

Dr. Sapna Thapa

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Summary Profile:

- More than 25 years of experience in education, care and development, specialized in Early Childhood Education.
- Experience in curriculum design and production of educational materials for early childhood services.
- Experience in facilitating teacher trainings and participatory program designs.
- Experience in administration/monitoring/evaluation at managerial level.
- Experience in quantitative and qualitative research and report writing.
- Experience in advocacy for cultural appropriateness, equity, diversity and inclusion in early childhood education, development and care.

Qualifications:

2015: **Doctor of Education** (Ed.D. Early Childhood Education).

University of Sheffield, United Kingdom

Dissertation title: “*The elusive nature of equity and quality in early childhood education: policy rhetoric, meanings and local perceptions in Nepal and Wisconsin, USA*”. <http://etheses.whiterose.ac.uk/id/eprint/12394>

Advisor: Professor Elizabeth Wood

2011: **Masters in Early Childhood Education** (MA).

University of Sheffield, United Kingdom

Thesis Title: “*The impact of globalization on Nepali childhoods: perspectives from three generations of a Nepali family*”.

Advisor: Dr. Rachael Levy

2009: **Diploma in Child Psychology.**

Glasgow, United Kingdom

2007: **Trained Trainers Certificate.**

London Montessori Centre, United Kingdom

2004: **International Diploma in Early Childhood Education.**

London Montessori Centre, United Kingdom

1989: **Trained Teachers Certificate.**

Mount Hermon Teachers Training College, India

Professional Experiences:

University of Wisconsin-Stout, United States of America (August 2013-present)

2017-current: Associate Professor for Early Childhood Teacher Education
2013-current: Supervisor for early childhood pre-service teachers
2013-current: Advisor for early childhood pre-service students/teachers
2017-2018: Program Director of Early Childhood Teacher Education
2013-2016: Assistant Professor for Early Childhood Teacher Education

Service at UW-Stout:

2020-current: Executive member of Faculty Senate
2020-current: Representing UW-Stout in UW System as Team member for High Impact Practices (HIP).
2020-current: All University Export Control Policy Team member
2019-current: Senator - Faculty Senate representing College of Education Hospitality, Health and Human Sciences (CEHHHS)
2019-current: Member of Personnel Planning Committee (PPC) – sub-committee of Faculty Senate
2018-current: Alternate Member of Planning and Review Committee (Faculty Senate)
2018- 2019: Chair of Racial and Ethnic Studies and Global Perspectives (Sub-Committee of Faculty Senate)
2016-2018: Member Racial and Ethnic Studies and Global Perspectives (Sub-Committee of Faculty Senate)
2015-2018: Member of Faculty Senate as an Alternate for College of Education
2015:2018: Panel member of the ‘Infusing Diversity across the curriculum project’
2014-current: Researcher and Member of ‘The Hegemony Project’
2013-2014: Member of Search Committee
2016-2017: Member of Search Committee

Frøbelseminariet University – Denmark/Nepal

2010-2012: Supervisor and mentor for teaching interns.

Namaste Nepal – Helping Himalayan Children

2008-2009: Lead consultant for early childhood education.

John Dewey High School www.johndewey.edu.np

2008-2017: Founder and Director of Curriculum development and project design.
Lead facilitator/trainer for teachers and administration.

MotherCare International Preschool, Kathmandu www.mothercare.edu.np

1996-2017: Founder and Director of Curriculum design.
1996-2001: Toddler Lead Teacher
2002-2005: Three-year-old Lead Teacher

2006-2012: Four and Five-year-old Lead Teacher

Loreto Convent, Darjeeling, India (March 1989- December 1992)

1991-1992: 5th Grade - Lead Teacher
 6th and 7th Grade - Geography and English Language teacher
 1989-1990: 1st Grade - Lead Teacher

Scholarship:

Relevant Refereed Publications:

