

## Uchenna Emenaha Ph.D. Candidate

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### EDUCATION

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- 2020**                    **Ph.D., Curriculum and Instruction**, Science Education  
College of Education, University of Houston, Houston, TX
- 2015**                    **Master of Education**, Health Education  
College of Education, Texas Southern University, Houston, TX
- 2005**                    **Bachelor of Science, Biology**  
College of Science & Math, Houston Baptist University
- 2005**                    **Bachelor of Science, Communication**  
College of Humanities, Houston Baptist University

### ACADEMIC POSITIONS

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- Fall 2020                **Assistant Professor**, University of Texas at San Antonio
- Summer 2020          **Instructor**, American Museum of Natural History
- 2018-2020              **Instructor**, *teachHouston* Program, University of Houston
- 2016-2020              **Graduate Research Assistant**, University of Houston
- 2016-2018              **Graduate Teaching Assistant**, College of Education, University of Houston
- 2015-2016              **Adjunct Professor**, Relay Graduate School of Education

### CERTIFICATIONS/ K-12

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- Grade 4<sup>th</sup>-8<sup>th</sup> Secondary Science Teacher Certification, State Board of Education
- Grade 8<sup>th</sup>-12<sup>th</sup> Secondary Life Science Teaching Certification, State Board of Education
- Grade 4<sup>th</sup>-12<sup>th</sup> English as a Second Language Teaching Certification Supplement, State Board of Education

### PUBLICATIONS-PEER-REVIEWED/REFEREED

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- Emenaha, U.** (in press). Using pop culture to teach genetics: Teaching patterns of inheritance using students' favorite celebrity couples. *The Science Teacher*.
- Emenaha, U.** & Perry, A. A. (2019). Lights, camera, and a call to action: Women in media help promote science identity in female students. *Journal of Virginia Science Education*
- Emenaha, U.** (2019). Learning to argue like a scientist when discussing social issues. *The Science Teacher Bulletin*, 82(2), 1-5.
- Emenaha, U.** (2018). The science of fake news: Use of socio-scientific issues in the modern science classroom. *The STATellite*, 61(2), 21-22.

Zhang, J. Wong, S., Relyea, J. E., Wui, G., & **Emenaha, U.** (2017). Designing a socio-scientific issue curriculum on space exploration: Dialogic inquiry approach for English learners. *English in Texas*, 47(2), 7-12.

## **PRESENTATIONS-PEER-REVIEWED/REFEREED**

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### **International Conferences**

Nguyen, H., **Emenaha, U.**, Evans, P., & McAlister-Shields, L. (2020). Enacting potential: Examining impacts of *teachHOUSTON* program on Asian American pre-service STEM teacher. International Association of Asian Studies, Dallas, Texas.

### **National Conferences**

**Emenaha, U.** (2020). Supporting understanding of human diversity through classroom discourse. National Science Teachers Conferences on Science Education, Boston, Massachusetts. (Conference Cancel)

**Emenaha, U.**, Ademosu, K., & Evans, P., (2019). A lesson on race and human diversity: Culturally relevant pedagogy in biology classes. National Association of Biology Teachers (NABT) Professional Development Conference, Chicago, Illinois.

**Emenaha, U.** & Perry, A. A. (2019). Lights, camera, and a call to action: How women in media promote science identity in young females. Pop Culture Association Conference (PCA), Washington, DC.

Doherty, K. M., **Emenaha, U.**, & Perry, A. A. (2018). What Does This Have to Do with Me? Utilizing Culturally Relevant Pedagogy in Core Subjects. Annual Conference for Middle Level Education (AMLE), Orlando, Florida.

Wong, S., Lionnel, R., Jennifer, R., & **Emenaha, U.** (2018). Middle school science and mathematics teachers' understanding of the nature of science: A two-year study. American Education Research Association (AERA). New York, NY.

**Emenaha, U.** (2017). Increasing minority participation in STEM through mentorship. National Conference of Race and Ethnicity (NCORE). Ft. Worth, TX.

