College of Education and Technology

NEWSLETTER

TABLE OF CONTENTS

I. From the Dean's Desk

II. Department Chair Spotlights

III. Launching Dreams: Dr. Addido Joins Nasa Funded Initiative to Propel Underserved Students into STEM
Dr. Addido

IV. Cultivating Knowledge: Dr. Baldock Secures USDA Grant for Agricultural Literacy
Dr. Baldock

V. MAESTRO
Dr. Karkar-Esperat

VI. Admin Ace of the Semester: Meet Our Office Superhero

VII. CET Student Highlight

VIII. Greyhounds Abroad
Dr. Elizabeth Stewart

IX. Alumni Success Stories

X. Dawgs and Desserts... What?
Dr. Kathie Good

XI. *Innovative Teaching Practices*
Fernanda Gonzalez

XII. A Historical Review, Our Present, and the Road Ahead
David Sanchez

XIII. Importance of Contextualizing Mathematics
Brittney Millsap

XIV. Scholarly Successes: Research, Publications, and Highlights

CET NEWSLETTER TEAM

Dr. Anu Ogunleye
Content Lead
Assistant Professor of Agriculture
Department of Agriculture, Food Science, and Kinesiology



Dr. Amrit Thapa
Project and Distribution Lead
Assistant Professor of Elementary Education
Department of Curriculum and Instruction



Dr. Presley Shilling
Design and Layout Lead
Assistant Professor of Education
Department of Educational Studies



CET NEWSLETTER

FROM THE DEAN'S DESK

"The mission of the CET is to prepare, promote, support, and empower students as they become professionals in a diverse and ever-changing world."

As members of the CET faculty and staff we accomplish this through our professionalism, leadership, scholarly activities, service, mentoring, and teaching. I am proud to be a member of this college with you, as we are actively and anxiously engaged in these good works. I thank you all for your courage, excellence, oversight and wisdom, as well as your service to our students, to each other, and to the community. Every member of the CET is of equal importance and each contact that we have with others is potentially a life-changing opportunity. Our interactions as teachers, advisors, administrative assistants, mentors, etc. have ripple effects that change schools, individuals, society, and culture. It is our privilege and responsibility to improve lives. Please stay on that path.



Dr. Hurren

DEPARTMENT CHAIR SPOTLIGHT



Dr. Good

Dr. Kathie Good is a Professor of Special Education, and the Department Chairman for the Educational Studies Department. She is a proud graduate of ENMU who has been on campus either as a student, graduate assistant, adjunct faculty member, or faculty member since 1993. She has diligently and enthusiastically served 15 other highly professional educators in her role as department chair of the Educational Students Department within the College of Education and Technology. Born in Ohio, Dr. Good grew up in six states with family and four additional states independently. "No, we were not military; but I married a sailor and had a fabulous marriage filled with love and adventures for 34 years," she stated.

As a special educator, Dr. Good specializes in working with students who have emotional disturbances or are medically fragile. "My students always brought challenges to the classroom but mostly brought joy and the desire to be like every student. It is always important to remember that special education is a service, not a place or person!" stated Dr. Good. She also stated that ENMU feels like home to her. She is constantly inspired by the students and faculty members at the department, hence the daily smile on her face and the knowledge that their collaborative efforts help make a difference in the world. Her fulfilment comes from the fact that they touch the future each day. "My word of the 2024-25 school year is EXPLORE," stated Dr. Good.

Message to Students from Dr. Good: "there are so many possibilities that are available for us to explore; do not limit yourself...explore your city, state, country, family, and the world!"

Fun Fact about Dr. Good: She has visited all 50 states and explored three different continents. "Where will you EXPLORE next?" she asked.

DEPARTMENT CHAIR SPOTLIGHT



Dr. Baldock

Dr. Kalynn Baldock is an assistant professor of agricultural science at Eastern New Mexico University. Dr. Baldock (Dr. B) serves as the chair for the Agriculture, Food Science, and Kinesiology Department. Dr. B, as she is fondly called, teaches agricultural education, animal science, and career and technical education courses. Additionally, she advises students in the department and supervises student research in the agricultural laboratories. Dr. B holds a Bachelor of Science degree in Animal and Dairy Science, a Master of Science degree in Secondary Education from Eastern New Mexico University and her Doctorate in Agricultural Education from Texas A&M and Texas Tech University. She also obtained a certificate in agricultural communication and leadership from Texas Tech University.

Dr. B has more than eight years of teaching experience in secondary agricultural science and served as a Future Farmers of America (FFA) advisor. Before starting her educational/academic career, Dr. Baldock spent eight years working in the dairy industry. When she is not working Dr. B can be found either enjoying the lake, paddle boarding, on the beach or spending time with grandkids.

Fun Fact about Dr. B.: She loves participating in CrossFit.
Message to Students from Dr. B.: “Life is about choices. Every choice has a consequence, either good or bad, so choose wisely!”