- **Thapa, S.**, Akpovo, M. S., Nganga, L.(under review). “Cross-national study on teachers' understanding of children’s socio-emotional development in Nepal and Kenya: A sociocultural perspective” Submitted to *Early Education and Development Special Issue – “Studying Children’s Social-Emotional Development in School and at Home through a Cultural Lens”*.
- Madrid Akpovo, S., **Thapa, S.** & Nganga, L. (accepted). Critical internationalization and cultural scripts of global teacher preparation: Western privilege and entitlement during international field experiences in Nepal and Kenya. In C. Ullom & N. Guler (Eds), *At school in the world: Developing globally engaged teachers*. New York, NY: Rowman and Littlefield Publishers
- **Thapa, S** & Akpovo, M. S. (2020). “Cultural Humility in an intercultural mentor-mentee relationship: Overcoming Emotional “borders and borderlands” of Nepali-mentors and US-mentees”. *Asia Pacific Journal of Education*.
- Kambutu, J., Madrid Akpovo, S., Nganga, L., **Thapa, S.**, & Mwangi, A. (2020). “Privatization of Early Childhood Education (ECE): Implications for Social Justice in Nepal and Kenya”. *Policy Futures in Education*.
- Nganga, L., Madrid Akpovo, S., **Thapa, S.**, & Mwangi, A. (2020). “How socioeconomics and neocolonialism affect the early childhood workforce in Nepal and Kenya: A cross-cultural perspective”. *Contemporary Issues in Early Childhood*.
- Akpovo, S. M., **Thapa, S.** and M. Halladay (2020). “Learning to see teaching as a cultural activity: US preservice-teachers’ significant experiences with Nepali mentor-teachers’ during an international student-teaching internship”. *Journal of Research in Childhood Education*.
- Treacy, D. S., **Thapa, S.** & Neupane, S. K (2021). *Where the social stigma has been overcome: musician-teachers’ negotiating identity and place in Nepali society*. In A. Kalio, S. Karlsen, K. Marsh, E. Saether & H. Westerlund (eds.,) *The politics of Diversity in Music Education*.
- **Thapa, S.** (2019). *Assessing intercultural competencies in teacher education – a missing link?* In H. Westerlund, S. Karlsen and H. Partti (eds.,). *Visions for intercultural music teacher education*. Springer (Open Access).
- Young, D., Akpovo, S. D. & **Thapa, S.** (2019). *Culturally responsive awareness and competence in early childhood teacher candidates*. In I. Jones & M. Lin (eds.,) *Critical Issues in Early Childhood Teacher Education, Volume 2: International perspectives*. Chinese American Educational Research and Development Association Book Series. IAP-Information Age Publishing.
- **Thapa, S.**, Madrid, S. and Young, D. (2017). *Collaboration as a research tool: The*

narratives of three early childhood researchers. In S. Madrid, M. J. Moran, R. Brookshire and M. Buchanan (eds.) Collaborative Cross Cultural Research Methodologies in Diverse Early Care and Education Contexts. Routledge

- **Thapa, S. (2015).** *“Expectations of Readiness in Pre-School Children a politically influenced socio-cultural phenomenon’.* ARNEC Connections, 9. (pp. 20-22)
- **Thapa, S. (2015).** *‘Post-Earthquake updates’* ACEI Liaison Country report 2015
- **Thapa, S. (2014).** *Talking About Death with Young Children: A Story from Nepal* Childhood Explorer, 1: 2 (pp. 18-20).

Magazine Articles:

- Thapa, S. (2011). *Of childhood toys and books.* ECS Healthy Life: Parenting
- Thapa, S. (2011). *Fitness, exercise and children.* ECS Healthy Life: Parenting
- Thapa, S. (2011). *Choosing ‘good discipline’ and a ‘sound education: the boarding school trend.* ECS Healthy Life: Parenting
- Thapa, S. (2011). *Again, and Again.* ECS Healthy Life: Parenting
- Thapa, S. (2010). *The Montessori dilemma: Part 1.* ECS Healthy Life: Parenting
- Thapa, S. (2010). *The Montessori dilemma: Part 2.* ECS Healthy Life: Parenting
- Thapa, S. (2010). *How to nurture your child’s talents.* ECS Healthy Life: Parenting
- Thapa, S. (2010). *Learning redefined.* ECS Healthy Life: Parenting
- Thapa, S. (2010). *The joys of reading.* ECS Healthy Life: Parenting

