

Yetunde S. Alabede, Ph.D.

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EDUCATION

Doctor of Philosophy in Curriculum, Instruction, and Teacher Education (CITE) (2026)

Michigan State University, East Lansing, MI, USA

Dissertation Title: Èbùnlilingualism: Exploring Language as Gift in African Diasporic Families and Transnational Heritage Language Classrooms.

Supervisor: Dr. Sandro R. Barros

Co-Chair: Dr. Jungmin Kwon.

Committee Members: Dr. Lucia Cardenas-Curiel and Dr. Vaughn W.M Watson.

External Reviewer: Dr. Timothy Ajani

Master of Arts in Cross-cultural and International Education (MACIE) (2021) Bowling

Green State University, Bowling Green, OH, USA

Thesis Title: Higher Education and Identity Development of Nigerian Women – A Qualitative Study

Supervisor: Dr. Hyeyoung Bang

Bachelor of Arts in Education (English Education/ESL) (2015)

University of Lagos, Akoka-Lagos, Nigeria.

Project Title: A Survey of Strategies for Developing Critical Thinking Using Reading Comprehension in Selected Schools in Lagos State.

Supervisor: Dr. Nonye R. Ikonta

RESEARCH AND TEACHING INTERESTS

Teacher education and professional learning; curriculum and instructional design; multilingual education and literacy; culturally responsive and sustaining pedagogy; family–school–community partnerships; qualitative and community-engaged research.

CERTIFICATION AND LICENSURE

Michigan Department of Education

- Michigan Standard Teaching Certificate | 2025–2030
- English as a Second Language (NS), PK–12

Michigan State University

- Graduate Certificate in English Language Learners | 2024
- Graduate Certificate in Qualitative Research Methods | 2025
- Graduate Certificate in Online Teaching | 2026

Teachers Registration Council of Nigeria

- Certificate of Teaching | 2016
Federal College of Education, Abeokuta, Nigeria
- Nigeria Certificate in Education, English & Social Studies | 2011

PROFESSIONAL DEVELOPMENT

- LETRS (Language Essentials for Teachers of Reading and Spelling) Training | 2026–Present. Completed Unit 1 and 2. Currently on Unit 3.
- Michigan Department of Education/Oakland Schools Workshop, Multilingual PreK-12 Learners with suspected disabilities. September-November 2025
- Foundational Literacy Development Workshop, Ingham ISD. – November 2025
- Heritage Language Teacher Workshop, National Heritage Language Resource Center, UCLA – July 2024
- Pedagogy Research Workshop on Action Research, NALRC, Indiana University – May 2023
- Teaching and Learning of Business in World Language Teaching, NALRC, Indiana University – May 2022
- Backward Curriculum Design and African Language Teaching, NALRC, Indiana University – May 2021

PUBLICATIONS

Peer-Reviewed Journal Articles

Alabede, Y.S. (2026). *Èbùnlilingualism: A gifting paradigm of family language and literacy praxis. Journal of Education for Multilingualism*

Alabede, Y. S. (2026). Letters that refuse silence. *Journal of Language & Literacy Education*, 22(1), 1–4.

Alabede, Y.S., Hateka, D., Berends, J., & Watson, V. (2026). Illuminating Black African youth as literacy experts. *English Journal*. <https://doi.org/10.58680/ej2026115366>

Alabede, Y. S. (2026). Letters across languages: Building community, agency, and joy through multilingual penpalship program. *Michigan Reading Journal*, 58(2), 7.

Cardenas Curiel, L., **Alabede, Y.S.,** Cheung, M., & Survana, A. (2025). Community spaces as sites of pedagogical solidarity for and with immigrant children. *Theory Into Practice*. <https://doi.org/10.1080/00405841.2025.2569281>

Alabede, Y.S., & Bang, H. (2025). Education gives me a voice”: overcoming patriarchal challenges as Nigerian women through higher education. *Journal of Diaspora, Indigenous and Minority Education*. <https://doi.org/10.1080/15595692.2025.2592543>

Alabede, Y. S., & Bello, T. L. (2025). Ifá, polygyny and gender politics: Interpreting ambivalence in Yorùbá marriage culture. *Àgídìgbò: ABUAD Journal of the Humanities*, 13(2), 688-702.

