

Hazel Vega Quesada

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EDUCATION

- 2022 Clemson University, Clemson, SC
Ph.D. Learning Sciences
College of Education
Advisor: Dr. Golnaz Arastoopour Irgens
Dissertation: Identity Tensions and Negotiations of English Teachers in Costa Rica through Narrative Inquiry
- 2010 Universidad Nacional, Heredia, Costa Rica
Master's in Second Languages and Cultures
School of Literature and Language Sciences
- 2003 Universidad Nacional, Heredia, Costa Rica
Bachelor's in English Teaching
School of Literature and Language Sciences

PROFESSIONAL EMPLOYMENT HISTORY

- 2023- Grant Project Manager, Building Capacity for ESOL
Clemson University, South Carolina
- 2022 Instructional Designer for the grant "Inclusive Data Science Education for Rural Elementary Students: A Research Practice Partnership for Agile Learning," College of Education
Clemson University, South Carolina
- 2017-2022 Graduate Teacher of Record and Research Assistant, College of Education
Clemson University, South Carolina
- 2010-2017 Clinical Faculty, Department of Philosophy, Arts, and Languages
Universidad de Costa Rica, Costa Rica
- 2010-2011 Adjunct Faculty, School of Literature and Language Sciences

Universidad Nacional, Costa Rica

- 2009-2010 Teacher Trainer, Alliance CONARE and Ministry of Public Education for the English Education National Plan
Universidad de Costa Rica, Costa Rica
- 2006-2009 Teacher Coach & Trainer
Centro Cultural Costarricense Norteamericano, Costa Rica
- 2003-2006 English Teacher
Centro Cultural Costarricense Norteamericano, Costa Rica

RESEARCH INTERESTS

Language teacher identity, teacher learning, critical pedagogies, English as a second/foreign language, multimodality for teacher learning, participatory and designed-based research methods.

PUBLICATIONS

Peer-Reviewed Journal Articles (7)

Vega, H., & Fallas-Escobar, C. (Under review). Language Teacher Candidates of Color's Critical Emotional Work toward Interrogating Raciolinguistic Shame.

Vega, H., Howell, E., Kaminski, R., & Bates, C.C. (Under review). Reaching Teachers of Early Multilingual Learners through Professional Development: A Systematic Literature Review.

Bailey, C. S., **Vega, H.**, Adisa, I. O., & Arastoopour Irgens, G. (Revise and resubmit). Exploring the relationship between cognitive, affective, and politicized trust in the initial stages of participatory design research.

Savitz, R., **Vega, H.**, Gazioglu, M., & Hanes-Farmer, S. (2023). Literacy in geography? Exploration into a first-year social studies teacher's inclusion of literacy within her own instruction. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*. <https://doi.org/10.1080/00098655.2022.2156445>

Arastoopour Irgens, G., **Vega, H.**, Bailey, C. S., & Adisa, I. O. (2022). Characterizing children's conceptual knowledge and computational practices in a critical machine learning educational program. *International Journal of Child Computer Interaction*. 34(2022) 100541. 1-15. <https://doi.org/10.1016/j.ijcci.2022.100541>

Arastoopour Irgens, G., Bailey, C. S., Adisa, I. O., & **Vega, H.** (2022). Designing with and for youth: A participatory design research approach for expanding youth knowledge of critical machine learning. *Educational Technology & Society*. 26(4). 126-141. <https://www.jstor.org/stable/48695986>

Updated 12/18/2023

Gazioglu, M., Hanes-Farmer, S., Savitz, R., & **Vega, H.**, (2022). How a first-year geography teacher adapts instruction to respond to her students. *The Social Studies*, 1-12.
<https://doi.org/10.1080/00377996.2022.2046995>

Book Chapters (3)

Vega, H., (2023). Designing digital multimodal narratives in EFL teaching. In L. Barrantes Elizondo & Olivares-Garita, C. (Eds.) *Identity and Language Learning and Teaching in Costa Rica: Core Conceptual Underpinnings and Practices*. Routledge. 174-191. doi: 10.4324/9781003360025

Vega, H., & Fallas-Escobar, C. (2022). Language teacher candidates' emotion labor: Transcending circulating language ideologies. In L.J. Pentón Herrera, G. Roldán, & Trinh, E. (Eds.) *Teacher Well-Being in English Language Teaching: An Ecological Pathway*. Routledge. 187-206. doi:10.4324/9781003314936-17

Fallas-Escobar, C., & **Vega, H.** (under review). Language teacher candidates' linguistic agency. In M. Christison, & Krulatz, A. (Eds.) *Promoting Multilingual Practices with Linguistically Diverse Learners in Global Contexts*. Routledge.

