

Sara E. D. Wilmes

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Research Vision

Through collaborative work with plurilingual teachers and students, my research supports teacher education and professional learning for sustained changes in early childhood and primary education. I draw upon sociocultural methodologies to explore intersections of literacy, learning, primary science and STEM education, sociolinguistics, and diverse multimodal, material, and embodied resource use with plurilingual children and teachers in multilingual communities. I seek ways to honor and valorize voice and difference as resources in support of sustainable and equitable learning and growth.

Education

- PhD** Science Education, University of Luxembourg, Luxembourg, **2017**
Thesis: Student-driven Inquiry-based Science Education in Luxembourg Primary School Contexts
Advisor: Professor Christina Siry
- MEd** Elementary Education /Science Education, State University of New York, Buffalo, **2000**
Thesis: Student Science Journals in Montessori Classrooms
- BA** Biology, Spanish minor, State University of New York, Buffalo, **1994**

Professional Appointments

- Research Scientist**, Institute for Teaching and Learning, University of Luxembourg 2019 – Present
- Visiting Scholar**, Lawrence Hall of Science, Univ of California, Berkeley, March - Sept 2024
- Postdoctoral Researcher**, Institute for Teaching and Learning, Univ of Luxembourg 2017 – 2019
- Research Collaborator**, EMACS Research Unit, University of Luxembourg. 2012 – 2013
- Science Education Specialist**, Fibonacci Project, University of Luxembourg 2012
- Science Education Specialist**, SEPUP, University of California, Berkeley 2005 – 2010

Awards

- University of Luxembourg Merit-based Block Grant, 2023, 2019-2022
- NARST International Committee Travel Award, 2019
- European Science Education Research Association Travel Award, 2017

Peer-reviewed Publications

- Siry, C., **Wilmes, S.E.D.**, & te Heesen, K. (accepted with revisions). Supporting Elementary Teachers in Enacting Reform-based Science Instruction through a Collaborative Teacher Leader Network. *Journal of Science Teacher Education*.
- Siry, C., **Wilmes, S.E.D.**, & Sportelli, D. (in press). Young children's transmodal science communication: Translanguaging as emergent in open-ended science structures. *Journal of Research in Science Teaching*.
- Siry, C., **Wilmes, S.E.D.**, & Frisch, R. (2024). Agentic student science engagement: Highlighting open-ended pedagogical structures in a plurilingual classroom. *International Journal of Education Research*, 127. doi.org/10.1016/j.ijer.2024.102357
- Wilmes, S.E.D.**, & Siry, C. (2024). Bringing the material and the body into focus: Young children's science engagement in a multilingual classroom. *Research in Science & Technological Education*, 42, 114-132. doi.org/10.1080/02635143.2023.2298353
- te Heesen, K., Siry, C. & **Wilmes, S.E.D.**, (2022). Inquiry-based pedagogies as an inclusive practice: Approaches for in-service teacher education. *Educação, Cultura e Inclusão: Contextos internacionais e locais*, 101-111.
- Siry, C., **Wilmes, S.E.D.**, te Heesen, K. & Sportelli, D. (2022). Young children's transmodal participation in science investigations; Drawing on diverse resources for meaning-making. In A. Jakobsson, A., P. Nygård Larsson & A. Karlsson (Eds.) *Translanguaging in Science Education*. Springer. doi.org/10.1007/978-3-030-82973-5_4
- Wilmes, S.E.D.** (2021). Interaction rituals, emotions, and early childhood science: Digital microscopes and collective joy in a multilingual classroom. *Cultural Studies of Science Education*. doi.org/10.1007/s11422-021-10056-6
- Wilmes, S.E.D.** & Siry, C. (2021). Multimodal Interaction Analysis: a Powerful Tool for Examining Plurilingual Students' Engagement in Science Practices. *Research in Science Education*, 51, 71–91. doi.org/10.1007/s11165-020-09977-z
- Siry, C. & **Wilmes, S.E.D.** (2020). Working toward equitable research practices: the value of highlighting complexity and respecting context. *Cultural Studies of Science Education*, 1-11. doi.org/10.1007/s11422-020-09979-3
- Wilmes, S.E.D.** & Siry, C. (2020). Science notebooks as interactional spaces in a multilingual classroom: Not just ideas on paper. *Journal of Research in Science Teaching*. doi.org/10.1002/tea.21615 doi.org/10.1002/tea.21615
- Park, J. & **Wilmes, S.E.D.** (2019). A critical co/autoethnographic exploration of self: Becoming science education researchers in diverse cultural and linguistic landscapes. In C. Siry & J. Bazzul (Eds.), *Critical Voices in science education research: Narratives of academic journeys*. Dordrecht: Springer. doi.org/10.1007/978-3-319-99990-6_14
- Wilmes, S.E.D.**, te Heesen, K., Siry, C., Kneip, N., & Heinericy, S. (2018). The role of critical reflexivity in the professional development of professional developers: A co-autoethnographic exploration. *Interfaces educação*, 7(1), 13-24. <https://periodicos.set.edu.br/educacao/article/view/6187>
- Wilmes, S.E.D.** & Siry, C. (2018). Interaction rituals and inquiry-based instruction: analysis of student participation in small-group investing in a multilingual classroom. *Science Education*, 102(5), 1107 – 1128. doi.org/10.1002/sce.21462
- Wilmes, S.E.D.**, Siry, C., Gómez Fernández, R., & Gorges, A. (2018). Underscoring the value of video analysis in multi-lingual and multicultural class contexts. *Video Journal of Education and Pedagogy*. doi.org/10.1186/s40990-018-0016-0
- Bryce, N., **Wilmes, S.E.D.**, & Bellino, M. (2016). Inquiry identity and science teacher professional development. *Cultural Studies of Science Education*, 11(2): 235-251. doi.org/10.1007/s11422-015-9725-1
- Siry, C., **Wilmes, S.E.D.**, & Haus, J. M. (2016). Examining children's agency within participatory structures in primary science investigations. *Learning, Culture and Social Interaction*, 10: 4-16. doi.org/10.1016/j.lcsi.2016.01.001

