

## Curriculum Vitae

# **Bahman Shahri, Ph.D.**

## **Senior Educational Consultant**

Center for Teaching Excellence

233A Blocker | 4246 TAMU | College Station, Texas 77843-4246

[shahri@tamu.edu](mailto:shahri@tamu.edu)

Texas A&M University

### **EDUCATION**

- 2014 - 2019 Ph.D., Curriculum & Instruction, Ohio University, Athens, OH, USA
- 2007 - 2011 M.A., General Linguistics, Ferdowsi University of Mashhad, Iran
- 2000 - 2004 B.A., English Language & Literature, Ferdowsi University of Mashhad, Iran

### **HONORS & AWARDS (Selected)**

- 2018 Albert Schweitzer Fellow for Life, Awarded by Albert Schweitzer Fellowship, Ohio State University, Columbus OH
- The highly selective Albert Schweitzer Fellowship (ASF) aims at developing leaders who address health disparities. The ASF immerses a select group of graduate students in an experiential learning and leadership development program designed to increase and sharpen their skills and abilities to address the health needs of underserved people. Throughout my fellowship, I managed to develop collaborative relationships with K-12 schools and non-profit organizations in Athens-Columbus OH area and serve many students of diverse backgrounds by designing, organizing, and conducting events, innovative after-school programs, training workshops, simulations, games, and service learning projects on cross-cultural communications, food (in)security, well-being, social connectedness, critical thinking, experiential learning, analytical thinking, and community/civic engagement. See [here](#) & [here](#)
- 2017 Margaret J. Felsing Memorial Scholarship, Awarded by The Gladys W. and David H. Patton College of Education Graduate Committee, Ohio University

### **EMPLOYMENT EXPERIENCE (Selected since 2014)**

- 03/24- Senior Educational Consultant, Center for Teaching Excellence, Texas A&M University, College Station, TX
- Oversees Graduate Student Professional Development in Teaching (GSPDT) program operations
  - Leads the operation of the university-wide Teaching Assistant Institute (TAI)
  - Conducts, contributes to, and disseminates research on national dialogues and publications related to educational development, teaching, and learning.
  - Advises the Academy for Future Faculty (AFF) executive committee
  - Oversees Graduate Teaching Consultant (GTC) program
  - Represents the University in the Center for the Integration of Research, Teaching, and Learning (CIRTL)

- Supports the Graduate and Professional School in the management and execution of the Teaching Assistant Training and Evaluation Program (TATEP)
- Develops, coordinates, implements, and assesses educational development programs to meet the needs of the University with a focus on graduate student professional development in teaching.
- Analyzes program data and statistics for reporting, tracking progress, and adjusting programs.
- Offers, facilitates, and delivers, in multiple formats, educational development opportunities and related events.
- Conducts on-site educational development programs at campuses outside of College Station.
- Models best practices of educational development as demonstrated by peers internal and external to the university.
- Conducts, contributes to, and disseminates research on national dialogues and publications related to graduate student professional development, educational development, teaching, and learning.
- Assists in developing strategies and policies regarding teaching and learning.
- Assists and collaborates with faculty and other educational developers on grants and research projects in discipline(s), the scholarship of teaching and learning (SoTL) and graduate student professional development.
- Assists other educational developers with faculty focused initiatives (e.g., establishing research designs to assess effectiveness of teaching; identifying means to share their educational scholarship; co-authoring as the collaboration warrants; designing of the educational component of grant proposals, and providing letters of support) as needed.
- Facilitates learning communities related to teaching and learning.
- Provides consultations at the university, departmental, program, course, and individual level on a variety of teaching and learning topics/issues (ie: syllabi review, teaching observations, student evaluation data, peer review processes, program and curriculum design, policy initiatives, etc.) providing feedback, support, and assistance.
- Collaborates with colleagues on creating, revising, and implementing effective educational development tools.
- Review student evaluation data and suggest responses to feedback, providing information, resources, and support to graduate students.
- Consults on programs offering facilitation, project management, and process expertise.
- Consults and collaborates on policy development initiatives.
- Models ethical consulting practices.
- Promotes the practice of scholarly teaching and effective practices for educational development.
- Brokers relationships and partnerships with other units, internal and external to the university.
- Contributes to the unit's strategic plans, goals, objectives, policies, and procedures.
- Advocates for, leads, and facilitates change that aligns with the unit's and university's strategic focus areas.
- Brokers relationships and partnerships with other units, internal and external to the university.
- Mentors university faculty and staff as well as graduate students working in the Center.
- Contributes to university level committees related to teaching and learning.
- Provides leadership and direction to contacts with campuses outside of the university regarding educational development programs, teaching, and learning.

