Faridah Pawan
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EDUCATION	Ph.D. in Language Education, 1995 Indiana University, Bloomington, IN Major: English-as-a-Second/Foreign Language (ESL/EFL) Pedagogy Cognate Area: English literacy Masters of Science in College of Arts and Sciences, 1985 Indiana University, Bloomington, IN Major: Applied Linguistics Bachelors of Science in Education, 1984 Indiana University, Bloomington IN, Major: Secondary English Education Online Teaching Certificate, 2001 Netlearn Languages, 28 Appledore Avenue, Ruislip London HA4 0UU England Diplôme de Langue Française, 1982 Université de Bourgogne, 21078, Dijon, France
PROFESSIONAL EXPERIENCES	▪ 2020 (July 1-present): **Professor**, Department of Instructional Systems Technology/Adult Education, School of Education, Indiana University, Bloomington, IN ▪ 2022 (Jan- present): **Faculty Fellow**, School of Education Global and International Engagement, Indiana University, Bloomington, IN ▪ 2022 (Oct 1-present): **Academic Director**, IU ASEAN Gateway Office, Indiana University, Bangkok, Thailand. ▪ 2016-2020 (June): **Professor,** Literacy, Culture & Language Education Department, School of Education. Indiana University, Bloomington, IN ▪ 2009-2015: **Associate Professor**, Literacy, Culture & Language Education Department, Indiana University, Bloomington, IN

	2003-2008: **Assistant Professor**, Literacy, Culture & Language Education, Indiana University, Bloomington, IN 2001-2003: **Visiting Assistant Professor**, Language Education 1994-2001: **ESL Instructor & Reading Coordinator**, Intensive English Program, Applied Linguistics Department, Indiana University. 1986-1993: **Senior Lecturer**, Fakulti Bahasa & Linguistik, Universiti Malaya, Kuala Lumpur, Malaysia 1991-1992: **ESL consultant** for the Ministry of Education, Kuala Lumpur, Malaysia 1990-1992: **ESL Teacher**: Sekolah Bahasa Asing (School of Foreign Languages), Petaling Jaya, Malaysia
TEACHING AWARDS	- Nominated for Outstanding Partnership and Collaboration (2022). School of Education - Nominated for J.W Ryan Award for Distinguished Contributions to International Programs and Studies (2021). Indiana University - Outstanding International Engagement Award. School of Education, Indiana University (2020) - Excellence in Mentoring Award, School of Education, Indiana University (2020) - AERA Technology as an Agent of Change in Teaching & Learning SIG Best Paper (Ding, Glazewski & Pawan, 2019) - INTESOL Best of the Best in Higher Education Winner (2015) - IU President's Award for Distinguished Teaching, Indiana University (2012) - Burton W. Gorman Teaching Award, School of Education (2007) - TESOL/Heinle and Heinle National Award in Excellence in Teaching English as a Second/Foreign Language (2001)
GRANTS (in accordance to funding totals)	**Interdisciplinary Collaborative Program.** U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs. (PI) Amount: $1, 220,036. (September 2002-September 2007) Purpose: To provide and research 180 in-service ESL and subject area teachers opportunities to collaborate via three courses in instruction, assessment and bilingual/bicultural issues who had English learners in their classrooms. The collaboration sustains the support of simultaneous language and academic achievement. **Tandem Certification for Indiana Teachers (TACIT) Program (Face-to-face and online) National Professional Development Program.** US Department of Education. (PI) Amount: $618,520. (September 2004-September 2009, with no cost extension to 2010) Purpose: To increase the number of Indiana ESL certified teachers by 20% and to research the collaborative process between teachers. TACIT

supported 130 ESL and content area teachers to pursue graduate courses in ELL instruction at the IU School of Education for licensing as ESL teachers in Indiana (18 credit hours).

ESL Professional Communities for Expertise and Leadership Development. Indiana Commission for Higher Education. (Co-PI)
Amount: $166,017**.** (Jan. 2010-Dec. 2011)
<u>Purpose</u>: To develop leadership abilities amongst, to create a community of support for 24 teachers of English learners in the economically disadvantaged East Chicago and South Bend school districts.

Interdisciplinary Collaboration for Content Area Teachers (ICCATS) of English language learners. (PI)
Amount: $134,579 (August 2005-2007)
Purpose: Research into and the preparation of Content Area Teachers (math and science) to teach English language learners.

Beijing Normal University Pre-Service English Language Teacher Practicum (Contracted).
Amount: $74,880 (August 2020-October 2020)
Purpose: To mentor 10 preservice teachers in the teaching of English to language minority students.

Language teacher education for English teachers (pre-service) of ethnic minority students in China. IU's President International Research Award. (PI)
Amount: $54, 612 (January 15, 2017-July 14, 2019)
<u>Purpose</u>: To collaborate with Yunnan Normal University colleagues on a study of ESL teacher preparation in Yunnan Province. The province is an ideal site as it has the highest number of ethnic group members among the provinces in China.

New Delhi, India, Virtual Academic Readiness Program for Indian College Students.
Amount: $49,884. (October 1, 2020-June 30, 2021)
<u>Purpose</u>: This project involves the development online courses that will engage Indian university students in courses that will provide an opportunity to improve their academic English Language skills to better prepare them for academic studies and future employment, as well as provide American university graduate students the opportunity to experience online teaching with Indian university students.

EFL/ESL Peace Corps Masters International Program (Online and Hybrid). The New Ideas Grant, School of Education, Indiana University. (PI)

Amount: $35, 600. (August 2009-August 2010)
Purpose: To provide embedded and sustained support before, during and after fieldwork, for Peace Corps volunteers to teach English-as-a-Second/Foreign Language.

Minority Faculty as Overseas Mentors and Leaders (PI). US Department of State
Amount: $34, 836.48 (September 2022-September 2024)
Purpose: To engage minority faculty in travels to India, Costa Rica, Germany and Ghana, as preparation for embedding short term overseas travels in their courses; and to serve as role models.

EFL Multimodal Project with Colegios Nocturnos de Naranjo & Palmares, Costa Rica: U.S. Embassy in San Jose, Costa Rica. (Co-PI)
Amount: $20,000 (August 2018-July 2019)
Purpose: To engage students in using multimodal and blended platforms, to self-direct their learning and use their daily life experiences, resources such as peer groups, family, the media and others within the students' immediate surroundings.

Professional development of Afghan English as Foreign language teachers. USAID. (Contracted)
Amount: $25,000 (January 19-March 9. 2017)
Purpose: Intensive training for 15 Afghan teachers in the EFL language teaching and assessment approaches.

Indiana University and Beijing Normal University (BNU) ESL Teacher Exchange and Research Project. Advancement of Peace and Education, School of Education, Indiana University. (PI)
Amount: $19, 000. (May 2011-May 2012)
Purpose: To initiate collaboration with BNU colleagues by providing the means for one BNU professor to visit public schools in Bloomington and for Pawan to visit public schools under BNU supervision.

The Pedagogy and Practice of Female Chinese English Language Teachers. Indiana University Office of Women's Affairs. (PI)
Amount: $13, 360. (August 2012-2013)
Purpose: To bring forth the voices of female Chinese English Teachers for an inside look into the "heat and light" of their professional lives.

Community of Teachers in Universität Hamburg. (Deutscher Akademischer Austaauschdienst (DAAD)) (Consultant)
Amount: $9, 739.14 (Nov 16-28)

Purpose: To engage CoT and UHH students student-led dialogic exchanges of pedagogical forces to transform and resituate educational thinking and practice

Diversity, Equity & Inclusion in Higher Education in International Contexts. OVPIA and Universität Hamburg
Amount: $9,970 (June, 2022) (PI)
Purpose: Engagement with the Universität Hamburg's Faculty of Education (UHH FoE) in the "Meeting of the Minds" project on race and ethnicity.

Professional development of in-service English language teachers of ethnic minority students in China. Institute of Advanced Studies. Indiana University. (PI)
Amount: $9,910 (April 15, 2016-May 1, 2018)
Purpose: To collaborate with colleagues from Tsinghua and Beijing Normal Universities in studying the formal and informal process of professional development in China for practicing/inservice ESL/EFL teachers in ethnically diverse and rural areas of China.