Dr. Viner

Dr. Mark Viner is an Associate Professor of Educational Technology at Eastern New Mexico University (ENMU) and serves as the chair for the Curriculum and Instruction Department. He educates undergraduates and graduate students on integrating technology into classroom practices. In addition, his experiences include working extensively with K-12 administrators, principals, and teachers to provide sustained professional development in technology integration. Dr. Viner is passionate about project/based learning environments that use technology for effective teaching and learning. He has an undergraduate degree in Biology/Physical Science and a Master's and Ph.D. in Educational Technology, Instructional Design, and Online learning from Kansas State University.

Dr. Viner, in collaboration with Dr. Elizabeth Stewart and Dr. Tracie Campbell are investigating artificial intelligence (AI) used in education by ENMU's education faculty and graduate and undergraduate students. The research was accepted and will be presented at a national conference in the spring of 2025. Dr. Mark Viner is also working on a manuscript/publication named "Exploring Perceptions of Students and Faculty Internet Searches and Online Content." This research surveyed over 150 participants on their online habits when searching for information and news.

Fun Fact about Dr. Viner: I am fortunate to teach and work from my home state of Wisconsin in the summer (June & July). While there, I fish in rivers and lakes as much as possible and run on trails and country roads.

LAUNCHING DREAMS: DR. ADDIDO JOINS NASA-FUNDED INITIATIVE TO PROPEL UNDERSERVED STUDENTS INTO STEM

The WEX Foundation, its partners, and New Mexico University (ENMU) were awarded a portion of the $800,000 NASA grant through the New Worlds Await You (NWAY -II) – Next Gen Project. This grant will play a key role in engaging underserved middle school students in STEM education, particularly emphasizing space-themed STEM curriculum. As a higher education partner to the WEX Foundation, ENMU is excited to be part of this groundbreaking initiative.

This four-year, NASA-funded grant aims to introduce middle school students to the wonders of space science and technology through hands-on, project-based learning. The program culminates in an annual design competition where students collaborate on semester-long projects, developing problem-solving, critical thinking, and teamwork skills essential for future careers in STEM fields. ENMU received $60,855 from the grant which would be used to support both College of Education and Technology (CET) teacher candidates and the local middle schools participating in the program.

Dr. Johannes Addido-a co-investigator on this project, works alongside Dr. Cindy Benge, who is the principal personnel for this grant. They have been responsible for recruiting pre-service teachers (TCs) from the CET teacher education program and preparing them to implement the NWAY curriculum in after-school programs. They also helped secure training sites for these pre-service teachers and coordinated the recruitment of middle schools to participate in the program. In addition, Dr. Addido is involved in managing data collection efforts and ensuring that the project meets Institutional Review Board (IRB) requirements.

The first phase of the project, which started in September of 2024, has already made a significant impact. The schools involved in this phase include Gattis Middle School, the Cannon Air Force Base (CAFB) Youth Center, and Melrose Junior High, which are serving as sites for the after-school STEM programs. These sites have been instrumental in offering middle school students the opportunity to work on hands-on STEM activities, sparking their interest in space science and technology. This project also provides invaluable experience to pre-service teachers where they gain practical, real-world skills necessary for implementing STEM curricula while working directly with middle school students. As the project moves forward, the team seeks to recruit additional pre-service teachers and middle schools for future phases.

Dr. Addido stated that the partnership between ENMU, NASA, and the WEX Foundation highlights CET-ENMU's commitment to enhancing STEM education in Eastern New Mexico and providing students and teachers with the tools and resources needed to succeed. He further mentioned that the project would not only give students access to cutting-edge STEM activities but also prepares future educators to lead in these fields. Dr. Addido and the team are positive that this project will continue to inspire and shape the future of STEM education in our region and beyond.

CULTIVATING KNOWLEDGE: DR. BALDOCK SECURES USDA GRANT FOR AGRICULTURAL LITERACY

Dr. Kalynn Baldock was recently awarded a grant by the United States Department of Agriculture-National Institute of Food and Agriculture (USDA NIFA) for Professional Development for Agricultural Literacy (award no. 2024-67038-42605). The project titled “Agricultural Science Teacher Industry-Aligned Education and Development (AGRI-TED)” aims to provide targeted professional development opportunities for New Mexico secondary agricultural educators. A cohort of ten New Mexico agricultural educators would be selected annually for a total of 40 participants over the life of the project (4 years). The first cohort will receive a year-long immersive animal science experience, with each following year’s cohorts receiving comprehensive professional development on agricultural power and technology, welding, and plant science. These themes were selected based on the professional development needs of agricultural educators. Furthermore, each of the participants would be paired with a mentor to provide them with continuous support throughout the project’s duration. The industry partners who are vital to providing the industry-aligned professional development proposed in this project include DNMC, GENEX, Coterra, Pattern Energy, Power Distributors, and Lincoln Electric. With collaborations from industry partners, a three-day meeting would be conducted on New Mexico State University’s campus, monthly Zoom meetings will be held with the participants, and an industry immersion travel experience will be included for the participants.

