

Carmen L. Medina

Literacy, Culture, and Language Education
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Academic Degrees

- **Ph. D. The Ohio State University, 2000**
School of Teaching and Learning--Language Literacy and Culture
Dissertation title: Inter-mediando identidades: Mediating identities in the exploration of Latina children's literature through drama

Dissertation committee: Dr. Cynthia B. Dillard (chair), Dr. Patricia Enciso (co-chair), Dr. Rudine Sims Bishop (member)
- **M.A. The Ohio State University, 1995**
Educational Studies
Thesis Title: Theater of the Oppressed and Theater in Education: A reflection on Paulo Freire's theories
- **B.A. University of Puerto Rico, Cayey, 1991**
Humanities

Areas of Research Interest:

Elementary literacy/biliteracy as social and critical practices; Global decolonial literacy approaches and social imaginaries; Meaning making focus on critical, anti-racist and transnational literacy pedagogies. Critical embodied/performative pedagogies and research methodologies. Multicultural and Latinx/bilingual children's literature.

Professional Experience

Associate Professor
Literacy, Culture and Language Education 2012-present
Curriculum & Instruction
Indiana University, Bloomington

Assistant Professor 2008-2012
Literacy, Culture and Language Education
Indiana University, Bloomington

Affiliations

Center for Latin American and Caribbean Studies, Indiana University
Latinx Studies Program, Indiana University

Professional Experience	Assistant Professor Language and Literacy Education University of British Columbia, Vancouver	2004-2008
	Assistant Professor Language Education Indiana University, Indianapolis	2002-2004
	Special assistant Sub-Secretary of Education for Academic Affairs Department of Education, Puerto Rico Coordinate the development and implementation of an integrated curriculum, design curriculum materials, write and administrate grants for new initiatives within the Department of Education.	2001-2002
Honors & Awards	Research Awards <i>Exemplary Contributions to Practice-Engaged Research</i> <u>Nomination</u> , American Educational Research Association, February 2020.	
	<i>Award for Outstanding Partnership and Collaboration</i> <u>Department Nomination</u> , Literacy, Culture and Language Education, Indiana University School of Education. Bloomington, IN, February 2020 This award is intended to recognize outstanding efforts of IU School of Education faculty to develop, maintain, and grow collaborative partnerships with external entities that lead to and expand the impact of the School's research, teaching, and service mission.	
	<i>AATE Research Award</i> <u>Winner</u> (w/ Gustave Weltsek) American Alliance for Theatre in Education, 2013 Recognizes exemplary theoretical, historical, critical, ethnographic, empirical, or other scholarly research in any area of Drama/Theatre & Education for young people. Winning Study: Deconstructing global markets through critical performative experiences in Puerto Rico.	
	<i>AATE Research Award</i> <u>Semi-finalist</u> (w/ Gustave Weltsek & Sarah Twomey) American Alliance for Theatre in Education, 2007 Recognizes exemplary theoretical, historical, critical, ethnographic, empirical, or other scholarly research in any area of Drama/Theatre & Education for young people. Nominated study: Performance and discourses within, between and outside drama worlds: A case study analyzing constructions of identities and power in drama classrooms.	

Honors & Awards

Virginia Hamilton Essay Award

Winner, Sponsored by the Virginia Hamilton Conference on Multicultural Literature, 2005

Recognizes a journal article published in a given year that makes a significant contribution to professional literature concerning multicultural literary experiences for youth.

Medina, C. (2004). Drama wor(1)ds: Explorations of Latina/o realistic fiction through drama. *Language Arts*, 81(4), 272-282.

Teaching, Service & Other Honors & Awards

Winner, *Award Latino Faculty and Staff Council Group Initiative*

De Pueblo a Pueblo: Supporting Puerto Rico, Mexico and the Virgin Islands in the aftermath of natural disasters. Indiana University, Bloomington, IN, Spring 2018.

Board of Directors, Literacy Research Association, November, 2015-2018.

Secretary, American Educational Research Association, Division G: Social Context of Education. April 2013-2016.

Member, Elementary Section Steering Committee, National Council of Teachers of English, Elected Member, 2003 to 2007.

Holmes Scholar, AACTE Holmes Program, (The Ohio State University Holmes Partnership) 1998-2000.

Research

Publications

Books

Medina, C.L., Perry, M. & Wohlwend, K. (2022). *Playful methods: Engaging the unexpected in literacy research*. Expanding Literacies in Education Series, Routledge.

Perry, M. & **Medina, C.L.** (Eds.) (2015). *Methodologies of embodiment: Reinscribing bodies in qualitative research*. Routledge Research in Education Series.

Medina, C. & Wohlwend, K. (2014). *Literacy, play and globalization: Converging imaginaries in children's critical and cultural performances*. Routledge Research in Education Series.

Manuscripts in progress for peer review journals

Wellington, D., **Medina, C.** Stelle, E. (in progress). Rememory: An examination of Afro Caribbean and Afro Latinx representation and knowledges in children's picture books.

Sambolín, A., **Medina, C.L.**, Torres, F., Ortíz, R. (in progress). Learning to Reconoc(eR): Rememorying as collectively engaged literary praxis.

Peer-Reviewed Articles

Medina, C. L. & Costa, M del R. (2021 online/2023 print). (Re)membering in improvisation as anticolonial ruptures: (Un)doing literacy work in Puerto Rico. *Pedagogies: An International Journal*, 18, 2 (2023).

Hamm-Rodriguez, M. & **Medina, C.L.** (2021). Intra-Caribbean solidarities and the language of social protest. *Applied Linguistics* 42 (6), 1138–1143. (Special issue on applied linguistics and social justice)

Medina, C.L. (2021). *Barruntos*: Youth improvisational work as anticolonial literacy actionings in Puerto Rico. *Research in the Teaching of English* 56(2), 132-154. (Lead article/Featured open access)

Torres, F. & **Medina, C.L.** (2021). Cuentos combativos: Decolonialities in Puerto Rican books about Maria. *Journal of Literacy Research*, 53 (2), 242-264.

Medina, C.L., Perry, M. Lee, B., & Deliman, A. (2021). Reading with drama: Relations between texts, readers, and experiences. *Literacy: UK* (55)2, 135-144 (featured open access) (graduate student co-author)

Medina, C.L., Costa, M del R., & Soto, N. (2017). Latinx popular culture imaginaries: Examining Puerto Rican children social discourses in telenovelas interpretations. *Early Years: An International Research Journal* 37(1), 77-90. (Special issue focusing on research in the United States)

Brochin, C. & **Medina, C.L.** (2017). Critical fictions of the global: Transnational narratives in Latinx children's literature. *Bookbird* 55(3), 4-11.

Weltsek, G. J. & **Medina, C.L.** (2014). Global Markets/Global Englishes: Drama and discourses in colonial spaces. *Youth Theatre Journal*, 28(1), 18-31.

Peñalva, S., Coggin-Skidmore, L., **Medina, C.L.** (2014). Examining transcultural spiritual literacies among Latino children through artifactual representations. *Diaspora, Indigenous, and Minority Education: An International Journal*, 8(2), 92-107. (Special Issue on Migration, Religion, and Education) (graduate students co-authors)

Medina, C. L. & Weltsek, G. (2013). Deconstructing global markets through critical performative experiences in Puerto Rico. *Journal of Adolescent and Adult Literacy*, 57(3) 189-191.

