

# CURRICULUM VITAE

---

## **Jason L. O'Brien**

Assistant Professor of Education  
University of Alabama in Huntsville  
Department of Education  
Roberts Hall 315  
301 Sparkman Drive  
Huntsville, AL 35899  
(256) 824-6181  
[jason.obrien@uah.edu](mailto:jason.obrien@uah.edu)

---

### **ACADEMIC BACKGROUND**

<b>Ph.D.</b> Curriculum & Instruction Social Science Education	University of South Florida, Tampa, FL
<b>M.A.</b> Social Science Education	University of South Florida, Tampa, FL
<b>B.S.</b> Social Science Education	University of South Florida, Tampa, FL

### **PROFESSIONAL EXPERIENCE**

2014-present	<b>Associate Professor of Education</b> University of Alabama in Huntsville, Department of Education
2008-2014	<b>Assistant Professor of Education</b> University of Alabama in Huntsville, Department of Education
2004-2008	<b>High School Social Studies Teacher—Grades nine through twelve</b> Tampa Catholic High School, Tampa, FL
1999-2004	<b>Elementary School Teacher—Grades one through five</b> Sacred Heart Academy, Tampa, FL
1997-1999	<b>Education Outreach—Grades one through twelve</b> Southwest Florida Water Management District, Brooksville, FL

# CURRICULUM VITAE

---

## EXTERNAL FUNDING

**Amount awarded: \$1,225,287**—U.S. Department of Education Professional Development Grant Principal Investigator for Project HAPPENS—**H**elping **A**cademic **P**rofessionals **P**repare English Language Learners for **N**ewfound **S**uccess—Grand duration: August, 2012-July, 2017

## RESEARCH AND SCHOLARLY ACTIVITIES

**Research Interests:** Social studies teaching and learning; English Language Learners (ELLs) and social studies; citizenship education.

### Publications

#### Books

Cruz, B., Nutta, J., **O'Brien, J.**, Feyten, C., & Govoni, J. (2003). *Passport to learning: Teaching Social Studies to ESL students*. NCSS Bulletin 101. National Council for the Social Studies: Washington, D.C.

#### Professional Journal Articles (Refereed)

Zakhir, M., & O'Brien, J. Language Policy in Education in Morocco: A study of the status of Standard Arabic in Science classes (in progress)

Fry, S., & **O'Brien, J.** The justice orientation deficit in preservice elementary teachers. (in progress )

**O'Brien, J.** & Russell, W. Moving Beyond the Triangle: Role-playing the Trans-Atlantic Slave Trade. (in progress)

**O'Brien, J.** & Fry, S. The justification for cultivating a social justice orientation in pre-service elementary teachers. (under review in *Theory and Research in Social Education*)

**O'Brien, J.**, Winn, R., & Currier, K. (2014). Not all tests are created equal: Parental rights and standardized tests. *Journal of Cases in Educational Leadership*, 17(2), 17-23.

**O'Brien, J.** & Verlaan, W. (2013). 500 years of Spanish exploration and settlement: Children's literature. *Social Education* 77(1), 28-31.

Cruz, B., & **O'Brien, J.** (2012). Teaching and Learning about the U.S. President: Activities for an Election Year. *Social Studies and the Young Learner*, 25(1), 22-26.

**O'Brien, J.** & Smith, D. (2012). To share or not to share: FERPA and the "pothead" notebook.

## CURRICULUM VITAE

---

*The Journal of cases in Educational Leadership*, 15(2), 41-47.

**O'Brien, J.**, & Barbieri, K. (2012). Desperate Times and Desperate Measures: Executive Powers, Individual Rights, and Guantánamo Bay. *Social Education*, 76(5), 261-262.

**O'Brien, J.** & Smith, J. (2011) Elementary education students' perceptions of 'good' citizenship. *Journal of Social Studies Education Research*, 2(1), 21-36.

**O'Brien, J.** & Sears, C. (2011). Victor or villain: Wernher von Braun and the space race. *The Social Studies*, 102(2), 59-64.

Call, I. & **O'Brien, J.** (2011). Secondary pre-service teachers' knowledge of First Amendment rights. *Teacher Education Quarterly*, 38(4), 115-133.

