

CURRICULUM VITA

DAINESS MASHIKU MAGANDA

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EDUCATION HISTORY

- 2012 Ph.D. Language and Literacy, University of South Carolina, Columbia, SC
Dissertation Title: *Writing workshop as a strategy to create literacy resources and space for home language use in primary schools: A case study from Tanzania.*
- 2007 M. Ed. University of South Carolina, Columbia, SC., Program in Language and Literacy
- 2004 M.A Columbia International University Columbia, Columbia, SC., Majored in Teaching English as a Foreign Language (TEFL) & Intercultural Studies
- 2004 M.A Columbia International University, Columbia, SC. Majored in English Bible
- 2001 B.S Columbia International University, Columbia, SC. Majored in General Studies
- 2017 Certificate in International Medical Interpretation, ALTA Language Services in Atlanta, GA

PROFESSIONAL EXPERIENCE

- 2019 - present **Senior Lecturer**, University of Georgia, Athens GA, Comparative Literature, and Intercultural Studies Department- CLIS
- 2017- Present **Swahili Interpreter**, Certified Languages International, Portland, OR, USA
- 2012 – 2019 **Lecturer**, University of Georgia, Athens GA, The Department of Comparative Literature
- 2008 – 2012 **Adjunct Professor**: University of South Carolina, Columbia SC, Foreign languages Literatures and Cultures
Courses taught: Swahili 121; Swahili 122
- 2007-2010 **Teacher Intern** for the M.Ed and Ph.D, University of South Carolina, Columbia SC, Instruction and Teacher Education (ITE)
- 2009 **Research Assistant**: University of South Carolina, Columbia SC, Instruction and Teacher Education (ITE)
- 2006- 2008 **Video Editor**: University of South Carolina, Columbia SC, Department of Instruction & Teacher Education
- 2006 - 2008 **Adjunct Instructor**, University of South Carolina, Columbia SC, English Programs for Internationals (EPI)
- 2006 - 2007 **Graduate Assistant**: University of South Carolina, Department of Educational Psychology & Language and Literacy

OFFICES & ADMINISTRATIVE RESPONSIBILITIES

2020- Present	Member, Graduate Committee, CMLT Department, UGA
2020- 2021	Member, Fundraising and Advertisement Committee, Global Promotion of Swahili Language (CHAUKIDU)
2014-Present	Annual Lectures and Events Committee, CMLT Department, UGA
2014-Present	Founder & Director, UGA Swahili Association (UGASWA)
2014-Present	Director, African Languages Program (AFLANG), CMLT Department, UGA
2015- Present	Secretary/Treasurer, Southeast African Languages and Literature Forum (SEALLF)
2016 -2019	Treasurer, Global Promotion of Swahili Language (CHAUKIDU)
2014- 2019	Member, Special events committee, CMLT Department, UGA
2013-2017	Coordinator, African Studies Certificate Program (ASC), Institute for African Studies, UGA
2013-present	Member, Curriculum Committee, African Studies Institute (ASI)
2013-2015	Board Member, Global Promotion of Swahili Language (CHAUKIDU)
2015	Chair, LOC for the 6 th annual Southeast African Languages and Literature Forum (SEALLF)
2014	Chair, LOC for the 5 th annual Southeast African Languages and Literature Forum (SEALLF)
2013-2014	IT Committee Member, CMLT Department
2014	Chair, Jamboree Spring Festival, CMLT Department

PUBLICATIONS

Books

- Maganda, D. (2022). *Africa's Identity Revolution in the 21st century*. Published by Freedom Life Books, Virginia Beach, VA.
- Maganda, D. (2021). *Why Do You ask Me? From Dependency to Self-Reliance to Interdependency. Kwa nini waniuliza mimi?Kutegemea, Kujitegemea hadi*

- Kutegemeana* Elohai International Publishing & Media, Virginia Beach, VA. (A English/Swahili bilingual book)
- Maganda, D. (2021). *The Beauty of Diversity: Seeing the value of Identity through a journey in Serengeti?* Elohai International Publishing & Media, Virginia Beach, VA.
- Maganda, D. (Ed). (2017). *The Language of Literature and the Literature of Language in Africa and the Diaspora*. Adonis & Abbey, Inc. London, UK.
- Maganda, D. & Traore, K. (Eds). (2016). *Language and Literature: Vehicles for the Enhancement of Cultural Understanding*. Adonis & Abbey, Inc. London, UK.
- Maganda, D. (2015). *Online Swahili*. Random House Digital Publishing Group (RHDPG): a division of Random House, Inc. New York, NY.
- Maganda, D. M., & Moshi, L.M. (2014). *The Swahili People and Their Language: A Teaching Handbook*. London, Adonis & Abbey Publishers.