Peer-Reviewed Conference Publications (10)

Vega, H., Arastoopour Irgens, G., Fayame, T., Lancaster, C. (2023) Participatory Quantitative Ethnography: Exploring New Possibilities. Melbourne, Australia. Fifth International Conference of Quantitative Ethnography. ICQE 2023.

Barany, A., Condon, Lara., Espino, Danielle., Hamilton, E., Lee, S., Lux, K. **Vega, H.**, & Foster, A. (2023) Identifying Identity: A Symposium Discussion on Identity Theory and Practice in QE. Melbourne, Australia. Fifth International Conference of Quantitative Ethnography. ICQE 2023.

Vega, H., Arastoopour Irgens, G., Famaye, T., Adisa, I. O., & Lancaster, C. (2023). Connect: A tool for collaborative interview data analysis. In Blikstein, P., Van Aalst, J., Kizito, R., & Brennan, K. (Eds.), *Proceedings of the 17th International Conference of the Learning Sciences - ICLS 2023* (pp. 2033-2034). International Society of the Learning Sciences.
<https://repository.isls.org/handle/1/10147>

Vega, H. (2022). Creating and discussing discourse networks with research participants: What can we learn? In Damşa, C., Barany, A. (Eds) *Advances in Quantitative Ethnography. ICQE 2022*. Fourth International Conference of Quantitative Ethnography. ICQE 2022. (pp. 117-131). Copenhagen, Denmark. Springer, Cham. https://doi.org/10.1007/978-3-031-31726-2_9

Scianna, J., Woodward, M., Galarza, B., Lee, S., Kaliisa, R., & **Vega, H.** (2022). Community at a distance: Understanding student interactions in course-based online discussion forums. In Damşa, C., Barany, A. (Eds) *Advances in Quantitative Ethnography. ICQE 2022*. Fourth

International Conference of Quantitative Ethnography. ICQE 2022. (pp. 270-284). Copenhagen, Denmark. Springer, Cham. https://doi.org/10.1007/978-3-031-31726-2_19

Vega, H. & Arastoopour Irgens, G. (2021). Constructing interpretations with participants through Epistemic Network Analysis: Towards participatory approaches in quantitative ethnography. In Wasson, B., & Zörge, S. (Eds) *Advances in Quantitative Ethnography: Third International Conference of Quantitative Ethnography, ICQE 2021*. (pp. 3-16) Springer. https://doi.org/10.1007/978-3-030-93859-8_1

Vega, H. & Arastoopour Irgens, G. (2021). Examining teacher reflection in a multimodal composition about identity. In de Vries, E., Hod, Y., & Ahn, J. (Eds.), *Proceedings of the 15th International Conference of the Learning Sciences (ICLS) 2021*. (pp. 1117-1118). Bochum, Germany: International Society of the Learning Sciences.

Vega, H., Arastoopour Irgens, G., & Bailey, C. S. (2020). Negotiating tensions: A study of pre-service English as foreign language teachers' sense of identity within their community of practice. In Ruiz, A. & Lee, S. (Eds), *Advances in Quantitative Ethnography: Second International Conference of Quantitative Ethnography, ICQE 2020*. (pp. 277-291) Springer. https://doi.org/10.1007/978-3-030-67788-6_19

Vega, H. & Arastoopour Irgens, G. (2020). Identity negotiation of pre-service teachers of English as a foreign language. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 4* (pp. 1990-1997). Nashville, Tennessee: International Society of the Learning Sciences. <https://repository.isls.org/bitstream/1/6484/1/1990-1997.pdf>

Ramírez Casalvolone, N. & **Vega, H.** (2016, June) *A leveling English course for prospective first-year students of the English majors of UCR, SO*. Proceedings of the II English Teaching Congress, Huetar Northern Region, CR. (pp. 243-253) Instituto Tecnológico de Costa Rica. ISBN 978-9968-641-37-1

Peer-Reviewed Conference Presentations (10)

Vega, H., & Fallas-Escobar. (2024, April). Language teacher candidates' experiences with linguistic shame. American Association for Applied Linguistics. Houston, TX.