According to Dr. Baldock, this project has significant economic, social, and environmental impact on the U.S. because it would help build competent and qualified workforce necessary for meeting the state/national demand for food and fiber. Also, Agricultural educators in middle and high schools raise future agricultural leaders who would address lingering food security issues.

MAESTRO
BY DR. TALA MICHELLE KARKAR-ESPERAT

SCAN ME

Mentors Assisting Education Students Through Rewarding Opportunities (MAESTRO) is the College of Education & Technology mentoring organization that aims to foster student success through academic, social, and emotional support for all students. MAESTRO has organized several Brown Bag Sessions that connect with resources available on campus, such as the library and the writing center. All students are welcome to join us.

For more information visit our website:
https://my.enmu.edu/web/maestro/home

CET NEWSLETTER

ADMIN ACE OF THE SEMESTER: MEET OUR OFFICE SUPERHERO



Sara Niño has worked as the Senior Administrative Assistant at the College of Education and Technology for over 2 years. She works to ensure the smooth running of all departmental operations behind the scenes; from coordinating schedules to organizing events and managing office needs. She works directly with the Dean-Dr. Lee Hurren, while maintaining his schedule, and lending a hand wherever necessary. Sara says that "Most days, much like what other admins experience, are filled with a mix of challenges and rewards but it is truly enjoyable being the go-to person that helps things to run smoothly." Sara loves working on logistical and organizational tasks behind the scenes and enjoys being a source of support for her colleagues. "Always finding ways to improve processes and just working together I believe is what we do best, Sara stated." Outside of work, Sara loves to play softball and watch movies with her husband, Zack, and our newest addition to the CET family-her 4-month-old son, Cooper! "As tiring as it has been he has made life way more fun says Sara." Sara also stated that working in CET is truly like coming to work with her second family! She enjoys the work and the fun they get engage in together especially the birthday celebrations which are her favorite.

Fun fact about Sara: She is an ENMU alumni out of the College of Education and Technology! She graduated in 2016 with a bachelor's degree in animal science, Production and Management.

CET STUDENT HIGHLIGHT



Fernanda Gonzalez participated in the Teacher Residency program, and she described the experience as an opportunity which offered her both academic and hands-on teaching experiences. She stated that she had the opportunity of collaborating with her peers during our methods, courses, and was present in the classroom setting full-time. She described this immersive experience as being invaluable, which has fostered growth and networking with amazing teachers and educators who were once her teachers during elementary school days. She described it as a truly unique and unforgettable opportunity.

Fernanda Gonzalez is currently working with a wonderful group of students in the Portales School District. She stated that they continuously inspired her, and that she is learning a lot from them daily. "Having been an English Language Learner myself, it is incredibly fulfilling to now be on the other side of the experience, helping students in similar situations," Fernanda stated. She recounted that the opportunity to make a positive impact on children's education is a blessing to her, and she feels fortunate to be a part of their learning journey.

GREYHOUNDS ABROAD

BY DR. ELIZABETH STEWART - ASSISTANT PROFESSOR



Dr. Stewart swinging in the Bahamas.

In the summer of 2024, Dr. Elizabeth Stewart who was invited by Dr. Elizabeth Lynch; an Assistant Professor in anthropology and archaeology spent a month on Grand Bahama Island. Dr. Elizabeth Lynch had earlier received an NSF grant and a Fulbright grant before joining ENMU hence the invitation to visit Grand Bahama Island which she accepted. Dr. Stewart accompanied Dr. Lynch to some of her meetings including meetings with the Grand Bahama Port Authority and the Ministry of Tourism. When they were not working, they explored the community and participated in the Goombay Festival held on Taino Beach every Thursday evening in July, they walked in the Garden of the Groves, visited local vendors in Port Lucaya often, and experienced the taste of local dishes when they visited restaurants such as Zorba's and Pollo Loco where they indulged in dishes such as conch and other seafood. They visited DeGregory's often for morning coffee and croissants. They spent most of the time at the western end of the island (Paradise Cove), where they saw sea turtles.



L-R: Dr. Lynch, Dr. Stewart and Ms. Furnish at the MOU signing.

According to Dr. Stewart, one of the highlights of the trip was when they (Dr. Lynch and Dr. Strewart) were invited to the MOU signing between the University of The Bahamas-North and the American Chargée d'Affaires, Ms. Kimberly Furnish, from the embassy in Nassau. According to Dr. Stewart, the embassy donated $50,000 to the University of The Bahamas for an "American room" on their new campus to foster better relationships between the two countries. They were introduced to Ms Furnish, who shared that her mother and sister were teachers, and she appreciates their hard work as teachers. Another highlight was that she (Dr. Stewart) celebrated her fortieth birthday on the island at "Pier One," where she fed sharks.

