

**Jill Andrea Pinkney Pastrana**  
**Curriculum Vitae**

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**Education**

**Ph.D.** December 2000 - Education

University of California, Los Angeles

Graduate School of Education and Information Studies.

Urban Schooling Division

**Dissertation title:** Subtle Tortures of the Neo-liberal Age: Globalization and Education Reform in Chile, A Case Study

**M.Ed. June, 1995** - Curriculum and Teacher Studies, Emphasis in Bilingual and Comparative Education

University of California, Los Angeles

**M.A. June, 1995 (ABT)** - Latin American Studies

Concentration in Urban Planning, History, and Education

University of California, Los Angeles

**BA. June, 1991** - Linguistics and Philosophy

Emphasis in Language Acquisition

University of California, Los Angeles CA

**AA, 1988** - Philosophy

Santa Monica College, Santa Monica CA

## **Professional Experience**

**Dean**, July 2013 – present  
University of Minnesota Duluth  
College of Education and Human Service Professions

**Department Chair**, July 2010 – July 2013  
University of Wisconsin – Eau Claire  
Education Studies

**Professor**, September 2005 – July 2013  
University of Wisconsin – Eau Claire  
Foundations of Education (Changed to Department of Education Studies, 2008)

**Fulbright International Guest Faculty**, February 2009 - July 2009  
Pontificia Universidad Católica de Valparaíso  
Facultad de Psicología (Psychology Department)

**Associate Professor** (Sept. 2001 - June 2005)  
California State University, Long Beach  
School of Education, EDPAC  
Social and Multicultural Foundations

**Lecturer**, August 2000 - August 2001  
California State University, Long Beach  
School of Education, EDPAC  
Social and Multicultural Foundations

**Invited Lecturer**, July 1998 - July 1999  
Universidad de la Frontera, Temuco, Chile  
Facultad de Educación y Humanidades  
Programa de Innovación a la Formación de Profesores

**Boyle Heights Elementary Institute**: University of California, Los Angeles, Graduate School of Education and Information Studies.

**Educational Director**, Sept. 1994- Jan. 1997

Educational Institute is a non-profit extra-curricular educational organization that works with low-income, at-risk language minority 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade school children. It provides an enriched interdisciplinary curriculum aimed at putting the students in the "fast track" to college.

Responsibilities: Teaching 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders, using bilingual, interdisciplinary, standards based curriculum. Development and implementation of bilingual

curriculum. Teacher Training. Parent/ Community cultural and academic exchange workshops.

**CRESST/LAUSD Performance Assessment Development Project:** University of California, Los Angeles, Graduate School of Education and Information Studies, (Center for the Study of Evaluation).

*Assessment Design*, Feb. 1996- Oct. 1996

This assessment project involved the development of a battery of Performance based assessments in partnership with the Los Angeles Unified School District.

Responsibilities: collaboration on several teams to elaborate a battery of performance assessments in the areas of ñ Math, Language Arts, Science, and Social Studies in both English and Spanish.

**Hispanic American Periodical Index**, University of California, Los Angeles, CA.

*Bibliographer/General Editor*, Feb. 1988-Jan. 1992

Responsibilities: This position required the indexing and editing of Journal articles in Spanish, Portuguese, German, and English.

### **Research Experience**

**“Teacher’s Work and Education Reform in Chile”** Student-Faculty International Fellows Program for Research, Service, and Creative Activity. Student collaborator - Chelsea Boesiger. University of Wisconsin, Eau Claire. Research to be conducted in Valparaíso, Project start date, June 15<sup>th</sup>, 2011. Project end date, July 16<sup>th</sup>, 2011.

**“Liderazgo y aprendizaje organizacional en el contexto de la implementacion de planes de mejoramiento educativo.”/“Leadership and Organizational Learning within the context of the implementation of educational improvement plans.** (Project start date, 2009- Completion date 2011). International research partner: Proyecto Fondecyt (N° 1090570).

