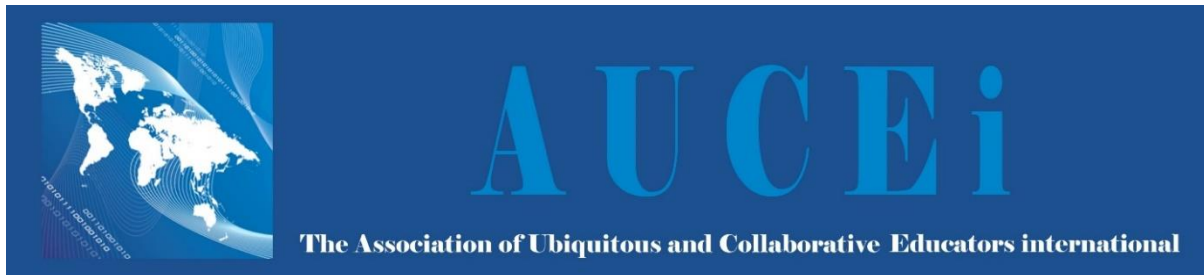


Association of Ubiquitous and Collaborative Educators international



Thursday, July 30

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Friday, July 31

2020

Virtual Conference

Brief History

In 2010 a group of 60 educators, trainers, and leaders from 5 continents were identified as potential founding members of AUCEi. All were interested in ubiquitous communication and global cultural issues, and the first meeting of founding fellows was held at Brunel University in London, England in 2011.

Day One at-a-Glance

ALL TIMES U.S. EAST COAST, UTC-4

8:45 – 9:00	Gather Online & Welcome
9:00 – 9:45 Close Encounters of the TeachMeet Kind (Mags Amond)	Keynote Address
9:50 – 10:20 Regardless of Tragedy or Strife, Refugee/Migrant Parents Seek Education for Their Children (Meredith Mountford, Eileen Ariza, AmmarSaleh)	Presentation
10:25 – 10:55 Jane Addams Has Been Missing from TESOL Foundations (Sherrie Sacharow)	Presentation
10:55 – 11:05	Break
11:10 – 11:40 SEL (Social and Emotional Learning) in the English Language Classroom (Eileen Ariza, Beth Brown, Susanne Lapp)	Presentation
11:45 – 12:15 Learning by Doing: A Third Grade Teacher Enters the World of Online Teaching (Susanne Lapp, Lisa Lapp-Draginoff, Eileen Ariza)	Presentation
12:15 – 1:15	Lunch
1:20 – 1:50 Teacher and Student Responses to Online Teaching During Covid-19 (Rebecca Hamilton, Patricia Luc)	Presentation
1:55 – 2:25 Quality Assurance Matters in Graduate Online Courses: Instructional Designers' Adult Learning Perspectives (Jo Ann Bamdas, Enid Conley, Derek Beaudoin)	Presentation
2:25 – 2:35	Break
2:40 – 3:10 Approaches for Developing Creative Leadership Skills (Anthony Olalere)	Presentation
3:10 – 3:30	Day One Closing

Close Encounters of the Sensemaking Kind - Exploring the Nature and Niche of TeachMeet in a Professional Learning Community



This is the story of a *Sensemaking* story, told by a researcher on a quest to make sense of a phenomenon encountered and embraced - TeachMeet.

A TeachMeet is a semi-formal unconference event, devised in Scotland in 2006 by a group of teachers who wanted to share ideas and discuss practice in a convivial atmosphere while avoiding the constraints of traditional in-service events. What resulted combined the open principles of Owens's Open Space Technology and the lightning delivery format of Pecha Kucha. Dubbed 'guerrilla CPD', it has grown in popularity and become a global phenomenon, albeit one without any formal incorporated organisation or structure; all that exists is the name, a distinctive logo, a Wikipedia entry, some tenuous tacit knowledge about how to organise such an event, and a continuous stream of social media discussions held together by hashtag. There were just a few TeachMeets in 2006; from 2016 onwards there is evidence of at least one such event every day, somewhere in the world (pandemic shutdown notwithstanding).