Medina, C.L. & Costa, M del R. (2013). Latino media and critical literacy pedagogies: Children's scripting *telenovelas* discourses. *Journal of Language and Literacy Education* 9 (1). <http://jolle.coe.uga.edu>

Wohlwend, K. & **Medina, C.L.** (2012). Media as nexus of pedagogies: Remaking identities in *What not to wear*. *Discourse: Studies in the*

Research

- Medina, C.L.**, Costa, M. del R. & Soto, N. (2012). Recursos y prácticas culturales: Reframing writing as a social practice with Puerto Rican children. In V. Vasquez & J. Wood (eds.) *Perspectives & Provocations: Early Childhood Education Journal* (pp 35-50). Urbana, IL: NCTE.
- Costa, M. del R., **Medina, C.L.**, Soto, N. (2011). Abrir la puerta: La escritura a través de un lente diferente [Opening the door: Writing through a different lens]. *Cuaderno de Investigación en la Educación* 22, 34-53. San Juan, P.R.: University of Puerto Rico.
- Perry, M. & **Medina, C.L.** (2011). Embodiment and performance in pedagogy research: Investigating the possibility of the body in curriculum experience. *Journal of Curriculum Theorizing*, 27(3), 62-75.
- Medina, C.L. (2010). Reading across communities in biliteracy practices: Examining translocal discourses and cultural flows in literature discussions. *Reading Research Quarterly*, 45(1), 40-60.
- Medina, C.L.** & Costa, M del R. (2010). Collaborative voices exploring culturally and socially responsive pedagogy in teacher preparation. *Language Arts*, 87(4), 263-276.
- Medina, C.L.**, Belliveau, G. & Weltsek, G. (2008). Performing academic spaces: An ethnodramatic exploration of drama curriculum design in teacher education. *Theatre Research in Canada*, 28(2), 130-143.
- Medina, C.L.**, Twomey, S. & Weltsek, G. (2007). Critical literacies and glo/cal citizenry: Constructing reflective spaces using drama/theatre. *Youth Theatre Journal*, 21, 113-128.
- Medina, C.L. (2006). Critical performative literacies: Intersections among identities, social imaginations and discourses. *National Reading Conference Yearbook*, 55, 182-194.
- Medina, C.L. (2006). Interpreting Latino/a children's literature as critical fictions. *ALAN Review*, 33(2), 71-77.
- Medina, C.L.** & Campano, G. (2006). Performing identities through drama and teatro practices in multilingual classrooms. *Language Arts*, 83(4), 332-341.
- Medina, C.L. (2005). Discourse and ideology in writing in role: Critical discourse analysis as tool for interpretation. *Youth Theatre Journal*, 19, 102-114.
- Medina, C.L. (2004). The construction of drama worlds as literary interpretation of Latina feminist literature. *Research in Drama Education*, 9(2), 145-160.

Research

- Medina, C.L. (2004). Drama wor(1)ds: Explorations of Latina/o realistic fiction through drama. *Language Arts*, 81(4), 272-282. (Winner of the Virginia Hamilton Award)
- Medina, C.L. (2003). Puerto Rican subjective locations: Definitions and perceptions of literacy. *Journal of Hispanic Higher Education*, 2, 1-12.
- Medina, C.L.** & Enciso, P. (2002). "Some words are messengers/Hay palabras mensajeras": Interpreting sociopolitical themes in Latino/a children's literature. *The New Advocate*, 15(1), 35-47.
- Medina, C.L. (2001). When *Jerry Springer* visits your classroom: Teaching Latina literature in a contested ground. *Theory into Practice*, 40(3), 198-204.
- Clark, C. & **Medina, C.L.** (2000). How reading and writing literacy narratives affect pre-service teachers' beliefs about literacy, pedagogy and multiculturalism. *Journal of Teacher Education*, 51(1), 63-75.

Invited Articles, Book Chapters, Handbook Chapters and Encyclopedia Entries

- Scott, J., Qu, P., Wohlwend, K., **Medina, C.L.** (in press). Bilingualities at the train table: Supporting young emergent bilinguals through play. In S. Brown & L. Hao (Eds.), *Multimodal literacies in young emergent bilinguals: Speaking back to print-centric practices*. Multilingual Matters. (graduate students co-authors)
- Qu, P., Deliman, A., Walker, A., Weltsek, G.J., & **Medina, C.L.** (2022). Bilinguality, playfulness and performative practices. In R. Tierney, F. Rizvi, G. Smith, K. Gutierrez (Eds.) *International Encyclopedia of Education* (4th edition). Blackwell's. (graduate students co-authors)
<https://www.sciencedirect.com/referencework/9780128186299/international-encyclopedia-of-education>
- Costa, M del R. & **Medina, C.L.** (2021). Literacidades críticas, académicas y cotidianas en el nivel elemental: una reflexión de 10 años de investigación. *Revista Leer, Escribir y Descubrir* 1(9)74-81. Open access journal: <https://digitalcommons.fiu.edu/leerjournal>.
- Campano, G., **Medina, C. L.**, Thomas, E. E., & Stornaiuolo, A. (2021). Literacy and imperialism. *Research in the Teaching of English*, 56(2), 125-131.
- Medina, C. L.** & Soto, S. (2021). Critical literacy in Puerto Rico: Mapping trajectories of Anticolonial reaffirmations and resistance. In J.Z. Pandya, R.A. Mora, J. Alford, N.A. Golden, & R.A. de Roock, (Eds). *The critical literacies handbook* (pp. 203-210). Routledge.

Research

- Perry, M. & **Medina, C.L.** (2017). Performance and dramatic experiences. In K. Peppler (Ed.), *SAGE Encyclopedia of Out of School Learning* (pp. 584-587). Sage.
- Wohlwend, K. E., Buchholz, B. A., & **Medina, C. L.** (2017). Playful literacies and practices of making in children's imaginaries. In K. A. Mills, A. Stornaiuolo, A. Smith, & J. Z. Pandya (Eds.), *Handbook of Writing, Literacies, and Education in Digital Cultures* (pp. 136-147). Routledge. (graduate students co-authors)
- Perry, M. & **Medina, C.L.** (2015). Introduction: Working through the contradictory terrain of the body in qualitative research. In, M. Perry & C. L. Medina (Eds.), *Methodologies of Embodiment: Reinscribing bodies in qualitative research* (pp.1-8). Routledge Research Series.
- Brochin, C. & **Medina, C.L.** (2015). Chicana/Latina Feminist methodologies of embodiment: Testimonios in the young adult novel, *Before We Were Free*. In, M. Perry & C. L. Medina (Eds.), *Methodologies of Embodiment: Reinscribing bodies in qualitative research* (pp.102-115). Routledge Research Series.
- Wohlwend, K. & **Medina, C. L.** (2014). Producing cultural imaginaries in the playshop. In R. Meyer & K. Whitmore (Eds.), *Reclaiming writing: Composing spaces for identities, relationships and action* (pp. 198-209). Routledge.
- Coggin-Skidmore, L. & **Medina, C. L.** (2014). Democratic writing and multiliteracies in schools and community centers. In R. Meyer & K. Whitmore (Eds.), *Reclaiming writing: Composing spaces for identities, relationships and action* (pp. 240-243). Routledge. (graduate student co-author)
- Medina, C. L.** & Perry, M. (2014). Texts, affects, and relations in cultural performance: An embodied analysis of dramatic inquiry. In P. Albers, T. Holbrook, and A. Seely Flint (Eds.), *New methods in literacy research* (pp. 115-132). Routledge.
- Medina, C.L.**, Coggin, L. & Weltsek, G. (2014). Foregrounding emergence, embodiment, and critical practices: Performance pedagogies in literacy methods. In J. Brass and A. Webb (Eds.), *Teaching the English language arts methods: Contemporary methods and practices* (pp.70-82). Routledge. (graduate student co-author)
- Medina, C. L. (2013). Spiritual occupations: Reflections on pedagogies and everyday stories of globalization. In C.B. Dillard & C.L. Okpalaoka (Eds.), *Engaging culture, race and spirituality: New visions*. Peter Lang Publishing.

