



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN  
EN ESTUDIOS NORTEAMERICANOS  
“BENJAMIN FRANKLIN”

<b>Course</b>	Investigating Critical and Contemporary Issues in the American and Spanish Educational Systems
<b>Program, semester, year</b>	International Studies Program, Spring, 2026
<b>Credits ECTS</b>	3 USA
<b>Instructor's full name and email</b>	Brian Hibbs, Ph.D. bhibbs@daltonstate.edu
<b>Block dates</b> (days and time)	Monday-Thursday, 9am-12pm
<b>Classroom</b>	TBA
<b>Class hours</b>	45
<b>Office Hours</b>	Monday-Thursday, 12pm-1pm
<b>Requirements</b>	None
<b>Language of instruction</b>	English
<b>Type of teaching</b>	In person

## INTRODUCTION

The purpose of this course is to engage student in observations, interactions, and analyses of critical and contemporary educational issues in both the United States and Spain from a comparative perspective. Students will investigate issues influencing the social and political contexts of educational settings in both countries and explore similarities and differences between the American and Spanish educational systems. Students will actively examine the teaching profession from multiple vantage points and various stances. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching.

## COMPETENCES

Explanation of competences to develop in the course. They can be divided into general and specific. Three or four are enough.

### General Competences (GC):

GC1: Caring: Students demonstrate sensitivity to the academic, cultural, emotional, linguistic, and social needs of public school students.

GC2: Collaboration: Students work with classmates, the professor, and other educational professionals for a variety of purposes in multiple settings

GC3: Competence: Students develop content, pedagogical, and professional knowledge in order to benefit future teaching.

GC4: Reflective: Students regularly engage in self-reflection in order to promote awareness and understanding of their perspectives concerning education.

### Specific Competences (CE):

CE1: Students understand the mission, vision, values, and purposes of the American and Spanish educational systems.

CE2: Students identify and describe key similarities and differences between the American and Spanish educational systems.

CE3: Students recognize the common and unique challenges and dilemmas facing the American and Spanish educational systems.

CE4: Students consider and reflect on the strengths and weaknesses of the American and Spanish educational systems.

## METHODOLOGY

Explanation of the methods used in the course. There should be practice and theory.

This course will use a combination of methods and strategies. First, the instructor will strive to establish a safe and supportive classroom environment in which students feel free to express their own beliefs and opinions without fear of judgment. Second, the instructor will utilize a social constructivist approach by creating a learning community in which students will not only have opportunities to build their own knowledge but also contribute substantially to others' learning as well. Third, the instructor will employ a dialogic approach to facilitating class discussions in which students will share their current understandings regarding course topics while also considering alternative perspectives and viewpoints that may potentially differ from their own. Fourthly, the instructor will adopt a social-emotional learning approach by helping students handle and manage their affective and psychological responses to course content while also facilitating opportunities for multiple interactions with others both within and beyond the classroom. Finally, the instructor will utilize an experiential approach by incorporating a variety of in-class lectures and discussions, guest speakers (both in person and virtual), and field trips to local schools for the purpose of deepening students' expertise on course topics.

## PREPARATION FOR CLASS

A text like this can be included:

- Students should complete the assigned readings before class and be prepared to not only discuss their personal responses to the readings in class but also be ready to consider the content of the readings from diverse perspectives.
- In preparation for guest speaker visits, students should prepare three to five questions to ask the guest speaker and be ready to ask the person at least one of their prepared questions.
- Students should bring a journal with them in order to take notes on things that find important, interesting, relevant, surprising, etc. and be prepared to discuss them during the next class session.

## EVALUATION

The Evaluation criteria is dependent on your course. This is an idea to plan and evaluate your course. The total percentage of this section is .....

- **Activities & Field Trips:**

It is recommended to assign a percentage of the final grade to those activities outside of the classroom, to make sure that students participate in them. These are visits to organizations, day trips, and others.

Total: 10%.

- **Exams.**

Typically, students have a mid-term and a final exam.

Total 30% (2@15%).

If the teacher finds out that the student has copied in the exam, the final grade will be 0, without the possibility of making up for the exam.

The teacher can do "surprise quizzes". These are at the beginning of the class and short (about 5 minutes). These can be considered as an classroom exercise.

- **Journal Entries.**

It is recommended to give students a rubric so they know how this work will be assessed.

