

TESLA Newsletter, January 2022

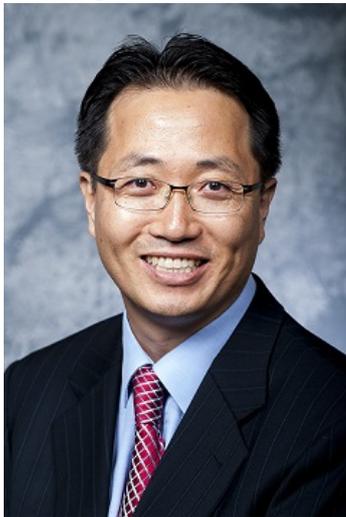
A Message from TESLA Program Director, Dr. Terry A. Osborn

Welcome back for 2022! As we enter the Spring, it is a good time to think forward about what sorts of opportunities will be available to you once you finish the program. In this issue, we include some job postings that have crossed our desks. Though these may not be the opportunity that best suits you, hopefully it will help set expectations for the future. I wish you well this Spring semester and in your studies!

If you have ideas for future content, please let us know at terryosborn@usf.edu or sarasmith3@usf.edu.

We also want to let you get to know our faculty and their research interests more closely, so we will highlight one each time. This time, it is Dr. Sanghoon Park.

Dr. Sanghoon Park



Sanghoon Park, Ph.D. is an Associate professor of Instructional Technology in the Department of Educational and Psychological Studies. He serves as the coordinator of the Master of Science in Learning Design and Technology program. He has been involved in three doctoral programs including Instructional Technology, TESLA, and Program Development (Ed.D.). He regularly teaches “EME 6055: Current Trends in Educational Technology,” “EME 6208: Interactive Media,” and “EME 6419: Motivational Design in Learning Technology.”

Dr. Park is an author of more than 40 publications on online learning, motivation, engineering education, virtual simulation, and emerging technologies in top-tier academic journals including *Computers and Education*, *Journal of Educational Technology & Society*, and *International Journal of Human-Computer Interaction*. He has received numerous awards, including the young researcher award from American Educational Research Association (AERA) and recently, an outstanding publication award and a Journal article award from Association for Educational Communications and Technology (AECT).

He is currently involved in several interdisciplinary projects: “mHealth Technology for Improving Self-Management and Adherence Among Asthmatic Adolescents” (NIH funded), “Learning Experience Analysis Approach as an Alternate Online Course Evaluation” (CiTL funded), and “Artificial Intelligence-enabled Chatbot for Motivational Regulation in Online Learning” (CiTL funded). He is also collaborating with his international research colleagues to design and test virtual teaching simulations and metaverse environments for learning.

He has been serving as an editorial board member for journals and conferences, a program committee member and program officer for professional organizations, a chair, co-chair, and treasurer for special interest groups (SIGs), and as an invited speaker for meetings and workshops.

His favorite book this year is "How learning happens" by Kirschner and Hendrick. His all-time favorite movie is "A walk to remember" as he believes in the power of trust.

Upcoming dates and deadlines

January 10	Spring classes begin
January 14	Spring drop/add ends
February 7	Spring graduation application deadline
January 21	Deadline to apply for Qualifying Exam
February 21-23	Qualifying Exam Dates
April 1	Exam Results and Candidacy Form to Graduate Support Office

Important dates and deadlines can be found [here](#), on the College of Education Graduate Support Office Website.

Notices

AERA Virtual Information Session: Doctoral Students' Career Paths (Part II): The Job Search and Publishing. This session will be on Friday, February 11th from 4 pm to 5 pm (EST). This is the second part of the series related to doctoral students' career paths. Continuing from the first session, we are focusing on job readiness, covering topics such as preparing job applications and publishing in academic journals and/or books. Register [HERE](#). If you have any questions, please contact Keirah (kcomsto2@u.rochester.edu) and Gabrielle (gabernal@umich.edu).

