

# VANDNA GILL BINDRA

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## EDUCATION

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- North Carolina State University** August 2018  
Raleigh, NC
- Ph.D., Curriculum & Instruction (Educational Psychology)
- Harvard University** May 2011  
Cambridge, MA
- Ed.M., Human Development and Psychology
- George Washington University** January 2006  
Washington, D.C.
- M.A., English (American Literature)
- University of Virginia** May 2003  
Charlottesville, VA
- B.A., English Language and Literature

## TEACHING EXPERIENCE

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- North Carolina State University**  
Raleigh, NC
- Assistant Teaching Professor*** 2019 - 2021
- Taught EDP 575: Multicultural Lifespan Development and ED 731: Advanced Qualitative Research and Data Analysis in Education (Spring)
  - Taught ECI 709: Race and Ethnicity in Educational Psychology, ED 572: Teacher Leadership, EDP 304: Educational Psychology, and EDP 504: Advanced Educational Psychology (Fall)
- Qualitative Methods Teaching Assistant*** 2018
- Supported and mentored doctoral students in the qualitative research methods course sequence, ED 730 (Introduction to Qualitative Research) and ED 731 (Advanced Qualitative Research)
  - Worked closely with qualitative methods instructors to develop course materials and to teach course content
  - Developed research methods posters to consolidate course information for students
  - Held regular office hours for one-on-one or small group student assistance
  - Provided feedback to students on course assignments and guidance on their research projects
  - Graded various course assignments  
*Supervisor: Angela Wiseman, Ph.D.*
- Instructor*** 2014 - 2016
- Taught EDP 476: Psychology of Adolescent Development (Spring)
  - Adapted content of EDP 476: Psychology of Adolescent Development to teach it online (Summer)
  - Taught EDP 370: Applied Child Development (Fall)
- Teaching Assistant*** 2014
- Co-taught introductory educational psychology course, EDP 370: Applied Child Development
  - Facilitated class sessions and provided feedback to students  
*Supervisor: Heather Davis, Ph.D.*

# VANDNA GILL BINDRA

## Flint Hill School

2006 - 2010

Oakton, VA

### *Upper School English Teacher*

- Taught English I (9<sup>th</sup> grade), English III: American Literature (11<sup>th</sup> grade), and English IV (12<sup>th</sup> grade)
- Collaborated with colleagues and instructional coaches to revise the 11<sup>th</sup> grade English curriculum in order to make it developmentally appropriate and more accessible to students; compiled selections of American prose and poetry based on pivotal literary movements and alignment with U.S. History curriculum
- Developed the English curriculum for 12<sup>th</sup> grade seminar on short stories using a thematic approach
- Incorporated Universal Design for Learning (UDL) in lesson planning to address learning differences

## George Washington University

2004

Washington, D.C.

### *Instructor*

- Taught ENGL10 (introductory composition course); designed curriculum on international short stories with a focus on communicating effectively, writing for different purposes and for various audiences, as well as developing critical thinking skills

## CURRICULUM DEVELOPMENT EXPERIENCE

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## Juntos North Carolina

2019 - 2021

Raleigh, NC

- Developed a toolkit for use in Juntos family night workshops featuring modules educating Latino students their parents about using PowerSchool educational software and familiarizing them with financial aid opportunities as well as aspects of the FAFSA application
- Created lesson plans for staff in various NC counties to use with students during Juntos 4-H club sessions
- Revised and updated Juntos Success Coaching Guide and Sustainability Guide

## North Carolina State University

2016 - 2017

Raleigh, NC

- Developed educational website on the impact of World War I on North Carolina history using an inquiry-based approach incorporating primary sources and instructional materials funded by a grant from the Library of Congress Teaching with Primary Sources Program ([ncww1.weebly.com](http://ncww1.weebly.com)) in collaboration with the North Carolina Museum of History and NC high school teachers (link to website featured on the Museum's WWI exhibit website)
- Compiled primary and secondary sources for the first two modules of an eighth grade history digital textbook to be hosted online by the North Carolina Department of Public Instruction aligning with the new essential standards for eighth grade integrating U.S. history with the study of North Carolina history and for an educator's guide to "The Story of North Carolina" exhibit at the North Carolina Museum of History
- Developed inquiry website on Bryan Stevenson's book *Just Mercy* for NC State Common Reading Program based on the Inquiry Design Model; created and revised additional inquiries on social studies topics for publication on the C3 Teachers website ([c3teachers.org](http://c3teachers.org))
- Updated the North Carolina C3 State Hub ([c3teachers.org/north-carolina-c3-hub](http://c3teachers.org/north-carolina-c3-hub)) with original and revised inquiries (see "Inquiries from NC State") and updated the Hawaii C3 State Hub ([c3teachers.org/hawaii-c3-hub](http://c3teachers.org/hawaii-c3-hub)) in collaboration with teachers, curriculum developers, and educational specialists on the C3 Teachers website
- Developed instructional materials about Civil War telegrams for the Decoding the Civil War Project ([c3teachers.org/decoding](http://c3teachers.org/decoding)) funded by the National Archives in collaboration with the Huntington Digital Library  
*Supervisor: John Lee, Ph.D.*