"I miss the Bahamas, but we will be going back to Freeport for six weeks next summer and I can't wait!" said Dr. Stewart.

CET NEWSLETTER

ALUMNI SUCCESS STORIES



Jack West pictured on the Football 70' Preview

Jack West graduated from Eastern New Mexico, where he played 4 years of football from 1967 to 1970 for the Greyhounds. He went through NFL Camps for the Kansas City Chiefs, New Orleans Saints, Dallas Cowboys, and St Louis Cardinals. “My greater success was with New Orleans and Dallas,” says Jack.

He is currently the National Director for Pro Athletes Team, a marketing company made of former professional athletes with Gary Reasons as President-a renowned ex-New York Giants player.



Jack West pictured with Vince Lombardi Jr.

Agatha Gibbons was born and raised in the beautiful islands of Fiji. She is currently rounding up her Doctor of Philosophy Degree in Female athlete health with an emphasis on Pacific Sports Women's experiences and knowledge of menstruation at the University of Waikato in Hamilton, New Zealand. Agatha said, “I was blessed to be part of Coach Sia Poyer’s volleyball program, and that awesome opportunity was crucial to earning both my bachelor’s and master’s degrees at Eastern New Mexico University.” Agatha has published her research in the British Journal of Sports Medicine, and the Journal of Sport and Social issues with both publications focusing on understanding how culture plays a major role in an athlete's menstrual journey during their athletic careers. With the growth and development of women’s sports, more scientific and social science research is focused on understanding and enhancing women’s experiences. Agatha states that “for too long, sports science and medicine have been dominated by western ways of knowing. As a result, many Pasifika sports women's knowledge has been overlooked, and their health needs have been ignored.” With her research contributions, she seeks to improve the support structures for Pacific sportswomen by expanding sports and health providers' understandings of the culturally specific needs, knowledge, and values of Pacific sportswomen. “I found the ‘bestest’ and lifelong friends at ENMU, and I am always proud to have represented my Alma Mater in many places across the globe,” says Agatha.



Agatha Gibbons playing volleyball for ENMU



Agatha Gibbons presenting her research

DAWGS AND DESSERTS... WHAT?

BY DR. KATHIE GOOD - DEPARTMENT CHAIR

On Monday, October 21st the Dr. Gay Su Pinnell Education Building was alive with students, staff, faculty and Ralphie as we celebrated our seventh annual Dawgs and Dessert Event for students in the College of Education and Technology. This annual retention event brings together students, staff, and faculty for a night of food (Dawgs), a faculty Bake Off (desserts) and a night at the Scholastic Book Fair.

The food is either cooked or provided by faculty. This year one of our newest faculty members, Dr. Aiden Juge, won the coveted traveling Wooden Spoon Bake Off award (designed by our own Dr. Mary Kallus). Dr. Juge's brownies beat out a chocolate spider cake, Korean pancakes, a New York Cheesecake, and cookies galore! Stop by Dr. Juge's office and check out the award!

Ralphie was in the building sporting a MAESTRO t-shirt for our student organization, The Scholastic Book Fair is there for the annual fund raiser. Thank you to all who purchased books and supported the programs provided by MAESTRO. For more information on MAESTRO contact one of the faculty advisors (tala.esperat@enmu.edu, tsisti.nyabando@enmu.edu; jd.proctor@enmu.edu)

The excitement of the night is the annual door prize drawings! This year students won glass measuring cups, resistance bands, buckets, gloves, books, bulletin board supplies, school supplies, a laminator, and a paper cutter to name a few. The drawings are always the highlight of the night filled with anticipation, laughter, and happiness.

Thank you to all who helped! We look forward to seeing you all back next fall!