Total: 15% (3@5%)

**Note: teacher can deduct points from the work if the student turns in the written work late. It is necessary to say how many points each day.**

- **Oral Presentation.**

It is recommended to give students a rubric so they know how this work will be assessed.

Total: 10%.

- **Research Paper.**

It is recommended to give students a rubric so they know how this work will be assessed.

Total: 25%.

- **Participation.**

It can be divided in high and low participation. Usually high participation is when students are attentive in class, they ask relevant questions, make comments and answer questions posed by teacher and other students. Their attitude shows interest and they are active taking notes.

Low participation is when students seem bored or uninterested, don't ask questions, don't make comments and almost never participate in debates, discussions or answer questions from the teacher and other students.

Total: 10%

## EVALUATION

The evaluation of this course is as follows:

ACTIVITIES AND FIELD TRIPS	10%
MIDTERM EXAM	15%
FINAL EXAM	15%
JOURNAL ENTRIES	15% (3@5%)
ORAL PRESENTATION	10%
RESEARCH PAPER	25%
PARTICIPATION	10%

**Plagiarism:**

Plagiarism is a violation of academic norms and as such it can result in a failed course. In extreme cases it can include the expulsion from the program. In order to avoid this, it is recommended to remind students of how to cite and rephrase the works of authors when writing papers.

**ATTENDANCE (Instituto Franklin-UAH Policy)**

Attendance is mandatory. Students are not permitted to miss any classes of the program without proper justification (i.e. emergencies, health problems, in this case students have to show a medical note). The following types of excuses are not justified: family visits, illnesses without a medical note, personal trips, etc. Each unjustified absence will result in a grade deduction of 10 points in the final grade of the class (example: from A to B). Students will not be allowed, in the classroom or fieldtrips, to arrive 10 minutes late or more. If a student has continual delays, he/she will be penalized with an absence and the instructor may not allow them into class or the visit.

**STUDENTS WITH SPECIAL NEEDS (Instituto Franklin-UAH Policy)**

Students with special needs should contact Antonio Fernández: [antonio.fernandezm@uah.es](mailto:antonio.fernandezm@uah.es) Instituto Franklin-UAH can accommodate these students who show through a medical note or a note from their academic advisor that require help in order to fulfill the program.

**USE OF TECHNOLOGY IN CLASS**

The use of technology is essential today in education, but if is used inappropriately it can be harmful for students. It is necessary that students ask for permission from the teacher in order to use any technological devices. Faculty should make clear to students in what instances technology can be used.

**USE OF BLACKBOARD**

All courses offered by Instituto Franklin-UAH can be taught through the Blackboard virtual classroom. Also, teachers can have materials, forums, etc. in the virtual classroom even if they don't teach the class virtually. For more information about using it, contact Antonio Fernández: [antonio.fernandezm@uah.es](mailto:antonio.fernandezm@uah.es)

## CLASS SCHEDULE

### Teaching Block 2 (February 9, 2026 – March 4, 2026)

Week	Class	Content	Assignments Due
1	M 02-09	Class Introductions	
	T 02-10	Family Choice in Education: Public Interest or Private Good? (Chapter 2)	Group Presentation (Group #1)
		Financing Schools: Equity or Privilege? (Chapter 3)	Group Presentation (Group #2)
	W 02-11	Privatization, Commercialization, and the Business of School: Complementing or Competing Interests? (Chapter 4)	Group Presentation (Group #3)
		Religion and Public Schools: Free Expression or Separation? (Chapter 5)	Group Presentation (Group #4)
	R 02-12	School Visit #1	
2	M 02-16	Gender Equity: Eliminating Discrimination or Accommodating Difference? (Chapter 6)	Journal Entry #1
		Immigrants and the Schools: Unfair Burden or Business as Usual? (Chapter 7)	Group Presentation (Group #5)
			Group Presentation (Group #6)
	T 02-17	The Academic Achievement Gap and the Standards Movement: Real Change or Badly Flawed Policy? (Chapter 8)	Group Presentation (Group #7)
		Values/Character Education: Traditional or Liberational? (Chapter 9)	Group Presentation (Group #8)
	W 02-18	MIDTERM EXAM	
	R 02-19	School Visit #1	
3	M 02-23	Multicultural Education: Democratic or Divisive? (Chapter 10)	Journal Entry #2
		Technology and Learning: Enabling or Subverting? (Chapter 11)	Group Presentation (Group #9)
			Group Presentation (Group #10)
	T 02-24	Discipline and Justice: Zero Tolerance or Discretionary Practices? (Chapter 12)	Group Presentation (Group #11)
		Violence in Schools: Preventable or Beyond School Control? (Chapter 13)	Group Presentation (Group #12)
	W 02-25	Inclusion and Disability: Common or Special Education? (Chapter 14)	Group Presentation (Group #13)
		Teachers, Unions, and the Profession (Chapter 15)	Group Presentation (Group #14)
	R 02-26	School Visit #3	