## Facing History and Ourselves

2011

Brookline, MA

*Research and Development Intern*

# VANDNA GILL BINDRA

- Collaborated with Director of Content Development and author of *Worse than War*, Daniel Goldhagen, to develop classroom materials educating students about genocide in a global and historical context; wrote and edited segments of a study guide for *Worse than War* based on the PBS documentary
- Researched and wrote about Sergio de Mello's role in UN missions to nations affected by war and genocide for a study guide on Samantha Power's book *Chasing the Flame*

## RESEARCH EXPERIENCE

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### North Carolina State University

Raleigh, NC

#### *Research Assistant*

2016 - 2017

- Edited book chapter manuscript ("Practitioner research in the social studies: Findings from action research and self-study") for inclusion in *The Wiley Handbook of Social Studies Research* (2017)  
*Supervisor: Meghan Manfra, Ph.D.*
- Coded and merged longitudinal data for mixed methods study on scientific identity of STEM Early College High School students
- Conducted original research on social media usage and moral identity of college students in relation to their engagement with race-related issues; presented findings at the NC State Graduate Student Research Symposium  
*Supervisor: Jessica DeCuir-Gunby, Ph.D.*

#### *Research Assistant*

2013 - 2014

- Collected and entered data for study on scientific identity of STEM Early College High School students  
*Supervisors: Jessica DeCuir-Gunby, Ph.D. & Heather Davis, Ph.D.*
- Entered data for study on metacognition of elementary school students  
*Supervisor: John Nietfeld, Ph.D.*
- Assisted in a review of the literature on math professional development for K-12 teachers
- Revised final outcomes report for NSF-funded grant on research-based recommendations to support large-scale, system-level implementation of professional development initiatives for K-12 teachers aligned with the Common Core State Standards for Mathematics  
*Supervisor: Paola Sztajn, Ph.D.*

## DISSERTATION

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- **Gill, V.** (2018). Moral identity and engagement with racial issues among social justice-oriented emerging adults on social media: A phenomenological case study (Doctoral dissertation). Retrieved from <http://www.lib.ncsu.edu/resolver/1840.20/35217>

## PUBLICATIONS

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- DeCuir-Gunby, J. T., & **Bindra, V.G.** (2021). How does teacher bias influence students?: An introduction to the special issue on teachers' implicit attitudes, instructional practices, and student outcomes. *Learning and Instruction*. doi: 10.1016/j.learninstruc.2021.101523
- **Bindra, V. G.**, & DeCuir-Gunby, J. T. (2020). Race in cyberspace: College students' moral identity and engagement with race-related issues on social media. *The Urban Review*, 52(3), 541-561. doi: 10.1007/s11256-020-00560-4
- Henderson, D. X., DeCuir-Gunby, J. T., & **Gill, V.** (2016). "It really takes a village": A socio-ecological model of resilience for prevention among economically disadvantaged ethnic minority youth. *The Journal of Primary Prevention*, 37(5), 469-485. doi: 10.1007/s10935-016-0446-3

## ACTIVE RESEARCH PROJECTS & MANUSCRIPTS

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- Harris, S. D., **Bindra, V. G.**, Garbutt, B. K., DeCuir-Gunby, J. T., & Davis, H. A. High school students' STEM career interest: The impact of social-cultural factors (manuscript currently being revised)

# VANDNA GILL BINDRA

## CONFERENCE PRESENTATIONS

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- **Bindra, V. G.** (2019, June). Moving beyond hashtag activism: Teaching racial literacy through social media. Paper presented at the Society for the Psychological Study of Social Issues (SPSSI) Conference, San Diego, CA.
- **Gill, V.** (2018, April). Moral identity and race relations online: Learning from the social media experiences of college students. Roundtable presentation at the American Educational Research Association (AERA) Annual Meeting, New York, NY.
- **Gill, V.,** & DeCuir-Gunby, J. T. (2017, April). Race in cyberspace: College students' moral identity and engagement with race-related issues on social media. Paper presented at the American Educational Research Association (AERA) Annual Meeting, San Antonio, TX.
- **Gill, V.,** & DeCuir-Gunby, J. T. (2016, June). An exploration of moral identity and race relations in cyberspace. Poster presented at the Society for the Psychological Study of Social Issues (SPSSI) Conference, Minneapolis, MN.
- Harris, S. D., Garbutt, B., White, A., **Gill, V.,** & DeCuir-Gunby, J. T. (2016, May). The learning context and adolescents' development of scientific identity: Exploring the contributions of attending a diverse STEM academy. Poster presented at the Annual National Black Graduate Conference in Psychology, Miami, FL.
- **Gill, V.** (2016, March). Race in cyberspace: Moral identity and engagement with race-related issues on social media. Poster presented at the Eleventh Annual NC State University Graduate Student Research Symposium, Raleigh, NC.
- **Gill, V.** (2013, March). Special needs of immigrant partner violence survivors and challenges to providing appropriate services. Roundtable presentation at the Women of Color: HIV and Domestic Violence Sixth Annual Community Forum, Durham, NC.

