

# Oluseyi (Matthew) Odebiyi, Ph.D.

*Assistant Professor, Elementary and Social Studies Education*

**Arizona State University**

Mary Lou Fulton College for Teaching and Learning Innovation

Division of Advancing Educator Preparation

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[October, 2025]

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## EDUCATION

**Ph.D., The University of Alabama, Tuscaloosa, AL**

2020

Program of Study: Elementary Education, Social Studies, Curriculum & Instruction, and Educational Research Methodology

Study: *Teacher candidates' development of pedagogical design capacity for inquiry-based concept lessons.*

**M.Ed., University of Ibadan, Ibadan, Nigeria**

2014

Program of Study: Early Childhood Education

Thesis: *Nigerian teachers' perception and attitude towards inclusive early childhood education.*

**B.Ed., University of Ibadan, Ibadan, Nigeria**

2010

Program of Study: Geography & Early Childhood Education

Project: *Nigerian primary school pupils' knowledge of climate change.*

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## ACADEMIC APPOINTMENTS

**Assistant Professor, *Elementary Education and Social Studies, Division of Teacher***

***Preparation***, Mary Lou Fulton Teachers College, Arizona State University (Tenure-Track, 2022 — Present)

**Assistant Professor, *Teacher Development, Department of Teacher Development, College of Education and Learning Design***, St. Cloud State University, MN (Tenure-Track, 2020-2022)

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## RESEARCH INTERESTS

- The development and implementation of teacher candidates' capacity for designing inquiry-oriented teaching.
- Teachers' thinking and beliefs as they learn to teach across contexts.
- Applications of psychometric and mixed methods in teacher education contexts.
- Comparative elementary and social studies education, with a focus on United States and the Global South nations.

## PUBLICATIONS

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<sup>+</sup> Denotes Equal contributions by authors | <sup>\*</sup>Denotes graduate student co-author at the time of manuscript submission | <sup>\*\*</sup>Denotes award winner paper | <sup>#</sup> Denotes international collaborators

### Peer Reviewed Books (4)

<sup>+</sup>Sunal, C.V., **Odebiyi, O.M.**, & Mutua, K. (Eds). (2025). *The Education of Minorities in Africa, the Caribbean, and the Middle East*. Information Age Publishing/Emerald.

<sup>+</sup>Fraser-Burgess, S., <sup>#</sup>De Four-Babb, J., <sup>#</sup>Knight., V., **Odebiyi, O.M.**, <sup>#</sup>Salami, I.A., <sup>\*\*</sup>Allert, A.V.A. (Eds). (2024). *The Bloomsbury Handbook of Caribbean and African Studies in Education*. Bloomsbury.

Sunal, C.S., **Odebiyi, O.M.**, & Mutua, K. (Eds). (2022). *Effects of government mandates and policies on public education in Africa, the Caribbean, and the Middle East*. Information Age. (Assumed a more senior role in the development and publication of this book in the series).

Sunal, C.S., Mutua, K., & **Odebiyi, O.M.** (Eds). (2019). *Transforming public education in Africa, the Caribbean, and the Middle East*. Information Age.

- 40% Contribution | Roles: Ideation, call for chapters, editing, reviewing, co-corresponding author.

### Peer-Reviewed Articles (23)

**Odebiyi, O. M** (Accepted, 2025). Lesson Design Proficiency: Elementary Preservice Teachers' Efficacies for Inquiry-Based Lessons. *The Elementary School Journal*, 126(3) [Schedule for publication, March 2026].

- Impact Factor: 1.4 | H-Index: 93 | CiteScore (2023): 2.7

**Odebiyi, O. M.** & Sunal, C. S. (2025). Lesson Design Actions: Examining Elementary Preservice Teachers' Pedagogical Design Capability for Inquiry. *Action in Teacher Education*. <https://doi.org/10.1080/01626620.2025.2476968>

- H-Index (2023): 34 | CiteScore (2023): 2.3 | Acceptance Rate: 7%
- Readership/Annual Download: 50K

**\*\*Odebiyi, O. M.** and Odebiyi, A.T. (Accepted, 2025). What's Next? Layers of Thinking in Preservice Teachers' Epistemic Beliefs and Conceptions of Teaching. *International Journal of Social Studies*.

- Impact Factor: Data not available | Acceptance Rate: 34%
- Winner: 2023 National Council for the Social Studies' International Assembly Outstanding Paper Award
- 80% Contribution | Roles: Ideation, data collection/analysis, writing, revising, corresponding author.

**Odebiyi, O. M.** (2023). Care and Justice: How Elementary Teachers Adapt Experiences for Social Issues. *Education, Citizenship and Social Justice*. <https://doi.org/10.1177/17461979231206917>

- Impact Factor: 1.5 | CiteScore: 2.4 | Acceptance Rate: 9%

- Readership/Annual Downloads: 78K

**Odebiyi, O. M. (2023).** Design Thinking: How Preservice Teachers Develop Capacity for Designing Inquiry-Based Lessons. *Teacher Educator*. <https://doi.org/10.1080/08878730.2023.2184889>

- H-Index: 26 | CiteScore: 2.4 | Acceptance Rate: 8%
- Readership/Annual Downloads: 48K

**\*\*Odebiyi, O.M. (2023).** Instruction: Examining Elementary Preservice Teachers' Self-Efficacy for Designing Inquiry. *Social Studies Research and Practice*. <http://doi.org/10.1108/SSRP-07-2022-0020>.

- Impact Factor: 0.63 | Acceptance Rate: 37% | Readership/Annual Downloads: 23K
- Downloads for this article: 2455 and counting
- Winner: 2024 Emerald Literati Awards, Outstanding Paper

**Odebiyi, O. M. (2022).** Mobilizing Teacher Candidates' Pedagogical Design Capacity for Implementing Inquiry-Oriented Lessons. *Social Science and Humanities Open*. SSRN 4257902. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=4257902](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4257902)

**Odebiyi, O. M. & Choi, Y-J. (2022).** The challenges of measuring epistemic beliefs across cultures: Evidence from Nigerian teacher candidates. *Teaching Education*, 33 (2), 214-236. <https://doi.org/10.1080/10476210.2020.1844650>

- Impact Factor: 1.5 | H-Index: 41 | CiteScore (2023): 3.8 | Acceptance Rate: 14%
- Readership/Annual Downloads: 93K
- 85% Contribution | Roles: Idea generation, data collection/analysis, writing, revising, corresponding author.

