

CURRICULUM VITAE

SAMEER HONWAD

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EDUCATION

Ph.D. Penn State University, PA (Learning, Design, and Technology, May 2010)
M. A. Mumbai University, Mumbai, India (Bio-geography/Ecology, June 1999)
B. A. Pune University, Pune, India (Geography, June 1997)

MAJOR APPOINTMENTS

2018 - *Present* *Assistant Professor*, Department of Learning and Instruction, University at Buffalo, the State University of New York
2014 - 2018 *Assistant Professor*, Department of Education, University of New Hampshire, Durham, NH.
2012 - 2014 *National Academy Spencer Postdoctoral Fellow- Associate Director, Design of Learning, collaboration and experience lab*, Department of Digital Media and Learning Sciences, New York University, New York, NY
2011 - 2012 *SciPlay Fellow*, New York Hall of Science, New York, NY
2009 - 2010 *Research Associate*, Department of Educational Psychology and Learning Sciences, Rutgers University, New Brunswick, NJ.
2004 - 2009 *Graduate Research Assistant*, Learning Design and Technology Program, Penn State University, PA.

NATIONAL PROMINENT AWARDS HONORS AND RECOGNITIONS

University of New Hampshire: Nominee for International Engagement Award (2017).

National Academy of Education: NAED/Spencer postdoctoral fellowship (2012).

Penn State University: Ardeth and Norman Frisbey Award for outstanding contributions to international understanding by students (2009).

University of Washington, LIFE Fellowship: LIFE (Learning in informal and formal environments) center fellow (2007).

Government of India, President of India Dr. Shankar Dayal Sharma, Gold Medal: Awarded by the President of India for Excellent academic record and research (1999)

University of Mumbai: Department of Geography, Fellowship for Academic Excellence (1998)

BOOK CHAPTERS

Honwad, S., Gopal, S., & Schindel, A. (accepted). *Designing Cross-Cultural Learning Environmental for Climate Change Education*. Walsh, E. (Eds). Global Climate Change Education.

Honwad, S., Abrams, E., Jablonski, E., Middleton, M., Hanley, I., Thelemark, C., Varner, R. & Eckert, R (2019) *Connecting formal classroom learning to community, culture and context in India*. Kaul, R & Verma, G. (Eds). Science Education in India.

Kanter, D.E., **Honwad, S.**, & Fernandez, A. (2013). *Guided Play Games That Enhance Both Student Engagement and Science Learning in Tandem*. Design, Make, Play: Growing the Next Generation of STEM Innovators, 182.

JOURNAL PUBLICATIONS

Peer reviewed journal articles

Honwad, S., Hoadley, C., Lindgren, R. & Pande, A (accepted). Decolonization of Research: Learning in communities across Majority countries. *Journal of Learning Sciences*.

Honwad S., Coppens A. & Bhattarai, S. (2020). Weaving strands of knowledge: Learning about Environmental Change in the Bhutan Himalayas. *Nordic Museology*, 30(3), 62-73.

Gopal, S., Clarke-Vivier, S., Coppens, A., **Honwad, S.**, Lindsay, T., Burnett, C., Garrett, J., Niphadkar, M & Rangnekar, S. (2020). Creating Podcasts as Science learning. *Science Scope*. 44(1), 13-22.

Honwad S. (2018). Merging Indigenous and Western Knowledge systems for Environmental Education in the Kumoan Himalayas. *Journal of Folklore and Education*. 5(2), 180-194.

Kern, A., Honwad, S. & McClain, E. (2017). A Culturally Relevant Teacher Professional Development for Teaching Climate Change to Native American Students. *Journal of Education and Training Studies*, 5(10), 1-17.

Abrams, E., Middleton, M., **Honwad, S.**, Jablonski, E., Koper., M., Eckert, R. & Varner, R. (2017). Using systems mapping as a framework for scientific inquiry. *Science Scope*, 40(5) 25 -31

Honwad, S., Hoadley, C. & Tamminga, K. (2006). *Building a learning community for Himalayan sustainability in Global Change in Mountain Regions*. M. Price, editor. Duncow, UK: Sapiens Publishing, pp. 326-328.

