



FACULTY NEWS AND NOTES

March 2026



Teachers College
COLUMBIA UNIVERSITY



Sharon Chang

Journal Article

- Chang, S., & Lemos, M. (2026). Learning from our struggles as formative intervention researchers through critical incidents: A self-study of two teacher educators. *Learning, Culture and Social Interaction*, 57. Article Number: 100990. <https://doi.org/10.1016/j.lcsi.2026.100990>
- This self-study is an examination of two formative intervention researchers who are both teacher-educators conducting Change Laboratory (CL) work in the United States (first author) and formative intervention in Brazil (second author).



James E Corter

Book Publication, Proceedings Article

- Xu, G. & Corter, J. E. (2026). Graph RAG for automated short answer grading with feedback: Bridging pedagogical needs and technical capabilities. In *Proceedings of the 16th Symposium on Educational Advances in Artificial Intelligence* (in conjunction with AAI-26).
- This paper describes how LLMs can be used to score and to generate instructive feedback for short-answer questions. This innovation can facilitate individualized online assessment and instruction.
- <https://eaai-conf.github.io/year/eaai-26.html>



Alex Eble

New Role

- Scientific Advisor for the Abdul Latif Jameel Poverty Action Lab
- Eble has been chosen to serve as a scientific advisor at the Abdul Latif Jameel Poverty Action Lab (J-PAL) for its Africa Education portfolio. In this role, Eble will guide J-PAL efforts to take rigorous research evidence on effective educational interventions to scale via government partnerships in sub-Saharan Africa.
- <https://www.povertyactionlab.org/blog/2-20-26/future-education-africa-conversation-j-pal-africas-newest-scientific-advisor>



María Paula Ghiso

Honor/Award

- AERA Division G Luis Moll Outstanding Book/Creative Work Award
 - Ghiso's lead-authored book, "Methods for community-based research: Advancing educational justice and epistemic rights," won the AERA Division G Inaugural Luis Moll Book/Creative Work Award. The award honors "works that reflect Dr. Moll's vision to illuminate the deep knowledge systems embedded in families, communities, and everyday life."
 - <https://acrobat.adobe.com/id/urn:aaid:sc:US:ff889586-90de-4b9f-9103-d4d7ce47c4e9>
 - <https://www.aera.net/Division-G/Awards>



Alexander Karp

Book Publication

- Leikin, R., Cai, J., Karp, A. (Eds.), *Mathematical Curiosity. Conceptualization and Multiple Perspectives*. Springer.
 - This book is devoted to the study of curiosity in mathematics and mathematics education.

Chapter Publication

- Karp, A. (2025). Curiosity and its development in students: A few pages from history. In R. Leikin, J. Cai and A. Karp (Eds.), *Mathematical Curiosity. Conceptualization and Multiple Perspectives* (pp. 13-30). Springer.
 - This chapter examines curiosity in mathematics and mathematics education from a historical perspective.
- Karp, A. (2026). How Problems Are Posed: Some Observations. In J.Cai, R. Leikin (Eds.), *Teaching and Learning Mathematics Through Problem Posing* (pp. 291-310). Springer.
 - This chapter examines how problems are posed in textbooks.



Bettina Love

Grant

- Developing Reparative Educational Approaches for Meaningful Systemic Shifts (DREAMS)
 - Seed grant of \$85,000 from the William Caspar Graustein Memorial Fund to support this work. These funds enable a 16-member interdisciplinary team to examine Black education, Black resistance, and Black freedom dreams and their implications for national educational policy and practice.



Felicia Mensah

Honor/Award

- Editorial Board Member
 - Appointed to serve on the Editorial Board of the Urban Education journal for a five-year term.