## INVITED PRESENTATIONS

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- Presentation on phenomenological and case study methods used in dissertation study for doctoral students in ED 730 (Introduction to Qualitative Research in Education) at North Carolina State University, April 2018.
- Presentation on phenomenological coding of dissertation study and facilitation of discussion on qualitative methods used in Matthew Desmond's *Evicted* (book club selection) for doctoral students in ED 730 (Introduction to Qualitative Research in Education) at North Carolina State University, March 2018.
- Presentation on data analysis steps of dissertation study for doctoral students in ED 731 (Advanced Qualitative Research and Data Analysis in Education) at North Carolina State University, January 2018.
- Presentation on preliminary findings of longitudinal mixed methods study examining the social and cultural influences on adolescents' development of a scientific identity for faculty and graduate students in research methods group at North Carolina State University, April 2016.

## PROFESSIONAL DEVELOPMENT EXPERIENCE

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**North Carolina State University**  
Raleigh, NC

2016 - 2017

- Created presentation on utilizing resources featured on the North Carolina & WWI website to teach second order concepts for inclusion in a professional development workshop entitled "Hidden Histories: North Carolina and WWI Teaching Scholars" at the North Carolina Museum of History  
*Supervisor: Meghan Manfra, Ph.D.*
- Helped with logistical planning for the third annual C3 Teachers IDM Summer Institute (2017), a professional development conference for K-12 Social Studies teachers, administrators, and curriculum specialists interested in developing curriculum materials based on the Inquiry Design Model  
*Supervisor: John Lee, Ph.D.*

## HONORS, AWARDS, & MEMBERSHIPS

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- Travel Award for AERA Conference Presentation (2018)
  - Awarded by the Dept. of Teacher Education and Learning Sciences, NC State University (\$1,200)
- Kappa Delta Pi International Honor Society in Education Member (inducted in 2017)
- Travel Award for AERA Conference Presentation (2017)

# VANDNA GILL BINDRA

- Awarded by the Dept. of Teacher Education and Learning Sciences, NC State University (\$1,000)
- Travel Award for SPSSI Conference Presentation (2016)
  - Awarded by the Dept. of Teacher Education and Learning Sciences, NC State University (\$800)
- Phi Kappa Phi Multidisciplinary National Honor Society Member (inducted in 2015)
- Diversity Enhancement Grant (2013)
  - Awarded a tuition supplement by the NC State Graduate School through the UNC Campus Scholarship Program (\$1,020)
- American Educational Research Association (AERA) Member, Division J (Postsecondary Education)
- American Psychological Association (APA) Member, Division 15 (Educational Psychology)
- The Society for the Psychological Study of Social Issues (SPSSI) Member

## LEADERSHIP & SERVICE EXPERIENCE

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**North Carolina State University** 2019 - 2021  
Raleigh, NC 2013 - 2017

- Faculty advisor for the Department of Teacher Education and Learning Sciences Graduate Student Association
- University supervisor (edTPA) for seven student teachers in the Master of Arts in Teaching (MAT) program who were placed in English Language Arts (ELA) and Social Studies classrooms in local middle and high schools
- Graduate student member of search committee for new faculty member, NC State College of Education
- NC State Graduate Student Advisory Board member

**Flint Hill School** 2006 - 2010  
Oakton, VA

- Faculty advisor for the Community Service Club and the South Asian Club
- International Week Committee and Senior Project Committee member

### *Community Service Coordinator*

- Initiated service learning program that encouraged students to reflect on their service experiences in English class; created service learning mission statement for the school emphasizing the philanthropic value of helping others in need and improving the general well-being of the collective whole
- Organized community service events and tracked service hours for students
- Established and maintained a partnership with Special Olympics
- Led service trips for high school students to Miriam's Kitchen in D.C. to cook breakfast for the homeless
- Facilitated student-run charity fundraisers

## NONPROFIT WORK EXPERIENCE

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**Kiran, Inc.** 2012 - 2013  
Raleigh & Durham, NC

### *Grant Collaboration Coordinator*

- Managed a collaboration of four non-profit organizations providing services to immigrant victims of domestic violence, funded by a culturally-specific federal grant through the Office on Violence Against Women at the Department of Justice
- Wrote two-year budget for the Durham Collaboration
- Provided crisis counseling to South Asian women and men in situations of domestic violence
- Wrote grants to apply for funding to sustain the work of Kiran, Inc. and the Durham Collaboration
- Conducted outreach to raise awareness about domestic violence and sexual assault and to promote healthy relationships in the South Asian community
- Created training and education curricula for staff, community members, law enforcement, and volunteers
- Led culturally-specific training sessions for volunteers and immigrant advocates
- Led a presentation on the effects of domestic violence on child and maternal health at Duke University