

# Cassandra Glynn



## **Where did you obtain your degrees and what was your area of focus for each degree?**

My B.A. is actually from Concordia College. I have come full circle! I majored in German and French Education and student taught in both languages. My M.A. and Ph.D. are both from the University of Minnesota, Twin Cities (Go Gophers!) in Curriculum and Instruction, Second Languages and Cultures Education. I spent time in courses related to critical pedagogy, which became very important to me as I worked on my M.A. thesis, and it served as the theoretical framework for my doctoral dissertation.

## **Briefly describe your professional background and experiences with the Concordia Language Villages (if applicable).**

My love of teaching languages began at Concordia Language Villages, where I worked mostly at Waldsee and some at Lac du Bois during the

academic year weekend programs. I was a villager at Waldsee, and always felt more drawn to that particular village. I was a program assistant during the academic year and worked as a credit teacher at Waldsee during the summer. My first job was in an urban middle school, and I held two other positions in suburban districts teaching middle and high school. At Concordia, I work with both pre-service and in-service teachers and teach general methods courses, FLES methods, and secondary world language methods in addition to graduate courses in language pedagogy.

## **What kind of research or other scholarly work do you do? What kinds of topics interest you most?**

I am most interested in topics of equity in schools, and my M.A. and Ph.D. research focused on access to language study, particularly the low enrollment of African-American students in world language classes. I consider myself a mostly qualitative researcher, but I am currently working on both a qualitative multiple case study about teachers' use of CBI to explore topics of social justice in traditional language learning environments and a longitudinal mixed methods study about pre-service teachers' experiences with the edTPA. I am also a co-author of *Words and Actions: Teaching Languages through the Lens of Social Justice* and am co-editing a volume called *Reimagining World Languages Education: Equity, Access, and Social Justice*.

## **What do you do in the M.Ed. program and what do you like most about working with our graduate students?**

I am the program director, but I also currently teach the first course in the program, Immersion Methodologies, and I teach the fall online course. We have such diverse cohorts in terms of our students' backgrounds and experiences, and they continually surprise me with their creative ideas and their passion for teaching and their students. I always learn something new from my M.Ed. students, and they inspire me to try new ideas in the classroom and to continue to push myself in my own teaching. I also genuinely respect the M.Ed. students and enjoy getting to know them as individuals and as a collective cohort. We work hard together, but we also laugh a lot and have a lot of fun, creating a nice balance.

## **Is there anything else that you want students to know about you?**

I am involved in the American Council on the Teaching of Foreign Languages, our national organization. I am a past chair of the African-American Student Special Interest Group, and I current chair the Critical Approaches and Social Justice SIG. I also am serving on the Diversity and Inclusion Task Force.