

## CURRICULUM VITA

**Marissa Bellino**

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### ACADEMIC DEGREES

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**Ph.D. Candidate in Urban Education, Learning Sciences (Emphasis: Science and Environmental Education)**

The Graduate Center: City University of New York, 2011-Present

**M.Phil in Urban Education**

The Graduate Center, City University of New York, 2015

**M.A. in Secondary Science Education**

City College: City University of New York, 2005

**M.A. in Environmental Remote Sensing and Geographic Information Systems**

Boston University, 2002

**B.S. in Biology**

James Madison University, 1999

### TEACHING CERTIFICATION

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New York State Permanent Teaching Certification (Biology/General Science 7-12)

### TEACHING EXPERIENCE

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**Long Island University, School of Education**

Brooklyn, NY, 2015 to Present

Adjunct Faculty, Department of Teaching, Learning and Leadership

**Brooklyn College, School of Education**

Brooklyn, NY, 2013 to Present

Graduate Teaching Fellow, Adjunct Faculty, Student Teaching Supervisor, Secondary Education

**Brooklyn College, Science, Technology and Research Early College School at Erasmus**

Brooklyn, NY, 2015 to Present

Adjunct Faculty

**Brooklyn College, College Now @ Brooklyn College**

Brooklyn, NY, 2015 to Present

Adjunct Faculty

**High School for Environmental Studies**

New York, NY, 2003 to 2014

Teacher, Science Department

## **PROFESSIONAL EXPERIENCE**

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### **Urban Environmental Studies Research Group @ The Graduate Center, CUNY**

New York, NY, 2014 to Present

Researcher

### **Macaulay Honors College**

New York, NY, 2015 to Present

Instructional Technology Fellow

### **Center for Advanced Study in Education, The Graduate Center, The City University of New York**

New York, NY, 2015 to Present

Research Associate

Project Titles: Identifying Best Practices for Implementing the Common Core Learning Standards in New York State, Wise Guys and Gals Boys & Girls as WISEngineering STEM Learners

### **Center for Advanced Study in Education, The Graduate Center, The City University of New York**

New York, NY, 2015 to Present

Science Curriculum Associate

Project Title: Bridges to Academic Success: Accelerating language, literacy and content learning for emergent bilinguals with limited home language literacy

### **Collaborative Incentive Research Grant, The City University of New York**

New York, NY, 2014 to 2015

Research Assistant

Project Title: A Mixed Methods Research Study on the Recruitment of Teachers of Color and their Pathways into Classroom Teaching

### **National Parks Service**

Brooklyn, NY, 2014 to 2015

Science Education Consultant

### **Brooklyn College**

Brooklyn, NY, 2014 to 2015

Research Assistant

Project Title: ILETES: Informal Learning Environments in Teacher Education for STEM

### **The Biodiversity Center of Belize (BioBelize) at the Petters Research Institute**

Dangriga, Belize, 2012 to Present

Director of Education and Outreach

## **AREAS OF INTEREST AND SCHOLARSHIP**

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Urban Education, sociocultural foundations of education, science teacher education, critical science literacy, environmental education, critical pedagogy, participatory digital pedagogies, sociocultural constructions of adolescence, youth participatory action research, qualitative research methods, STEAM for emergent bilinguals

## PROFESSIONAL DISTINCTIONS AND FELLOWSHIPS

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2015	American Educational Studies Association (AESA) Taylor & Francis Past President's Award for Outstanding Graduate Student Research \$500
2015 – 2016	Doctoral Student Dissertation Award, The Graduate Center, CUNY \$22,000
2015 – 2016	Macaulay Instructional Technology Fellow, Macaulay Honors College, CUNY \$28,000
2015	Sandra K. Abell Institute for Doctoral Students National Association for Research in Science Teaching (NARST) Travel and Tuition
2013 – 2015	Enhanced Chancellor's Fellowship, The Graduate Center, CUNY \$25,000.00 & Tuition Waiver, \$5,410.00
2013	<i>Science</i> magazine Prize for Inquiry-Based Instruction DNA Barcoding from New York City to Belize
2011	Sloan Award for Excellence in Teaching Science and Mathematics \$7,500
2009 – 2013	The Graduate Center, CUNY NSF GK-12 Teacher Partner
2005	Friends of the High School for Environmental Studies Environmental Fellow \$1,000
2003 – 2005	AmeriCorps Service Member Education Award Received two annual education awards, totaling \$9,450.00
2003	New York City Teaching Fellows: New York, NY Secondary Science Fellow, Cohort 6 Subsidized tuition at City College, CUNY, for duration of MA degree program. Summer stipend, \$2,500.00