- Provides mentorship to and assistance in the training of Educational Consultants working in the unit.
- Supervises and mentors undergraduate and graduate student employees.
- Identifies and collaborates with faculty fellow(s) who assist the unit in fulfilling its strategic plan.

10/2023-03/24 Educational Consultant, Center for Teaching Excellence, Texas A&M University, College Station, TX

- Oversaw Graduate Student Professional Development in Teaching (GSPDT) program operations
- Directed the operation of the university-wide Teaching Assistant Institute (TAI)
- Conducted, contributed to, and disseminated research on national dialogues and publications related to educational development, teaching, and learning.
- Advised the Academy for Future Faculty (AFF) executive committee
- Oversaw Graduate Teaching Consultant (GTC) program
- Represented the University in the Center for the Integration of Research, Teaching, and Learning (CIRTL)
- Supported the Graduate and Professional School in the management and execution of the Teaching Assistant Training and Evaluation Program (TATEP)
- Developed, coordinated, implemented, and assessed educational development programs to meet the needs of the University.
- Provided consultations at the university, departmental, program, course, and individual level on a variety of teaching and learning topics/issues (ie: syllabi review, teaching observations, student evaluation data, peer review processes, program and curriculum design, policy initiatives, etc.) providing feedback, support, and assistance.
- Assisted in developing strategies and policies regarding teaching and learning.
- Assisted faculty in establishing research designs to assess effectiveness of teaching; identifying means to share their educational scholarship; and co-authoring as the collaboration warrants.
- Assisted and collaborated with faculty and other educational developers on grants and research projects in discipline(s) and in the scholarship of teaching and learning (SoTL).
- Promoted the practice of scholarly teaching and effective practices for educational development.
- Brokered relationships and partnerships with other units, internal and external to the university.
- Contributed to the unit's strategic plans, goals, objectives, policies, and procedures.

01/2023-10/23 Instructional Consultant, Center for Teaching Excellence, Texas A&M University, College Station, TX

- Oversaw Graduate Student Professional Development in Teaching (GSPDT) program operations
- Directed the facilitation of the university-wide Teaching Assistant Institute (TAI)
- Developed and maintaining professional development in teaching (PDiT) scholarly research agenda
- Advised the Academy for Future Faculty (AFF) executive committee
- Oversaw Graduate Teaching Consultant (GTC) program
- Designed and facilitated workshops supporting graduate and professional student professional development in teaching and learning

2021-2022 Postdoctoral Research Associate, Center for Teaching Excellence, Texas A&M University, College Station, TX

- Developed and maintained scholarly agenda
- Developed professional development in teaching (PDiT) research initiatives and resources
- Analyzed and developed resources for course evaluation and course enhancement
- Researched data collection instruments, inventories, and protocols for use in the scholarship of teaching and learning (SoTL)
- Mentored graduate students in research project design
- Consulted with program participants to disseminate research, program data and results, and to provide feedback, advice, and assistance
- Assisted CTE Director, Associate Director, and Lead Instructional Consultant with the implementation of the CTE strategic plan when appropriate
- Assisted with the creation, assessment, and evaluation of grant proposals

2019-2020 Adjunct Faculty, Department of Teacher Education, Patton College of Education, Ohio University, Athens, OH

EDTE1000: An Introduction to Teacher Education

- This introductory course explores the purpose, organization, and outcome of schooling from the perspectives of the field of social foundations of education. Students engage in critical inquiry into teaching as a profession. Licensure requirements, teachers' legal responsibilities, and the accountability of public schools are also explored.