**“Identidades en disputa: construcciones de identidad laboral en profesores del sistema municipal a partir de la implementación de las políticas de evaluación e incentivos al desempeño docente en Chile” / Disputed Identities: Construction of Labor Identities in Teachers in the municipal system since the implementation of reform policies of evaluation and merit pay for teachers in Chile.”** (Project start date, 2009- Completion 2011). International research partner: Proyecto Fondecyt (1090739):

**“Liderazgo distribuido y aprendizaje organizacional en Establecimientos Educativos: intercambio de practicas exitosas a nivel Comunal.”/ Distributed Leadership and Organization Learning en Educational Establishments: Exchange of successful practices on a Comunal level.** International research partner: (Project start date, 2008- Completion, 2009). Proyecto Centro de Investigación Avanzada en Educación, CIAE (19):

**“Política de Evaluación e Incentivos al Desempeño Docente: Análisis de la dimensión social y subjetiva de la implementación que realizan sostenedores, directores y docentes” / Evaluation Policies and Incentives in the Development of Teachers: Analysis of the social and subjective dimensions in the implementation of policy by school administration.”** (Start date 2008- Completion date 2009). International research partner: Proyecto Centro de Investigación Avanzada en Educación, CIAE (20)

**Schooling and student perceptions of education policy in Chilean secondary education (Education collaboration with the Catholic University of Valparaíso).**

February, 2009 – July, 2009. Council for International Exchange of Scholars/ US Department of State – Fulbright Research Scholar Fellowship. Universidad Pontificia Católica de Valparaíso, Valparaíso, Chile. Chile’s experience in the development of education policy is very important for us in the United States to understand. Many of the choices made in the early 1980s in Chile are virtually identical to those recently implemented in the United States today (No Child Left Behind). Chile offers an important vantage point from which to analyze the impact of such policies on educational systems. As education reforms continue in Chile, the reactions of local Chilean populations: students and teachers, those most affected by ongoing reforms, provides a very interesting venue from which to consider the re-awakening of Chilean civic engagement as well as the effectiveness of past education reforms.

**Leadership, Community and Power: NCLB and the dynamics of participation. An ethnographic look at participation and excellence and the contradictions of test scores in a Dual Language school.** September 2003- June 2005. Research project aimed at understanding the specific ramifications of the emphases of increasing test scores on a highly acclaimed Dual Language program. I am in the process of fieldwork, some preliminary analysis and writing up the preliminary findings for publication and conference presentation.

**Participation and Education Reform in Local Chilean Communities.** July 1998 present. An ongoing Action Research partnership with my colleagues at the Universidad de la Frontera, concerning the development of social and educational activism in Mapuche communities in the 9<sup>th</sup> Region of Chile.

**Strategies for Outreach and University/School/Community partnerships:** University of California, Los Angeles, Graduate School of Education and Information Studies, (Division of Urban Schooling - Center X)

**Research Associate,** September 1999-August 2000

This research hopes to document and analyze the complexities involved in the University of California, GSE&IS/ Center X partnership with several public high schools in Los Angeles as they work to develop improved college attendance rates of "at-risk" students through changes in pedagogical practices, school structure, and community contexts.

Responsibilities: Collaboration in initial planning of study. Qualitative data collection (field notes, formal and non-formal interviews, focus groups) in sites active with UCLA/ School/ Community partnership including coaching workshops, parent meetings, principal meetings, outreach meetings.

**Teaching and Transformation Within Chilean Educational Reform: A look at 15 highschoools in the Ninth Region of Chile:** Universidad de la Frontera, Facultad de Educación y Humanidades, Programa de Innovación a la Formación de Profesores.  
**Project/Research Director**, July 1998-July 1999

Responsibilities: Design and implementation of the research project. Weekly research workshops and preparation of student ethnographic research team, development and implementation of research instruments.

(This research formed the basis for my Doctoral Dissertation)

**Children First - National Early Head Start Research Project:** University of California, Los Angeles, Graduate School of Education and Information Studies, (Division of Educational Psychology)/ Mathematica Research Corp.