Wilmes, S. E. D. & Howarth, J. (2009). Using issues-based science in the classroom. *The Science Teacher*. 76(7): 24 – 29.
https://www.academia.edu/4793940/Using_Issues_Based_Science_in_The_Classroom

Editorial

Wilmes, S. E.D., Siry, C., & Tang, K. S. (2024). Drawing together international perspectives on material and embodied aspects of science education: Introduction to the Special Issue. *Research in Sci & Technological Education*, 1-7. doi.org/10.1080/02635143.2024.2309058

Book Chapters

- Siry, C. & **Wilmes, S.E.D.** (2024). Science Education. In J.P. Bertemes, S. Haan, & D. Hans (Eds.) *50 essentials on science communication*. De Gruyter. doi.org/10.1515/9783110763577
- Siry, C., **Wilmes, S.E.D.**, te Heesen, K., Sportelli, D., Heinericy, S. (2022). Engaging diverse resources for meaning making in science: Young children's transmodal participation in science investigations. In A. Jakobsson, A., P. Nygard Larsson & A. Karlsson (Eds.) *Translanguaging in Sci Education*. Springer. doi.org/10.1007/978-3-030-82973-5_4
- Park, J. & **Wilmes, S.E.D.** (2019). A critical co/autoethnographic exploration of self: Becoming science edu researchers in diverse cultural and linguistic landscapes. In C. Siry & J. Bazzul (Eds.), *Critical Voices in sci edu research: Narratives of academic journeys*. Dordrecht: Springer. https://doi.org/10.1007/978-3-319-99990-6_14
- Wilmes, S.E.D.**, Gómez Fernández, R., Gorges, A., & Siry, C. (2018). Reconstructing Science Education within the Language | Science Relationship. In L. Bryan & K. Tobin (Eds.), *13 Questions* doi.org/10.1186/s40990-018-0016-0
- Wilmes, S.E.D.** (2017). Science Workshop: Let Their Questions Lead the Way. In *Science Teacher Preparation in Content-Based Second Language Acquisition* (pp. 323-340). Dordrecht, Netherlands: Springer. doi.org/10.1007/978-3-319-43516-9_18

Education Reports

- te Heesen, K., Siry, C., **Wilmes, S.E.D.**, Kneip, N. & Heinericy, S. (2021). Innovativer naturwissenschaftlicher Unterricht mit mehrsprachigen Kindern: Was lernen wir von den luxemburgischen Grundschulklassen? In Luxembourg Centre for Educational Testing (LUCET), Universität Luxemburg; Service de Coordination de la Recherche et de l'Innovation pédagogiques et technologiques (SCRIPT) (Eds.) *Nationaler Bildungsbericht Luxemburg 2021*.
- Adams, J., Avraamidou, L., Jacobs, D. B., Boujaoude, S. B., Bryan, L., Christodoulou, A., ... **Wilmes, S.E.D.**, & Zembal-Saul, C. (2018). The role of science education in a changing world. Lorentz Center, Netherlands.
- Siry, C., Andersen, K.N., & **Wilmes, S.E.D.** (2018). Doing Science: Erwerb von Kompetenzen im naturwissenschaftlichen Unterricht der École fondamentale. In Luxembourg Centre for Edu Testing (LUCET), Universität Luxemburg; Service de Coord de la Recherche et de l'Innovation pédagogiques et technologiques (SCRIPT) (Eds.) *Nationaler Bildungsbericht Luxemburg 2018*.

