Susan Loper, Sean Hurley, & Matt Reed
- 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 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.

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 SERVICE

Editorial Boards & Reviewer Services:

- **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 Inclusive Education Conference: “*Achieving Education For All: Resolving Challenges of Learning Differences, Learner Diversity, & ‘At Risk’ Children and Youth*,” February 15–18, 2017; Conference held in Trinidad and Tobago
- **Associate Editor**, *China-US Education (CUED) Journal*, 2013-present
- **Former Associate Editor**, *International Journal of Education & Culture (IJEC)*, 2013-2016 (February)

- **Editorial Review Board**, *International Journal of Education & Culture*, 2012-2014
- **Article Editor**, STEM Education Division, *SAGE OPEN Access Journal*, 2014
- **Article Reviewer**, STEM Education Division, *SAGE OPEN Access Journal*, 2014
- **Invited Peer Reviewer**, Howard University's *Journal of Negro Education*, 2012-present
- **Membership & Participation Committee**, Association for Science Teacher Education (ASTE), 2009-2010
- **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, 2013 & 2014
- **Conference Chair/Discussant for:**
SIG: Mathematics, Science, & Technology, Assessment & Accountability Topic, Eastern Educational Research Association Conference, 2008
SIG: Aesthetic Perfection, The Black Woman's Perspective, National Council for Black Studies Conference, 2013
SIG: Gender & Health Issues in the USA and Sub-Sahara Africa, National Council for Black Studies Conference, 2013

REFERENCES:

1. **Dr. Afef Janen, Ph.D.**,
 Instructor of Chemistry & Researcher,
 Alabama A&M University,
 Huntsville, Alabama.
 E-mails:
afef.janen@gmail.com
ajanen@hotmail.com
 Tel: 1-256-683-5762.
2. **Mr. David Kimari**,
 Research Scientist, Baltimore City Schools, Baltimore, MD, USA
 Tel: 1-443-326-1759
 E-mail: dkimari@gmail.com
3. **Ms. Lisa Warlick**,
 Tel: 1-256-453-2010
 E-mail: lawtrnt@yahoo.com
4. **Dr. Debra Ferdinand-James, Ph.D.**
 Head of Research E-Clinics,
 Faculty of Humanities & Education,
 The University of the West Indies, St. Augustine Campus, Trinidad and Tobago
 Tel: 1-868-662-2002, ext. 82320, or 1-868-276-4038 (cell);
 E-mail: debra.ferdinand-james@sta.uwi.edu

5. **Mrs. Altamease Munroe,**
Director, Continuing Education Department (CEES),
University of the Bahamas.
P. O. Box N-4912
Tel: 1-242-325-5714, or 1-242-302-4300 ext. 5202, or 1-242-328-0093
E-mail: altamease.munroe@ub.edu.bs
Or, c/o her Administrative Assistant Mrs. Gladys Pinder-Miller at:
bahacat@hotmail.com