**Research Associate**, October 1996 - June 1998

This is a national research project taking place in 17 sites across the country. The project collects and analyzes data for the eventual evaluation of the Early Head Start Program.

My appointment is within both the local and national aspects of the study.

Responsibilities: home visits with parents and their children; Q-sort Attachment and Maternal Sensitivity evaluations; Child care provider and parent interviews; videotape protocol assessments; Bayley Scale of Infant Development Assessment administration ñ certified for ages 12-30 months.

**Mathematics Assessment Research Project:** University of California, Los Angeles, Graduate School of Education and Information Studies, (Division of Educational Psychology).

**Research Associate**, September 1996 - November 1996.

Responsibilities: Conducting focus groups with primary students concerning their impressions of mathematics assessment and teaching.

#### **Academic Service and Professional Associations**

- Council for Advancement and Support of Education (CASE) – Member and participant (2014-present)
- Council of Colleges of Arts and Sciences (CCAS) – Member and participant (2014-present)
- Minnesota Association of Colleges for Teacher Education (MACTE) –Member and participant (2013-present)
- American Association of Colleges of Teacher Education (AACTE) – Member and participant (2011 – present)

- Routledge book proposal review (June 2016). *Class Consciousness and Education in Contemporary Sweden: A Marxist Analysis of Revolution in a Social Democracy*

#### **University of Minnesota Duluth** (Special assignments as Dean)

- Contract negotiation team (Spring 2014-Fall 2014)
- Campus Internationalization Committee (Fall 2014 – present)
- Search – Director of Human Resources (Spring 2015)
- Campus Climate Committee (Fall 2014 – present)
- Campus Climate Working group – (Spring 2015 – present)
  - Rankin and Associates

#### **University of Wisconsin – System**

- Institute of Race and Ethnicity (IRE) advisory committee (Fall 2006 – 2011) (UWEC representative)
  - UW Milwaukee IRE Advisory Committee Meeting (Nov. 6<sup>th</sup>, 2009)
  - UW Milwaukee IRE Advisory Committee Meeting (Nov. 7<sup>th</sup>, 2008)
  - UW Milwaukee IRE Advisory Committee Meeting (Nov. 2<sup>nd</sup>, 2007)
- UW–Eau Claire – UW-La Crosse TQI Diversity grant Equity Audit Conference Planning team (Spring 2007-August 2007).
- Western Wisconsin Alliance for Equity and Excellence (Aug. 2007- Jan. 2009). Group formed from participants in the Equity Audit Conference. Consists of institutional peers from UW-Eau Claire, UW-La Crosse, UW-River Falls, UW-Stout.

#### **University of Wisconsin – Eau Claire**

##### **University**

- Program Review Committee, Fall 2012 (Honors program)
- Faculty Complaint and Grievance Committee (Fall 2010 – Fall 2013)
- Committee on Transfer Students (Fall 2010 – July-2013)
- General Education Diversity Requirement Conversation Leader (Spring 2010). Assessing Student Learning in Cultural Diversity Courses – Faculty Roundtable Conversations. (Spring 2010)
- CETL/ ORSP Collegial Consultant – Area of specialization: Issues of Diversity (Spring 2010 – July-2013)
- Chancellor’s Diversity Advisory Committee (3 yr. term – 2010)
- Latin American Studies (Fall 2009 – Spring 2010)
- International Education Advisory Board, Chair (Fall 2008- July-2013)
- Honors Council (Fall 2007-Fall 2010)
- University Senate (Fall 2007- Spring 2011)
- Campus Master Plan Committee (Fall 2009 – Fall 2010)
- Nominating Committee (Spring 2008 – Fall 2010)