Editorial and Review-related Roles

- Editorial Board Member, Cultural Studies in Science Education, 2023 – present
- Review Editorial Board Member, Journal of Science Teacher Education, 2018 - present
- Special Issue Editor, Research in Science and Technological Education, 2024

Academic Leadership

Co-Coordinator, Languages and Literacies SIG, European Sci Edu Res Assoc ESERA, 2024 – 2028

Co-Chair, International Committee, National Assoc for Science Research and Teaching, 2019 - 2022

Project Leadership and Development

- **Our Futures, Our Stories: Sustainability education in primary instruction (Eis Zukunft: Eis Geschichten, Eis Zukunft! Nachhaltigkeit im fundamental unterricht)**, Luxembourg National Research Fondation PSP Grant, PI C. Siry, 3 years, Co-Developer and Work Package Leader, 2024 - 2027
- **Investigating Teacher Reflective Practices (SciTeach Reflect)**, Luxembourg National Research Foundation INTER Mobility Out Grant to University of California, Berkeley, 6 months - Principal Investigator, 2024
- **Read Science with Me (Liesst Wëssenschaft mat Mir)**, University of Luxembourg Migration and Integrated Societies Grant, 1 year, Principal Investigator, 2021
- **Look! Digital Microscopes for Teachers (Kuck elei! Digital Mikroskope fir Léierpersonal)**, Luxembourg National Research Foundation, PSP Grant, 1 year, Lead Developer, 2020
- **Analyzing Changes in Student Questions Following the Switch to Inquiry-Based Science Education (ACQUIRE)**, Luxembourg National Research Fund, Doctoral Fellowship, Supervisor Professor Dr. C. Siry, 2013 – 2017

Invited Talks

Wilmes, S.E.D. (September 3, 2024). *Emergent reflective practices with teachers*. Lawrence Hall of Science, University of California, Berkeley, United States.

Wilmes, S.E.D. & Siry, C. (April 20, 2023). Invited panelists, *Elevating Voices of Ethnically and Linguistically Diverse Learners: Interrogating Dominant Deficit-oriented Perspectives across Reforms, Policy and Practices in Science Education*. Equity and Ethics Committee Session, NARST 2023 Conference, Chicago, IL, United States.

Wilmes, S.E.D. (December 2022). *Who are we, and why are we teaching this way? Building critical and reflective spaces within teacher education, teacher professional learning, and research*. Invited keynote, Migration, Culture, Language and History in an Educational Perspectives Symposium, Seoul National University, Seoul Republic of Korea. Online.

Wilmes, S.E.D. (May 19, 2021). *Supporting science and language literacy in multilingual contexts: Heteroglossia as a lens for examining instruction and learning in multilingual primary schools in Luxembourg*. Invited keynote, LITUM symposium: Literacy in educational borderlands, Sweden. Online.

Wilmes, S. E. D. (September 1, 2016). *Engaging students in being/becoming scientists*. State University of New York, College at Buffalo, Buffalo, NY, United States.

Siry, C. & Wilmes, S.E.D. (November 2013). *Designing Science Professional Development WITH Teachers: An emergent, responsive approach in a time of inquiry-based science dissemination*. Stockholm University, Sweden.

Conference presentations

Wilmes, S.E.D. & Siry, C. (2023). Mapping multimodal interaction in classroom spaces: Views enabled through the geosemiotic. In Promising Scholars of SIG6: Languages & Literacies in Science Education: New Research on Multimodality. ESERA Conference. Copenhagen, Denmark.

Trigo, M., Barbu, R., Wilmes, S.E.D., te Heesen, K., & Siry, C. (2023). *School-University Partnerships in support of equitable primary science education*. NARST International Conference, Chicago, IL, United States.