Research

Weltsek, G. & **Medina, C.L.** (2007). In search of the glocal through process drama. In M. V. Blackburn and C. Clark (Eds.), *Literacy research for political action and social change* (pp. 255-275). Peter Lang Publishers.

Medina, C.L. (2007). Latino/a children's literature: Critical perspectives. In L. Diaz Soto (Ed.), *The Latino encyclopedia of language and Culture* (pp. 80-87). Praeger Publishers.

Medina, C.L. (2006). Identity and imagination of immigrant children: Creating common place locations in literary interpretation. In J. Jasinski Schneider, T. P. Crumpler & T. Rogers (Eds.), *Process Drama: An educational tool for developing multiple literacies* (pp. 53-69). Lawrence Erlbaum.

Medina, C. L., Bradburry, K. & Pearson, S. (2005). Los poetas. Lourdes Diaz Soto and Beth Blue Swadener (eds.) *Power & voice in research with children* (pp. 203-214). Peter Lang Publishers.

Research Grants

Sample of Research Grants Not Awarded

The Puerto Rico Assistance for Arts Education Initiative. HITN (Hispanic Information and Telecommunications Network). "Developing communities of solidarity through emotional and arts based critical literacies," Spring 2021 (\$19,500.00)

Spencer Foundation, Small Research Grant, *Literature Discussions as Expansive Literacy Learning for Puerto Rican Youth: A Collaborative Study in Pre-K-12th Grade Classrooms*. (C. Martinez-Roldán, P.I., C. Medina. Co-PI). Spring 2021 (\$50,000.00)

Indiana University, Office of the Vice President for Research, Grand Challenges Research Program, *Human well being: Cultivating connectivity across global-local spaces* (Led by P.I. Dr. Patricia Kubow) Fall 2015.

U.S. Fulbright Scholar Program, "Inquiries into everyday literacies through mobile technology as path to successful literacy participation", August, 2013.

Grants Under Revision and In Progress

Trans-Atlantic Platform Recovery, Renewal and Resilience in a Post-Pandemic World. "Renewing literacies education for sustainable and equitable futures" (working title). Mia Perry (P.I.). Carmen Medina (Co-P.I.), Dianne Collier (Co-P.I.), Nancy Palacios (Co-P.I.), Jennifer Rowsell (Co-P.I.) et al. Under revisions. (£850,000 initial budget. Budget under revisions).

UK Research and Innovation, Economic and Social Research Council. "Pluriversal Literacies Hub: Relational sense-making for now and future worlds." Mia Perry (P.I.). Carmen Medina (Co-P.I.), Dianne Collier (Co-P.I.), Nancy Palacios (Co-P.I.), Jennifer Rowsell (Co-P.I.) et al. Proposal in progress.

Research

Initial Stages and Future Potential Funding

Spencer Foundation, Small Research Grant. "Literacies of the Water in Puerto Rico: An Arts Based Exploration of Local Knowledges." Carmen Liliana Medina (P.I.). Initial groundwork in progress for 2023 deadline.

Grants Awarded

Title VI National Resource Center grant from the U.S. Department of Education. Indiana University, School of Global and International Studies, Center for Caribbean and Latin American Studies.

"Understanding Local Struggles through Critical Latin American Literature for Children: Towards a Teachers' Induction Model for Critical Literacy in Puerto Rico," (2022) (\$60,000) (Second time renewal. With Dr. María del Rocío Costa)

Indiana University, School of Education, Proffitt Grant. "Literacies of the water: Towards a relevant pedagogy of local sustainability in Puerto Rico". Spring 2022 (\$19,000.00) (with Dr. Adam Maltese)

Racial Justice Research Fund, Indiana University, Office of the Vice-President for Research. "Crafting Anti-racist Spaces Through Latinx Picture Books for Young Readers: A Critical Analysis of Content, Representation and Agency," Spring 2021 (\$14,223.00)

Title VI National Resource Center grant from the U.S. Department of Education. Indiana University, School of Global and International Studies, Center for Caribbean and Latin American Studies.

"Understanding Local Struggles through Critical Latin American Literature for Children: Towards a Teachers' Induction Model for Critical Literacy in Puerto Rico," Fall 2018 (\$35,000)

Indiana University, Institute for Advance Studies, Collaborations Grant, "Beyond critical performance: Charting new territories for global imaginaries with post-embodiment theories and methodologies," (C. Medina, K. Wohlwend & M. Perry) Spring 2016 (\$8,441.00)

Indiana University, School of Education, Proffitt Summer Faculty Fellowship. "Youth Critical Literacies and Pedagogies of Public Spaces: Analyzing the pedagogies, critical discourses, texts and social action in youth public performances in Puerto Rico," Spring 2016 (\$10,000.00)

Indiana University, Institute for Advance Studies, Individual Research Award, "Inquiries into everyday literacies through mobile technology: Reimagining participation with Puerto Rican theatre activists," Spring 2014, (\$2,300.00)

Indiana University, Office of the Vice-Provost for Research, Creative Grant in Aid, "Inquiries into everyday literacies through mobile technology as path to successful literacy participation in Puerto Rico," October 2013, (\$2,500.00)

Indiana University Proffitt Grant, "Mapping Transcultural Literacies Through Inquiry Pedagogies," January, 2011. (\$19,000.00)

Indiana University Scholarship of Teaching and Learning Grant,
Office of the Vice-Provost for Undergraduate Education,
“Examining Pre-service teachers’ emerging understandings of
biliteracy pedagogies,” Carmen L. Medina (Co-P.I.) & Maria P.
Ghiso (Co-P.I.), Spring 2009, (\$2,500.00).

Research

Indiana University, School of Education, Proffitt Summer Faculty Fellowship, "Towards a sociocritical reading curriculum in Puerto Rican schools: Critical literacies through creative pedagogies," Summer, 2009, (\$10,000.00).

Indiana University, Office of the Vice-Provost for Research, Creative Grant in Aid, "Latino/a children perceptions and interpretations of transnational Spanish television: Towards a framework for curriculum design," April, 2009, (\$2,500.00).

University of British Columbia Hampton Research Fund Endowment "Meaning Making and In-between Spaces: Graphic novels and critical literacy among urban youth," with Gustave Weltsek & Margot Filipenko (Co PIs), May, 2006, (CA\$18,200.00).

Research Grant in Aid, Research Foundation National Council of Teachers of English, "Exploring critical literacies through drama as performative pedagogies," with Dr. María del Rocío Costa and Dr. Gustave J. Weltsek (Co PIs), October, 2005 (\$9,715.74).

University of British Columbia, Faculty of Education Mentorship Grant, "Literary Ideology and Discourses: Contemporary critical theories in the analysis of children and young adult literature," with Theresa Rogers and Elizabeth Marshall, 2005 (\$10,000.00).

University of British Columbia Humanities and Social Sciences Small Grant, "'Reading Process Drama': Signs and discourses in exploring drama in education practices as ideological spaces," May 2005, (\$2,600.00)

Indiana University School of Education Proffitt Summer Faculty Fellowship, "Supporting spaces for biliteracy development: English language learners readings and mediations of Latino/a children's literature," February, 2002, (\$10,000.00).

Indiana University Minority Faculty Development Grant, "Supporting spaces for biliteracy development: English language learners' cultural mediations of Latino/a children's literature," May 2002, (\$1,005.00)

Research Papers and Presentations

Invited Keynote Presentations

Flores, T., **Medina, C.L.**, Zapata, A. (2020, February). Storying Communities Through Children's Literature and Multimodalities. Keynote panel presented at the National Council of Teachers of English Assembly on Research Mid-Winter Conference, Nashville, TN.

Santos, de S. Bonaventura, **Medina, C.L.** & Walton, E. (2019, May). Decolonialities and Epistemologies of the Global South. Keynote presented at the University of Glasgow, School of Education, Glasgow, Scotland.