- Immersion Pilot Task Force (Fall 2008). Named by the Dean of COEHS. Reports to Associate Vice Chancellor and Dean of Undergraduate Studies (Susan Turrell).
- Program Review Task Force/ PEEQ (June 2008-July 2008). Invited by Provost Steve Tallant. Summer working group to design and prepare a university wide program review instrument.
- Faculty Personnel Committee (Fall 2008- Fall 2009)
- UW System Advisory Group on Liberal Arts and Sciences, Liberal Education and Wisconsin's Promise Conference (Nov.8-9, 2007). Invited by Dean of Arts and Sciences and member Don Christian.
- Provost Search and Screen Committee, (Fall 2006 – Spring 2007). Personal Invitation to serve from Chancellor.
- University-wide Higher Learning Commission/ HLC – Criteria for Accreditation, working sub-group 4C, (Fall 2006 –Spring 2007). Recommended for service by Dean of COEHS.

### **College**

- Chair Faculty Search Committee – “Cluster Search” (AY 2010-11)
- Ad hoc Task Force to Develop a leadership graduate program. Named by Dean Scukanic (Fall 2008- Spring 2009).
- College of Education and Human Sciences (COEHS) Diversity Committee (Spring 2008- Spring 2009)
- FED Faculty Search and Screen Committee, (Fall 2007-Spring 2008).
- TESPC FED representative, (11/ 07-Fall 09).
- Hmong Language and Culture Camp planning committee (Spring 2008-June 2008).
- Coordinator of International Education Initiatives (Fall 2008)
- Assistant Dean, Chair of FED and C & I Search and Screen Committee, (Fall 2006-Spring 2007). College of Education and Human Sciences. Election by peers in COEHS.
- Teacher Education Taskforce on restructuring programs, (Fall 2006). Appointed by Dean of COEHS.
- COEHS special committee on Multicultural Workshop planning, (Fall 2006). Appointed by Dean.
- College of Education and Human Sciences strategic planning team: Promoting Social Justice and Equity. 2005- 2006  
Specifically charged with identifying ways to increase diversity in the College of Education and Human Sciences through establishing a database and working towards the elimination of structural barriers that impede greater participation of under-represented groups in the program and on campus.
- Hmong Pre-Teacher Initiative committee (ABLE). 2005- Fall 2008

Partnership between UWEC and Eau Claire Areas School District to develop a project that specifically targets Hmong students in an effort to facilitate higher University attendance, specifically in the field of education.

### **Department**

- Department Chair (Interim June 2010-June 2011), June 2011 – July 2013
- Graduate Director – Education Studies (Fall 2012 – July 2013)
- Education Studies Cluster Search Committee Chair (June 2010 – April 2011)
- Department Personnel Review Committee (Fall 2008 – July-2013)
- Portfolio Review (Fall 2009, Spring 2010)
- Reader/ Evaluator MCEA applications (Fall '06, Spring '07, Fall '08)

### **California State University, Long Beach**

- Latin American Studies Committee, CSULB. 1999 - 2005.  
(co-coordinator, with Dr. Alicia del Campo, RGRLL and Norma Chinchilla, Sociology, AY 03-04)
- International Education Committee, CSULB. September 2002 - 2005.  
International Service Learning Sub-committee
- Department of Education Faculty Council. Spring 2003 – 2005 (2 year term).  
Secretary, Spring '04-June 2005.
- Educational Psychology, Administration, and Counseling, Curriculum Review Committee. Fall 2003 – 2005 (2 year term). Elected Chair, AY 04-05.
- UCI and CSULB (Social and Multicultural Foundations of Education) Articulated Masters and Doctoral Program Partnership. September 2001-December 2001.
- Graduate Students' Thesis Committees, School of Education, CSULB. 2000-2005.
- Social and Multicultural Foundations of Education - Comprehensive Exam Development team, School of Education, CSULB. 2001-2005.
- Social and Multicultural Foundations of Education - Comprehensive Exam Evaluation team, School of Education, CSULB. 2001-present.
- Educational Psychology - Comprehensive Exam Evaluation, School of Education, CSULB. 2001.