Indiana University and Beijing Normal University (BNU) ESL Teacher Exchange and Research Project. Advancement of Peace and Education, School of Education, Indiana University. (PI)
Amount: $19, 000. (May 2011-May 2012)
Purpose: To initiate collaboration with BNU colleagues by providing the means for one BNU professor to visit public schools in Bloomington and for Pawan to visit public schools under BNU supervision.

Classroom-based research into Turkish ELT's knowledge base.
Office of the Vice President of International Affairs, Indiana University, IN USA & the Office of International Relations, Boğaziçi University, Istanbul, Turkey. (PI)
Amount: $8,845. (March-June 2015) (PI)
Purpose: A pilot research study to map Turkish EFL teachers' knowledge base in a way that demonstrates both areas of unique expertise as well as areas requiring additional support. Will serve as a basis for collaboration to strengthen language teacher education programs in the U.S. and Turkey.

Professional development designs & models in the Global Workplace.
(Title VI – subcontract)
Amount: $6518 (2022)
Purpose: To situate professional development practice & research in the context of STEAM, digital skills, and sustainability considerations to

further promote diversity, equity, and inclusion in a digitalized and globalized education and workplace environments

Culturally & Linguistically Inclusive Online Instruction. Indiana Governor Emergency Educational Relief Fund.
Amount: $5000 (Dec 2020-February 2021) (PI)
Purpose: To develop a self-paced professional development course to support content area teachers through strategies and resources that the teachers can refer to as they design and implement their own instruction. The core of the units to be designed in the course converges with the sociocultural (SCT) views that prevail in the teaching of culturally and linguistically diverse populations.

Curriculum and Development for Peace Corps Online Masters International Program. Title VI. US Department of Education.
Amount: $5000. (2010-2013**)** (PI)
Purpose: To develop the L543 Teaching English in Global context for the PCMI and to pay an instructor. Provide Peace Corps Volunteers with embedded and sustained professional development and support before, during and after their field assignment. (The online medium enabled such a facility). (The program currently has 12 students as it is a 1.5 year process for the Peace Corps to process the application of students at their end.

Classroom-based research into Chinese teachers' knowledge-base in and glocalization of the teaching of English as a Foreign Language in Tsinghua University, Beijing, China. Overseas Research Grant, Office of the Vice President for International Affairs, Indiana University. (PI)
Amount: $3,500. (June- July 2011)
Purpose: To follow-up research in Tsinghua English language teaching classrooms.

Responsive Evaluation of the Center for English Language Training, American University of Mongolia, Ulan Bataar, Mongolia. (Contracted)
Amount: $3000. (June, 2013)
Purpose**:** To develop a teacher evaluation system for AUM using the expectations of and resources available to faculty and administrators. Responsive evaluation is a form of action research that utilizes issues and concerns of stakeholders as the basis for program evaluation. It also involves the stakeholders in planning for improvements.

LTT Technology Adoption Incentive Award, School of Education
Amount: $1000, (June 2019-2020)
Purpose: To align an existing online course to Quality Matters standards.

PUBLICATIONS	(P peer-reviewed; R research; I invited; T teaching article; S service related)

BOOKS

[PR] Pawan, F., Daley, S., Kou, X., & Bonk (2022). *Engaging online language learners*. TESOL Press.

[PR] Pawan, F., Fan, W., & Pei, M. (2017): *Teacher training & professional development of Chinese English Language teachers (ELTs): Changing from fish to dragon.* Routledge/Taylor-Francis

[PT] Pawan, F., Wiechart, K, Warren, A. & Park, J. (2016). *Pedagogy and Practice in Online Language Teacher Education: Oz Behind the Curtain*. TESOL Press.

[PR] Pu, H. & Pawan, F. (November, 2013). *The pedagogy and practice of Western-trained Chinese English language teachers: Foreign education Chinese meanings*. Routledge, Taylor & Francis Group.

[PT] Pawan, F. & Sietman, G.B. (Eds.). (2007). *For all our students: Collaborative partnerships among ESL and classroom teachers*. TESOL Press.

ARTICLES & CHAPTERS

[PR] Pawan, F., Li, S., Nijiati, S., Billings Dopwell, M., Harris, A., Iruoje, T. & Harbach, M. (In progress). Culturally- and linguistically inclusive online professional development: A Literature Review.

[PR] Ramirez Casalvolone, N. & Pawan, F. (In progress). Funds of Knowledge and WhatsApp ways of knowing amongst Costa Rican female adult learners of English-as-a-Foreign Language.

[PR] Pawan, F., Li, Z. & Zhou, J. (2022). Designing ESL/EFL teachers' professional development programs in Indiana & Beijing, China. "Crossing the river by feeling the rocks in the riverbed." *International Journal of Design and Learning. 13(2),* 55-69.

[PR] Ding, A. E., Glazewski, K. & Pawan, F. (2022). Language teachers and multimodal instructional reflections during video-based online learning tasks. *Technology, Pedagogy and Education*. DOI: 10.1080/1475939X.2022.2030790

[PTI] Pawan, F. & Wang, C. (2022). Practical Inquiry: Doing online and hybrid research using case study and ethnographic approaches. In K.

Dikilitas & K. Reynolds, *Research methods in language teaching & learning*. John Wiley & Sons.

PRPawan, F., Sankaranarayanan, R., Myers, R., & Miao, D. (2021). Learning presence and the reconceptualization of language and literacy teachers' online professional development. *Online Learning Journal, 25* (4), 49-73.

PRPawan, F. & Mokko, M. (2021). Working toward a reconceptualization of effective TESOL teachers' professional development through "Personal Learning Networks." *Journal of Global Literacies, Technologies, and Emerging Pedagogies, VII*, (1), 1335-1349.

PRDing, A. E., & Pawan, F. (2020). Multimodal identity construction and stance-taking of technology-using language teachers. In B. Yazan & K. Lindahl*, Language teacher identity in TESOL: Teacher education and practice as identity work.* (pp. 83-100). Routledge Taylor Francis.

PRPawan, F. & Pu, H. (2019, February). Methods as interpretation and glocalization, not application: Water far away will not put out nearby fires. *TESL-EJ, 22* (4). Retrieved from: http://tesl-ej.org/pdf/ej88/a7.pdf

PTI Pawan, F. & Pu, H. (2017). The empowerment and challenges of Western-trained Chinese English language teachers. *Puerto Rican TESOL GRAM*.

PTI Pawan, F. & Greene, M.S. C. (2017). A matter of trust: ESL and Content Area teacher collaboration. The content-based classroom (pp. 232-337). A. M. Snow & D.L. Brinton (Eds.). *Content-Based Language Teaching*. Ann Arbor; University of Michigan Press.

PRI Park, J. & Pawan, F. (2016). English-medium-language instruction happens! Korean professors' efforts and professional development needs to teach content in English (pp.193-294). In J. Crandall & M. Christison (Eds), *Research in ESL/EFL/EMI Teacher Education and Professional Development.* Routledge/Taylor Francis.

PT Pawan, F. & Seralathan (2015) A. L. Moving on up! Using WIDA-based instruction for Indiana mainstream-ready ELs. *INTESOL Journal, 12* (1), 29-50.

PR Pawan, F. & Fan, W. (2014). Individual and jiàoyánzǔ (peer) collaborative reflections on English language teaching. *Teacher Education Quarterly, 41*(4), 71-88.

PT Pawan, F. (2012): Research-based and collaborative professional development for language and content area teachers. *Teacher*

Education Interest Section (TEIS) Newsletter. Alexandria, VA: TESOL.

PR Samuelson, B., & Pawan, F. & Hung, Y.J. (2012). Barriers to collaboration between English-as-a-Second-Language and content Area Teachers. In A. Honigsfeld & M. Dove (Eds.), *Co-teaching and other collaborative practices in the EFL/ESL classroom: Rationale, research, reflections, and recommendations*, (195-207), Charlotte, NC: Information Age Publishing.

PR Pawan, F. & Craig. A. (2011). ESL and content area teacher knowledge-base of English language learner (ELL) instruction. *TESOL Journal, 2(3),* 293-311.

PR Pawan, F. & Ortloff, J. H. (2011). Sustaining collaboration: Engish-as-a-Second Language and content area teachers. *Teaching and Teacher Education, 27(2),* 463-471.