Book Chapters

- Maganda, D. (2020). Negative Aspects of Bargaining as identity indicator of Africans in America. In Ahmad Shehu Abdussalam, Ibigbolade Simon Aderibigbe, Sola Timothy Babatunde & Olutola Opeyemi Akin (Eds.). *Culture and Development in Africa and the Diaspora*. Routledge, Taylor & Francis Group; London, United Kingdom.
- Maganda, D. (2020). Learning that Brings Joy in an African Language Class: The Power of Reflection and Service Learning. In Esther Mukewa Lisanza & Leonard Muaka (Eds.). *African Languages and Literatures in the 21st Century*. Palgrave Macmillan.
- Maganda, D. (2017). Introduction: Persisting Discussions on Language Issues in Africa. In Dainess Maganda (Ed.) *The Language of Literature and the Literature of Language in the 21st Century Africa and the Diaspora*. London, Adonis & Abbey Publishers.
- Maganda, D. (2016). Introduction: Why and How Should Culture be Taught? In Dainess Maganda and Karim Traore (Eds.) *Language and Literature: Vehicles for the Enhancement of Cultural Understanding*. London, Adonis & Abbey Publishers.
- Maganda, D., Lisanza, E. M., Muaka, L., & Lugano, R. (2016). Using Music/Songs in the African Language Classroom: Ideas and Challenges, In Dainess Maganda and Karim Traore (Eds), *Language and Literature: Vehicles for the Enhancement of Cultural Understanding*, London, Adonis & Abbey Publishers.

Peer Reviewed Articles

- Maganda, D. M. (2021). Factors Contributing to African Women' Success in the Diaspora. *Advances in Social Sciences Research Journal (ASSRJ)*, 8(4), pp. 529–542.
- Maganda, D. M. (2018). Promoting African Languages and Culture through Service Learning in the USA. *Advances in Social Sciences Research Journal (ASSRJ)*, 5(7) 434-443.
- Maganda, D. (2017). Using Graded-Conversations to Enhance Language Learning and Student Collaboration. *Journal of Literature and Art Studies, (JLAS)*, 7(12), 1647-1659. David Publishing Company, New York, USA.
- Maganda, D. (2016). Conflicted Worlds of Multilingual Communities in Africa: Literacy Tangled in Words. *Journal of Language and Literacy Education (JoLLE)*, 12 (1), 54-74. University of Georgia, Athens, USA.

- Maganda, D. (2016). Enhancing Learning in Africa through Students' Collaboration with Parents, Teachers and Peers, *World Journal of Education (WJE)*, 6 (1), Sciedu Press, Toronto, ON. Canada.
- Maganda, D. (2015). Repositioning Teachers for Optimal Learning in Africa through Action Research. *Journal of Gender, Information and Development in Africa (JGIDA)* 3 (1 & 2), 115-139. Adonis & Abbey, Inc. London, UK.
- Maganda, D. (2015). The Scarcity of Literature Written in African Languages in American Libraries. *International Journal of Language & Literature*. 3 (1), 9-18. American Research Institute for Policy Development, New York, USA.
- Maganda, D. (2014). Empowering Students in Africa for Social Activism through Action research. *American International Journal of Contemporary Research*, 4 (10), 31-40. Center for Promoting Ideas (CPI), USA.
- Maganda, D. (November, 2014). Voicing Africa: Taking African Languages beyond Classrooms. *US-China Education Review A* 4 (11), 787- 798. David Publishing Company, California, USA.
- Maganda, D. (2014). Gloswahilization of the African Mind: Language Ideology in Action. *Scholars Journal of Arts, Humanities and Social Sciences (SJAHSS)*, 2(4B), 550-558. Scholars Academic & Scientific Publishers (SAS), India.
- Maganda, D. (2013). Using Literacy Practices to Promote Positive Perspectives of African Languages. *Journal of Modern Education Review*, 11 (3), 820-832. Academic Star Publishing Company. New York, NY.
- Maganda, D. (2012). Through His Eyes: How Culturally Relevant Texts Impacts Reading Experience. *South Carolina Middle School Association (SCMSA)*, 1-18. Available from http://www.scmsa.org/index.php?option=com_content&view=section&layout=blog&id&emid=13
- Poetry**
- Maganda, D. (2016). Why Don't You Understand? *Journal of Language and Literacy Education (JoLLE)*, 12 (1). Georgia, USA.
- Maganda, D. (2011). We call her sister: we call him brother. *South Carolina International Reading Association (SCIRA) Reading Matters*, 12, 14.
- Maganda, D. (2010). Who am I? In K. Heugh & T. Skutnabb-Kangas (Eds.), *Multilingual education works: From periphery to the center*. Delhi: Orient BlackSwan.