### **International**

- \* Comisión Nacional de Investigación Científica y Tecnológica del Gobierno de Chile (CONICYT) – FONDECYT proposal review (4 total 2015):



- \* “The impact of improving the quality of teaching and learning in a dental school through constructive alignment on students and teachers’ academic experiences”
- \* “Educación para la responsabilidad social ¿Una utopia possible?: Construcciones discursivas de responsabilidad social en los académicos de algunas universidades del centro y sur de Chile, a partir de la ética discursiva y el socio construccionismo.”
- \* “El efecto de los programas de intervención en el aula sobre logro escolar en educación básica: un análisis experimental.”
- \* “El problema de nombrar: Curriculum, conocimiento y construcción de la diferencia en escuelas chilenas.”
- \* Ministry of Education, Chile - Program Review: “Concurso de Convenios de Desempeño en Formación Inicial de Profesores, Innovación Académica y Fortalecimiento Técnico profesional, Año 2012” (Invited, October 2012)
- \* Comisión Nacional de Investigación Científica y Tecnológica – CONICYT (National Commission of Scientific and Technological Research, Chile). Invited member of the Comités de Área del Programa de Formación de Capital Humano Avanzado de CONICYT (Committee for the Formation of Advanced Human Capital) – Education. Review of applications for the BecasChile (grants available to Chilean students to pursue graduate work outside of Chile). (Invited May, 2011)
- \* Manuscript Review (Invited): Education Policy (2 manuscripts reviewed 2010-2011)
- \* International Evaluator for Graduate Programs: National Commission of Accreditation – Chile/ (Comisión Nacional de Acreditación – Chile). Spring 2008-present.
- \* Editorial Advisory Board: JCEPS (Journal of Critical Education Policy Studies). April 2006 – present
- \* External Editor, Advisory Board: Revista Psicoperspectivas. (Fall 2009- present)
- \* External Member: Instituto de Desarrollo Regional y Local, Universidad de la Frontera, Chile. Subcommittee focus - Capital Social, Empoderamiento y Territorio. March 2004-present.

### **Community Service and Leadership Roles**

- \* ISD 709 District Leadership Committee (Spring 2014-Spring 2015)  
Invited by Superintendent William Gronseth

- \* Hmong Mutual Assistance Association, Board of Directors  
Eau Claire, WI (January, 2008 – August, 2010)
  
- \* UWEC Hmong Language Enrichment program (January - June 2008)  
Planning team, integration of summer enrichment program with summer FED 385  
class for service learning requirement.
  
- \* Hmong Initiative (ABLE) / UWEC – ECASD (S06- F08)
  
- \* Santa Monica, Malibu Unified School District, Dual Immersion Education  
Advisory Committee  
Advisor and participant. Subcommittee: curriculum and testing; futures. Parent  
oversight board geared towards curricular alignment of the Dual Immersion  
program throughout the elementary and secondary levels. Working group  
convened November 2003- June 2005.
  
- \* Mothers for Social Justice  
*Pro Bono* advisor and participant. Parent organization aimed at making the Santa  
Monica/ Malibu School District equitable to all children, August 2002 – June  
2003.
  
- \* Westside Leadership Magnet (LAUSD)  
Invited speaker. Life Skills/ Career Planning Class, June, 2002.
  
- \* Laurel Street Elementary School (Compton Unified School District)  
Read Across America. Classroom visits and story sharing, May 2002.
  
- \* Edison Language Academy (Santa Monica, California - SMMUSD) - R.E.A.C.H.  
Parent/ Community/ School relations board, 1992-1996
  
- \* Venice Family Clinic (Venice, California) - Community Outreach: Early Head  
Start, 1996 - 1997
  
- \* Boyle Heights Elementary Institute (East Los Angeles, California) - Educational  
Director 1995-1996, Volunteer/ Technical Advisor, 1996-1997
  
- \* Rogelio Flores Foundation (East Los Angeles, California) - Critical Pedagogy  
Workshop, 1995
  
- \* Culver/ Palms YMCA (Culver City, California) - Parent preschool Advisor, 1996-  
1997

## Publications

Pinkney Pastrana, J., Fernández, M. B., Salinas, I., Gutiérrez Cepeda, P.A., (Invited Editors) (2015). “Desafíos de equidad en la educación chilena.” *Psicoperspectivas*. Vol.14, No. 3.