Morley, A., Gajasinghe, K., **Alabede, Y.S.**, Bizhanova, A., & Selezneva, E. (2025). Committing to ‘stay with the trouble’: Theorizing global commitments through future teachers’ study abroad reflections. *Frontiers*.
<https://doi.org/10.36366/frontiers.v37i3.1015>

Alabede, Y.S. (2025). An autoethnography of grassroots heritage language teaching. *Journal of Language and Literacy Education*, 21(1), n1.

Alabede, Y., Reed, J., & Thompson, B. (2022). To be young, Black, and in the academy: A collection of lessons. *Michigan Reading Journal*, 55(1), 10.

Accepted/Forthcoming Journal Articles

Alabede, Y.S., & Anaba, E.E. (Accepted). More Than Meals: Teaching Literacy Through Iftar in ELA Classrooms. *English Journal*

Alabede, Y.S. (Accepted). Tensions and tact: A Nigerian inter-ethnic family’s language policy. *Journal of Diaspora, Indigenous and Minority Education*.

Manuscripts Under Review

Alabede, Y. S., & Barros, S. R. (Under Review). Words as Offerings: Yorùbá Epistemologies and Heritage Language Maintenance in Diasporic Contexts. Special Issue.

Book Chapters

Alabede, Y.S. (2026). Èbùnlínguál Resistance: Transmitting Yorùbá as a Grassroots Heritage Language in a Transnational Home. In Wong, L., & Jaumont (Eds.), *Beyond Perfection: The Beauty of Imperfect Language Learning*. Vol. 1 The Center for the Advancement of Languages, Education, and Communities. (CALEC)

Gajasinghe, K., Morley, A., & **Alabede, Y.S.** (2026). Storytelling for an anti-conquest curriculum. In Wright Fields, C., McIntosh, N., & Nenonene, R. L. (Eds.), *A globalized pedagogical framework in teacher education: Developing borderless practices, advocacy, and activism*. Bloomsbury.

Smith, P., Wellington, D., **Alabede, Y.S.**, Hunte, A., Odundapo, T. (2026). Entanglement, Englishes, and transraciolinguistic becoming: Navigating coloniallingualism across borders. In P. Meighan (Ed.). *Countering coloniallingualism: Practices and voices from the Global South*. Routledge. <https://doi.org/10.4324/9781003653653-15>

Alabede, Y.S. (2026). *Èbùnlilingualism*: Decentering racialization and epistemic injustice in African language praxis. In Veliz, L., Meighan, P., & Shah, A.W. (Eds.). *Handbook of racial and epistemic inequalities in TESOL and applied linguistics*. Routledge.

Alabede, Y.S., & Watson, V.M. (2026). Interrogating colonial ideologies in elementary English textbooks in Nigeria. In *Decolonizing English Language Textbooks: Engaging in a South-North inter-epistemic Dialogue* (pp.50-67). Routledge. <https://doi.org/10.4324/9781003653547-5>

Goss, L., Alabede, Y., Firdausee, T. (2025). Backing our babies: The praxis of three Black Muslim Mothers at Home and in the academy. In: Turner, C.R., Green, M.L. (eds) *Black motherscholarship within and beyond the academy*. Springer, Cham.
https://doi.org/10.1007/978-3-031-99758-7_11

Alabede, Y.S., & Bakare, I. (2024). We be the world Jagunjagun: A dialogic exposé. *Languages, Literatures and Cultures of the Caribbean*.

Accepted/Forthcoming Book Chapters

Alabede, Y.S. (Forthcoming). “If I want him (my son) to be really part of my family, then language should come first: A case study of a transnational biracial family’s policy. In Oyebola, F., Ugwuanyi, K.O., Anchimbe, E. & Adepoju, B. (Eds). *Applied linguistics in Africa: Perspectives on language policy, multilingualism, education and identity*. APLAfrica.