2014-2019 Graduate Assistant, Curriculum and Instruction, Department of Teacher Education, Patton College of Education, Ohio University, Athens, OH

Courses where I have been instructor of record

EDTE 2500: Issues in Global Education

- This course is designed for students to learn inquiry and problem-based approaches to investigate the complexities of global problems, their interdependence, and the effects on human experiences. We live in a global community where social, political, economic, and environmental issues affect us all. Historical, political, geographic, and economic perspectives are taught to address a variety of global issues.

EDSE 3510: Secondary School Managing and Monitoring of Learning

- This course is designed to enable future secondary teachers to design, implement, evaluate, and reflect upon the processes of secondary school teaching and learning.

EDEL 5560: Teaching Social Studies to Fourth and Fifth Graders (Online)

- This course prepares students to teach social studies in 4th and 5th grade classrooms, based on sound understandings of child development, knowing the content to be taught, and how to effectively teach the content to students. This course fulfills the Social Studies Education component of requirements of the Ohio Department of Education for adding a Generalist Endorsement to Early Childhood Teaching License.

Courses where I have been co-instructor and facilitator as a graduate assistant

- EDTE 2000: Learning, Human Growth, and Development (Hybrid)
- EDTE 2010: Characteristics of Learners with Exceptionalities (Face to face)
- EDTE 2020: Field Experience in Education (Face to face)

- EDSE 3500: Secondary Planning & Instruction (Face to face)
- EDMC 3500L: Teaching Middle Childhood Social Studies (Lab)
- EDTE 3720: Instructional Adaptations for Middle Childhood Learners with Exceptionalities and Diverse Needs (Hybrid)
- EDTE 3730: Instructional Adaptations for Adolescent-Young Adult Learners with Exceptionalities & Diverse Needs (Hybrid)
- EDTE 4200: Reading in the Content Areas (Hybrid)
- EDSE 4790: Introduction to Teaching Secondary Social Studies (Face to face)
- EDEL 5480: Teaching Science to Fourth and Fifth Graders (Online)
- EDTE 7150: Theories of Curriculum and Curriculum Change (Face to face)

## PUBLICATIONS

### DISSERTATION

Shahri, B. (2019). *Perspectives of overseas student teachers on American national identity*. Doctoral dissertation. Ohio University, Athens, OH, USA. Retrievable from [here](#)

Dissertation Committee Members: Dr. Frans Doppen (Chair & advisor), Dr. Michael Kopish, Dr. Emmanuel Jean Francois, Dr. Mathew Felton-Koestler, and Dr. Charles Lowery

### REFREED RESEARCH PAPERS, BOOK, & BOOK CHAPTERS

Kopish, M. A. & **Shahri, B.** (2024). Preparing globally competent middle childhood social studies teacher candidates. *Journal of International Social Studies*, 14(1), 59-89. Retrievable from [here](#)

Doppen, F.H, Winnenberg, J. M., Kopish, M. A., & **Shahri, B.** (2021). Out of the bubble: Service learning in the Little Cities of Black Diamonds. In M. Morrone & T. Arnold (Eds.), *From surviving to thriving in Appalachia: Place, passion, and possibility* (pp. 14-27). Ohio University Press. Retrievable from [here](#)

Kopish, M. A., **Shahri, B.**, & Amira, M. (2019). Developing globally competent teacher candidates through cross-cultural experiential learning. *Journal of International Social Studies*, 9(2), 22-52. Retrievable from [here](#)

Doppen, F. H, & **Shahri, B.** (2019). Overseas student teachers' reflections on American national identity: A longitudinal study. *Journal of International Social Studies*, 9(1), 72-92. Retrievable from [here](#)

Kopish, M. A., **Shahri, B.**, & Amira, M. (2017). *Guidebook: globally competent teacher preparation through cross-cultural experiential learning*. Longview Foundation. Retrievable from [here](#)

- This work was made possible by a grant from Longview Foundation.