Medina, C.L. (2011, November). Latino media and critical literacy pedagogies: Ethnographies of globalization in colonial contexts. In, Multiple perspectives on globalization, literacy, and pedagogy. Keynote Panel conducted at the National Council of Teachers of English. Invited

session for the Standing Committee on Research, Chicago, IL.

Medina, C.L. (2007, February). Performative literacies: Towards a critical analysis of embodied practices. Keynote presented at the National Council of Teachers of English Assembly on Research Mid-Winter Conference, Nashville, TN.

Invited Presidential Sessions at Professional Organizations

Dillard, C. et al. (2020, April). Black Education and the African Diaspora: Enduring Challenges, Responses, and Global Imperatives in the Afterlives of the Transatlantic Slave Trade. Invited presidential session. American Educational Research Association. San Francisco, CA. (conference cancelled)

Dillard, C., King, J., Hurtado, A., Grande, S., Love, B., Ohito, E., Evans-Winters, V., **Medina, C.L.**, (2018, April). Living legacy, struggle and commitments in public education: Doing the work of critical women of color feminism. American Educational Research Association, New York, N.Y.

Medina, C.L. et al. (2014, April). Engaging culture, race, and spirituality: New visions. American Educational Research Association, Philadelphia, PA.

Presentations at Peer Reviewed Conferences

Wellington, D., **Medina, C.L.**, Sambolín, A. Torres, F. (accepted). Rememorying with picture books in the formation of new diasporic literary and anticolonial Caribbean knowledges. 2023 American Educational Research Association. (graduate students collaboration). Chicago, IL.

Martinez-Roldán, C., Taveres-Rivera, J., Medina, C.L., Costa M. del R., Soto, S., Géliga-Vargas, J. (accepted). Interrogating the Dismantling of Public Education in Puerto Rico: Testimonios as Acts of Resistance and Reimagining. 2023 American Educational Research Association. Chicago, IL.

Collier, D., Perry, M., **Medina, C.** et al. (December, 2022). What literacies count in an entangled and unequal world? Visual, situated, and sustainability literacy practices in diverse contexts. 2022 Literacy Research Association Annual Conference.

Sambolin, A., Torres, F., **Medina, C.** & Ortiz, R. (forthcoming). El Pasado Como Faro para el Futuro: Puerto Rican Scholars Using *Vicki and A Summer of Change!* for Community-Building and Restorying. National Council of Teachers of English Annual Meeting.

Medina, C. & Torres, F. (2021, February). *Cuentos Combativos*: Recovering, complicating and continuing stories in the aftermath of Hurricane María. UPENN Ethnography Forum. Online Conference.

Medina, C. & Weltsek, G. (2021, April). Improvisational Transmediations as Anticolonial Literacy Tactics and Activism. American Educational Research Association. Online Conference.

Medina, C., Torres, F., Batista, N. Cardona, J., Román, A. (2020, April). Activismo Cultural y Literario: A Decolonial Content Analysis of

Contemporary Puerto Rican Picture Books. American Educational Research Association. San Francisco: CA. (conference canceled)

Torres, F. & **Medina, C.** (2019, December). Cuentos del huracán: A racialization of bodies and decolonial analysis of Puerto Rican picture books about hurricane Maria. Literacy Research Association, Tampa, FL.

Medina, C.L. & Cardona, J. (2019, April). An Existence Before “This” Disaster: Mapping Trajectories of Improvisation as Decolonizing Pedagogies in Puerto Rico. In, Agency, Power and the Colonial Subject: Educational Experiences of Puerto Ricans Post-Hurricane María. American Educational Research Association, Toronto, Canada.

Martinez-Roldán, C., **Medina, C.L.**, Costa, M del R., Lopez de Mendez, A., Concepción, M. (2019, March). Trazando Trayectorias de Retos y Posibilidades en el Sistema Educativo de Puerto Rico: Pasado, Presente y Futuro. XV Puerto Rican Congress on Research in Education, San Juan, P.R.

Medina, C.L. Wohlwend, K. & Perry, M. (2018, November). Unsettling Imaginaries: Improvising Research Methods for Engaging Plurality, Globalization, and Literacies. Literacy Research Association, Palm Springs, CA.

Medina, C.L. & Costa, M. del R. (2018, November). Improvisation as resistance pedagogies: Critical literacy research in Puerto Rico and the (im)possibilities of playing with new social futures. Literacy Research Association, Palm Springs, CA.

Medina, C.L., Wohlwend, K., Anderson, K., Hogue, B., Im, J., Park, H., Ramirez, N., Bangert, S., Al Bulushi, Z., Scott, J. (2017, December). Constructing new cultural imaginaries through literacy pedagogies in contact zones: What does it mean to critically prepare literacy scholars in contemporary times? Literacy Research Association, Tampa, FL. (Graduate students' collaboration)

Medina, C.L. & Henze, A. (2016, November). Youth critical literacies and pedagogies of public spaces: Analyzing the critical discourses, texts, and social action in youth public performances in Puerto Rico. Literacy Research Association, Nashville, TN. (Graduate student collaboration)

Medina, C. (2015, November). Examining segregation, desegregation, and emancipation in Latino/a children's literature representations of schooling. In, “Separate is Never Equal”: Examining new and old forms of segregation in Latino/a children's literature. Literacy Research Association, San Diego, CA.

Research

Medina, C. (2015, April). Translocal and colonial landscapes: Mapping the relocation of telenovelas. In, Literacies across local, global and translocal imaginaries: Researching ways of knowing, agency and marginalization in converging worlds. American Educational Research Association, Chicago, IL.

Medina, C.L. & Coggin, L., Weltsek, J. (2015, April). Performance pedagogies in literacy methods: Emergence, embodiment, and critical practices. In, Toward Justice in Literacy Teacher Education: Critical literacies in elementary and secondary methods courses. American Educational Research Association, Chicago, IL.

Coggin, L., Peñalva, S. & **Medina, C.L.** (2015, April) Mapping cultural imaginaries in immigrant children dramatic engagements. In, An exploration of the dialogical possibilities for drama and performance for diverse learners. American Educational Research Association, Chicago, IL. (Graduate students' collaboration)

Medina, C.L. (2014, April). Spiritual occupations: Reflections on pedagogies and everyday stories of globalization. In, Reflections on engaging culture, race, and spirituality. American Educational Research Association, Philadelphia, PA.

Medina, C.L. & Wohlwend, K. (2014, April). Children's cultural imaginaries: Reimagining and relocalizing media through play and drama. In, Play, drama, and media making as cultural flows: Research innovation in children and youth's literacies. American Educational Research Association, Philadelphia, PA.

Peñalva, S. Coggin, L. & **Medina, C.L.** (2013, July). Examining transcultural spiritual literacies among Latino children through artifactual mediations. In, Cross-national and cross cultural perspectives on migration, religion, and education. Comparative Education World Congress, Buenos Aires, Argentina. (Graduate students' collaboration)

Medina, C.L. (2013, April). Finding my way through globalization: Research methods and literacy pedagogies with Puerto Rican children. In, New directions in qualitative literacy research: Interactive workshop and mentoring for early career scholars and graduate students.

Research

Professional development and training course sponsored by National Conference on Research in Language and Literacy. American Educational Research Association, San Francisco, CA.

Wohlwend, K. & **Medina, C.L.** (2013, November). Literacy, play and globalization: Converging imaginaries in children's critical and cultural performance. Round table conducted at the Literacy Research Association, Dallas, TX.

Medina, C.L. & Costa, M. del R. (2012, November). Implicating ourselves through literary and dramatic encounters class, youth & cultural texts In, Revisiting the politics of economic power. Symposium conducted at the National Council of Teachers of English, Las Vegas, Nevada.