Call for papers: Special Issue of the *Journal of Second Language Writing: Innovation in L2 writing task design*. The Journal of Second Language Writing solicits submissions on Innovation in L2 writing task design. Submissions to this special issue should have a strong theoretical basis for the task(s) presented or the task design process, with a preference for proposals that highlight how interdisciplinary work can move the field forward. We welcome submissions from both established and junior scholars (including doctoral students) from around the world, working with any type of L2 and/or multilingual learners, both in educational and professional writing settings. **Deadline for submission of abstracts: 29 April 2022.** More [information here](#).

Upcoming conferences

FABE's 2nd Annual Virtual Conference - "Tangible Translanguaging: From Concept to Classroom" FABE is excited to announce our 2nd Annual Virtual Conference, to be held January 29, 2022 - 9:00am-2:00pm EST. The theme is "Tangible Translanguaging: From Concept to Classroom". Registration is free for FABE members and \$20 for non-members. This will be an informative and inspiring event including practical tips for teachers. We will also feature a panel discussion with practicing bilingual educators. [More information here](#).

Texas TESOL Virtual Conference will be held virtually on Feb 5th. The registration fee is \$20.00 for students. Register: <https://textesolv.org/winter2022/>

The 4th International Symposium on Bilingual and L2 Processing in Adults and Children (ISBPAC 2022) [The Aurora Center for Language Acquisition, Variation & Attrition \(AcqVA Aurora\)](#) at UiT, The Arctic University of Norway is pleased to invite you to the [4th International Symposium on Bilingual and L2 Processing in Adults and Children](#) (ISBPAC 2022) on August 4th and 5th, 2022. ISBPAC aims to bring together researchers who investigate bi-/multilingualism from *various disciplines*, including linguistics, cognitive science, neuroscience, multimodal communication, and language pedagogy, addressing language acquisition and processing in any domain of language as well as the neurocognition and neurobiology of bi-multilingualism. **Call for papers:** The symposium welcomes submissions for all types of bi-/multilinguals related to linguistic acquisition and processing and for studies examining the role bi/multilingualism plays in (neuro)cognition. Please submit your abstract via EasyChair [here](#).

New Publications

Park, S., Ryu, J. H., Kim, K., & Kim, C. (2022). Mobile simulation for effective classroom management skill training for preservice teachers. In B. Hokanson (Eds.), *Learning: Design, Engagement and Definition*. New York, NY: Springer.

Selected job postings

Tenure track position in bilingual/multilingual education at Penn State University. The Department of Curriculum and Instruction in the College of Education seeks applications from individuals with scholarly interests and expertise in Bilingual/Multilingual Education, Teaching English to Speakers of Other Languages (TESOL), and Second Language Teacher Education and whose work is grounded in critical and transformative paradigms. [Details here.](#)

Postdoctoral Fellow at the Center for Advanced Study of Teaching and Learning (CASTL) in the University of Virginia. The Center for Advanced Study of Teaching and Learning (CASTL) in the University of Virginia (UVA) and the School of Education and Human Development seeks highly qualified applicants for a two-year post-doctoral research associate position. This position is part of the University of Virginia Post-Doctoral Education Science Training Program on English Learners (EL-VEST) funded by a grant from the U.S. Department of Education, Institute of Education Sciences. The EL-VEST Postdoctoral Program is an interdisciplinary program designed to prepare early career researchers to engage in rigorous research in education science focused on English Learners. EL-VEST is able to fund a cohort of two fellows to begin in 2022. A Ph.D. in Education, School and Clinical Psychology, Developmental Psychology, Educational Psychology, or a relevant social science discipline is required by the start date of the position. Review of applications will continue until the position is filled. To apply, visit <https://uva.wd1.myworkdayjobs.com/UVAJobs> and search Posting Number R0030894.

