CURRICULUM VITAE

SAMEER HONWAD

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EDUCATION

2010 Ph.D. Pennsylvania State University, PA (Learning Design and Tech.)
1999 M. A. Mumbai University, Mumbai, India (Bio-Geography/Ecology)
1997 B. A. Pune University, Pune, India (Geography)

MAJOR APPOINTMENTS

2018 - Present	*Assistant Professor,* Department of Learning and Instruction, University at Buffalo, State University of New York
2014 - 2018	*Assistant Professor,* Department of Education, University of New Hampshire
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
2011 - 2012	SciPlay Fellow, New York Hall of Science
2009 - 2010	*Research Associate,* Department of Educational Psychology and Learning Sciences, Rutgers University

AWARDS, HONORS AND RECOGNITIONS

2012 National Academy of Education, NAED/Spencer Postdoctoral Fellowship
2009 Pennsylvania State University, Ardeth and Norman Frisbey Award for Outstanding Contributions to International Understanding by Students
2007 University of Washington, LIFE (Learning in Informal and Formal Environments) Center Fellow
1999 Government of India, President of India Dr. Shankar Dayal Sharma, Gold Medal: Awarded by the President of India for Excellent Academic Record and Research
1998 University of Mumbai: Department of Geography, Fellowship for Academic Excellence

GRANTS

Current

Principal Investigator

Honwad, S., Fiedler, F., Kern, A., & Meyer C. ($1.8 Million; May 2018- August 2024). 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: 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 technology based scientific communication, while building a stronger sense of their ethnic identity.

Chandras, J., **Honwad, S.,** & Tirthalli, D. ($10,000 January 2022 – June 2024). Collaborative Education: Finding New Pathways for Learning in Tribal Communities in Western India. International Society for the Learning Sciences.
Project Overview: The project is designed to support practitioners/educators who teach in schools across rural areas of Osmanabad, a socially stratified district in Maharashtra, India. The educators/practitioners work for a local NGO that provides educational and social welfare support to the community of Gormati-speaking members of a federally registered tribe. This project implements family perspectives and analysis that is grounded in the Learning Sciences.

Honwad, S., Kedari, A., Paljor, Y., Proctor, C. & Hoadley, C. ($10,000 Jan 2024- Dec2025). Designing a Culturally Relevant Computer Science Education Curriculum for Rural, Indigenous and Refugee Youth (K- 12) in South Asia. Office of International Education, University at Buffalo.
Project Overview: This project is designed to use culturally responsive computing (CRC) as a foundational approach so as to design a computer science education curriculum for youth who are from marginalized communities in South Asia. The project aims not only to broaden the theories associated with CRC but also about how computing can be approached in communities across the world who face different socio-political, cultural and economic realities.

Completed

Principal Investigator

Honwad, S., Gopal, S., White, A., Rish, R. & Scates, J. ($5000; 2020-2022)**.** Working for Educational Equity: Scientists, Artists and Technology Based International Design
Project overview: 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.

Co-Principal Investigator

Gengerally, L., **Honwad, S.,** Froburg, E., & Cylde, M. ($ 452,740; September 2017- August 2022). 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.

Co-Principal Investigator

Lesen, A., **Honwad, S.,** & Rogan, A. ($300,000; 2020-2023). Developing Methods to Research the Engagement of Artists, Scientists and Educators with Learners for Environmental Decision Making. (NSF AISL)

Co-Principal Investigator

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).

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.

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)

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.

Co-Principal Investigator

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

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.

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 program, Pennsylvania State University ($1600, 2009) Rock Ethics Institute, Pennsylvania State University ($5000, 2007)
Women in Science and Engineering program, Pennsylvania State University ($1600, 2007) Schreyer Institute for Teaching Excellence, Pennsylvania State University ($1000, 2006) Children Youth and Family Consortium, Pennsylvania State University ($15,000, 2005)

Grants in preparation:

Principal Investigator

Honwad, S. ($1.5M, 2024-2029) Computer Supported Collaborative Learning Design for Global Climate Change Education (Resubmission - National Science Foundation; CAREER, Due July, 2024).

Honwad, S., ($1M, 2024- 2027). Designing Technology Supported Climate Change Education Exhibits in Nepal (Resubmission- National Science Foundation; IRES Due September, 2024)

Honwad, S., Kedari, A., Paljor, Y., Proctor, C. & Hoadley, C. ($75000 July 2024- Dec 2025). Designing a Culturally Relevant Computer Science Education Curriculum for Rural, Indigenous and Refugee Youth (K- 12) in South Asia. (Vision Grant – Spencer Foundation; Due September 2024).

PUBLICATIONS

Peer Reviewed Journal Articles

Honwad, S., Gopal, S**.,** Meyer, C., Kern, A., & Honey, R. (In revision). Culturally relevant framework for complex systems thinking. *Journal of Learning Sciences*.