I became deeply involved in attending and organising TeachMeets from 2008. This research began as an investigation born of my growing curiosity as to why teachers were taking it upon themselves to organise and participate in these events with evident delight, and in some unconscious way forming 'desire lines' in their own professional learning landscape. An examination of informal online social discourse makes one notice participants' perspectives that TeachMeet is important to them as an open non-hierarchical organisation within which they can drive their own personal learning network, community of practice, continuing professional development, or some combination of these. This, in the light of a parallel examination of academic literature on the twin subjects of professional development and leaderless social organisations, has led to the formation of the research questions and guiding framework for the research design.

The history of this story begins with a systematic internet 'search and rescue' for all extant data pertaining to TeachMeet, and the formation of these data into a *thick description* which 'presents detail, context, emotion, and the webs of social relationships' that can both stand alone, and serve as a context within which to collect and analyse primary data among TeachMeet participants. The field work just concluded - observation, questionnaire, interview - was guided by the strengths-based guidelines of *Appreciative Inquiry*. To acknowledge the "insiderness" of the researcher in this study, the data are being treated to an *Interpretive Phenomenological Analysis*, emergent results of which will be outlined during this AUCEi address.



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Day One Presentations

9:00 – 9:45 Keynote (Above)

9:50 – 10:20 Regardless of Tragedy or Strife, Refugee/Migrant Parents Seek Education for Their Children (Meredith Mountford, Eileen Ariza, Ammar Saleh)

Abstract

This study reports findings of interviews with 42 parents who talk about their efforts to educate their children in spite of fleeing their home countries due to war, persecution, displacement, and other tragedies. Answers vary, as parents come from a variety of socioeconomic situations, differing educational levels, and varying beliefs about the need for education for boys vs girls. We discuss cultural and religious beliefs, which also help determine the outcome for their children.

Keywords: refugee/migrant education, post-conflict education

10:25 – 10:55 Jane Addams Has Been Missing from TESOL Foundations (Sherrie Sacharow)

Abstract

Jane Addams' work with immigrants is discussed as it applies to the history of education as a platform for citizenship making. Addams' insights are missing from the current body of literature commonly informing educators concerned with teaching English to immigrants. Addams' dedication to the ideas of democracy and global citizenship were prescient and offer moving anecdotes in her recounted experiences with individuals, governments, and moving entities. She, and the experts she attracted and consulted, promulgated ideas that are illustrative, informative, inclusive, and instructional. There are some references to her having been left out of the literature because she was a woman. Inclusion now enriches, completes, and broadens understanding of the immigrant experience along with asserting the perspective of andragogy. Addams brings the energy from the age of corporate titans and eugenics to life and weaves the threads of global democracy into plainly described educational strategy and method.

Keywords: TESOL, Jane Addams, Education History

11:10 – 11:40 SEL (Social and Emotional Learning) in the English Language Classroom
(Eileen Ariza, Beth Brown, Susanne Lapp)

Abstract

SEL is the latest educational movement in American classrooms in the belief that teaching fundamental emotional and social competencies will help students to understand and manage emotions. This knowledge purports to help students in their social skills throughout all life areas. However, how can these skills be taught to students in English language classrooms, where students arrive with extraordinary trauma, stress, PTSD, and life-threatening issues? This presentation discusses what teachers can do to use SEL to go beyond teaching ordinary life skills and help to address more serious issues that EL students bring with them to the classroom.

Keywords: SEL in the EL Classroom, Trauma and ELs

11:45 – 12:15 Learning by Doing: A Third Grade Teacher Enters the World of Online

Teaching (Susanne Lapp, Lisa Lapp-Draginoff, Eileen Ariza)

Abstract

This presentation follows the personal reflections of one newly-hired, third-grade teacher confronted with the immediate shift from a face-to-face classroom to an online instructional environment. The intent of the presentation is to provide the audience with insights into the experiences of this teacher and practical solutions which she established in an effort to create an educational environment capable of ensuring a continuity of learning for students.

