

International School Leadership Development Network Study Summary

We would like to collect information about the research studies being conducted as part of the International School Leadership Development Network. For each study you have conducted (or are conducting), please provide the following information:

1. Research team members' names and affiliations.

Soribel Genao
Rebuilding Haiti One Trip and a Time
Friends Beyond Borders

2. Which project area does your research study address?

Leadership for social justice

Leadership in high-need schools

3. Briefly describe the study setting, participants, data collection instruments, and dates of the investigation.

This study will assist educational leaders, historians, history teachers and Black and Latinx Literature academics in the United States and the Caribbean (and beyond) teach about the content of these connections as it is tied with what it means to be an explorer, beginning with the first black independent nation of Haiti. The division has been caused due to the miseducation of island's history. Most of what has been taught in P-12 history courses has had an impact on the personal and self-teachings beyond secondary school. Currently, most students learn history as a set narrative—a process that reinforces the mistaken idea that the past can be synthesized into a single, standardized chronicle of several hundred pages. This teaching pretends that there is a uniform collective story, which is akin to saying everyone remembers events the same (Conway, 2016). Whether or not teachers discuss Columbus' controversies with students, Columbus played a critical role in American and Caribbean history and outlook of discovering America and other countries. In particular, one explored connection not continuously emphasized in history is that of the island of Hispaniola (currently the Dominican Republic and Haiti) and the United States.

4. List key findings of the study.

The methodological approach of the study will be a compilation of existing researched historical dialogues and interpretations and current researched narratives. A specific theory or conceptual framework will not be predetermined and may be developed while the collective data is narrated.

There will be original data gathered via interviews of educators, administrators, stakeholders, and members of respective communities.

The researcher has facilitated trips for students in teacher education preparation programs, attended service trips to enhance curriculum with other community based organizations intended to educate and inform stakeholders from non-profit, public and private sectors looking to enhance the current curriculums' intentions.

The contribution of this book will not only provide an additional exposure to what is currently available, but will also provide access to scholars and practitioners working on social constructs, biases, and how implicit or explicit behaviors play a role on how educators' teaching and learning methods. The historical implications can certainly bring forward the lessons and conversations about unpacking the results of interpreted pedagogy; especially when written by authors who are not as connected. While research is important for scholars and institutions, it is also important to understand the intention of what was written.

Data collected 2015-2019

5. Presentations and publications reporting the study.

Genao, S. (June, 2016). The added value of international service learning collaborative on history teachers: Unpacking Dominican and Haitian relations. Paper presented at the annual Caribbean Philosophical Association Annual Meeting at University of Connecticut, Storrs, CT.

Genao, S. (March, 2015). Revisiting the missed education of Hispanola post 2013 sanctions in the Dominican Republic. Queens College Secondary Education and Youth Services Research Symposium Seminar, Queens, NY.