**Emenaha, U.** (2017). Effects of a genetic STEM camp on students' self-identity. National Consortium for Instruction & Cognition (NCIC). San Antonio, TX

### **State Conferences**

**Emenaha, U.** (2019). Addressing misconceptions about race and genetics. Science Teachers Association of Texas, Dallas, Texas.

Evans, P., McAlister-Shields, L., Ademosu, K., & **Emenaha, U.**, (2019). Towards a liberatory

pedagogy: Culturally responsive teaching of STEM teachers. Texas National Association for Multicultural Education Conference (TXNAME), Nacogdoches, Texas.

Evans, P., McAlister-Shields, L., **Emenaha, U.**, Nguyen, H., Ademosu, K., (2019). Lifting the tide: Preparing STEM pre-service educators for impactful secondary teaching careers. Greater Houston Area STEM Conference, Houston, TX.

**Emenaha, U.** (2018). Developing science identity with use of socio-scientific issues intervention lessons. Texas National Association for Multicultural Education Conference (TXNAME), Frisco, Texas.

Perry, A. A., **Emenaha, U.**, & Doherty, K. M., (2018). CRP and me: Applying culturally relevant pedagogical strategies to the core subjects. Texas National Association for Multicultural Education Conference (TXNAME), Frisco, Texas.

**Emenaha, U.** (2017). Peripheral involvement of outside STEM leaders in urban schools. University of Houston College of Education Research Symposium. Houston, TX

**INVITED TALKS- PEER-REVIEWED/REFEREED**

**Emenaha, U.** (2017). Socio-science issues in public education. Gradual Research & Scholarship Project (GRaSP), Houston, Texas.

**INVITED PANELIST-NOT PEER-REVIEWED/REFEREED**

**Emenaha, U.** What is social justice education? African Student Association (ASA) Career Expo. Houston Baptist University (April 2017).

**GUEST LECTURER**

**Emenaha, U.** (2017) Teaching socio-scientific issues to bridge the gaps in science literacy for English Language Learners. University of Houston.

**Emenaha, U.** (2016) Using inquiry to create student centered 5E physics lessons. University of Houston

**FELLOWSHIPS**

2018	Science Communication Conference Student Fellow, Rice University
2016-2020	Graduate Tuition Fellowship, University of Houston (60,000)
2002	Leadership Fellow, Alpha Kappa Alpha Sorority Inc.

**AWARDS**

2020	Student Scholar Award, National Conference on Race & Ethnicity (NCORE)
2017	GRaSP Talk Finalist, University of Houston
2017	Student Scholar Award, National Conference on Race & Ethnicity (NCORE)
2003	Congressional Recognition Community Service Award, Mayoral Office of Houston

**GRANTS**

2019	Research Travel Grant, College of Education-University of Houston (\$1000)
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2018	Cullen Fellowship Grant, Graduate School- University of Houston (\$750)
2017	Research Travel Grant, College of Education-University of Houston (\$500)
2016	Alief Independent School District Campus Innovation Grant (\$1,000)
2011	Association of Texas Professional Educators (ATPE) Grant (\$1,000)

### **SCHOLARSHIPS**

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2020	Dissertation Writing Course Scholarship (\$100)
2019	Faith Gladstone Marshall Endowment Scholarship, University of Houston (\$800)
2017	Don and Jacqueline Hawkins Endowed Scholarship, University of Houston (\$1,500)
2017	Eugene Chiappeta Texas Chemical Council Scholarship, University of Houston (\$1,500)
2002	Education Advancement Foundation Scholarship, Alpha Kappa Alpha Sorority Inc. (\$1,000)

### **CO-INSTRUCTOR (Undergraduate)**

**University of Houston**, College of Science & Math

#### **CUIN 1101 Teaching Science and Math**

This introductory course includes lectures and field-based component. The lecture part of the course focuses on methods of teaching science and mathematics in schools. There is a field-based component that requires students to observe and teach science and math activities in elementary school classrooms.

### **GRADUATE TEACHING ASSISTANT (Undergraduate)**

**University of Houston**, College of Education

#### **ELED 4321 Early Elementary Science Education**

The primary goal of this field-based course is to teach pre-service teachers in the College of Education the curriculum, concepts, methods, and skills for teaching science in the elementary school.

