

## CURRICULUM VITAE

### Queen O. Ogbomo, PhD.

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#### **Professional Profile**

An Associate Professor in Curriculum and Instruction with emphasis in elementary education with over 22 years of teaching experiences in both elementary setting and higher education. A dedicated teacher educator with a track record of creating and leading professional development activities for in-service teachers and pre-service teachers. Prepares pre-teachers for the challenging role of being a teacher as well as for passing the Teachers Performance Assessment (edTPA). Excellent communication skills, conference presentations and proven writing abilities with publications, of articles and book chapters, curriculum writing abilities and grant writing. Conference abstract and journal article reviewer and a Tennessee State reviewer for the Presidential Awards for Excellence and Mathematics and Science Teaching. Have continued to develop skills in creating and teaching online courses.

#### **Education**

Indiana State University, Terre Haute, Indiana. **May 2010.**

Ph.D. in Curriculum & Instruction: Elementary Education Concentration.

Dissertation: *Science Museums, Centers and Professional Development: Teachers' Self Reflection on Improving Their Practice.*

Eastern Illinois University, Charleston, Illinois, **December 2002.**

Master's Degree in Elementary Education.

Thesis: *Mathematics and Literature Connection*

Allegheny College, Meadville, Pennsylvania, **1998.**

Elementary Teacher Certification.

Ambrose Alli University, Ekpoma, Nigeria, **1988**

Bachelor's Degree in History

Thesis: *The Role and Status of Women in Pre-Colonial Iyede Society.*

## **Research/Creative Interests**

- Incorporating literature into Mathematics and Science Curriculum.
- Curriculum Development
- STEM Education.
- Online/ Distance Education
- Grant Writing
- Mathematics & Movement
- The Relevance of Multicultural Education in Elementary Schools.
- Teaching for Social Justice
- Poverty simulation activities on the attitudes of pre-service teachers.
- Culturally relevant pedagogy
- Preservice and in-service teacher professional development
- The recruitment and retention of teachers of color.

## **Academic Positions/ Teaching Experience**

### **University**

- Associate Professor in Curriculum and Instruction: Elementary Education  
**Tennessee Technological University (August 2017 to Date).**
- Assistant Professor in Curriculum and Instruction: Elementary Education  
**Tennessee Technological University (August 2012 to 2017).**

### **Faculty-Led Study Abroad**

**May 2023:** Summer Service Trip to Ghana, West Africa

**May 2019:** Planning/Scout Trip for Summer Service Trip to Ghana, West Africa (3 faculty members)

## **Publications: Peer Reviewed**

### **Book Review**

**Ogbomo, Q. & Wendt, S.** (2021, January 5). Review of the book [*A single garment: Creating intentionally diverse schools that benefit all children*, by Genevieve Siegel-Hawley]. *Teachers College Record*. Columbia, University. <https://www.tcrecord.org/Content.asp?ContentId=23562>.

### **Book**

Hook, C., Fidan, F., McMillam, E., **Ogbomo, Q.**, & Moore, K. (2022). *Meeting the Challenge of the edTPA: A Resource Built by You*. Kendall Hunt Publishing. <https://bookshelf.vitalsource.com/books/9798765707173>.

### **Book Chapters**

**Ogbomo, Q.**, Rosemond, L. (2019). Perspectives on Recruitment & Retention of African American Students in Higher Education in Anyanwu, O., Forde, T. & Otieno, I. (Eds.), *Re-evaluating the Black Experience in Higher Education in Africa and the United States: Struggles, Survival, and Successes* (pp. 271-290). Stillwater, OK: New Forums Press Inc.

Pennycuff Trent, K., Laffoon, A., Lloyd, M. H., **Ogbomo, Q.**, Richards, S., Rogers, A.L. (2019). Using Nonfiction Literature Circles to Process the edTPA Handbooks and Supporting documents. In Barron, L. (ed.), *A practical guide for edTPA implementation: Lessons from the field* (pp. 299-324). Charlotte, NC: Information Age Publishing.