Relevant Refereed Conference Proceedings:

- **Thapa, S. & Kumaran, A. (2021).** *“Exploring the Emotional Experiences of faculty while teaching online during a pandemic”.* Presented at the virtual 2021 AAC&U (Association of American Colleges & Universities).
- Lea, V., Hines, E. & **Thapa, S. (2020).** *“The Intercultural Development Inventory: cultural hegemony or counter hegemony?.* Presented at the virtual 2020 NAME (National Association for Multicultural Education) Conference.
- Nganga, L., Madrid Akpovo, S., **Thapa, S., & Mwangi, A. (2020).** *“Exploring the consequences of neocolonialism and globalization on the early childhood workforce in Nepal and Kenya”.* Presented at the virtual 2020 American Educational Research Association’s (AERA) International Conference, San Francisco, California.
- **Thapa, S., Akpovo, M. S., Larkin, K. and Beltran, K. (2019)** *“Cultural humility and Western entitlement: Uncovering the emotional “borderlands” of Nepali-mentors and US-mentees when constructing a mentor-mentee relationship”.* Presented at the 27th Re-Conceptualizing Early Childhood Education (RECE) Conference 2019, Las Cruces, New Mexico.
- **Thapa, S. and Kohlmeir, T. (2019)** *“Inquiry Based Teaching and Learning: Experiences from Teacher Training in China”* Presented at Office of Academic Programs and Educational Innovation (OPID) conference, UW-Madison.
- **Thapa, S. and Thapa, S. (2019)** *“Effective Interventions: Games and Activities to nurture Young Children in Adverse situations”* Presented at the 41st Early Childhood Conference. University of Wisconsin-Stout, Menomonie, Wisconsin, USA
- Lea, V., **Thapa, S.** and Hines, E. (2019) *“Disrupting racism, homophobia and cultural hegemony in teacher education programs: Infusing cultural responsiveness*

- and social justice into curricula*” Presented at Office of Academic Programs and Educational Innovation (OPID) conference, UW-Madison
- Lea, V., Hines, E. and **Thapa, S.** (2018) “*Social justice curricula in teacher education: Disrupting systemic division, racism, nationalism, and homophobia*” Presented at the American Educational Studies Association (AESA) Conference in Greenville, South Carolina, USA.
 - Akpovo, S. M., **Thapa, S.** and Baldwin, N. (2018) “*Rethinking intercultural competence: Understanding the co-constructed and negotiated aspects of intercultural relationships during an international field experience in Nepal*” Presented at the Re-conceptualizing Early Childhood Education (RECE) Conference in Copenhagen, Denmark.
 - Lea, V., **Thapa, S.** and Hines, E. (2017) “*Breaking Down Race and Social Class Barriers to Critical Multicultural Wellness in Regressive Times,*” Presented at the National Association for Multicultural Education (NAME) Conference in Salt Lake City, Utah.
 - **Thapa, S.** and Thapa, S. (2017 & 2018). *Forgotten games Impact of Childhood Games on Well-being and Learning.* Early Childhood Conference 2017. University of Wisconsin-Stout, Menomonie, Wisconsin, USA.
 - **Thapa, S.** (Key-Note Speech delivered on 27th March 2017). *Seeking an identity: recognizing, reducing and repatriating structural and systemic hegemony in education and music education.* Cultural Diversity in Music Education (CDIME) Conference, 2017 - Kathmandu, Nepal.
 - Treacy, D., **Thapa, S.** and Neupane, S. (March 2017). *Cultural renewal and change: The role of global influences in Nepali music and music education.* Cultural Diversity in Music Education (CDIME) Conference, 2017 - Kathmandu, Nepal.
 - Lea, V. **Thapa, S.** Hines, E. and Ahiquist, R. (2016) *Vocalizing Silent Students' Voices in the Struggle for Racial, Socioeconomic, and cultural Justice.* Presented at National Association for Multicultural Education (NAME) conference – Cleveland, Ohio.
 - **Thapa, S.** Madrid, S. and Young, D. (2016). *Understanding the child in cultural context: using video as primary data to discover cultural nuances in Early Childhood.* Presented at the Global Summit on Childhood – San Jose, Costa Rica.
 - Madrid, S. & **Thapa, S.** (2016). *Preparing early childhood teachers to teach in international context (Nepal).* Wyoming Goes Global, Laramie, Wyoming.
 - Lea, V., **Thapa, S.**, Hines, E. and Herron, J. (2016). *Challenging barriers to social justice through critical multicultural education and anti-racist activism: Disrupting silos & creating coherence.* Office of Professional and Instructional Development (OPID) Spring Conference – Green Lake, Wisconsin - USA
 - **Thapa, S.** (2016). *Healing touch: understanding trauma in young children after Nepal Earthquake 2015.* Presented at Early Childhood Conference 2016-University of Wisconsin-Stout, Menomonie, Wisconsin, USA.
 - **Thapa, S.** (2015). *Everyone in the circle: understanding diversity in the preschool classroom.* Presented at Early Childhood Conference 2015-University of Wisconsin-Stout, Menomonie, Wisconsin, USA.
 - **Thapa, S.** (2015). Title: *Education Diplomacy in Action among the International Outreach Committee Members of Association of Childhood Education International (ACEI).* Presented at the Institute for Educational Diplomacy 2015– Washington DC, USA
 - Klefstad, J. and **Thapa, S.** (2014). *Engaging, supporting, and retaining men within an ECE program on a four- year campus: The early steps in forming a Men’s Club.*

