

Gumiko Monobe
Associate Professor
School of Teaching, Learning & Curriculum Studies
Kent State University
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Kent OH, 44242
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ACADEMIC BACKGROUND

- Ph.D. 2010 The Ohio State University, Columbus, OH
Emphasis: Multicultural Education/ Teacher Education/
Language, Literacy, and Culture/ Children's Literature
Dissertation: *Narratives of Identity and Culturally Relevant Practices of Japanese Descent Teachers*
- M.A. 2003 The Ohio State University, Columbus, OH
Emphasis: Children's Literature/ Drama/ Language, Literacy, and Culture
- B.Ed. 1990 Yokohama National University, Yokohama, Japan
Elementary Education (Grades 1st through 6th)

Supplemental Education

- 2000 Tamagawa University, Tokyo, Japan
Teacher Certification (Pre-K)
- 1996-1997 Non-Degree Master Student, Purdue University, West Lafayette
Indiana, School of Education
Emphasis: Language, Literacy and Diversity, Children's Literature,
Comparison of Early Childhood Education in the United States to Japan
- Certification*
- Teacher Certification for Pre-K in Japan
Teacher Certification for Grades 1-6 in Japan

PROFESSIONAL EXPERIENCE

Higher Education Professional Experience

- 2018- Tenured Associate Professor
Teaching, Learning and Curriculum Studies,
Kent State University, Kent, Ohio
- 2010-Spring, 2018 Tenure Track Assistant Professor, Literacy/Early Childhood,
Teaching, Learning and Curriculum Studies,
Kent State University, Kent, Ohio

- 2006-2008 The Ohio State University, Columbus, OH
Graduate Instructor, School of Teaching and Learning
- 2003-2008 The Ohio State University, Columbus, OH
Early Childhood, Master of Education Supervisor
School of Teaching and Learning
- Spring, 2004 The Ohio State University, Columbus, OH
Graduate Research Assistant, Reading Recovery Project
Language, Literacy and Culture, School of Teaching and Learning

PUBLICATIONS

Refereed Journal Articles

- Monobe, G. & Bedrosian, W. (In Progress). Understanding complexity of an emergent bilingual/Immigrant child's experiences using Bronfenbrenner's bioecological system theory. *Early Childhood Education Journal*.
- Spates, K., & Monobe, G. (Revised and resubmitted). Invisible chains: A Closer look at Children's books in the era of mass incarceration. *The Urban Review*.
- Monobe, G. & Ruan, J. (2020). Analysis of popular educational manga on World War II for students in Japan. *Journal of Peace Education*, DOI: [10.1080/17400201.2020.1819216](https://doi.org/10.1080/17400201.2020.1819216)
- Monobe, G. & Seidl, B. (2019). "We have stories to share!": Narratives of Identity and Perspectives of Japanese Descent Teachers in the USA. *Journal of Family Diversity in Education*, 3 (3), 88-111. *(Bilingual Teachers)
- Bintz, W. P., & Monobe, G. (2018). Interdisciplinary curriculum: Using poetry to integrate reading and writing across the curriculum. *Middle School Journal*, 49(3), 36-48.
- Bintz, W.P. & Monobe, G. (2017). Using literature to help students better understand the complexities between immigration, migration, and emigration. *Ohio Journal of Language Arts*, 57 (1), 31-38.
- Monobe, G., McTeer, J. & Bintz, B. (2017). Developing reading confidence of English language learners with whole class repeated reading. *The Reading Teacher*, 71 (3), 347-350.
- Wiggins, J. & Monobe, G. (2017). Positioning self in "figured worlds": Using poetic inquiry to theorize transnational experiences in education. *The Urban Review*, 49 (1), 153-168.
- Ruan, J., Nie, Y., Hong, J., Monobe, G., Zheng, G., Kambara, H., & You, S. (2016). Revising and validating achievement emotions questionnaire - teachers (AEQ-T). *Journal of Educational Psychology*, 5(1), 80-107.