Brashears, K. & **Ogbomo, Q.** (2016). Intervention with Students at the Elementary Level: Using Children's Multicultural Picturebooks to Combat Bullying. In Osanloo, A, Reed, C., & Schwartz, Jon. P. (Eds.), *Creating and Negotiating Collaborative Spaces for Socially-Just Anti-Bullying Interventions for K-12 Schools*. Charlotte, NC: Information Age Publishing.

**Ogbomo, Q.** (2014) Using Inquiry Circles to improve Reading and Writing skills of African American children. In N. E. Johnson & S. A. Wilson (Eds.), *Teaching to Difference* (pp. 85-94). London, England: Cambridge Scholars.

### **Articles: Peer Reviewed**

Wendt, S., **Ogbomo, Q.**, & Fidan, P. (June. 2022). Preservice Teachers' Perceptions Regarding Participation in a Community-Based STEM Night. *The International Journal of Science, Mathematics and Technology Learning* 29(2). doi:10.18848/2327-7971/CGP/v29i02/53-65.

**Ogbomo, Q.** & Wendt, S. (Summer, 2021). Teaching k-5 during the pandemic: Recommendation for successful online implementation. In the *The Teacher Advocate*. Kappa Delta Pi: International Honor Society in Education. Vol.28(4).

<http://digital.watkinspring.com/publication/?m=19391&i=706621&p=2&pre=1>

Brashears, K. & **Ogbomo, Q.** (Fall 2014). The Effects of a Service Learning Project: Pre-service Teachers' Perceptions of Cultural Knowledge and ESL Instruction. *e-journal of literacy and Social Responsibility*. 7(1).

Ogbomo, Q. (Fall/ Winter, 2013-2014). Teaching Science During Reading Time: A Teacher's Reflection.

*Tennessee Reading Teacher, A publication of the Tennessee Reading Association*. 40(2)

Ogbomo, Q. (Winter, 2014) "Integrating Across the curriculum: Mathematics & Literature", In *Visions and Revisions* by The Tennessee Council of Teachers of English. 1 (4).

### **Conference Proceedings Articles**

**Ogbomo, Q.**, (2017). Changing instructional practice with a science center workshop: The journey of six elementary science teachers. In *The Asian Conference on Education & International Development 2017 Official Conference Proceedings*. ISSN: 2189-101X (pp. 345-355). Nagoya, Japan: International Academic forum.

**Ogbomo, Q.**, Chitiyo, R. (2017). Technology and distance learning in higher education: Making distance learning work for your students. In *The Asian Conference on Education & International Development 2017 Official Conference Proceedings*. ISSN: 2189-101X (pp. 503-511). Nagoya, Japan: International Academic forum.

### **Review/Editorial**

**Ogbomo, Q.**, (Oct. 2021-2022) Editorial Review Board Member, Pakistan Journal of Education (PJE).

**Ogbomo, Q.**, (2020-Date) State Selection Reviewer for the Presidential Awards for Excellence in Mathematics and Science Teaching.

**Ogbomo, Q.**, (Spring, 2017). Proposal Reviewer, November, 2017. National Council for the Social Studies Conference, San Francisco, California.

**Ogbomo, Q.**, (Spring, 2017). Senior Proposal Evaluator, IAFOR International Education Conference, Kobe, Japan.

**Ogbomo, Q.** (October, 2016). Reviewed: *A critical discourse analysis of award winning young adult literature*, for Multicultural Perspectives Journal.

**Ogbomo, Q.** (Spring 2016). Proposal Evaluator, IAFOR International Education Conference, Dubai, U.A.E.

### **Grants, Awards, & Fellowships**

Ogbomo, Q. (July 2023- June 2024) Faculty Research Grant. Recruiting Underrepresented students to the College of Education. Tennessee Tech University, Cookeville, TN. (\$ 14,496). Funded.

**Ogbomo, Q.** (June-July 2022) Carnegie Mellon African Diaspora Fellowship to University of Nairobi, Nairobi, Kenya. (\$12,883). Funded.