PR Pawan, F. (2008). Content area teachers and scaffolded instruction for English language learners. *Teaching and Teacher Education, 24*(6), 1450-1462.

PR Pawan, F., Yalcin, S. T., &Kuo, X. J. (2008) Teaching interventions and students factors in online collaboration. In B. Barber & F. Zhang (Eds.), *Handbook of research on computer enhanced language acquisition and learning* (pp. 406-423). Hershey, PA: IGI Global.

PT Pawan, F. &Honeyford, M.S. (2008). Academic literacies and the new language learner. In R. F. Flippo& D.C. Caverly (Es.), *Handbook of college reading and study strategy research*. London: Lawrence Erlbaum Associates.

PR Pawan, F., & Groff Thomalla, T. (2007). A responsive evaluation study of ESL/Spanish language services for newcomers. *Journal of Ethnographic and Qualitative Research, 1*, 50-63.

PT Pawan, F. & Ward, B. (2007). Integrated curriculum development through interdisciplinary collaboration between ESL and content area teachers. In F. Pawan & G. B. Sietmann (Eds.). *For all our students: Collaborative partnerships among ESL and classroom teachers*(pp. 5-30)*.* Alexandria, VA: TESOL.

PR Pawan, F., & Groff Thomalla, T. (2005). Making the invisible, visible, "A responsive evaluation study of ESL/Spanish language services for immigrants in small rural county in Indiana. *TESOL Quarterly, 39* (4), 683-705.

PR Johnston, B., Pawan, F., & Mahan-Taylor, R. (2004). The professional development of working ESL/EFL teachers: A pilot study. In D. J. Tedick (Ed.), *Second language teacher education: International*

perspectives (pp. 53-73). Mahwah, NJ: Lawrence Erlbaum Associates.

[PR] Pawan, F., Paulus, T. M., Yalcin, S., & Chang, C. F. (2003). Online learning: Patterns of engagement and interaction among in-service teachers. *Language Learning & Technology, 7*(3), 119-140.

[PT] Pawan, F. (2003). Reflective teaching online. *TechTrends, 47*(4), 30-35.

[PT] Pawan, F. & Jacobson, A. (2003). Growing with the flow: Sustaining professionalism through online instruction of language teachers. In T. Murphey (Ed.), *Extending professional contributions, professional development in language education series, 2*, (pp. 67-78). Alexandria, VA: TESOL.

[PT] Pawan, F. & Reed, D. (2003). Texas airport cookies: Pragmatic variation from an urban legend. In K. Bardovi-Harlig& R. Mahan-Taylor (Eds.), *Teaching pragmatics.* Washington D.C.: U.S. Department of State, Office of English Language Programs.

[PT] Pawan, F. & Pugh, S. L. (2002). Reading for life. In G. Crosling & G. Webb (Eds.), *Supporting students learning* (pp. 111-118). London: Kogan Page Publishers.

[PT] Pugh, S.L., Pawan, F.,& Antommarchi, C. (2000). Academic literacy and the new language learner. In R. F. Flippo& D.C. Caverly (Eds.), *Handbook of college reading and study strategy research* (pp. 25-42). Mahwah, NJ: Erlbaum Publishers.

[PT] Pawan, F. (Producer). (1999).*Storytelling: A cultural bridge* [Video]. Bloomington, IN: Instructional Support Systems: Indiana University.

[PT] Pawan, F. (1995). Malaysian and American professorial expectations of the literate reader. In C. Zaher (Ed.), *The Second EFL Skills Conference* (pp. 163-171). Egypt: Center for Adult and Continuing Education, The American University of Cairo.

[PR] Pawan, F. (1993). Social and cognitive consequences of literacy in South East Asia. In J. Mohd. Ali(Ed.), T*he International Conference on Literacy in ASEAN Societies, 1993* (pp.194-198). Kuala Lumpur, Malaysia: Malaysian Reading Association.

[PT] Pugh, S. & Pawan, F. (1991). Reading, writing and academic literacy. In R. F. Flippo & D.C. Caverly (Eds.), *College Reading and Study Strategy Programs* (pp. 1-27)*.* Newark, Delaware: IRA.

[PT] Pawan, F. (1989). Literacy as a state of mind: Implications for students who are non-native speakers of English. *Reading Research and Instruction, 28* (2), 61-64.

COURSES	DOCTORAL
	▪ R711 Research and Readings in Instructional Systems Technology ▪ R690 Application of Research Methods to Instructional Systems Technology ▪ D625 EFL/ESL for Adult Educators in the Global Workplace ▪ R685 Professional Development Designs & Models in Education & the Global Workplace (course developed & to be offered in summer 2023) ▪ L750 International Research in the Professional Development of Second/Foreign Language Teachers ▪ L750 TESOL in Asia: An Alienation of Theory from Practice? ▪ L750 Seminar on Non-Native Speakers of English Teachers ▪ L650 Qualitative Data Collection and Analysis ▪ L600 Issues in Second/Foreign Language Education and Literacy *Each year, as chair of their dissertation committees, I am intensively involved with 3-5 doctoral students at the advanced and final stages of their PhD or EdD research. **MASTERS** ▪ L605 LCLE Masters Capstone Course ▪ L546 Mentorship and Supervision of ESL/EFL Teachers ▪ L544 Computer Assisted Language Learning ▪ L543 Teaching English in Global Contexts ▪ L540 ESL/EFL Approaches to Instruction and Assessment ▪ L525 ESL Practicum ▪ L500 Issues in Language Learning and Instruction in Language Education **UNDERGRADUATE** ▪ L240 Introduction to Local & Global Engagements in English-as-a-Foreign/Second language ▪ L441/L524 Bilingual Education ▪ M445/L520 Advanced methods in foreign language teaching ▪ M469/L517 Advanced study in content reading and literacy
SERVICE & CONSULTATIONS	INTERNATIONAL **Beijing Normal University Preservice Teacher Mentorship Program.** (May-June, 2018, 2019, 2020, 2021, 2022). Conducted intensive workshops for BNU pre-service teachers. **Beijing Normal University Center for Teacher Education Research (CTER) (April 21, 2020-2022).** Online teacher education training & professional development for CTER faculty.

Universiti Putra Malaysia (2020-22), Serdang, Selangor, Malaysia. Onsite and online programmatic review of undergraduate and graduate TESOL programs.

South East European University (SEEU), Tetovo, Republic of North Macedonia. (Aug. 19, 2020). Online teacher training for language teachers for the Faculty of Languages, Cultures and Communications.

Director & Principal Investigator. EFL MultiModal Program in Costa Rica. (Aug 10, 2018-June 19, 2019). Developed, directed and coordinated 21 online and hybrid workshops with Colegios Nocturnos in Naranjo and Palmares in conjunction with Universidad de Costa Rica - Sede de Occidente (21 students and six university instructors).

International Strategic Plan, Indiana University (2009-2015)**.** In support of the plan's International Strategic Partnership goals, visited and participated in IU and School of Education initiatives and partnership-building activities at the following universities:

Korea (October, 2008: June and December 2009; October 2010;
- Ewha Women's University
- Hongik University
- Samgmyung University

Peoples Republic of China (June, 2009; May, August - December, 2010; January, 2011; December 2013; December 2014, December, 2016)
- Tsinghua University
- Beijing Normal (Teaching) University
- Peking University
- Yunnan Normal (Teaching) University
- Qu Jing Normal (Teaching) University

Taiwan (December 2008; October 2015, November, 2016)
National Kaoshiung First University of Science and Technology
Cheng Chi University

Turkey (March and June 2015)
- Boğaziçi University, Istanbul
- Koç Foundation, Istanbul
- TOBB University, Ankara

Kazlıçeşme/Avrupa Schools, Istanbul, Turkey (2015).

Advise and provide professional development on EFL pedagogy for the non-native and native speaker of English teachers.

Consultant, Kabul Education University Project, Master's Degree in ESL Teaching (2013-2014). US Department of State grant to Indiana University, School of Education.
Purpose: Advised through the project's use of the program I developed for the EFL/ESL Peace Corps Masters International (PCMI) as a template for the Masters program; reviewed syllabi used in course work in the project.