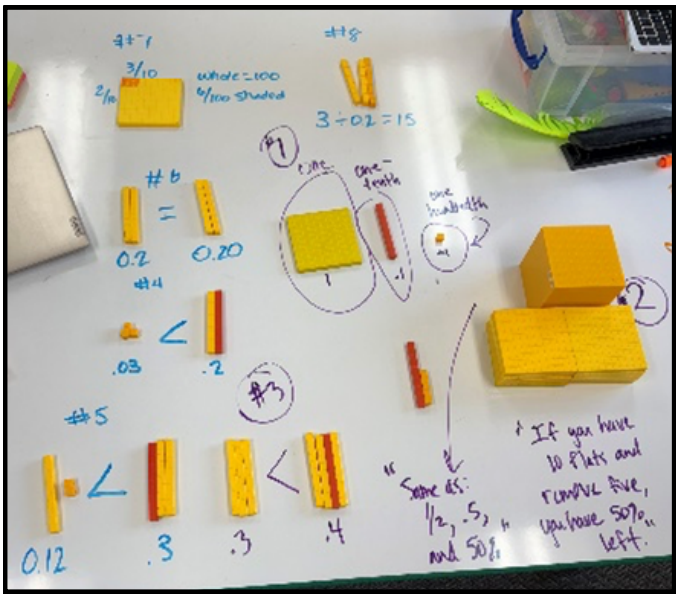
INNOVATIVE TEACHING PRACTICES

BY FERNANDA GONZALEZ - UNDERGRADUATE STUDENT

In our Math Methods course, we experienced a distinctive and engaging approach that emphasized hands-on activities and the use of both concrete and digital manipulatives to enhance our conceptual understanding of mathematics. We delved into hands-on learning by selecting our own teaching models to illustrate various mathematical concepts. For this particular activity, my group opted to use base ten blocks to model a range of decimal and fraction concepts. This interactive strategy not only enriched our comprehension of these topics but also provided us with valuable tools to effectively teach them to future students.

The following questions may seem familiar, but exploring them through manipulatives was truly enlightening:

- What do the values 1, 0.1, and 0.01 represent?
- How are 1/2, 0.5, and 50% equivalent?
- How do 0.3 and 0.4 compare?
- What is the relationship between 0.2 and 0.03?
- Which value is greater: 0.3 or 0.12?
- How do 0.2 and 0.20 compare?
- What is the product of 0.2 and 0.3?
- How do we solve 3 ÷ 0.2?



This active learning experience not only enhanced our conceptual understanding but also allowed us to practice delivering these concepts in a way that will support student engagement and comprehension in our future classrooms.

A HISTORICAL REVIEW, OUR PRESENT, AND THE ROAD AHEAD

BY DAVID SANCHEZ - GRADUATE STUDENT
EDITOR: ENMU CET NEWSLETTER COMMITTEE

Upton Sinclair famously stated, “It is difficult to get a man to understand something when his salary depends on his not understanding it.” Nicholas Klein went even further in stating “First they ignore you, then ridicule you, then attack you, want to burn you, and then they build monuments to you.” This is the historical pattern every instance of change has encountered, dated back to Socrates opposing the invention of writing (Plato, 1994). Additionally, in the 1970s, educators feared calculators would lead to people losing their math skills, while some feared that the internet would make libraries obsolete in the 1990s; but these fears have been laid to rest. Unfortunately, we are experiencing a similar trend today regarding Generative Artificial intelligence (GAI). As educators, it is crucial to teach future generations the knowledge required to thrive in their future, and not the knowledge that is relevant in the past. How many have heard of, know how to or can still use slide rule? Not many is my guess! GAI in the modern workforce, though not generally accepted now, is inevitable. Concepts and themes first explored in ENMU’s science fiction anthology Project Locke, such as the concept of Synganic writing, will become more prominent across the next several years. It is therefore pertinent that educators hop on this “train” by learning how to effectively utilize GAI as a tool for success.



Image created by Open AI’s Dalle-3, November 18th, 2024.

Here are basic principles to follow; first, always treat AI generated materials as a first draft needing intent scrutiny and heavy revision. Secondly verify machine generated citations-their existence and applicability. Thirdly, never use zero-shot, always prime your chosen AI-System with background (e.g. chain prompting, prompt engineering) to narrow the latent space utilized during generation. Lastly, engage with it like you were speaking to another human. Another colleague once told me, “I use ChatGPT like it is a computer.” I have noted an interesting divergence in results since I applied this technique, including making a point to ask the machine “can you please … thank you.”

In conclusion, there are complicated and intriguing ramifications to the current generation of AI-Systems amidst the accelerated rate of progress within that domain. Yet prior to sentient equivalency emerging within silicon substrates, we sentient bio-substrate educators have an obligation to prepare future generations for the post-GAI future they will face (e.g. ENMU’s GSSC 2nd floor mural).

Reference(s):

Plato, T. b. (Written 360 B.C.E, 1994 translation). Phaedrus. Retrieved August 20, 2023, from MIT: https://classics.mit.edu/Plato/phaedrus.html

Editorial Note: An addendum to this article is provided on page 17.

IMPORTANCE OF CONTEXTUALIZING MATHEMATICS

BY BRITTNEY MILLSAP - UNDERGRADUATE STUDENT

Van De Walle et al. (2023) emphasizes that the contextualization of mathematical problems is essential in mathematics teaching. Contextual problems are rooted in real-life situations, enabling students to make meaningful connections rather than simply solving equations. By incorporating familiar contexts, these problems foster greater engagement, encouraging students to approach solutions thoughtfully rather than focusing solely on the correct answer. Through contextual problems, students can relate classroom activities to their everyday experiences, realizing that mathematics is interconnected with the real world, culture, and history.