Shahri, B. (2013). Ideology and conceptual metaphor. *Proceedings of International Journal of Arts and Science*, 6(1):79–81. Retrievable from [here](#)

Shahri, B. (2012). Metaphor and ideology (in Persian). *Journal of Literary Criticism*, 19(5), 121-150. Retrievable from [here](#)

Pahlavannezhad, M., & **Shahri, B.** (2009). Study of frequency effects on syntactic structures (in Persian). *New Literary Studies*, 42(1), 251-266. Retrievable from [here](#)

### THESIS

Shahri, B. (2011). *A critical discourse analysis-based study of the relationship between ideology & metaphor*. Unpublished master's thesis. Ferdowsi University, Mashhad, Iran.

Committee Members: Dr. Mohammad Reza Pahlavan Nezhad (Advisor), Dr. Mahmoud Fotoohi (Mentor), Dr. Azam Estaji & Dr. Mahmoud Elyasi (Referees).

#### ARTICLES & ESSAYS IN OTHER JOURNALS, BLOGS, & MEDIA (Since 2016)

Shahri, B. (2021, March 18). Queries about Persian writing system and language reform movements. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2021, March 16). Why is no writing system ever perfect? *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2021, March 14). Languages and writing systems in the mirror of culture and politics. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2021, March 11). Factors and reasons for writing system and language changes. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2021, March 9). A Review of the past and present Persian writing systems. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2021, March 17). Persian: An ancient, international, and diagraphic language. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2021, March 4). Approaches to language and writing. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2020, July 20). Memories that can ruin a life. *BBC Persian*, London, UK. Retrievable from [here](#)

Shahri, B. (2020, July 13). How does the visual system create reality? *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2020, July 8). What effects do good events have on friendship? *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2020, July 5). What to do with unwanted thoughts? *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2020, July 3). What is self-regulation? *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, March 14). Cognitive biases: Zero-sum bias. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, March 11). Cognitive biases: Survivorship bias. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, March 7). Cognitive biases: Shared information bias. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, March 4). Cognitive biases: Self-serving bias. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, February 28). Cognitive biases: Selective perception. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, February 25). Cognitive biases: Recency illusion. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, February 23). Cognitive biases: Pro-innovation bias. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, February 21). Cognitive biases: Overconfidence effect. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, February 18). Cognitive biases: Outcome bias. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, February 11). Cognitive biases: Ostrich effect. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, February 7). Cognitive biases: Negativity bias. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, February 4). Cognitive biases: Illusory correlation. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, February 2). Cognitive biases: Hindsight bias. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, January 31). Cognitive biases: Fundamental attribution error. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, January 28). Cognitive biases: Framing effect. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, January 24). Cognitive biases: Declinism. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, January 21). Cognitive biases: Conservatism. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, January 17). Cognitive biases: Clustering illusion. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, January 14). Cognitive biases: Choice-supportive bias. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, January 10). Cognitive biases: Bias blind spot. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, January 7). Cognitive biases: Belief bias. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2019, January 3). Cognitive biases: Bandwagon effect. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2018, December 31). Cognitive biases: Availability heuristic. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2018, December 29). Cognitive biases: Anchoring. *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2018, December 27). Why is it important to know about cognitive biases? *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2018, July 23). Which prophecies are self-fulfilled? *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2018, July 2). Where is the boundary of political correctness? *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2018, April 8). Why should governments support the industry of language teaching? *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2018, April 6). Why is language learning beneficial for children? *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2018, April 3). What are some daily strategies for language learning? *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2018, April 1). What are the characteristics of a successful language learner? *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2018, March 29). What are some benefits of language learning for the mind and brain? *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2018, March 26). What are some misconceptions about language learning? *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2018, March 6). Why is language learning more necessary than ever? *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2018, January 14). How to chat about political issues with kids and teenagers? *BBC Persian*. Retrievable from [here](#)