- Lash, M., Monobe, G., Kursun, D., & Black, F. (2016). Seven wonders of the early childhood world. *Childhood Education*, 92(3), 236-246.
- Ruan, J., Nei, Y., Hong, J., Monobe, G., Zheng, G., Kambara, H., & You, S. (2015). Cross-cultural validation of teachers' sense of efficacy scale in three Asian countries: Test of measurement invariance. *Journal of Psychoeducational Assessment*, 33(8), 769-779.
- Seidl, B. L., Monobe, G., Conley, M. D., Burgos, L. P., Rivera, H. J., & Uchida, C. H. (2015). Multicultural apprenticeships in teacher education. *Teaching Education*, 26(3), 294-309.
- Monobe, G., & Son, E. (2014). Use children's literature and drama to explore children's lives in the context of global conflicts. *The Social Studies*, 105(2), 69-74.
- Son, E., & Monobe, G. (2012). Finding contemporary voices of Native Americans through critical reading in classroom. *California English Journal*, 18(1), 16-19.
- Haneda, M., & Monobe, G. (2009). Bilingual and biliteracy practices: Japanese adolescents living in the United States. *Journal of Asian Pacific Communication*, 19(1), 7-29.

Book Chapter

- Bintz, W. P., & Monobe, G. (Reprint, 2020). Interdisciplinary curriculum: Using poetry to integrate reading and writing across the curriculum. In L. Harrison, E. Hurd, & K Brinegar. *Integrative and Interdisciplinary Curriculum in the Middle School*. Routledge.
- Monobe, G. & Turner, S. (2018). Using multicultural and international literature across content areas. In J. Dowdy & R. Fleischaker. (Eds.). *Text Sets: Multimodal Learning for Multicultural Students* (pp. -). Leiden, The Netherlands: Brill.
- Monobe, G. (2016). Using multicultural literature to teach children about race. In T. Husband (Ed.), *But I don't see colors: The perils, practices, and possibilities of antiracist education* (pp. 41-48). Rotterdam, The Netherlands: Sense Publishers.
- Monobe, G. (2014). Boosting critical social and historical imagination through process drama. In J. Dowdy & K. Cushner (Eds.), *Reading between the lines: Activities for developing social awareness literacy* (pp. 127-132). Lanham, MD: R&L Education.

Refereed Conference Proceedings

- Monobe, G., & Uchida, C. (2015). 自分史の掘り起こしと多文化教師教育者としてのアイデンティティ形成:対話的なナラティブ分析の試み (Identity development of multicultural educators through collaborative autobiography: Using conversational narrative inquiry. *The 36th Intercultural Education Society of Japan*, 154-155, Chiba Japan.
- *Uchida, C., & Monobe, G. (2014). 異文化間で形成される多文化教師教育者ナラティブ分析:日本人としてとりくむ多文化教師教育とは (Analysis of two multicultural educators'

narratives created in cross-cultural and transnational contexts: What can we do as multicultural educators in Japan?). *The 35th Intercultural Education Society of Japan*, 50-51.
 *(Since I was not able to attend the conference, per Japanese protocol, my name appeared as not as a co-author but as a co-researcher.)

Monograph

Bintz, W. P., & Monobe, G. (2018). Interdisciplinary curriculum: Using poetry to integrate reading and writing across the curriculum. *Middle School Journal*, 49(3), 36-48.

Non- Refereed International Journals

- Monobe, G. (2004). Lois Lowry: Author, The United States. *Bookbird: A Journal of International Children's Literature: Special Issue, The Hans Christian Andersen Awards*, 42(4), 65.
 Monobe, G. (2004). Satoru Sato: Author, Japan. *Bookbird: A Journal of International Children's Literature: Special Issue, The Hans Christian Andersen Awards*, 42(4), 45.
 Monobe, G. (2002). Joke Van Leeuwen: Author, Netherlands. *Bookbird: A Journal of International Children's Literature: Special Issue, The Hans Christian Andersen Awards*, 40(4), 45.
 Monobe, G. (2002). Momoko Ishii: Author, Japan. *Bookbird: A Journal of International Children's Literature: Special Issue, The Hans Christian Andersen Awards*, 40(4), 44.