**Ogbomo, Q.** (Spring, 2018) Walking A Mile in their Shoes: Understanding the Needs of Students in Poverty, QEP Award for Excellence in Creative inquiry Instruction- Tennessee Technological University (\$5,000). Funded.

**Ogbomo, Q.** (Fall, 2017) Changing your community, EDGE Quality Enhancement Plan Grant (QEP). (\$5,000). Funded.

**Ogbomo, Q.** (Consultant Instructor), Suters, L., (PI) Pennycuff-Trent, K. (Co-PI), Engelhardt, P. (CoPI). (2017-2018), *Digging Deep Into Science Literacy*. TN Higher Education Commission in Partnership with Campbell County Schools. (Grant Extension). Funded (\$440, 000).

**Ogbomo, Q.** (Consultant Instructor), Suters, L., (PI) Pennycuff-Trent, K. (Co-PI), Engelhardt, P. (Co-PI). (2016-2017), *Digging Deep Into Science Literacy*. TN Higher Education Commission in Partnership with Campbell County Schools. (\$440, 000). Funded.

## **Professional Presentations**

**Ogbomo, Q., Konate, M., & Mainah, F.** (Jan. 2022). *Belonging As A Dimension Of Diversity: Beyond diversity, inclusion and equity*. Research paper presented at the International Conference on Education (HICE). **Waikoloa, Hawaii.**

**Ogbomo, Q.** (Feb. 2020). *Underrepresentation of Black Teachers in United States Public School Systems: Black Teachers Serving as Role Models for Black Children*. Research paper presented at the Southeast Conference on Education (SEACE). **Singapore, Singapore.**

**Wendt, S. & Ogbomo, Q.** (Feb. 2020). *Transforming Instructional Practice Through a Community STEM Night: A Partnership Between Preservice Teachers and an Elementary STEM School*. Research paper presented at the Southeast Conference on Education (SEACE). **Singapore, Singapore.**

Johnson, A., & **Ogbomo, Q.** (January 2019). *Training teachers to manage culture and identity challenges in the global classroom*. Research paper presented at the IAFOR International Conference on Education. **Honolulu, Hawaii.**

Trent, K., Suters, L., **Ogbomo, Q.**, Moore, K. Wendt, S., (January, 2019) *Preliminary analysis of a two-year science and literacy MSP grant for k-12 teachers in four rural districts*. Research paper to be presented at the 17<sup>th</sup> Annual Hawaii International Conference on Education. **Honolulu, Hawaii.**

**Ogbomo, Q.** & Chitiyo Rufaro (January, 2018). *How basic is Nigeria's Universal Basic Education? Evaluating the Country's Primary Education Policy*. The IAFOR International conference on Education, **Honolulu, Hawaii**

Padmaraju, K. & **Ogbomo, Q.** (January, 2018). *Encouraging Future Teachers to Not Only "Tolerate" Diversity but Also Embrace it and Help Students Reach Their Full Potential*. The IAFOR International conference on Education, **Honolulu, Hawaii**

Ogbomo, Q. (March, 2017). *Changing instructional practice with a science center workshop: The journey of six elementary science teachers*. THE IAFOR International Conference on Education, **KobeJapan.**

**Ogbomo, Q., & Chitiyo, R.** (March, 2017). *Technology and distance learning in higher education: Making distance-learning work for your students.* The IAFOR International Conference on Education, **Kobe-Japan.**

Ogbomo, Q. (February, 2016). *Front Door, Back Door Place-Based Education: Challenging and Preserving Traditional Cultures through an intercultural Exchange between Nigerian and American Students.* The IAFOR International Conference on Education, **Dubai, U.A.E**

Padamaraju, K., & **Ogbomo, Q.** (February, 2016). *edTPA: A Driver for Organizational Change.* The IAFOR International Conference on Education, **Dubai, U.A.E.**

Ojo, E., **Ogbomo, Q.,** & McDonald-Robinson, B. (January, 2015). *Access, Retention & Graduation,* Hawaii International Education Conference, **Honolulu, Hawaii.**

## **Professional Development**

**Retention Summit- UT Martin, May, 2022.**

*Innovate, Summer 2020*

*Department of Education Data and Assessment Forum, Tennessee Technological University, Cookeville, TN. Fall, 2019*