Honwad, S*, Gopal, S. & White, A.* (In Review)*.* Computer supported cross cultural collaborative learning through creating comics about COVID-19 to understand the intersections between Science, Culture, Community, and Equity. *Journal of Experiential Learning.*

Chandras, J., **Honwad, S.** & Tirthalli D. (Accepted with minor revisions). Mother Tongue Aspirations: Negotiating Banjara Language, Identity, and Education Policy in Rural India. *American Anthropologist*.

Gengerally. L. & **Honwad** S. (Ext. Abstract Accepted/Invited/In Review). Building School Partnerships in Rural New Hampshire. *International Journal of Science Education*.

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), 25-39

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

Kanter, D. E., **Honwad, S.** Adams, J & Fernandez, A. (2011). Guiding play for science learning in middleschool. *Children, Youth and Environments*, *21*(2), 360-382.

Peer Reviewed Conference Proceedings Papers

***** *Note. In the field of Learning Sciences, peer-reviewed conference proceedings publications are highly valued research output and a marker of scholarly excellence. The acceptance rate for papers into the refereed proceedings is generally 30%. (https://www.isls.org/news/isls-publications-committee-statement-regarding-the-isls-proceedings/)*

Kedari, A., **Honwad, S. &** Tirthali, D. (2024). Learning with Technology in Rural India. *Proceedings of the Annual Meeting of the International Society of the Learning Sciences 2024.* Buffalo, NY: International Society of the Learning Sciences. (pp 2437 -2439)

Gopal, D., & **Honwad, S.** (2024). Political thinking among Science Teachers in Guyana. *Proceedings of the Annual Meeting of the International Society of the Learning Sciences 2024.* Buffalo, NY: International Society of the Learning Sciences. (pp 1522 -1526)

Honwad, S., Raman, R., Slotta, J., Blikstein, P., Kedari, A., Hoadley, C., Paljor, Y., Proctor C., Gopal, S., Tirthali, D., Carvalho, R., & Kapre, A, *(2024).* Toward a Transformative Action Network *Proceedings of the Annual Meeting of the International Society of the Learning Sciences 2024. Buffalo, NY: International Society of the Learning Sciences. (pp. 855 -859)*

Chandras, J., **Honwad, S**., & Tirthalli, D. (2023). Finding a Sense of Belonging: Linguistic and Social Marginalization in Education in Rural India. *Proceedings of the 3rd Annual Meeting of the International Society of the Learning Sciences 2023.* Montreal, Canada: International Society of the Learning Sciences. (pp 754 – 758)

Gengerally, L.& **Honwad, S.,** (2023). Schoolyard SITES: School-community Partnership to Learn about Teaching Locally-Relevant Citizen Science. *Proceedings of the 3rd Annual Meeting of the International Society of the Learning Sciences 2023.* Montreal, Canada: International Society of the Learning Sciences. (pp 842-845)

Raman, P**., Honwad, S.,** Slotta, J., Gopal, S., Kedari, A., & Carvalho, R. (2023). Moving Towards Critical Pedagogy for Transformative Action: Learnings from Research Partnerships**.** *Proceedings of the 3rd Annual Meeting of the International Society of the Learning Sciences 2023.* Montreal, Canada: International Society of the Learning Sciences. (pp 1237 – 1249)

Schindel, A., Rish, R**., Honwad, S**., Waight, N. & Miles M. (2023). Stories of Impact: Scientific Narratives and Climate Justice *Proceedings of the 3rd Annual Meeting of the International Society of the Learning Sciences 2023.* Montreal, Canada: International Society of the Learning Sciences. (pp 743 -745)

Honwad, S., Gopal, S., White, A., Rish, R & Scates, J. (2022) Creating Comics about COVID-19 to understand the intersections between Science, Community, and Equity. *Proceedings of the Annual Meeting of the International Society of the Learning Sciences 2022.* Hiroshima; Japan: International Society of the Learning Sciences.(pp 657-660)

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.), *Transforming learning, empowering learners: International Conference of the Learning Sciences (ICLS) 2016, Volume 2* (pp. 1338-1342). Singapore; International Society of the Learning Sciences.

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: International Conference of the Learning Sciences (ICLS) 2014, Volume 3* (pp. 1466-1474).Boulder, CO; International Society of the Learning Sciences.(pp1463-1487)

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.

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.

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. In Gomez, K., Lyons, L., & Radinsky, J. (Eds.), Learning in the disciplines: *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). In Kanselaar, G., Jonker, V., Kirschner, P. A., & Prins, F. J. (Eds.), *International Perspectives in the Learning Sciences: Cre8ing a learning world. 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). In Kanselaar, G., Jonker, V., Kirschner, P. A., & Prins, F. J. (Eds.), *International Perspectives in the Learning Sciences: Cre8ing a learning world: Proceedings of the International Conference of the Learning Sciences (ICLS 2008)* (pp. 282-289).

International Society of the Learning Sciences.

REFEREED BOOK CHAPTERS

Honwad, S. (2023). The rise of STEM Education: Indigenous ways of thinking and learning in environmental education. In Tierney R, J,Rizvi F, Kadriye E. (Eds), *International Encyclopedia of Education.* (pp 349 -357*)* Elsevier.