REFEED PRESENTATIONS

International/ National Conference Presentations

- Monobe, G. (2020, April). *Revealing a Japanese emergent bilingual child's complex experience in USA: Rewinding time to search a way to support his Success*. The 2020 Asian Conference on Language, Tokyo, Japan (Virtual)
- Ruan, J, Hong, J, Monobe, G, & Kambara, H. (2019, August). *A study of the job satisfaction of reading teachers in three Asian countries*. CPH 2019 Conference on Literacy, The 18th Nordic Literacy Conference & The 21st European Conference on Literacy, Copenhagen, Denmark.
- Monobe, G., & Wiggins, J. L. (2019, April). Positioning self in "figured world" in/between/beyond two Languages and multiple cultures: Theorizing transnational experiences in education. The 2019 Annual Meeting of American Educational Research Association, Toronto, Canada.
- Monobe, G. & Bedrosian, W. (2018, Oct.). Unveiling complexity of an emergent bilingual/Immigrant child's experiences using Bronfenbrenner's bioecological system theory. The 26th International Reconceptualization of Early Childhood Education in Copenhagen, Denmark.
- Monobe, G. (2018, Oct). *How to 'Read' Immigrant and Refugee Picture Books*. The 34th Virginia Hamilton and Annual Literacy Conference, Kent, OH.
- Spates, K, Monobe, G., Albritton, K. (2017, October). *Invisible chains: A Closer look at Children's books in the era of mass incarceration*. The Annual Association for Applied & Clinical Sociology Conference, Cleveland, OH.
- Monobe, G., & Ruan, J. (2016, December). *Critical analysis of popular World War II history texts for students in Japan*. In *Lessons from around the globe: International literacies, mobility, and social transformation*. The 66th Literacy Research Association Annual Conference,

Nashville, TN.

Turner, S., & Monobe, G. (2016, November). *Bridge to equity: Encouraging discourse among young adults using a black feminist reading of award-winning literature featuring non-white female protagonists*. The 26th National Association for Multicultural Education, Cleveland, OH.

Monobe, G. (2016, July). *Creating a culturally and linguistically relevant learning experience with play for a young emergent bilingual child*. The United Kingdom Literacy Association 52nd International Conference, Bristol, UK.

Monobe, G., & Uchida, C. (2015, June).

自分史の掘り起こしと多文化教師教育者としてのアイデンティティ形成: 対話的なナラティブ分析の試み (*Identity development of multicultural educators through collaborative autobiography: Using conversational narrative inquiry*). 第36回異文化間教育学会 (The 36th Intercultural Education Society of Japan), Chiba, Japan.

Isik-Ercan, Z., Monobe, G., & Seidl, B. (2015, April). *Families and teachers creating cross-cultural third space: Negotiating heritage, identity and schooling*. The annual meeting of American Educational Research Association, Chicago, IL.

Monobe, G., Vetere, T., & Haneda, M. (2015, March). *Overcoming the "model minority" myth: The case of an emergent bilingual child*. The 2015 American Association for Applied Linguistics, Toronto, Canada.

Monobe, G. (2014, November). *How one Japanese immigrant boy became so behind academically: Minding the gaps in early childhood English-only education*. In a symposium, Feeding the controversy of Immigrant and Refugees: Actor-Network-Actions about child learners, families as teachers, and teachers as learners. The 22nd International Reconceptualizing Early Childhood Education. Kent, OH.

Nagelinger, J., Bintz, W., Rasinski, T., & Monobe, G. (2014, July). *Continuing the tradition: Extending oral reading fluency to content area instruction*. The United Kingdom Literacy Association 50th International Conference, Sussex, UK.

*Uchida, C., & Monobe, G. (2014, June). 異文化間で形成される多文化教師教育者ナラティブ分析: 日本人としてとりくむ多文化教師教育とは (*Analysis of two multicultural educators' narratives created in cross-cultural and transnational contexts: What can we do as multicultural educators in Japan?*). 第35回異文化間教育学会 (The 35th Intercultural Education Society of Japan). Kyoto, Japan. *(Since I was not able to attend the conference, per Japanese protocol, my name appeared as not as a co-author but as a co-researcher.)

Wiggins, J., & Monobe, G. (2014, May). *Reflective poems as of voices of children who lived transnational lives: Fluidity in identity construction- in/ between/ beyond societies and nations*. The 9th International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Monobe, G., & Nigh, J. (2014, April). *Growing 21st century global citizens through multicultural/ international children's Literature*. The 30th Annual Virginia Hamilton Conference, Kent, OH.