Journal Article Publication

- Mensah, F.M. (2025). The power of a picture: Beginning the race dialogue in teacher educator prep with a cartoon. *Curriculum and Teaching Dialogue*, 27(2), 303-321. <https://doi.org/10.22488/okstate.25.100626>
 - “Highlights one visual artifact, a cartoon, as a pedagogical approach for initiating conversations about race. Using cartoons is a suitable method for initiating difficult discussions on race, ultimately leading to critical reflections and the development of racial literacy.”
- Riley, A.D., & Mensah, F. M. (2025). Conceptualizing and introducing historically relevant science pedagogy as a pedagogical tool for STEM education. *Cultural Studies of Science Education* (2025), 1-14. <https://doi.org/10.1007/s11422-025-10254-6>
 - Introduces historically relevant science pedagogy as a “robust” pedagogical approach that emerged from interviews and Sista Circles with Black women science teachers.
- Ronan, D. M., & Mensah, F. M. (2025). Becoming the science teacher: Constructing identity as an elementary science specialist in urban schools. *Journal of Science Teacher Education*, 36(7), 873-890. <https://doi.org/10.1080/1046560X.2025.2456882>
 - Elementary Science Specialists (ESS) contribute to the elementary science landscape yet are rarely studied, as a potential solution to challenges in elementary science education or as a phenomenon in themselves. This ethnography explores the locally defined and culturally negotiated identities of ESS in three urban elementary schools in a high-stakes testing climate, drawing upon interviews with the ESS, classroom teachers, and building administrators.



Felicia Mensah (cont.)

- Mohorn-Minta, O., & Mensah, F.M. (2025). Cultivating Black girls' science identities in middle and secondary science classrooms. *Cultural Studies of Science Education*. <https://doi.org/10.1007/s11422-025-10274-2>
 - A science teacher admits to being challenged with connecting his science lessons to the lives of his students, especially those who are from cultures outside of his own. As a result, his Black female students display marginal engagement in science and science class activities, where Black girls feeling disconnected and disengaged in school science is not unique, but a widespread concern in many educational settings.

Editorial/Journal Article Publication

- Mensah, F. M., & Pierre, T. (2025). Troubling the definition of Black resilience in STEM-CS education. *Journal of Research in Science Teaching*, 62(4), 1159-1163. <https://doi.org/10.1002/tea.22027>
 - “In this commentary, we use critical race theory (CRT) to unpack how resiliency can be adjusted and revamped to focus more on systemic issues, rather than on individual or small groups of students to showcase “grit” and immense inner strength in STEM-CS environments. Three noteworthy assertions are generated to help us trouble resilience relative to Black STEM-CS students and teachers in higher education.”



Gemma Moya-Galé

Research Article

- Moya-Galé, G., Figueroa Fernández, I., González, X., Manosalvas, K., & Agin-Liebes, J. (2026) Navigating communication, social connectedness and mental health burden as Hispanic/Latiné care partners of individuals with Parkinson's Disease. *American Journal of Speech-Language Pathology*, 1-17.
 - This qualitative work suggested care partners of people with Parkinson's disease perceived burden as a multifaceted construct, with female care partners showing increased social expectations in their caregiving role.
- Moya-Galé, G., González, X., & Escalada-Cebadero, L. (2026). Communication, social connectedness and mental health: Perspectives from the Hispanic/Latiné community with Parkinson's disease. *Topics in Language Disorders*, 46, 21-31.
 - This is the second of a series of papers from the team's lab empowering and amplifying the voices of Hispanic/Latiné individuals with Parkinson's disease and their care partners. These data were implemented in the development of culturally responsive support groups funded by the Parkinson's Foundation (Moya-Galé, PI).