**Odebiyi, O. M. (2021).** K-5 Social Studies Content Standards: Investigating Critical Thinking for Informed Action. *Social Studies Research and Practice*, 16(3), 203 - 217. <http://doi.org/10.1108/SSRP-05-2021-0010>

- Impact Factor: 0.63 | Acceptance Rate: 37%
- Readership/Annual Downloads: 23K

**Odebiyi, O. M. & Odebiyi, A. T. (2021).** Critical thinking in social contexts: A trajectory analysis of states' K-5 social studies content standards. *Journal of Social Studies Research*, 45(4), 277 - 288. <https://doi.org/10.1016/j.jssr.2021.05.002>

- Impact Factor: Data not available | H-Index: 18 | Acceptance Rate: 8%
- Readership/Annual Downloads: 8.5K
- 90% Contribution | Role: Idea generating, data collection/analysis, writing, reviewing, corresponding author.

**+Hubbard, J. D. & Odebiyi, O. M. (2021).** Examining elementary social studies preservice teachers' dispositional thinking about museum pedagogy. *Journal of Social Studies Research*. <https://doi.org/10.1016/j.jssr.2021.05.001>

- Impact Factor: Data not available | H-Index: 18 | Acceptance Rate: 8%

- Readership/Annual Downloads: 8.5K
- Roles: Data collection/analysis, writing, and revising.

**Odebiyi, O. M., Sunal, C. S., & Sunal, D. W. (2020).** What if you are new? *Social Studies Research and Practice*. 15(2), 141-154. <https://doi.org/10.1108/SSRP-12-2019-0059>

- Impact Factor: 0.63 | Acceptance Rate: 37% | Readership/Annual Downloads: 23K
- 70% Contribution | Roles: Idea generation, data collection/analysis, writing, revising, corresponding author

**Odebiyi, O. M., & Sunal, C. S. (2020).** Social studies curricula: Interpreting and using African primary source documents. *Journal of International Social Studies*, 10(1), 35-61.

- Impact Factor: Data not available | Acceptance Rate: 34%
- 80% Contribution | Roles: Generating ideas, data collection/analysis, writing, revising, corresponding author.

**Odebiyi, O. M., & Sunal, C. S. (2020).** A global perspective? Framing analysis of U.S. textbooks' discussion on Nigeria. *Journal of Social Studies Research*, 44, 239-248. <https://doi.org/10.1016/j.jssr.2020.01.002>

- Impact Factor: Data not available | H-Index: 18 | Acceptance Rate: 8%
- Readership/Annual Downloads: 8.5K
- 75% Contribution | Roles: Generating ideas, data collection/analysis, writing, revising, corresponding author.

**Odebiyi, O. M., Sunal, C.S., & Sunal, D. (2019).** Why am I me? *Social Studies Research and Practice*, 15(1), 19-31. <https://doi.org/10.1108/SSRP-12-2018-0046>

- Impact Factor: 0.63 | Acceptance Rate: 37% | Readership/Annual Downloads: 23K
- 80% Contribution | Roles: Idea generating, data collection/analysis, writing, revising, corresponding author

**Odebiyi, O. M., Keles, U., Mansouri, B. & Papaleo, A.M. (2018).** Non-western regional representation in 9th grade social studies textbook: The cases of Nigeria, Iran, and Turkey. *The Oregon Journal of the Social Studies* (6)1, 17-30.

- Impact Factor: Data not available
- 35% Contribution | Roles: Idea generating, data collection/analysis, writing, revising, co-corresponding author

**Odebiyi, O. M., Sunal, C.S., & Sunal, D. (2018).** We came to America. *Social Studies Research and Practice*, 13(1), 96-104.

- Impact Factor: 0.63 | Acceptance Rate: 37% | Readership/Annual Downloads: 23K
- 70% Contribution | Roles: Idea generating, data collection/analysis, writing, revising, corresponding author

<sup>+</sup>Sunal, C. S. & **Odebiyi, O.M.** (2017). Red: NCSS notable trade book lesson plan. *Social Studies Research and Practice*. 12(1), 22-30.

- Impact Factor: 0.63 | Acceptance Rate: 37% | Readership/Annual Downloads: 23K
- Equal Contribution | Roles: Idea generating, data collection/analysis, writing, revising, corresponding author

**Odebiyi, O. M., & \*Mansouri, B. (2017).** Looking through the social studies textbooks with activity type lenses. *GATEways to Teacher Education*, 28(1), 1-9.

[https://issuu.com/gaate/docs/gateways\\_2017\\_volume\\_28\\_issue\\_1\\_/10](https://issuu.com/gaate/docs/gateways_2017_volume_28_issue_1_/10)

- Impact Factor: Data not available | Acceptance Rate: Data not available
- 90% Contribution | Roles: Ideation, data collection/analysis, writing, reviewing, corresponding author.

**Odebiyi, O. M., & Salami, I. A. (2015).** Teachers' Instructional Style Preference and Pupils' Academic Achievement in Ibadan: Another Angle to the Knowledge. *Asian Journal of Education and e-Learning*, 3(3), 198-201.

- Impact Factor: Data not available | Acceptance Rate: Data not available
- 75% Contribution | Roles: Idea generating, data collection/analysis, writing, reviewing, corresponding author.

**Odebiyi, O. M. (2015).** Teachers' perception of the introduction of inclusive early childhood education curriculum in Nigeria. *African Journal of Educational Research*, 19(1 & 2), 103-112.

- Impact Factor: Data not available | Acceptance Rate: Data not available

**Amosun, P. A. & Odebiyi, O. M. (2015).** Primary pupils' knowledge and perception of climate change. *Ibadan Journal of Educational Studies*, 12, 258-268.

- Impact Factor: Data not available
- 70% Contribution | Roles: Idea generating, data collection/analysis, writing, reviewing, corresponding author.

**Salami, I. A., & Odebiyi, O. M. (2013).** Pupils' learning style preference and achievement in core subjects in basic primary school. *Journal of Education*, 5, 67-82.

- Impact Factor: Data not available |
- 45% Contribution | Roles: Idea generating, data collection/analysis, writing, reviewing, corresponding author.