Crook, K., **Vega, H.**, Howell, E., & Kaminski, R. (2024, April). A Systematic Review of Professional Development on Emergent Bilinguals for Mainstream Teachers in Early Grades. American Association for Applied Linguistics. Houston, TX.

Vega, H., Howell, E., Kaminski, R., & Crook, K. (2023, October). Professional Development for Teachers Serving Multilingual Learners in Early Elementary Education: A Review of the Literature. Bilingualism Matters Research Symposium. University of South Carolina, Columbia, SC.

Bailey, C. S., Adisa, I. O., **Vega, H.**, & Arastoopour Irgens, G. (2021, May). Cognitive, affective, and politicized trust in a community youth program: A participatory design research project. [Poster presentation]. Conference on Research in Equity and Sustained Participation in Engineering, Computing, and Technology.

Vega, H. (2021, February). Constructing interpretations with participants through Epistemic Network Analysis. [Poster presentation]. The Learning Sciences Poster Session, Clemson, SC.

Savitz, R.S., **Vega, H.**, Gazioglu, M., & Hines, S.M. (2020). *Literacy in history? Exploration into a first-year social studies teacher's inclusion of literacy within her own instruction*. Paper Presentation at Literacy Research Association in Houston, Texas.

Vega, H. (2020, April). *Successful components of teacher programs to integrate technology*, TESOL International Convention. Denver, CO. [Event canceled due to COVID-19]

Vega, H. (2019, September). *Exploring the learning experiences with ICT integration of pre-service teachers in a teacher education program for English as a foreign language*, Learning Sciences Graduate Student Conference. Northwestern University, Chicago, IL.

Vega, H. (2019, March). *The Need for a framework to study digital literacy among language learners*, Margins Conference. Clemson University, Clemson, SC.

Ramírez Casalvolone, N. & **Vega, H.** (2018, October). *Revisiting critical situations to understand the types of cultural and language preparation international graduate students need prior to arrival at their host institutions*, 1st International Conference on Literacy, Culture, and Language Education. Indiana University of Bloomington, Bloomington, IN.

Peer-Reviewed Symposia (1)

Buckingham Shum, S., Arastoopour Irgens, G., Moots, H., Phillips, M., Shah, M., **Vega, H.**, & Wooldridge, A. (2021). Participatory Quantitative Ethnography. Third International Conference of Quantitative Ethnography. ICQE 2021

Conference Presentations (2)

Vega, H. & Arastoopour Irgens, G. (2020). *Identity Negotiation among Language Pre-service Teachers: The Native Speaker as a Standard*. Learning Sciences Poster Session, Clemson, SC.

Schreuder, M., Kelley A., **Vega H.**, & Wilder, P. (2018, April). *The Transformational Impact of Disciplinary Literacy Professional Development on Teacher Self-Efficacy in the Four Core Subjects*. College of Education Research Forum, Clemson University, Clemson, SC.

Invited Talks

Invited Talk. (April 2023). Participatory Quantitative Ethnography: Tools and Challenges. QE Sandbox, International Society of Quantitative Ethnography.

Invited Talk. (October 2021). Data Curation. QE Accelerator, International Society of Quantitative Ethnography.