Chapters Under Review

Alabede, Y.S. (Under Review). Writing the World from the Margins: Globalectical Pedagogy, Multilingual Childhoods, and Knowledge-Making at a Grassroots School in Nigeria. In Waqar, A.S., Sarwat, A., & Smith, P. (Eds.). *Globalectical Consciousness in English Studies: Toward Transnational Praxis*.

Faraclas, N., Odiegwu, N., & **Alabede, Y.S.** (Under Review). Naija No Go Die o: Decolonizing Sociolinguistics Through Nigerian Language Practices. In *Oxford Handbook of Language in African Society*. Oxford University Press

Alabede, Y.S. (Under Review). *Èbùnlilingualism*: A critical multimodal paradigm of language as gift. In *Reimagining Critical Multimodality in Education: From Soil to Seedlings*. Emerald.

Book Reviews

Alabede, Y.S. (2023). Book Review: Individual Language Policy: Bilingual Youth in Vietnam by Nguyen, T.T.T. (2022). Bristol, UK: Multilingual Matters.
<https://doi.org/10.1080/15348458.2023.2274858>

Edited Volume Under Contract

Alabede, Y.S., Nii Owoo, M., & Makoni, S. (Eds.). *Student-parenting, scholarship, and survival. Multilingual Matters*.

Invited Manuscripts in Preparation

Alabede, Y. S. (Invited manuscript in preparation). *Researching Multilingually Through Èbùnlilingualism* [working title]. Invited for full-manuscript submission to the special issue

“Centering Multilingualism in Critical Qualitative Research: Meaning-making, Reflexivity, Ethics, and Power Relationships,” *International Journal of Qualitative Studies in Education*. Manuscript due November 2026.

Alabede, Y. S. (Invited manuscript in preparation). *Reimagining Research-Practice Partnerships Through Èbùnlilingualism: A Longitudinal School-Community Partnership in a Nigerian Elementary School*. Invited for full-manuscript submission to the Research-Practice Partnerships Special Collection, *The Modern Language Journal*. Manuscript due March 2027.

Invited Chapters in Preparation

Alabede, Y.S. (Invited Chapter in preparation). *Technocoloniallingual Tensions in Multilingual Education*. In Meighan, P., Yazan, B., Waqar, A. S., & Veliz, L. (Eds.). *Tensions of Multilingual Education in Polarized Sociopolitical Contexts: Navigating Ideological Structures*.

GRANTS

2025	Alliance for African Partnership Dissertation Support Grant – \$10,000
2025	Graduate School Research Enhancement Award – \$1,000
2025	NFMLTA Dissertation Writing Grant – \$2,500
2025	National Council of Less Commonly Taught Languages Dissertation Writing Grant – \$2,500
2024	Michigan State University’s College of Education Dissertation Hard Cost Funding – \$981
2024	African Language Teachers Association Conference Presentation Grant – \$1,000
2022	American Association for Applied Linguistics Indigenous Language Research Travel Grant – \$500
2020-2021	Raj Chopra Memorial Scholarship – \$3,130
2019	NFMLTA Conference Travel Grant – \$730

FELLOWSHIPS

2025-2026	James Madison College Interdisciplinary Inquiry and Teaching (IIT) Fellowship - \$5,000
2024-2026	Graduate School Office of Wellness Leadership Fellowship – \$4,000. Launched the Rest2Thrive Project in 2024.

- 2024-2025** Center for Teaching and Learning Fellowship – \$5,000. Launched a project titled *Instructor-Student Empathy Pamphlet (ISEP)*
- 2024-2025** Theatre Ensemble Playwriting Fellowship – \$1,000. Authored a play titled *Threads in the ivory tower* as my project, and it was performed on stage.
- 2023-2025** College of Education Summer Research Fellowship– \$21,000
- 2023-2024** Dr. Cassandra L. Book Graduate Fellowship in Education – \$3,000
- 2023** The Anderson-Schwille Endowed Fellowship in International Education – \$4,200
- 2023** Michigan State University African Studies Conference Travel Award – \$500
- 2022-2023** Michigan State University’s Residential College of Arts and Letters Language Fellow – \$8,000
- 2022-2023** Office of International Studies in Education (OISE), College of Education at MSU’s Global Curriculum Fellowship – \$3,000
- 2022** Michigan State University’s College of Education Summer Research Development Fellowship – \$6,000
- 2021-2023** Linking All Types of Teachers to Intercultural Education (LATTICE) Global Teachers Arts in Curriculum Fellowship – \$1000

