

Stanford



Greses Pérez-Jöhnk

Ph.D. Student in Education, admitted Autumn 2016

Bio

BIO

Greses is a Ph.D. student in Curriculum Studies and Teacher Education (CTE) and Learning Sciences and Technology Design (LSTD) at Stanford University. Her main research interests are located at the intersection of science and engineering education, technology, and bilingualism. In addition to her ongoing work at Stanford in the Science in the City Research Team, Greses seeks to understand the teaching and learning of engineering in the K-12th science classroom and the opportunities to create a language-rich environment for multilingual learners in this context. Before coming to Stanford, she was a bilingual educator at Plano ISD, where she served in the Gifted and Talented Advisory District Committee and the Elementary Curriculum Design team. As a science mentor at a local Museum in Texas, Greses supported the development of teachers by facilitating workshops and creating science classroom kits. She holds a B.S. degree in Civil Engineering from Santo Domingo Technological Institute, a M.Eng. degree in Environmental Engineering from the University of Puerto Rico at Mayagüez, and a M.Ed. degree in School Leadership from Southern Methodist University. Prior to starting her career in education, Greses was a project manager for engineering programs funded by the EU in the caribbean.

LINKS

- LinkedIn: www.linkedin.com/in/greses

Research & Scholarship

LAB AFFILIATIONS

- Bryan Brown, Science in the City (9/26/2016)

Teaching

COURSES

2019-20

- Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices: AFRICAAM 106, CSRE 103B, EDUC 103B, EDUC 337 (Aut)

2018-19

- Development of Scientific Reasoning and Knowledge: EDUC 267E (Aut)
- Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices: AFRICAAM 106, CSRE 103B, EDUC 103B, EDUC 337 (Aut)

Publications

PUBLICATIONS

- **THERE IS NO CONSERVATION WITHOUT EDUCATION: EMBEDDING SOCIAL TOPICS IN THE TEACHING OF SCIENCE IN THE GALAPAGOS ISLANDS**

Roman, D., Rossi, D., Del Rosal , K., Busch, K., Perez, G. A.
2017

- **A technological bridge to equity: how VR designed through culturally relevant principles impact students appreciation of science** *LEARNING MEDIA AND TECHNOLOGY*

Brown, B., Boda, P., Ribay, K., Wilsey, M., Perez, G.
2021

- **Teaching Culturally Relevant Science in Virtual Reality: "When a Problem Comes, You Can Solve It with Science"** *JOURNAL OF SCIENCE TEACHER EDUCATION*

Brown, B., Perez, G., Ribay, K., Boda, P. A., Wilsey, M.
2021; 32 (1): 7–38