Peer reviewed conference articles

* Note. In the field of Learning Sciences, peer-reviewed proceeding publications are considered on par with peer-reviewed journal publication

Jablonski, E., Abrams, E., **Honwad, S.** Michel-Smith, Y. & Middleton, M. (2017). SMART: Systems mapping analysis research tool. In Finlayson, O. E., McLoughlin, E., Erduran, S., & Childs, P. (Eds.), *Electronic Proceedings of the ESERA 2017 Conference* (pp. 1510-1522).

Honwad, S., Kern, A., Lotz-Sisitka, H., Bhattarai, S. & Hoadley, C. (2016). 'Jugaad': Transgressions within Research Methodologies. In Looi, C. K., Polman, J. L., Cress, U., and Reimann, P. (Eds.). (2016). *International Society of the Learning Sciences* (pp. 1338-1342).

Honwad, S., Mangen, O. & Hoadley, C.M. (2014). Learning to adapt and build resilience in the face of a changing climate. In Polman, J. L., Kyza, E. A., O'Neill, D. K., Tabak, I., Penuel, W. R., Jurow, A. S., O'Connor, K., Lee, T., and D'Amico, L. (Eds.). *Learning and becoming in practice: The International Conference of the Learning Sciences (ICLS) 2014, Volume 3* (pp. 1466-1474). International Society of the Learning Sciences.

Galbreath, M., Honey, R. & **Honwad, S.** (2014). Everyday Life Science and Engineering: Bridging the Gap Between Formal and Informal Learning among Native American Students in Idaho and Washington. Polman, J. L., Kyza, E. A., O'Neill, D. K., Tabak, I., Penuel, W. R., Jurow, A. S., O'Connor, K., Lee, T., and D'Amico, L. (Eds.). *Learning and becoming in practice: The International Conference of the Learning Sciences (ICLS) 2014, Volume 2* (pp. 1653-1655). International Society of the Learning Sciences.

Jordan, R. C., Gray, S. A., Brooks, W. R., **Honwad, S.**, & Hmelo-Silver, C. E. (2013). Process-Based Thinking in Ecosystem Education. *Natural Sciences Education*, 42(1), 68-74.

Honwad, S., Hmelo-Silver, C., Jordan, R., Sinha, S. & Eberbach, C. (2011). Learning about ecosystems in a computer supported collaborative learning environment. In Spada, H., Stahl, G., Miyake, N., Law, N. (Eds.). *Connecting Computer-Supported Collaborative Learning to Policy and Practice: CSCL2011 Conference Proceedings. Volume 2.* (pp. 982-984). International Society of the Learning Sciences.

Kanter, D. E., **Honwad, S.** Adams, J & Fernandez, A. (2011). Guiding Play for Science Learning in Middle School. *Children, Youth and Environments* 21(2), 360-382.

Hmelo-Silver, C. E., Jordan, R., **Honwad, S.**, Eberbach, C., Sinha, S., Goel, A., Rugaber, S., & Joyner, D. (2011). Foregrounding behaviors and functions to promote ecosystem understanding. In *Proceedings of Hawaii International Conference on Education* (pp. 2005-2013). HICE.

Hoadley, C., **Honwad, S.**, & Tamminga, K. (2010). Technology-supported cross-cultural collaborative learning in the developing world. In Hinds, P. & Sodeberg, A. M. (Eds).

Proceedings of the ICIC 2010 International Conference on Intercultural Collaboration (pp. 131-139). ACM Digital Library.

Honwad, S., Hmelo-Silver, C., Jordan, R., Eberbach, C. & Sinha, S. (2010). Connecting the Visible to the Invisible: Helping Middle School Students Understand Complex Systems. *Proceedings of the 32nd Annual Conference of the Cognitive Science Society* (pp. 133-139). Cognitive Science Society.

Sinha, S., Gray, S., Hmelo-Silver, C., Jordan, R., **Honwad, S.**, Eberbach, C., Rugaber, S., Vattam, S. & Goel, A. (2010). Appropriating Conceptual Representations: A Case of Transfer in a Middle School Science Teacher. *Proceedings of the International Conference of the Learning Sciences (ICLS 2010)* (pp. 834-841). International Society of the Learning Sciences.