Member, University Coordinating Committee for Peace Corps Partnership Programs. (2012-2016).   Participate in annual planning conference in Washington, DC for the PCMI and other Peace Corps Partnership programs.

Director: EFL/ESL Peace Corps Masters International Program (PCMI) (2012 to 2018) (Online)

Responsibilities: Developed the 36-credit hour program; acquired approval at multiple levels to offer the Masters program; undertook recruitment (conferences and onsite visits); coordinated program with help of a volunteer graduate student (rotating); advised students; attend bi-annual conference of Masters International Coordinators at Peace Corps Headquarters in Washington D.C.; developed a new course to add to the program (L543 Teaching English in Global Contexts); teach four program courses: L540; L525; L543 and L605.

Reviewer & Advisory Board Member, English Language Department, American University of Mongolia, Ulaanbaatar, Mongolia (2013): Undertook a responsive review of the Department in June of 2013 and sustain advisory role to support recommendations that emerged from the review.

Cheng Chi University, Taiwan, Teacher Mentor (2011, 2015): Mentored with two faculty (Chin Chi & Yi Ping) from the Language Education Department in the development of content-based language teaching program and participated as a keynote speaker at two of their conferences (Wenshan, 2012, 2015).

Malay/Bahasa Malaysia Proficiency Examiner (2003)

Consultant, Higher Education Learning Program, Tetovo, Macedonia. US Agency for International Development (2004-2010).

Purpose: As part of a program to establish the South East European University (SEEU), assisted in the establishment of the SEEU Center for English Language Training. This included developing and delivering an online professional development training curriculum for SEEU ESL staff, planning a summer seminar taught in Macedonia, and mentoring three SEEU faculty members as Graduate Fellows at IU. The Center now serves 2000 students in a university of 8,000 students in Macedonia.

External Examiner of Dissertations for the Faculty of Language and Linguistics, Universiti Malaya, Kuala Lumpur, Malaysia (2000-2003)

NATIONAL

Chair, TESOL International Teacher Educator Special Interest (TEIS) Section (2020-2021). Responsibilities include organizing functions of TEIS, responding to correspondence and calling meetings with the steering committee; plans the agenda for and presides at the Business Meetings of TEIS; represents TEIS in making public its policy decisions; serves in such capacities as may be determined or assigned by TESOL, the Interest Section Council, and/or the TEIS Steering Committee; submits an annual report of TEIS activities to the TESOL Executive Board, and to the annual Business Meeting of TEIS; organizes and publicizes annual webinar topics and recruits speakers with assistance of the Chair-Elect and the Steering Committee; plans networking event for TEIS members at the annual convention, solicits contributions for the newsletters. Contribute to and make public teacher educator policies and organize events for its members to convene for the purposes of research, teaching and advocacy. Undertake monthly webinars involving international teacher educators' research and practice. See
- TEIS Facebook Page: https://www.facebook.com/tesol.teis;
- TESOL's YouTube Channel: https://www.youtube.com/channel/UCGrtxnclsyCycsOttt4Lvgw?view_as=subscriber.
- Pawan's YouTube Channel: https://www.youtube.com/channel/UCoDt3sQnnKP59PzjY3UHJcw

Editorial Review Board Member. Research in the Teaching of English (2019-present). Maintain communication with RTE board members to determine direction and scope of the journal and meet annually with entire group in an advisory capacity.

Promotion & Tenure Reviewer (2010-present): Review 2-5 portfolios a year of colleagues across the US.

National NCATE/CAEP/TESOL Accreditation Reviewer (2012-2019): Review for accreditation 12 university undergraduate, graduate and ESL endorsement programs nationwide. Each school takes 8-12 hours of work and the organization allocates a month for individual review and collaborative meetings with other reviewers.

TESOL National Standards Standing Committee, Elected member (one of ten) (2006-2009). Met 2-3 times a year to review standards developed and written for use by more than 47,000 members of the TESOL organization. Was involved in the review of the Pre-K TESOL Standards, Adult Language Teaching TESOL Standards and TESOL Technology Standards

Member and Reviewer, TESOL Award for Excellence in Teaching Committee (November, 2009-2010): Selected award winners.

Editorial Board Member, Reading Teacher Journal (2000-2011): Advised on suggestions for diversity articles, invited but declined to be the editor for the diversity/international segment. Reviewed 2-3 journal manuscripts.

Journal Reviewer:
Research in the Teaching of English (Editorial Board Member, 2019-present)
Journal of Teacher Education (JTE) (2012- present)
Language Learning and Technology Journal (2004-present)
Reading Teacher Journal (Editorial Board Member, 2000-2011)
Teacher Education Quarterly (TEQ) (2015-present)
Teaching and Teacher Education (2009-present)
TESOL Journal (2013-present)
TESOL Quarterly (2004-present)
Special Issue of the Journal for English for Academic Purposes (JEAP) (2006)

STATE LEVEL & P-16

Culturally & Linguistically Inclusive (CLI) Online Professional Development. (2021-present): With funding from the Indiana's Governor's Emergency Relief (GEER) grant, As the lead designer and materials developer, I maintain and continuously update a free, self-

paced online professional development for Indiana content area teachers of English Learners. https://expand.iu.edu/browse/office-of-school-partnerships/courses/culturally-and-linguistically-inclusive-online-teaching.

Co-Volunteer (2020): Along with colleague, Anne Leftwich and two of her students, we canvassed SoE faculty for their help and developed an informal and grassroot-based interdisciplinary online resource repository accessible to Indiana K-12 teachers in March 2020. The repository continues to grow and be utilized. https://docs.google.com/spreadsheets/d/1jmWQnyJM2nl_EV0NmiBG_rO9MuPUhhAD7WVI4I-76T0/edit#gid=675834129

Director: EFL/ESL Professional Development via Distance Education (EPDE Certificate) (2009-July 1, 2020, Teaching and Teacher Trainer tracks); (2003-2020 – Teaching track).
The certificates provide instructional support for practicing professionals and serve as an introduction to Masters level coursework for students interested in graduate work. I developed the 12-credit hour program (teaching track from 2003-2009 and added teacher trainer track in 2009); acquired approval at multiple levels to offer the certificate program; recruitment through conferences and onsite visits; coordinate program; advise students; identify instructors for the program's courses; and teach two courses in the program. (10-12 students per year).

ESL Leadership Taskforce. Indiana Department of Education (2014-2016). Met on a regular monthly schedule to engage in discussions on ESL issues and policies with Indiana ESL teacher leaders via online conference connection of face-to-face at MSD Lawrence Township.

Program Director: ESL Professional Communities for Expertise & Leadership Development (EPiC) (2009-2012)
Developed a template and a proposal for the program, acquired funding; recruited ESL coordinators and participants, course instructors, coordinators; identified sites; taught one course. (24 teachers)

Program Director: Tandem Certification for Indiana Teachers (TACIT) Program (Face-to-face and online) (2004-2009)
Developed a proposal for the program, acquired funding; recruited 130 participants, 5 course instructors, coordinators; identified sites; taught one course and supervised the rest; organized annual summer workshops; and undertook monthly site visits. (130 teachers)

Program Director: Interdisciplinary Collaboration for Content Area Teachers (ICCATs) Program (2006-2008)
Developed a proposal for the program, acquired funding; recruited participants, 3 course instructors, coordinators; identified sites; taught one course and supervised three others; organized annual summer workshops, and undertook monthly site visits.(75 Math and Science teachers)

Program Director: Interdisciplinary Collaborative (ICP) Program (2002-2007)
Built an infrastructure and developed a recruitment campaign; refining courses and negotiating extension of federal funding for the program; taught one course in the program each year and supervised the rest; organized and led annual summer workshops, and undertook and supervised monthly visits. (180 teachers)

ESL Licensing Consultant for Indiana University South East (IUSE) (2006-2009)
Met and advised the ESL unit led by Magdalena Herdoiza-Estevez regarding programs offering and teacher selection for ESL licensing.

Indiana Bicultural/Bilingual Standards Board Member (2004-2005)
One of 11 authors for the state standards. Convened every 3 months to develop and shape the state's standards.