PRESENTATIONS

- Maganda, D. (October, 2021). *Is Your Language Better Than Mine? Says Who? Promoting Cultural And Language Diversity In World Languages Classes*. Presented at the South-East African Languages and Literature Forum (SEALLF) Fall 2021 Virtual Conference, Hosted by the University of North Carolina (UNC)
- Maganda, D. (August, 2021). *Is your Language Better than mine? Says Who? Fostering healthy language ideology while promoting linguistic diversity in the classroom*. Invited Presentation at the Center for Second Language Studies (CSLS) teacher's orientation breakfast at Vanderbilt University, virtually.
- Maganda, D. (May, 2021). *Utumiaji wa Mbinu ya VoiceThread Kufundishia Kiswahili "Using Voicethread to teach Swahili"*. Paper presented at the Chama cha Ukuzaji wa Kiswahili (CHAUKIDU) Virtual conference-Kongandao, 2021, Zoom.

Maganda, D. (April, 2021). *Enhancing Foreign Language Learning through Technology: using “Ubongo kids” for Swahili*. Paper presented at the 24th annual Conference of African Language Teaching Association (ALTA), Virtual-Zoom.

Maganda, D. (November, 2019). *The Swahili people and African Americans: Exploring their Bond and Identity Struggles*. Paper presented at the African Studies Institute 6th Biannual International Conference on Africa and its Diaspora (BICAID), Athens, Georgia.

Maganda, D. (October, 2019). *Letters from my students: A pedagogy of acceptance in an African culture class.* Presented at the 10th annual South-East African Languages and Literature Forum (SEALLF), Gainesville, Florida.

Maganda, D. (April, 2019). *Cultivating Value for Diversity while Harvesting Happiness through Students’ Reflections in an African Language Class*. Paper presented at the 29th annual Conference of African Language Teaching Association (ALTA), Atlanta, Georgia.

Maganda, D. (March, 2019). *Where is my book? Connecting with immigrant students who don’t like to read*. Paper presented at the 50th Anniversary: Conference on Children’s Literature, Athens, Georgia.

Maganda, D. (September, 2018). *Thou shall Not be Kind: Defining traits of men’s strength in “Things Fall Apart”*. Presented at the 9th annual South-East African Languages and Literature Forum (SEALLF), Norfolk State, Virginia.

Maganda, D. (June, 2018). *Identity struggle for African professional women: Balancing culture, religion and progress*. Paper presented at the African Women and Identity forum, Geita, Tanzania.

Maganda, D. (April, 2018). *Enhancing Global Awareness of African Languages and Culture in America*. Paper presented at the 28th annual Conference of African Language Teaching Association (ALTA), Herndon, Virginia.

Maganda, D. (September, 2017). *Promoting African Languages and Culture through Service Learning*. Presented at the 8th annual South-East African Languages and Literature Forum (SEALLF), Chapel Hill, North Carolina.

Maganda, D. (April, 2017). *Teaching and Studying about Africa: Our contribution*. Presented at the Association of African Studies Programs (AASP). 2017 Spring meeting, Johns Hopkins University, Washington, DC.

Maganda, D. (2016). *Africans left behind in the language equation?* Presented at the 7th annual South-East African Languages and Literature Forum (SEALLF), Winston Salem, North Carolina.

Maganda, D. (2016). *Using “BookBox” to Develop Reading Skills in African Languages*. Paper presented at the 28th Conference of African Language Teaching Association (ALTA), Atlanta, Georgia.