Hoadley, C. & **Honwad, S.** (2008). Whose expertise?: Students in the rural Himalayas and their encounters with school and indigenous knowledge of sustainability and place (Leah Bricker, organizer). *Proceedings of the International Conference of the Learning Sciences (ICLS 2008)* (pp 206-213). International Society of the Learning Sciences.

Honwad S. & Hoadley C. (2008). Analyzing collaborative contexts: Professional musicians, corporate engineers and communities in the Himalayas (Veronique Mertl, organizer). *Proceedings of the International Conference of the Learning Sciences (ICLS 2008)* (pp 282-289). International Society of the Learning Sciences.

In review

Clarke-De Reza, S., Coppens, A., Gopal, S., **Honwad, S.**, Niphadkar, M., Rangnekar, S., (In Review). Can We Picture Equity? Critically Examining Cross-Cultural Short-Term Project Collaborations. *Qualitative Inquiry*.

In preparation

Honwad, S. (in preparation). Designing Technology Enhanced Community Based Science Learning Environments for Middle School Students in India. *Journal of Research in Science Teaching*.

Hanley, I. & **Honwad, S.** (in preparation). Designing Everyday life Environmental Management Education Program. *Environmental Education Research*.

Honwad, S. & Clarke-Vivier, S. (in preparation). Learning about interconnectedness at a science center touch tank through a game based approach. *Frontiers of Ecology*

GRANTS AND RESEARCH PROJECTS

Current

Principal Investigator

Honwad, S., Gopal, S., White, A., Rish, R. & Scates, J. (\$5000; 2020-2022): Working for Educational Equity: Scientists, Artist and International Design (We Said: <https://www.we-said.org>).

Project Overview and role: The project revolves around the general theme of Connecting, Culture, Community and Science through storytelling. The project involves youth in different parts of the world, writing stories in graphic novel format about how science impacts their communities. The youth also explore how people in the community are impacted by a complex scientific phenomenon (climate change, COVID) differently.

Honwad, S., Fiedler, F., Kern, A., & Meyer C. (\$1.4 Million; May 2018- April 2022). Collaborative Research: Voices to Hear (V2H): Native American Youth Learning About Environmental Sciences, Related Careers and Engaging Their Communities through Podcasts. National Science Foundation (NSF #1759355). ITEST, Division of Research on Learning.

Project Overview and role: Voices to Hear (V2H) uses the oral tradition of storytelling to empower Native American students (middle school, high school and college) to engage in environmental decision-making and scientific communication, while building a stronger sense of their ethnic identity. As PI, I coordinate the overall delivery of the project and oversee the program development, dissemination and organization of all the events, workshops and retreats. I also recruited and have been mentoring a graduate student and I am responsible for internal evaluation activities and preparing project reports. (<https://voicestohearcdatribe.org>)

Co-Principal Investigator

Gengerally, L., **Honwad, S.,** Froburg, E., & Cyldre, M. (\$ 452,740; September 2017- August 2021). Preparing Next Generation Scientists through Teacher and Extension Science Partnerships and Schoolyard Citizen Science Investigations in Elementary Schools. National Science Foundation (NSF #1721133). DRK-12, Division of Research on Learning.

Project Overview and role: This research-practice partnership brings together two groups of educators - elementary school teachers (formal) and cooperative extension science volunteers (informal) - to create a community-based professional development partnership that improves educators' self-efficacy, science content knowledge, and instructional practice. The model builds on the premise that both groups have expertise

that can be shared and collaboratively developed. Together with an interdisciplinary team of education experts, the teacher and extension science volunteers learn how to design and implement appropriate, NGSS-aligned science lessons with elementary school students through locally relevant community-based, citizen science projects. As Co-PI, I am the lead on designing and implementing the research agenda for the project. I also oversee the research dissemination for the project.

Co-Principal Investigator

Lesen, A., **Honwad, S.**, & Rogan, A. (2020-2023). Developing Methods to Research the Engagement of Artists, Scientists and Educators with Learners for Environmental Decision Making. (NSF AISL)

Project Overview and role: The goals of this three-year Research in Service to Practice project are to advance understanding of art-science-education (A-S-E) collaborations in the service of participatory informal science learning (ISL), by (1) testing and refining a model of A-S-E collaborations to advance ISL knowledge; (2) deriving a set of principles that translate theory into practice; and (3) evaluating learning outcomes of participatory arts-based ISL modules on the science of climate change. As Co-PI I am responsible for designing the research protocols and instruments for this project.