### **Under Review (3)**

**Odebiyi, O. M. (Under Review).** Balancing Structure and Creativity: Understanding Preservice Teachers' Pedagogical Design Capacity for Inquiry. *Curriculum Inquiry*.

**Odebiyi, O. M., Ayirah, F. K., & Babalola, E.A. (Under Review).** Noticing and Reasoning: Examining Preservice Teachers' Articulated Professional Visions for Designing Inquiries. *Theory and Research in Social Education*.

### **Peer-Reviewed Book Chapters (5)**

**Odebiyi, O. M., Sunal, C. S., Mutua, K. (Eds.) (2025).** How have Educational Systems in Africa, the

Caribbean, and Middle East Responded to the Education of Minorities? *The Education of Minorities in Africa, the Caribbean, and the Middle East*. Information Age Publishing.

- 75% Contribution
- Roles: Idea generating, writing and reviewing

<sup>++</sup>Knight, V. & **Odebiyi**, O.M. (2024). Disruptive Events and Educators' Responses to Education in Africa and the Caribbean. *Bloomsbury Handbook of Caribbean and African Studies in Education*. Bloomsbury Publishing.

<sup>+</sup>Fraser-Burgess, S., <sup>#</sup>De Four-Babb, J., <sup>\*#</sup>Allert, A.V.A, <sup>#</sup>Knight, V., **Odebiyi**, O.M., & <sup>#</sup>Salami, I. (Eds.). (2024). Philosophical, Political, and Sustainability Mandates of Reimagining Education in Africa and the Caribbean. *Bloomsbury Handbook of Caribbean and African Studies in Education*. Bloomsbury Publishing.

**Odebiyi**, O. M., Sunal, C. S., Mutua, K. (Eds.) (2022). How have government mandates and policies affected public education in Africa, the Caribbean, and the Middle East? In *Effects of government mandates and policies on public education in Africa, the Caribbean, and the Middle East*. Information Age.

- 65% Contribution
- Roles: Idea generating, writing and revising

**Odebiyi**, O. M. (2019). Often-silenced constituencies: Considering teacher candidates' voices in teacher preparation programmes. In E. Oduolowu, I. A. Salami, & M. D. Amosun (Eds.), *Fundamentals of pre-school and primary school teacher preparation in Nigeria* (pp. 64-79). Ibadan, Nigeria: The University of Ibadan.

### **Book Reviews (2)**

**Odebiyi**, O. M. (2020, Invited Reviewer). Learning to teach in England and the United States: The evolution of policy and practice. *Teachers College Record*, ID #: 23262. <http://www.tcrecord.org>

**Odebiyi**, O. M. (2018). Transforming Teacher Education for Social Justice. *Journal of Teaching and Learning*, 12(1), 59-62. <https://jtl.uwindsor.ca/index.php/jtl/article/view/5062/4560>

### **Editorial-Reviewed Publications (1)**

**Odebiyi**, O. M. (2020). *Teacher candidates' development of pedagogical design capacity for inquiry-based concept lessons*, University of Alabama Libraries. <http://ir.ua.edu/handle/123456789/7670>

### **Peer-Reviewed Proceedings (9)**

**Odebiyi**, O. M. & Young-Jeng, C. (2021). Teacher Candidates' Epistemic Beliefs and Their Conceptions of Teaching: A Pathway to Accepting Educational Responsibility. <https://www.era.net/Publications/Online-Paper-Repository>. <https://doi.org/10.3102/1682163>

**Odebiyi**, O. M. & Young-Jeng, C. (2020). Democratizing Evidence: Epistemological Beliefs Profile and U.S.-Based Scheme for Nigerian Teacher Candidates. <https://www.era.net/Publications/Online-Paper-Repository>. <https://doi.org/10.3102/1580084>



**Odebiyi, O. M. & Sunal, C. S. (2019).** A Look at Africa": Framing Analysis of Curriculum Materials on Nigeria in U.S. Classrooms Context. <https://www.aera.net/Publications/Online-Paper-Repository>. <https://doi.org/10.3102/1430074>

**Odebiyi, O. M. & Sunal, C. S. (2019),** Teacher candidates-curricula interactions: Conceptualizing learning to teach as a design. Mid-South Educational Research Association Conference Proceeding. <http://msera.org/2019/proceedings/s64.html>

**Odebiyi, O. M. & Wilson, E. K. (2019)** Theory, practice, and lived experience: Master teachers; out-of-school curricula in learning to teach. Mid-South Educational Research Association Conference Proceeding. <http://msera.org/2019/proceedings/s53.html>

**Odebiyi, O. M. & Choi, Y-J. (2019).** The challenges of measuring the nature and process of knowing: Evidence from Nigerian teacher candidates. Mid-South Educational Research Association Conference Proceeding. <http://msera.org/2019/proceedings/s126.html>

**Odebiyi, O. M., Sunal, C. S., & Ogodo, J. A. (2018).** Educating for meaning-making: The portrayal of an African tribe in Indigenous and Western documents. American Educational Research Association.

**Odebiyi, O. M. & Odebiyi, A. T. (2018).** On Students' critical thinking: A content analysis of five states standard of learning. Mid-South Educational Research Association Conference Proceeding. [https://www.msera.org/files/ugd/90ff5d\\_5272a691720a4ea2ab5d166abaa8f665.pdf](https://www.msera.org/files/ugd/90ff5d_5272a691720a4ea2ab5d166abaa8f665.pdf)

**Odebiyi, O. M. (2018).** Assessing existential authenticity: Validation of the Reflection on One's Life Questionnaire for Teachers/Adults. Mid-South Educational Research Association Conference Proceeding. [https://www.msera.org/files/ugd/90ff5d\\_5272a691720a4ea2ab5d166abaa8f665.pdf](https://www.msera.org/files/ugd/90ff5d_5272a691720a4ea2ab5d166abaa8f665.pdf)

### **Ongoing Projects**

- **Odebiyi, O. M., Sunal, C. S., & Kaviani, K. (Contract secured; Proposal completed; Expected October 2026).** *Informal Learning in Africa, the Caribbean, and the Middle East*. Emerald Publishing.
- Odebiyi, O. M. Civic reasoning and discourse in African nations' elementary textbooks.
- **Odebiyi, O.M., Harris, L. M., & \*Ayirah, F. K.** Elementary Social Studies Inquiry Design and Teaching Project.
- **Odebiyi, O. M., \*Ayirah, F. K., & \*Babalola, A. E.** Teacher Candidates' Professional Visions and Capability for Designing and Teaching through Inquiry.