Member, ESL Taskforce for the State of Indiana (2001-2002)
Met and raised issues with the Indiana Department of Education ESL staff members two times a year regarding ESL teacher instruction

INSTITUTIONAL/SCHOOL/DEPARTMENT

Academic Director, IU ASEAN Gateway (Bangkok). (Oct 1, 2022-present). Facilitate faculty and student engagement in partnerships with peers in 11 ASEAN countries; initiate partnerships through academic projects.

Faculty Fellow for International & Global Engagement, School of Education (2022-present). Initiate internationally-related activities, collaborate with faculty from various units in the school and across campus interested in international engagement.

	IUB 2030 Strategic Planning Working Group (Service: Global Partnerships) (2022, Oct-Dec). Engage in "think-tank" discussions on how to activate faculty and staff to engage globally, guarantee every student's access to a global experience, engage alumni to be active partners, engage Global Gateway offices. **Chair, International Programs Committee, School of Education, (November 2020-2022, May).** Engage in and guide the committee's initiation and development of policy recommendations concerning international issues that impact curricula and programs with international emphases. **Advisory Board Member, Center for the Study of Global Change. The Hamilton-Lugar School of Global & International Studies. Indiana University (2017-present).** The board contributes to policy development and administration decisions on internationalization, global scholarship and learning. **Executive Board Member, Southeast Asian & ASEAN Studies Committee, The Hamilton-Lugar School of Global & International Studies (2019-present).** The board contributes to policy development, partnership initiatives of the center, and interdisciplinary engagements across campus. **Steering Committee Member on the IU OVPIA & the World Language Faculty Australian National University Collaborative Committee (November 2020-22).** Engage in planning & implementation of collaborative activities on online language teaching between the two units. **IST/Adult Ed Marketing Committee Member (Fall, 2021-).** Develop strategies and projects to showcase achievements and reach new audiences. **Internal Evaluator, School of Education**. **(July 1-Aug 1).** Undertake a comprehensive analysis that focuses on the IU School of Education's (SOE) international engagement and seeks to identify the areas in which the IU SOE is doing well in its international engagement efforts, in what ways SOE could improve its effort, and what kinds of threats SOE faces in advancing its internationalization agenda. **IST/Adult Ed Culturally & Linguistically Inclusive (CLI) Online Teaching Research Group.** Serve as faculty advisor mentor to 8-10 students to develop research and teaching CLI projects.

IST/Adult Ed Graduate Curriculum Committee Member. (2020-2021). Recommend courses and changes needed in graduate programs and propose strategies for new curriculum initiatives. Recommend equipment and other technology resources needed by the department to support graduate programs.

Facilitator for the collaboration between IST, Global Studies at the Hamilton Lugar School and IVY Tech Community College (Nov, 2020-Dec 2020) Engaged in the development of a proposed collaboration between Adult Education and IVY Tech on a certificate for its teaching staff**.**

IST Qualifying Exams Reader (Fall, 2020-). Along with all faculty members in the IST Department, read and evaluate EdD qualifying exams and attend PhD students qualifying oral exams (Dossier 2).

IST's Fellowship and Awards Committee Member (IST). (Aug 2020-April 2021). Solicit applications for student awards and evaluate / recommend award recipients.

IST/Adult Ed Merit Review Committee Member (2020-2021). Review faculty annual reports and make recommendations for ratings.

Committee member on the IST/Learning Science Certificate Program in Online Teaching & Learning Practices. (Nov-Dec, 2020) Deliberated with colleagues on the committee on the certificate development.

EdD Admissions Committee. Department of Literacy, Culture & Language Education. (2018-2020 (up to June 30th). The committee reviews 20-25 applications annually into the Department.

Admissions Committee Department of Literacy, Culture & Language Education. (2016-2019). The committee reviews masters and doctoral applications (20-35 applications annually).

Adhoc Committee on Committees (Jan-March, 2020). The committee researched and reviewed the School of Education committee structure and made recommendations to the Dean's office.

Promotion & Tenure Committee (2017-2020). Evaluate and deliberate on the promotion application of associate professors to full professor status, and the tenure applications of assistant professors.

Policy Council Elected Member (2008-2010; 2014-2016) School of Education (SoE); and as an elected Alternate to Member (2018 to 2020, May)
As an elected member of the School of Education governing body, attended monthly meetings to discuss and make decisions on policies and procedures on the IUB and IUPUI campuses.

ESL Standalone License (Undergraduate), co-developer and advisor (2015-present). Along with Tim Niggle, a School of Education, student advisor, developed a 120-credit hour Standalone license, the first in Indiana. We are taking it through the various stages of approval, with an expected start of Spring 2016).

Chair, Committee for the evaluation of Curriculum and Instruction department chair, School of Education (2018)
Chaired a committee of eight to undertake school-wide evaluation of the chair from the faculty, staff and student perspectives.

Member, Instructional Systems Technology Search Committee (2015-2016)
Reviewed, selected and interviewed candidates for faculty appointments.

Accreditation Writer and Compiler for the ESL In-service/Graduate Teacher Program (2014-2015).
Attended the national meeting for accreditation, coordinated the collection of materials from instructors, organized meetings in conjunction with the Teacher Education Suite (Jill Shedd) for accreditation requirement alignment, compiled and wrote the application for accreditation by the national Council for the Accreditation of Educator Preparation (CAEP)

ESL /ENL Graduate Licensing/Endorsement Advisor, Literacy, Culture & Language Education (LCLE) Department, School of Education, Indiana University (2004-2019)
In tandem with advisors in the Teacher Education Suite, reviewed applicants for ESL endorsement,

LCLE Admissions Committee Member for Peace Masters International, (2013-2018)
Reviewed for admission purposes, EFL/ESL Peace Corps Masters International, EPDE programs.

	LCLE Financial Aid Committee Member (Spring 2013-Spring 2014) Reviewed students' applications for funding support LCLE's five scholarship funds. **LCLE Merit Committee Member (**2013, 2018) Reviewed faculty annual reports. **School of Education (SoE) Regional Schools Taskforce**, Invited member (2011-2012) Met monthly to make recommendations for potentially different ways to integrated field experiences into our teacher preparation programs and meet the needs of the regional schools. (Organizers: Hunnicutt and Shedd) **Innovative Pedagogies Committee Member** (August 2011-2012) Reviewed and selected proposals for the Innovative Pedagogies Initiative. The IPI provides a platform for conversations about new pedagogies among faculty groups, and opens the door for discoveries in those areas. **Jepsen International Scholarship Committee** (2005-2011) Reviewed and selected student applications to be funded for their participation in student teaching overseas under the School of Education Global Gateways project. (Director: Stachowski) **Course Advisor and Supervisor** (2010-present). Supervise instruction in the following courses: L540 (EFL/ELS Approaches to Instruction and Assessment), L543 (Teaching English in Global Contexts), L544 (Computer Assisted Language Learning) and L546 (Mentorship and Literacy Coaching of EFL/ESL Teachers. **Interim Member of the International Programs Committee** (Aug 2009- May2010) Met and discussed issues of impact international activities and policies **School of Education Research and Development Committee** (2006-2009). Reviewed and selected proposals submitted for the internal grant sources namely, the Kemp, Profit(academic year and summer) and the Advanced of Peace and Education **Member of the International Exchange Affiliations Committee**, International Programs, Indiana University (2003-2008) Reviewed applications for faculty exchanges.