Monobe, G. (2013, December). *Political and Critical Analysis of National Standard of Kokugo, Japanese Language Arts in Elementary Education*. In a symposium, Policies Shaping Language and Literacy Learning in Four Asian Countries. The 63rd Annual Conference of The Literacy Research Association, Dallas, TX.

Monobe, G. (2013, April). *Are we listening to teachers: Learning about Asian immigrant children from Asian immigrant teachers' narratives*. The annual meeting of American Educational Research Association, San Francisco, CA. *(Bilingual Teachers)

- Monobe, G., & Wiggins, J. (2013, April). *Co-constructing transnational narratives: Two educators examine fluid identities in/ between/ beyond societies and nations*. The annual meeting of American Educational Research Association, San Francisco, CA. *(Bilingual Teachers)
- Monobe, G., & Nigh, J. (2013, April). *The goodness of international/ multicultural literature for ELL and immigrant students*. The 29th Annual Virginia Hamilton Conference, Kent, OH.
- Monobe, G. (2012, December). *Pedagogy of bilingual and cross-languages space for bilingual students in and outside of classrooms*. The 62nd Annual Conference of The Literacy Research Association, San Diego, CA.
- Monobe, G. (2012, August). *Bilingual children's critical interpretations and responses to the English and Japanese versions of Anthony Browne's Voices in the Park*. The 33rd International Congress of the International Board on Books for Young People (IBBY). London, UK.
- Lash, M., Kroeger, J., & Monobe, G. (2012). *Developing a conceptual framework reflecting global goals*. International Baccalaureate Conference of the Americas, Mexico.
- Monobe, G. (2012, May). *The Power of (re)theorizing life stories in owning our lives: Generational narratives of Japanese immigrant women in the U.S.* The 7th International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Monobe, G. (2012, April). *Culturally relevant practices of immigrant teachers: Hybrid global and local life experiences in teaching*. The annual meeting of American Educational Research Association. Vancouver, British Columbia, Canada.
- Monobe, G. (2011, December). *Create transnational bilingual and bicultural spaces with immigrant children*. The 61st Annual Conference of The Literacy Research Association. Jacksonville, FL.
- Monobe, G. (2011, May). *Interpreting transnational agency and identity of Asian immigrant teachers using Asian feminist epistemology*. The 7th International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Monobe, G. (2008, March). *Japanese descendant teachers in two generations: The search for identity, voice, and motivation through teaching*. The annual meeting of American Educational Research Association, New York, NY.
- Monobe, G., Rivera, J., & Uchida, C. (2008, March). *Learning to speak the language of School Success for ELL's: Embracing language diversity*. The annual meeting of American Educational Research Association. New York, NY.
- Colabucci, L., Conley, M., Monobe, G., Rivera, J., & Seidl, B. (2007, October). *Avoiding voyeurism: Long-Term, community based experience*. The Annual International Conference of the National Association of Multicultural Education, Baltimore, MD.
- Monobe, G. (2007, May). *I am the moon and I am a chameleon: Negotiating cultural and teacher identities*. The International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Dillard, C.B., Husband, T., Monobe, G., Oglebees, J., & Pierre, Y. (2007, May). *Moving beyond nostalgia: Race/ Cultural memory in qualitative research*. The International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Dillard, C.B., Husband, T., Johnson, E.C., Monobe, G., Oglebees, J., Thomas, A., & Varner, K. (2006, April). *Affirming diversity, inviting spirit: En(couraging) activist praxis in educational research*. The annual meeting of American Educational Research Association, San Francisco, CA.

- Monobe, G. (2005, November). *Gaining multiple perspectives through role-play: Discussing the use of lesbian and gay children's books in schools*. The National Association of Multicultural Education, Atlanta, GA.
- Johnson, E. C., & Monobe, G. (2004, July). *Coaching novice teachers to use drama in the social studies and language arts classroom*. The International Drama and Education Association, Ottawa, Ontario, Canada.
- Monobe, G., Su, Y., & Wu, C. (2004, March). *Resonance of voices: Children's responses to translated picture books*. *International Conference: Children's Literature in Translation: Challenges and Strategies*. Hogeschool voor Wetenschap en Kunst, Campus Vlekhoe at Brussels, Belgium.

