

Betina Hsieh, Ph.D.

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Education

PhD University of California, Berkeley Graduate School of Education **Berkeley, CA**
PhD in Education with an emphasis on Language, Literacy and Culture December 2010

Dissertation Topic: *Exploring the Complexities of Teacher Professional Identity*

Examination Fields: The Achievement Gap in Relation to Adolescent Literacy; Facilitating Teacher Development through Collaboration; Teaching and Learning in Secondary English Classroom

M.A. University of California, Berkeley Graduate School of Education **Berkeley, CA**
M.A. in Education/Secondary Teaching Credential in English May 2002

Thesis Topic: *Multiple Loops of Feedback as Formative Assessment in a Middle School English Classroom.*

B.A. University of California, Berkeley **Berkeley, CA**
B.A. with highest honors in American Studies; Minor: French May 2000
American Studies Emphasis: Childhood in America

Thesis topic: *Where the Wild Things Are: Visions of Childhood in America*

Research Interests

Asian American Teachers; Teacher Recruitment and Retention; Diversity in Teacher Education; Teacher Preparation; Teacher/ Teacher Educator (Professional) Identity; MotherScholarship; Critical Digital Literacies; Disciplinary Literacies; Collaborative Inquiry; Collaborative Autoethnography; Multilingual Language Development; Urban Education; Equity and Disparity in Achievement; Professional Learning; Adolescent Literacy; English Education;

Faculty Positions

University of Washington (Seattle), College of Education Jan 2024- Present
Boeing Professor of Teacher Education

Within the Teaching, Learning & Curriculum Division of the College of Education, teach a variety of courses for credential and graduate students (in Language, Literacy, and Culture); support the development of teacher education praxis and research at a university, statewide and national level, with

an emphasis on justice-focused, humanizing teacher practices; advise and support doctoral students. Serve on division, college, university, state and national committees, advisory boards, and executive committees.

California State University, Long Beach, College of Education-Teacher Education Aug 2012- Dec 2023
Professor/ Former Department Chair (August 2022-August 2023)

Teach a variety of courses including Curriculum, Instruction, Assessment and Classroom Management for Secondary Teachers; Content Area Literacy for Secondary Teachers and Student Teaching Practicum/ Supervision; Assessment and Introduction to Educational Research (with Action Research focus) for Curriculum and Instruction MA Program; Advise doctoral dissertations for Ed Leadership department. Serve on several departmental, college, university, state and national committees, advisory boards, and executive committees.

University of La Verne, LaFetra College of Education – Teacher Education June 2020-June 2021
Professor and Program Chair

Teach and redesign coursework for Single Subject methodology courses in English, History/ Social Science, Math and VAPA content areas. Schedule courses. Facilitate data-driven program improvement and accreditation efforts for Multiple Subject, Single Subject and Inclusive Education credential programs. Collaboratively write grants and manage grant implementation; oversee the development of new programs.

Teaching Experience

University of California, Santa Cruz, School of Education Fall Quarter 2010
Lecturer—Education 180: Introduction to Teaching

Designed curriculum for and lectured a 120-person undergraduate course, facilitated a team of 3 teaching assistants. Course focused on issues related to teaching such as teacher identity, working with diverse student populations, working in different types of schools (charter, public, small/private, large), working with parents and considerations in choosing a teacher credentialing program.

Sonoma State University, Extended Education Program Fall 2009-Spring 2010; Fall 2010-Spring 2011
Instructor --Teacher Inquiry for Equity for K-College Classroom Teachers through Bay Area Writing Project

Facilitated and designed curriculum for a yearlong group of 13 experienced teachers from throughout the Bay Area to examine issues of equity in their own teaching through participation in the collaborative inquiry process, design of a classroom based research project, and discussion of common texts.

University of California, Berkeley, School of Education Spring 2008-Spring 2009
Instructor--Current Issues in Education

Facilitated and designed curriculum for a course of 50+ undergraduate students, including facilitating a small undergraduate student leadership team; Core course of the Education Minor examining key issues

in Education including race and ethnicity, learners with special needs, immigration and language in education. Supervised community cooperative project design and implementation; Mentored teaching teams that explored key issues more in depth to instruct their peers.

Cesar Chavez Middle School, Hayward, CA Aug 2001-June 2007; Aug 2010-June 2012

Teacher, Content Area Coach: English Language Arts/Math; Peer Resource Teacher

Taught English (grades 7-8); History (grades 7-8); Algebra (grade 8); AVID elective (grades 7-8) in a large urban district to diverse populations of students including students with special needs, English Language Learners, and students of color; Served as Language Arts Department chair (3 years); Member of Site Based Decision Making Team. As coach, worked with new and experienced teachers on content area literacy practices. As Peer Resource Teacher, coordinated and delivered site professional development in addition to teaching 80% course load.

Albany Middle School, Albany, CA / **English Language Center**, Hayward, CA Aug 2000-June 2001

Student Teacher—English/ English Language Development Levels 1/2

Led 8th grade Language Arts/History CORE class in Albany, under supervision of cooperating teacher; taught all sections of CORE for 2 months upon teacher absence for surgery. At the ELC, student taught and ELD 2 Survey (Content Area) course and taught a newcomer English Language Development Course (ELD 1) to high school students at a newcomer school.

Related Work Experience

Bay Area Writing Project, University of California, Berkeley

Co-Director (2009-2010), **Inquiry for Equity Group Facilitator** (2009-2011), **Teacher Consultant** (2007-Present), **Saturday Seminar Coordinator** (2009-2010)

Planned, contracted, coached and staffed numerous professional development activities for teachers of writing K-College; Facilitated yearlong collaborative inquiry group (described in course description above); Gave professional development workshops (Sample topics: Literacy in the Content Areas, Integrating technology with writing, Holistic Revision and Micro-editing); Coordinated inservice work with Oakland Unified School District Writing Proficiency Project; Coordinated Invitational Summer Institute for experienced teachers of writing; worked closely with technology group.

Oakland High School, Oakland Unified School District January 2008-June 2009

New Teacher Content Area Coach: English Language Arts

Worked with new English teachers one-on-one coaching around curriculum development and planning.

Project IMPACT, Oakland High School, KIPP Summit Academy August 2007-June 2009

Collaborative Inquiry Group Facilitator

Facilitated Yearlong Collaborative Inquiry groups of beginning teachers in urban schools with highly diverse populations around issues of equity and social justice.