<b>Week</b>	<b>Class</b>	<b>Content</b>	<b>Assignments Due</b>
4	M 03-02	Intellectual Freedom and Critical Thinking: Teachers, Students, and Society (Chapter 16)  Foundations of Multicultural Education (Gollnick & Chen, Chapter 1)	Journal Entry #3  Group Presentation (Group #15)
	T 03-03	Education That Is Multicultural (Gollnick & Chen, Chapter 10)  Funds of Knowledge/Identity	
	W 03-04	FINAL EXAM	

**Teaching Block 3 (March 9, 2026 – April 9, 2026)**

<b>Week</b>	<b>Class</b>	<b>Content</b>	<b>Assignments Due</b>
1	M 03-09	Class Introductions	
	T 03-10	Family Choice in Education: Public Interest or Private Good? (Chapter 2)  Financing Schools: Equity or Privilege? (Chapter 3)	Group Presentation (Group #1)  Group Presentation (Group #2)
	W 03-11	Privatization, Commercialization, and the Business of School: Complementing or Competing Interests? (Chapter 4)  Religion and Public Schools: Free Expression or Separation? (Chapter 5)	Group Presentation (Group #3)  Group Presentation (Group #4)
	R 03-12	School Visit #1	
2	M 03-16	Gender Equity: Eliminating Discrimination or Accommodating Difference? (Chapter 6)  Immigrants and the Schools: Unfair Burden or Business as Usual? (Chapter 7)	Journal Entry #1  Group Presentation (Group #5)  Group Presentation (Group #6)
	T 03-17	The Academic Achievement Gap and the Standards Movement: Real Change or Badly Flawed Policy? (Chapter 8)  Values/Character Education: Traditional or Liberational? (Chapter 9)	Group Presentation (Group #7)  Group Presentation (Group #8)
	W 03-18	MIDTERM EXAM	
	R 03-19	School Visit #1	
3	M 03-23	Multicultural Education: Democratic or Divisive? (Chapter 10)  Technology and Learning: Enabling or Subverting? (Chapter 11)	Journal Entry #2  Group Presentation (Group #9)  Group Presentation (Group #10)



	T 03-24	Discipline and Justice: Zero Tolerance or Discretionary Practices? (Chapter 12)	Group Presentation (Group #11)
		Violence in Schools: Preventable or Beyond School Control? (Chapter 13)	Group Presentation (Group #12)
	W 03-25	Inclusion and Disability: Common or Special Education? (Chapter 14)	Group Presentation (Group #13)
		Teachers, Unions, and the Profession (Chapter 15)	Group Presentation (Group #14)
	R 03-26	School Visit #3	
4	M 03-30	NO CLASS (SPRING BREAK)	
	T 03-31	NO CLASS (SPRING BREAK)	
	W 04-01	NO CLASS (SPRING BREAK)	
	R 04-02	NO CLASS (SPRING BREAK)	
5	T 04-07	Intellectual Freedom and Critical Thinking: Teachers, Students, and Society (Chapter 16)	Journal Entry #3
		Foundations of Multicultural Education (Gollnick & Chen, Chapter 1)	Group Presentation (Group #15)
	W 04-08	Education That Is Multicultural (Gollnick & Chen, Chapter 10)	
		Funds of Knowledge/Identity	
	R 04-09	FINAL EXAM	Read Chapter 14

**Note:** If there are activities outside of the classroom, it is important to include a warning note explaining that these are subject to change.

## BIBLIOGRAPHY

Including online resources as well as textbooks, articles, etc.

**Textbook:** Nelson, J. L., Palonsky, S. B., & McCarthy, M. R. (2020). *Critical issues in education: Dialogues and dialectics* (9<sup>th</sup> ed.). Waveland Press, Inc.