In review

Co – Principal Investigator

Waight, N., Roberts, S., Rish, R., **Honwad, S.** (2021-2024). STEMcyclists Original Geniuses (STEMcyclists OGs) Connecting and Learning In and With Their Communities, National Science Foundation (NSF AISL).

Project Overview and role: This AISL, Research in Service to Practice, STEMcyclists Project aims to engage urban racially, ethnically, and linguistically diverse high school students in (a) the engineering process and mechanics of rebuilding bicycles; (b) understanding the mechanics of bikes, biking, and the anatomy and physiology of the act of riding (c) using the bike as a medium to experience and uncover STEM phenomena in the community and environmental resources in the city of Buffalo, the second largest school district in NY state; and, (d) cultivate STEMcyclist geniuses and social justice identities as high school youth participate in the transformation and liberation of their own learning in a two-week summer institute with follow up fall and spring biking. As Co-PI I am responsible for designing the research protocols and instruments for this project.

In Preparation

Principal Investigator.

Honwad, S. (2021-2025). Learning to adapt and Build Resilience in the face of a changing climate, National Science Foundation (NSF CAREER 17-50, Summer 2020).

Project Overview and role: This NSF CAREER grant will focus on designing curriculum for environmental adaptation and resilience building in different parts of the world. This project will be grounded in participatory design research, design-based implementation research and social design experiment methods. As a PI on this project I will be responsible for the overall delivery for the project and will also be responsible for mentoring a graduate student.

Completed

Co-Principal Investigator and faculty advisor

Lindsay, T., Garrett, J., Burnett, C., **Honwad, S.**, Coppens, A., Gopal, S. & Clarke-Vivier, S. (\$9,984, 2018-2019). Stories of the Soil: Story Telling and Environmental Education in South Africa. UNH Emeriti Council Student International Service Initiative (EC SISI).

Project Overview and role: This grant focuses on teaching students in Africa about how to design podcasts about environmental problems in their communities. As Co-PI and faculty advisor I mentored three undergraduate students at the University of New Hampshire. I also helped plan and implement the activities designed for the students.

Principal Investigator

Honwad, S., Stafne, M., DeFrancis, G., Bhattarai, S. & Coppens, A (\$ 96,000 August 2016-May 2018). Weaving Strands of Knowledge: Connecting Culture and Science to Climate Change: A project focusing on community engagement and social inclusion. American Alliance of Museums and United States Department of State.

Project Overview and role: This global project brought together rural communities from New England and Bhutan to discuss personal stories about the impact of climate change. Undergraduate students from the United States and Bhutan collected personal stories about climate change from community members in rural Bhutan and United States. These stories along with climate data from the region were presented as a climate change exhibit in the United States and Bhutan. As one of the PIs on the project I was involved in planning, implementation and designing the exhibits.

Senior Project Personnel

Middleton, M., Abrams, E., Varner, R., Eckert, R., Young, M. & **Honwad S.** (1.4 Million, August 2013- May 2018) Supporting and Promoting Indigenous and Rural Adolescents Learning of Science. National Science Foundation Informal Science Learning program. (<http://www.spirals.unh.edu/index.shtml>)

Project overview and role: SPIRALS stands for Supporting and Promoting Indigenous and Rural Adolescents' Learning of Science. SPIRALS is a curriculum funded through a National Science Foundation (NSF) grant developed to help young learners (11-14 year olds) from indigenous and rural communities succeed in and connect with science. In addition, the grant encourages the learners to explore the rich traditional ecological knowledge that exists within their communities. As a senior research personnel, I helped design research protocols and collect, analyze and synthesize data.

Senior Project Personnel

Kern, A., Fiedler, F., Laumatia, L., & **Honwad, S.** (\$1.2 Million, May 2012- April 2016) Back to the Earth informal science learning experiences for Native American youth. National Science Foundation ITEST program.

Project overview and role: The project focused on engaging 90 Native American students and six teachers in science, technology, engineering, and mathematics (STEM) learning through culturally-based and content rich experiences and activities focusing on the large watershed shared by the tribes. As a senior research personnel, I helped design research protocols and collect, analyze and synthesize data.