External Grants

Moments and Movements: Challenging Asian American Invisibility in Racial Justice in K-12 Education Conference – Spencer Foundation Research Conference Grant 2022-2024

Principal investigator on \$50,000 Spencer Foundation conference grant to bring together scholars and educators in Asian American and ethnic studies, educational foundations, teacher education, and K-12 schools to learn from one another and collaborate on an Asian American racial liberation framework to be used in K-12 and teacher education praxis. The work of this grant will produce scholarship to challenge Asian American invisibility and raise important conversations for Asian Americans in education.

Branch Alliance for Educator Diversity Transformation Grant 2020-2021

Lead writer on \$750,000 grant proposal to support the transformation of educator preparation to promote the recruitment and retention of diverse teachers, in collaboration with local partner district (Pomona Unified School District). In addition to being the lead writer on this grant, I was the main liaison with Branch Alliance and structured grant implementation to redesign program curriculum to support racially diverse teacher candidates.

US Department of Education HSI Teacher Preparation (Pipeline) Grant (Caminos) 2017-2022

Contributor/ co-writer to \$1M grant proposal to support the creation of a teacher preparation pipeline with a focus on Latinx and first-generation students. My contribution to the grant included team leadership of collaborative work on mentoring across the pipeline and faculty development in culturally responsive pedagogies (in teacher preparation) to support professional learning for underrepresented teacher candidates.

Bechtel Foundation Innovations in Education Preparation Grant 2014-2015

Contributor to \$250,000 initially funded grant proposal (with options for renewed funding through 3 cycles) examining institutional educator preparation. I specifically worked on the curriculum development side, revising a traditional secondary literacy course to be more aligned with research in disciplinary literacy at the secondary level through the proposed creation of 3 disciplinary literacy focused sections to support the existing content area literacy and language development secondary coursework.

California Postsecondary Education Improving Teacher Quality Grant 2010-2014

Collaborative Approach to Learning: Bridging Learning and Science Teaching

Co-writer in \$1 million dollar grant award focused on collaboration between Bay Area Writing Project and Bay Area Science Project focused on Academic Language Development among English Language Learners through focused work with teachers through science field experience and content area writing integrating the SIOP (Structured Instruction and Observation Protocol) model.

Internal (Organizational/System) Grants

California State University Center for Transformation of Teacher Preparation Programs Grant. 2022-23
Project director for \$150K grant focused on the increasing the number and success of diverse teacher candidates, with a focus on supporting BIPOC teacher candidates within the multiple subject program. Coordinated faculty and administrative team to focus on support for student teachers on developing navigational capital, implementing culturally responsive & sustaining practices and passing gatekeeper testing requirements for certification.

Office of Research and Special Projects Multidisciplinary Research Grant 2019
Project Title: Aquarium STEM and Family Literacies Project
Working with an interdisciplinary team from Human Development and Math Education, received competitive internal funding to investigate STEM literacies and family literacies in community settings in partnership with the Aquarium of the Pacific.

Project HOGAR Faculty Summer Grant 2019
\$4000 internal grant to support mentoring of post-baccalaureate first generation and Latinx students to gain research experience through research partnerships.

National Writing Project Teacher Inquiry Communities Mini-Grant 2010-2011
Writer of \$5000 mini-grant award focused on outreach to sites through teacher inquiry communities and bringing teacher researchers together through both digital technologies (use of group wiki website) and ongoing group meetings focused on questions of equity in classrooms.

Academic/ Community Service

National Organization Level:

American Educational Research Association (AERA) Social Justice Action Committee Member	2022-2024
Association of Teacher Educators (ATE) Local Arrangements Committee Chair (Anaheim)	2022-2024
National Council of Teachers of English (NCTE) Research Foundation Trustee Chair	2021-2024
AERA Research on the Education of Asian Pacific Americans SIG Chair	2020-2022
NCTE Research Foundation Trustee Board Member	2019-2021
AERA Division K Innovations in Research on Equity & Social Justice in TE Award Chair	2019
AERA Writing and Literacies SIG Social Scholar	2017-2019
AERA Writing and Literacies SIG Awards Review Committee	2016-2017
AERA Division K Outstanding Dissertation Committee	2015-2016

State Level:

California Council on Teacher Education (CCTE) President	2022-2024
California Council on Teacher Education (CCTE) Conference Co-Chair	Fall 2022
California Council on Teacher Education (CCTE) President Elect	2021- 2022
California Council on Teacher Education (CCTE) Board of Trustees	2019- 2021

California Writing Project Advisory Board 2013-Present

System Level:

CSU Collaborative for the Advancement of Linked Learning 2013-2020
Faculty Development Team Member

University Level:

University Educator Preparation Committee Member: 2014- 2019; Chair 2015-2017
Curriculum & Educational Policies Council Member: 2019-2020; 2022-2023

College Level:

College Meeting Planning Committee 2017-2019
Faculty Council Member/ Recorder: 2014-2016; Chair 2019
Assessment Committee Member: 2015-2018

Program Level:

Program Chair (Teacher Education – University of La Verne) 2020-2021
Single Subject Credential Program Committee (CED Representative) 2018-2020
Caminos HSI Faculty Development Lead Team 2018-2022

Department Level:

Department Chair 2022-2023
Admissions and Standards Committee Member: 2013-18; Chair 2014-2017
Evaluation of Lecturers Committee Member: 2013-15; Chair 2014-2015

Community Service:

New Hope Presbyterian Church Social Justice Ministry Team Member: 2016-19; Coordinator 2019-22
Oxford Academy Parent Teacher Student Association Membership VP 2019-21/ Executive VP 21-22
Fletcher Elementary Parent Teacher Association Treasurer 2014-16

Awards, Honors, Fellowships

AERA Division K Mid-Career Scholar Award 2023
Divergent Award for Excellence in Literacy in a Digital Age Research 2022
Transformative Teacher Education Fellowship Summer 2018
Research Scholarly & Creative Activities Assigned Time Awards 2015-2019
College of Education Curricular Innovations Award 2015; 2017; 2019
Academic Senate Assigned Time Award for Exceptional Levels of Service to Students Spring 2015
University Flipped Teaching Incentive Program Fellowship Recipient Spring 2015
Lily Wong Fillmore Fellowship 2009-2010
Literacies, Libraries and Equity Fellowship 2009-2010
Departmental Fellowship—Language, Literacy, Culture 2008-2009
Outstanding Graduate Student Instructor Award 2008-2009
Phi Delta Kappa Fellowship 2007-2008
Governor’s Teaching Fellowship 2002-2005
Flanders Fellowship 2000-2001
UC Berkeley Chancellor’s Scholar 1996-2000

Books

Kim, J. & Hsieh, B. (2021) *The racialized experiences of Asian American teachers in the US: Applications of Asian Critical Race Theory to resist marginalization*. Routledge.

