

## 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

- **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 (field research work based in Puerto Rico)

- **B.A. University of Puerto Rico – Cayey, 1991**  
**Humanities**

#### Areas of Research Interest:

Literacy/biliteracy as social and critical practices. Decolonial literacies in Puerto Rico. Literacy and the imagination. Latinx immigrant children literacies, multiliteracies and multilingual inquiry pedagogies. Latinx children's literature.

### Professional Experience

<b>Associate Professor</b> <b>Literacy, Culture and Language Education</b> <b>Indiana University, Bloomington</b>	2012-present
<b>Assistant Professor</b> <b>Literacy, Culture and Language Education</b> <b>Indiana University, Bloomington</b>	2008-2012

**Other Affiliations**

Center for Latin American and Caribbean Studies, Indiana University

Latinx Studies Program, Indiana University

**Assistant Professor** 2004-2008  
**Language and Literacy Education**  
**University of British Columbia, Vancouver**

**Assistant Professor** 2002-2004  
**Language Education**  
**Indiana University, Indianapolis**

**Special assistant** 2001-2002  
**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.

**Awards & Honors**

**Honors**

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.

Chair, Policy Council, School of Education, Indiana University Bloomington, spring 2017.

Member, Policy Council, School of Education, 2016-2018

Award for Excellence in Mentoring, School of Education, Indiana University Bloomington, Nomination, 2016.

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.

**Awards &  
Honors**

**Research Awards**

- AATE Research Award* 2013  
Winner (w/ Gustave Weltsek)  
American Alliance for Theatre in Education
- 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.
- AATE Research Award* 2007  
Semi-finalist (w/ Gustave Weltsek & Sarah Twomey)  
American Alliance for Theatre in Education
- 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.
- Virginia Hamilton Essay Award* 2005  
Sponsored by the Virginia Hamilton Conference on Multicultural Literature.
- 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(l)ds: Explorations of Latina/o realistic fiction through drama. *Language Arts*, 81(4), 272-282.

**Research**

**Research Publications**

**Under Review or In-Progress**

**Books In-progress**

- Medina, C.L., Perry, M. & Wohlwend, K. (under contract).  
*Playful Methods: Difference, Imaginaries, and the Unexpected in Literacy Research*. New York, N.Y.: Taylor & Francis.  
(Expanding Literacies in Education Series)
- Platón, L. & Medina, C.L. (in progress). Testimonios, encuentros e historias: La experiencia de aprender a través del teatro en la educación en Puerto Rico.

## Research

### Published Books

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

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

### Articles and Chapters Under Review, Published or In Press

Medina, C. L. (in progress). (Re)memberings: *(Re)conoc(er)* in improvisation as *decolonial literacy tactics* in Puerto Rico.

Torres, F. & Medina, C.L. (under review). Cuentos Combativos: Decolonialities in Puerto Rican books about Maria. *Journal of Literacy Research*.

Medina, C.L., Perry, M. Lee, B., & Deliman, A. (under review). Reading Relationally with Drama: Deepening the Connections among Text, Readers, and Experiences. *Journal of Language and Literacy Education*.

Medina, C.L. (under review). *Barruntos*: Youth improvisational work as *decolonial literacy tactics* in Puerto Rico. *Research in the Teaching of English*.

Medina, C., 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)

Reprinted in: D. Volk, L. Brooker, P. Oberhuemer, R. Parker-Rees. (Eds.). (2018). *Early childhood education in the United States*. N.Y., New York: Routledge.

Perry, M. & Medina, C. (2017). Performance and Dramatic Experiences. In K. Peppler (Ed.), *SAGE Encyclopedia of Out of School Learning* (pp. 584-587). Thousand Oaks, CA: Sage.

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

Wohlwend, K. & Medina, C. L. (2017). *Monster High*:

## Research

Converging Imaginaries of Girlhood in Tweens' Digital Doll Play. In R. Naqvi and J. Rowsell (Eds.), *Literacy in Transcultural and Cosmopolitan Times*. New York, N.Y.: Routledge.

- 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*. New York, NY: Routledge.
- 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)*. N.Y., New York: 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)*. N.Y., New York: Routledge Research Series.
- 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)*. New York: Routledge. (graduate student co-author)
- 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-author)
- 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)*. New York: Routledge.