Keywords: Online Instruction, Pandemic, Parent-Teacher Communication

1:20 – 1:50 Teacher and Student Responses to Online Teaching During Covid-19

(Rebecca Hamilton, Patricia Luc)

Abstract

This presentation looks at survey results and analysis concerning one high school's reflection of the online experience due to schools closing with the onset of Covid-19. A survey was given to teachers and students at one Palm Beach County public high school. Results concerning district decisions, administrative support, online meetings, assignments, and teacher feedback to students are reported and analyzed, supporting the fact that both students and teachers understood the necessity of closing schools but prefer face-to-face learning in a classroom environment. A teacher from the school reports on the teacher findings, and one of the teacher's students (graduate of 2020) reports on the student findings.

Keywords: Online Teaching/Learning, Pandemic, Teacher and Administrative Support

1:55 – 2:25 Quality Assurance Matters in Graduate Online Courses: Instructional Designers' Adult Learning Perspectives

(Jo Ann Bamdas, Enid Conley, Derek Beaudoin)

Abstract

With State of Florida mandated requirements for all online higher education courses to be quality courses following the Quality Matters guidelines, it is important to structure all courses with quality assurance components. Creating scholarly, rigorous courses by instructional designers and internal quality assurance reviewers is an enormous undertaking that requires online faculty to look at their courses from a different perspective and learn to focus on adult learning and andragogy rather than the outdated idea of pedagogy and children. This presentation will touch on the meaning of quality assurance in online courses, their development, and fundamental ways to shift from pedagogy to andragogy and the needs of adults.

Keywords: Quality Assurance, Instructional Design, Internal Quality Assurance Reviewers, Higher Education Online Courses, Andragogy, Pedagogy

2:40 – 3:10 Approaches for Developing Creative Leadership Skills (Anthony Olalere)

Abstract

Research has revealed that one of the pivotal components of any high performing individual, team, or organization is creativity (Basadur, 2004; Harris, 2009). The leaders of the future will be distinguished by their ability to collaborate and be creative. Emphasis must then be placed on active creative capacity and potential through organizational policies, actions, and interactions. The goal is to create an enabling environment that gives people license to be creative. Creative leadership should then be used to boost the momentum for leading change and improving performance (Tsai, 2012).

The driver for organizational innovation is creative leadership. Creativity is the ideation segment and first stage of innovation. Creativity is the thinking; innovation is the doing. Even though they are interdependent, creativity is the precursor for innovation. There are, therefore, necessary skills

for creative leaders to learn in other to cultivate the skill of creativity. These creative skills make effective creative leadership possible. Ackerman (1992) opined that skills are capacities acquired as a result of exposure to education and experience. Therefore, acquiring leadership skills is possible and can be developed and not just reserved for a few individuals. This study advocates for skill-based approach to organizational leadership.

Keywords: Creative Leadership, Innovation, Soft Skills

Day Two at-a-Glance

8:45 – 9:00	Gather Online & Welcome
9:00 – 9:45 Meeting the Covid Challenge for Education (Adrienne Webb)	Presentation
9:50 – 10:20 The New Normal in Ireland: Covid-19 + Use of Technology = a Change in the Culture of Education? (Elizabeth Oldham)	Presentation
10:25 – 10:55 Using Technology to Enhance Creative Journals (Susannah Brown, Jillian Powers, Ann Musgrove, Jennifer Bird)	Presentation
10:55 – 11:05	Break
11:10 – 11:40 Google Meet – Adult English Conversation Class (Janete Sander Costa)	Presentation
11:45 – 12:15 Delivering a New Learning Blend through the Active Learning Framework (ALF) (Sue Horder)	Presentation
12:15 – 12:30	Day Two Closing

Day Two Presentations

9:00 – 9:45 Meeting the Covid Challenge for Education (Adrienne Webb)

Abstract

The pandemic provided the impetus and opportunity to implement an idea which has been floating around within Computers in Education Society of Ireland (CESI) for some time. Teachers share great wisdom over cups of coffee usually in the staffroom. Now the CESI Staffroom is attempting to replicate that experience-driven learning. Currently on episode 12 and available online the topics discussed, by two or more cover queries which come up on the CESI mailing list with regularity. The next planned element is a Q&A session to facilitate a greater interaction. Arising from experience to date and the reality going forward, the conference for 2021 will be blended. This is teachers for teachers in action.