Medina, C.L. Peñalva, S, Coggin, L. (2012, December). Locating Latino/a literature within larger textual ecologies: Pedagogies of transcultural memories, trajectories and emotions. In, Transcultural literature and pedagogies of place: Research and practice for 21st century students and their narratives. Symposium conducted at the Literacy Research Association, San Diego, CA. (Graduate students' collaboration)

Wohlwend, K. & **Medina, C.L.** (2012, December). Embodied composing in cultural imaginaries. In, New literacies revisited: Nuancing multimodality through art, play, synaesthesia, and kamishibai. Symposium conducted at the Literacy Research Association, San Diego, CA.

Medina, C.L. & Wohlwend, K. (2012, April). Identity, cultural production and pedagogy in media performances. Roundtable presented American Educational Research Association, Vancouver, CA.

Medina, C.L. & Brochin, C. (2011, December). Critical fictions of the global: Transnational narratives in Latino/a literature. In, Widening the circle of literature research: Narrative, transnational and critical sociocultural theory in the study of Latino/a children's and young adult literature. Symposium conducted at the meeting of the Literacy Research Association, Jacksonville, FL.

Weltsek, G. & **Medina, C.L.** (2011, December). Global Englishes and performance pedagogies exploring the new "lite" colonial power with Puerto Rican students. In, Global media, multinational markets and critical literacy pedagogies: Expanding engagement in new political terrains. Symposium conducted at the meeting of the Literacy Research Association, Jacksonville, FL.

Medina, C.L. (2011, November). Implicating ourselves through critical literary and performative pedagogies. Presentation conducted at the Center for Expansion of Language and Thinking Get Together. National Council of Teachers of English, Chicago, IL.

Research

Medina, C.L. (2010, November). Translocal and colonial landscapes: “Scripting” in critical literacy engagements. In, Emerging principles of research, teaching, and learning for translocal literacies and transcultural citizenship. Symposium conducted at the National Reading Conference, Fort Worth, TX.

Medina, C.L. (2010, November). Mapping multiple literacies in literary engagement. In, Mapping multiple literacies across transnational spaces. Symposium conducted at the National Reading Conference, Fort Worth, TX.

Medina, C.L., Costa, M. del R., Torres, V. & Soto, N. (2010, November). Collaborative voices exploring culturally and socially responsive literacies with Puerto Rican children. Symposium presented at the National Council of Teachers of English, Orlando, FL.

Medina, C.L., Twomey, S. & Perry, M. (2010, April). *Embodied praxis* in teacher education? In, Exploring challenges and possibilities within critical performative pedagogies. Symposium conducted at the American Educational Research Association, Boulder, CO. (Graduate students collaboration)

Medina, C.L. (2010, April). Interpretative discourses in television media as cultural texts: Storying in glocalized spaces. In, “Storying” across communities: Locating diverse repertoires of narrative and interpretation. Symposium conducted at the American Educational Research Association, Boulder, CO.

Medina, C.L., Costa, M. del R., Torres, V. & Soto, N. (2009, November). Learning with our students: Socio-critical literacies and popular culture with young children. Symposium presented at the National Council of Teachers of English, Philadelphia, PA.

Medina, C.L. & Costa, M. del R. (2009, April). From *lengua materna* to literacy practices: Inquiries into critical and culturally responsive pedagogies with/for pre-service teachers in Puerto Rico. In, Expansive pedagogies and practices: Building on students’ repertoires of literacy. Symposium presented at the American Educational Research Association, San Diego, CA.

Medina, C.L. & Weltsek, G. (2008, November). Multimodal approaches to Latino/a literature: Expanding the possibilities of critical engagements with texts. Workshop presented at the National Council of Teachers of English, San Antonio, TX.

Medina, C.L. (2008, February). Transnational social, cultural and popular imaginaries: Re-inscribing discourses in storytelling. Paper presented at the National Council of Teachers of English Assembly on Research, Bloomington, IN.

Research

Twomey, S. & **Medina, C.L.** (2007, April). Drama (Post) structures: Performing identities within and outside drama worlds. In, Aesthetic perspectives on curriculum. Symposium presented at the American Educational Research Association, Chicago, IL. (Graduate students collaboration)

Weltsek, G. & **Medina, C.L.** (2007, November). In Search of the glocal through process drama. In, Working with/in the local: New directions in literacy research for political action. Symposium presented at the National Council of Teachers of English, New York, N.Y.

Medina, C.L. & Martinez, C. (2006, April). Literature discussions in the borderlands: Cultural models, identity, and participation of Latino/a students. Paper presented at the American Educational Research Association, San Francisco, CA.

Medina, C.L. & Campano, G. (2006, April). Multilingual literacies in performance: Inventing images of culture, language and identity. In, Critical performative literacies: Understanding literacy and justice through dramatic modes of representation and imagination. Symposium presented at the American Educational Research Association, San Francisco, CA.

Medina, C.L. (2005, November). Witnessing our lives: Schooling and literacy representations in drama as literary response. In, In-between spaces in drama: Embodied witnessing in literary response. Symposium presented at the National Council of Teachers of English, Pittsburgh, PA.

Belliveau, G., **Medina, C.L.** & Weltsek, G. (2005, May). Reflective practices in drama teacher preparation: An ethnodramatic exploration. Performance inquiry presented at the Congress of the Humanities and Social Sciences, London, Ontario.

Medina, C.L. (2005, April). Latina politics of physical and ideological liberation: Adolescent girls in *Before we were free*. In, Gendered geographies: Mapping femininities in young adult literature. Symposium presented at the American Educational Research Association, Montreal, CA.

Medina, C.L. (2005, April). Coyotes, lloronas and diablos: Latino/a students' literary imagination, identity and popular culture. In, De-marginalization of Latino/a children's interpretations of literary texts. Symposium presented at the American Educational Research Association, Montreal, CA.

Edmiston, B., Enciso, P., **Medina, C.L.**, Weltsek, C. (2005, February). Drama and imagination in literacy education. Pre conference workshop at the National Council of Teachers of English Assembly on Research, Columbus, OH.

Research

Medina, C.L. & Weltsek, G. (2005, February). Body, discourse and ideology positions in process drama as critical literary interpretation. Paper presented at the National Council of Teachers of English Assembly on Research, Columbus, OH.

Medina, C.L., D'Ambrosio, B., Colwell, C., Murdoch, P., Hillian, E. (2004, November). Drama, literature and mathematics: Significant reflections from pre service teachers on children's thinking. Symposium presented at the National Council of Teachers of English, Indianapolis, IN. (Presentation with teacher candidates)

Medina C.L. (2004, April). Troubling literacies: Latino/a students' explorations of Latino/a critical fictions. In, Troubling literature for insight in troubling times. Symposium presented at the American Educational Research Association, San Francisco, CA.

Medina, C.L., & Weltsek, G. (2004, June). Drama as critical performative pedagogy: Ideology, culture & equity. Paper presented at the International Drama Education Association (IDEA), Ottawa.

Ociepka, A. & **Medina, C.L.** (2003, November). Preservice teachers become kidwatchers: Perceptions of literacy in elementary urban classrooms. Paper presented at the National Council of Teachers of English, San Francisco, CA.

Medina, C.L. (2003, April). Reconociendo mi voz: Towards an understanding and implications of a Latina feminist epistemology in literacy research. In, Researching across cultural borders: Qualitative research within local/global frameworks. Symposium presented at the American Educational Research Association, Chicago, IL.

Medina, C.L. (2003, July). Performing out multiple roles: Drama strategies to explore "la frontera." Paper presented at the International Drama in Education Research Institute, North Hampton, England.

Medina, C.L. (2002, November). Listening to text: Visual and textual representations of immigrants in Latino/a children's literature. In, Listening to the immigrant voice in texts, talk and family. Symposium presented at the National Reading Conference, Miami, FL.