Regional Refereed Conference Presentations

- Monobe, G, Joseph, M, Bush, ML, Lower, J. Lopez, R.R, Rodriguez, K.C., & Vazquez, N.L. (2019). *Cultural Cafe: Building a place to belong for students who come from diverse linguistic, national, and other diverse backgrounds' Bi/Multilingual/Bi/Multicultural High School Students*. Ohio Latino Education Summit at Kent State University, OH.
- Monobe, G. (2015, October). *Preparing effective teachers for ELL and immigrant students and families learning from ELL/immigrant populations*. The 22nd Annual Conference Celebrating Teaching, at Kent State University, OH.
- Lash, M., Kursun, D., & Monobe, G. (2014, May). *Content analysis of early childhood curricula in light of IBPYP framework*. 1st annual EHHS Research Gallery, Kent, OH.

AWARDS/RECOGNITION

- Monobe, G. (2020). Flash Take Care of Flash. College of Education, Health and Human Service, Kent State University
- Monobe, G. (2020). Bilingual Education Research SIG certificate of appreciation for outstanding SIG leadership
- Monobe, G. (2019). Bilingual Education Research SIG certificate of appreciation for outstanding SIG leadership
- Monobe, G. (2018-2019). Building Leadership for Change Through School Immersion" in Recognition of support as a Faculty Mentor from College of Education, Health and Human Service, Kent State University.
- Monobe, G. (2018). Major Contributions to Kent City Schools from Board of Education, Kent City School.
- Monobe, G. (2015, October). Outstanding Poster Presentation Award for *Preparing Effective teachers for ELL and Immigrant Students and Families Learning from ELL/Immigrant Populations*. The 22nd Annual Conference Celebrating Teaching, Kent State University, Kent, OH.

FUNDING AND GRANT RELATED ACTIVITIES

- 2019 Craig, T. Embracing our Community GAR Foundation grant. \$10,000 (Non-Awarded). (Consult)
- 2016 Monobe, G., & Kratcosky, A. "Tomodachi E-Project: A cross-cultural/intercultural collaborative learning and inquiry experience between children from Japan and the U.S." United States-Japan Foundation, New York, NY. \$47,954.93 (Non-Awarded)
- 2016 Monobe, G. "Cross-cultural/Intercultural collaborative learning and inquiry between children and teachers in Japan and the U.S." Ferris Family Innovative Award, Kent, OH. \$24,000 (Non-Awarded)
- 2015 Monobe, G., & Kratcosky, A. "Cross-Cultural/intercultural collaborative learning and inquiry between children in Japan and children in the U.S." United States-Japan Foundation, New York, NY. \$58,669.36 (Non-Awarded)
- 2013 Lash, M., Monobe, G., Black, F., & Kursun, D. "Early years in the PYP: A literature review". International Baccalaureate Organization, The Hague, The Netherlands. \$5,000.00 (Awarded)
- 2012 Monobe, G. "Exploring effective and community base learning space with transnational/immigrant children and families in Japan." EHHS Pre-tenure Faculty Research Development Grant. \$2,000.00 (Non-Awarded)
- 2012 Wilfong, L., Gruhler, D., Monobe, G., & Sato, T. "Create a bank of instructional resources for classroom teachers and teacher education who work with English language learners (ELL)." Innovative Curriculum Proposal II. Kent State University. \$3,200.00 (Awarded)
- Research Travel Grant, Kent State University \$750.00 (2016), \$500.00 (2014, 2013, 2012a, 2012b, 2011).
- University Teaching Council Travel Grant \$800.00 (2016), \$500.00 (2015)
- 2007 AERA Division K Teacher and Teacher Education Travel Grant \$500.00
- 2004 Research at Thomas Jefferson School; Concepcion, Chile
International Study, Research Grant from School of Teaching & Learning and Office of International Education, The Ohio State University. \$5,000.00 (Awarded)
- The Ohio State University, College of Education Scholarship (2005, 2006, 2008)
The Ohio State University - Graduate Student Conference Grant (2004, 2007)