Assistant Professor of Inclusive Education (EL/CLD). Western Colorado University seeks a full time, nine-month, tenure track assistant professor of Education with a focus on teaching English learners (EL) and Culturally and Linguistically Diverse (CLD) learners. The successful candidate will teach four graduate-level courses per semester (with released time based on administrative and discipline responsibilities). Additionally, faculty roles include creating online coursework in EL/CLD, supervising students in clinical teaching residencies, and collaborating with education faculty members in relation to EL/CLD issues and shared governance. Please direct questions to Tara Mason, Ph.D., Search Committee Chair: tmason@western.edu Application: Apply online at www.western.edu/jobs

Assistant Professor in Psychological Science in Technology & Education Cluster. Southern Methodist University (SMU), a nationally-ranked, private, non-sectarian research institution located in one of the nation's largest and fastest-growing metropolitan areas, is seeking to establish several interdisciplinary clusters to strengthen its research mission. One of these clusters focuses on Technology Enhanced Immersive Learning (TEIL), broadly construed. In support of this effort in TEIL, Dedman College's Department of Psychology at SMU invites applications for a tenure-track Assistant Professor in psychological science (position #06284) to begin August 2022. Applications must be submitted electronically via Interfolio to <https://apply.interfolio.com/97696>

Rutgers University welcomes applications for its inaugural cohort of Presidential Postdoctoral Fellows. Appointment is for a two-year term, with the possibility of subsequent appointment to a tenure-track faculty position at one of four Rutgers locations: Rutgers University–New Brunswick, Rutgers Biomedical and Health Sciences, Rutgers University–Newark, and Rutgers University–Camden. Presidential Postdoctoral Fellows will be appointed in one of three priority areas of strength at Rutgers: Race, Racism, and Inequality, Health Equity, or Advancing STEM Diversity. Questions about the application process? Contact Dr. Itzamarie Chevere-Torres, Director, Office of Postdoctoral Affairs at ict@oq.rutgers.edu or 848-445-0242

Postdoctoral position in Psycholinguistics/Bilingualism at the University of Mannheim. The University of Mannheim invites applications for a postdoctoral position within a new project that investigates cross-linguistic structural priming in bilingual children, adolescents, and adults across different language-contact settings. The position is funded for up to four years and is to be filled as soon as possible. The successful candidate will be responsible for designing experimental tasks; organizing and carrying out data collection from Italian-German speakers in Italy and Germany; data

processing and statistical analysis; participating in and contributing to conference presentations and publications; and attending retreats and lab exchanges. Profile/Requirements: We are looking for a highly motivated researcher with a PhD in a relevant field (psycholinguistics, bilingualism, language acquisition, language contact), solid statistical skills, and excellent academic writing skills and fluency in English. Native or near-native command of Italian and/or German (preferably both) is highly desirable. Experience with priming methods and/or with collecting, transcribing, and analysing linguistic data would be an advantage. For further information, please contact Prof. Dr. Helen Engemann (engemann@uni-mannheim.de).

Opportunities to take part in research

Attention TESLA Alumni! Hello! My name is Rachel Floyd and I'm currently working on my dissertation research in Second Language Acquisition and Teaching at the University of Arizona. I'm researching the current professional learning needs of alumni from graduate foreign language programs, including those no longer in academia. Would you be interested in supporting my research as a participant?

If so, you will be asked to complete two Qualtrics forms regarding: your experiences with professional learning, needs for professional learning, the potential for an interview. Your responses to both will be archived for analysis and results will be made available to you. Eligible participants who complete both surveys will be entered for a chance to win a \$25 gift card (out of a possible 92) and may be asked to participate in an interview for a \$20 gift card. [You can access the first survey here](#). Your participation is voluntary. All collected data, identifiable and non-identifiable, will be kept in a password-protected drive. There is always a potential risk of a breach of confidentiality of this data, however, the password to this drive will not be shared with anyone but myself and the co-PI/researcher on this project, my dissertation chair, Jill Castek. An Institutional Review Board responsible for human subjects research at The University of Arizona reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and University policies designed to protect the rights and welfare of participants in research.

Please submit announcements for the February TESLA newsletter to Dr. Sara Smith, sarasmith3@usf.edu.

We highly encourage TESLA students to submit their publications and conference presentations for sharing in the newsletter. Please use APA format and include links for publication announcements.

Does a TESLA student deserve congratulations? Please feel free to submit non-academia related congratulations, such as birth announcements or major life milestones. We will do our best to include them, space permitting.