Medina, C.L. (2002, November). Performing out multiple roles: Drama strategies to explore "la frontera". In, Multiple selves in multiple literacies: Using drama as inquiry into ourselves in the classroom. National Council on Teachers of English, Atlanta, GA.

Invited Conference Presentations

Medina, C.L., Diaz, A., Cardona, J., Hamburger, M., Peterson, A., (2018, January). After-effects of the Disaster: Puerto Rico and Mexico, four months later. Roundtable, Indiana University Center for Caribbean and Latin American Studies, Bloomington, IN.

Research

Medina, C.L. & Henze, A. (2016, May). Youth critical literacies and pedagogies of public spaces: Analyzing the critical discourses, texts, and social action in youth public performances in Puerto Rico (Poster Presentation). SOE Office of Research and Development, Bloomington, IN. (Graduate student collaboration)

Medina, C. (2011, March). Bridging gaps between academia and the community in Latino/a children's literacy. Keynote session conducted at the Purdue University-Hanna Community Center Partnership, Lafayette, IN.

Medina, C.L. & Twomey, S. (2006, June). Drama (Post) Structures: Performing identities within and outside drama worlds. Paper presented at the University of British Columbia, Faculty of Education, Research Day, Vancouver, B.C. (Graduate students collaboration)

Medina, C.L. (2006, March). Working the glo/cal through critical performative pedagogies: Tensions and possibilities in teacher preparation. Poster presentation presented at the Celebrate Research Day University British Columbia, Faculty of Education, Vancouver, B.C.

Medina, C.L. (2006, March). Embodied critical literacies: Analyzing performative practices in literary response. Workshop presented at the Graduate Students' Brown Bag Lunch. Language and Literacy Education, University of British Columbia, Vancouver, B.C.

Medina, C.L. & Weltsek, G. (2005, June). Analyzing performative pedagogies: The embodiment of stance, discourse and identity in drama as literary response. Paper presented at the University of British Columbia, Faculty of Education 5th Annual Research Day, Vancouver, B.C.

Medina, C.L. (2005, February). Border-crossing: Children, authors and illustrators representing contested space and identities. Sponsored by the OSU Latino/a Studies Program. The Ohio State University, Columbus, OH.

Medina, C.L. (2005, February). Discourse analysis: Gee's framework. Workshop presented at the Graduate Students Workshop Series on Discourse Analysis. Department of Language & Literacy Education. University of British Columbia, Vancouver, B.C.

Medina, C.L. (2004, April). Elementary students biliteracy development. Poster presentation presented at the Multicultural Research Symposium, Indiana University, Indianapolis, IN.

<p>Teaching</p>	<p>Teaching Awards & Nominations Indiana University, Trustees' Teaching Award, Department Nomination, Spring, 2017.</p> <p>Indiana University, Trustees' Teaching Award, Department Nomination, Spring, 2010.</p> <p>Public Teaching/Scholarship Initiatives Social Justice Read Aloud, Indiana University School of Education. Monthly read aloud and book discussion of a social justice picture book. Open to all university communities. In collaboration with the SOE Library. 2018-present.</p> <p>Social Justice Picture Book Gallery, Indiana University School of Education. Monthly book gallery of a selected social justice-oriented picture book in the SOE hallways. Open to all university communities. In collaboration with the SOE Library. 2021-present.</p> <p>Webinars Medina, C.L. Pietri-Burgos, S. (2020, July 24). Supporting Teachers in a Crisis: Teachers Well-Being and Self Care (A perspective from Puerto Rico). Hamilton Lugar School of Global and International Studies Indiana University. https://global.indiana.edu/global-learning/teacher-workshops/teaching%20in%20times%20of%20crisis.html</p> <p>Medina, C., McNeill, E. & Wellington, D. (2022, August 31). Supporting Immigrant and Refugee Students in Indiana: A Webinar Series for K-12 Educators. Wednesday, August 31. Hamilton Lugar School of Global and International Studies Indiana University. https://iu.zoom.us/j/82317799149</p> <p>Social Media Medina, C.L. & Costa, M del R. (2020, November, 30). Literatura infantil de contenido social. Pan de Libros. Facebook live: https://www.facebook.com/laGoyco/videos/pan-de-libros-con-lili-medina-y-rocio-costa/215560839981055/</p> <p>Medina, C. (author). (2010, February, 12). Carmen Medina Interview. <i>Voice of Literacy</i>. Podcast retrieved from http://voiceofliteracy.missouri.edu/index.php.</p> <p>Digital News Publications Medina, C.L. & Costa, M. del R. (2012). Lectura y escritura crítica en la escuela. Revista digital 80 grados. http://www.80grados.net</p> <p>Radio Interviews Medina, C.L. "30 años despues... Como el trabajo teatral informa nuestra realidad en el presente," 1, 2, 3, Probando. WRTU Radio Universidad de Puerto Rico, July, 2016.</p> <p>Medina, C.L. "Procesos creativos en la enseñanza." 1, 2, 3, Probando. WRTU Radio Universidad de Puerto Rico, June 2010.</p>
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Teaching

Teaching Publications

Costa, M. del R. & **Medina, C.L.** (2012). Sincronías entre lo académico, lo cotidiano y lo creativo. *Revista El Sol*, 53(3), 19-21. (Puerto Rico Teacher's Association Journal)

Medina, C.L. & Martínez-Roldán, C. (2011). Culturally relevant literature pedagogies: Latino student reading in the borderlands. In J. Naidoo (Ed.) *Celebrating cuentos: Promoting Latino children's literature and literacy in classrooms and libraries* (pp. 259-272). Santa Barbara, CA: ABC-CLIO (Libraries Unlimited).

Medina, C.L. & Rodríguez, N. (2008). Aproximaciones a la cultura del espectáculo: Leyendo, escribiendo y creando textos e imágenes sobre los medios televisivos (Approaches to the spectacle culture: Reading, writing and creating images and texts about television media.) *Revista El Sol*, 7-9.

Medina, C.L. et al. (2008). Suggestions for further reading: In support of teaching...In support of learning...*Language Arts*, 85(5), 401-404.

Media Publications

Medina, C.L. & Otero, T. (2009). Leer es más que el orden de sucesos: Estrategias literarias para la comprensión crítica. DVD. San Juan, P.R.: Micaela Production.

Teaching Presentations and Professional Development Workshops

Selene, C., Marquéz R.L. Cardona, J., **Medina, C.L.** Weltsek, G. & Mayer-García, E. (October, 2020). An introduction to Theatre of the Oppressed workshop. Theatre Department & Curriculum and Instruction, Indiana University, Bloomington.

Medina, C.L., Cordova, R. & Rogers, R. (2015, September). Imaginamos, improvisamos & transformamos: Imagining, improvising and transforming. College of Education, University of Missouri, St. Louis.

Medina, C.L. (2014, July). Literacy, performance inquiry and globalization. Mount Saint Vincent University Literacy Summer Institute. Ontario, CA.

Medina, C.L. (2012, July). "Storying" within new social imaginaries: Tracing histories and re-inscribing new politics through literature, artifacts and drama practices. Mount Saint Vincent University Literacy Summer Institute. Ontario, CA.

Medina, C.L. (2009, February). Examining the role of biliteracy in elementary pre-service teacher preparation. Workshop presented at the Indiana University Elementary Literacy Instructors. Department of Literacy, Culture and Language Education, Indiana University. Bloomington, IN.

Teaching

Medina, C.L. (2007, July). Latino/a literature, identity and politics. Guest speaker at the course, Using Children's Literature to Explore Latin American/Latino Cultural Heritage. Sponsored by the Consortium of Latin American Studies Programs. University of Wisconsin, Milwaukee.

Medina, C.L. (2006, July). Latino/a literature, identity and politics. Guest speaker at the course, Using Children's Literature to Explore Latin American/Latino Cultural Heritage. Sponsored by the Consortium of Latin American Studies Programs. University of Wisconsin, Milwaukee.