### **Manuscripts in Progress**

- Teacher Candidates' Competencies in Asking and Designing Researchable Questions for Social Studies Concepts Using Inquiry Design Models.

### **SCHOLARLY PEER-REVIEWED PRESENTATIONS (27)**

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**\*\* Award Winner / \*Graduate student at the time of manuscript submission**

- Odebiyi, O. M.** (2025, April). Educational Renewal: Understanding Preservice Teachers' Capacity and Actions for Inquiry-Based Lessons. Paper accepted for presentation at the American Educational Research Association annual meeting, Denver, CO.
- Odebiyi, O. M., Simon, M., & Ayirah, F. K.** (2025, April). Education Renewal and Remedy: How Elementary Teachers Address Social Issues. Paper accepted for presentation at the American Educational Research Association annual meeting, Denver, CO.
- Odebiyi, O. M. & \*Anayatova, D.** (2023, November). *Commitment to Collectivity: Preservice Teachers' Epistemic Beliefs and Teaching Beliefs in Diverse Contexts*. Paper presented at the College and University Faculty Assembly of National Council for the Social Studies annual meeting, Nashville, TN.
- \*\*Odebiyi, O. M. and Odebiyi, A.T.** (2023, November). *What's Next? Layers of Thinking in Preservice Teachers' Epistemic Beliefs and Conceptions of Teaching*. Paper presented at the International Assembly of National Council for the Social Studies annual meeting. (Received the National Council for the Social Studies' International Assembly Outstanding Paper Award), Nashville, TN.
- Odebiyi, O. M.** (2023, April). *Lesson Design Actions: Developing Preservice Teachers' Pedagogical Design Capacity for Inquiry-Based Lessons*. Paper presented at the American Educational Research Association annual meeting, Chicago, IL.
- Odebiyi, O. M.** (2023, April). *Care and Justice: How Elementary Teachers' Experiences Shape Sense-making of Social Issues*. Paper presented at the American Educational Research Association annual meeting, Chicago, IL.
- Odebiyi, O. M.** (2022, November). *Responsibility to act: How elementary teachers adapt experience for social issues*. Paper presented at the College and University Faculty Assembly of National Council for the Social Studies annual meeting, Philadelphia, PA.
- Odebiyi, O. M.** (2022, December). *Social studies preservice teachers' epistemic beliefs and conceptions of teaching: A responsibility for action*. Paper presented at the International Assembly of the National Council for the Social Studies annual meeting, Philadelphia, PA.
- Odebiyi, O. M.** (2022, April). *Equitable epistemology: Examining the interplay of cultural contexts in teacher's epistemic beliefs*. Paper presented at the American Educational Research Association annual meeting.
- Odebiyi, O. M. & Choi, Y-J.** (2021, April). *Conceptions of knowledge across contexts: Making new sense of teachers' epistemic beliefs*. Symposium Paper presented at the Virtual American Educational Research Association annual meeting. (Symposium: *Epistemic responsibility and sense-making with multiple epistemologies in social studies education*).
- Odebiyi, O. M. & Odebiyi, A. T.** (2021, April). *Mind the gap: Exploring social studies' curricular responsibility for Critical thinking in social context*. Paper presented at the Virtual American Educational Research Association annual meeting.
- Odebiyi, O. M. & Choi, Y-J.** (2021, April). *Teacher candidates' epistemic beliefs and their conception of teaching: A pathway to accepting educational responsibility*. Paper presented at the Virtual American Educational Research Association annual meeting.



- Odebiyi, O. M. & Choi, Y-J.** (2020, December). *Knowledge and global perspectives: Nigerian and United States teacher candidates of social studies epistemic beliefs*. Paper presented at the International Assembly of the National Council for the Social Studies annual meeting.
- Odebiyi, O. M., Sunal, C. S. & Odebiyi, A. T.** (2020, April). *Reasoned action in states' standards: A trajectory analysis of critical thinking in social contexts*. Paper accepted for presentation at the American Educational Research Association annual meeting, San Francisco, CA. [Conference cancelled due to COVID-19]
- \*\*Odebiyi, O. M. & Choi, Y-J.** (2020, April). *Democratizing evidence: Epistemological beliefs profile and United States-based scheme for Nigerian teacher candidates*. Paper accepted for presentation at the American Educational Research Association annual meeting, San Francisco (Received the American Educational Research Association's Caribbean and African Studies in Education Special Interest Group Outstanding Research Paper Award).
- \*\*Mudd\*, A., \*Kidd, B. & Odebiyi, O. M.** (2020, April). *Clinical teachers' perception of students' teaching supervision*. Paper presented at the Southern Universities Research Symposium (SUGRS) annual meeting. (Winner 2020 SURS Merit Paper Award).
- Odebiyi, O. M., Odebiyi, A. T., & Sunal, C. S.** (2019, November). *Critical thinking in social contexts: An integrated analysis of states' social studies learning benchmarks*. Paper presented at the College and University Faculty Assembly of National Council for the Social Studies annual meeting, Austin, TX.
- Odebiyi, O. M. & Wilson, E. K.** (2019, November). *Theory, practice, and lived experience: Master teachers' out-of-school curricula in learning to teach*. Paper presented at the Mid-South Educational Research Association annual meeting, New Orleans, LA.
- Odebiyi, O. M., Sunal, C.S., & Sunal, D. W.** (2019, November). *Someone New: NCSS notable book lesson set*. Model lesson mini-unit and lesson plans presented National Council for the Social Studies Conference annual meeting, Austin, TX.
- Odebiyi, O. M.** (2019, November). *Teacher candidates-curricula interactions: Conceptualizing learning to teach as a design*. Paper presented at the Mid-South Educational Research Association annual meeting, New Orleans, LA.
- \*\*Odebiyi, O. M. & Choi, Y-J.** (2019, November). *The challenges of measuring the nature and process of knowing: Evidence from Nigerian teacher candidates*. Paper presented at the Mid-South Educational Research Association annual meeting, New Orleans, LA (Winner Outstanding Paper Award).
- Odebiyi, O. M., & Sunal, C. S.** (2019, April). *"A look at Africa": Framing analysis of curriculum material on Nigeria in U.S. classroom context*. Paper presented at American Educational Research Association annual meeting, Toronto, Canada.
- Odebiyi, O. M. & Choi, Y-J.** (2018, November) *Assessing existential authenticity: Validation of the reflection on one's life questionnaire for teachers/adults*. Paper presented at the Mid-South Educational Research Association annual meeting, Pensacola Beach, FL.