INVITED PRESENTATIONS/ SYMPOSIUMS

International/ National Presentations/ Symposiums

- Monobe, G. (June, 2013). *Education system and curriculum of universities in United States for the engineers, scientists, and educators of the future*. Presented at 信州大学, Shinshu University, Nagoya, Japan.
- Monobe, G. (April, 2013). *The goodness of international/ multicultural literature for ELL and immigrant students*. Presented at the Annual Virginia Hamilton Conference, Kent, OH.
- Monobe, G. (February, 2012). *Creating space to regain voices, agencies and self-worthiness with friends: 補習校6年生のクラスにおけるドラマメソッドの実践*. Invited by a grant

group, 海外にルーツがある文化的に多様な子ども達の表現活動を中心とした学習共同体の研究, funded by 科学研究費助成事業, Grants-in-Aid-for Scientific Research, Japan. Presented at University of California, San Diego.

Monobe, G. (December, 2008). *Introducing guided teacher education and the roles of field supervisors in teacher certificate programs*. Presented at Yokohama National University, Yokohama, Japan.

Monobe, G. (December, 2008). *Introducing guided teacher education and the role of field supervisor in teacher certificate programs*. Presented for Kyoto University of Education, Kyoto, Japan.

Monobe, G. (December, 2008). *Proposing a reform of the teacher education field experience in Japan*. Presented at Kyoto University of Education, Kyoto, Japan.

Monobe, G. (December, 2008). *Introducing the guided teacher education programs and the roles of field supervisor in teacher certificate programs*. Presented at Hiroshima University, Hiroshima, Japan.

TEACHING, ADVISING & SUPERVISION

Ph.D. Advisor

Stancy Sykes (2020-Present)

Yasmin Aljouf (Present) (Co-Advisor)

Dissertation Director/Co-Director

Wafa Farhat (2018-Present) (co-Director)

Haoting Cui, director (2015-Present) (Director)

Doctoral/ Dissertation Committees

Yu Li Committee (January 2019-Present)

Jarred Zapolink (2020-Present)

Lolagul Raimbekova, co-directed (Dec, 2017-April, 2018)

Sharyn Turner (Spring, 2016-2018)

Po-Sen Huang (2014-2017)

Kim Talentino, directed (Fall, 2016)

Shu-Ching Chang (2014-2015)

Kathleen Heydorn, co-directed (2014-2015)

Haoting Cui, co-directed (2013-2015)

Dissertation Committees (Defended):

Janis McTeer, co-directed (2017-2020)

Jennifer Toney (Fall, 2016-2017)

Kathleen Heydorn, co-directed (Co-Director, 2015-2017)

Shu-Ching Chang (2015-2017)

Courses/Workshops

Kent State University

C&I 6/71112 Multicultural Education	Fall 2020
ECED 22222 Integrated Primary Curriculum	Spring 2021, Fall 2020
ECED 60169 Understanding Emergent Bilingual/Immigrant Children and Their Family	Summer 2020, Fall 2017
ECED 80300 Research in Early Childhood Education-Teaching and Learning: Emergent Bilingual/Immigrant Children	Spring 2018
ECED 60171 Teaching and Learning: Emergent Bilingual/Immigrant Children	Spring 2018
ECED 80298 Research in Early Childhood Education: Understanding Emergent Bilingual/Immigrant Children and Their Family	Fall 2017
C&I 87342 Seminar in Reading and Language	Spring 2016
C&I 7/67005 Intercultural Dimensions of Teaching and Learning (Hybrid)	Summer 2020, Summer 2015
C&I 6/77395 Multicultural/ International Voices in Children's and Young Adult Literature (Hybrid)	Summer, 2020, Summer, 2019 Summer 2018, Summer 2017, Summer 2016, Summer 2015 Summer 2014, Summer 2013
ECED 60167 Language & Literacy: Understanding Development	Fall, 2019, Fall, 2017, Fall 2015, Fall 2014 Fall 2013, Fall 2012
ECED 67296 Individual Investigation in Early Childhood Education	Summer 2018, Summer 2015, Spring 2014 Spring 2013, Spring 2012
ECED 40142 Home-School Community Partnership in Diverse Contexts	Fall, 2019, Spring 2019 Fall 2018, Spring 2018
ECED 30123 Language and Literacy for the Preschool Child	Spring, 2019, Fall 2018 Spring 2018, Fall 2017