## Research

- 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). New York: 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). New York: Routledge.
- 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. (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*. New York: Peter Lang Publishing.
- Medina, C. & 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. (2012). Media as nexus of pedagogies: Remaking identities in *What not to wear. Discourse: Studies in the Cultural Politics of Education*, 33(4), 545-560.
- Medina, C., 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* (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. University of Puerto Rico.
- Perry, M. & Medina, C. (2011). Embodiment and performance in pedagogy research: Investigating the possibility of the body in curriculum experience. *Journal of Curriculum Theorizing*, 27(3), 62-75.

## Research

- Medina, C. (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. & Costa, M del R. (2010). Collaborative voices exploring culturally and socially responsive pedagogy in teacher preparation. *Language Arts*, 87(4), 263-276.
- Medina, C., 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., Twomey, S. & Weltsek, G. (2007). Critical literacies and glo/cal citizenry: Constructing reflective spaces using drama/theatre. *Youth Theatre Journal*, 21, 113-128.
- Weltsek, G. & Medina, C. (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). New York, N.Y.: Peter Lang Publishers.
- Medina, C. (2007). Latino/a children's literature: Critical perspectives. In L. Diaz Soto (Ed.), *The Latino encyclopedia of language and Culture* (pp. 80-87). Westport, CT: Praeger Publishers.
- Medina, C. (2006). Critical performative literacies: Intersections among identities, social imaginations and discourses. *National Reading Conference Yearbook*, 55, 182-194.
- Medina, C. (2006). Interpreting Latino/a children's literature as critical fictions. *ALAN Review*, 33(2), 71-77.
- Medina, C. & Campano, G. (2006). Performing identities through drama and teatro practices in multilingual classrooms. *Language Arts*, 83(4), 332-341.
- Medina, C. (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). Mahwah, New Jersey: Lawrence Erlbaum.

## Research

- Medina, C. (2005). Discourse and ideology in writing in role: Critical discourse analysis as tool for interpretation. *Youth Theatre Journal*, 19, 102-114.
- Medina, C., Bradburry, K. & Pearson, S. (2005). Los poetas. Lourdes Diaz Soto and Beth Blue Swadener (eds.) *Power & voice in research with children* (pp. 203-214). New York: N.Y.: Peter Lang Publishers.
- Medina, C. (2004). The construction of drama worlds as literary interpretation of Latina feminist literature. *Research in Drama Education*, 9(2), 145-160.
- Medina, C. (2004). Drama wor(l)ds: Explorations of Latina/o realistic fiction through drama. *Language Arts*, 81(4), 272-282. (Winner of the Virginia Hamilton Award)
- Medina, C. (2003). Puerto Rican subjective locations: Definitions and perceptions of literacy. *Journal of Hispanic Higher Education*, 2, 1-12.
- Medina, C. & 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. (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. (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.

## Research Grants

U.S. Department of Education Title VI: 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)

Spencer Foundation, Small Research Grant, *Literature Discussions as Expansive Literacy Learning for Puerto Rican Youth: A Collaborative Study in Pre-K-12<sup>th</sup> Grade Classrooms*. (C.

**Research**

Martinez-Roldán, P.I., C. Medina. Co-PI). (\$50,000.00) Not awarded

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, Office of the Vice President for Research, Grand Challenges Research Program, “Human well being: Cultivating connectivity across global-local spaces”, Fall 2015 (Not Awarded)

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)

U.S. Fulbright Scholar Program, “Inquiries into everyday literacies through mobile technology as path to successful literacy participation”, August, 2013. (Not awarded)

National Education Association Foundation Grant (NEA), Everyday literacies and mobile technology as path to successful literacy participation in schools, (not awarded)

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

**Research**

(Co-P.I.), Spring 2009, (\$2,500.00).

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

### Research Papers and Presentations

Medina, C., Torres, F., Batista, N. Román, A. (under review). Activismo Cultural y Literario: A Decolonial Content Analysis of Contemporary Puerto Rican Picture Books. Proposal submitted to the American Educational Research Association.

Torres, F. & Medina, C. (forthcoming December, 2019). 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. (April, 2019). 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. (March, 2019). 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. (November, 2018). Unsettling Imaginaries: Improvising Research Methods for Engaging Plurality, Globalization, and Literacies. Literacy Research Association, Palm Springs, CA.

Medina, C. & Costa, M. del R. (November, 2018). 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.