Keywords: Informal Education, Pandemic, Learning Opportunities, Peer to Peer Education

9:50 – 10:20 The New Normal in Ireland: Covid-19 + Use of Technology = a Change in the Culture of Education? (Elizabeth Oldham)

Abstract

As COVID-19 impacted education systems worldwide and schools and colleges were temporarily closed, teachers and lecturers – and students – had to adjust rapidly to new ways of teaching and learning. Many ways were supported or enhanced by technology. Courses, or at least course materials, were put online; electronic contact with students was maintained while they were working remotely; the challenges of maintaining good pedagogy and appropriate assessment were addressed. Videoconferencing apps were used, not only for teaching students but also for educational administration and – crucially? – teacher professional development. This presentation outlines “what happened” in Ireland with regard to these aspects, offering some vignettes. It then considers “what may happen in the future,” when life settles down to a new normal. Will the enforced experience and the positive affordances of technology lead to permanent changes in educational culture and practice here? Some likely or possible areas of beneficial change are identified.

Keywords: Changing Educational Culture, Online Teaching/Learning, Teaching Professional Development, Covid-19 Pandemic

10:25 – 10:55 Using Technology to Enhance Creative Journals (Susannah Brown, Jillian Powers, Ann Musgrove, Jennifer Bird)

Abstract

This presentation explores how creative technology is integrated with visual art and writing in a journal to promote self-discovery and alleviate stress for educators and students. This creative practice can help educators and students of all ages analyze thoughts, emotions, ideas, and concerns while refocusing on positive solutions.

Keywords: Technology, Creative Journals, Internal Analysis

11:10 – 11:40 Google Meet – Adult English Conversation Class (Sander Costa)

Abstract

This study describes an ongoing project in which native adult speakers of Brazilian Portuguese practice conversational English in an online environment. Classes took place in Google Meet once a week for ninety minutes over a period of ten weeks. Originally these classes were held in a face-to-face classroom setting, but due to the pandemic lockdown, transitioned to Google Meet. We analyse conversational content in terms of how collective authorship and meaning occur through these structured sessions. The study's theoretical framework has developed out of Costa's collective authorship (2008), Mehlecke's dialogic strategies (2005), Bakhtin's dialogical relations (2000), and Warschauer's cloud learning. A brief summary of these theories will be and some early findings of the projects will be discussed.

11:45 – 12:15 Delivering a New Learning Blend through the Active Learning Framework (ALF) (Sue Horder)

Abstract

Recent months have seen huge changes to the way we live and work because of the corona virus. Higher education is no exception, with the pivot to online teaching happening with little notice. Following the sudden changes imposed as a result of the COVID-19 crisis, universities have had to move very quickly, with little notice, to a mode of online delivery for which many were not prepared.

Glyndŵr University (in North Wales) will be rolling out the Active Learning Framework (ALF) from September 2020. Grounded in the University's values of being accessible, supportive, innovative, and ambitious, ALF will support flexible learning that makes best use of spaces on campus together with digitally-enabled learning opportunities designed to be accessed anytime and anywhere as appropriate. In addition, ALF will embody ways of teaching and learning that create and support a sense of belonging for students – critically important for us as a university that prides itself on being a supportive community.

This presentation will share the journey in readiness for the start of a new academic year in the midst of the COVID-19 crisis.

Keywords: Active Learning Framework, Flexible Learning, Digitally-enabled Learning

Presenter Information

Mags Amond

Mags Amond a part time PhD student in the School of Education at Trinity College Dublin, Ireland, working with Dr. Keith Johnston and Dr. Richard Millwood. The focus of her research is the TeachMeet phenomenon, and she is currently in field work mode, gathering data on participant perspectives. She also volunteers for CESI, the Computers in Education Society of Ireland, and in unconference and maker activities.