**O'Brien, J.** (2011). The system's broken and it's failing these kids: High school social studies teachers' attitudes towards training for ELLs. *Journal of Social Studies Research*, (35)1, 22-38.

**O'Brien, J.** (2009). High school social studies teachers' attitudes towards English language learners. *Social Studies Research and Practice*, 4(2), 36-48.

**O'Brien, J.** (2003). Ender's Game: Science fiction in the social studies classroom. *Trends and Issues*, 15(2), 25-28.

**O'Brien, J.** (2001). Women's Voices from the Caribbean: Annotated Bibliography. *Social Education*, 64(2), 97-101.

**O'Brien, J.** (1998). Role-playing the Cuban Embargo Why can't we all just get along? *Trends and Issues*, 11(1), 17-24.

**O'Brien, J.** (1997). Who's afraid of the big, bad, WWWeb? An inside look at some useful sites on the World Wide Web, also known as the Internet, for teaching economics in grades 6-12. *Trends and Issues*, 10(1), 24-28.

### **PEER-REVIEWED BOOK CHAPTERS**

**O'Brien, J.** & Cruz, B. (2012). "Making social studies both accessible and engaging to English language learners" pp. 63-81. In T. Lintner (Ed.) *Integrative Strategies for the K-12 Social Studies Classroom*. Information Age Publishing.

### **BOOK CHAPTERS**

**O'Brien, J.** (2011). "English language learners and Social Studies" pp. 293-315. In W. Russell (Ed.), *Contemporary Social Studies: An Essential Reader*. Information Age Publishing.

# CURRICULUM VITAE

---

## OTHER PUBLICATIONS

**O'Brien, J.** (2012). Teach for America Explained. *Rocket City Mom*. Available online at <http://www.rocketcitymom.com/teach-for-america-explained/>

**O'Brien, J.** (2007). High school social studies teachers' attitudes towards the inclusion of English Language Learners in the classroom. Unpublished doctoral dissertation. University of South Florida. Tampa, FL.

## PROFESSIONAL PRESENTATIONS

- November 2014      “You CAN Change History: Modifying Instructional Language for English Learners.” Presentation at the annual conference of the National Council for the Social Studies in Boston, Massachusetts.
- September 2014      “Teaching ELs in a 1:1 Environment” Professional Development for Huntsville City Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare ELLs for Newfound Success.
- August 2014      “Differentiated Instruction in the K-12 Classroom.” Professional Development for the Diocese of Birmingham—North Regional Schools. Presentation at John Carroll High School, Birmingham, Alabama.
- July 2014      “Access, Bias, Compliance, and Equity for English Learners” for Huntsville City Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare English Language Learners for Newfound Success.
- July 2014      “Effective Classroom Management for After-School Programs.” Presentation for Appleton Learning after-school supervisory personnel.
- February 2014      “Creating Culturally and Linguistically Responsive Classrooms” for Huntsville City Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare English Language Learners for Newfound Success.
- January 2014      Creating Linguistically Responsive Classrooms in Elementary and Secondary Contexts. Presentation at the Alabama/Mississippi Teaching English to Speakers of Other Languages (AMTESOL) Conference. Oxford, Mississippi.

## CURRICULUM VITAE

---

- October 2013 “Common Core and ELs” Professional Development for Huntsville City Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare English Language Learners for Newfound Success.
- August 2013 “Teaching ELs in a 1:1 Environment” Professional Development for Huntsville City Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare ELLs for Newfound Success.
- July 2013 “Using children’s literature to teach AP U.S. History.” Panel presentation titled *America’s Spanish Heritage*. Annual College Board AP Conference. Las Vegas, Nevada.
- June 2013 “Advocacy and English Learners.” Professional Development for Huntsville City Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare ELLs for Newfound Success.
- November 2012 “Making Primary Sources Accessible to Struggling Readers and English Language Learners (ELLs).” Presentation at the annual conference of the National Council for the Social Studies in Seattle, Washington.
- October 4,5 2012 “Improving Classroom Management and Improving writing ability among English learners.” Invited lectures at University of Agadir in Agadir, Morocco.
- October 1-3, 2012 “Student Behaviors and Classroom Management.” Invited professional development workshop. In collaboration with the Association of Hassan Second High School Graduates in Dakhla, Morocco.
- August 2012 “Strategies for teaching and understanding English Language Learners (ELLs).” Professional Development at Madison County Central Office in Madison, Alabama.
- February 2012 Teacher in-service training for Alabama Reading Initiative. Invited workshop at the Islamic Academy of Huntsville, Alabama.
- January 2012 “Experiential Pedagogy: Using Role Plays in the Secondary High School Classroom.” Professional Development for Madison County High School Teachers in Madison, Alabama.
- December 2011 “Lies, Secrets, and Sex: J. Edgar Hoover’s Anti-Communist Crusade,” Presentation at the Annual Conference of the National Council for the Social Studies (NCSS), Washington, D.C.