AWARDS

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- 2025 W. Patrick Dickson & Robin Kyburg Dickson Endowed Award – \$3,300
- 2024 Student International Research Award (Alliance for African Partnership) – \$2,000
- 2024 [MSU Graduate School Educator of the Month](#), (October).
- 2024-2025 MSU College of Education Distinguished Graduate Student Award in Justice and Equity Pedagogy Nominee
- 2022-2024 PEO International Peace Scholarship – \$25,000
- 2023 AERA Research Focus on Black Education Travel Award – \$500
- 2023 AAAL Indigenous Language Scholar Award – \$1,000

2023	CIES Travel Award – \$360
2023	CIES Language Issues SIG: Best Graduate Student Presentation – \$100
2022	MSU African Studies Center Nnamdi Azikiwe International Travel Award – \$2,000
2018-2019	Fulbright Foreign Language Teaching Assistant (FLTA), Institute of International Education/U.S. Department of State
2015	Best Graduating Student, English Education, University of Lagos, Nigeria.
2011	Valedictorian & Overall Best Graduate, Federal College of Education, Abeokuta, Nigeria.

External and Internal Grant Proposals

2025	AAUW International Research Fund – 25,000 (Alternate)
2024	Alabede, Y.S. (Co-PI) , Amao-Taiwo, B. (Co-PI), Marciano, J. (Co-PI), Molosi-France, K. (Co-PI), Ndlangamandla, S. (Co-PI), Ogechukwu, U. (Co-PI), Umo, U. (Co-PI), Watson, V. (Co-PI), and Yinka-Banjo. C. (Co-PI): Envisioning Intersectional Equity: Breaking the Walls of Separation between Higher Education Institutions and the Community – A Moving Global Conference Alliance for African Partnership – Partnership for Innovative Research in Africa (\$100,000) Not funded
2023	Alabede, Y.S. (PI) : Exploring family language practices and Àpéjò among dependents of African international students in a midwestern university: ACLS Mellon Dissertation Innovation Fellowship (\$40,000) Not funded
2023	Alabede, Y.S. (PI) : An Èbùnlingual Examination of Family Language Policies for West African Diasporan Families in the USA: MSU Graduate School TIAA Ruth Simms Dissertation Fellowship (\$27,000) Not funded

ACADEMIC AND EDUCATIONAL LEADERSHIP APPOINTMENTS PK–12 EDUCATIONAL LEADERSHIP

Founder and Administrative Head, Ebunoluwa Children School, Ogun State, Nigeria | 2024–Present

- Lead day-to-day school administration, instructional planning, teacher development, and community engagement.

- Lead curriculum design and implementation integrating Nigerian educational standards with U.S. Core, UK Creative, and place- and play-based approaches.
- Support teacher's professional learning and instructional development.
- Foster school-family-community relationships to support children's learning and school improvement.
- Coordinate the implementation of local and global educational standards across school programs.

Curriculum Committee & Teacher Recruitment, Early Head Start & Head Start, CACS Michigan | 2022–2025

- Co-designed play-based curriculum and contributed to teacher recruitment.
- Collaborated with international families and facilitated access to interpreter services.
- Participated in Policy Council activities and educational advocacy.
- Supported teacher hiring and professional learning opportunities.

Curriculum Developer & Research Committee Member, Spartan Child Development Center, Michigan State University | 2022–2025

- Collaborated on curriculum development and implementation in alignment with program and licensure standards.
- Contributed to research, program planning, and educational resource development

UNIVERSITY TEACHING AND TEACHER DEVELOPMENT

Instructor of Record, Michigan State University | 2021–May 2026

- Taught undergraduate courses in educational foundations, multilingual education, literacy, and international education.
- Designed curriculum, course materials, assessments, and learning experiences for preservice educators.
- Facilitated critical and reflective inquiry around equity, culture, language, and educational practice.
- Supported curriculum development for the Okemos World Language Program.