Scholarly Publications

Hsieh, B. (Under Review) Justice as praxis: A (collective) autoethnographic inquiry into our calling. Submitted to the *International Journal of Qualitative Studies in Education*.

Hsieh, B. (Under Review) To see and be seen, to listen and be heard, to create ripples of disruption: A letter to my son in his senior year. Submitted to *Educational Studies*.

Hsieh, B., Hong, J.H., Moten, T., Qiu, T., Smith, D. (Minor Revisions) “We have to be everything at a time America tells us that we are nothing”: Enacting justice as praxis as women of color in education. Submitted to the *International Journal of Qualitative Studies in Education*.

Priede, A. & Hsieh, B. (In Preparation) Where do we teach? Factors affecting the workplace choices of diverse teacher candidates and teachers.

Hsieh, B. (2023). A matter of respect. *Educational Leadership*, 81(1), 62-67.

Brochin, C., Filipiak, D., Hsieh, B., Kirkland, D., Nyachae, T. (2023). In dialogue: The future of critical studies in literacy research. *Research in the Teaching of English*, 57(4), 402-411.

Chosen Kin Collective (2023). This Ain't No Work For Hire: A Testimonio of Our Experiences Building Liberatory Curriculum. *Iowa Journal for the Social Studies*, 31(1), 73-90.

Yeh, C., Agarwal-Rangnath, R., Hsieh, B. & Yu, J. (2022) The Wisdom in Our Stories: Asian American MotherScholar Voices in Teaching and Teacher Education. *International Journal of Qualitative Studies in Education*. <https://doi.org/10.1080/09518398.2022.2127010>

Kim, J. & Hsieh, B. (2022). Team meeting: “I do not have to stand alone”: Finding ourselves reflected in the community of NCTE’s Asian/American caucus. *Voices from the Middle*, 29(4), 48-49.

Ocular, G., Kelly, K., Millan, L., Neves, S., Avila, K., Hsieh, B. & Maloles, C. (2022) Contributions of naturalistic parent-child conversations to children’s science learning during informal learning at an aquarium and at home. *Frontiers in Psychology: Developmental Psychology*. <https://www.frontiersin.org/articles/10.3389/fpsyg.2022.943648/full>.

Hsieh, B. (2022). Countering Asian American Invisibility in Schools. *Educational Leadership*, 79(5), 38-43.

- Hsieh, B., Yu, J., Yeh, C., Agarwal-Rangnath, R. (2022). Love on the Front Lines: Asian American MotherScholars Resisting Dehumanizing Contexts through Humanizing Collectivity. *Peabody Journal of Education*, 97(2), 165-178.
- Hsieh, B. (2021) Examining (Re)Constructive History through the Experiences of Asian American Teachers. *ASSERT: Annals of Social Studies Education Research for Teachers*, 2(3), 43-51.
- Austin, T. & Hsieh, B. (2021) #SayHerName: Addressing anti-blackness in language and literacy curriculum. *Journal of Adolescent and Adult Literacy*, 65(3), 237-244.
- Sintos Coloma, R., Hsieh, B., Poon, O., Chang, S., Choimorrow, S.Y., Kulkarni, M.P., Meng, G., Patel, L. & Tintiangco-Cubales, A. (2021) Reckoning with Anti-Asian violence: Racial grief, visionary organizing, and educational responsibility. *Educational Studies*, 57(4), 378-394.
- Stewart, O., Hsieh, B., Pandya, J.Z., & Smith, A. (2021) What More Can We Do? A Scalar Approach to Examining Critical Digital Literacies in Teacher Education. *Pedagogies: An International Journal*, 16(2), 125-137.
- Hsieh, B. & Nguyen, H.T. (2021) Coalitional resistance: Challenging racialized and gendered oppression in teacher education. *Journal of Teacher Education*, 72(3), 355-367.
- Hsieh, B. & Nguyen, H.T. (2020) Identity-informed mentoring to support acculturation of female faculty of color in higher education: An Asian American female mentoring relationship case study. *Journal of Diversity in Higher Education*, 13(2), 169-180.
- Hsieh, B. & Kim, J. (2020) Challenging the invisibility of Asian Americans in education. *Review of Education, Pedagogy and Cultural Studies*, 42(2), 95-103.
- Hsieh, B., Kim, J. & Protzel, N. (2020) Feeling not “Asian” enough: Issues of heritage language loss, development, and identity. *Journal of Adolescent & Adult Literacy*, 63(5), 573-576.
- Navarro, O., Quince, C., Hsieh, B. & Deckman, S. (2019) Transforming teacher education by integrating the funds of knowledge of teachers of color. *Review of Education, Pedagogy and Cultural Studies*, 41(4-5), 282-316.
- Hsieh, B. (2018) This is how we do it: Authentic and strategic technology use by novice English teachers. *Contemporary Issues in Technology and Teacher Education (English)*, 18(2), 271-288.
- Hsieh, B. (2017) Making room for discomfort: Exploring critical literacy and practice in a teacher education classroom. *English Teaching: Practice and Critique*, 16(3), 290-302.
- Hsieh, B. (2017) Exploring evolving role(s) of literacy in secondary pre-service teachers’ work: A comparative case study. *Literacy Research and Instruction*, 56 (4), 342-361.