## CURRICULUM VITAE

---

- December 2011 “Elementary education majors’ perceptions of ‘good’ citizenship,” Presentation at the College and University Faculty Association (CUFA) section at the Annual Conference of the National Council for the Social Studies (NCSS), Washington, D.C.
- December 2011 “What methods instructors can learn and do to prepare Social Studies teachers for English Language Learners.” Panel Presentation at the College and University Faculty Association (CUFA) section at the Annual Conference of the National Council for the Social Studies (NCSS), Washington, D.C.
- August 2011 Teacher in-service training “Implementing Positive Behavioral Support and Improving Home/School Relationships.” Invited workshop at the Islamic Academy of Huntsville, Alabama.
- November 2010 “English Language Learners in North Alabama,” *Panel Presentation*, Huntsville Education Summit, *Bridging Gaps and Opening Doors: Curriculum and Minority Students*, Huntsville Education Summit, Huntsville, Alabama.
- November 2010 “There Was No Triangle Trade: The Real Story of Slavery,” Presentation at the Annual Conference of the National Council for the Social Studies (NCSS), Denver, Colorado.
- October 2010 “Pre-service elementary teachers’ perceptions of good citizenship” RELACS Presentation. University of Alabama in Huntsville. Huntsville, Alabama.
- March 2010 Teacher in-service training “Differentiated instruction in the K-6 classroom.” Invited workshop at the Islamic Academy of Huntsville. February 19 and 26, 2010. Huntsville, Alabama.
- November 2009 Traditional Latino cultural knowledge and the reading of culturally texts (Axel Ramirez); Once a year to be black (LaGarrett King); Singapore teachers’ perspectives of diversity and multicultural education (Li-Ching Ho & Tracey Alviar); When citizenships collide: Exploring and positioning multiple notions of citizenship with late arrival immigrant students (Cinthia Salinas & Christine Velasquez). *Panel Discussant*: CUFA Presentation at the Annual Conference of the National Council for the Social Studies, (89th annual conference), Atlanta, Georgia.
- November 2006 The Triangle Shirtwaist Fire: Putting Active Learning Strategies into Practice, Presentation at the Annual Conference of the National Council for the Social Studies (NCSS), Washington, D.C.

## CURRICULUM VITAE

---

- November 2006 “The Promise of Interactive Technology: WebQuests, Women and Washington, D.C.,” *Promise and Practice*, National Council for the Social Studies (86th annual conference), Washington, DC.
- October 2006 Passport to Civic Literacy: Exploring Florida’s Female Politicians using WebQuests, Presentation at the Annual Conference of the Florida Council for the Social Studies (FCSS), Miami, FL.
- November 2004 “Native American democracy: Iroquois’ influences in the U.S. Constitution,” *Explore Democracy and Diversity*, National Council for the Social Studies (84th annual conference), Baltimore, Maryland.
- November 2001 “Teaching in the Technology-Deprived Classroom,” *Forming a More Perfect Union*, National Council for the Social Studies (81st annual conference), Washington, DC
- October 2001 “Uncovering Bias in Textbooks,” *Hidden Treasures of Old Tampa Bay*, Florida Council for the Social Studies (44th annual conference), Tampa, Florida.
- November 1999 “Teaching about the Caribbean: Resources and Strategies,” National Council for the Social Studies (79th annual conference), Orlando, Florida.
- November 1997 "Teaching about Latin America from a Global Perspective," National Council for the Social Studies (77th annual conference), Ohio.