Eileen Ariza

Dr. Eileen Ariza, Professor and Coordinator for ESOL Infusion, provides the Department of Teaching and Learning (DTL) in Florida Atlantic University (FAU)'s College of Education (COE) with expertise on foreign language teaching methods, language arts, and the teaching profession. In her role as Coordinator for ESOL Infusion, which began in August 2013, she helps the department maintain its compliance with the every changing state Teaching English to Speakers of Other Languages (TESOL) requirements, as well as service in a position that is required by the State of Florida. She joined the University in 1997 as Assistant Professor of TESOL and became Associate Professor of TESOL in 2003. In 2009, she was promoted to Professor. Dr. Ariza brings a breadth of international and domestic experience in the field of multilingual and multicultural education. Dr. Ariza was a 2009 Fulbright Scholar, one of three awards in Mexico, at La Universidad de Las Americas, Pueblo. From 2007 to 2009, Dr. Ariza was the editor for TESOL's flagship publication,

Essential Teacher, reaching subscribers in 159 countries. Dr. Ariza has published numerous international and national journal articles. She is the author of several books, including *Literacy, Language & Culture*, published in 2012 and co-authored with Dr. Susanne Lapp, a DTL faculty member. Dr. Ariza continues to research teaching and language learning strategies and the diversity of learners. She encourages her students to find their paths no matter how long it takes or what challenges they face.

Jo Ann Bamdas

Former director Office of Interprofessional Education at Florida Atlantic University, expertise in interprofessional education and collaborative practice (IPEC). Instructional Designer at University of Florida's online master's degree program. Research assistant and grant team member at FAU's Christine E. Lynn College of Nursing; Affiliate Faculty-Instructor, Charles E. Schmidt College of Medicine (FAU). Research interests: quality assurance in online instruction, IPEC, women in graduate education; qualitative research methods.

Derek Beaudoin

Derek Beaudoin is currently Instructional Technologist, Designer and Multi-Media Specialist for a local college in South Florida. Derek is certified in QM and has been assisting in developing and delivering high quality courses for Enhanced, Blended and Online courses, and provides technical skills that are used to integrate technology in teaching. Derek holds an Associate Degree and Bachelor's Degree from Broward College in Supervision and Management and is currently pursuing a degree at UCF.

Jennifer Bird

Dr. Jennifer Bird is the Director of the Writing and Reading Center and an English teacher at Oxbridge Academy in West Palm Beach, FL. She is happy to be presenting with her former FAU colleagues at this conference and loves talking about the value of writing to help people heal both physically and emotionally.

Beth Brown

Beth Brown is a relentless enthusiast when it comes to the projects she takes on. She is an academic at heart and lifelong learning is her passion, especially when it comes to anything related to data science and computer science. Her more than 20 years of technical writing, editing, and programming are supported by a B.S. in Engineering in Computer Science and work experience in educational publishing, programming, and research and development.

Beth's publications include a novel, more than 40 computer science and computer applications textbooks, user guides, white papers, web content, and other materials. She writes and tests the code, scripts, and macros included in her original content. Her most recent publications are a series of concise, relevant, step-by-step guides. "Microsoft Word 2019 In 90 Pages" was published in February 2019 and "Microsoft Word 2016 in 90 Pages" was published in December 2016. "Microsoft Excel 2016 in 90 Pages" was released May 2017, and "Microsoft PowerPoint 2016 in 90 Pages" was released in May 2018. Beth's books reflect her ability to explain even the most difficult concepts in terms easily grasped by readers.

Susannah Brown

Dr. Susannah Brown is a Professor of Art Education in the College of Education Department of Teaching and Learning since 2004. Prior to working at FAU Dr. Brown taught at the University of North Carolina in Charlotte. She also worked for twelve years as an art teacher in the public school system, kindergarten through sixth grade. Her research includes the integration of the arts in school curriculum with a focus on literacy development. She has published several articles, chapters in edited books, and textbooks, including "Creative Literacy in Action" and "Teaching

Art Integration in the Schools." She also presents at professional conferences around the world. She is a practicing artist and exhibits her work regularly.