Courses taught: TE 101 – Social Foundations in Education; TE 341 – Teaching and Learning of Bi/Multilingual Learners; TE 353 – International Education; TE 407 – Teaching Diverse Learners Literacy

Field Instructor / Clinical Supervisor, Michigan State University | 2021–May, 2026

- Supervised elementary and world-language teacher candidates across PK–12 clinical placements.
- Observed classroom instruction and provided individualized, evidence-based instructional feedback.
- Facilitated biweekly seminars connecting coursework, instructional practice, and teacher development.
- Collaborated with teacher candidates, mentor teachers, and university personnel to support candidates' professional growth.

Clinical assignments: TE 434 – Clinical Experience in World Language Education II; TE 481 – PK–3 Internship I; TE 484 – Grades 3–6 Internship I.

PK–12 AND LANGUAGE TEACHING

English Language Learner Teacher, Waverly Community Schools | 2025–Present
Winans Elementary School (2025–2026); Elmwood Elementary School (2026–Present)

- Design and deliver differentiated English language and literacy instruction to K–4 multilingual learners, using WIDA-aligned assessments and classroom-based evidence to guide instruction and monitor progress.
- Supported two students at Winans Elementary who met WIDA ACCESS proficiency criteria and were officially reclassified as English proficient and exited ESL services in 2025–2026.
- Collaborate with classroom teachers, intervention specialists, and families to strengthen multilingual learners' language development, literacy learning, and classroom participation.
- Mentor three Michigan State University ESL pre-interns at Elmwood Elementary, supporting their instructional planning, classroom practice, and professional development.

ADDITIONAL COLLEGE AND UNIVERSITY TEACHING EXPERIENCE

Instructor, *Bowling Green State University, Ohio | Spring 2020*

Courses Taught: **EDHF 241** – Psychology of Education and Human Learning

Instructor of Record, *Fayetteville State University, NC* 2018-2019

- Created a 6-week Yoruba language and culture program through the Institute of Continuing Education.
- Developed community engagement programs, including cultural nights, cooking, and fashion events.
- Taught Yoruba language, coordinated field trips, and promoted inclusion through language education.

Courses Taught: **YOR 101 and 102** – Introduction to Yoruba language and culture| *Fall 2018- Spring 2019*

RESEARCH APPOINTMENTS & COLLABORATIVE PROJECTS

Graduate Research Assistant, Michigan State University | 2022–2025

- Preservice Teachers as Critical and Caring Agents | 2025
PI: Dr. Lucia Cardenas Curiel
 - Contributed to qualitative data analysis, manuscript development, and collaborative interpretation of preservice teachers' learning and practice.
 - Supported manuscript preparation and revision.
- Critical Community Field Experience (CCFE) Framework | 2024
PI: Dr. Lucia Cardenas Curiel
 - Contributed to field-data analysis, research planning, and manuscript development examining community-based experiences in teacher preparation.
- African Scholars Initiative DEI Project | 2023–2024
PI: Dr. Vaughn Watson
 - Contributed to collaborative grant development, program planning, and coordination of monthly scholarly engagement sessions.
 - Supported communication and relationship-building among participating scholars and mentors.
- Storying Study Abroad Experiences | 2022–2023
PI: Dr. Alyssa Morley
 - Contributed to data organization, qualitative analysis, and collaborative manuscript development examining future teachers' international learning experiences.

Graduate Research Assistant, Bowling Green State University | 2019–2021

- Conducted literature reviews and qualitative analyses related to higher education, identity development, women's empowerment, and international education.
- Analyzed qualitative data examining K–12 teachers' emotional management and educational experiences.

ADDITIONAL TEACHING EXPERIENCE

English, Yorùbá, and Mandarin Teacher / Head of Language Unit, Math Solution Educational Consults, Lagos, Nigeria | 2012–Present

- Teach English, Yorùbá, and Mandarin across varied age groups.
- Develop multilingual curriculum and coordinate language programming.

Creative Writing Coach, Egunoluwa Educational Services | 2024–Present

- Facilitate online writing instruction for Nigerian and Nigerian American children ages 3–12 using Zoom and Google Meet.