Co-Principal Investigator

Lewitt, K. & **Honwad S.**, (\$15,000, 2015-2017). Designing informal learning spaces for marine science learning. New Hampshire Charitable Foundation.

Project overview and role: The project focused on redesigning spaces in a local museum so as to connect marine science to people's everyday life. As a Co-Principal investigator on the project I led the design-based research component of the grant and redesigned a touch tank exhibit so as to connect it to people's everyday life.

Principal Investigator

Honwad, S. (\$55,000, 2012-2014). Merging formal and informal knowledge systems for environmental decision-making in the Bhutan Himalayas. National Academy of Education Spencer Foundation.

Project overview and role: This project was designed to understand how youth in Bhutan merge different knowledge systems while making decisions about environmental problems in their communities. As PI I designed, developed and implemented the research project as a part of the National Academy of Education/Spencer Post-doctoral fellowship program.

Other small grants completed as a principal investigator

University of New Hampshire international travel grant (\$1500, 2014)
 International Society of Learning Sciences Early Career workshop (\$1200, 2014)
 International Society of Learning Sciences Doctoral Consortium (\$1600, 2008)
 School of Environment and Biological Sciences, Rutgers University (\$4900, 2010)
 Women in Science and Engineering (WISE) program, Penn State (\$1600, 2009)

Other small grants completed as Co-Principal Investigator

Rock Ethics Institute, Penn State University (\$5000, 2007)
 Women in Science and Engineering (WISE) program, Penn State (\$1600, 2007)
 Schreyer Institute for Teaching Excellence, Penn State University (\$1000, 2006)
 Children Youth and Family Consortium, Penn State University (\$15000, 2005)

SCHOLARLY PRESENTATIONS

Conferences

Gopal, S., White, A., **Honwad, S.**, Scates, J., & Rish, R. (2021). *Working for educational equity: Scientist, artists and international design*. National Association for Research in Science Teaching (NARST). Virtual Conference.

Hanley, I., & **Honwad, S.** (2020). *Recognizing narrative identities and design of environmental education programs*. Paper presentation at the North American Association for Environmental Education (NAAEE). Virtual Conference.

Honwad, S. & Bhattarai, S. (2019). *Learning about environmental change in the Bhutan Himalayas*. Paper presentation at the Curating Climate - Museums as 'contact zones' of climate research, education and activism conference and workshop. Oslo School of Environmental Humanities, Oslo, Norway.

Hanley, I., & **Honwad, S.** (2019). *Designing everyday life environmental management education program*. Poster presented at the Annual meeting of the American Education Research Association, (AERA). Toronto, Canada.

- Honwad, S.**, Abrams, E., Jablonski, E., & Middleton, M. (2019). *Connecting formal classroom learning to community, culture and context in India*. Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST). Baltimore, MD.
- Hanley, I & **Honwad, S.** (2018). *Building community partnerships for environmental management education in rural New Hampshire*. Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST). Atlanta, GA.
- Abrams, E., Jablonski, E. **Honwad, S.**, Michel-Smith, Y. & Middleton, M. (2017) *SMART: Systems mapping analysis research tool*. Paper presented at the Annual conference of the European Science Education Research Association (ESERA). Dublin, Ireland.
- Honwad, S** & Clarke-Vivier, S (2017). *Engaging complex social and scientific issues in informal learning spaces*. Symposium and paper presented at the annual meeting of the American Educational Research Association (AERA). San Antonio. TX.
- Coppinger, E. & **Honwad, S** (2017). *Teacher perception of educational technology in schools across rural Nepal*. Paper presented at the annual meeting of the National Association for Research In Science Teaching (NARST). San Antonio, TX.
- Honwad, S.**, Abrams, E & Middleton, M. (2016). *Designing a community-based sustainability science curriculum*. Annual Meeting of the American Education research Association (AERA). Washington DC.
- Clarke-Vivier, S. & **Honwad, S.** (2016). *Learning across formal and informal learning environments*. Annual Meeting of the American Education research Association (AERA). Washington DC.
- Honwad, S.** & Kern A. (2016). *Using technology to explore place and culture*. Annual Meeting of the American Education research Association. Washington DC
- Abrams, E., **Honwad, S.** Middleton, M & Jablowski, E. (2016). *SPIRALS: A systems approach to community-based science learning by rural learners*. Annual meeting of the National Association for Research in Science Teaching (NARST). Baltimore, MD
- Honwad, S.** & Bhattarai, S (2015). *Designing an environmental science curriculum in Bhutan*. Annual Meeting of the National Association for Research in Science Teaching (NARST). Chicago, IL.
- Honwad, S.**, Kern, A., Howard, M., Fiedler, F., & Meyer C. (2015). *What Matters? Instances of science and engineering learning among students living in Native American Communities in Idaho and Washington*. Annual Meeting of the American Education Research Association (AERA). Chicago, IL.