Maganda, D. (April, 2015). *Enhancing Language Learning and Collaboration among students*. Paper presented at the 27th Conference of African Language Teaching Association (ALTA), Illinois, Chicago.

Maganda, D. (October, 2015). *Writing in Swahili and other native languages in Africa: possibilities and challenges*. Paper presented at the 6th annual South-East African Languages and Literature Forum (SEALLF), Athens, GA.

Maganda, D. (November, 2015). *Advancing Learning in Africa and the Diaspora: The Technology Advantage*. Paper presented at the African Studies Institute 3rd Annual International Conference on Africa and its Diaspora (AICAID), Athens, Georgia.

Maganda, D. (November, 2014). *African women in the Diaspora: What contributes to their success?* Paper presented at the African Studies Institute 3rd Annual International Conference on Africa and its Diaspora (AICAID), Athens, Georgia.

Maganda, D. (October, 2014). *Using songs in the African language classroom: ideas and challenges*. Paper presented at the 5th annual South-East African Languages and Literature Forum (SEALLF), Athens, GA.

- Maganda, D. (October, 2014). *Using graded conversations to enhance learning and collaboration*. Paper presented at the 5th annual South-East African Languages and Literature Forum (SEALLF), Athens, GA.
- Maganda, D. (April, 2014). *Poverty of books in African Languages*. Paper presented at the 26th Conference of African Language Teaching Association (ALTA), Illinois, Chicago.
- Maganda, D. (November, 2013). *Language Ideology: Prison and Key to the Revitalization of the African Mind*. UGA Institute for African American Studies & UGA African Studies Institutes APERO Africana Speaker Series, Athens, Georgia.
- Maganda, D. (November, 2013). *The Gloswahilization of the African Mind: example from Tanzania*. Paper presented at the African Studies Institute 2nd Annual International Conference on Africa and its Diaspora (AICAID), Athens, Georgia.
- Maganda, D. (October, 2013). *Poverty of Books Written in African Languages in America: A Wake up Call*. Paper presented at the 4th annual South-East African Languages and Literature Forum (SEALLF), Gainesville, FL.
- Maganda, D. (July, 2013). *Mbinu za Ukuzaji wa Kiswahili: Mfano Kutoka Chuo Kikuu cha Georgia*. Paper presented at the 3rd anniversary of VIJIMAMBO Blog, Capital Hights, Maryland.
- Maganda, D. (April, 2013). *Voicing Africa Beyond the Classrooms*. Paper presented at the 25th Conference of African Language Teaching Association (ALTA), Illinois, Chicago.
- Maganda, D. & Maganda, F. (December, 2012). *The Role of the Village in Building Stronger Families and Communities: a professor's perspective*. Paper presented at the Focus on the Family Conference, St. Stephen, SC.
- Maganda, D. (November, 2012). *The Anguish I carry and Mama Said Dance*. Poems presented at the Creative Writing and Oral Performance of the 25th Anniversary conference of African Studies Institute at the University of Georgia, Athens, GA.
- Maganda, D. (October, 2012). *More than grammar point: enhancing language teaching through life stories*. Paper presented at the third annual South-East African Languages and Literature Forum (SEALLF), Gainesville, FL.
- Maganda, D. (October, 2012). *Survival of African languages in America: fighting for a stronger voice and presence*. Paper presented at the third annual South-East African Languages and Literature Forum (SEALLF), Gainesville, FL.
- Maganda, D. (March, 2012). *Historical perspectives on the persisting need for supplemental books in Tanzanian schools*. Paper presented at Southern History of Education Society (SHOES), Tallahassee, FL.
- Maganda, D. (May, 2012). *A Qualitative Inquiry to find a Place for Minority Languages in Tanzanian schools*. Paper presented at the Ninth International Congress of Qualitative Inquiry (CQI), Chicago. Teachers of English (NCTE), Whole Language Umbrella summer institute. Columbia, SC.
- Maganda, D. (May, 2011). *We are learning to solve our own problems: Sweet fruits of participatory action research*. Paper presented at Eight International Congress of Qualitative Inquiry (CQI), Champaign- Urbana, IL.
- Maganda, D. (March, 2010). *Some say "Yes" but others say "No" to Swahili: The Struggle over Language Policy Implementation in Tanzania*. Paper presented at the 54th annual Comparative International Education Society (CIES), Chicago, IL.
- Maganda, D. (March, 2009). *A melody of words in worlds: A literacy need in Tanzanian rural primary schools*. Paper presented at the 53rd annual Comparative International Education Society (CIES), Charleston, SC.
- Maganda, D. (July, 2009). *Words in worlds: A literacy need in Tanzanian rural primary schools*. Paper presented at the 20th annual National Council of Teachers.