## REVIEW BOARDS

- Manuscript Reviewer, *Journal of Social Studies Research*
  - Manuscript Reviewer, *Social Studies Research and Practice*
  - Manuscript Reviewer, *The Social Studies*
  - Manuscript Reviewer, *Social Education*
  - Manuscript Reviewer, *The Journal of Social Studies Educational Research*
  - Manuscript Reviewer, *Action in Teacher Education*
  - Manuscript Reviewer, *The International Journal of Science and Mathematics Education*
  - Manuscript Reviewer, *The Journal of Cases in Educational Leadership*
  - Proposal Reviewer (2015), *The American Educational Research Association*
-

---

# CURRICULUM VITAE

---

## TEACHING

### Courses Taught for the University of Alabama in Huntsville

#### **ED 309: Classroom and Behavior Management**

This course exposes students to a broad range of management practices, including strategies for diverse and special populations. Theoretical and reflective practices are incorporated during classroom meetings. Students will observe, research, and discuss current approaches to classroom management. Level: Undergraduate

#### **ED 315: Educational Measurement and Evaluation**

This course investigates traditional assessment issues such as validity, reliability, norms, and bias, but it also includes the latest assessment issues of today's schools and classrooms. Instructional implications of testing on teaching will be a major emphasis. Accountability and its impact on how teachers teach and test will be discussed including state standards as well as Common Core Standards. Alabama's assessment requirements and procedures and the No Child Left Behind Act's transformations in assessment and instruction will be investigated. Level: Undergraduate

#### **ED 372: Elementary Social Studies Methods**

This course exposes students to a variety of research-based instructional practices for teaching social studies in the elementary classroom. Students are expected to develop a better understanding of important social studies content related to history, economics, government, geography, and current events. Level: Undergraduate.

#### **ED 424 Secondary Social Studies Methods**

This course contains selected strategies, trends, methods, materials and technology for teaching secondary social studies. Students are expected to develop a two week unit plan which can be used during student teaching. Level: Undergraduate

#### **ED 524 Secondary Social Studies Methods**

This course contains selected strategies, trends, methods, materials and technology for teaching secondary social studies. Students are expected to develop a two week unit plan which can be used during student teaching as well as to create a resource file to be used while teaching secondary social studies. Level: Graduate

#### **ED 609: Classroom and Behavior Management**

This course exposes students to a broad range of management practices, including strategies for diverse and special populations. Theoretical and reflective practices are incorporated during classroom meetings. Students will observe, research, and discuss current approaches to classroom management. Level: Graduate



## CURRICULUM VITAE

---

### **GY 105: World Regional Geography**

This course has the goal of expanding students' understanding of various cultures and societies in various parts of the world and to increase geographic literacy. A major goal is for students to gain a clear understanding of how environmental, physical, and regional geographic elements work together to form the unique characteristics of a region. Students should leave the course geographically literate and with a better understanding of the global community. Level: Undergraduate

### **GY 110: Human Geography**

This course exposures students to the human dimension of geography – how cultures are born and change, how populations behave, how people create and use language, how people and groups organize themselves and their activities spatially and politically, how these activities and cultural and behavioral patterns change across time and space, and how technology affects human populations. Selected topics are: culture, religion, language, population, political geography, agriculture, and urban development. Level: Undergraduate

### **FYE 101: First Year Experience**

This course guides students through a successful experience at the university. It allows them the opportunity to evaluate their goals and commitment to higher education early in their undergraduate experience. A large emphasis is placed on the student's academic development and responsibility as a student. This course focuses on areas where first year students need assistance, awareness, and extra support. Topics discussed in class include college demands, learning styles, time management, note taking, information literacy skills, and technology skills. This class offers students opportunities to develop and gain added awareness and experience in these areas. Level: Undergraduate

## **Courses Taught for the University of South Florida**

### **SSE 6617 Current Trends in Elementary Education**

This course exposes students to a variety of research-based instructional practices for teaching social studies in the elementary classroom. Students are expected to develop a better understanding of important social studies content related to history, economics, government, geography, and current events. Level: Graduate