Spring 2017, Fall 2016
 Spring 2016, Fall 2015
 Spring 2015, Fall 2014
 Spring 2014, Fall 2013
 Spring 2013, Fall 2012
 Spring 2012, Fall 2011
 Spring 2011, Fall 2010

ECED 10120 Introduction to Early Childhood Services Spring, 2013

C&I 50003 Language Arts Summer 2012
 [Co-instructor at Kent Education Excellent Partnership (KEEP) Language Arts
 Academy (Over 120 teachers attended)]

The Ohio State University

EDUT&L467 Introduction to Children's Literature Fall 2006, Winter 2007, Spring 2007,
 Summer 2007, Fall 2007, Winter 2008,
 Spring 2008

EDUT&L853 Critical Reading in the Content Field Fall 2006
 [Co-instructor with Dr. Carrie Scheckelhoff]

2003-2006 Field Experience M.Ed. Seminar Course, [Assisted and Co-instructed]
 Graduate School of Teaching and Learning,
 The Ohio State University, Columbus, Ohio

2004-2005 M.Ed. Year Long Seminar Course: Second Language Learner Focus Group,
 Co-instructor - Graduate School of Teaching and Learning, The Ohio State
 University, Columbus, Ohio [First ELL focus course in the program, which I
 created with other instructors.]

University Supervision

The Ohio State University

2003-2008 Field Experience Supervisor of Preservice Teachers,
 Early Childhood Master of Education (M.Ed.)

Selected Guest Teacher/ Lecturer

Kent State University

October 24, 2013

C&I 4/57502 Teaching Science in Early and Middle Childhood by Dr. Sara Raven
 June 26, 2013 Advanced Qualitative Research by Dr. Susan Iverson

February 22, 2011

Residency II Taught by Dr. Wendy Kasten
 October 27, 2010

Residency I Taught by Dr. Teresa Rishel

The Ohio State University

- January 2006 Teaching and Learning of Social Studies in Grades Pre K-3
Taught by Dr. Cynthia B. Dillard
Department of Integrated Teaching and Learning - Graduate
The Ohio State University, Columbus, Ohio
- October, 2005 Introductory Middle Social Studies Methods and Field Experience
Taught by Instructor Mr. Edric Johnson
Department of Integrated Teaching and Learning - Undergraduate
The Ohio State University, Columbus, Ohio
- October, 2004 Middle Social Studies Methods
Taught by Dr. Marilyn Johnston
Department of Integrated Teaching and Learning - Graduate
The Ohio State University, Columbus, Ohio

Other Professional Experience

- 2002-2005 Sixth Grade Classroom Teacher
Columbus Japanese Language School, Columbus, OH
Japanese Language Arts, Reading, Mathematics
- 1999-2001 Lead Teacher, Seijo Nursery School, Tokyo, Japan (Pre-K)
Responsibilities included:
- Designed, created and implemented a new age-level (toddler) class and curriculum: designed classroom, hired new teachers, and enrolled/ interviewed new students
 - Supervised and mentored novice teachers
- 1990-1996 Teacher, Tokyo Dalton School, Tokyo, Japan (Pre-K-1st grade)
- Lead Teacher (1994-1996)
 - Supervised and mentored novice teachers (1993-1996)
 - Designed and implemented a new afternoon class with art- infused, integrated curriculum

SERVICE AND CITIZENSHIP

Service to Professional

- Spring 2021-Present Chair of Symposium Task Force, Advocacy Group, Bilingual SIG
Spring 2018-Present Chair of the advocacy group, Bilingual Special Interest Group (SIG)
American Educational Research Association

Service to Local

- 2019-Present Co-Director, Diversity Committee, Team Kent (Kent City School and Kent State University Collaboration)

Service to University

2021-	Chair, Academic and Social Support for Diverse background (both international and “domestic”) Graduate students’ success during and after the program, College of Education, Health, and Human Service, Kent State University
2020-	Committee, Virginia Hamilton Conference on Multicultural Literacy for Youth, Kent State University
2020-	Chair, Decision Making Flow Committee
2020-	Committee, Problem Solving group, Anti-Racist Committee
2011-2016	Advisor, Japanese Culture Exchange Circle, Kent State University