Aaron Pallas

Journal Article

- Pushmi-Pullyu: A Joint Autobiography
 - Aaron Pallas and Anna Neumann published a joint autobiography in *Education Review*.
 - <https://edrev.asu.edu/index.php/ER/article/view/4495/1869>
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Giulia Ripani

Article

- Ripani, G. (2026). Latino Immigrant Children's Acculturative Stress in Music Classes: A Structural Equation Model. *Journal of Research in Music Education*, 73(4), 408-434. <https://doi.org/10.1177/00224294251333170>
 - This study contributed to establishing a better understanding of the relationship between acculturation and psychological outcomes in music classes.
 - Lesiuk, T., & Ripani, G. (2026). The cognitive and emotional content of music-evoked autobiographical memories in older adults. *Psychology of Music*, 54(1), 102-121. <https://doi.org/10.1177/03057356241292067>
 - This study provided insights into the cognitive and emotional content of music-evoked autobiographical memories among older adults, suggesting that these memories could be leveraged in non-pharmacological treatments for age-related cognitive decline.
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Emily Rosenzweig

Associate Editorship

- Associate Editor at *Journal of Educational Psychology*
 - Invited to serve as associate editor at a flagship educational journal.



Gita Steiner-Khamsi

Journal Publication

- Steiner-Khamsi, G. (2026). Layers of data, layers of skills measurement in the e-government reform. *Current Issues in Comparative Education*, 28(1), 3-20. <https://doi.org/10.52214/cice.v28i1.14203>
 - This conceptual article investigates the rationales for the fascination with soft skills (social-emotional skills, responsibility, engagement, etc.), propelled by a large and diverse group of proponents, including international organizations—such as the Organisation for Economic Co-operation and Development (OECD) and the World Bank—that have a long-standing history with promoting hard skills, such as literacy and numeracy.



Rachel Talbert

Article

- Spencer Postdoctoral Research Featured in Delaware (Lenape) Indian News
 - Lenape Center Hosts Tribal Elders at Columbia University Teachers College in New York City: Lenape Curriculum Project
 - Article written by Curtis Zunigha features community engaged scholarship for Lenape Curriculum creation as part of Spencer Postdoctoral Fellowship with Lenape Center.
 - <https://delawaretribe.org/wp-content/uploads/din-2026-01.pdf>

Featured Speaker

- Stanford University Social Studies Symposium Presentation
 - History, Civics and Tribal Sovereignty: Social Studies Curriculum for Indigenous Futurity
 - Featured speaker at the Stanford Social Studies Symposium to share dissertation and postdoctoral research on Indigenous History and Civics curriculum and its impact on Indigenous and non-Indigenous students and teachers in urban public schools.
 - <https://ed.stanford.edu/events/gse-colloquium-series-historysocial-studies-rachel-talbert>



Dan Tomasulo

Book Chapter

- Tomasulo, Dan, 'Positive Deviance: Character Strength Development at the Intersectionality of Disability and Positive Psychology', in Kara B. Ayers, and others (eds), The Oxford Handbook of Positive Psychology and Disability, 2nd edn, Oxford Library of Psychology (2026; online edn, Oxford Academic, 27 Jan. 2026), <https://doi.org/10.1093/oxfordhb/9780197749760.013.0003>
- This chapter shifts focus from the well-documented compounding oppressions at the intersection of disability, race, gender, and socioeconomic status to examine positive deviants—those who have found ways to thrive by integrating disability with character strengths. It argues that positive psychology, particularly strength-based approaches, offers a promising framework for fostering positive intersectionality and calls for further research in this area.
- <https://academic.oup.com/edited-volume/62207/chapter-abstract/550144810?redirectedFrom=fulltext&login=false>



Hansun Zhang Waring

Book Publication

- Waring, H. Z. (2026). Discourse Analysis: The Questions Discourse Analysts Ask and How they Answer them (2nd edition). Routledge.
- 2nd edition of a discourse analysis textbook.
- <https://www.routledge.com/Discourse-Analysis-The-Questions-Discourse-Analysts-Ask-and-How-They-Answer-Them/Waring/p/book/9781032826813>



Nick Wasserman

Plenary

- Prácticas Matemáticas Pedagógicas en la formación matemática de profesores secundarias
- Invited Plenary presentation at the XVI Simposio de Matemática y Educación Matemática (MEM XVI), Bogota, Columbia.