### Online Resources

- School Choice (Chapter 2)
  - US
    - TEDx Talks (2016, June 29). *School choice: The next frontier in civil rights / Robert Litan / TEDxICC*. Retrieved from <https://www.youtube.com/watch?v=AgQMelBGnSc>.
    - Chen, S. (2024, June 7). *The ongoing debate over school choice*. Retrieved from <https://www.publicschoolreview.com/blog/the-ongoing-debate-over-school-choice>.
  - Spain

- Bailey, M. (2024, June 21). *Schools in Spain: How to choose the best education for your child*. Retrieved from <https://movingtospain.com/schools-in-spain>.
  - Fairman, S. (2024, February 8). *Education in Spain*. Retrieved from <https://www.expatica.com/es/education/children-education/education-in-spain-103110>.
- School Finance (Chapter 3)
  - US
    - TEDx Talks (2019, July 5). *The dilemma of public school funding* / Lizeth Ramirez / TEDxChallengeEarlyCollegeHS. Retrieved from <https://www.youtube.com/watch?v=8Hg5FYZ5pFU>.
    - Center for American Progress (2018, November 13). *A quality approach to school funding: Lessons learned from school finance litigation*. Retrieved from <https://www.americanprogress.org/article/quality-approach-school-funding>.
  - Spain
    - Eurydice (2025, March 12). *Funding in education*. Retrieved from <https://eurydice.eacea.ec.europa.eu/euryperia/spain/funding-education>.
- Privatization, Commercialization, and the Business of School (Chapter 4)
  - US
    - TEDx Talks (2013, October 14). *Privatizing education: Scott McNealy at TEDxFargo*. Retrieved from <https://www.youtube.com/watch?v=NPIORqaKLKc>.
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- Religion and Public Schools (Chapter 5)
  - US
    - TEDx Talks (2017, May 22). *Teaching acceptance through teaching religions* / Diego Meneses / TEDxYouth@AEL. Retrieved from <https://www.youtube.com/watch?v=-VXEHYM79XQ>.
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  - Spain
    - Ryder, B. (2021, January 12). *The future of Catholic schools in Spain is in question under a new law*. Retrieved from

- <https://www.americamagazine.org/politics-society/2021/01/12/spain-education-law-catholic-schools-concertadas-239693>.
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  - Gender Equity (Chapter 6)
    - US
      - TEDx Talks (2015, May 15). *What kindergartners taught me about gender* / Batya Greenwald / TEDxCU. Retrieved from <https://www.youtube.com/watch?v=yvJTsWarrw>.
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    - Spain
      - Pérez, L. F. (2021, November 15). *Spanish teachers value girls differently from boys*. Retrieved from <https://www.uoc.edu/en/news/2021/309-high-school-sexism>.
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  - New Immigrants and the Schools (Chapter 7)
    - US
      - TEDx Talks (2018, October 10). *Advocating with empathy for immigrant education* / Lindsey Bird / TEDxModesto. Retrieved from <https://www.youtube.com/watch?v=vpFhrRImEI0>.
      - Burnett, S. (2015, January 27). *Welcoming immigrant students into the classroom*. Retrieved from <https://www.edutopia.org/blog/welcoming-immigrant-students-into-classroom-sara-burnett>.
    - Spain
      - European Website on Integration (2024, October 2). *Integration of foreign students into the Spanish education system*. Retrieved from [https://migrant-integration.ec.europa.eu/library-document/integration-foreign-students-spanish-education-system\\_en#:~:text=Key%20findings.enrolment%20rate%20for%20native%20students](https://migrant-integration.ec.europa.eu/library-document/integration-foreign-students-spanish-education-system_en#:~:text=Key%20findings.enrolment%20rate%20for%20native%20students).
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  - The Academic Achievement Gap and Standards-Based Reform (Chapter 8)
    - US
      - TEDx Talks (2017, December 5). *Solving the achievement gap through equity, not equality* / Lindsey Ott / TEDxYouth@Columbia. Retrieved from [https://www.youtube.com/watch?v=nOQbu\\_3M0\\_Q](https://www.youtube.com/watch?v=nOQbu_3M0_Q).