## GRANTS

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2015 – 2016	Doctoral Student Research Grant The Graduate Center, CUNY \$845
2013	Toshiba America Foundation Building a Molecular Laboratory \$5,000
2011	Toyota Tapestry Grant New York City Biodiversity DNA Barcoding Project \$10,000

- 2011            Toshiba America Foundation Grant  
Building a Molecular Laboratory  
\$5,000
- 2010            Toshiba America Foundation Grant  
Environmental Youth Conference  
\$10,000

## **PUBLICATIONS**

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- Strong, L., Adams J.D., **Bellino, M.E.**, Pieroni, P. & Stoops, J. Science expressed in culture: Understanding and appropriation of science in the daily lived experiences of youth. *Mind, Culture & Activity* (special issue: Reimagining Science Education in Neoliberal Global Contexts: Sociocultural Accounts of Science Learning in Underserved Communities). Eds: Jrene Rahm & Carol Brandt. Taylor & Francis. In Review.
- Bryce, N., Wilmes, S., **Bellino, M.E.**. 2015. Inquiry identity and science teacher professional development. *Cultural Studies of Science Education*. In Review.
- Bellino, M.E.** 2015. Using Photovoice as a Critical Youth Participatory Method in Environmental Education Research. In K.G. Tobin (Eds.), *Doing Education Research: A Handbook*. Sense Publishers.
- Bellino, M.E.**, & Adams, J. D. (2014). Reimagining Environmental Education: Urban youths' perceptions and investigations of their communities. *Revista Brasileira de Pesquisa em Educação em Ciências*, 14(2), 027-038.
- Harris, S.E., **Bellino, M.E.** 2013. DNA Barcoding from NYC to Belize. *Science*. 342(6165):1462-1463.

## **PROFESSIONAL PRESENTATIONS**

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### **2016**

*American Educational Research Association (AERA) Annual Meeting: Washington, D.C.*  
Poster Session  
Paulo Freire, Critical Pedagogy, and Emancipation SIG  
Stoops, J., **Bellino, M.E.**, Pieroni, P., Strong, L., Ortiz, N., Trowbridge, C.  
“Creating Spaces of Critical Praxis, Agency, and Empowerment in Formal and Informal Learning Environments”

### **2015**

*American Anthropology Association (AAA) Annual Meeting: Denver, CO*  
Panel Presentation  
Council on Anthropology and Education  
**Bellino, M.E.**  
“Places that Matter: Collective Exploration of the Meaning of Neighborhood Places using Mental Mapping with Youth”

### **2015**

*American Educational Studies Association (AESA) Annual Meeting: San Antonio, TX*

Symposium

**Bellino, M.E.**

“Dialogic relationship building in a critical classroom”

**2015**

*Urban Science Education Research–Seminar (USER-S): The Graduate Center, CUNY, New York, NY*

Invited Talk

**Bellino, M.E.**

“Using Photovoice as a Critical Youth Participatory Method in Environmental Education Research”

**2015**

*North American Association for Environmental Education (NAAEE): San Diego, CA*

Roundtable

Stoops, J., **Bellino, M.E.**, Pieroni, P., Strong, L.

“Inclusive Knowledges and Pedagogies in Urban Environmental Studies”

**2015**

*Victoria, University of Wellington: Wellington, New Zealand*

Invited Talk

**Bellino, M.E.**

“Photovoice as a Participatory Methodology for Youth Investigation of Neighborhoods”

**2015**

*The National Association for Research in Science Teaching (NARST) Annual International Conference: Chicago, IL*

Panel Presentation

**Bellino M.E.**, Adams, J.D.

“The Spectrum of Teacher Action Research Projects in Science Classrooms”

**2014**

*Urban Science Education Research–Seminar (USER-S): The Graduate Center, CUNY, New York, NY*

Invited Talk

**Bellino, M.E.**, N. Deller, A. Fitch, E. Kenigsberg, E. Piccone, L. Vera.

“PAR as Pedagogy: Using Participatory Action Research in Science Classrooms”

**2014**

*American Education Research Association (AERA) Annual Meeting: Philadelphia, PA*

Symposium

Paulo Freire, Critical Pedagogy, and Emancipation SIG

**Bellino, M.E.**

“Reimagining Environmental Education: Urban Youths’ Perceptions and Investigations of their Communities”

**2014**

*The National Association for Research in Science Teaching (NARST) Annual International Conference: Pittsburgh, PA*

Panel Presentation

**Bellino M.E.**, Adams, J.D.

“Using photovoice to explore urban youths' investigations and perceptions of their communities”

**2013**

*Urban Science Education Research–Seminar (USER-S): The Graduate Center, CUNY, New York, NY*

Invited Talk

**Bellino, M.E.**

“Initial experiences with engaging students in a critical photovoice research project to investigate community”