Enid Conley

Online Instructional designer and internal course quality assurance reviewer. Currently working as the chair for doctoral candidates. research interests include research on instructional design and quality assurance; Native American education; public safety, law enforcement, and corrections; technology; Quality Matters; QM course and program reviews for quality assurance; women in education.

Rebecca Hamilton

Dr. Rebecca Hamilton has multiple degrees and all have helped her be the teacher she is today. Her BA in English and history got her started in the classroom. While she has only interned and served as an interim guidance counsellor, her MEd in guidance and counselling has helped her in all facets of teaching. Dr. Hamilton's PhD in multicultural education and literature has broadened her view of critically relevant teaching in order to best reach all students who enter her classroom. She now teaches a two-year research program called AP Capstone and I believes it's the most beneficial course any high school student could ever take. While her students learn research, writing, and presentation skills from her, she learns incredibly diverse amounts of content from them.

Sue Horder Associate Dean: Academic Affairs at Glyndwr University in Wales. My research interests are related to staff development in learning, teaching and assessment in higher education, distributed leadership and digital learning. I oversee the Education department at my university which includes teacher education programmes and other UG programmes in Education and working with childhood and families. We also have a thriving Master's programme for teachers in all sectors. I am also responsible for our land-based animal science programmes and veterinary nursing degrees.

Susanne Lapp

Dr. Susanne Lapp is an Associate Professor of Reading, Language Arts and Children's Literature for the Department of Teaching and Learning in Florida Atlantic University's College of Education. She joined FAU in 1996 and was tenured and promoted to Associate Professor in 2002. During the course of her University career, Dr. Lapp served in various roles: Director for Seminar for International Teaching Assistants (SITA) in 2009, Interim Chairperson for the Department of Curriculum, Culture and Educational Inquiry from 2007 to 2008, Director of Undergraduate Programs in Elementary and Secondary Teacher Education from 2005 to 2007, and Coordinator of the Reading, Language Arts and Children's Literature program from 2003 to 2005. Dr. Lapp teaches doctoral level courses in curriculum and instruction, as well as undergraduate and graduate courses in reading and language arts. Dr. Lapp co-authored a book, Literacy, Language and Culture, published in 2012 with Dr. Eileen Ariza, a DTL faculty member. She was the Departmental Editor from 2008-2010 for The Essential Teacher, Teaching English Speakers of Other Languages (TESOL)'s flagship publication. Dr. Lapp draws on her professional experience both domestically and overseas, including as an invited professor in 2008 to various schools throughout Brazil.

Lisa Lapp-Draginoff

Patricia Luc

Patricia Luc is a 2020 graduate of Suncoast Community High School in Palm Beach County where she graduated from their rigorous computer science program. As a high school student, Patricia was the co-president and co-founder of the Space Exploration and Engineering Club, led tutoring for National Honor Society, was a committee head for Girls Who Code, was the competition coordinator for the Computer Science Club, and was a member of Mu Alpha Theta – the math honor club. She attended MIT's Minority Introduction to Engineering and Science program,

participated in the National Achiever's Society – an organization that focuses on encouraging, recognizing, and reinforcing academic achievement among minority youth to counter the pervasive and damaging image of African-American youth. Beyond that, she also participated in the Heritage Assembly each year representing various cultures through stage performance, and she is a self-taught violinist.

Patricia will be attending Columbia University in the fall where she plans to study biomedical engineering and computational sciences. To help in her endeavors there, she was selected to receive the Northrop Gruman Scholarship, is awarded to those who have shown "outstanding performance and dedication in pursuit of a Science, Technology, Engineering and Mathematics-focused education and potential career path." She also was the South Florida winner of the NCWIT Aspirations in Computing Regional Affiliate Award. Award recipients are selected based on their "aptitude and aspirations in technology and computing, as demonstrated by their computing experience, computing-related activities, leadership experience, tenacity in the face of barriers to access, and plans for post-secondary education."