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  - Spain
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  - US
    - TEDx Talks (2016, July 20). *The importance of character in education* / Lorraine Abbott / TEDxPutneyHighSchool. Retrieved from [https://www.youtube.com/watch?v=Qb1-F\\_Ud54c](https://www.youtube.com/watch?v=Qb1-F_Ud54c).
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  - US
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  - Burke, F. (2024, January 4). *Politics and protests puts Europe's academic freedom policies under the spotlight*. Retrieved from <https://sciencebusiness.net/news/universities/politics-and-protests-puts-europes-academic-freedom-policies-under-spotlight>.

### Rubric (Journal Entries)

<u>Criteria</u>	<u>Excellent (4)</u>	<u>Good (3)</u>	<u>Fair (2)</u>	<u>Poor (1)</u>
<b>Content</b>	Provides a thorough analysis of similarities and differences of both educational systems	Provides a solid analysis of similarities and differences of both educational systems	Provides a limited analysis of similarities and differences of both educational systems	Provides an incomplete analysis of similarities and differences of both educational systems
<b>Reflection</b>	Presents clear evidence of personal reflection on their previous schooling experiences	Presents some evidence of personal reflection on their previous schooling experiences	Presents limited evidence of personal reflection on their previous schooling experiences	Presents little or no evidence of personal reflection on their previous schooling experiences
<b>Organization</b>	Clearly demonstrates structure, organization and flow	Demonstrates some evidence of structure, organization and flow	Demonstrates limited evidence of structure, organization and flow	Demonstrates little or no evidence of structure, organization and flow

### Rubric (Oral Presentation)

<u>Criteria</u>	<u>Excellent (4)</u>	<u>Good (3)</u>	<u>Fair (2)</u>	<u>Poor (1)</u>
<b>Relevancy</b>	Delivers a thorough review of the educational issue from	Delivers a solid review of the educational issue from multiple perspectives	Delivers a limited review of the educational issue from multiple perspectives	Delivers an incomplete review of the educational issue from

	multiple perspectives			multiple perspectives
<b>Content</b>	Provides a thorough analysis of similarities and differences of both educational systems with respect to the issue	Provides a solid analysis of similarities and differences of both educational systems with respect to the issue	Provides a limited analysis of similarities and differences of both educational systems with respect to the issue	Provides an incomplete analysis of similarities and differences of both educational systems with respect to the issue
<b>Participation</b>	Clearly evidence of class involvement in the presentation	Solid evidence of class involvement in the presentation	Limited evidence of class involvement in the presentation	Little or no evidence of class involvement in the presentation
<b>Organization</b>	Clearly demonstrates structure, organization and flow	Demonstrates some evidence of structure, organization and flow	Demonstrates limited evidence of structure, organization and flow	Demonstrates little or no evidence of structure, organization and flow

### Rubric (Research Paper)

<u>Criteria</u>	<u>Excellent (4)</u>	<u>Good (3)</u>	<u>Fair (2)</u>	<u>Poor (1)</u>
<b>Analysis</b>	Provides a thorough analysis of the selected educational issue from multiple perspectives	Provides a solid analysis of the selected educational issue from multiple perspectives	Provides a limited analysis of the selected educational issue from multiple perspectives	Provides an incomplete analysis of the selected educational issue from multiple perspectives
<b>Content</b>	Provides a thorough analysis of similarities and differences of both educational systems with respect to the selected educational issue	Provides a solid analysis of similarities and differences of both educational systems with respect to the selected educational issue	Provides a limited analysis of similarities and differences of both educational systems with respect to the selected educational issue	Provides an incomplete analysis of similarities and differences of both educational systems with respect to the selected educational issue
<b>Research</b>	Utilizes a wide range of relevant	Utilizes numerous relevant and	Utilizes several relevant and	Utilizes few to no relevant and



	and credible sources to support their arguments	credible sources to support their arguments	credible sources to support their arguments	credible sources to support their arguments
<b>Organization</b>	Clearly demonstrates structure, organization and flow	Demonstrates some evidence of structure, organization and flow	Demonstrates limited evidence of structure, organization and flow	Demonstrates little or no evidence of structure, organization and flow

## INSTRUCTOR

Passport size picture and brief cv and ways of contact.