- Honwad, S., Koper, M., Abrams, E & Middleton, M. (2015).** *Designing a community-based student interest focused sustainability science curriculum.* Annual Meeting of the American Education Research Association (AERA). Chicago, IL.
- Kern, A., Howard, M., & **Honwad, S. (2015).** *Back to the earth: A culturally intertwined STEM learning experience.* Annual Meeting of the American Education Research Association (AERA). Chicago, IL.
- Honwad, S., Mangen, O. & Hoadley, C.M. (2014).** *Learning to adapt and build resilience in the face of a changing climate.* International Conference of the Learning Sciences (ICLS). Boulder, CO.
- Honwad, S. (2014).** *Learning to Adapt: Environmental Decision Making processes among youth in the Bhutan Himalayas.* Paper presented in a structured poster session for early career scholars at the annual meeting of the American Education Research Association (AERA). San Francisco, CA.
- Honwad, S. (2014).** *Learning across generations using appropriate technology.* Annual meeting of the American Education Research Association (AERA). San Francisco, CA.
- Honwad, S. (2013).** *Learning to make environmental decisions across the Bhutan and Indian Himalayas.* Comparative international education (CIE). Amherst, MA.
- Honwad, S. (2013).** *Learning to adapt: Environmental decision making processes among youth across cultures.* American Education Research Association (AERA). Washington DC
- Honwad, S. (2013).** *Science learning within cultures: What does it mean to 'do science' for different cultures.* American Educational Research Association (AERA). Washington DC.
- Honwad, S. (2013).** *Capitalizing on knowledge Co-Constructed via the praxis of historically nondominant groups.* American Educational Research Association (AERA). Washington DC
- Honwad, S. (2012).** *Environmental decision-making in formal and informal learning environments.* American for Educational Research Association (AERA). Chicago, IL.
- Honwad, S., Kanter D.E. & McManus, T (2012).** *SciGames: Integrating formal and informal science learning environments to improve all students motivation and science content knowledge.* National Science Teachers Association (NARST). Indianapolis, IN.
- Honwad, S. (2012).** *Environmental decision-making in the Kumoan himalayas.* National Association for Research in Science Teaching (NARST). Indianapolis, IN.

- Honwad, S.**, Kanter, D.E., Kwinn, C., & Fernandez, A. (2012) *Guiding play with technology to improve science affect and learning*. National Association for Research in Science Teaching (NARST). Indianapolis, IN.
- Honwad, S.** (2012) *The social and ethical dimensions of climate change- mitigating inequalities*. Annual conference in regional planning, Department of Geography. Mumbai University, India.
- Fernandez, A., **Honwad, S.**, & Kanter, D. E. (2011) *Guiding play for science learning*. Association of Science and Technology Centers. Baltimore, MD.
- Honwad, S.**, Hmelo-Silver, C., Jordan, R., Eberbach, C., Gray, S., Sinha, S., Goel, A. K., Vattam, S. S., Rugaber, S. & Joyner, D. (2010). Connecting the visible to the invisible: Helping middle school students understand complex systems. Cognitive Science Society. Portland, OR.
- Honwad, S.**, Hoadley, C., Scheinke, E. & Yarnal, B. (2009). *Place as a construct in science teaching, learning, and curriculum design: Computer supported collaborative learning class between Penn State University, USA and Sherubste College, Bhutan for understanding the scientific and social implications of climate change*. National Association of Research in Science Teaching (NARST). Anaheim, CA.
- Hoadley, C. & **Honwad, S.** (2008). *Whose expertise?: Students in the rural himalayas and their encounters with school and indigenous knowledge of sustainability and place* . International Conference of the Learning Sciences (ICLS). Utrecht, The Netherlands.
- Honwad, S.** & Hoadley, C. (2008). *Analyzing collaborative contexts: Professional musicians, corporate engineers and communities in the Himalayas*. International Conference of the Learning Sciences (ICLS). Utrecht, The Netherlands.
- Honwad, S.** (2008). *Use of indigenous knowledge in community decision-making across cultures in the middle Himalayas*. Graduate symposium, College of Information Sciences and Technology. Pennsylvania State University.
- Hoadley, C., **Honwad, S.** & Tamminga, K. R. (2007). *Designing appropriate collaborative learning technologies for the developing world*. Open Education Conference: Localizing and Learning. Utah State University.
- Hoadley, C., **Honwad, S.**, & Tamminga, K. R. (2007). *Using technology to elicit biographies in Himalayan villages*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA). San Francisco, CA.
- Hoadley, C., & **Honwad, S.** (2005). *Technology-enhanced learning for environmental education*. Centre for Environmental Education India Conference. Ahmedabad, India.