Foreign Language (Mandarin) Teacher / Head of Foreign Language Department, Grace Schools, Lagos, Nigeria | 2016–2018

- Taught Mandarin and led foreign-language curriculum and cultural programming.

- Introduced Mandarin assemblies and coordinated international cultural initiatives.
- English Language and Literature Teacher, CMS Grammar School, Lagos, Nigeria | 2014–2015
- Social Studies, Creative Writing, Integrated English, and History Teacher, Self Starters House Montessori School, Lagos, Nigeria | 2011–2012
- English Teacher, Nawair-Ud-Deen Grammar School, Ogun State, Nigeria | 2009–2011

COMMUNITY & ADULT EDUCATION

Facilitator, Online Grassroots Heritage Language Teaching | 2020–Present

Facilitator, Ifesowapo Community Development Association Parenting and AI Series | 2024

Facilitator / Yorùbá and ESL Teacher, Ebunoluwa Adult and ICT School | 2022–Present

ADDITIONAL ADMINISTRATIVE EXPERIENCE

- Chair, Students' Admission Committee, Grace Schools, Lagos, Nigeria | 2017–2018
- Developed admission policies and supervised a five-member committee.
 - Coordinated admission testing and reporting processes.
- Examination Coordinator, Grace Schools, Lagos, Nigeria | 2016–2018
- Coordinated examination schedules, procedures, and results reporting.

MENTORING & STUDENT DEVELOPMENT

- Doctoral mentoring: Supported doctoral student scholarly development and research engagement at Michigan State University (2023–2024).
- Master's mentoring: Provided academic and research mentoring to master's students at the University of Lagos, University of Ibadan, and University of Ilorin (2022–Present).
- Undergraduate honors mentoring: Supported an undergraduate honors project at Michigan State University (2025).
- Preservice teacher mentoring: Currently mentor three MSU ESL pre-interns completing school-based experiences at Elmwood Elementary School, Waverly Community Schools (2026–Present).
- Early-career teacher mentoring: Provide instructional guidance and professional development to educators in Nigeria.

RESEARCH, TEACHING & LEADERSHIP EXPERTISE

Research & Methodology

- Qualitative, ethnographic, autoethnographic, and community-engaged research
- Multimodal and arts-based methodologies
- Family Language Policy and heritage-language research
- Grant and collaborative research development

Educational Leadership & Teacher Development

- PK–12 school leadership and administration
- Teacher education, mentoring, and clinical supervision
- Curriculum design and instructional development
- School-family-community engagement

- Culturally responsive and sustaining educational practice

Multilingual Education & Curriculum

- Multilingual education, translanguaging, and second-language learning
- ESL/ELL instruction and WIDA-aligned assessment
- Literacy and foundational literacy development
- African-centered and decolonial curriculum perspectives

Digital & Online Learning

- Online and hybrid instruction
- Instructional and e-learning design
- Learning technologies and digital pedagogy

SELECTED CONFERENCE PRESENTATIONS

2026

- Alabede, Y.S. *From Home to (T)Here: Reimagining Disciplinary Boundaries and Epistemic Ontology through Nigerian (immigrant) Child's Multiliteracies*. AAAL, Chicago, IL.
- Wellington, D., Alabede, Y. S., Hunte, A., Odungapo, T., & Smith, P. *Entanglements, Englishes, and transraciolinguistic becoming: Navigating coloniallingualism across borders*. American Educational Research Association (AERA), Los Angeles, CA.

2025

- Alabede, Y. S. *The Digital "Homescape" of Community Building by and for West African Graduate Student-Mothers*. CIES, Chicago.
- Adegoke, T., Hwang, S., & Alabede, Y. S. *A Collaborative Autoethnographic Exposé of Inter(trans)national Students' Homescapes in the U.S*. CIES, Chicago.
- Alabede, Y. S., & The Unbooking Project Group. *Reimagining Knowledge-Making: Relational Accountability and the Transformation of Scholarly Practices*. AAAL, Denver.
- Alabede, Y. S. *Tech Meets Tradition: Fostering Continuity in Yorùbá as a Heritage Language and Culture Pedagogy*. LSA, Lagos.