- Hsieh, B. (2017) Making and missing connections: Exploring twitter chats as a one-time learning tool in a pre-service teacher education course. *Contemporary Issues in Technology and Teacher Education*, 17 (4). Retrieved from <http://www.citejournal.org/volume-17/issue-4-17/current-practice/making-and-missing-connections-exploring-twitter-chats-as-a-learning-tool-in-a-preservice-teacher-education-course>.
- Hsieh, B. (2016) Professional identity development as a framework in working with preservice secondary teacher candidates. *Teacher Education Quarterly*, 43 (2), 93-112.
- Hsieh, B. (2015) The Importance of Orientation: Implications of Professional Identity on Classroom Practice and for Professional Learning. *Teachers and Teaching: Theory and Practice*, 21(2), 178-190
- Hsieh, B. & Nguyen, H.T. (2015) Listening to the voices of teacher candidates: Learning from and about co-teaching in student teaching practicum. Submitted to *Teaching and Learning Together in Higher Education*; Published online: Winter 2015.
- Hsieh, B. (2014) From skepticism & utilization to contribution & growth: Shifting perspectives on technology among English credential candidates. *California English*, 19 (3), 22-24.
- Hsieh, B. (2012) Challenging characters: Learning to reach inward and outward from characters who face oppression. *English Journal*, 102 (1), 48-51.

Peer Reviewed Book Chapters

- Hsieh, B. (Accepted). Representation matters: Selecting multimodal texts to prompt critical reflection in a secondary literacy preservice course. In C.M. Leider, C.L. Dobbs, & E. Nerlino. *Preparing anti-racist teachers: Fostering anti-racism and equity in teacher preparation*. Routledge.
- Hsieh, B. (Accepted). Negotiating multiple selves: A journey in personal, maternal and professional becoming. In K. Marsh & E. Neitherman (Eds.), *"Off Time" in academia: Career and lifecourse in personal narratives of mothers and non-mothers*. Demeter Press.
- Chopin, M-P., Croizier, C., Hsieh, B. & Tourneville, J. (Forthcoming, in press). Crises et usages de la crise dans l'enseignement: Enjeux d'une comparaison France/ États-Unis [Crisis and Usages of Crisis in Teaching: Challenges of a French-American comparison] In S. Alix (Ed.) *Crise(s) en education et en formation dans un monde globalisé: Perspectives internationales*. Presses Universitaires de Grenoble.
- Hsieh, B. & Kim, J. (Forthcoming, in press). We are not the same, we deserve to be seen: Diverse Asian American text sets as resistance. In J. Dyches, B. Sams, & A. Boyd (Eds.) *Acts of resistance: Subversive teaching in the English Language Arts classroom*. Myers Publishing.

- Hsieh, B. (2023). Rhetoric, racial positioning, and resistance: Asian Americans and the need for critical global literacies across diaspora. In S. Kerkhoff & H.A. Spires (Ed.) *Critical perspectives on global literacies: Bridging research and practice* (pp. 215-229). Routledge.
- Hsieh, B. (2022). Making space for ourselves, making space for each other: Humanizing practices in the ELA classroom and in teacher education. In E. Dutro (Ed.) *Trauma-informed teaching: Responsive, humanizing classrooms*. National Council of Teachers of English Special Issues Series: Volume 2.
- Agarwal-Rangnath, R., Yeh, C., & Hsieh, B. (2022). We need to see each other as human: Ethnic studies as a framework for humanizing K-12 education. In T.K. Chapman, & N. Hobbel (Eds.), *Social justice pedagogy across the curriculum: The practice of freedom*. Routledge.
- Hsieh, B., Achola, E.O., Reese, L., Keirn, T., Davis, S., Navarro, O. & Moreno, J.F. (2021). Transforming educator practice through a culturally responsive and sustaining pedagogies rubric: Co-construction, implementation, and reflection. In E.C. Cain, J. Crawford, & R. Filback (Eds.) *Cases on academic program redesign for greater racial and social justice*. IGI Global.
- Hsieh, B. & Cridland-Hughes, S. (2021). Teachers enacting critical literacy: Critical literacy pedagogies in teacher education and K-12 practice. In J.Z. Pandya, R.A. Mora, J. Alford, N.A. Golden & R.S. deRoock (Eds.), *The critical literacies handbook*. Routledge.
- Hsieh, B. & Dyo, M. (2020). Supporting cohesive work-based learning experiences for students in LL pathways. In C. Martinez & B. Hsieh (Eds.), *Insights from Practice: Reflections on Linked Learning Implementation in Secondary Settings*. CSU Collaborative for the Advancement of Linked Learning.
- Hsieh, B. & Saleh, M. (2020). You called me “Sis”: Opening (online) spaces of humanity and solidarity. In E. Lyle, & S. Mahani (Eds.), *Sister scholars: Untangling issues of identity as women in academe*. Dio Press.
- Hsieh, B. (2017). Step by step, slowly I flip. In L. Santos Green, J. R. Banas, & R. Perkins (Eds.), *The flipped college classroom: Conceptualized and re-conceptualized*. Springer.

Representative Scholarly Presentations

- Hsieh, B. & Wooldridge, N. (Accepted). It Takes a Village; It Takes Commitment: Integrating Culturally Responsive & Sustaining Practices Across a Teacher Education Program. To be Presented at the Association of Teacher Educators Annual Meeting (2024), Anaheim, CA.
- Hsieh, B., Mounioloux, G. & Priede, A. (under review). It Impacts Us All, But Not the Same Way Dehumanizing Working Conditions, Teacher Attrition & Race. [Paper] Submitted to the American Educational Research Association Annual Meeting (2024), Philadelphia, PA.