Shahri, B. (2017, November 25). How to get rid of cognitive biases? *BBC Persian*. Retrievable from [here](#)

- Shahri, B. (2016, December 11). Bechdel Test: Evaluation of female presence in films. *BBC Persian*. Retrievable from [here](#)
- Shahri, B. (2016, September 26). Inclusive language: A solution to avoiding microaggressions. *BBC Persian*. Retrievable from [here](#)
- Shahri, B. (2016, April 11). Are you microaggressive? *BBC Persian*. Retrievable from [here](#)

### CONFERENCES PAPERS & PRESENTATIONS (Selected since 2009)

- Richardson, R., **Shahri, B.**, & Nava, A. (2023, October 4-6). *Effective teaching strategies for student success in the classroom*. Texas Conference on Student Success, College Station, TX, United States. See [here](#)
- Layne, J., & **Shahri, B.** (2023, October 4-6). *Student course evaluations, learner experience, and teaching impact*. Texas Conference on Student Success, College Station, TX, United States. See [here](#)
- Williams, P., Woodward, J., & **Shahri, B.** (2023, May 22-24). *Examining the effectiveness of a graduate student teaching apprenticeship model*. ITLC Lilly Conference, Austin, TX, United States. See [here](#)
- Poling, N., & **Shahri, B.** (2023, January 5-8). *Building & sustaining high-performing resilient teams in the classroom* [Workshop presentation]. The 8<sup>th</sup> IAFOR International Conference on Education, Honolulu, HI, United States. See [here](#)
- Shahri, B., Richardson, R., & Harlin, J. (2022, November 14-20). *TATEP: An illuminative evaluation*. 47th Annual POD Network Conference, Online & Seattle, WA, United States. See [here](#)
- Shahri, B., & Layne, J. (2022, October 19-21). *Rethinking grading on the curve*. Texas Conference on Student Success, College Station, TX, United States. See [here](#)
- Shahri, B., Lupiani, B., & Wilkinson, H. (2022, July 25-27). *PTIE: Reflections on university strategic planning and holistic faculty evaluation* [Paper presentation]. Innovation and Entrepreneurship (I&E) Conference, Stevenson, WA, United States. See [here](#)
- Shahri, B. (2019, March 19). *Why is it important for every educator to know about cognitive biases?* Ohio University Patton College of Education Research & Graduate Studies Research Forum, Athens, OH, United States.
- Doppen, F., & **Shahri, B.** (2018, November 30-December 2). *Overseas student teachers' reflections on national identity: A longitudinal study*. International Assembly at 98th NCSS Annual Conference, Chicago, IL, United States.
- Kopish, M., & **Shahri, B.** (2018, November 30-December 2). *Developing globally competent teacher candidates through cross-cultural experiential learning*. College and University Faculty Assembly Annual Conference (CUFA) in the 98th NCSS Annual Conference, Chicago, IL, United States.
- Kopish, M., & **Shahri, B.** (2018, October 15). *Developing globally competent teachers*. 62nd Annual Conference of the Ohio Council for the Social Studies, Columbus, OH, United States.
- Kopish, M., & **Shahri, B.** (2018, May 3). *Developing globally competent teacher candidates*. Ohio University Spotlight on Learning conference, Athens, OH, United States.
- Shahri, B., & Amira, M. (2018, March 6). *The Albert Schweitzer Fellowship and the privilege of serving the community*. Ohio University Patton College of Education Research & Graduate Studies Research Forum, Athens, OH, United States.
- Doppen, F., Hollstein, M., **Shahri, B.**, & Kopish, M. (2017, November 17-19). *Rick Steves' s Iran: Pathways to global understanding*. 97th National Council for Social Studies Annual Conference, San Francisco, CA, United States.