Dillard, C., King, J., Hurtado, A., Grande, S., Love, B., Ohito, E., Evans-Winters, V., Medina, C., (April, 2018). 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., Diaz, A., Cardona, J., Hamburger, M., Peterson, A., (January, 2018). 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., Wohlwend, K., Anderson, K., Hogue, B., Im, J., Park, H., Ramirez, N., Bangert, S., Al Bulushi, Z., Scott, J. (December, 2017). 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. & Henze, A. (November, 2016) 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. & Henze, A. (May, 2016). 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. (2015). 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.

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. & 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. (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. et al. (2014, April). Engaging culture, race, and spirituality: New visions. American Educational Research Association,

## Research

Philadelphia, PA. (Presidential Panel)

Medina, C. (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. & 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. (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. (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. 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. (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. & 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. 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 21<sup>st</sup> century students and their narratives. Symposium conducted at the Literacy Research Association, San Diego, CA. (Graduate students collaboration)

## Research

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

Medina, C. & 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. (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. (2011, November). Latino media and critical literacy pedagogies: Ethnographies of globalization in colonial contexts. In, *Multiple perspectives on globalization, literacy, and pedagogy*. Symposium conducted at the National Council of Teachers of English. Invited session for the Standing Committee on Research, Chicago, IL.

Medina, C. (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.

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. (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.

## Research

Medina, C. (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., 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., 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. (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., 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. & 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. & 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. (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.

Medina, C. (2007, February) Performative literacies: Towards a

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critical analysis of embodied practices. Keynote presented at the National Council of Teachers of English Assembly on Research Mid-Winter Conference, Nashville, TN.

Twomey, S. & Medina, C. (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. (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. & 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. & 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. & 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. (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. (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. (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*.

## Research

Symposium presented at the National Council of Teachers of English, Pittsburgh, PA.

Medina, C. (2005, November). Re-searching critical literacies through the arts: Social imaginations, identities and languages. In, Scholars working within and across paradigms in biliteracy and bilingual education. Program chair invited symposium at the National Reading Conference, Miami, FL.

Medina, C. & 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.

Belliveau, G., Medina, C. & 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. (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. (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.

Medina, C. (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.

Edmiston, B., Enciso, P., Medina, C., 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.

Medina, C. & 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.

## Research

Medina, C. (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., 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.

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

Medina, C., & 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. (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. (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. (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. (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. (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.

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**Teaching****Teaching Awards**

Indiana University, Trustees' Teaching Award, Department  
Nomination, Spring, 2017.

Indiana University, Trustees' Teaching Award, Department  
Nomination, Spring, 2010.

**Teaching Publications**

Costa, M. del R. & Medina, C. (2012). Sincronías entre lo académico,  
lo cotidiano y lo creativo. *Revista El Sol*, 3, 19-21.

Medina, C. & 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. (author). (2010, February, 12). Carmen Medina  
Interview. *Voice of Literacy*. Podcast retrieved from  
<http://voiceofliteracy.missouri.edu/index.php>.

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

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

**Teaching Presentations and Professional Development Workshops**

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

## Teaching

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

\*\*Medina, C. (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. (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.

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

Medina, C. (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, 2<sup>nd</sup> and 3<sup>rd</sup> 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.

## Teaching

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.

### Mentoring Graduate Students

#### Doctoral Dissertations Chaired

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.

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.

**Teaching**

**Mentoring Graduate Students**

**Doctoral Dissertations Chaired**

Afrah Albabtain, Indiana University, LCLE	in progress
Jae-hyun Im	in progress

**Doctoral Students Program Director**

Adam Henze, Indiana University, LCLE	2017
Kristin Anderson, Indiana University, LCLE	in progress
Amy Walker, Indiana University, LCLE	in progress
Pengtong Qu, Indiana University, LCLE	in progress
Nadia Alqahtani Indiana University, LCLE	in progress

**Ed. D. Students Program Director**

Brandon Locke, Indiana University, LCLE	in progress
Leslie Smith, Indiana University, LCLE	in progress
Jay Wesley Ingram, Indiana University, LCLE	in progress
Emily Cassano Indiana University, LCLE	in progress
Kristi Hopkins Indiana University, LCLE	in progress
Kelsy Muenks Indiana University, LCLE	in progress
Jessica Maley Indiana University, LCLE	in progress

**Doctoral Advisory Committees**

Natalia Ramirez, Indiana University, LCLE	in progress
Arnell Hammond, Indiana University, LCLE	in progress
Sara Bangert, IUPUI, LCLE	in progress
Zawan Al Bulishi, Indiana University, LCLE	in progress
Breanya Hogue, Indiana University, LCLE	in progress