**2013**

*The National Association for Research in Science Teaching (NARST) Annual International*

*Conference: Rio Grande, Puerto Rico*

Poster

**Bellino M.E.**, Harris, S.E.

“The impact of an experiential biodiversity curriculum on high school students in Dangriga, Belize”

**2013**

*National Science Foundation Brown Bag Lunch: Washington D.C.*

Invited Talk

**Belino, M.E.**, Harris, S.E.

“DNA barcoding from NYC to Belize: Incorporating STEM education in biodiversity research”

**2012**

*Student Conference on Conservation Science-New York (AMNH): New York, NY*

Poster

Harris, S.E., **Bellino, M.E.**

“Integrating Education and Biodiversity Research Through DNA Barcoding in NYC and Belize”.

**2012**

*Graduate STEM Fellows in K-12 Education Annual Conference: Washington D.C.*

Poster and Workshop

Strozak V., Harris, S.E., Nygard, S., Aidala, Z., **Bellino, M.E.**, Feeney, K.

“Authentic Research Modules Integrate Fellows Research into Science Classrooms”.

**2011**

*Graduate STEM Fellows in K-12 Education Annual Conference: Washington D.C.*

Poster and Workshop

Aidala, Z, **Bellino, M.E.**, Feeney, K., Harris, S.E., Holman, P., Meyers, R.

“100 Researchable Questions Sprouting in NYC Parks”.

**MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

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- North American Association for Environmental Education (NAAEE)
- American Educational Studies Association (AESAs)
- American Education Research Association (AERA)
- American Anthropology Association (AAA)
- National Association for Research in Science Teaching (NARST)
- National Science Teachers Association (NSTA)
- New York Academy of Sciences (NYAS)
- New York Collective of Radical Educators (NYCoRE)
- National Network for Education Renewal (NNER)

## CURRICULUM DEVELOPMENT AND SAMPLE COURSE DESCRIPTIONS

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- Seminar in Educational Research, Science (Graduate)
- Lives of Children and Adolescents (Graduate)
- Environmental Studies (Secondary/Undergraduate)
- Global Environment (Secondary/Undergraduate)
- Freshman Environmental Science Research (Secondary)
- Independent Environmental Science Research (Secondary)
- Environmental Seminar (Secondary)
- SunWorks Science Barge Water Quality Field Experience (Secondary)
- Urban Ecology for Students with Disabilities (Secondary)

### **Seminar in Education Research, Science (Fall and Spring Semester)**

This course is a research in science education course that is designed for practitioners to learn more about their students and their own practice as a science educator. Readings, discussions, and exercises are student-centered and developed to create a community of practitioners around the ongoing process of learning to teach. In this course, teachers will become familiarized with current science education, urban and general research literature and learn how to develop basic tools/methodology to collect and analyze data on their classroom practice. Action research projects will be conducted as a praxis of critical reflection on teaching/learning and add to the collective knowledge of research in science teaching and learning. Research will focus on teaching science in diverse urban settings and with children of diverse abilities, economic, and cultural backgrounds.

### **Lives of Children and Adolescents**

This course focuses on the experience of children and adolescents from diverse backgrounds with a range of abilities using developmental, non-developmental, historical, and cultural approaches. Theories of development will be studied as they apply to the children and adolescent learner in families, communities, peer groups and schools. Physical, cognitive, socio-emotional and moral domains of development with implications for learning will be studied. Throughout the course, attention will be given to ways in which culture, gender, disability, race, class, language, ethnicity and sexual orientation play a role in the process of learning and development. The lives of children and adolescents with typical and atypical development will be explored through observations and readings. We will read a selection of texts emerging from the interdisciplinary field of critical childhood and youth studies alongside classic texts of developmental psychology. Students will complete a significant fieldwork project dedicated to studying a particular young person in a school context.

### **Environmental Studies**

Environmental problems make headlines every day. How can we help to develop participatory citizens who understand the complex scientific and social issues behind the headlines, make informed decisions, and meet these environmental challenges? This course will help you to gain the knowledge and tools to make informed decisions regarding the environment and the earth's future. We will look at the global environment through a *socio-ecological justice* framework. A socio-ecological justice framework highlights the links between our current political economy and modern state and the "myriad environmental problems for human and nonhuman communities all over the globe" (Gruenewald, 2004). This framework highlights the ways in which environmental crises are inseparable from social crises and are often experienced differently by different social groups. By the end of this course you will have a better understanding of the connections between such varied topics as pollution, deforestation, climate change, food production, soil depletion, economics, biodiversity,

history, poverty, and social justice. The course stresses a systems approach in evaluating problems and potential solutions as well as an understanding of the critical role of power and privilege in many of the environmental challenges facing the world. My educational philosophy is not to stand up in the front of the room and lecture to you. I strongly believe that you all have much to contribute to this class and I will expect that you take full responsibility for your individual and our collective learning. Your participation in daily journal reflections, class discussions, and our course blog will be places for you to engage and dialogue with one another and the course readings. The course will incorporate multiple participatory research methodologies to illuminate our lived experiences in order to unpack and deconstruct our relationship to our neighborhoods and communities with a specific focus on equity and action.