- Kopish, M., **Shahri, B.**, Amira, M. (2017, November 16-17). *Global citizenship education in the development of globally competent teacher candidates*. International Assembly at 97th National Council for Social Studies Annual Conference, San Francisco, CA, United States.
- Shahri, B. (2017, November 2). *Towards inclusive language: Recognizing microaggressions and building cross-cultural communication*. Ohio University Patton College of Education Research & Graduate Studies Research Forum, Athens, OH, United States.
- Diki, K., **Shahri, B.**, Amira, M., & Liu, Y. (2017, October 2-4). *Implementing curriculum through a global lens: Strategies to support teacher candidates in preparing P-12 learners for the global community*. Fourth International Conference on Transnational Education & Learning (ICTEL), Athens, OH, United States.
- Kopish, M., **Shahri, B.**, & Amira, M. (2017, September 25-26). *Rethinking the 6th grade curriculum: Global citizenship and service learning*. 61st Ohio Council for the Social Studies Annual Conference, Cincinnati, OH, United States.
- Diki, K., Liu, Y., Amira, M., & **Shahri, B.** (2017, March 9-12). *Enhancing the PDS partnership through a global mindset: Strategies to equip teacher candidates to prepare P-12 learners for the global society*. National Association for Professional Development Schools Conference, Washington DC, United States.
- Doppen, F., Hollstein, M., Kopish, M., & **Shahri, B.** (2016, September 26-27). *Rick Steves' Iran: Pathways to global understanding*. Ohio Council for the Social Studies Annual Conference, Columbus, OH, United States.
- Shahri, B. (2016, May 17-18). *One size does not fit all: Differentiated instruction* [Workshop presentation], Professionalism in EFL Teaching: Linking Abstract Novel Theories to Real-Life Practice, Mashhad, Iran.
- Shahri, B. (2016, May 17-18). *Language schools, teachers, & professionalism in 21<sup>st</sup> century*. Professionalism in EFL Teaching: Linking Abstract Novel Theories to Real-Life Practice, Mashhad, Iran.
- Shahri, B. (2012, December 3-7). *Ideology & conceptual metaphor*. European Conferences for Academic Disciplines (IJAS), Gottenheim, Germany.
- Shahri, B. (2012, April 26-28). *A CDA-based study of the relationship between ideology & metaphor*. The Second Asian Conference on Language Learning, Osaka, Japan. See [here](#)
- Shahri, B. (2011, February 23-24). *Metaphor & ideology*. First National Conference on Literary Theory & Literary Criticism, Mashhad, Iran.
- Pahlavannezhad, M., & **Shahri, B.** (2010, May 12-14). *Radical translation & the problem of indeterminacy in translation*, First National Conference on Literary Translation, Birjand, Iran.
- Shahri, B. (2009). *Basic framework of Donald Davidson's truth-theoretic semantics*. First National Conference on Linguistics and Persian Language Teaching, Mashhad, Iran.

## **INTERVIEWS (Selected since 2016)**

- 2021 Challenges of online assessment facing K-12 and higher education in Iran during the pandemic, Live interview with Sixty Minutes, *BBC Persian TV channel*, January 24. See [here](#)
- 2018 On graduate students' thesis and dissertation, Live interview with Hashtag Shoma, a daily show on the *BBC Persian TV channel*, October 15.
- 2018 On language learning as a necessity in 21<sup>st</sup> century, Live interview with Hashtag Shoma, a daily show on the *BBC Persian TV channel*, March 27. See [here](#)
- 2018 How to manage political conversations with children and teenagers? Live interview with Hashtag Shoma, a daily show on the *BBC Persian TV channel*, Feb 2.