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### Abbreviated CV

#### **Education**

- 2014      Ph.D., Second Language Acquisition and Teaching, Graduate Interdisciplinary Ph.D. Program in Second Language Acquisition and Teaching, University of Arizona, Tucson, AZ  
Major: Pedagogical Theory & Program Administration  
Minors: French / Spanish
- Dissertation: *Reading children's and adolescent literature in three university second-semester Spanish courses: An action research study*. Committee: Dr. Patricia Anders, Dr. Béatrice Dupuy and Dr. Kathy Short (Chair)
- 2000      M.A., Foreign Languages, Department of World Languages, Literatures and Linguistics, West Virginia University, Morgantown, WV

Major: French  
Minor: Spanish

1996 B.A., Foreign Languages (Summa Cum Laude), Department of World Languages, Literatures and Linguistics, West Virginia University, Morgantown, WV  
Major: French  
Minor: Spanish

1996 B.S., Secondary Education (Summa Cum Laude), College of Human Resources and Education, West Virginia University, Morgantown, WV

### Professional Appointments

2024- Professor of Education, School of Education, Dalton State College, Dalton, GA

2019-2024 Associate Professor of Education, School of Education, Dalton State College, Dalton, GA

2016-2019 Assistant Professor of Education, School of Education, Dalton State College, Dalton, GA

2014-2016 Assistant Professor of Spanish, Department of Communication, School of Liberal Arts, Dalton State College, Dalton, GA

### Selected Publications

#### Refereed Journal Articles

Hibbs, B. (2025). Embedding L2 proficiency into ESOL teacher education. *TESOL Today*, 1(2), 59-78. <https://doi.org/10.53898/tesol2024124>

Hibbs, B. (2025). Embedding social-emotional learning into pre-service ESOL teacher education. *Studies in Educational Management*, 16, 35-49. <https://doi.org/10.32038/sem.2024.16.01>

Hibbs, B. (2017) Using comprehension questions and reader-response strategies with second-semester university Spanish students. *Bellaterra Journal of Teaching & Learning Language & Literature*, 10(4), 49-67. <https://doi.org/10.5565/rev/jtl3.706>

Hibbs, B. (2016). Developing students' intercultural competence through children's and adolescent literature. *Studies in Applied Linguistics*, 7(2), 7-19. Retrieved from [https://sites.ff.cuni.cz/studiezaplikovanelingvistiky/wp-content/uploads/sites/19/2017/01/brian\\_hibbs\\_7-19.pdf](https://sites.ff.cuni.cz/studiezaplikovanelingvistiky/wp-content/uploads/sites/19/2017/01/brian_hibbs_7-19.pdf).

#### Refereed Book Chapters

Hibbs, B. (2025). Advancing ESOL teachers' beliefs about cultural diversity through funds of identity. In J. S. Etim & A. S. Etim (Eds.), *Diversity and inclusion in global business and education* (pp. 371-403). IGI Global Scientific Publishing. <https://doi.org/10.4018/978-1-6684-9897-2>

Hibbs, B. (2025). Fostering pre-service teachers' appreciation of students'

linguistic strengths via translanguaging: Empowering English learners. In T. Q. Tran & T. M. Duong (Eds.), *Differentiated instruction, equity, and inclusion in language education* (pp. 41-67). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3693-6497-0>

Hibbs, B. (2024). Expanding pre-education students' beliefs about race and ethnicity through multicultural children's literature. In M. Zhou, J. Thompson, & T. Brown (Eds.), *Antiracist research on K-12 education and teacher preparation: Policy, pedagogy, curriculum, and practices* (pp. 25-60). Rowman & Littlefield.

Hibbs, B. (2024). Fostering pre-service teacher candidates' sense of advocacy through the funds of knowledge approach. In N. Ramsay-Jordan & A. Crenshaw (Eds.), *Supporting activist practices in education* (pp. 125-147). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3693-1806-5>

Hibbs, B. (2023). Promoting US-based pre-service teachers' understanding of language variation in multidialectal settings. In S. Jones, R. Schmor, & J. Kerekes (Eds.), *Reconceptualizing language norms in multilingual contexts* (pp. 247-268). IGI Global Scientific Publishing. <https://doi.org/10.4018/978-1-6684-8761-7>

### **Selected Presentations**

#### International Conference Presentations

Hibbs, B. (2025). Fostering pre-service ESOL teachers' social intelligence. II Congreso internacional para el desarrollo de competencias socioemocionales (II International Congress for the Development of Socio-Emotional Competencies). Virtual presentation.