- Hsieh, B., Liu, D, Yu, J., Werther, L., DasGupta, S., Miyawaki, E., Protzel, N., Mueller, K.D., Mueller, S. D. (2023, November) Connecting Ourselves to School Curriculum: Asian American Youth, Authors, Educators, and Mothers Speak about Diverse Representation. [Panel] Presented at the National Council of Teachers of English Annual Convention, Columbus, OH.
- Ochoa, J., Guerrette, M., Hsieh, B., Van Duinen, D. Silvas-Brunetti, T. (2023, November) Connected Communities: Essential Spaces in the Work of Teacher Experts. [Workshop] Presented at the National Council of Teachers of English Annual Convention, Columbus, OH.
- Woulfin, S.L., Braaten, M., Washington, T., Lyon, M. Childs, K. Superville, D., Barlett, L., Hsieh, B. & Rozelle, J. (2023, April). Interrogating Educators' Working Conditions in the Era of Intersecting Crises. [Presidential Session-Invited Presentation] Presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Hsieh, B., Chopin, M-P., Priede, A., Tourneville, J., Croizier, C. (2023, April). Interrogating Truths about the "Teacher Crisis": A California-France Comparative Approach. [Roundtable] Presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Hsieh, B., Owoimaha-Church, E., Rodriguez, N.N., Ho, E., Mehta, M. (2023, April). Moments and Movements: Challenging AAPI Invisibility in Racial Justice in K-12 Education. [Panel] Presented at the Association of Asian American Studies Conference, Long Beach, CA.
- Hsieh, B., O'Connor, C. & Tio, M. (2022, November). Illuminating Radical, Humanizing, Literary Approaches to Mental Health/ Illness in English Language Arts. [Panel] Presented at the National Council of Teachers of English Annual Convention, Anaheim, CA.
- Hsieh, B., Choi, G., Liu, D., Pham, T. & Sales, N. (2022, November). Changing the Narrative, Reimagining the Curriculum: Light for Marginalized Voices. [Panel] Presented at the National Council of Teachers of English Annual Convention, Anaheim, CA.
- Hsieh, B., Golden, N., Macias, H, & Hall, K. (2022, November). Amplifying the Light of Strength-Based Pedagogy: Deepening Our Funds of Knowledge Work in a Teacher Education Literacy Course. [Presentation] Presented at the National Council of Teachers of English Annual Convention, Anaheim, CA.
- Silvas, T., Guerrette, M., Hsieh, B., Ochoa, J., Tauheed, I., & Van Duinen, D.V. (2022, November). Recognizing teacher experts and their paths to expertise. [Workshop] Presented at the National Council of Teachers of English Annual Convention, Anaheim, CA.
- Hsieh, B., Curammeng, E., Mehta, M., Ho, E., Chen, E. & Lee, O. (2022, April). Beyond Stopping Hate: Cultivating Safe, Equitable, and Affirming Educational Systems for Asian/Asian American Students. [Presidential Session Panel] Presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Hsieh, B & Nguyen, H.T. (2022, April). Coalitional Resistance: Cultivating Equitable and Sustainable Education Systems for Women Faculty of Color. [Paper] Presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Priede, A. & Hsieh, B. (2022, April). Negotiating Tensions Towards More Equitable Large Teacher Education Programs Considering Candidate Needs and Institutional Contexts. [Paper] Presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Hsieh, B., Chen, C., Choi, G., Liu, D., & Pham, T. (2021, November). Supporting Critical Racial Identity Development of Asian American Students and Teachers. Panel presentation at the National Council of Teachers of English Annual Convention (Virtual).

Hsieh, B., Austin, T., Bertrand, S., Porcher, K., & Dahlen, S.P. (2021, November). Showing Up for Each Other: Black-Asian solidarity for equity and justice. Panel presentation at the National Council of Teachers of English Annual Convention (Virtual).

Wooldridge, N., & Hsieh, B. (2021, October). Bringing Culturally Responsive Practices into View Across the Preservice→ Practicum→ Inservice Continuum. Paper presented at the Fall 2022 Conference of the California Council of Teacher Education, San Diego, CA.

Hsieh, B. Picower, B., Maloney, T., Pour-Khorsid, F., Acosta, M.M., François, A., & Soodjinda, D. (2021, April). Abolitionist Teacher Education: Anti-Racist Praxis, Critical Perspectives, and Humanizing Pedagogies. [Presidential Session Panel] Presented at the American Educational Research Association 2021 Virtual Annual Meeting.

Sintos Coloma, R., Hsieh, B., Poon, O., Chang, S., Choimorrow, S.Y., Kulkarni, M.P., Meng, G., Patel, L. & Tintiangco-Cubales, A. (2021, April) Reckoning with Anti-Asian Violence: Racial grief, Visionary Organizing, and Educational Responsibility. [Presidential Session Panel] Presented at the American Educational Research Association 2021 Virtual Annual Meeting.

Soodjinda, D., Hsieh, B., Kim, G.M., Liang, J.G., Liu, D., Liu, R.Z., Rodriguez, N.N. (2021, April), Asian American Accountability: Confronting Ourselves and Unpacking Our Stories for an Educational Reckoning around Anti-Racism. [Presidential Session Panel] Presented at the American Educational Research Association 2021 Virtual Annual Meeting.

Hsieh, B. & Nguyen, H.T. (2021, April) Coalitional Resistance: Our Educational Responsibility to Support Women of Color in Teacher Education. Presented at the American Educational Research Association 2021 Virtual Annual Meeting.

Priede, A., Hsieh, B. & Marroquin, M. (2021, April) Our Responsibility to Serve: Supporting Teachers of Color Working in Communities of Color. Presented at the American Educational Research Association 2021 Virtual Annual Meeting.

- Hsieh, B. & Nguyen, H.T. (2020, April) We lift as we rise: Reconceptualizing resistance as Asian American female teacher education-scholars. Presented to the American Educational Research Association Annual Meeting, San Francisco, CA.
- Hsieh, B. & Priede, A. (2020, April) Preparing and retaining diverse teachers using workplace preference data. Presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Yeh, C., Agarwal-Rangnath, R., Hsieh, B. and Yu, J.W. (2020, April) Love on the front lines: Asian American MotherScholars striving to teach for social justice. Presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Hsieh, B. (2019, December) Pushing back from the margins: Centering Asian American female teacher voices. Paper presented at the Literacy Research Association Annual Conference, Tampa, FL.
- Hsieh, B. & Kim, J. (2019, November) Inquiry and identity: Exploring who we are as Asian American English teachers. Paper presented at National Council of Teachers of English Annual Convention, Baltimore MD.
- Hsieh, B, Osborn, A, Sales, N, & Yoon, D. (2019, November) What does it mean to be Asian American (in the English classroom)? Paper presented at National Council of Teachers of English Annual Convention, Baltimore MD.
- Hsieh, B., Keirn, T, Smith, J., Thies, T, Wooldridge, N. & Hamm, D. (2019, October) Deepening Culturally Responsive Practices in Teacher Education Through Ongoing Faculty Inquiry: The CSULB Caminos Faculty Inquiry Group. Paper presented at the Fall 2019 Conference of the California Council of Teacher Education, San Diego, CA.
- Hsieh, B. & Kim, J. (2019, April) We are here too: Listening to the stories of Asian American teachers. Paper presented at the 2019 Association for Asian American Studies 39th Conference, Madison, WI.
- Hsieh, B. & Nguyen, H.T. (2019, April) Space to blossom: Fostering holistic successes and reclaiming our right to thrive through identity-informed mentoring. Paper presented at the American Educational Research Association 2019 Annual Meeting, Division K: Teaching and Teacher Education, Toronto, Canada.
- Priede, A & Hsieh, B. (2019, April) Where do we teach? Factors affecting the workplace choices of diverse teacher candidates. Paper presented at the American Educational Research Association 2019 Annual Meeting, Division K: Teaching and Teacher Education, Toronto, Canada.
- Hsieh, B.; Glenn, A. & Frapwell, T. (2019, March) Building upon success: Enriching senior capstone projects & portfolios with a senior defense. Paper presented at the 2019 Linked Learning Convention, Palm Desert, CA.