2017 What is a C-Course? Center for Campus and Community Engagement, Ohio University. See [here](#)

2016 Examples of microaggression in Persian. An interview with *BBC Persian Radio*. Listen [here](#)

## PROJECTS (Selected since 2017)

2024 Designer & Facilitator, *Teaching with AI: Implications for Teaching Assistants*

In an era where artificial intelligence (AI) is rapidly transforming various sectors, understanding its implications for education is crucial. This workshop has been designed for graduate student instructors and postdocs at Texas A&M University. Participants will explore the integration of generative AI tools in teaching through hands-on activities, collaborative discussions, and practical applications. The workshop includes activities such as prompt-based AI tool exploration, reading and discussing insights from scholarly publications on AI in education, and creating customized quizzes using AI. Participants will also share their experiences and best practices, enhancing their understanding and skills in leveraging AI for effective teaching.

2023 Co-Investigator, *History of CTE*, Galloway Foundation Endowment, The Marie M and James H Galloway Foundation, 08/01/2022 – 09/01/2023, (37,500 USD).

Celebrating its 40th anniversary in 2023, the Center for Teaching Excellence (CTE) at Texas A&M University is one of its oldest operating teaching and learning organizations in the nation. However, no recorded history of CTE has ever been holistically documented and analyzed, let alone published. This project aims at writing the history of CTE highlighting the organization's people, programs, impacts, and supporters throughout its life.

2022 Designer & Facilitator, *Promoting Open-Mindedness in the Classroom*

Pressing global challenges demand for developing collaborative problem-solvers in higher education. Promoting open-mindedness in the classroom is a primary step in opening up new horizons for students. Building an open-minded learning environment also helps instructors to become more inclusive in their teaching practices. The willingness to hear and discuss a broad range of views in a safe and respectful environment is therefore important for both students and instructors in our interconnected world. In this 90-minute workshop, designed for graduate student instructors and teaching assistants, participants discuss criteria for creating a safe, respectful, and open-minded learning environment, and explore cross-disciplinary approaches, tools, models, and strategies for promoting open-mindedness in their teaching practices.

2022 Designer & Facilitator, *Towards Effective Instruction Giving in the Classroom*

Giving clear instructions to students is key in creating and sustaining an efficacious learning environment. Unclear instructions may cause confusion and disruption in the classroom. In this 90-minute workshop, designed for graduate student instructors and teaching assistants, participants learn about the strategies and techniques that can be used to develop effective instruction giving skills with the aim of increasing students' engagement.

2020 Founder & Owner, *Shenevesht*

Shenevesht is an edtech startup that offers podcasts and videos in a variety of topics and formats in Persian & English. Shenevesht also offers online curricular materials in social studies, science, and language & arts in Persian aligned with national and state standards. Our products aim at enhancing the learning experience of our audience and triggering critical thinking.

- Project management
- Research & curriculum development

- Marketing & business development
- Communication & relationship building
- Prioritization & multitasking
- Team management, coaching & mentoring
- Social media management

[Website](#) [YouTube](#) [Instagram](#) [Facebook](#) [SoundCloud](#) [Twitter](#) [LinkedIn](#)

[Spotify](#) [Apple Podcasts](#) [Google Podcasts](#) [Anchor](#) [Pocket Casts](#)

2018 Creator & Designer, *15 Popular Terms in Education*

- This is a YouTube web series. This short series includes 15 episodes. Each episode talks about a popular term in education. This is a final project for EDTE1000: An Introduction to Teacher Education course at Ohio University Patton College of Education, Fall Semester 2018. See [here](#)

2018 Designer & Facilitator, *International Education Week Professional Development Workshop*

- This weeklong professional development workshop series was a collaboration among faculty and students from Ohio University Patton College of Education and faculty from Instituto Federal do Triângulo Mineiro of Uberaba, Brazil. Our workshops focused on using mobile technology to support language learning, promoting cross-cultural understanding, internationalizing teacher education and distance learning, and planning future collaborative activities between institutions under the supervision of Dr. Michael Kopish, associate professor of teacher education at Ohio University.