- Odebiyi, O. M. & Odebiyi, A. T.** (2018, November). *On critical thinking skills: A content analysis of six states' social studies standards of learning*. Paper presented at the Mid-South Educational Research Association annual meeting, Pensacola Beach, FL.
- Odebiyi, O. M., Sunal, C. S., & Ogodo, C.** (2018, April). *Educating for meaning making: A portrayal of an African tribe in non/western documents*. Invited paper presented at the American Educational Research Association annual meeting, New York City, NY.
- Odebiyi, O. M., & Sunal, C. S.** (2017, November). *Fatally obscuring reality: Understanding an African tribe through primary sources*. Poster presented at the National Council for the Social Studies annual meeting, San Francisco, CA.
- Odebiyi, O. M., Sunal, C.S., & Sunal, D. W.** (2017, November). *We came to America: NCSS notable book lesson set*. Model mini-unit and lesson plan presented at the National Council for the Social Studies annual meeting, San Francisco, CA.
- Odebiyi, O. M., Sunal, C.S., & Sunal, D. W.** (2016, December). *Red: NCSS notable book lesson set*. Model mini-unit and lesson plan presented at the National Council for the Social Studies annual meeting, Washington DC.
- Odebiyi, O. M., & #Salami, I. A.** (2015). *Teachers' Instructional Style Preference and Pupils' Academic Achievement in Ibadan: Another angle to the Knowledge*. Paper presentation at the Faculty of Education Annual Conference, Ibadan, Nigeria.

### **Media Features**

- Teise, K & Kiel, D. (n.d.) How school autonomy restricts equitable access for South African learners. Editors: C. S. Sunal, K. M., and O. M. **Odebiyi**. OpenHub Repository.  
<https://openhub.spu.ac.za/handle/20.500.12821/260>
- Odebiyi, O. M.** (2022, October). *Interview with Dr. O. M. Odebiyi: ASU Mary Lou Fulton Teachers College*.  
[https://www.youtube.com/watch?v=OT2fuPqypeM&list=PLcUczu4w21ol00nBzS\\_c0rDti9wfg2oV&index=5](https://www.youtube.com/watch?v=OT2fuPqypeM&list=PLcUczu4w21ol00nBzS_c0rDti9wfg2oV&index=5)
- Odebiyi, O. M.** (2022, January). *CASE Research Series: Featuring Dr. Oluseyi Matthew Odebiyi*.  
[https://www.youtube.com/watch?v=pxhe\\_uyAeSg](https://www.youtube.com/watch?v=pxhe_uyAeSg)
- Odebiyi, O. M. and Others** (2021, October). *The Bantaba: What ancestral wisdom can tease apart the colonial generated oppositions and binaries in education research, theory, and practice in the global African community*. Virtual Global Africa Gathering. AERA's Caribbean and African Studies in Education and Comparative and International Education Society Africa Special Interest Groups.  
<https://screencast-o-matic.com/watch/crX1f2Vlm03>

### **Invited Speaker Presentation (Selected)**

- Team-Presenter**, *Handbook of Caribbean and African Students in Education*, Black Researcher and Author Speaker Series. Center for Black Studies in Education. University of Toronto OISE, Ontario Institute for Studies in Education. <https://www.oise.utoronto.ca/cbse/events>. (October, 2024)

**Presenter.** *Unlocking AI's Potential: Simple Yet Powerful Tools for Transforming Education in Africa and the Caribbean (An Engaged Scholarship Dialogue).* **Organization:** Engaged Scholarship for Sustainable Learning Environments (SULE); Universities in South Africa, the University of the West Indies, and the University of Belize. (October, 2024)

**Guest Teacher,** Global Education and Global South. Scott Memorial Middle School, Wytheville, VA. (Spring 2023)

**Convener,** Insights and Expertise – A Panel Discussion. AERA's Caribbean and African Studies in Education SIG. (Fall 2023)

## TEACHING

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### Arizona State University, *Graduate Courses Taught*

- Social Studies Methods and Arts [Online] (Fall 2023, 2024, 2025)
- Applied Project [Online] (Spring 2024, Summer 2024; Spring 2025)
- Mixed Methods in Action Research [Online] (Fall 2024)

### Arizona State University, *Undergraduate Courses Taught*

- Social Studies Methods and Arts [Hybrid] (Fall 2025)
- Social Studies in Elementary Schools [Online, Face-to-Face, Hybrid] (Fall 2022, Spring 2023)
- Social Studies for Equity and Social Justice [Online, Face-to-Face, Hybrid] (Fall 2023; Spring, 2025)

### St. Cloud State University, *Graduate Course Taught*

- Teaching Middle and High School [Online, Hybrid] (Spring 2022)

### St. Cloud State University, *Undergraduate Courses Taught*

- Classroom Management in K-6 [Face-to-face] (Spring 2021, Spring 2022)
- Foundations in Education [Face-to-face, online, hybrid] (Fall 2020, Spring 2020, Fall 2021, Spring 2021, Spring 2022)
- Introduction to Education (Face-to-face, online, hybrid) (Spring 2020, Fall 2021, Spring 2021, Spring 2022)
- Instructional Social Studies [Hybrid] (Spring 2020, Fall 2021, Spring 2021, Spring 2022)
- Instructional Methods in Mathematics, Science, and Social Studies [Hybrid] (Spring 2021)

### The University of Alabama, *Graduate Courses Guest Instructed*

- Teaching Practices around the World [Face-to-face] (Fall, 2017; 2018; 2019)
- Curriculum for Classroom Teachers [Face-to-face] (Spring 2018)
- Graduate Workshop [Face-to-face] (Fall 2019)