- Hsieh, B. (2018, October) Twitter as a tool for changemaking in Teacher Education. Paper presented at the Fall 2018 Conference of the California Council of Teacher Education, San Diego, CA.
- Hsieh, B. (2018, June) Tweeting, teaching, learning and leading: Twitter in teacher education. Presentation presented at the International Society for Technology in Education 2018 conference, Chicago, IL.
- Hsieh, B. & Nguyen, H.T. (2018, May) The dreams, possibilities, and necessity of identity-informed mentoring to support teacher educator acculturation. Paper presented at the American Educational Research Association 2018 Annual Meeting, Division K: Teaching and Teacher Education, New York, NY.
- Rangnath, R., Yeh, C., Hsieh, B & Yu, J. (2018, May) Speaking back from the margins: Counting the experiences and beliefs of Asian American females striving to teach for social justice in teacher education. Paper presented at the American Educational Research Association 2018 Annual Meeting, Division K: Teaching and Teacher Education, New York, NY.
- Hsieh, B. (2018, March) Recognizing students' humanities, identities, & literacies through visual narratives. Paper presented at the California Teachers of English (CATE) Annual Conference, San Diego, CA.
- Hsieh, B. (2018, February) Preparing pre-service & practicing teachers to integrate Linked Learning approaches. Paper presented at the Linked Learning Convention, 2018, Anaheim, CA.
- Paredes, J. & Hsieh, B. (2017, November) *Supporting Central American Newcomer Youth in Destabilizing Times of Transition*. Paper presented at the National Association of Multicultural Education Annual Conference, Salt Lake City, Utah.
- Hsieh, B. & Nguyen, H.T. (2017, October) *Diversity starts with us: Supporting teacher educators of color through identity informed mentoring*. Paper presented at the Fall 2017 Conference of the California Council of Teacher Education, San Diego, CA.
- Dyo, M. & Hsieh, B. (2017, June) *Beyond General Hospital: Engaging HS Students Through a Hospital-Based Mentoring and Simulation Program*. Poster presented at CSU Collaborative on the Advancement of Linked Learning (CALL) Annual Convening, Long Beach, CA.
- Hsieh, B. (2016, November) *Using Twitter to advocate for professional community and professional development among pre-service English candidates*. Paper presented at National Council of Teachers of English Annual Conference research roundtable, Atlanta, GA.
- Hsieh, B. & Nguyen, H.T. (2016, October) *Exploring Mutuality as a Dynamic in Faculty Mentoring*. Paper presented to Fall 2016 Conference of the California Council of Teacher Education, San Diego, CA.

- Hsieh, B. (2016, April) *Experiences, education and expanding understandings of literacy in relation to teacher identity*, Paper presented at American Educational Research Association 2016 Annual Meeting Lives of Teachers SIG, Washington DC.
- Hsieh, B. (2015, October) *Having it all: How a flipped course redesign can support joyful teaching in the teacher education classroom*. Paper presented to Fall 2015 Conference of the California Council of Teacher Education, San Diego, CA.
- Hsieh, B. (2015, October) *Twitter: Promoting social justice through voice, networking & resources in the teacher education classroom*. Paper presented to 2015 Annual Conference of the National Network for Educational Renewal, Chico, CA.
- Hsieh, B. (2015, July) *Using Writing to Learn in Secondary Disciplinary Classrooms*, Workshop paper accepted to International Literacy Association Conference 2015, St. Louis, MO.
- Hsieh, B. & Paredes, J. (2015, April) *Performance, Perspectives & Power: Former EL Preservice Teacher Candidates' Discuss Literacy in Secondary Classrooms*, Roundtable paper presented to American Educational Research Association 2015 Annual Meeting Language & Social Processes SIG, Chicago, IL.
- Nguyen, HT. & Hsieh, B. (2015, April) *Reciprocity of a Mentor-Mentee Teacher Education Faculty Relationship*, Paper presented to American Educational Research Association 2015 Annual Meeting Self Study SIG, Chicago, IL.
- Hsieh, B. (2014, October) *Building & Bridging Perspectives: College & Career Readiness, the Arts, Literacy, Common Core*, Paper presented to Fall 2014 Conference of the California Council of Teacher Education, San Diego, CA.
- Hsieh, B. (2014, April) *"A-Ha" Moments: Bridging Content Area Literacy and Disciplinary Learning for Secondary Preservice Credential Candidates*, Paper accepted to American Educational Research Association 2014 Annual Meeting, Philadelphia, PA.
- Nguyen, H.T. & Hsieh, B. (2014, March) *Co-Teaching Partnerships: New Teaching and Learning Spaces*, Paper accepted to Spring Conference of the California Council on Teacher Education, San Jose, CA.
- Seipel, B., Hasan, L., Plaughter, R., Koch, S. & Hsieh, B. (2014, March) *Integrated Technology in Teacher Preparation*, Panel Presentation at Spring Conference of the California Council on Teacher Education, San Jose, CA.
- Hsieh, B., Ray, M. & Woodward, E. (2013, November) *Science Writing Task: Teaching evidence supported argumentation through science*. Paper presented at 1st Annual California STEM Conference, Sacramento, CA.

Hsieh, B. & Nguyen, H.T. (2013, November) *Erasing the Shadows, Embracing the Light: Re/visioning Multicultural Education*, Paper presented at National Association for Multicultural Education Annual Conference, Oakland, CA.

Hsieh, B. & Nguyen, H.T. (2013, November) *Regenerating the Field through Co-Teaching Partnerships: Reflections and Recommendations*, presented at the Fall Conference of the California Council on Teacher Education, San Diego, CA.