ACADEMIC/PROFESSIONAL HONORS AND AWARDS

2021	Teaching Continuity Fund to support instructional efforts over the summer, Office of the Vice President, The University of Georgia, 5,000
2021	Funds for Educational Tools to teaching Online, Office of the Vice President, The University of Georgia, \$4,375
2020	Sustainability in the Curriculum, Faculty highlights recipient
2019	Black Female Faculty of the year (BUGA), The University of Georgia.
2019	For greatly contributing to the career development of UGA students, The University of Georgia, Career Centre
2018-2019	Online Teaching Fellow Award, Centre for Teaching and Learning, The University of Georgia, \$5,000
2018	Outstanding Teaching Faculty Award, Franklin College, The University of Georgia, \$2,500
2018	For greatly contributing to the career development of UGA students, The University of Georgia, Career Centre
2017	Fulbright-Hays Group Projects Abroad (GPA) Short-Term program, Department of Education Grant \$86,810.
2017	For greatly contributing to the career development of UGA students, The University of Georgia, Career Centre
2016	Fulbright-Hays Group Projects Abroad (GPA) Long-Term program, Department of Education Grant \$104,997
2016	Service Learning Fellow Award, The University of Georgia \$2,500
2016	Sustainable Curriculum Modification Award, The University of Georgia \$500
2015	Fulbright-Hays Group Projects Abroad (GPA) Short-Term program, Department of Education Grant \$76,000
2015	Sustainability Curriculum Modification Award, The University of Georgia \$500
2015	For greatly contributing to the career development of UGA students, The University of Georgia, Career Centre
2015	Outstanding Teaching Faculty Award, The University of Georgia
2014	For greatly contributing to the career development of UGA students, The University of Georgia, Career Centre
2013	Sustainability Curriculum Modification Award, the University of Georgia \$500
2010- 2011	Two Thumbs up Teaching Award: Making a difference in the education of students with disability, Student Disability Services, University of South Carolina
2010	African Studies Award: Walker Institute: African Studies Program, and College of Education: Instruction and Teacher Education department, University of South Carolina \$1500
2007	Paul Berg Award: Department of Instruction and Teacher Education, University of South Carolina \$1000

GRADUATE STUDENT ADVISING

2021	Pamela Kimario	Comparative Literature & Intercultural Studies, MA, The University of Georgia
2020	Sanu, Odunayo	Comparative Literature & Intercultural Studies, MA, The University of Georgia

CHAIRING COMMITTEE

2020 Chair, Master's Thesis Advisory Committee, Comparative Literature and Intercultural Studies, The University of Georgia

2021 Chair, Master's Thesis Advisory Committee, Comparative Literature and Intercultural Studies, The University of Georgia

COURSES TAUGHT

SWAH 1010: Elementary Swahili I

With little to no background in Swahili, this course provides students with basic knowledge of standard Swahili. It gives them a foundation in listening, speaking, reading, and writing the basic grammatical structures and the vocabulary essential for simple conversations based on simple dialogues in Swahili.

SWAH 1020: Elementary Swahili II

This is a continuation of Elementary Swahili I. Students taking this course must have taken the first course of Elementary Swahili 1010. It puts more emphasis on register variation, advanced grammar, and culture. Presentation of language structure, conversation practice, listening, reading and writing exercises will be the mode of the class. The use of films, songs and stories will also be utilized to extend the cultural understanding behind the Swahili language.

SWAH 2010: Intermediate Swahili I

This course puts emphasis on applying language skills to understand and analyse main ideas and significant details of materials in Swahili including, short stories, magazine articles, books, poetry, short novels, music, films, and plays illustrative of East African cultural aspects.

SWAH 2020: Intermediate Swahili II

This course introduces students to Swahili literary texts, poetry, newspapers, and magazines, as well as popular songs, radio broadcasts, and interview skills in Swahili. Context-based conversation, use of films and stories are utilized to extend the cultural understanding behind the Swahili language and its people.