Presented at National Association for the Education of Young Children (NAEYC) national conference 2014-Dallas, Texas, USA

- **Thapa, S.** (2014). *Achieving equity standards: a critical analysis of policy in early childhood education of Nepal*. Presented at the Global Summit on Childhood, Vancouver, Canada. 2014
- **Thapa, S.** (2013). *Child Rights Approach to Governance, Equity, Inclusion and Sustainability in Asia-Pacific*. Presented Paper at the Third International Conference on Child Friendly Cities (CFC) Kathmandu, Nepal.
- **Thapa, S.** (2012). *The Interface of Play-Literacy*. Presented at Pacific Early Childhood Education Research Association (PECERA), Singapore.
- **Thapa, S.** (2011). *Quality in Early Childhood Education: Global and National perspectives*. Presented at Early Childhood Education Centre, Kathmandu.

Book/Article Reviews

2020:	Reviewer for AERA Conference submissions for the 2021 AERA Annual Meeting.
2020:	Reviewer for Manuscript titled " <i>Teachers within neoliberal education reforms: a case study of Delhi</i> " International Perspectives on Education and Society, Emerald Publishing.
2020:	Reviewer for Manuscript ID UJRC-2019-0182 titled " <i>Fidelity in teaching young children: two stories of professional integrity</i> " Journal of Research in Childhood Education, Taylor and Francis.
2019:	Reviewer for AERA Conference submissions for the 2020 AERA Annual Meeting.
2018:	Reviewer for Manuscript ID GSC-18-0011 titled " <i>Belonging and language</i> " Global Studies of Childhood, Sage Journals
2018:	Reviewer for Bista, K., Sharma, S., & Raby, R. L. (Eds.). (2019). <i>Higher Education in Nepal: Policies and Perspectives</i> . Routledge.
2017:	Reviewer for Z. Brown & H. Perkins (eds.,) (2019) " <i>Beyond the Conventional: Using Innovative Methods in Early Years Research</i> ". Routledge.
2021	External reviewer for PhD Dissertation: " <i>Rule beyond rules: an ethnographic study of informal institutions in the public school</i> ". Kathmandu University.