Meredith Mountford

Meredith Mountford, Ph.D. is an Associate Professor at Florida Atlantic University in the Department of Educational Leadership and Research Methodology. She is also the Director of the UCEA Center for Research on District Governance as well as Past-President of AERA's Research on the Superintendency. Dr. Mountford researches school boards, superintendents, educational policy, and gender. She has multiple publications in these areas as well as research on educational leadership preparation programs. She consults with school board/superintendent teams all over the country on how to flatten team hierarchies and lessen the burden and of power and ego around superintendent/school board decision-making dynamics. She spent over 15 years in school districts in Wisconsin as a teacher, principal, and a district superintendent. She earned her Ph.D. in 2001 at the University of Wisconsin-Madison and took her first Assistant Professor job at the University of Missouri-Columbia in 2001.

Meredith moved to Florida Atlantic University in 2005 and is currently a tenured Associate Professor who teaches Ethics and Policy Alternatives, Organizational Analysis, and Advanced Qualitative Methods to Ph.D. candidates. She has chaired over 20 dissertations; several of which have won awards at AERA or UCEA. She continues to be heavily involved in governance and leadership at FAU by serving as the Faculty Assembly President for the College of Education multiple times, she serves as a member of the steering committee for the University Faculty Senate and as a member of the UFF-FAU's grievance and bargaining committees and is Past President of UFF-FAU. Her zealous to remain involved in university governance and to assume leadership positions is to continually improve her leadership skills in practice in an effort to continually improve her research on leadership and governance.

Ann Musgrove

Dr. Ann Musgrove, Assistant Professor, brings her background in instructional design and technology integration to the Department of Teaching and Learning in Florida Atlantic University (FAU)'s College of Education (COE). She teaches undergraduate and graduate courses in instructional technology. Dr. Musgrove has a long history of service at FAU. In the COE she has held positions as a graduate assistant, visiting professor, and as an instructor for the Digital Education Teaching Academy. She has directed large federal teacher education grants to help high school and undergraduate students on their path to becoming teachers. Dr. Musgrove was part of a small team to establish the Center for eLearning at FAU where she helped faculty transition to the online teaching environment. She became an Instructor in the Department of Teaching and Learning in August 2014 and Assistant Professor in August 2015.. Her research focuses on best practice in online learning and cognitive styles. Two courses she has developed have been nationally

recognized by Quality Matters. Dr Musgrove's has an online teaching certificate from the Online Learning Consortium (formerly SloanC). Her academic publications include book chapters, articles in peer reviewed journals and a variety of presentations at local, state and international conferences.

Anthony Olalere

Dr. Anthony Olalere's research interest is in creative and complexity leadership. He holds a PhD in Educational Leadership and Graduate Certificate in Policy Studies both from Clemson University in South Carolina, USA. He obtained a Masters in Business Administration from Strayer University in Charleston South Carolina. In Nigeria, he earned a Master of Science in Political from the University of Ibadan and Bachelors of Science in Political Science from Lagos State University, Lagos. His professional certificates include certifications in Six Sigma black belt, project management, agile Scrum and life insurance license. He has over 25 years of professional experiences in both corporate and academics institutions. Currently works at Cornerstone Financial LLC and also an Associate Faculty at Royal Roads University, Canada.

Elizabeth Oldham

Elizabeth Oldham has retired from full-time work as an Associate Professor at Trinity College Dublin, the University of Dublin, Ireland, but still teaches a module on mathematics education to mathematics students there. In the 1960s, she took a Bachelor's degree in Mathematics at Trinity and then a Master's at the University of London, England. After returning to Ireland and qualifying as a teacher, she taught Mathematics in a Dublin secondary school. She subsequently obtained a Master in Education degree at Trinity, and worked for many years in its School of Education, where her remit included (among other aspects) teacher professional development. Her contacts with practising teachers were maintained also through her membership of the Irish Mathematics Teachers Association and the Computers in Education Society of Ireland, as well as through serving as a governor of the school at which she taught. While her main research has been in mathematics education, she has a long-standing interest in the use of ICT in teaching and learning across all subjects and levels of education, and has been active in advocacy and research in the field.