### The University of Alabama, AL, *Undergraduate Courses Taught*

- Teaching the Social Sciences Pre-K-6 [Face-to-face, Hybrid, & Online] (Fall 2019, Spring, 2019; Fall 2020; Spring, 2020)
- Classroom Management (Face-to-face & Hybrid] (Spring 2019, Fall 2018)

- Teaching Literacy in Elementary School (Fall 2017)

#### **The University of Ibadan, Nigeria, *Guest Speaker***

- Freshman Orientation at the Dept of Early Childhood and Educational Foundation, The University of Ibadan, Nigeria (July 2024)

#### **The University of Ibadan, Nigeria, *Undergraduate Courses Co-Instructed***

(October 2010- July 2015)

- Early Childhood Teaching Methods I
- Early Childhood Teaching Methods II
- Early Childhood Curriculum Organization & Development
- Preschool Education in Traditional African Societies

#### **Central Elementary School, AL**

- Curriculum-consultant-in-residence 2015-2018

#### **Hope Primary School, Ibadan, Nigeria, *Grades 3 and 5***

- Classroom Teacher (Fall 2010; School Year 2012-15)

#### **Orsu-Itokhua Anglican Nursery and Primary School, Imo State Nigeria, *Grades 3-5***

- Classroom Teacher, School Year 2011-12

#### **Faculty and Graduate Student Mentoring**

##### **Master's Capstone Project Mentor**

- Applied Project (22 Students, Graduated Fall 2024)
- Applied Project (18 Students, Graduated Summer 2024)

##### **Doctoral Chair Experience, *In Progress***

- Co-Chair, *Arizona State University*. Fredrick Kofi Ayirah
- Cycle 1, 9 Doctor of Education Students (Pilot Study, 2024)

##### **Doctoral Student Mentorship**

- Mentor, Applied Research Cycle 1, *Arizona State University*. Nine Doctoral Students (Pilot Study, Spring 2024)
- Faculty Mentor, *Arizona State University*, Hyunsik Min (Advanced Candidacy, Fall 2022- Spring 2022)
- Teaching Assistant Mentor, *Arizona State University*. Jamie Carmichael (Fall 2023 - Spring, 2023)
- Faculty Mentor, *Arizona State University*, Dilaraba Anayatova (Advanced Candidacy, Fall 2022- Spring 2022)
- Mentor, *The University of Alabama*, Abiodun Babalola (Doing Course Work, Fall 2023 - Ongoing)

##### **Faculty Associate Mentorship, *Arizona State University*,**

- **Lead Faculty**, Mixed Methods in Action Research (Three instructors, Fall, 2023)
- **Lead Faculty**, Social Studies Methods and Arts [Refined Model; Online] (Two instructors, Fall, 2023; Spring 2024)
- **Lead Faculty**, Applied Projects (Five instructors, Spring 2024 Summer, 2024)

## CURRICULUM DEVELOPMENT

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### Arizona State University, *Course Redesign Contributions*

Fall 2022 - Fall 2024

- Social Studies in Elementary Schools (Undergraduate)
- Social Studies Methods and Arts (Graduate)
- Applied Project (Graduate)
- Mixed Methods in Action Research (Graduate)
- Social Studies Methods and Arts (Asset Recording, Graduate),  
<https://asuonline.wistia.com/folders/y2mnt6s1gi>

### The Institute for Monitoring Peace and Cultural Tolerance in School Education (IMPACT-se), London, UK, *Research Manual Development*

- *IMPACT-se Study of Nigerian Textbooks: Researchers' Guide*

Spring 2024

### St. Cloud State University, *Courses Developed*

2020-2022

- Introduction to Education
- Classroom Management K-6
- Foundations in Education
- Instructional Social Studies
- Instructional Methods in Mathematics, Science, and Social Studies
- Teaching Middle and High School

### National Commission for Colleges of Education, Nigeria, *Courses Developed*

2015

- Child health and nutrition
- Child growth and survival
- Cognitive development
- Contemporary issues in early childhood education.

### Distance Learning Center, University of Ibadan, Nigeria

2015

### *Courses Reviewed & Digitized*

- Teacher education and foundations
- Pre-primary and primary education
- Social work
- Geography

## GRANT ACTIVITIES

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### Funded

**Odebiyi, O. M. (PI, 2025).** Uncovering Civic Reasoning and Discourse: A Comparative International Analysis of Elementary Textbooks. Mary Lou Fulton College for Teaching and Learning Innovation Internal Grant, 2025-2026 (\$9640).

**Odebiyi, O. M. (PI, 2025).** Civic Reasoning and Discourse in Curricula and Textbooks in Ghana, Nigeria, and South Africa-A Pilot Study. Agency: Leibniz Institute for Educational Media/Georg Eckert Institute (GEI), Germany.

**Odebiyi, O. M. (Co-PI).** How do teacher candidates develop the capacity to teach with inquiry methods? Co-PI: Lauren M. Harris, Agency: Mary Lou Fulton Teachers College Research Support Mini Grant Program, Arizona State University, February, 2023 (\$490).

Responsibility: Writing the grant proposal and IRB document, mixed methods data analysis, and manuscript for conferences and publication in journals. Mapping the trajectories of how elementary teacher candidates select topics and design capability they developed for social studies lessons over four years in the teacher preparation program.

**Odebiyi, O. M. (Co-PI).** Epistemological Beliefs Profiles: Evidence from Nigerian Teacher Candidates, Co-PI: Youn-Jeng Choi, Agency: University of Alabama, the Office for Research and Economic Development (ORED) Internal Funding Small Grant Program, 1/1/2019-12/31/2020 (\$5,975)

Responsibility: Writing the grant proposal and IRB document, quantitative data correlation analysis, exploratory/confirmatory factor analysis, etc., and developing the Nigerian version of Epistemological Beliefs Profiles Scale.

**Odebiyi, O. M. (Co-PI).** Teacher candidates' design competence for inquiry-oriented lessons, Co-PI: Cynthia Sunal, Agency: College of Education Dean's Summer Research Support, The University of Alabama, 05/01/2020 – 08/15/2020 (\$3500)

Responsibility: Writing the grant proposal and IRB document, mixed-methods data trajectory analyses, Krippendorff's alpha reliability, exploratory/confirmatory factor analysis, etc., and developing and validating Lesson Design Capacity Scale, Reformed Lesson Design Rubrics etc.