Honwad, S., Tamminga, K., & Hoadley, C. (2005) *Building a learning community for Himalayan Sustainability*. Open Science Conference. Perth, Scotland, UK.

Invited Presentations/Special Sessions

Honwad, S. (2021). Tales from the field: Connecting culture, community and science through storytelling. Co-Construction of knowledge lecture series organized by the Global Health for Equity, SUNY Buffalo.

Honwad, S. (2019). Weaving Strands of Knowledge: Connecting Culture and Science to Climate Change. SUNY Buffalo.

Honwad, S. (2017). Pathways for STEAM learning. University of Wisconsin.

Honwad, S. (2016). Environmental Decision-making in the Bhutan Himalayas. Keynote Speech at the International Affairs Family Conference. Star Island, New Hampshire.

Honwad, S. (2016). Environmental decision-making among youth in the Bhutan Himalayas. Learning and Teaching lecture series. University of New Hampshire

Honwad, S. (2015). Cross-Cultural collaborative learning in the Himalayas. Environmental Education lecture series. Hampshire College, MA.

Honwad, S. (2014). Designing informal learning experiences for middle school students. The College of New Jersey (TCNJ), School of Education.

Honwad, S. (2013). Environmental decision-making among youth in the Bhutan Himalayas. Annual Meeting of the National Academy of Education

Honwad, S. (2013). Technology based across culture learning for environmental sustainability. University of Idaho.

Honwad, S. (2013). Across cultural environmental decision-making among youth: How much complex thinking do the youth demonstrate while engaging in community based decision-making processes? Northwestern University, Cognition and Culture Lab.

Honwad, S. (2013). Learning to make decisions in the Middle Himalayas. Northwestern University, Department of Learning Sciences.

Honwad, S. (2012). Learning to make environmental decisions in the Kumoan Himalayas. Northwestern University, Department of Psychology.

Honwad, S. & Kanter, D. (2011) Learning in and out of formal learning environments: A case study in the Kumoan Himalayas. New York Hall of Science, NY.

Honwad, S. (2011) Learning for Environmental Sustainability. University Corporation

of Atmospheric Science Research (UCAR).

Honwad, S. (2011) Learning for Himalayan Sustainability. Learning Sciences Lecture Series. Rutgers University.

Honwad, S. & Tamminga, K. (2010) Building a learning community for Himalayan sustainability. Association for India's Development, University Park chapter.

Honwad, S. (2009) Importance of intergenerational knowledge transfer process and collaboration in designing Environment Education programs. Environment Science and Sustainability Education Leadership Summit. University of Washington, Seattle.

Honwad, S. (2010). The Mountain Project: Building Learning Communities for Himalayan Sustainability. Undergraduate Research Program, and Undergraduate Academic Affairs. University of Washington.

Honwad, S. & Tamminga, K. (2007) Focus the Nation (2007) Nation-wide teach-in on global warming solutions. Penn State University.

Honwad, S. (2007). The Mountain Project: Learning about Environmental Sustainability in the Himalayas. LIFE (Learning in informal and formal environments) Center, University of Washington, Seattle.

Hoadley, C., Tamminga, K. & **Honwad, S.** (2007) The Mountain Project: Learning about Environmental Sustainability in the Himalayas. International Education Week speaker series, Office of International Programs, Penn State University.