Invited Talk. (September 2021). Implications for giving participants a voice. International Society of Quantitative Ethnography Webinar Series. <https://youtu.be/ij6chDC92vU>

RESEARCH

Projects and Experience

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| 2023 | <p>Building Capacity for ESOL
Principal Investigator: Dr. Rebecca Kaminski, Co-principal investigators: Dr. Emily Howell & Dr. CC Bates
Project manager, directing the research, collecting and analyzing data, recruiting participants, manuscript writing
Project funded by the US Department of Education, Office of English Language Acquisition</p> |
| 2022 | <p>Inclusive Data Science Education for Rural Elementary Students: A Research Practice Partnership for Agile Learning
Principal Investigator: Danielle Hero
Participated as an instructional designer for a professional development course on data science for elementary school teachers.
Project funded by the National Science Foundation</p> |
| 2020-2022 | <p>Inclusive Computational Education and Design (ICED) - focused on community-based participatory design methods to co-design a critical data science education program for youth in after-school programs in Greenville, SC. Involved in data collection and analysis and grant writing.
Project funded by the National Science Foundation
<u>IDEA Lab</u></p> |
| 2019-2022 | <p>Exploring the Learning Experiences of EFL Pre-service Teachers with ICT Integration
Principal Investigator: Dr. Golnaz Arastoopour Irgens
IRB proposal, data collection instrument design, participants' recruitment, data collection, data analysis, <i>Clemson University, SC</i></p> |
| 2018-2021 | <p>Connected Learning Research (CLEAR) Lab
Active member of bi-weekly lab aimed at forming research collaborations, creating proposals, examining methodological approaches, sharing</p> |

scholarly work, and discussing pressing issues in the Learning Sciences, *Clemson University, SC*

2017-2019 Graduate Research Assistant
Dr. Jennifer Hall
Collaborated on an article on Perspectives of Bilingual Supervisees and Monolingual Supervisors (in progress), *Clemson University, SC*

2015-2017 Exploring the need for a leveling course for first-year students of the English Teaching Program.
Designed and piloted a leveling course to teach basic English to prospective students, examined the academic and personal impact of the course in order to propose the establishment of academic preparatory measures for students with low competence in English, *Universidad de Costa Rica, Costa Rica*

TEACHING, MENTORING, & PROFESSIONAL DEVELOPMENT

Teaching Experience

2023 Adjunct Instructor
*EDLT 8250: Cultural Diversity, *Clemson University, SC*

2022 Graduate Student Instructor
EDF3020: Educational Psychology, *Clemson University, SC*

2021 Graduate Student Instructor
*EDLT 8220: Strategies for ESOL, *Clemson University, SC*
*EDLT 8140: Reading and Writing Instruction and Assessment for Emergent Bilingual Students, *Clemson University, SC*

2020 Graduate Student Instructor
EDF 3080: Classroom Assessment, *Clemson University, SC*

2019 Graduate Student Instructor
*EDF 8080: Contemporary Issues in Assessment, *Clemson University, SC*

2019, 2020
(summer) Teacher of Record
*EDF 8020: Learning and Motivation in Context, *Clemson University, SC*

2018, 2019,
2021 (summer) Graduate Teaching Assistant
EDF 3020: Educational Psychology
*EDF 8080: Contemporary Issues in Assessment, *Clemson University, SC*

2018 (summer),
2021 Teacher of Record

*EDLT 8140: Reading and Writing Instruction and Assessment for Emergent Bilingual Students, *Clemson University, SC*

- 2018, 2019 Graduate Student Instructor
EDLT 4670: Principles and Strategies for TESOL in Elementary Schools, *Clemson University, SC*
- 2017 Graduate Teaching Assistant
EDLT 4670: Principles and Strategies for TESOL in Elementary Schools, *Clemson University, SC*
- 2010-2017 Instructor
Instructor of courses on English language, research, and culture in the bachelor's Program in English Teaching
Instructor of English language courses for the bachelor's Program in Ecotourism, *Universidad de Costa Rica, Sede Occidente, Costa Rica*
- 2010-2011 Instructor
*Instructor of the course Quantitative Studies of the Master's Program in Second Languages and Cultures.
Instructor of the course Integrated English for students of different majors, *Universidad Nacional de Costa Rica, Heredia, Costa Rica*
- 2003-2006 English as a Foreign Language Teacher
Taught EFL conversational and skills-integrated courses for adults and teenagers in different language proficiency levels, ranging from beginner to advanced, *Centro Cultural Costarricense Norteamericano, Costa Rica*

**Indicates graduate courses*

Underlined courses indicate online instruction modality

Mentoring Experience

- 2023 Doctoral Consortium Co-Chair
Fifth International Conference of Quantitative Ethnography. ICQE 2023
Planned and directed the event; coached advanced doctoral student participants.
- 2021 Facilitator
Quantitative Ethnography (QE) Accelerator, *Online event*.
Gave talks and advised researchers on how to use quantitative ethnography
- 2016-2017 Thesis Chair

Guided students in the English Education program during data collection, thesis writing, and oral defense for their Licenciatura degree at Universidad de Costa Rica.