Stallones, J., Hsieh, B. & Martinez, C. (2013, November) *A New Vision for Regenerating the Field: Preparing Preservice Teachers for 21st Century Classrooms*, Poster presented at the Fall Conference of the California Council on Teacher Education, San Diego, CA

Hsieh, B. (2012, November) *Moving from Tragedy to Honor: The Power of Healing through Curriculum and Relationships*, presented to the National Association of Multicultural Education Annual Conference, Philadelphia, PA.

Hsieh, B (2011, April) *Exploring the Implications of Professional Identity Orientations on Teacher Practice among Beginning English Teachers*, accepted to American Educational Research Association 2011 Annual Meeting as Paper Session

Hsieh, B (2009, November) *How Teacher Collaborative Inquiry Can Promote Classroom Critical Thinking*, presented to National Council of Teachers of English Annual Convention, Philadelphia, PA.

Hsieh, B (2009, April) *Agency, Inquiry and Collaboration: A Longitudinal Study of Inquiry in the Lives of Two Teachers*, presented to UC Berkeley Graduate School of Education Research Day, Berkeley, CA.

Hsieh, B (2008, September) *Teacher Inquiry as a Tool to Promote Student Achievement* , presented to California Teachers of English (CATE) Asilomar Conference, Pacific Grove, CA.

Invited Talks:

2023, February – Uniting to Advocate for Teachers and the Teaching Profession: Conversations with Cross-Disciplinary Leaders, Association of Mathematics Teacher Educators Annual Conference.

2022, October – Identity Matters in Teacher Education, University of Virginia Cooper Lecture Series Speaker.

2021, September – Supporting Teachers of Color through Building a Culturally Responsive & Sustaining Teacher Pathway, CITED (Center for Innovation in Teacher Education) Presentation

2021, September – Where Do We Teach? Factors Affecting the Workplace Choices of Diverse Teacher Candidates, IIIDE.

2021, August – Racial Justice in Literacy Webinar, Literacy Research Association.

2021, June – Centering Humanity through Identity-Informed Collaborative Notebook Activities, San Jose State University.

2021, January – Justice as Praxis, Justice as Praxis in Education Conference, University of Georgia.

2021, January – Activism in Literacy Research, National Council of Teachers of English Association for Research Panel (Virtual)

2020, September – Using Class Hashtags to make Teacher Education Practice Public and Move Engagement Beyond the Classroom, AACTE (American Association of Colleges of Teacher Education) Webinar

2020, February – Disrupting Dominant Discourses – California Association of Teachers of English Annual Conference

2019, September – Digital Equity in Teacher Education, University of Texas at Austin Teacher Education Forum.

Community Engaged Research, Scholarship & Creative Activities

Hsieh, B. (2023). Rehumanizing the teaching profession. *ASCD Blog*.

<https://www.ascd.org/blogs/rehumanizing-the-teaching-profession>

Hsieh, B. (2021). Anti-Asian American racism didn't go away: Educators' support is more important than ever. *Educational Leadership*. <https://www.ascd.org/el/articles/anti-asian-american-racism-didnt-go-away-educators-support-is-important>

Silvas, T., Guerrette, M., Hsieh, B., Ochoa, J., Tauheed, I., & Van Duinen, D.V. (2021). Recognizing teacher experts and their paths to expertise. *National Council of Teachers of English*.

<https://ncte.org/statement/recognizing-teacher-experts-and-their-paths-to-expertise/>

Howard, N. & Hsieh, B. (2020). Do 1, watch/listen 2, read/explore 3: A protocol of individual anti-racism work. *Edumatch Publishing Blog*. <https://www.edumatchpublishing.com/post/do-1-watch-listen-2-read-explore-3-a-protocol-for-individual-anti-racism-work>

<https://www.edumatchpublishing.com/post/do-1-watch-listen-2-read-explore-3-a-protocol-for-individual-anti-racism-work>

Ongoing: The Life and Times of an Evolving Academic – Blog: <https://professorhsieh.edublogs.org>

International Collaborative Seminars

Chopin, M-P., Hsieh, B., Tourneville, J., Schiff, C., Croizier, C., Priede, A., & Mounioloux, G. (2022-2023). The Great Resignation: Crises et usages de la crise dans les systems éducationnels en France et aux États-Unis.

Hsieh, B. (2022, November) The Great Resignation & Teacher Identity: A “Crisis” in (US) Context(s)

Hsieh, B. (2023, January) Translating an Investigation into Teaching & Educational “Crises”

Schiff, C., Bengtsson, A., Mickwitz, L., & Hsieh, B. (2023, March) Transforming teachers or transforming schools? Lessons and limits of initiatives for the integration of migrant/ minority teachers in Sweden and the US

Chopin, M-P., Tourneville, J., & Hsieh, B. (2023, April) The Great Resignation in Education: A French American comparative examination.

Published Book Reviews

Hsieh, B. (2019). Powerful teaching: Unleash the science of learning. *Teachers College Record Book Reviews*: <https://www.tcrecord.org> ID Number: 23083.

Hsieh, B. (2017). Helping teachers to unpack the complexity of adolescent literacy instruction: A review of *Disciplinary and Content Literacy for Today's Adolescents*, 6th edition. *California Reader*, 51(1), 38-39.

Hsieh, B. (2014) A review of rigorous reading (book review of *Rigorous reading: 5 access points for comprehending complex texts*). *The California Reader*, 47 (4), 38-39.