### **SSE 4313 Teaching Elementary Social Studies**

This course exposes students to a variety of research-based instructional practices for teaching social studies in the elementary classroom. Students are expected to develop a better understanding of important social studies content related to history, economics, government, geography, and current events. Level: Undergraduate

### **SSE 4640 Communication Skills in Social Studies**

This course offers practical pedagogic strategies for teaching secondary grades social studies. Students are required to teach social studies content to peers in a university classroom, videotape themselves and critique their teaching based on different criteria. Level: Undergraduate

# CURRICULUM VITAE

---

## **SSE 4335 Themes in Social Studies Education**

This course allows students to create thematic units on selected social studies topics and then teach the content in secondary classrooms. Students videotape themselves and then bring the recording to class where their classmates critique selected aspects of their teaching. Level: Undergraduate

## **SSE 4334 Secondary Grades Social Studies Methods**

This course contains selected strategies, trends, methods, materials and technology for teaching secondary social studies. Students are expected to develop a two week unit plan which can be used during student teaching. Level: Undergraduate

## **SSE 5332 Secondary Grades Social Studies Methods**

Selected strategies, methods, materials and technology for teaching secondary social studies associated with related student teaching materials. Level: Graduate

## **Courses Taught for the University of Tampa**

### **MAT EDU 610 SS Secondary Social Studies Methods**

This course contains selected strategies, trends, methods, materials and technology for teaching secondary social studies. Students are expected to develop a two week unit plan which can be used during student teaching as well as to create a resource file to be used while teaching secondary social studies. Level: Graduate

## **Courses Taught for the University of Alabama in Tuscaloosa**

### **CEE 516 Elementary Social Studies Methods (taught in Mexico City, Mexico)**

This course, taught in Mexico City, Mexico, focused on current trends in elementary social studies with particular attention being paid to innovative instructional methods and relating learning to the student's social environment.

### **CSE 564: Improving Secondary Social Studies Instruction (taught in Mexico City, Mexico)**

This course explores and demonstrates methods and materials for improving social studies instruction, and focuses on teaching for diverse learners, constructivist methods, critical thinking, interdisciplinary teaching, and various technologies as they apply to secondary social studies classrooms.

### **CEE 532/CSE 532: The Elementary and Secondary School Curriculum (taught in Asunción, Paraguay)**

This course explores the historical, current trends, and projective perspectives that influence the evolving elementary and secondary school curriculum framework. Particular attention is paid to the complex forces influencing curriculum at both the national, local, and state levels.

---

# CURRICULUM VITAE

---

## PROFESSIONAL SERVICE

### University

- President's Leadership Award Committee Reviewer (2012-present)
- Charger Success Task Force—Subcommittee chair

### College of Liberal Arts

- *Teaching Matters* Committee (2009-2013)
- *STAR teacher grant*—proposal reviewer (2013-present)

### Department of Education

- *Kappa Delta Pi* Faculty Counselor; 71 new members inducted (2008-2012)
- Portfolio Exit Committees (served on 61 committees between 2008-2013)
- NCATE committee member (2012)
- Assessment seminar for student teachers (2009-2012)

### International, National, Regional, State, and Local

- College and University Faculty Association (CUFA) House of Representatives Delegate (2010-2012); National Council for the Social Studies
- Invited lectures in Dakhla, Agadir, and Casablanca, Morocco to Teachers of English. Invited guest of the Educational Academy of Dakhla, Morocco

### Service to Public Schools and the Community

- Curriculum Advisor, Islamic Academy of Huntsville (2010-2012)
- *We the People* judge—annual state competitions held in Birmingham, AL (2009-2012)
- Content presenter, Alabama Public Schools. Schools at which I have taught full lessons: Huntsville Middle, Huntsville High School, University Place Elementary, Creekside Elementary, Blossomwood Elementary, Morris Elementary, Liberty Middle, Chapman Middle, Columbia Middle, and Grissom High School (2008-2014)

### Current Professional Memberships and Affiliations

- National Council for the Social Studies (NCSS)
- American Educational Research Association (AERA)
- College and University Faculty Assembly (CUFA)
- Social Studies Council of Alabama (SSCA)