Jillian Powers

Dr. Jillian Powers is an Assistant Professor of Instructional Technology at Florida Atlantic University (FAU) for the College of Education in the department of Teaching and Learning. She earned her Ph.D. in Curriculum and Instruction with a specialization in Instructional Technology from FAU in 2014. Prior to this position, Dr. Powers was an Instructional Technology Instructor at FAU. She has also served as an Instructional Designer at Palm Beach State College and has a decade of experience as a computer teacher in PreK-8 schools. At FAU, Dr. Powers teaches undergraduate and graduate courses in instructional technology and design. Her research focuses on ways in which technology shapes the teaching and learning process, teachers' adoption and integration of technology into classroom practice, and preparing pre-service teachers to integrate technology into their future classrooms. Her research has been published in journals such as the Journal of Educational Multimedia and Hypermedia and College & Undergraduate Libraries. Dr. Powers has also presented at numerous conferences and currently serves as Co-Chair of the Information Literacy Education Special Interest Group for the Society for Information Technology and Teacher Education.

Sherrie Blisko Sacharow

Sherrie Blisko Sacharow holds a Master of Arts in Education from Nova Southeastern University. She has been teaching English for Academic Purposes at Broward College since 2008 at Broward College Central Campus in Davie, Fl. Currently, Sacharow is teaching faculty and discipline coordinator along with being a faculty senator and committee chair. Sacharow recently completed her Ph.D. studies in education at Florida Atlantic University. It was during her studies at FAU that she became interested in the missing quotient represented by the work of Jane Addams. TESOL program literature for educators currently misses the wealth of multi-disciplinary writings and

speeches in which Addams details the living experience of the immigrant wave from 1889 to 1935. Addams' prescient body of work offers critical contextual and developmental background.

Ammar Saleh

Ammar Saleh is a researcher and language teacher. He has two master's degrees. One in Adult Education for Social Change from the University of Glasgow, and another in Comparative and Global Studies in Education and Development from the Hong Kong University. His research interest is in adult education and his research topic is in refugee education. He is originally from Tartous, Syria and currently lives in Hong Kong.

Janete Sander Costa

Dr. Janete Sander Costa has a PhD in Information Technology in Education (Porto Alegre, Brazil), a master's degree in Linguistics (New York, USA) and I graduated in Languages, Portuguese and English and Respective Literatures (Porto Alegre, Brazil). For about 30 years, I had lectured in courses related do Languages and Pedagogy and in specialization courses in Information Technology and Education. I have also worked as a translator, journal reviewer and coordinated distance learning events. I had published articles and papers in Brazil and abroad

Adrienne Webb

Adrienne Webb taught Mathematics, Geography and ICT at [St. Michael's Holy Faith Secondary School](#), Dublin for thirty three years. As ICT co-ordinator she oversaw the development of the digital network in the school starting in 1984 and the digital integration into teaching and learning. She has a Masters Degree in Education (Digital Learning). For three years she was seconded to the [National Centre for Technology in Education](#) (NCTE), her final appointment as National Coordinator for the [Schools Integration Project \(SIP\)](#). She has been a member of the executive of the [Computers in Education Society of Ireland](#) (CESI) since 2003 and its Chair since 2010. From 2005 Adrienne was involved in the [Asia Europe Classroom Network](#), leading and participating with her students in inter-continental on-line projects. She lectured on the Quantitative Reasoning module of the [Adult Learners BA in All Hallows College, Dublin](#).

She co-authored with Jackie Pierce a series of four workbooks for [Mathematical Applications](#) for the Leaving Certificate Applied programme and is currently completing a new series in response to a revised syllabus. In 2019 she wrote the content for [QQI Level 4 Mathematics for iScoil](#), a walled garden environment for students who have disengaged from formal schooling. She has recently completed an additional resource for students engaged with QQI Level 3 Mathematics for the same organization.

In response to the growing demand for CS in schools in Ireland and with a commitment to grass roots support, CESI applied for Google funding to organise face-to-face meetings around the country in 2017. The intent was to establish networks and share experience with educators at all levels. The stated aim of CESI•CS is to develop communities of practice locally to address the challenges of teaching computer science and of developing computational thinking.