- Siry, C. & Wilmes, S.E.D. & (2023). *Creating reflexive and critical spaces: International perspectives on working with teachers towards equitable science education*. NARST International Conference, Chicago, IL, United States.
- Siry, C. & Wilmes, S.E.D., te Heesen, K. (2022). *Supporting Elementary Teachers in Enacting Curricular Reform and Reform-based Science Instruction (Virtual)*. NARST Conference 2022, Vancouver, BC, Canada.
- Wilmes, S.E.D., Siry, C., te Heesen, K., Trigo, M., & Barbu, R. (2022). *The different lenses we look through: Examining the role(s) of language and communication in science education research*. SEEDS January 2022 Conference: Refusing “Back to Normal”: The role of science education in enacting more just and joyful futures, online, United States.
- Wilmes, S.E.D. & Siry, C. (2022). *Revealing the embodied and material nature of plurilingual children’s engagement in science*. Early Childhood Voices, online, Charles Stuart University, X, Australia.
- Wilmes, S.E.D. & Siry, C. (2021). *Science Education Research in Culturally and Linguistically Diverse Contexts: Critical Views and Emerging Questions*. NARST, 2021 Conference, online.
- te Heesen, K, Siry, C., Trigo, M. & Wilmes, S.E.D. (2021). Working towards responsive science education pedagogies during a time of crisis: Centering community. SEEDS 2021 Conference, online, United States.
- te Heesen, K. & Wilmes, S.E.D. (2020). *The COVID19 pandemic and its impacts on education in Luxembourg and Germany: Response comparison from researchers and families’ perspectives*. From Disruption to Recovery during COVID-19: International Responses by Science Educators in formal and Informal Settings online Conference, Seoul National University, South Korea.
- Wilmes, S.E.D., Siry, C., te Heesen, K. (2019). *Distributed expertise and relational agency: Examining the work of a science teacher professional development team*, ESERA Annual Conference, University of Bologna, Bologna, Italy.
- Siry, C. & Wilmes, S.E.D. (2019). *Intersections of Voice and Space in Culturally and Linguistically Diverse Classrooms*. International Conference on Teaching Science and Mathematics in Culturally and Linguistically Diverse Settings, 20- 22 May 2019, University of Nicosia, Cyprus
- Wilmes, S.E.D. & Siry, C. (2019). *Views of the individual | collective dialectic: An examination of plurilingual students’ science notebook use*. National Association of Res in Science Teaching. Annual Meeting, Baltimore, MD, USA, March 31 – April 3, 2019.
- Wilmes, S. E. D., & Siry, C. (2017). *Interaction Rituals in Multilingual Student-Centered Science Instruction*. ESERA, annual conference, August 21 - 25, Dublin, Ireland.
- Siry, C.& Wilmes, S. E. D. (2017) *Multimodal Wonderings*. ESERA Annual Conference, August 21 – 25, Dublin, Ireland.
- Wilmes, S. E. D., Siry, C., Gomez Fernandez, R., Gorges, A. (2017) *Problematizing video analysis rooted in the verbal: examples from culturally and linguistically diverse and science classrooms*. Association for Visual Pedagogies annual conference, June 16-18, Aalborg, Denmark.
- Park, J. & Wilmes, S. E. D. (2015). *A Co/Autoethnography Exploration of Self: Becoming Science Researchers in Culturally and Linguistically Diverse Contexts*. Korean Association for Science Education annual meeting, Seoul, South Korea.
- Wilmes, S. E. D. & Park, J. (2015). *Becoming Researchers in Multilingual Contexts: A Co/Autoethnographic Exploration*. In the symposium, International Perspectives on Multilingual Contexts in Science Education Research and Practice. National Association of Research in Science Teaching, Chicago, IL, United States.
- Park, J. & Wilmes, S. E. D. (2015). *Science education researchers in multilingual contexts: A co/autoethnographic exploration of language, positioning, and self*. In the symposium, International Perspectives on Multilingual Contexts in Science Education Research and Practice, August 31 – September 9, Helsinki Finland.
- Wilmes, S. E. D., Siry, C. & Hilgers (Haus), J. (2015). *The role of wonderings in inquiry-based science education: Expanding the notion of questions*. ESERA annual conference, August 31, Helsinki, Finland.
- Siry, C. and Wilmes, S. E. D. (2013). *Working with Inservice Teachers to Develop CPD: An Emergent, Responsive Approach to Teacher Professional Development*. National Association of Research in Science Teaching, Annual International Conference, R i o G r a n d e , Puerto Rico, United States.