Medina, C.L. (2007, spring). Latina feminist literature. Guest Speaker at the Advance Seminar on Literature. University of Puerto Rico. Cayey, P.R.

Medina, C.L. (2004, fall). Supporting spaces for biliteracy development. Workshop presented at the Elementary Studies Students' Advisory Council. IUPUI. Indianapolis, IN.

Professional Experiences

Escuela María Bas de Vázquez, Teacher Literacy Inquiry Development and Implementation, 2nd and 3rd grade with Maria del Rocío Costa, 2008-2011, Bayamón, P.R.

Colegio Calados, Literacy Curriculum Framework Development, 2006-2008 Bayamón, P.R. (pro-bono).

Indiana Ameri-Corps America Reads, Biliteracy Training, 2003-2004, Indiana University, Indianapolis.

Harris Stowe College International Program, Week long literacy workshop with in-service teachers from the Dominican Republic, June 2002, St. Louis, MO.

Casa Montessori del Niño, first grade teacher, 1995-1996, San Juan, P.R.

University Teaching at Indiana University, Bloomington

Doctoral Courses

Issues on Literacy, Culture and Language Education: LCLE Core Seminar L600

Theoretical Issues in the Study of Language and Literacies: LCLE Core Seminar L601

Ethnographic Methods for Early Inquiry: LCLE Core Methodology Course L599

Perspectives on Critical Literacy: LCLE Seminar L630 (taught & designed)

Decolonizing Literacy? Knowing, Actionings & Methodologies: LCLE Seminar L750 (taught & designed)

Constructing Critical Performative Classrooms: Drama, Equity and Learning: LCLE Seminar L750 (taught & designed)

Literacy, Difference and the Imagination: LCLE Seminar L750 (taught & designed)

Multiple Literacies, Biliteracy & Culture: LCLE Seminar L750 (taught & designed)

Teaching

Doctoral Students Mentoring

Doctoral Dissertations Directed and Chaired

- Amy Walker. (2022). *Youth Protest Literacies: Examining the Multiliteracies of Transnational Latinx and White Students in the New Latino Diaspora*. Indiana University, Bloomington.
- Pengtong Qu. (2022). *Resources, Knowledge, and Agency in early Biliteracy Practices: A Case Study of a Chinese-English Bilingual Family*. Indiana University, Bloomington.
- Jae-hyun Im. (2022). *Discursive Construction of Filipina English Teachers' Identities in Korea*. Indiana University, Bloomington.
- Leslie Smith (2020). *Second-Language Communities of Practice: Investing in Participation and Gaining Legitimacy and Competency*. Indiana University, Bloomington.
- Amanda Deliman. (2019). *Negotiating Diverse Perspectives: Early Elementary Students Cultivate Empathy Through Children's Literature and Dramatic Inquiry*. Indiana University, Bloomington.
- Stacy Peñalva. (2018). *Voices from the gallery: Exploring the translingual, transcultural, and transnational navigations of Latino immigrant families in the United States*. Indiana University, Bloomington.
- Christina Ivanova. (2018). *A Narrative inquiry for understanding women's experiences with being silenced and their resistance/talking back and resilience*. Indiana University, Bloomington. (Mary Beth Hines co-chair)
- Linda Coggin. (2014). *Creating discourses of possibility: Storying between real and imagined to negotiate rural lives in two elementary classrooms*. Indiana University, Bloomington.
- Mia Perry. (2010). *Theatre as a place of learning: The forces and affects of devised theatre processes in education*. University of British Columbia.

Doctoral Students' Honors

- Linda Coggin, School of Education, Indiana University, Maris M. and Mary Higgins Proffitt Outstanding Dissertation award, Literacy, Culture and Language Education, Department Nomination, 2016.
- Mia Perry, Canadian Association of Curriculum Studies, Canadian Society for the Study of Education, Dissertation Award, May, 2011.

Doctoral Committees, Indiana University

PhD Students Program Director & Dissertation Chair

Dianne Wellington, LCLE	in progress
Nadia Alqahtani, LCLE	in progress
Kristin Anderson, LCLE	in progress
Elizabeth Stelle, LCLE	in progress

Ed. D. Students Program Director & Dissertation Chair

Ishwarya Iyer, LCLE	in progress
Claudia Rae, LCLE	in progress

Marta Adan , LCLE	in progress
Afrah Albabtain, LCLE	in progress
Pauline Slaoli, LCLE	in progress

Ed.D. Students Interim Advisory Committee Chair

Brandon Locke, LCLE
 Jay Wesley Ingram, LCLE
 Kelsy Muenks, LCLE
 Aura Carrillo, LCLE
 Emily Cassano, LCLE
 Jessica Maley, LCLE
 Lisa Kader, LCLE
 Daniel Edwards, LCLE
 Shannon Athey, LCLE
 James Fetterman, LCLE

Membership in Doctoral Advisory Committees

Kerry Armbruster (EdD), IU LCLE	in progress
Breanya Hogue, LCLE	in progress
Logan McIntosh, (EdD), LCLE	in progress
Javier Cardona, (EdD), C&I	in progress
Sara Bangert, IUPUI, LCLE	in progress

Membership in Doctoral Dissertation Committees

Brandon Locke (EdD), LCLE	in progress
Aura Carrillo (EdD), LCLE	in progress
Emily Cassano (EdD), LCLE	in progress
Jessica Maley (EdD), LCLE	in progress
Lisa Kader (EdD), LCLE	in progress
Daniel Edwards (EdD), LCLE	in progress
Shannon Athey (EdD), LCLE	in progress
Jason Gold, (EdD), LCLE	in progress
James Fetterman (EdD), LCLE	in progress
Logan McIntosh (EdD), LCLE	in progress
Maria Lisak (EdD), LCLE	in progress
Ryan Burns (EdD), LCLE	in progress
Casey Pennington, LCLE	in progress
Natalia Ramirez, LCLE	in progress
Arnell Hammond, LCLE	in progress
Hyejeong Park, LCLE	in progress
Naime Elcan, C&I	in progress
Zawan Al Bulushi, LCLE	2021
Alexandra Fields (EdD), LCLE	2020
Adam Henze, LCLE	2020
Sary Silvhiany, LCLE	2019
Michael Kersulov, LCLE	2018
Alex Panos, LCLE	2018
Adam Henze, LCLE	2017
Yin Sin Chen, LCLE	2017
Tolga Kargin, LCLE	2016
Beth Buchholz , LCLE	2015
Michelle Greene, LCLE	2014
Erin Moira Lemrow, LCLE	2014
Hye-Kyung Kim, LCLE	2012
Sarah Vander Zanden, LCLE	2010
Seonmin Huh, LCLE	2010

Doctoral Committees, Other Research Universities

Nathaly Batista-Morales, U. of Texas, Austin 2021
Sandra Davila, University of Illinois, Urbana 2013

Service**Service Activities****National & International Service****International Leadership Committees**

- Executive Board Nomination Committee, Literacy Research Association, 2020-2021
- Elected Director, Board of Directors, Literacy Research Association, 2015-2018.
- Elected Secretary, Division G: Social Context of Education, American Educational Research Association, April 2013-2016.
- Co-Chair, Literature Special Interest Group, American Educational Research Association, 2013
- Advisory Board, Early Childhood Education Assembly, National Council of Teachers of English, 2011 to 2013.
- Chair, Outstanding Educator Award Selection Committee, Early Childhood Education Assembly, National Council of Teachers of English, 2011 to 2013.
- Chair, Planning Committee, Early Childhood Education Assembly, National Council of Teachers of English, 2011 to 2013.
- Chair, Affirmative Action Committee, Executive Committee NCTE Early Childhood Assembly, National Council of Teachers of English 2008 to 2010.
- Chair Américas Award Selection Committee, Consortium for Latin American and Caribbean Studies, University of Wisconsin (Award presented to exemplary Latino/a children's literature in the United States.), 2004 to 2005, Member 2002-2004
- Member, Commission on Reading, National Council of Teachers of English, 2001 to 2003