Teacher Professional Development Experience

- 2009-2010 Teacher Trainer
 Taught English language and language pedagogy courses aimed at improving the language and teaching skills of in-service English teachers of the Ministry of Education, *CONARE-MEP, Universidad de Costa Rica, Plan Nacional de Inglés, Costa Rica*
- 2006-2009 Teacher Coach & Trainer
 Supervised and evaluated EFL teachers through class observations, special projects, and reflective tasks; designed and implemented a professional development program for teachers, *Centro Cultural Costarricense Norteamericano, Costa Rica*

CERTIFICATIONS

- 2015 TESOL International Certification, *World Learning, School of International Training (SIT)*
- 2010 Certificate Course in Skills and Principles of Language Teaching Training, *World Learning, School of International Training (SIT)*

PROFESSIONAL SERVICE

- 2023 Reviewer Teacher and Teacher Education Journal (TATE)
- 2022 Reviewer for TESOL Quarterly
- 2020, 2022 Reviewer for the International Conference of the Learning Sciences
- 2020, 2021, 2022 Reviewer for the International Conference of Quantitative Ethnography
 Planned and delivered introductory workshops for conference attendees on quantitative ethnography foundations and tools
- 2020 Rising Education Scholars Helping Advance Partnerships and Equity (RESHAPE)
 Network of scholars are committed to and enact anti-racist, equitable and transformative community-driven partnerships

- 2020; 2021 Participated in the organization of the Learning Sciences Poster Session and Networking event, *Clemson University, SC*
- 2019-2020 Selected representative for the College of Education Graduate Student Advisory Board, *Clemson University, SC*
- 2019 Volunteered at 2019 Learning Sciences Graduate Student Conference, *Chicago, IL*
- 2015-2017 Co-designed and implemented an orientation and introductory course for prospective students of the English Education Program, *Universidad de Costa Rica, Western Campus, Costa Rica*
- 2011-2017 Participated in the committee in charge of the evaluation and accreditation of the English Teaching Major, *Universidad de Costa Rica, Western Campus, Costa Rica*
- 2013 Gave workshops on Conversational English for members of the community, *Universidad de Costa Rica, Costa Rica*
- 2007 Gave training sessions on Task-Based Instruction for Peace Corps volunteers. *Centro Cultural Costarricense Norteamericano, Costa Rica.*

AFFILIATIONS/MEMBERSHIPS

- 2020-present International Society for Quantitative Ethnography.
- 2020-present Rising Education Scholars Helping Advance Partnerships and Equity (RESHAPE)
Network of scholars are committed to and enact anti-racist, equitable and transformative community-driven partnerships.
- 2020-present International Society of the Learning Sciences (ISLS).
- 2020-present American Association of Applied Linguistics (AAAL).

GRANTS & AWARDS

- 2023 Applicant to the Emerging Scholars Program of the International Society of the Learning Sciences
Co-Designing Digital Multimodal Narratives for Emergent Bilinguals (\$10,000) (not funded)

- 2022, 2021,
2018 Recipient of the Graduate Student Government Travel Grant, *Clemson University, SC*
- 2021 Recipient of the ISLS 2021 scholarship for the ISLS annual meeting
- 2020 Awarded first place in the Learning Sciences Poster Session, *Clemson University, SC*
- 2019 Selected to participate in the Graduate Student Teaching Institute on Critical Thinking, Clemson Thinks2, *Clemson University, SC*
- 2017 Recipient of Graduate Assistantship funding through the College of Education, *Clemson University, SC*