Fall 2014-2019 English as Second Language Students Advisory Board, Kent State University

Service to Program/Department/College

June 2021	CDC IBPYP Coordinator/Research Coordinator Search Committee
Fall 2015- 2017	Lead, Early Childhood Program Diversity Committee
Fall 2014- Present Services	Diversity Committee Member, College of Education, Health, and Human Services
Fall 2018-2019 2011-2013	Committee Member, the Gerald H. Read Center for International and Intercultural Education (CIIE) Faculty Advisory Council
2012-2018	Committee Member, Child Development Center Institutional Review Board (IRB)
2010-2013	Committee Member, English Language Learner Study Group
2012	Committee Member, Lakeland Community College/ KSU ECED Articulation for the Holden University Center, Lakeland, OH.
2011-August 2012	Member of Faculty Leaders, Kent Education Excellent Partnership (KEEP) Language Arts Academy: A focus on the common core. Collaboration with teachers from eight different school districts (Aurora, Hudson, Stow Munroe Falls, Tallmadge, Akron, Cuyahoga Falls and Windham School Districts)

Hosted International Visiting Scholar

2017 -2018	Xia Liu
2016	Baiying Wang

Professional Development Workshops

Monobe, G. (March, 2018). *Teaching emergent bilingual children in early childhood Programs with understanding the children.* Block IV, Early Childhood Program, Kent State

University.

Monobe, G. (August, 2017). *Understanding refugee/ immigrant adults and children's experiences through picture books*. "Engaging English Language Learners in Classrooms?" Ohio Department of Higher Education, Improving Teacher Quality Professional Development program for Cleveland Public Schools.

Monobe, G. (August, 2016). *Understanding refugee/ immigrant adults and children's experiences through picture books*. "Engaging English Language Learners in Classrooms" Ohio Department of Higher Education, Improving Teacher Quality Professional Development program for Akron Public Schools.

Local School Workshops

Monobe, G. (May, 2016). *Reading books with other than English!: Bi/multilingual and bi/multicultural reading and play*. Holden Elementary School, Kent, OH.

Monobe, G. (March, 2016). *Reading books with other than English!: Bi/multilingual and bi/multicultural reading and play*. Sharpsville Elementary, Pittsburgh, PA.

Service to Profession

2019-Present	Reviewed for Journal of Language Literacy and Identity
2016-Present	Ad hoc reviewer for <i>The Reading Teacher</i>
2014- Present	Reviewer for American Educational Research Association, Annual Conference Bilingual SIG
2014-2019	Reviewer for <i>Journal of Family Diversity in Education</i>
2017	Reviewer for <i>Psychology</i>
2017	Reviewed for Oxford---Book Proposal Review
2016-2017	Reviewer for <i>Contemporary Issues in Early Childhood</i>
2013-2016	Reviewer for <i>Ohio Reading Teacher</i>
2012-2014	Reviewer for AERA Annual Conference Division G (Social Context of Education)
2013	Reviewer for <i>62nd Literacy Yearbook of the Literacy Research Association</i>
2011-2013	Reviewer for <i>International Journal of Multicultural Education</i>

- 2011 Section Chair at The 7th International Congress of Qualitative Inquiry
- 2010 Reviewer special issue: University Laboratory Preschools in the 21st Century, in *Early Education and Development*
- 2007 Reviewer for AERA Annual Conference Division K (Teacher Education)
- 2005 Reviewer for National Council of Teachers of English Assembly for Research (NCTEAR) Conference

Special Training

March, 2012 International Bachelorette/ Primary Years Program [IBPYP]-Level 1 Training

Professional Affiliations

American Educational Research Association (AERA)

Division:

Teaching and Teacher Education

Social Context of Education

Special Interest Group:

Bilingual Research Study

Narrative and Research

Multicultural/ Multiethnic Education

Language and Social Process

Second Language Research

Literacy Research Association (LRA)

Special Interest Group:

Multilingual and Multi-ethnicity SIG

International ICG

National Association for Multicultural Education (NAME)

The United Kingdom Literacy Association (UKLA)

異文化間教育学会 (Intercultural Education Society of Japan)