#### **ELED 6326 Science Instruction in Middle School Grades I**

The primary goal of this course is to teach pre-service teachers in the College of Education instructional strategies and skills for teaching science in secondary grades (4<sup>th</sup>-8<sup>th</sup> grade).

### **INSTRUCTOR OF RECORD (Graduate)**

**Relay Graduate School of Education**

#### **SCI 110 Introduction to Secondary Science Teaching**

The focus of this introductory course is the exploration of secondary science instruction and teaching, with emphasis on Culturally Responsive Pedagogy.

#### **SCI 111 Fundamentals of Inquiry**

This course provides students the opportunity for exploration, discussion, and curriculum design for teaching inquiry in secondary science course.

#### **SCI 112 Inquiry Through Labs**

The primary goal of this course is to teach instructional strategies and skills for designing laboratory experiences in secondary science grades.

#### **SCI 113 Scientific Reading, Writing & Speaking**

This course teaches students to metacognitive strategies to aid

in the comprehension, reading and writing of science texts in secondary science grades.

### **ONLINE COURSE**

#### **American Museum of Natural History**

##### **Seminars on Science: Evolution**

This course teaches patterns in nature, examines cutting-edge molecular and phylogenetic techniques that determine an organism's place on the Tree of Life.

### **K-12 TEACHING EXPERIENCE**

2016-2017	<b>K-6<sup>th</sup> Grade-Virtual ESL Instructor-VIPKID, Beijing, China</b>
2015-2016	<b>9<sup>th</sup> Grade Biology-Teacher-Hastings High School, Houston, TX</b>
2012-2015	<b>9<sup>th</sup> Grade Biology Teacher-Taylor High School, Houston, TX</b>
2008-2012	<b>7<sup>th</sup> Grade Science Teacher- O'Donnell Middle School, Houston, TX</b>
2007-2008	<b>5<sup>th</sup> Grade Teacher- Varnett Charter School, Houston, TX</b>

### **EDUCATIONAL CONSULTING**

University of Texas, (Austin, TX) UTeach Program-Reviewed computer science course materials and provided detailed written feedback on the cultural responsiveness of the course content and strategies used to engage students.

### **UNIVERSITY LEADERSHIP & SERVICE**

2020 Volunteer, Session Moderator, National Association of African American Studies & Affiliates  
2019 Volunteer, Conference for the Advancement of Science Teaching (CAST)  
2019 Volunteer Judge, The Chiyoda Young Innovators' STEM Academy, University of Houston  
2018 Graduate Student Volunteer, Research Convening the *Handbook of Research on Teachers of Color*, University of Houston  
2017 State Conference Social Media Chair, Science Teacher Association of Texas (STAT)

### **AD-HOC REVIEWING**

2020 Proposal Reviewer, American Education Research Association (AERA)  
2018 Manuscript Reviewer, Journal of Multicultural Affairs (JMA)  
2017 Proposal Reviewer, Conference for the Advancement of Science Teaching (CAST)  
2017 Proposal Reviewer, National Association of Research and Teaching (NARST)

### **COMMUNITY INVOLVEMENT**

2017 Health and Business Expo, Founder/Organizer, Houston, TX

### **K-12 LEADERSHIP & SERVICE**

2014-2015 Biology Team Lead  
2013-2016 African Student Association Sponsor  
2011-2012 7<sup>th</sup> Grade Cross Content Team Lead  
2009-2010 Shard Decision Committee (SDC)  
2010-2012 School Yearbook Sponsor  
2009-2010 Pep Squad Sponsor  
2008-2009 Science Club Sponsor

**PROFESSIONAL AFFILIATIONS**

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**National**

American Education Research Association (AERA) – Learning Sciences SIG

National Association of Biology Teachers (NABT)

Association for Middle Level Educators (AMLE)

National Association for Research in Science Teaching (NARST)

National Science Teachers Association (NSTA)

National Association of Multicultural Education (NAME)

**Regional**

Nigerian American Multicultural Council (NAMC)

Science Teacher Association of Texas (STAT)