Hibbs, B. (2024). Advancing bi/monolingual pre-service ESOL teachers' metalinguistic awareness of the Spanish language: Questioning language ideology. Association Internationale de Linguistique Appliquée (International Association of Applied Linguistics) (AILA) World Congress. Kuala Lumpur, Malaysia. Virtual presentation.

Hibbs, B. (2024). Advancing pre-service ESOL teachers' beliefs about second language writing. SIG 12 (Writing) Conference, European Association for Research on Learning and Instruction (EARLI), Paris Nanterre University, Paris, France.

Hibbs, B. (2023). Utilizing the funds of knowledge approach with pre-service ESOL teachers. International Conference on Academic Studies in Science and Education (ICASSE), Istanbul, Turkey. Virtual presentation.

Hibbs, B. (2023). Facilitating pre-service ESOL teacher candidates' critical language awareness through dialectal variation study. TSTT: An International Conference Rethinking How We Train Teachers of Tomorrow. Charles University, Prague, Czech Republic. Virtual presentation.

#### National Conference Presentations

Hibbs, B. (2023). Familiarizing pre-service ESOL teacher candidates with the funds of knowledge approach. International Conference on Social and Education Sciences. International Society for Technology, Education and Science (ISTES). Las Vegas, NV. Virtual presentation.

Hibbs, B. (2023). Developing elementary-level Spanish students' grammatical competence through children's literature. Teachers College Columbia University Roundtable in Second Language Studies (TCCRISLS), Center for International Foreign Language Education, Columbia University, New York City, NY. Virtual presentation.

Hibbs, B. (2022). Facilitating the development of pre-service teacher candidates' beliefs about cultural diversity through multicultural children's literature. Conference for Academic Research in Education (CARE), University of Nevada Las Vegas, Las Vegas, NV. Virtual presentation.

Hibbs, B. (2019). Utilizing qualitative content analysis in intercultural competence research. Ethnographic & Qualitative Research Conference (EQRC), College of Education, University of Nevada, Las Vegas, Las Vegas, NV.

### **Selected Service Activities**

#### Editorial/Review Board

- 2024- Member, Editorial Board, *TESOL Today*
- 2024- Member, Editorial Review Board, *Journal of Language & Literacy Education (JoLLE)*
- 2023- Member, Editorial Review Board, *International Journal of Artificial Intelligence in Teaching and Learning (IJAITL)*
- 2023- Member, Editorial Review Board, *International Journal of Innovative Teaching and Learning in Higher Education (IJITLHE)*

#### Other Service Activities

- 2024- Member, Convention Committee, American Council on the Teaching of Foreign Languages (ACTFL)
- 2024- Certified Rater, ACTFL (American Council on the Teaching of Foreign Languages) Assessment of Performance toward Proficiency in Languages (AAPPL), English
- 2023- Member, Events Committee, Association for Advancing Quality in Educator Preparation (AAQEP)
- 2023- Reviewer, Fulbright Teacher Exchanges Applications, International Review and Exchanges Board (IREX)
- 2023- Certified Rater, ACTFL (American Council on the Teaching of Foreign Languages) Assessment of Performance toward Proficiency in Languages (AAPPL), French, Spanish
- 2022- Certified Rater, Oral Proficiency Interview - Computer (OPIc), English

### **Administrative Experience**

- 2024- Director, Spain Study Abroad Program, School of Education, Dalton State College, Dalton, GA
- 2017-2021 Chair, High-Impact Practices Committee, Dalton State College, Dalton, GA
- 2017-2020 Director, Madrid Program, European Council/ USG Goes Global, University System of Georgia, Atlanta, GA

### **Awards & Honors**

2024	Recipient, Dalton State Foundation Award for Faculty Excellence in Scholarship & Professional Development, Dalton State College, Dalton, GA
2024	Participant, Institute for Leadership, Georgia Association of Elected Officials (GALEO), Norcross, GA
2023-2024	Participant, Emerging Leaders Institute, Great Dalton Chamber of Commerce, Dalton, GA
2021	Participant, Virtual Exchange Academy, The Stevens Initiative, The Aspen Institute, Washington, D.C.
2017	Participant, Leadership Excellence Institute, Dalton State College, Dalton, GA
2016	Department of Communication Advocate Award, Dalton State College, Dalton, GA