**Odebiyi, O. M. (Co-PI).** Global competence and teaching about Africa in U.S. K-5 classrooms, Co-PI: Cynthia Sunal, Agency: College of Education Dean's Summer Research Support, The University of Alabama, 05/01/2019 – 08/15/2019 (\$3000).

Responsibility: Document extraction and systematic analysis, qualitative content analysis.

### Not Funded

**Odebiyi, O. M. (Residential Research Fellow).** Civic Reasoning and Discourse in Curricula and Textbooks in Ghana, Nigeria, and South Africa. Agency: Mary Lou Fulton College for Teaching and Learning Innovation, Arizona State University. Internal Research/Scholarship Grants (Under Review, 2025-2026; \$13,454).

**Odebiyi, O. M. (PI, 2025).** Enhancing K-6 Teacher Candidates' Pedagogical Design Capabilities for Civic Reasoning and Discourse. Agency: NAEd/Spencer Foundation Postdoctoral Fellowship (\$70,000).

**Odebiyi, O. M. (PI, 2024).** Enhancing K-6 Teacher Candidates' Pedagogical Design Capabilities for Civic Reasoning and Discourse. Agency: NAEd/Spencer Foundation Postdoctoral Fellowship (**Semifinalist**; \$70,000).

**Odebiyi, O. M. (PI, 2023).** Enhancing K-6 Teacher Candidates' Pedagogical Design Capabilities for Civic Reasoning and Discourse: An Inquiry Approach. Agency: ASU Institute for Social Science Research (not funded; \$8000)

**Odebiyi, O. M. (Co-PI, 2023).** Bring applied imagination to K12 schools. Co-PIs: Edward Finn, Michelle Jordan, Ruth Willie, & Steve Zuiker. Agency: American Educational Research Association Conference Proposal (Not Funded; \$35,000).

Responsibility: Writing the grant proposal and participating in all aspects of the grant proposal idea generating and submission processes.

## **AWARDS, HONORS, AND FELLOWSHIPS**

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- 2025 Residential Research Fellowship at the he Leibniz Institute for Educational Media | Georg Eckert Institute, Germany (Summer, 2025)
- 2024 Professor of Impact Award, Mary Lou Fulton College for Teaching and Learning Innovation, Arizona State University
- 2024 Outstanding Early Career Research Scholar Award, Mary Lou Fulton Teachers College
- 2024 Literati Emerald Awards, Outstanding Paper Winner
- 2024 Semifinalist - National Academy of Education (NAEd)/Spencer Foundation Postdoctoral Fellowship.
- 2023 National Council for the Social Studies' International Assembly Outstanding Paper Award.
- 2020 Caribbean and African Studies in Education SIG Outstanding Research Paper Award American Educational Research Association.
- 2020 The Southern Universities Graduate Research Symposium (SUGRS) Paper Merit Award
- 2019 Graduate Forum Travel Award, College and University Faculty Assembly of the National Council for the Social Studies (\$250).
- 2016 Tuscaloosa International Friends (TIF) Scholarship, Capstone International Center (\$500)
- 2013 Philosophy of Education Association of Nigeria National Essay Award (N10, 000)



### Internal

2019-2020	Yewell R. Thompson Endowed Scholarship, The University of Alabama (Won the same in 2016-17, \$3000)
2019	Capstone International Center Travel Grant, The University of Alabama (\$300)
2017; 2019	SGA Financial Affairs Committee Travel Fund, The University of Alabama (\$980)
2016-2019	Graduate School & Department of Curriculum & Instruction Conference Travel Awards, The University of Alabama (\$2800)
2018	Most Outstanding Graduate Student in Elementary Education Research, College of Education, The University of Alabama
2018-19	Anna and Harold Paige Scholarship, The University of Alabama (\$3000)
2017-18	Paul G. Orr Memorial Fellowship, The University of Alabama (\$3000)
2017-18	Esther J. Swenson Scholarship, The University of Alabama (\$1500)

## **SERVICE**

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### Disciplinary Service

#### Organizational

**Advisor**, *IMPACT-se Study of Nigerian Textbooks*. Agency: The Institute for Monitoring Peace and Cultural Tolerance in School Education (IMPACT-se), London, UK.

**Organizer**, Insights and Experts – A Panel Discussion (An Online Event to Highlight Prolific Scholars in Education from the Caribbean and African Regions); Sponsor: American Educational Research Associations' Caribbean and African Studies in Education (November, 2023-Present).

**External Evaluator**, Empowering, Equipping and Expanding STEM for Underrepresented Minority (URM), *E<sup>3</sup> STEM Shift*. King Miller, B. A. (PI, Prairie View A&M University); Co-PIs – Greer, K. (Priare View A&M University); Bryant, J. (Priare View A&M University); and Kinsman, K. (University of New Mexico). Agency: National Science Foundation.

#### Editorial

- **Series Co-Editor**, *Research on Education in Africa, the Caribbean, and the Middle East* (Assumed a more senior role in the current series, Books 9 & 10 from Book 8)
- **Lead Editorial Manager**, *The Urban Review* (2022-Present)
- **Board of Reviewers**, *Social Studies Research and Practice*
- **Reviewer**, *The Journal of Elementary School*
- **Reviewer**, *Contemporary Issues in Education*
- **Reviewer**, *African Identities*
- **Reviewer**, *Teaching Education*
- **Reviewer**, *Urban Education*
- **Reviewer**, *Theory and Practice in Social Education*

- **Reviewer**, *Journal of Teaching and Learning*
- **Reviewer**, *International Journal of Social Studies*
- **Reviewer**, *Iowa Journal of Social Studies*
- **External Reviewer**, *Misrepresentation and silencing in United States' history textbooks*. Palgrave Macmillan.
- **Reviewer**, *Bloomsbury Education and Childhood Study: Social Justice in Education*, Bloomsbury Publishing, United Kingdom.