- Dombkowski, S.** and D. Porcello. (2009). Leading discussions about the societal impact of advances in nanotechnology. National Science Teachers' Association, Meeting, New Orleans, Louisiana, United States.
- Dombkowski, S.** and L. Lenz. (2009). *Integrating Biodiversity Issues into Biology Units*. National Science Teachers' Association, Annual Meeting, New Orleans, Louisiana, USA.
- Dombkowski, S.** (2008). *Issues and Physical Science: Investigating Braking Distance*. National Science Teachers' Association Annual Meeting, Boston, Massachusetts, USA.
- Nagle, B. and **Dombkowski, S.** (2007). *Assessing Inquiry in Middle School Science*. National Science Teachers' Association, Annual Meeting, St. Louis, Missouri, USA.
- Dombkowski, S.** (2007). *Improving Small-Group Discussion*, National Science Teachers' Association, Annual Meeting, St. Louis, Missouri, USA.
- Dombkowski, S.** and D. Markey. (2006). *Improving Group Talk*. California Science Teachers' Association, Annual Meeting, San Francisco, California, USA.
- Dombkowski, S.** (2000). *Student Science Journals in the Montessori Classroom*, Graduate School of Education Reflective Inquiry Colloquium, SUNY at Buffalo, New York, USA.

Published Elementary and Second School Curricula

- SciTeach Center Team. Science Dobaussen (Outdoor Science) (in press). *Trees and Leaves, The Body; Playground Physics*. The SciTeach Center, University of Luxembourg.
- The SciTeach Center, University of Luxembourg te Heesen, K., Kneip, N., Heinericy, S., Siry, C., & **Wilmes, S.E.D.** (2020). *Mit Kindern in den Himmel schauen*. SciTeach Center. University of Luxembourg.
- Bellantoni, J., Willcox, M. and **S. E. D. Wilmes.** (2011). Sustainability. Science and Global Issues. The Science Education for Public Understanding Program, Lawrence Hall of Science, University of California, Berkeley, California, ISBN: 1603013288
- Willcox, M., Howarth, J., and **S. Dombkowski.** (2011). Ecology: Living on Earth. Science and Global Issues. The Science Education for Public Understanding Program, Lawrence Hall of Science, University of California, Berkeley, California, USA. ISBN: 1603013288
- Dombkowski, S.,** Nagle, B., Howarth, J. and M. Willcox. (2008). Genetics: Feeding the World. *Science in Global Issues*. Second field test edition. The Science Education for Public Understanding Program, Lawrence Hall of Science, University of California, Berkeley, California, USA. ISBN: 160301328
- Dombkowski, S.** and B. Nagle. (2008). *Nanotechnology: The Power of Small*. Viewer's Guide. Written in collaboration with ICAN productions and Science View at the Lawrence Hall of Science.
- Dombkowski, S.,** Nagle, B. and D. Markey (2007). *The Chemistry of Materials: Issues and Physical Science*. Lab-Aids, Ronkonkoma, New York. USA. ISBN: 1603010076
- Hariani, M, **Dombkowski, S.** and D. Seaver. (2007). *Studying Materials Scientifically: Issues and Physical Science*. Lab-Aids, Ronkonkoma, New York. USA. ISBN: 1603010076
- Bellantoni, J., Hariani, M., Seaver, D., Nagle, B., Cuff, K., **Dombkowski, S.,** and H. D. Thier. (2006). *Issues Earth Science*. Science Education for Public Understanding Program. Lawrence Hall of Science. University of California, Berkeley, California, USA. ISBN: 1887725962

Research Supervision

Authorization to supervise doctoral research exceptionally awarded by jury through the University of Luxembourg June 2024

Doctoral level

- Melanie Williams, Curtin University, Perth, Australia, dissertation: Case study of emergent bilinguals meaning making during multimodal science lessons in a bilingual primary school (2022)

Master's level

- Brahms Lewis, California State Polytechnic University, Humboldt, Queer Highschool Students' Perceptions of STEM Classroom Space, External committee member (July 2024)

Bachelor's level

- Annabel Van der Molen, Supervisor, Primary Teachers' reported wellbeing in Luxembourg, 2024
- Lisa Milbert, Supervisor, Exploring BNE (Sustainable Development) Instruction in Primary Classrooms in Luxembourg, 2024

University Teaching

Doctoral level

- Linguistic Funds of Knowledge, Sandra K. Abell, NARST Doctoral Summer School, 2021
- Collaboratives Methods in Research, course co-developer, University of Luxembourg, 2015