Research Projects

2020 – current:	" <i>Cross-national study on teachers' perceptions of children's social emotional development: A social-cultural perspective</i> ". Collaborative-Cross cultural Research: University of Wisconsin-Stout, University of Tennessee, Knoxville and University of Wyoming, Laramie.
2020 – current:	" <i>Exploring the Emotional Experiences of faculty while teaching online during a pandemic</i> ". Merle Price Mentor-Mentee Research, University of Wisconsin-Stout.
2018-current:	" <i>Cultural Humility and Western Entitlement: emotional borderlands</i> " Collaborative-Cross cultural Research: University of Wisconsin-Stout and University of Tennessee, Knoxville

2017- 2019:	<i>“International student-teaching field experiences: Understanding the types of critical incidents that US student-intern's experience with Nepali mentor teachers”</i> . Collaborative Cross cultural Research: University of Wisconsin-Stout and University of Tennessee, Knoxville
2017-2018:	<i>“Determining the relationship between intrinsic motivation of instructors and intrinsic motivation among diverse students”</i> Maybelle Ranney Professorship Research, University of Wisconsin-Stout
2016-2017:	<i>“Does self-evaluation of learning through reflective-writing support intrinsic motivation in Freshman students”</i> Faculty Teaching Champions Community of Practice Research, University of Wisconsin-Stout
2015-2017:	<i>“Preparing early childhood educators to understand the child-in-cultural-context”</i> Collaborative Cross cultural Research Project, University of Wisconsin-Stout and University of Wyoming
2015-2016:	<i>“Infusing Diversity into the Curriculum”</i> Nakatani Teaching and Learning Center Research project, University of Wisconsin-Stout

Grants/Awards:

2020:	Merle Price Mentor-Mentee Research Award. University of Wisconsin-Stout.
2017:	Maybelle Ranney Price Professorship Award. University of Wisconsin-Stout
2016:	Rhedding-Jones Outstanding Dissertation of 2016 Award- New Zealand
2016:	Nominated for Outstanding Teacher of the Year Award. College of Education, Health and Human Sciences – University of Wisconsin-Stout
2015:	Collaborative Thematic Research Award - <i>“Preparing early childhood educators to understand the child-in-cultural-context”</i> . College of Education, Health and Human Sciences - University of Wisconsin-Stout.
2014:	Professional Development Research Grant – <i>“Initial steps to developing a culturally responsive and ‘internationalized’ curriculum for ECE teacher education”</i> . Research Services, University of Wisconsin-Stout
2013:	Professional Development Grant – <i>“Nepal Outreach in Early Childhood Education”</i> . Nakatani Teaching and Learning Center - University of Wisconsin Stout

Professional Memberships

2017-Current	Member of AERA (American Educational Research Association)
2015-current:	Member of RECE (Re-conceptualizing Early Childhood Education)
2014 - 2018:	Chair of IOC (International Outreach committee) of ACEI www.acei.org
2014-2015:	Coordinator for Study Tour for the Nepal Summit
2014-current:	Advisory Board Member of the Sibelius Academy of the University of the Arts Helsinki – Research (2014 – 2019)
2014-2019:	Advisory Board Member of UMOS (a non-profit advocacy

organization) www.umos.org
2014: Panelist/referee for the International Journal of Early Childhood, Volume 47, Issue 1
2012-current: Member of CEI (Childhood Education International)
2010-current: Member of ARNEC (Asia-Pacific Regional Network for Early Childhood)

Workshops/Trainings

2019: Act 31 Workshop CESA – 10 (Cooperative Educational Service Agency, Chippewa Falls, WI)
2014: New Instructor Workshop (UW Stout)
2014: Web-enhanced Teaching Essentials Workshop (UW Stout)
2014: Promoting Pro-social and Empathy with young children Workshop
2014: EdTPA Local Evaluation Training DPI (Department of Public Instruction, WI)
2013: Trainers workshop on Positive Psychology in education
2006: Brain Gym and Nutrition
2007: Planning, Record Keeping and Assessing Children's Learning
2007: The Phenomenon of School Bullying
2007: Risk and Crisis Management

Community Service:

2017-2018: Lead Coordinator for 2nd Early Childhood Summit – Nepal 2018 (<https://www.acei.org/nepal-summit>)
2009-current: Volunteer/Advocate for “Lunch For Nepal” (www.lunchfornepal.org)
2007-current: Volunteer Fund Raiser/Advocate for “Orchid Garden Nepal” (www.orchidgardennepal.com)

URL

- <http://www.uwstout.edu/faculty/thapas/>
- <http://sites.uniarts.fi/web/globalvisions/advisory-board>
- <http://www.nepalmusiccenter.com/key-speaker.html>