When mathematical problems are contextualized and supported by concrete and visual representations, students can link new concepts to their prior knowledge, leading to a deeper conceptual understanding of mathematics. Teachers should use this approach to promote a more profound comprehension of mathematics, moving beyond rote memorization of facts and formulas without meaningful connections.

In my kindergarten classroom, we are currently working on addition and subtraction. We use contextual problems and encourage students to visualize concepts through manipulatives, visuals, and by acting out word problems. This not only makes learning fun but also builds students' confidence in their abilities.

If the context of the problems resonates with or builds on students' interests, they are more likely to be engaged and successful in their learning. Personally, if my teachers had incorporated real-world connections or actively involved me in the learning process, I would have enjoyed math much more. Ultimately, contextual problems allow students to connect with their learning in meaningful ways.

Reference(s):

Van de Walle, J.A, Karp, K. S., & Bay-Williams, J. M. (2023). *Elementary and middle school mathematics: Teaching developmentally (11th ed.)*. New York: Pearson.

SCHOLARLY SUCCESSES: RESEARCH, PUBLICATIONS, AND HIGHLIGHTS

Dr. Thapa published his dissertation titled “Mitigating Students' Dislike of Mathematics: University Undergraduates' Perspectives on School Mathematics and Quantitative Reasoning.” This research explores the factors contributing to students' dislike of mathematics and identified strategies to address these challenges. The study was conducted in two phases. The first phase examined students' perspectives on their dislike of school mathematics, uncovering six key factors: irrelevant content, indifferent instructors, inflexible assessments, learning disabilities, parental pressure, and media influence. The second phase highlighted the aspects of the QR course that helped mitigate these dislikes, such as real-world connections, interactive teaching, and flexible assessments.



Dr. Thapa at the STEM+Education Research Institute (SERI) 2024 Conference in Las Cruces, New Mexico

Dr. Thapa’s research was presented at three conferences this year (2024), including Ohio Council of Teachers of Mathematics (OCTM) 2024 Conference, Columbus, Ohio (Presentation Title: "Why Do Students Dislike Mathematics?"). This session was formatted as a semi-workshop for K-12 mathematics teachers and spanned over 50 minutes, fostering group discussions and gathering teachers' perspectives on why stud ents dislike mathematics and how to address this issue effectively. The research was also presented at STEM+Education Research Institute (SERI) 2024 Conference, Las Cruces, New Mexico with f ocus on educators' insights into their students' views of mathematics, highlighting systemic factors that contribute to mathematics aversion and discussing practical solutions. Lastly, Dr. Thapa’s research was presented at the American Mathematical Association of Two-Year Colleges (AMATYC) 2024 Conference, Atlanta, Georgia with the presentation title: "Undergraduates' Dislike of Mathematics." In this session, Dr. Thapa highlighted key factors contributing to undergraduates' dislike of mathematics and explored strategies to mitigate these through the design and implementation of the QR course, emphasizing real-world connections and flexible assessments.

“These presentations presented the opportunity to engage with educators across diverse settings while exchanging ideas and contributing to the broader dialogue on transforming mathematics education," said Dr. Thapa. In conclusion, Dr. Thapa’s research underscores the importance of making mathematics more inclusive, relevant, and empowering, thereby enabling students to see its value in their lives and futures.

Publication:

Thapa, A. B. (2024). *Mitigating students’ dislike of mathematics: University undergraduates’ perspectives on school mathematics and Quantitative Reasoning (*Doctoral dissertation, Ohio University). http://rave.ohiolink.edu/etdc/view?acc_num=ohiou1722360207389396

SCHOLARLY SUCCESSES: RESEARCH, PUBLICATIONS, AND HIGHLIGHTS

Heather Sickenger who is currently, an Administrative Support person and the School Test Coordinator, and the Girls Academy Director for Coral Community Charter School in Albuquerque, New Mexico recently published "Elementary teachers' perceptions as to what contributes to student achievement." in Acta Scientiae et Intellectus. As Administrative Support, she serves as the designee for the Executive Director as needed along with being responsible for creating procedure/guidance documents, developing the master schedule, and communicating annual outcomes. She mentors new teachers by implementing a mentorship plan aligned to NM Elevate Domains and Elements. As the School Test Coordinator, she coordinates formative and summative assessments as well as disaggregates schoolwide data to inform all stakeholders of growth, proficiency levels, and meeting school mission-specific goals.

As the Girls Academy Director, she also acts as the Student Assistance Team (SAT) team leader while supporting teachers as a coach in best practices and strategies for academic and social-emotional learning. On December 14, 2024, she will receive Master of Education with an emphasis in Education Administration from Eastern New Mexico University in Portales, New Mexico.

Publication:
Sickenger, H. (2023). Elementary teachers' perceptions as to what contributes to student achievement. *Acta Scientiae et Intellectus, 9(*2); 39 –56.