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. In Kaul, R. & Verma, G. (Eds), *Science Education in India* (pp.143- 164). Springer.

Kanter, D.E., **Honwad, S**., & Fernandez, A. (2013). Guided play games that enhance both student engagement and science learning in tandem. In Wyld, J. & Dierking, L. (Eds.), *Design, make, play: Growing the next generation of STEM innovators* (pp. 182-198). Routledge.

Honwad, S., Hoadley, C. & Tamminga, K. (2006). In Price, M. (Ed.), *Building a learning community for Himalayan sustainability in global change in mountain regions* (pp. 326-328). Sapiens Publishing.

SCHOLARLY PRESENTATIONS

Conferences

Kedari, A. & **Honwad, S.** (2023). Connecting the Atal Tinkering Lab to Community Based Needs in Rural India. Paper presented at the Annual meeting of the American Education Research Association, (AERA). Chicago, IL.

Honwad, S. (2022). Voices to Hear: Indigenous students learning about environmental decision making through podcasting. Paper presented at the Annual meeting of the American Education Research Association, (AERA). San Diego, CA.

Honwad, S. (2021). *Invited panelist for the Museum Education Theory and Practice session*. Museum and Sustainability Conference at Zhejiang Museum of Natural History. Hybrid conference.

Gopal, S., White, A., **Honwad, S.,** Scates, J., & Rish, R. (2021). *Working for educational equity: Scientists, 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 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.

PODCASTS PRODUCED

(***Production of a podcast is a labor intensive process where a 10 min podcast can require about 6 weeks of full time labor***)**

Couer D Alene Tribe (2019). Effects of Northern Pike on Cut Throat Pike. https://www.cdatribe-nsn.gov/education/voices-to-hear/

Couer D Alene Tribe (2019). Hangman Creek Restoration. https://www.cdatribe-nsn.gov/education/voices-to-hear/

Couer D Alene Tribe (2019). The Impact of Silver Mining. https://www.cdatribe-nsn.gov/education/voices-to-hear/

Couer D Alene Tribe (2021). The Importance of Salmon of the schitsu'umsh people. https://www.cdatribe-nsn.gov/education/voices-to-hear/

Couer D Alene Tribe (2021). Native Voices in Conservation. https://www.cdatribe-nsn.gov/education/voices-to-hear/

Couer D Alene Tribe (2022).The Importance of Salmon of the schitsu'umsh people. https://www.cdatribe-nsn.gov/education/voices-to-hear/

Couer D Alene Tribe (2022).Impact of Climate Change on Salmon Restoration . https://www.cdatribe-nsn.gov/education/voices-to-hear/

Couer D Alene Tribe (2022).Future Challenges to Salmon Sustainability. https://www.cdatribe-nsn.gov/education/voices-to-hear/

TEACHING

Graduate Level Courses

SUNY Buffalo:

LAI 583: Environmental Education (Graduate)

LAI 533: Elementary Science Methods (Graduate)

LAI 645: Design based research. (Graduate)

LAI 663: Learning in Socio-cultural Contexts. (Graduate)

LAI 641: Survey of educational research methods.

(Graduate) University of New Hampshire:

EDUC 720/820: Integrating technology into the classroom. (Graduate and

Seniors) EDUC 897: Advance integration of technology into the classroom.

(Graduate) EDUC 958: Analysis of teaching and learning. (Graduate)

New York University:

Educational technology in global context.

(Graduate) Educational technology design.

(Graduate) **Undergraduate Level Courses**

Rutgers University:

Natural, Shallow, Social and Deep a critical examination of the science of ecology, culture and human nature. (Undergraduate – Seniors, Ecology and Education majors)

Research internship in science education. (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 Institute 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)

Scholarly Service (Ad hoc Reviewing)

American Association for Advancement of Science (AAAS) – Grant proposal review.

National Science Foundation (NSF) – Grant proposal review.

Rauschenberg Foundation – Grant proposal review.

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

Book Reviewed for Publishers:

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. Sense Publication book proposal review.

Taking Design Thinking to School. Taylor and Francis book proposal review.

UNIVERSITY

Graduate School of Education

Member, Ad Hoc Group to Draft the Learning Sciences Institute Proposal (2023-2024)

Co-Chair International Conference of Learning Sciences, Buffalo, NY (2024)

Member, 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, 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

STUDENTS GRADUATED

Shakuntala Devi Gopal (PhD) (role: Committee Chair and Advisor)
Jessica Scates (MS) (role: Advisor)

ARTICLES IN NEWS

American Scientist (2023). Why we podcast? https://www.americanscientist.org/blog/from-the-staff/why-we-podcast-sharing-your-voice-in-science)

Public Radio Idaho (2022). Coeur d'Alene Tribal Youth Create Summer Podcasts About Water Issues**.** https://www.nwpb.org/2020/06/30/coeur-dalene-tribal-youth-create-summer-podcasts-about-water-issues/