### **Professional Organization Leadership**

- **Program Chair**, *American Education Research Association (AERA)*, 2023-2024  
Caribbean and African Studies in Education Special Interest Group (SIG)
- **Secretary/Treasurer**, *American Education Research Association*, 2020-2023  
Caribbean and African Studies in Education SIG
- **Presentation Chair**, *Perspectives on Global Immigrant/Migrant Education*, 2023  
AERA's CASE SIG
- **Presentation Chair**, *Social Studies in Elementary and Early Childhood Education*  
AERA's Social Studies Research SIG 2023
- **Discussant**, *Scholars of Color Forum*, College and University Faculty Association 2023
- **Foreign Language Translator**, *Annual Meeting Call for Proposal* 2023  
College and University Faculty Association
- **Organizer and Facilitator**, *Bantaba and Mentoring Lime*, 2023  
AERA's Caribbean and African Studies in Education Special Interest Group
- **Presentation Facilitator**, *International Assembly*, National 2022  
Council for the Social Studies
- **Discussant**, *College and University Faculty*, National Council 2022  
for the Social Studies
- **Presentation Chair**, AERA's Caribbean and African Studies in Education SIG 2022
- **Symposium Organizer**, *Epistemic responsibility and sense-making* 2021  
*with multiple epistemologies in social studies education* (with Jenny Conrad & Tadashi Dozono),  
Symposium for College and University Faculty Association
- **Faculty Mentor**, Caribbean and African Studies in Education 2020-2021  
Special Interest Group's (SIG) Graduate Mentoring Program

**Proposal Reviewer**, *American Educational Research Association Annual Meetings* (2018-present)

- Division K: Teacher Education and Teaching
- Caribbean and African Studies in Education SIG
- International Studies SIG
- Social Studies Research SIG
- Social Contexts in Education SIG
- Research Focus on Black Education

**Proposal Reviewer**, *International Assembly of the National Council for the Social Studies* (2019-present)

**Proposal Reviewer**, *College and University Faculty Association* (2017-present)

**Proposal Reviewer**, *National Council for the Social Studies Conferences* (2017-present)

**Proposal Reviewer**, *Mid-South Education Research Association Conferences* (2016-2020)

### **Institutional**

#### **Arizona State University**

**Member**, Governance and Policy Committee, Mary Lou Fulton College for Teaching and Learning Innovation (MLFC)

**Member**, Curriculum Internationalization of Global Engagement Working Group

**Member**, Ad Hoc Faculty Awards Committee, MLFC

**Member**, Research Review Committee, Division for Advancing Educator Preparation, MLFC

**Advisor**, African Ph.D. Network at Arizona State University (Fall 2024 - Ongoing)

**Dissertation Committee Member**, Charlton Long (Member, Graduation, May 2025); Fredrick K. Ayirah (Co-Chair).

**Committee Member**, Faculty Recognition Award, MLFC, (Spring, 2025)

**Member**, *Arizona State University*, Media Literacy Task Force (Fall 2023-Present)

**Teaching Observer**, *Division of Teacher Preparation*, EED 324 – Social Studies for Equity and Social Justice. *Instructor*: Michele Amrein (Fall 2023)

**Volunteer**, *Mary Lou Fulton Teachers College*, Prospective Ph.D. Students' Campus Visit- One-on-One Interview (Spring 2023)

**Team Member**, El Salvador Funding Opportunity - World Bank Project in Educational Assessment, ASU Office of International Development [with Maria Tatto, Roy Levy, Lirio Patton, Terri Kurz, Melissa Geiselhofer, April Boozer, Kristine Wilcox, Glen Goodman, and Reina Duran]. (Spring 2023)

**Member**, Imagination and Futures Thinking in K12 Education, MLFTC Learning Future Collaborative (2022-2023)

**Doctoral Funding Reviewer**, Mary Lou Fulton Teachers College (2022)

**Doctoral Admissions Review Panel**, LLT, Mary Lou Fulton Teachers College (2022); Leadership and Innovation, Mary Lou Fulton Teachers College (2024).

#### **St. Cloud State University**

**Tenure-Track Search Committees**: Early Childhood and Family Studies Assistant/Associate Professor search committee (2011;2022), Elementary Literacy Assistant Professor search committee (2022)

**Senator**, St. Cloud State University's Faculty Association (2021-2022)

**Member**, St Cloud State School of Education' Common Assessment Development Group (2021-2022).

*The University of Alabama*

**Member**, College of Education Dean's Student Advisory Committee (2019-2020)

**Academic Mentor/GA-in-Resident**, CrossingPoints Program (2016-2017; 2019)

**Research Evaluator**, Annual Undergraduate Research Symposium (2018; 2019)

**President**, Graduate Student Leadership Council, Dept. of Curriculum and Instruction (2019-2020)

**Vice-President**, Graduate Student Leadership Council, Dept. of Curriculum and Instruction (2016-2018)

**Discussant**, Early childhood pre-internship presentations, Department of Curriculum and Instruction (Spring 2018; Fall 2019)

**Peer Mentor**, Tide Together, a University-Wide Mentoring Program for Underrepresented Graduate Students (2016-2017)

**Community**

**Co-organizer**, Dept. of Curriculum & Instruction & Skyland Elementary School, Spring 2020

Tuscaloosa Alabama - Black History Month Family Night (Organized with my students in social studies method class)

**Cultural Ambassador**, The University of Alabama Summer 2019

Tuscaloosa City School & UA College of Education, Multicultural Literacy Program

**CERTIFICATIONS**

Federal Republic of Nigeria, Teachers Registration Council of Nigeria 2014-Lifetime

Certified (Lifetime) in:

- Early Childhood/Elementary Education Generalist, Pre-k-5
- Junior Secondary (Middle Grades) Social Studies, Grades 6-8
- Senior Secondary (High School) Geography, Grades 9-12

**RESEARCH COURSES EXPERTISE**

- Action Research
- Content analysis methodology.
- Design research in classroom teaching.
- Discourse and pedagogy.
- Inquiry as interpretation: Qualitative.
- Mixed methods in research design.

- Psychometric theory and practice.
- Reflective resistance: Qualitative.
- Krippendorff ALPHA Macro: A standard reliability of inter-coded data.

## **LANGUAGES AND SKILLS**

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English Language: Fluent

Yoruba Language: Native Speaker

Analytical tools such as SPSS, SAS, nVIVO, KALPHA Macro

## **PROFESSIONAL AFFILIATION**

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American Educational Research Association (AERA)

National Council for Social Studies (NCSS)

Mid-South Educational Research Association (MSERA)

Teachers Registration Council of Nigeria (TRCN)

Kappa Delta Pi International Honor Society in Education