### **Freshman Environmental Science Research**

Freshman Environmental Science Research is the first of a four-year sequence of classes where you will explore scientific research and develop your own research proposals to further understand urban biodiversity and molecular ecology. Your full participation in the science research class will provide you with the opportunity to work with professional scientists and other students interested in science research. These experiences will provide you with invaluable research and life skills that will enhance your college and professional experiences. The Freshman Environmental Science Research Class stresses inquiry, field and lab data collection, writing, researching and presentation skills. Students will be responsible for completing individual and group research projects and presentations. You will work very closely with the sophomores, juniors and seniors in the research class throughout the year.

### **Independent Environmental Science Research**

Independent research is designed for the motivated, creative, and inquisitive science student. The program provides interested students with an opportunity to acquire skills and concepts inherent in the science research experience. It is intended to teach students to be creative, careful, patient and exacting in their methods of study and laboratory investigations. Students will experience science through original research. Students practice scientific thinking and learn scientific processes in order to advance educational and career goals. Students will discuss differences in scientific opinions as related to the nature of scientific evidence. Research students should be proficient in formulating testable hypothesis. Knowledge and understanding of this process is gained by experimenting. After completing an investigation, students should discuss methods or strategies that may improve future investigations. Science research is a complex social activity that provides an avenue for establishing and maintaining positive life long relationships among students, teachers and mentors. It also promotes insight and analytical skills needed and addressing matters of public concern.

## **PROFESSIONAL PROJECTS**

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### **2015**

#### *Photovoice Project of Storm Water in Wellington, New Zealand*

Worked with 9-11 year-old students at Newtown School in Wellington, New Zealand to document and critically discuss storm water issues in their local communities. Students were introduced to the photovoice methodology, took pictures, discussed pictures, and shared pictures with the larger school community.

### **2010-2013**

#### *NSF GK-12 Program, The Graduate Center, CUNY, Teacher Partner*

Worked with science teachers and doctoral students from a variety of disciplines, including molecular ecology, environmental psychology, and geography to develop “authentic research modules”.

Authentic research modules developed introduced DNA barcoding and food justice to youth in high schools across New York City.

## **2011**

### *High School for Environmental Studies Environmental Youth Conference – Conference Coordinator*

Planned, organized, and implemented the HSES/Toshiba America Foundation Environmental Youth Conference with over fifty student participants. Students developed their own action projects to improve the school community focused on rooftop beautification, energy reduction, waste reduction, and recycling.

## **2008-2011**

### *Toshiba Youth Conference for a Sustainable Future – Teacher Presenter, Japan and Thailand*

Participated and presented at the Toshiba Youth Conference for a Sustainable Future in Japan and Thailand. Supported students from the High School for Environmental Studies and high school students from Poland, Japan, and Thailand through their week as youth participants. Presented environmental curriculum and facilitated teacher discussions on best practices for improving environmental education.

## **SERVICE**

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### **New York Collective of Radical Educators (NYCoRE)**

New York, NY, 2014 to Present  
Assistant Conference Coordinator

### **The Graduate Center, CUNY**

New York, NY, 2015 to Present  
Urban Education Membership Committee

### **Brooklyn College, Science, Technology and Research Early College School at Erasmus**

Brooklyn, NY, 2015 to Present  
STEM and Instructional Technology Professional Development

## **REFERENCES**

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### **Jennifer Adams**

Associate Professor, Secondary Education  
Brooklyn College, City University of New York  
2900 Bedford Avenue, James Hall  
Brooklyn, NY 11210  
(718) 951-5000 x3637  
Email: jadams@brooklyn.cuny.edu

### **Gillian Bayne**

Associate Professor  
Lehman College, City University of New York  
250 Bedford Park Blvd W, Carman Hall  
Bronx, NY 10468  
(718) 960-2486  
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**Deborah Hecht**

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The Graduate Center, CUNY  
365 Fifth Ave, Suite 3300  
New York, NY 10016  
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The Graduate Center, CUNY  
365 Fifth Ave, Suite 3300  
New York, NY 10016  
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The Graduate Center, CUNY  
365 Fifth Ave, Suite 3300  
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Antioch University Los Angeles  
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