Program Chair at Conferences

- Program Chair, Literature SIG, American Educational Research Association, 2012 & 2013
- Program Chair, Literature SIG, American Educational Research Association, 2010
- Area 7 Co-Chair: Social, Cultural, and Political Issues and Practices in Literacy, National Reading Conference 2004 to 2005

Service

Lead Editor, Journal Editorial Boards and Guest Reviewer

- Lead co-editor, Routledge: *Expanding Literacies in Education*, with Jennifer Rowsell & Kate Pahl, 2020 to present.
- Editorial Board, *Research in the Teaching of English*, 2018 to present.
- Editorial Board, *Theory into Practice*, 2016 to 2019
- Editorial Review Board, *Language Arts*, 2015 to 2018
- Editorial Board, *English Teaching Practice and Critique*, 2015 to present
- Inaugural Editorial Board, *AERA Open*, 2014 to present
- Guest Reviewer, *American Educational Research Journal*, 2016
- Guest Reviewer, *Qualitative Studies in Education*, 2014
- Guest Reviewer, *Contemporary Issues in Early Childhood Education*, 2014
- Guest Reviewer *e-Journal of Applied Psychology*, Special issue: “Embodied Cognition: An Applied Perspective”, 2014
- Book prospectus reviewer, Routledge 2013
- Reviewer, *Journal of Literacy Research*, 2013 to present
- Guest Reviewer, *Journal of Bilingual Research*, 2013
- Guest Reviewer, *Journal of Language, Identity and Education*
- Book prospectus reviewer, Teachers College Press, 2012-13
- Guest Reviewer, *Research on the Teaching of English*, 2011-2012
- Guest Reviewer, *Diaspora, Indigenous and Minority Education*, 2011
- Guest Reviewer, *Contemporary Issues in Early Childhood*, 2011
- Editorial Review Board, *Journal of Children’s Literature*, 2010 to 2013.
- Editorial Review Board, *Encyclopedia of Applied Linguistics*, 2010
- Editorial Review Board, *Handbook of Research on Children’s and Young Adult Literature*, 2009
- Editorial Review Board, *National Reading Conference Yearbook*, 2010
- Editorial Review Board, *Language Arts*, 2002 to 2006
- Guest Reviewer, *Reading Research Quarterly*, 2008 to present
- Guest Reviewer, *Language Arts*, 2007
- Guest Reviewer, *Alberta Journal of Educational Research*, 2004

Conferences Proposal Reviewer

- Proposal Reviewer, Literacy Research Association, 2014
- Proposal Reviewer, National Council for Teachers of English, 2013
- Proposal Reviewer, American Educational Research Association, Literature Interest Group, 2012
- Proposal Reviewer, American Educational Research Association, Literature Interest Group, 2010-2011
- Proposal Reviewer, American Educational Research Association, Literature Interest Group, 2004
- Proposal reviewer, Division C, Literacy and Language Arts, American Educational Research Association, 2003
- Proposals reviewer, Division C, Literacy and Language Arts, American Educational Research Association, 200

Service

Service Activities--State and Local

- Fundación Flamboyán, Puerto Rico – Outside reviewer: Estudio Escuelas Exitosas (Research study on successful schools), 2009
- Indiana University-Hispanic Center Partnership Committee, 2003 to 2004

Service Activities—Indiana University

University Service

- Admissions Committee, Center for Latin American and Caribbean Studies. Indiana University, 2019-2020
- Mentor, Cesar Chavez Undergraduate Research Initiative, Latinx Studies, Spring 2019.
- Member, IU School of Education Dean's Search Committee, Office of the Provost, Indiana University, 2015
- Mentor, Doctoral Students Mentoring Program, The IU Graduate Mentoring Center, 2015 to present
- Mentor, Women Faculty Writing Group, School of Education and College of Arts and Science, Indiana University, Fall 2013 to 2015
- Review Committee, Grant in Aid, Office of the Vice Provost for Research, Indiana University, 2012 & 2013
- Review Committee, Fulbright Student Fellowship, Office of the Vice President for International Affairs, Indiana University, 2012 & 2013
- Review Committee, Foreign Language and Area Studies Fellowship, Center for Latin American Studies, Indiana University, 2012
- Grant Reviewer, Scholarship of Teaching and Learning Grant, Office of the Vice Provost for Undergraduate Education, Indiana University, 2010

IU School of Education Service

- Member, Policy Council, IU School of Education, 2020-2022
- Member, Agenda Committee, Policy Council, IU School of Education, 2021-2022
- Member, Search Committee, Learning Sciences, IU School of Education 2021-2022
- Member, Research & Development Committee, 2019 to 2020
- Member, Policy Council, IU School of Education, 2016 to 2018
- Member, Agenda Committee, Policy Council, IU School of Education, 2016 to 2017.
- Chair, Policy Council, IU School of Education, 2017 (one semester)
- Member, Undergraduate Scholarship Committee, IU School of Education, 2009 to 2018
- Member, International Week Planning Committee, Dean's Office, School of Education, 2013
- Alternate member, Policy Council, School of Education, 2010 to 2011 present (active representative on monthly meetings during Fall 2010)

Service

- Member, Associate Dean for Teacher Education Search Committee, Dean's Office, School of Education 2012
- Chair, Undergraduate Scholarship Committee, Office of Teacher Education, School of Education 2010-2012
- Member, Elementary Council, School of Education, 2008 to 2010

Department Level Service

- Member, P & T Third Year Review Committee, 2021-2022
- Member, Admissions Committee, LCLE Program, 2021-present
- Member, Online EdD committee, 2015-present
- Co-Chair, Elementary Literacy Program, Department of Literacy, Culture and Language Education, 2010 to present
- Co-chair, Elementary Literacy search committee, 2017-2018
- Program co-coordinator, Elementary Literacy Program 2016-present
- Chair, P & T Third Year Review Committee, 2016
- Mentor/Co-coordinator, LCLE Graduate Students Brown Bag Series, 2015-2016
- Facilitator, "Navigating the PhD Program of Studies", Graduate Students Orientation, Department of Literacy, Culture and Language Education, 2015
- Facilitator, "Navigating the MA Program of Studies", Graduate Students Orientation, Department of Literacy, Culture and Language Education, 2014
- Chair, Doctoral Studies Committee, Department of Literacy, Culture and Language Education, 2013
- Member, Children's Literature Certificate Development, Department of Literacy, Culture and Language Education, 2013
- Chair, Elementary Literacy Clinical Faculty Search Committee, 2012-2013
- Scheduling Co-Coordinator, Elementary Literacy Program, Department of Literacy, Culture and Language Education, Summer 2010 to 2013
- Member, Faculty Annual Review Committee, Department of Literacy, Culture and Language Education, 2013
- Chair, Scholarship Committee, Department of Literacy, Culture and Language Education, 2009-2012
- Chair, Elementary Literacy Visiting Faculty Search Committee, 2011
- Elementary Literacy Instructors' Professional Development Co-coordinator – Coordinate monthly meetings for instructors in the elementary literacy methods courses including professional development workshops. Elementary Literacy Program, Department of Literacy, Culture and Language Education, 2009-2010
- Chair, Curriculum Committee, Department of Literacy, Culture and Language Education, 2008 to 2009
- Member, Dissertation Award, Department of Literacy, Culture and Language Education, IU School of Education, 2008

- Member, Elementary Literacy Education Faculty Committee, Department of Literacy, Culture and Language Education, 2008 to present
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