Honwad, S. (2006). What is development and Gross National Happiness? Freshman Seminar Series, Penn State University.

Honwad, S. (2005). Designing programs for Environmental Sustainability Education. Technology and Science program, Penn State University.

Book Reviewed for Publishers:

Honwad, S. (2013). Natural Science, Indigenous Knowledge, and Sustainable Development in Rural and Urban Schools in Kenya: Towards Critical Postcolonial Approaches to Educational Policy and Practice. Sense Publications

Honwad, S. (2014). Taking Design Thinking to School. Taylor and Francis

TEACHING

Graduate Level Courses

SUNY Buffalo:

LAI 645: Design Based Research: This class introduces advance PhD students to DBR, DBR, PDR and other ways of conducting design research. (Advanced PhD students).

LAI 663: Learning in Socio-cultural Contexts: This class introduces PhD students to how people learn within socio-cultural contexts and how research methodologies can be aligned to the local epistemologies.

University of New Hampshire:

EDUC 720/820: Integrating Technology into the classroom: This class explores the design process of how to integrate technology into the classroom teaching experience. The class introduces the students to ideas of human computer interaction. (Graduate and seniors)

EDUC 897: Advance integration of Technology into the classroom: This class explores further the idea of how to align technology with students' ways of thinking and knowing (Graduate)

EDUC 958: Analysis of Teaching and Learning: This class explores the theories of learning and how they might play out in the learning environments. (Graduate)

New York University:

Educational Technology in Global Context. This class explores from a design perspective the issues of education technology and social Justice. (Graduate)

Educational Technology Design. This class explores the aspects of designing technology related experiences for learners in different settings (Graduate)

Undergraduate Level Courses

Rutgers University:

Natural, Shallow, Social and Deep A Critical Examination of the Science of Ecology, Culture and Human Nature. This class explores the relationship between scientific knowledge of the environment and social perceptions of that knowledge. (Undergraduate – seniors, Ecology and Education majors)

Research internship in Science Education. Science education majors design and implement a scientifically sound research project. (Undergraduate and graduate, required class for science education majors)

High School

8-9th grade environmental Science, Sanjeevan School , India.

Professional Development Workshops conducted for teachers:

New Hampshire STEM Teachers Summit (2015, 2016): Technology integration and community based science approaches.

Tech for Teachers (2015): The two-week professional development for STEM teachers focused on design based learning. How to help teachers think like designers?

Royal Thimpu College (2015): Workshop and Consultation with professors at the Royal Thimpu College on how to effectively use technology in the classroom.

Philadelphia science festival (Franklin Science Museum 2013) – One-day workshop on constructing a Technology supported Multicultural Learning environment in a Science Classroom for in service teachers.

PROFESSIONAL & SCHOLARLY SERVICE

NATIONAL AND INTERNATIONAL

Journals (Ad hoc Reviewing)

Environment Education Researcher (Journal)

Frontiers in Ecology (Journal)

Journal of Experiential Learning (Journal)

International Conference of Learning Sciences (ICLS)

National Association for Research in Science Teaching (NARST)

American Educational Research Association (AERA)

Computer Supported Collaborative Learning Conference (CSCL)

Sense Publications

Scholarly Service (Ad hoc Reviewing)

American Association for Advancement of Science (AAAS)

National Science Foundation (NSF)

Rauschenberg Foundation

Educational Products designed and developed:

Video-Enhanced Instruction related to the SWIFT Gamma Ray Observatory (Middle School Students)

Learning about aquatic ecosystems (Eutrophication and Carbon) – 8 week technology based curriculum for middle school students in New Jersey

UNIVERSITY

Graduate school of education

Member of the GSE executive committee (2019-2022)

Member, Learning Sciences Program Design Committee (2019 -2020)

Member, GSE Colloquium Speaker Series Committee (2019-2020)

Department

Member, Search Committee for Assistant Professor in Literacy (2019-2020)

Member, Mentoring Committee (2019-2020)

Member of the LAI executive committee (2020-2021)

Other

Member of the Executive council Asian studies program (2020-2022).

PROFESSIONAL AFFILIATIONS

ISLS (International Society of Learning Sciences)

AERA (American Educational Research Association)

NARST (National Association for Research in Science Teaching)