CMLT/SWAH/AFST/ANTH 3001: The Swahili and the World I

The course focuses on the strategic position occupied by the Swahili people, their natural resources, their skills and their rich cultural mix, while highlighting their significance and connection to modern civilization. Identity issues of African Americans in light of the Swahili people are particularly discussed.

CMLT/SWAH/AFST/ANTH 3020: The Swahili and the World II

This course sheds light, challenges, dispels and expands on dominant perspectives regarding the Swahili culture and the formation, detainment of a linguistic and cultural identity. You will be intrigued, enlightened and amazed at the comparisons between the Swahili people and other people groups such as Arabs & Americans (especially African Americans). Economic, political and social classes pertaining to historical gender issues are also explored.

Note: Teaching online: The course contents are similar to the above description, but the courses are taught entirely online during the summer but are offered on campus during Spring or Fall. The difference is the letter "E" indicating online instruction.

CMLT/SWAH/AFST/ANTH 3001E: The Swahili and the World I

*CMLT/SWAH/AFST/ANTH 3020E: The Swahili and the World II**CMLT/AFST/ANTH 3030: Introduction to African Languages and Culture*

This course is designed to introduce students to African languages and cultures, their diversity and similarities while giving them background information related to language politics and language policy. More specifically, students will learn the languages, cultures, folklore, orature, and literature of East Africa and West Africa. Students learn about these cultures through literary works, art, and films/videos, storytelling as well as historical and critical essays/studies. The course helps students to understand, explain, discuss, compare, and contrast major groups of African languages, while learning about African oral traditions. Students also explore major African writers and prominent Literature on Africa, meaning of culture and its manifestation in African Societies, key aspects of African culture such as Birth, Marriage, Death; Kinship, Family; Belief Systems; Art, Aesthetics; Music, Literature, Performance; Selected Cultures of East and West Africa (Traditional and Modern).

CMLT/AFST/ANTH 4245/6245- Introduction to Oral Literature in Africa

The course explores the centrality of oral art, as the major form of literary and knowledge production in Africa. Students learn how oral communication led anthropologists to label African societies as "oral societies." The course guides students to critically examine word art in Africa by studying the criteria for generic discrimination and taxonomy. The course presents traditional genres such as proverbs, tricksters, myths, chants to address the question of orality in the era of globalization. A closer look at so-called popular culture- African modern music/world music as well as selected popular texts will provide a solid foundation to understanding African literature by examining Europhone African Literature, which is essentially a derivative of orality.

CMLT 7010: Language Pedagogy for Less Commonly Taught Languages

This is a theory into practice course for teaching less commonly taught languages (African, Asian, and Middle Eastern languages). It explores techniques and strategies for teaching listening, speaking, reading, writing and culture. This course provides hands-on information on best practices for teaching less commonly taught languages (LCTL) while allowing those who have taught for a while to develop their skills by tackling specific classroom issues they would like to explore.

CMLT 7300 Master's Thesis

CMLT 7000 Master's Research

CMLT 8990 Reading in Comparative Literature

Special Projects

2016 External evaluator for Hybrid Swahili Online courses at the University of Florida, USA.

PROFESSIONAL AFFILIATIONS

International Literacy Association (ILA)
 National Council of Teachers Association (NCTE)
 Comparative Education International Society (CEIS)
 South-East African Languages and Literature Forum (SEALLF)

African Language Teachers Association (ALTA)
Association for the Study of Middle East and Africa (ASMEA)
International Society for Development and Sustainability (ISDS)

SERVICE TO COMMUNITY

2013- 2018: EABC College and Career Class Instructor, Athens, GA
2012- Present: Black history month contributor/presenter, The Catholic Center, University of Georgia
2010- present: Sponsor and Board member: Nyalikungu primary school- Tanzania (East Africa)
2009- present: Committee Member: A chance through literacy, a non- profit organization
2003- 2012: International students' re-settlement educator, Columbia, SC
2003- 2012: Somali Bantu Refugees and East African Refugee translator, Columbia, SC

LINGUISTIC SKILLS

Proficient in English language
Proficient in Swahili language
Proficient in Sukuma language
Semi proficient in Haya and Gogo