Master's level

- Microethnography and power. Guest instructor. California Polytechnic University, Humboldt, CA, United States, 2024
- Qualitative research methods Masters' Class, Multilingual Institute, University of Luxembourg, 2017

Bachelor's level

- Inquiry-based teaching and learning in the sciences, Forschend-entdeckendes Lehren und Lernen in den Naturwissenschaften (BScE 161), 2024
- Read Science with me (Liest Wissenschaft mit Mir): Critically examining the use of children's literature in primary science instruction, Univ of Luxembourg, 2020-2022, 2024
- Science and Social Sciences in Primary Schools (Natur- und Gesellschaftswissenschaften in der Grundschule), 2017 – 2022
- Science Education in Elementary and Primary School Instruction (Naturwissenschaftliche Bildung im Elementar- und Primarstufenbereich), 2017 – 2024
- Children, Nature and Technology (Kind, Natur, und Technik), University of Luxembourg, 2014-2020

Academic Service

- Discussant, Graduate Student Research Symposium, University of Luxembourg, 2023
- NARST Graduate Student Mentor, NARST Annual Conference, 2022
- NARST Graduate Webinars: Panelist for Grant Writing (2022) and How to survive your dissertation (2021)
- Reviewer for journals: Journal of Science Teacher Education, Research in Science Education, Science Education, International Journal of Science Education, Cultural Studies of Science Education

Teacher Professionalization Courses

SciTeach Center Team. (2017-present). Teacher professional development courses and workshops: Everyday Chemistry, Moving and Building, Technology and Biology, Bridges and Buildings, Inquiry-based learning, My Body, Water Moves (Alltagschemie, Bewegung und Konstruktion, Bionik, Brücken und Gebäude, Forschend entdeckend lernen, MäiKierper, WasserMarsch...)

Siry, C. & Wilmes, S.E.D. (2014-2016). Works: Science Investigations in the Classroom (Würmer: Wissenschaftliche Untersuchungen in der Klasse). University of Luxembourg and IFEN. Walferdange and Belval, Luxembourg.

Siry, C. Teuchert, A., & Wilmes, S. E.D. (2011 -12). Teacher professional development for the use of

Inquiry-based Science Education in primary schools in Luxembourg. The Fibonacci Project.
The European School, Luxembourg.

Nagle, B., **Dombkowski, S.**, Burke, K. & D. Markey. (2008). *Issue-Oriented Science: Engage, Motivate, Educate*. Professional Development Institute offered at the National Science Teachers' Association Annual Meeting, Boston, MA, USA.

Outreach for Children and Families

- Science Education, (2024) article in J.P. Bertemes, S. Hahn, & D. Hans (Eds.) 50 Essentials for Science Communication. DESCOM Science Communication Publication. <https://www.uni.lu/life-en/descom/scicom-guide/>
- Science at Home (Science Doheem) with the SciTeach Center Team.
sciteach.uni.lu/sciencedoheem
- Researchers Days, SciTeach Center, (Science Themed workshops for primary students), 2019, 2023
SciTeach Center Team. (2021). Kuckt d'Welt duerch d'Aen vun engem Fuerscher/ See the world through the eyes of a scientist. Luxembourg Science Festival. November 2021. Neumunster Abby, Luxembourg City.
- Science Festival, Microbes in our world! with the Systems Biology Group, University of Luxembourg, 2012

Outreach for Teachers and Educators

- SciTeach Center Team Workshops from 2017 to present: co-development and support of over 15+ teacher professional development workshops including: Alltagschemie, Bewegung und Konstruktion, Bionik, Brücken und Gebäude, etc.
- IFEN Teachers Day 2024, Walderdange, Luxembourg, February 2024
- ACT Teaching Day, Presentation, University of Luxembourg, February 2024

Promotional Resources

- The SciTeach Center: A Hub for Innovation and Research in Science Education in Luxembourg
- Digital Microscopes for Teachers, (Digitale Mikroskope für Lehrkräfte)
- The SciTeach Center Webspaces (sciteach.uni.lu), Founding contributor

Professional Memberships and Affiliations

NARST, ESERA, LuxERA, SEEDS, AERA

Teaching Certifications

Permanent Teacher Certification: New York State, USA:

Preschool through Elementary (Grade 6), all subjects

High School: Biology / Chemistry / General Science

Languages

English, fluent

Luxembourgish and Spanish, working proficiency; French and German, developing proficiency