

ANTHONIA OJEH

Doctoral Student and Graduate Assistant

Graduate School of Education, University at Buffalo, Buffalo, NY. 14214

Education:

- PhD in Literacy and English Education, University at Buffalo (in progress)
- M.Ed. in Advanced Teaching, 2022. University of the People, Pasadena, California, USA.
- B.Sc. in Science Laboratory Technology (Microbiology Technology), 2009 University of Jos, Jos, Nigeria

Awards & Fellowships

- AERA GSE Dean's Student Research Award — \$650 (2026)
- Drs. Sam Weintraub and Michael Kibby Fellowship Fund — \$4,000 annually for 4 years (ongoing)
- Anita G. and Herbert L. Foster Scholarship — \$1,500 (2025)
- Layer-Rahal Family Award — \$1,500 (2025)

Graduate Assistantship

- Graduate Assistant, Graduate School of Education — \$49,000 annually (tuition + stipend) University at Buffalo
 - Supported multiple research projects in literacy and educational innovation
 - Responsibilities detailed under "Research Experience"

- International Baccalaureate Organization Partnership Scholarship with the University of the People for master's in education. (Nov 2020-Mar. 2022)

Research Experience

Graduate Assistant, ReadSTOPWrite Project

- Administer literacy assessments to students
- Collect, coded, and managed quantitative data
- Contributed to data quality assurance and project documentation

Graduate Assistant, CELaRAI Project

- Finalized and proofed national survey instruments
- Conducted student interviews and teacher focus groups
- Supported preliminary data collection and analysis for tool development
- Co-developed the rubric for assessing quality of decodable texts analysis

Research Assistant, ACCESS Reading (ACCelerating Elementary Students Success in Reading) Intervention (Charter School)

- Assessed students and placed them into differentiated small-group reading instruction
- Supervised tutors delivering small-group intervention
- Collected observation data to evaluate implementation fidelity
- Coordinated instructional adjustments based on student progress

Service and Professional Affiliations

- Literacy Research Association — Member; Conference Coordinator, Doctoral Student Innovative Community Group
- American Educational Research Association — Member
- New York State Reading Association — Member
- International Literacy Association — Member
- University at Buffalo International Student Advisory Council — Member

Conference Presentations

- Christ, T., Tortorelli, L., Strong, J., Hendricks, L., Alexander, D., Bender, M., **Ojeh, A.**, Chan, J., & Lawson, A. (2026, April). Imagining futures for early literacy and responsible AI: Results from CELARAI's Year 1 exploratory study. **Poster to be presented at the Annual Meeting of the American Educational Research Association, Los Angeles, CA.**
- Bender, M., **Ojeh, A.**, Strong, J., & Anderson, B. (March 2026) Effects of ACCESS Reading in Grades K-2. Human-AI Collaboration and Agency. Graduate School of Education, 2026 Student Research Symposium
- Strong, J., Tortorelli, L., Anderson, B., Alzahrani, A., Bender, M., **Ojeh, A.**, & Roberto, L. A. (2025, November). Read STOP Write: Implementing a multicomponent intervention in grades 4–9. Presentation at the New York State Reading Association Conference, Buffalo, NY.
- **Ojeh, A. (2025, April).** Evidence-based practices in pre-service literacy teachers' preparation: Faculty practices and constraints. Poster presented at the Annual University at Buffalo Graduate Student Symposium.

Teaching Experience

Co-Instructor, LAI 563: Language, Literacy, and Culture

University at Buffalo, Graduate School of Education — Spring 2025

- Co-taught the course under faculty mentorship
- Designed and delivered selected instructional modules
- Evaluated student work, including assignments and final papers
- Supported classroom discussions and course planning

Mentor, LAI 559: Literacy Practicum for Reading Specialists

University at Buffalo, Graduate School of Education — Summer 2025

- Prepared graduate student teachers for small-group literacy instruction
- Reviewed and graded lesson plans, providing targeted feedback for improvement
- Documented student-teacher instructional practices and pupil progress during the one-month practicum
- Guided student teachers in administering assessments, grouping learners, and delivering intervention lessons to struggling readers in grades 1–6

Teaching Experience (Pre-Doctoral)

Proprietor / Instructional Lead, Inspired Tots Early Learning Center

Plateau State, Nigeria — 2018–present

- Directed daily operations of a K–6 school serving 100+ students and 15 staff

- Designed and implemented inclusive, standards-aligned curricula across grade levels
- Conducted classroom-based research on reading fluency and disseminated findings in an international journal
- Analyzed student performance data and produced reports to guide instructional improvement

Class Teacher / Lead Teacher, Perezville International School

Jos, Nigeria — 2015–2017

- Taught multiple subjects in grades 1–5 using differentiated, student-centered instructional strategies
- Developed lesson plans, assessments, and learning materials aligned with learners' needs
- Mentored students academically and personally, supporting goal-setting and progress
- Collaborated with colleagues and families to maintain a positive learning environment
- Participated in ongoing professional development to strengthen instructional practice

Technical Skills

- Quantitative analysis: Basic data analysis in SPSS and R
- Qualitative analysis: Transcription of interviews and video recordings; coding and thematic analysis

Research Interests

My work seeks to strengthen the alignment between research, curriculum materials, and classroom practice to improve reading outcomes for young children.

REFEFENCES

John, Z. Strong, PhD, Associate Professor, Department of Learning and Instruction, Graduate School of Education, University at Buffalo, Buffalo, NY. jstrong3@buffalo.edu

Melissa C. LaDuke, PhD, Online Adjunct Instructor, University of the People, 595 E. Colorado Blvd Pasadena, CA 91101, 808-383-3558 Melissa.Ingram@uopeople.edu.