	Advisory Board Member, Center for Languages of the Central Asian Region (Clear), Indiana University, 2002-2007 A founding member of the advisory committee that advises on the courses and materials offered by the Center in Azerbaijani, Dari, Kazakh, Kyrgyz, Mongolian, Pasto, Tamika, Tibetan, Turkish, Turkmen, Uyghur and Uzbek. **Co-Editor, LEAD-ON** (Language Education at a Distance -Online News) Newsletter, Language Education, School of Education (2002) Co-edited news on developments and innovations in online teaching. **Committee Online Learning & Teaching** (COOT) Member (2003) Engaged in committee work to enhance instructional strategies for teaching online; facilitating interactive discussions; Collaborative learning activities; managing workload/online time management, online student support **Educational Technology Services Advisory Committee**, School of Education, Indiana University (2003). Advised on technology incorporation at the school level.
PRESENTATIONS (RESEARCH & TEACHING)	A. RESEARCH PRESENTATIONS Pawan, F. & Li, S. (2022, Oct. 25). *Culturally and linguistically inclusive online professional development in Indiana and Beijing.* AECT Virtual Conference. Harris, A, Li, S., Iruoje, T., Nijiati, S., Harbach, M. & Pawan, F. (2022, Oct. 25). *Landscape of inclusive online professional development programs.* AECT Virtual Conference Ramirez Casalvolone & Pawan, F. (2022, Oct. 25). *Funds of knowledge and the development of a blended program for Costa Rican Night School female students.* AECT Virtual Conference. Pawan, F. (2022, Mar. 25). *Online and hybrid research using case study and ethnographic research approaches.* TESOL International Conference, Pittsburg, PA. Pawan, F. (2022, Mar. 24). *Motivation and culturally linguistically inclusive online Instruction.* TESOL International Conference, Pittsburg, PA. Ramirez Casalvolone & Pawan, F. (2022, Mar 23*). Ethnographic case-study research on the intersection of funds of knowledge, feminist pedagogies and andragogy in the ways female Costa Rican adult students learn in informal hybrid environments.* TESOL International Conference, Pittsburg, PA.

Pawan, F. (2021, Nov. 13). *Learning presences of language and literacy teachers in professional development*. INTESOL Convention, Indianapolis, Indiana. (Keynote)

Pawan, F. (2021, Nov. 4). *Culturally and linguistically inclusive online instruction.* AECT Conference, Chicago, IL.

Pawan, F. Healey, D., Christison, M., Warren, A., Shin, J. (2021, March 27) *Research into the practices of online language teacher education*. TESOL International Virtual Convention.

Pawan, F., Myers, R. & Sankaranarayanan, R. (2021, April, 21). *Learning Presence: Doctoral students' patterns of online engagement*. AERA Virtual International Conference.

Pawan, F. & Sankaranarayanan, R. (2021, March 5). Learning presence of language and literacy teachers. IST Annual Conference, Bloomington, IN.

Pawan, F. (2021, February 8). *Teacher informal learning and the reconceptualization of ESL/EFL teachers' professional development.* English Teachers Association of Israel (ETAI) Conference. (Virtual Conference, Keynote)

Pawan, F., Hung, R., Sankaranarayanan, Wang, C. & Zakaria, F. (2020, Nov. 3). *Online learning presence of doctoral students in language & literacy*. AECT Virtual Conference.

Pawan, F. (2020, Aug. 19). *Teaching presence and student online engagement*. South East European University Virtual Research Colloquium.

Pawan, F. (2020, April 21). *The pedagogy of presences in online language teacher education.* Beijing Normal University Virtual Research Series.

Pawan, F. (2020). *Glocalization of foreign language teaching practices.* American Educational Research Association (AERA) International Convention, San Francisco, USA. (Virtual)

Pawan, F., Qu, P.T, & Zhu, M. (2019, Oct 21) *Online PD for English teachers in rural Yunnan Province, China.* Association for Educational Communications and Technology Conference. Las Vegas, Nevada, USA.

Pawan, F. (2019, May 20). *Glocalization and the reconceptualization of teacher learning and professional development in Minzu schools in Yunnan Province*. The New Trends in Ethnic Minority Education in a Globalized World Conference. Yunnan University, Kunming, China.

Pawan, F., Ding, A., Mokko, M. & Zakaria, F. (2019, March 13). *We did it our way! Self-directed and informal professional development: Personal Learning Networks, videocase reflections & blended professional development.* TESOL International Convention Atlanta, Georgia, USA.

Pawan, F., Pettitt, N., Schmitt, L., Xiong, N., Lypka & Soto, S. (2019, March 13). *Socially-just teacher education practices for refugee-background English learners,* TESOL International Convention Atlanta, Georgia, USA.

Pawan, F. (2018, October 5). *Transforming instruction through "Glocalization": Waters far away will not put out nearby fires.* International Conference in Literacy, Culture & Language Education, Indiana University, Bloomington, Indiana, USA

Pawan, F., Ding, A., Mokko, M., Zakaria, F. & Smith, L. (2018, October 3). *Pedagogically-driven online teacher education & professional development*. International Conference in Literacy, Culture & Language Education, Indiana University, Bloomington, Indiana, USA

Pawan, F. (2018, September 28). *Multimodal instruction of English as a Foreign Language*. Universidad de Costa Rica - Sede de Occidente, San Ramon, Costa Rica. (Invited)

Pawan, F. (2018, September 28). *Universal Design for Learning in the teaching of English as a Foreign Language.* Universidad de Costa Rica - Sede de Occidente, San Ramon, Costa Rica. (Invited)

Pawan, F. (2018, June 7-15). *The professional development of pre-service English teachers*: Beijing Normal University 5-day Lecture Series. Beijing, China. (Invited)

Pawan, F. (2018, June 6*). Teaching English to students of diverse learners. Yunnan Minzu (Minority) University (Yuhua Campus),* Chenggong District, Kunming, Yunnan Province, China. (Invited)

Pawan, F. (2018, June 3). *Interest-driven and personalized English language instruction for heterarchical learners of the 3.0 generation*. Yunnan Normal University, Kunming, Yunnan Province China. (Invited)

Pawan, F. (2018, May 28*). Just-in-Time & "newbie-it" pedagogy for language teachers.* Lijiang Normal University, Lijiang, Yunnan Province, China. (Invited)

Pawan, F. (2018, March 14*). Research in Online Pedagogy.* Paper presented as an invited speaker in a lecture series at Yunnan Normal University, Chenggong, Yunnan Province, China.

Pawan, F. (2018, March 2). *Responsive pedagogical shifts in English language teacher in radically hypermediated contexts.* Paper presented as a keynote speaker at *the Puerto Rico TESOL, Ponce, Puerto Rico.* (Keynote)

Pawan, F. (2018, March 3). *Water from far way does not extinguish fire nearby: Glocalized pedagogy of Chinese English Language Teachers.* Paper presented as an invited speaker at the Puerto Rico TESOL, Ponce, Puerto Rico.

Pawan, F. (2017, May 13). *Pedagogical knowledge base of ESL and Content Area in collaboration*. Paper presented as an invited speaker at the Faculty of Education, Beijing Normal University, Beijing, China.

Pawan, F., Warren, A.; Park, J. & Gonzales, K. (2017, March 24). *Theorizing pedagogy and practice for online English Language Teacher Education*. TESOL Conference, Seattle, WA.

Pawan, F. (2016, December 8). *Research in the professionalization of ESL teachers*. Beijing Normal University Lecture Series. Beijing, China.

Pawan, F. (2016, April 8). *Theorization of internationalization in ESL/EFL teaching.* Paper presented at the TESOL International Conference, Baltimore, MD.

Pawan, F**.** (2015, October 15). *Problematization research of English language teaching pedagogies*. Paper presented at the Eleventh Annual Wenshan International Conference. Taipei, Taiwan. (Invited)

Pawan, F. (2015, April 16). *Foreign Ways, Chinese Meanings: Impact of Western-Based Education on Chinese English Language Teachers*. American Educational Research Association Conference. Chicago, Illinois.

Pawan, F., Park, J., Warren, A. & Wiechart, K. (2015, March, 26). *Oz behind the Curtain: Pedagogy utilized in online graduate instruction*. TESOL Conference, Toronto, Canada.

Pawan, F. (2015, March 7). Reflective research of native and non-native English Speaker Teachers in the Kazlıçeşme district schools, Istanbul, Turkey. Boğaziçi University, Istanbul, Turkey.

Pawan, F. (2013). *The impact of western-training on Chinese ELTs. Language Teacher Education Conference*, George Washington University, Washington, D.C.

Pawan, F. (2013). *Collaboration in the school-based professional development program for Chinese English Language teachers*. INTESOL Conference, Indianapolis, IN.

Pawan, F. (2012). *Comparisons of the ESLT and CAT ELL instructional knowledge*. INTESOL Conference, Indianapolis, IN.

Pawan, F. (2012). *Content area teachers and instructional scaffolding for ELLs.* INTESOL Conference, Indianapolis, Indiana.

Pu, H. & Pawan, F. (2011, June). *Global pedagogy, local meanings: Toward the glocalization of Communicative Language Teaching in the classrooms of western-trained Chinese EFL teachers*. NAFSA: Association of International Educators, Vancouver, Canada.