*UChicago STEM Education Teacher University Workshop, Champaign, IL, July 10- 12 & 15-16, 2019.*

*Center for Innovation in Teaching and Learning- “How People Learn”, Tennessee Technological University, Cookeville, TN. November, 2018.*

**Camp QEP.** Tennessee Technological University, Cookeville, TN. May 15-17, 2017.

**Score edTPA Training,** Pearson January- March 2017.

**Spotlight: Accessibility. I3@TTU:** The Academy of Online Teaching and Learning, Tennessee Technological, Cookeville, TN. July 2016.

**Faculty Leadership Development Program,** Tennessee Technological, Cookeville, TN. 2015- 2016.

**Brain based Learning:** Tennessee Association of Supervision and Curriculum Development (TASCD) Summer Institute with Marcia Tate, Gatlinburg, TN. June 18 & 19, 2015.

**Designing Online and Blended Courses Workshop,** Participant, Tennessee Tech University, Sponsored by TTU’s Technology Institute, February 22-23, 2013.

**Next Generation Science Standards Workshop,** Participant, Millard Oakley STEM Center, Tennessee Tech University, January 22, 2013.

**Technology Institute Workshop:** Designing Online and Blended Courses for Significant Learning February, 21-22, 2013.

**The Learning about Learning Group,** Tennessee Teaching Quality Initiative, TTU Faculty Development Participant, 2012-2013

## **Service & Outreach**

### **State Level**

**State Selection Committee Reviewer, 2020-21 Tennessee Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) State selection for Science.**

### **University Level**

- **Tennessee Tech University**, IRB Board Member, 2020-Date.
- **Tennessee Tech University**, Member International Affairs Committee, 2023-Date.

### **College/Departmental level**

- **Tennessee Tech University**, Member of Science and Math Curriculum Committees, 2012-Date
- **Tennessee Tech University**, Elementary Education Committee
- **Tennessee Tech University**, Member, College of Education Assessment Committee Member 2020-Date.
- **Tennessee Tech University**, Member, College of Education Recruitment & Retention Committee Member 2022-Date.

### **Community/ Public Outreach**

- Professional Development for **Pellissippi Community College** Prospective teacher education students 2017-Present.
- **Mentor to Annoor Academy** Mathematics Teachers, Fall 2019, 2020 & 2021.
- **Karns Elementary School in Knoxville**, Supervised TTU students at the Math Night (2016, 2017, 2018, 2019 & 2020).

## **Teaching Experience: Courses/Subjects/Content**

**Tennessee Technological University, Cookeville, TN (2012-Date)**

## **Graduate Class**

**FOED 7020-500: (3 Credit) Philosophy and Public Policy** Designed to help those in the education world to consider the bigger picture behind the policies and practices that affect their everyday lives as practitioners. Philosophies, ideologies, and theories determine our perspectives –

**FOED 6020-500: (3 Credit) Perspectives on American Education** is designed to study a sociological and historical perspective of theory, practice, and reform in American Education

## **Undergraduate Classes**

**ELED 4872: (5 credit hrs.) Professional Seminar 1 Co-designed online component of course.** The goal of this course is to strengthen knowledge of educational theory, Lesson planning, assessment practices, pedagogy, and methodology. It will also highlight Common Core Standards and the Teacher Performance Assessment (edTPA) module.

**FOED 3800: Field Experiences in Education (2 Credit- 2 Sections).** Supervised work experiences in the Public-School setting stressing translation of content knowledge theory into practice.

**ELED 3152: (3 credit hrs.) Teaching of Elementary School Mathematics (2 Sections).** The goal of this course is to teach how to use modern methods and strategies for teaching mathematics and translating theory into practice.

**ELED 4142: (3 Credit hrs.) Science for Elementary Teachers (2 Sections).** The goal of this course is to prepare students in the curricular content of elementary school science including materials and methods of developing skills in science for children.

**ELED 3140: (2 Credit hrs.) Teaching of Social Studies (2 sections).**