2018 Researcher, *Using Observational Cycles to Support Teacher Candidate Learning in Clinical Settings*

- Contributing as part of a multi-disciplinary large project, I was a member of a team of researchers at Ohio University working on a federal grant. Aiming at evidence-based practices, I managed to conduct qualitative interviews with teachers across all content areas. The major purpose of this project was using qualitative and quantitative evidence to inform policy or practice.

2018 Instructor & Facilitator, *Ohio Program of Intensive English (OPIE) Workshops on Global Education*

- These workshops aimed at connecting international & domestic students to exchange perspectives, cultures, and foods while having conversations about global and local issues. See projects [here](#), [here](#) & [here](#)

2017 Facilitator & Designer, *Service Learning & "C" Courses*

- Service Learning at Ohio University is structured experiential education linked to a course that intentionally supports student learning and community-based organizations equally. The CCCE has been instrumental in the development of Community Engagement courses, also known as "C" courses. See [here](#)

2017 Designer & Facilitator, *Preparing Rural Teachers for Global Citizenship Education*

- Preparing young people for a globalized world is an imperative in P-12 education and reflected in the Ohio Academic Standards for Social Studies. This one-day summit was a gathering of Ohio rural teachers and teacher candidates and faculty and students from Ohio University Patton College of Education and offered presentations, workshops, and lesson demonstrations focusing on Global Citizenship Education as an approach to teaching a global curriculum. This summit aimed at deepening participants' knowledge about world regions, cultures, and global issues and strengthening their skills and practices to teach students to engage responsibly and effectively as global citizens.

2017 Creator, Instructor, & Facilitator, *Cross-Cultural Conversation Workshop Training*

- This workshop is a 90-minute training session on how to start and manage cross-cultural conversations with people from different backgrounds. This workshop is especially useful for teachers and faculty who may be interested in developing their high-level communication skills. During this workshop, participants get the chance to practice and learn how to manage and facilitate a difficult conversation respectfully, yet critically.

2017 Collaborator, Designer, & Facilitator, *Athens Global Citizens Academy*

- An after-school program at East Elementary (Athens, Ohio) partnering undergraduate and graduate students and 6th grade students to examine pertinent local and global issues. The after-school program was an opportunity for teachers and teacher candidates to experience Global Citizenship Education in theory and practice. Teachers benefited from collaborating with university faculty and graduate students in the design of curriculum for the after-school program and their classrooms. It provided teacher candidates with authentic opportunities to lead small groups of sixth grade students through critical inquiry, cross-cultural experiential learning, and service learning.

### **PROFESSIONAL AFFILIATIONS (Selected)**

2022-	Center for the Integration of Research, Teaching, and Learning (CIRTL)
2022-	Texas A&M University Professional Development Steering Committee
2021-	The Texas A&M University Postdoctoral Association (PDA)
2017-	Albert Schweitzer Fellowship (ASF)
2017-19	National Council for the Social Studies (NCSS): College and University Faculty Assembly (CUFA), and International Assembly of NCSS
2016-19	National Association for Professional Development Schools (NAPDS)
2018-20	Ohio Council for the Social Studies (OCSS)
2015-16	American Association for Applied Linguistics (AAAL)
2017-19	Ohio University Patton College of Education Strategic Planning Steering Committee, Co-Chair for the Vibrant Outreach, Engagement, and Partnership Activities
2017-18	Graduate Students Senate, Senator for Patton College of Education
2016-17	Graduate Students Senate, Ohio University, Representative of Teacher Education Dept.
2007- 14	Linguistics Society of Iran