**Membership in Doctoral Dissertation Committees**

Hyejeong Park, Indiana University, LCLE	in progress
Naime Elcan, Indiana University, C&I	in progress
Sary Silvhiany, Indiana University, LCLE	2019
Michael Kersulov, Indiana University, LCLE	2018
Alex Panos, Indiana University, LCLE	2018
Yin Sin Chen, Indiana University, LCLE	2017
Tolga Kargin, Indiana University, LCLE	2016
Beth Buchholz , Indiana University, LCLE	2015
Michelle Greene, Indiana University, LCLE	2014
Erin Moira Lemrow, Indiana University, LCLE	2014
Sandra Davila, University of Illinois, Urbana	2013
Hye-Kyung Kim, Indiana University, LCLE	2012
Sarah Vander Zanden, Indiana University, LCLE	2010
Seonmin Huh, Indiana University, LCLE	2010

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**Service**

**Service Awards**

Latino Faculty And Staff Council, 2018 Group Initiative Award,  
De Pueblo a Pueblo: Supporting Puerto Rico, Mexico and the  
Virgin Islands in the aftermath of natural disasters. Indiana  
University, Bloomington, IN.

**Service Publications**

Medina, C. & Costa, M. del R. (2012). Lectura y escritura  
crítica en la escuela. Revista digital 80 grados.  
<http://www.80grados.net>

**Radio Interviews**

Medina, C. “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.

Medina, C. “Procesos creativos en la enseñanza.” 1, 2, 3, Probando.  
WRTU Radio Universidad de Puerto Rico, June 2010.

**Service Activities**

**National**

**National Committees**

- Elected Member, Literacy Research Association, Board of  
Directors, November, 2015-2018.
- Division G: Social Context of Education, Secretary, American  
Educational Research Association, April 2013-2016.
- Co-Chair, Literature Special Interest Group, American  
Educational Research Association, 2013
- Member, Early Childhood Education Assembly Advisory  
Board, National Council of Teachers of English, November  
2011 to 2013.
- Chair, Outstanding Educator Award, Early Childhood  
Education Assembly, National Council of Teachers of English,  
December 2011 to 2013.
- Chair, Get Together Planning Committee, Early Childhood  
Education Assembly, National Council of Teachers of English,  
December 2011 to 2013.
- Nomination, Literacy Research Association, Board of Directors,  
January 2011.

## Service

- Chair, Affirmative Action Committee, Executive Committee NCTE Early Childhood Assembly, National Council of Teachers of English 2008 to 2010.
- Member, 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.), 2002 to 2005
  - Fall 2004 to 2005 – Américas Award Committee Chair
- Member, Commission on Reading, National Council of Teachers of English, 2001 to 2003

### **Program Chair at National 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

### **Journal Editorial Boards and Guest Reviewer**

- Editorial Board, *Theory into Practice*, 2016 to present
- 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

## Service

- 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
- National Conferences Proposal Reviewer**
- Proposal Reviewer, Literacy Research Association, 2014
  - Proposal Reviewer, National Council for Teachers of English, 2013

## Service

- 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, 2002

### **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**

#### **(On Sabbatical Spring 2014)**

#### **Department Level Service**

- Chair, Sharon Daley, 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,

## Service

Department of Literacy, Culture and Language Education, 2013

- Chair, Elementary Literacy Clinical Faculty Search Committee, 2012-2013
- Chair, Elementary Literacy Program, Department of Literacy, Culture and Language Education, 2010 to 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

### **IU School of Education Service**

- Member, Policy Council, IU School of Education, 2016 to 2018
- Member, Agenda Committee, Policy Council, IU School of Education, 2016 to 2017.
- Member, Undergraduate Scholarship Committee, IU School of

**Service**

Education, 2009 to present

- Member, International Week Planning Committee, Dean's Office, School of Education, 2013
- Alternate member, Policy Council, School of Education, 2010 to present (active representative on monthly meetings during Fall 2010)
- 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

**University Service**

- 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

**Membership  
in  
Professional  
Organizations**

- American Educational Research Association
  - Division G: Social Context of Education
  - Special Interest Groups
    - Bilingual Education
    - Literature
    - Language and Social Processes
    - Hispanic Education
  
- Literacy Research Association