2024

- Alabede, Y. S. *Èbùnlilingualism as Family Language Praxis in an Afrocentric Transnational Family*. Family Language Policy Conference, Galway.
- Alabede, Y. S. *Examining Ethnolinguistic Tensions through Family Language Policy Among Bi-Ethnic Nigerian Families*. African Studies Association, Chicago.
- Alabede, Y. S. *Parents as Teachers: Investigating Parental Engagement in Heritage Language Children's Yoruba Conversational Skills*. AAAL, Houston.
- Alabede, Y. S. *Savoring the Unsung Joy of Motherhood – A Family Language Policy and Practice Paradigm*. AERA, Philadelphia.

2023

- Alabede, Y. S. *Family Multilingualism – Sociopolitical Realities in Bi-Ethnic Marriages in Nigeria*. AAAL, Portland.
- Alabede, Y. S. *Èbùnlilingualism: The Praxis of Multilingualism as Gift*. Highlighted Paper Session, CIES.

2022

- Alabede, Y. S. *Eclecticism and Backward Curriculum Design in Online Yoruba Teaching*. ALTA.

INVITED TALKS & PANELS

- Invited Speaker, Feedback and Support for Early Career Grad Student (TE 902) | 2026
- Invited Speaker, Linking All Types of Teachers to Intercultural Education (LATTICE) | 2026
- Invited Speaker, Greater Lansing United Nations Association | 2025
- Guest Speaker, Philanthropic Education Society, Michigan Chapter Convention | 2025
- Panelist, MSU Graduate School International Graduate TA Orientation | 2023
- Panelist, MSU College of Education International Student Orientation | 2022, 2023
- Panelist, MSU Office of International Studies in Education Orientation | 2022

PROFESSIONAL SERVICE & LEADERSHIP

Professional Associations

- Ex-Officio, Teaching Committee, Lagos Studies Association | 2024–Present
- Graduate Student Committee Member, Justice, Equity, Diversity & Inclusion, American Association for Applied Linguistics | 2024-2026

Editorial and Peer Review

- Manuscript Reviewer, *Applied Linguistics* | 2024–Present
- Manuscript Reviewer, *Multicultural Education Review* | 2026
- Manuscript Reviewer, *International Journal of Multilingualism* | 2025–Present
- Manuscript Reviewer, *Journal of Diaspora, Indigenous and Minority Education* | 2024–Present
- Manuscript Reviewer, *Literacy Research: Theory, Method and Practice* | 2024–2025
- Manuscript Reviewer, *English Journal* | 2025-Present

Conference Service

- Co-panel Organizer, Bridging Our Worlds, Lagos Studies Association | 2026
- Panel Organizer, Teaching by Design, Lagos Studies Association | 2024–2025
- Panel Chair, National Council of Less Commonly Taught Languages | 2025
- Proposal Reviewer, AERA Bilingual Education Research SIG | 2023
- Proposal Reviewer, AERA Postcolonial/Decolonial SIG | 2023
- Proposal Reviewer, CIES Afrika and Language Issues SIGs | 2023

Institutional & Community Leadership

- Matron & Education Coordinator, National Youth Council of Nigeria | 2024–Present
- Parent Representative, Policy Council, Capital Area Community Services | 2022–2025
- E-Board Member, Student Parent on a Mission, Michigan State University | 2022–2026
- Representative, Department of Teacher Education, Council of Graduate Students, Michigan State University | 2021–2023

PROFESSIONAL AFFILIATIONS

- American Educational Research Association (AERA)
 - Bilingual Education Research SIG
 - Language and Social Processes SIG
 - Qualitative Research SIG
- Comparative and International Education Society (CIES)
 - Afrika SIG
 - Language Issues SIG
- American Association for Applied Linguistics (AAAL)
- African Studies Association (ASA)
- Literacy Research Association (LRA)
- Lagos Studies Association (LSA)
- Michigan TESOL (MiTESOL)
- African Language Teachers Association (ALTA)

LANGUAGES

- Yorùbá — Native
- English — Fluent
- Nigerian Pidgin — Advanced
- Mandarin Chinese — Intermediate
- Arabic — Basic
- Hausa — Basic
- Spanish — Beginner