Pawan, F. (2011, May). *A comparative study of "jiaoyanzu" and individual Chinese EFL teacher reflections on practice*. Language Teacher Education Conference, Minneapolis, Minnesota.

Pawan, F. (2010, Nov.). *Partnerships in educational research for advocacy*. International Conference on the Mission of Educational Research in Changing Societies. Peking University, Beijing, China.

Pawan, F. (2010, Aug.). R*esearch in the professional development of teachers of linguistically diverse learners*. Yunnan Normal University, Kunming, China. (Invited)

Pawan, F. (2010, April). *Research into the EFL Chinese standards and its balancing act of the old and the new*. International Conference on the Teaching of English to Speakers of Other Languages (TESOL), Boston, MA.

Pawan, F. & Ortloff, J. (2010, April). *Interactional and organizational factors in interprofessional collaboration*. International Conference on the Teaching of English to Speakers of Other Languages (TESOL), Boston, MA.

Pawan, F. & Ortloff, J. (November. 2009). *Internal and external factors of ESL and Content Area teacher collaboration.* Literacy, Culture and Language Education Student-led Symposium. School of Education Indiana University.

Pawan, F. (2009, June). *A qualitative research into English and content area teachers' knowledge of language instruction*, Tsinghua University, Beijing.

Pawan, F. (2009, April). *ESL and Content area teachers' knowledge of instruction for English Language learners*. American Education Research Association (AERA), San Diego, California

Pawan, F. (2009, April). *Sustaining the challenge: ESL-as-a-Second language and Content Area Teacher Collaboration*. Poster session at the American Education Research Association (AERA), San Diego, California.

Pawan, F. (2008, December). *Content area teachers' development of knowledge in ELL instruction*. International Conference on Applied Linguistics and Foreign Language Instruction, Kaohsiung, Taiwan. (Keynote invitation)

Pawan, F. (2008, October). *Online collaborative professional development for English Language Teachers: A research report*. Korea Association of Multimedia-Assisted Language Learning (KAMALL), Seoul, Korea. (Keynote Invitation)

Pawan, F. (2008, December). *Instructional and student factors mediating online collaboration amongst English Language Teachers: A research report*. Computer Assisted Language Learning Seminar, Chengchi University, Taipei, Taiwan. (Guest Lecture).

Pawan, F. (2008, April). *ESL and content area teachers' pedagogical content knowledge*. International Conference on the Teaching of English to Speakers of Other Languages (TESOL), New York.

Pawan, F. (2008, February). *Responsive evaluation as community-based literacy research*. National Council of Teachers of English Assembly for Research (NCTEAR), Bloomington, Indiana.

Pawan, F. (2007, April). *Content area teachers and scaffolded instruction for English Language Learners*. Annual Conference of American Educational Research Association (AERA). Chicago.

Pawan, F. (2007, April). *Dimensions of complexity: ESL and content-area teachers' knowledge of English Language Learner Instruction*. Annual Conference of American Educational Research Association (AERA). Chicago.

Pawan, F. (2006, June). *Responsive evaluation of language services for newcomers*. Conference on Ethnographic and Qualitative Research in Education (EQRE), Cedarville, Ohio.

Pawan, F., & Craig, D.A. (2005, June). *The problematization of ESLTs and CATs interdisciplinary collaboration*. Biennial Language Teacher Education Conference, Minneapolis, Minnesota.

Pawan, F. & Craig, D. A. (2005, May). *ESL and content area teacher collaboration: Issues of interogation in ELL instruction*. Conference on Research and Teaching Language in Critical Times, Bloomington, Indiana.

Pawan, F. (2004, October). *Teaching interventions and student-mediating factors in online collaborative among in-service teachers.* International Society for the Scholarship of Teaching and Learning (ISOTL), Bloomington, Indiana.

Pawan, F., Yalcin, S. & Kou, X. (2004, April). *Online teaching interventions and their effects on the collaborative interactions of language teachers*. Annual Conference of American Educational Research Association (AERA), San Diego, California.

Pawan, F., Paulus, T.M. & Yalcin, S.(2003, March).*Patterns of online collaboration among language teachers*. International Conference on the Teaching of English to Speakers of Other Languages (TESOL), Baltimore, Maryland.

Johnston, B., Pawan, F. & Mahan, R. (2001, May). *Teacher identities in language teaching*. Second International Conference on Language Teacher Education, Minneapolis, Minnesota.

Pawan, F. (2001, May). *Teachers' ways of knowing and teaching in the new millennium*. Research and Practice in Language Teacher Education, Minneapolis, Minnesota.

Muench, C. & Pawan, F. (1997, March). *Native speakers' judgments on the politeness of non-native speakers' telephone messages*. International Conference on the Teaching of English to Speakers of Other Languages (TESOL), Orlando, Florida.

Pawan, F. (1996, June). *Malaysian and American professors' expectations of successful graduate students: A comparative*

study. NAFSA International Educators Conference, Phoenix, Arizona.

Pawan, F. (1996, March). *Waterface: Preservation of honor in interpersonal relationships in a Malaysian professional setting*. International Conference on the Teaching of English to Speakers of Other Languages (TESOL), Chicago, Illinois.

Pawan, F. (1995, December). *Malaysian and American professorial expectations of the literate reader.* American University of Cairo Second International Reading Conference, Cairo, Egypt.

Hughes-Wilhelm, K. & Pawan, F.(1996, November). *Maintaining the delicate balance between professional and personal relationships while teaching in South East Asian university environments*. MidWest TESOL/NAFSA Conference, St. Louis, Missouri.

Pawan, F. (1992, July). *Social and cognitive consequences of literacy in South East Asian communities*. Malaysian Reading AssociationConference, Kuala Lumpur.

Pawan, F. (1992, May). *Accommodating L2 writing expectations and resulting abilities in L1 situations*. Malaysian English Language Teacher Association Conference, Kuala Lumpur.

Pawan, F. (1989, June). *Cultural literacy in teacher expectations*. Summer Reading Conference, Indiana University, Bloomington, Indiana.

B. TEACHING PRESENTATIONS

Pawan, F. (2022, Nov. 29). *University faculty and professional development pathways.* Universiti Pasundan, Bandung, Indonesia.

Pawan, F. (2022, Mar. 25). *Inclusive language instruction and TESOL talk.* TESOL International Conference, Pittsburg, PA.

Pawan, F. (2022, Mar. 24). *Culturally- and linguistically-inclusive online second language instruction.* TESOL International Conference, Pittsburg, PA.

Pawan, F. (2022, Mar. 7). *Culturally inclusive professional development for Beijing in-service teachers*. Literacy, Culture and Language Education Department Doctoral Seminar, Indiana University.

Ramirez Casalvolone & Pawan, F. (2022, Mar. 4). *Identifying funds of knowledge as coping strategies for Costa Rican Night School female students.* IST Conference, Bloomington, Indiana University.

Pawan, F. (May 13, 2021). The online medium and the reconceptualization of language teachers' professional development. *IU/ANU joint virtual colloquium*.

Pawan, F., Daley, S., Kou, X. & Bonk, C. (July 27, 2021). *Motivating English language learners online.* TESOL International Virtual Convention.