Dr. Matthew Vetterly, Dr. Mark Viner and Dr. Michael F. Shaughnessy recently published a paper in the International Education and Culture Studies Journal. The paper was titled "Purpose in Life and Educators" which examined the construct of meaning and purpose in life of the undergraduate education students at ENMU. They found that overall, the "to-be-teachers" scored high on the construct of meaning and purpose in life indicating that student teachers saw teaching as more than a job or profession but as a calling in life. The data and implications of this study were presented in their published article.

Dr. Michael Shaughnessy, and Kalypso Filippou of Umea University in Sweden and Valgerour S. Bjarnadottir of the University of Iceland in Iceland published a paper in the Journal of Praxis in Higher Education entitled "Reflections on Inclusivity and Equality in Higher Education" Vol 6 no 4, pp.1-5. In this article they reviewed the submissions of a special issue of the Journal of Praxis in Higher Education on the issues of Diversity, Equality and Equity in Higher Education and provided an overview of the relevant current issues in the field.

SCHOLARLY SUCCESSES: RESEARCH, PUBLICATIONS, AND HIGHLIGHTS

Dr. Johannes Addido, Dr. J. D. Proctor and Dr. Michael F. Shaughnessy published a paper in the International Journal of Education and Culture Studies. They reviewed the literature on the teacher shortage and reflected on the fact that colleges and universities need to prepare student teachers not just for their subject areas but to prepare them to move into other positions in their respective fields. The paper reflected on the various challenges that confront teachers-such as technology, diversity, equity and inclusion, and the paper suggests realms to be explored.

Raven Moody is currently working as a dedicated nurse, providing care and support to veteran patients in the PACU. She is also a Pre-op, Post-op, and Ketamine Infusion nurse. She is currently pursuing a Master of Science in Nursing (MSN) degree and would graduate December 2024. My program at ENMU has allowed me to deepen my knowledge of nursing practice and patient care and enhance my educator abilities" says Raven. Raven recently published an article in Journal of Psychiatry and Neurochemistry Research-Moody, R. (2023). The Pros and Cons of Ketamine Infusion and Electroconvulsive Therapy for Depression in the Veteran Population: A Literature Review.

Raven stated that balancing work and studies could be challenging, but her passion for nursing keeps her motivated. She is excited about the opportunities this degree will open up for her in the future.

Selina Herrera is currently a Trauma Intensive Care Unit Nurse and will graduate in December 2024 with a Master of Science in Nursing Education. Her goal is to give back to nursing practice as an educator and to help prepare the next generation of nurses. She recently had the following paper published-Herrera, S. (2024). Mindful care: Nursing Strategies in Traumatic Brain Injuries: A brief. Journal of Medical and Clinical Nursing 5(1), 1-4.

Diana Staley is a graduate student in nursing. She has had her manuscript accepted for publication in the Advanced Nursing and Patient Care Journal. The title of her paper is "Meaningful Learning in Development of Novice Nurses"

SCHOLARLY SUCCESSES: RESEARCH, PUBLICATIONS, AND HIGHLIGHTS

Cooper, T. (2024). Managing disruptive behaviors: Excessive talking. *Journal of Arts Humanities and Social Sciences, 2(*6), 27–31.

Johnson, L. (2023). Teacher Attitudes on Creativity. *International Journal of Education Spectrum.5*(1), 1–10. https://doi.org/10.47806/ijesacademic.1234541

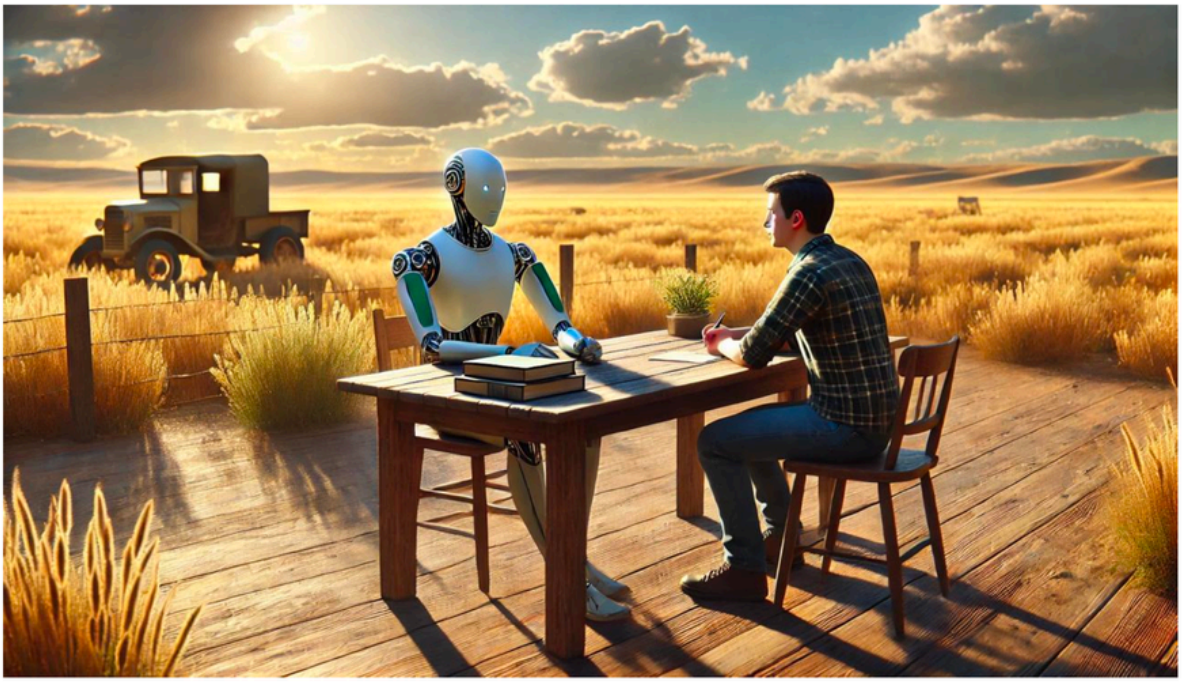
Weick, N. Z. (2024). Standardized testing and effective instruction : Teacher perceptions on how high stakes testing affects instructional practive. *International Journal of Educational Spectrum.* https://doi.org/10.47806/ijesacademic.1358791