Supervision of Doctoral Dissertations & MA Theses

Saito, L. (In Progress). K-12 Asian American Teachers in Racially Hostile Work Environments. (Projected finish date Spring 2024, CSULB EdD – Educational Leadership, Chair)

Jefferis, J. (2023). The Effectiveness of Early Childhood Education Teacher Preparation Programs in Preparing Preschool Teachers to Work Successfully with Black and Brown Children. (Dissertation, filed Spring 2023, CSULB EdD – Educational Leadership, Chair)

Ocular, G. (2021). Translanguaging in Informal Learning Environments: Parent and Child Conversations in Virtual Aquarium (Thesis, Filed Winter 2021 – CSULB, Masters -- Dual Language Development, Chair)

Park, M. (2021). Asian American Curricula through the Lens of Asian Critical Theory and a Historically Responsive Literacy Framework (Thesis Project, Filed Spring 2021, -- CSULB, Masters – Social and Cultural Analysis in Education, Chair)

Johnson, D. (2020). Linked Learning: The Black Experience (Dissertation, filed Spring 2020 – CSULB EdD – Educational Leadership, Chair)

Sparks, J. (2019). Early Indicators of Risk: How to Identify Students on the Brink (Dissertation, filed Summer, 20219, CSULB EdD – Educational Leadership Chair)

Aceves, E.M. (2018). Food is a Right: Student Perceptions of College Food Access Programming at a California State University (Thesis, filed Spring 2018 – CSULB Masters – Social and Cultural Analysis in Education, Chair)

- Chang, A. (2018). *The Importance of Teacher Development: Investigating Teacher Experiences and Perspectives in Professional Learning Communities* (Dissertation, filed Spring 2018 – CSULB EdD – Educational Leadership, Chair)
- Cotto, L. (2018). *Getting “Unstuck”: Supporting Long-Term English Learners Access to Challenging Curriculum* (Dissertation, filed Spring 2018 – CSULB EdD – Educational Leadership, Chair)
- Mande, M. (2017). *Sisyphus’ Fault: How the Shifting Terrain of a Changing Institution Makes Curriculum Reform an “Impossible Task”* (Dissertation, filed Spring 2017 – CSULB EdD – Educational Leadership, Chair)
- Monterosa, V. M. (2017). *Digital Citizenship District-Wide: Examining the Organizational Evolution of an Initiative* (Dissertation, filed Spring 2017 – CSULB EdD – Educational Leadership, Chair)
- Paredes, J. (2017). *Critical Support for Central American Newcomer Youth in Schooling in Southern California* (Thesis, Filed Spring 2017 – CSULB, Masters – Social and Cultural Analysis in Education, Chair)

Guest Editor

- 2021: *Bearing Witness, Speaking Truth, Taking Action: Creating & Centering Transformative, Responsive, Healing Spaces of Resistance to Enact Anti-Bias, Anti-Racist Teacher Education*. Special Issue, *The Journal of the Association of Independent Liberal Arts Colleges for Teacher Education*, co-edited with Dr. Kimberly White-Smith.
- 2020: *Challenging the invisibility of Asian Americans in Education*. *Review of Education, Pedagogy, and Cultural Studies*, co-edited with Dr. Jung Kim.

Journal Peer Reviews

- 2023: Reviewer, *Sociological Inquiry*
- 2022-23: Reviewer, *International Journal of Qualitative Studies in Education*
- 2022-23: Reviewer, *Review of Educational Research*
- 2022: Reviewer, *English Language Quarterly*
- 2022, 2019: Reviewer, *Teacher Educator*
- 2022, 2018: Reviewer, *Bilingual Research Journal*
- 2021: Reviewer: *Action in Teacher Education*
- 2021: Reviewer: *Journal of Multicultural Education*
- 2019: Reviewer: *Journal of Teacher Education*
- 2019: Reviewer: *Multicultural Perspectives*
- 2019: Reviewer: *New Educator*
- 2018: Reviewer: *Contemporary Issues in Teacher Education*
- 2018: Reviewer: *Computers & Education*
- 2018: Reviewer: *English Teaching, Practice & Critique*

2018: Reviewer: *Teaching and Teacher Education*

Book Peer Reviews (Pre-Release)

2021: Ticar, J. *Transnational Filipina/o/x Youth and the Gendered Vulnerabilities of Migration: School-Community Partnerships and Transnational Youth Identity in Canada*. Routledge.

2019: Larsen, E. & Allen, J. (2019) *Beginning teachers: Navigating the terrain as professional learners*. MacMillan.

2019: Sailors, M. & Manning, L. (2019) *Justice Oriented Literacy Coaching*. Routledge

Representative Professional Development Presentations

Caminos Faculty Inquiry Group

Culturally Responsive Pedagogy in Initial Credential Programs 2018-19; 2019-20

Norwalk-LaMirada Unified School District, Linked Learning Faculty Convening, CSUSB

Linked Learning 101 June 2014, 2015, 2016; January 2017

CSULB Supplemental Instruction Program

SI Leader Orientation: Keeping students engaged keeps students learning January 2016

SI Leader Orientation: Learning Modalities and Multiple Intelligences in the SI Classroom January 2015

CSULB Academic Technologies Services

Flipping, Social Media and Student Success January 2016

Walking the talk: Examining teaching & learning styles in an active learning classroom December 2015

Teacher Preparation Pipeline Conference

October 2015

Common Core and the New California Standards: How Do They Connect to and Affect Teacher Preparation?

Escondido Union School District

July 2014

Integrating ELA with STEM in Integrated Instruction at the Middle School Level

Cerritos College Faculty Inquiry Group

November 2013

Using Common Core Principles to Frame K-12 Content Area Instruction

CSULB College of Education Brown Bag Presentation

April 2013

A Little Bird Told me...Uses of Twitter in Education and the CED classroom

Advancing Collaboration for Equity in Science Summer Institute

August 2011

Integrating Writing in Elementary Science Instruction

Bay Area Writing Project Invitational Summer Institute, Teacher Inquiry for Equity

July 2009/2010

Equity Based Teacher Inquiry: A Critical Examination of Practice

Bay Area Writing Project Intersession Preservice Teacher Institute

January 2010

Session 1: Everyday Writing: A Journal for Every Season

Session 2: It Goes Beyond a Good Story: Writing in the Content Areas

Bay Area Writing Project Series, Roosevelt Middle School

Dec 2009-Apr 2010

Content Area Writing and Using Writing to Learn in the Middle School Classroom

Bay Area Writing Project Invitational Summer Institute

July 2009

Taking My Space into Our Space: Exploring Social Networking as a Genre for Character Development and Analysis

Oakland Unified School District/Bay Area Writing Project Summer Institute

June 2009

Teacher Leaders: A Collaborative Conversation Around Writing (1 week seminar)

Professional Credentials

California Clear Single Subject Credentials: English, Math, Social Sciences with Crosscultural, Language and Academic Development (CLAD) Certificate/ EL Authorization

Professional Affiliations

Bay Area Writing Project; California Writing Project; National Writing Project; National Council of Teachers of English; American Educational Research Association; National Association for Multicultural Education, California Council on Teacher Education, Association of Teacher Educators

Languages Spoken

French (fluent); Spanish (conversational); Mandarin (emergent)