	Leinonen, S. (Feb 16, 2021. Finnish teachers and collaborative teaching. Interview by F. Pawan. In *TESOL Teacher Educator Webinar Series*. YouTube: https://youtu.be/uc-zzvd1m8g
	Aymen, E. & Mansour, C. (December 21, 2020). Lessons from Africa: Teacher development through Language Teacher Associations. Interview by F. Pawan. In *TESOL Teacher Educator Webinar Series.* YouTube: https://youtu.be/NXos-eysyXs
	Pawan, F. (November 29, 2020). *Professional development of EFL/ESL Professionals*, AMA/Korea TESOL Webinar.
	Razali, B. (2020, October, 22). Malaysian English language teachers & the "web of conundrums" in using technology in teaching process writing. Interview by F. Pawan. *In TESOL Teacher Educator Webinar Series*. YouTube: https://youtu.be/lwHJRoBMM_Q
	Kareva, V. & Simjanovska, E. (2020, August 17) Impact of blended and online teaching on North Macedonian student satisfaction. Interview by F. Pawan. *In TESOL Teacher Educator Webinar Series*. YouTube: https://youtu.be/4fn9rAzmvAk.
	Gamboa, R., Morales, H. & Ramirez Casalvolone. (2020, June 25). Costa Rican EFL pre-service and in-service EFL teacher reflections on identity as Non-Native Speaker Teachers (NNESTs). Interview by F. Pawan. *In TESOL Teacher Educator Webinar Series*. YouTube: https://youtu.be/vE62Q040Mpw
	Power-Carter, S. (2020, June 17). Languaging Blackness. Interview by F. Pawan. In TESOL Teacher Educator Webinar Series.
	Pawan, F. (2020, May 24). Motivation through nurturing ELL student engagement and success online. Indiana University's Office of School Partnerships and Indiana University High School.
	Pawan, F. (2020, May 15). Serving English learners in a distance learning environment. National Association of ESEA State Program Administrators Conference.
	Qiang, W. (2020, May 29): Chinese English teachers' public teaching lessons and teaching competitions. Interview by F. Pawan. In *TESOL Teacher Educator Webinar Series*. YouTube: https://youtu.be/lPWoelhglyo
	Pawan, F. (2020, Feb. 21). You fall down seven times, you get up eight. Handling rejections. School of Education seminar hosted by the Office of Graduate Studies.
	Dennen, V. P. & Bong. J. (2020, Jan. 21) Intercultural factors & MOOC interactions. Interview by F.Pawan, TESOL Teacher Educator Series Webinar Series. https://www.youtube.com/watch?v=GG0ZTFzAZAM&t=2536s
	Budhrani, K. (2019, Dec 12). Online teachers and critical teaching competencies. Interview by F. Pawan. In *TESOL Teacher*

Educator Webinar Series. YouTube:
https://www.youtube.com/watch?v=n8BBBfrXcRs

Foley, C. & Wavle, S. (2019, Dec. 3) Online students, their motivations
& engagement. . Interview by F. Pawan. In *TESOL Teacher
Educator Webinar Series*. YouTube:
https://www.youtube.com/watch?v=Udnw83kA9z4

Bonk, C. (2019, Oct. 21).What is the state of E-Learning? Reflections
on 30 Ways Learning is Changing. . Interview by F. Pawan. In
TESOL Teacher Educator Webinar Series. YouTube:
https://www.youtube.com/watch?v=NyQpZ1ZkVTc&t=1464s

Pawan, F. (2019, June 19). *Teaching and teacher presence in informal
and multimodal learning*. Museo de San Ramon, Alajuela,
Costa Rica.

Pawan, F. (2019, May 28-June 7). *Reconceptualizing language teacher
professional development.* All-day workshops for language
teachers. Beijing Normal University.

Pawan, F. (2019, March 18-22). *All day workshops on "Photo Voice"
projects.* Colegios Nocturnos de Naranjo y Palmares, Alajuela,
Costa Rica.

Pawan, F. (2018, June 7-15). *Transformed pedagogy in teaching
languages: The "New Normal."* All-day workshops for language
teachers. Beijing Normal University.

Pawan, F. (2018, March 16). *Differentiated instruction for young English
language learners.* Paper presented as an invited speaker at the
School for Foreign Languages. Yunnan Normal University,
Kunming.

Pawan, F. (2017, July 28). *Shifts toward responsive English language
teaching pedagogy.* Dominican Republic TESOL, Santo Domingo:
Dominican Republic.(Keynote)

Pawan, F. (2017, April 23). *Pedagogy and English language teaching
online.* Paper presented at the 2017 International Conference
on Higher Education administration Innovation in the New Era.
Kunming, China*.*

Pawan, F. (2016, February 2). *Pedagogical perspectives on diverse
learners across diverse learning platforms*. Paper presented at
the Future Faculty Conference, Indiana University, Bloomington.

Pawan, F. (2015, April 10). *Pedagogy trumps technology in online
instruction. Center of Excellence for Women in Technology*.
Indiana University.

Pawan, F., Warren, A., Park, J., Howell, C., & Ding, A. (2015, March 27).
Pedagogy and practice in online language teacher education.
Workshop undertaken at the TESOL International Conference,
Baltimore, MD.

Pawan, F. (2015, March 19). *The professional development of Native and Non-Native English Language Teachers*. Avrupa School, Kazlıçeşme, Istanbul, Turkey.

Pawan. F. (2014, February). *Mainstreaming near-proficient but academically underprepared ESL students in public school classrooms*. Indiana State EL Conference. Lafayette, Indiana.

Pawan, F. (2014, February). *Moving on up: WIDA-based instruction for near-proficient students*. Indiana State EL Conference, Layfayette, Indiana.

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Pawan, F. (2008, July). *English language learners in Indiana: A call for teacher collaboration*. Indiana University Media Seminar, Indiana University Purdue University (IUPUI), Indianapolis, Indiana.

Pawan, F. (2008, June). *An overview on advocacy for English Language learners in Indiana*. Paper presented at the Armstrong Teacher Award Retreat, School of Education, Bloomington, Indiana.

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	Pawan, F. (2001, October). *Second and foreign language teaching and learning issues in Indiana schools*. Paper presented at the ESL Taskforce Symposium, Indianapolis, Indiana. Pawan, F. (1998, July). *CALLA, Reading Inventory, Transmediation and ITI*. Paper presented at the Applied Linguistics/CELT In-Service Training Forum, Bloomington, Indiana. Pawan, F. (1996, October). *Using stories and storytelling in a multi-skilled context*. Paper presented at at the Indiana Foreign Language Teachers Conference, Indianapolis, Indiana. Pawan, F. (1996, June). *The expectations of graduate students' success in an American tertiary institution*. Paper presented at the COLFUTORO Workshop, Bloomington, Indiana. Pawan, F. (1995, November). *Using stories and storytelling in an ESL classroom*. Paper presented at the Conference of Indiana Teachers of English to Speakers of Other Languages (INTESOL), Indianapolis, Indiana. Pawan, F. (1995, October). *Practical approaches to teaching culture in an ESL classroom.* Paper presented at the Indiana Foreign Language Teachers Conference, Indianapolis, Indiana. Hughes-Wilhelm, K. & Pawan, F. (1994). *Maintaining the delicate balance between professional and personal relationships while teaching in South East Asian university environments*. Paper presented at the MidWest TESOL/NAFSA Conference, St. Louis, Missouri. Pawan, F. (1991, July). *The social and political messages of Tajima Shinji's "The Legend of the Amazing Planet."* Paper presented at the Dewan Bahasa dan Pustaka Seminar, Kuala Lumpur. Pawan, F. (1990, September). *Cultural differences affecting Malaysian students in an American university setting and their instructional implications*. Center for Preparatory Studies Conference, Shah Alam.
PROFESSIONAL ORGANIZATIONS	▪ American Educational Research Association (AERA) ▪ Teachers of English to Speakers of Other Languages (TESOL) ▪ Association for Educational Communications & Technology (AECT) ▪ Online Learning Consortium (SLOAN) ▪ American Association for Applied Linguistics (AAAL) ▪ American Association for Colleges for Teacher Educators (AACTE) ▪ International Reading Association (IRA) ▪ Indiana Teachers of English to Speakers of Other Languages (INTESOL) ▪ Bloomington Storytellers Guild

| Doctoral Students (completed) | Chair:
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Ai-Chu Elisha Ding (2018) (Co-Chair)
Mika Moko (2018)
Mateus Yumarnamto (2016)
Yi Chin Hsieh (2015)
Jae Han Park (2014)
Emilija Zlatkovska (2012)
Jeremy Ortloff (2011)
Pu Hong (2010)
Ginger Sietman (2009)
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Emma Everson (2021)
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Yuran Wang (2020)
Shuya Xu (2019)
Crystal Howell (2018)
Remzi Kizilboga (2018)
Michelle C.S. Greene (2014)
Carmen Macharaschwilli (2013)
Stephen Smith (2011)
Mun-Woo Lee (2010)
Peng, Jui-Ching (2009)
Hui-Chun Hsieh (2008)
Ming-Fang Hsieh (2006) |
| REFERENCES | Provided upon request |