A submission was made to the ENMU CET Fall 2024 newsletter in good faith. ENMU heavily edited it and then proceeded to publish the heavily edited work without review, feedback, permission, or even a note that the published work was edited in any capacity. The editorial work severely degrades the grammatical quality of the submission, therefore a FERPA request to accurately reflect David P. Sanchez's educational record [1][2] was submitted to ENMU. For the resolution of the exercise of FERPA rights as discussed with the applicable ENMU stakeholders, this addendum and the original submission has been added below for historical accuracy.

[1] https://studentprivacy.ed.gov/faq/what-rights-does-parent-or-eligible-student-have-if-result-hearing-school-decides-information

[2] https://web.archive.org/web/20251208201709/https://studentprivacy.ed.gov/faq/what-rights-does-parent-or-eligible-student-have-if-result-hearing-school-decides-information



A historical review, our present, and the road ahead

By: David Sanchez

Upton Sinclair famously stated “It is difficult to get a man to understand something when his salary depends on his not understanding it.” Nicholas Klein went even further in stating “First they ignore you. Then they ridicule you. And then they attack you and want to burn you. And then they build monuments to you. ” This is the historical pattern every instance of change has encountered, as far back as Socrates opposing the invention of writing (Plato, 1994). Additionally, during the 1970s, educators feared calculators would lead to people no longer being able to do math, and in the 1990s some feared that the internet would make libraries obsolete.

Thankfully these gloomy fears panned out to be untrue, and yet today we see another cycle of the same. As educators, is it not important to teach future generations the knowledge they will need for their future, not the knowledge that was relevant in the past we grew up in? How many of us still know how to, or have ever used a slide rule? Generative Artificial Intelligence (GAI) in the modern workforce is inevitable, and in fact already here. Is it not a bit hypocritical for educators to lament that future generations are using the technology of their day, when we are using the same technology in the workplace?

Concepts and themes first explored in ENMU’s science fiction anthology Project Locke, such as the concept of Synganic writing, will become more prominent across the next several years, but for educators to not end up as last-adopters (and thus disadvantaged) learning how to effectively utilize GAI is a critical priority.

Therefore, as a first principle, always treat the materials generated by the machine as a first draft needing diligent scrutiny and heavy revision. Secondly, never trust the citations the machine gives you, always verify their existence and applicability. Thirdly, never use zero-shot, always prime your chosen AI-System with background (e.g. chain prompting, prompt engineering) to narrow the latent space utilized during generation. As a fourth principle, as an ENMU undergraduate teased me “you use ChatGPT like it is a computer,” a statement which surprised me but which I understood to mean “engage with it like you were speaking to another human.” I have noted an interesting divergence in results since I applied this technique, including making a point to ask the machine “can you please … thank you.”

There are complicated intriguing ramifications to the current generation of AI-Systems amidst the accelerated rate of progress within that domain. Yet prior to sentient equivalency emerging within silicon substrates, we sentient bio-substrate educators have an obligation to prepare future generations for the post-AGI future they will face (e.g. ENMU's GSSC 2nd floor mural).

References

Plato, T. b. (Written 360 B.C.E, 1994 translation). Phaedrus. Retrieved August 20, 2023, from

MIT: https://classics.mit.edu/Plato/phaedrus.html

Image created by Open AI's Dalle-3, November 18th, 2024.
All text hand-typed (generated) by bio-substrate Mr. Sanchez on November 18th, 2024