Ahumada, L., López, V., Sisto, V., and Pinkney Pastrana, J. (2010) (submitted). Journal Article “Distributed Leadership and the Construction of Meaning in Education Reform Policy: A consideration from local rural context in neoliberal Chile.” *Education Policy*.

Pinkney Pastrana, J. (2009). Journal Article “Terminating the Teaching Profession: Neo-liberal Reform, Resistance and the Assault on Teachers in Chile.” Special Issue: Working In, and Against, the Neo-Liberal State: Global Perspectives on K-12 Teacher Unions. *Workplace: A journal for Academic Labor*

Pinkney Pastrana, J. (invited). Book Review of Compton, M., and Weiner, L., (2008). “The Global Assault on Teaching, Teachers, and their Unions: Stories for Resistance.” Palgrave Macmillan.

Pinkney Pastrana, J. (2010). A Wolf in Sheep’s Clothing or a Sheep in Wolf’s Clothing: Resistance to Educational Reform in Chile. In: *Revolutionizing Pedagogy: Education for Social Justice Within and Beyond Global Neo-Liberalism*. Macrine, S., McLaren, P., and Hill, D. (eds.). Palgrave Macmillan.

Pinkney Pastrana, J. (2009). Legacy Against Possibility: 25 Years of Neo-liberal Policy in Chile. Book Chapter for the series: Globalisation/ Neoliberalism/ Education and Resistance, (Vol. 3) *The Developing World and State Education: Neoliberal Depredation and Egalitarian Alternatives Edited by Dave Hill and Ellen Rosskam*. New York: Routledge

Pinkney Pastrana, J. (May, 2008). “Subtle Tortures of the Neo-liberal Age: Teachers, Students, and the Political Economy of Schooling in Chile.” *Journal of Critical Education Policy Studies*.

McLaren, P., and Pinkney Pastrana, J., (2005). Cuba vs. Neoliberalism: Misinformation, Education, and the Cult of Elián Gonzalez. In *Red Seminars*. Edited by Peter McLaren. Hampton Press. Originally printed in: “International Journal of Qualitative Studies in Education,” Vol.14, No.2 (2001).

McLaren, P., and Pinkney Pastrana, J., (2005). The Search for the Complicit Native: epistemic violence, historical amnesia, and the anthropologist as ideologue of empire. In *Red Seminars*. Edited by Peter McLaren. Hampton Press. Originally printed in: “International Journal of Qualitative Studies in Education,” Vol.13, No.2 (2000).

Williamson, G., Pinkney Pastrana, J., and Gómez, P., (2005). "Reflexiones a partir de un estudio sobre Educación Intercultural y Participación en Comunidades Mapuche en la Novena Región de La Araucanía, Chile." Archivos Analíticos de Políticas Educativas/ Education Policy Analysis Archives. Vol .13, Number 4.

Pinkney Pastrana, J., Williamson, G., and Gómez, P., (September 2004). "Learning from Mapuche Communities: Intercultural Education, and Participation in the Ninth Region of Chile." Journal of Critical Education Policy Studies.

McLaren, P., and Pinkney Pastrana, J., (March 2001). Cuba vs. Neoliberalism: Misinformation, Education, and the Cult of Elián Gonzalez. International Journal of Qualitative Studies in Education.

McLaren, P., and Pinkney Pastrana, J., (March-April, 2000). The Search for the Complicit Native: epistemic violence, historical amnesia, and the anthropologist as ideologue of empire. International Journal of Qualitative Studies in Education.

Tejeda, C., Muñoz, J., Leonardo, Z., Yosso, T., Pinkney-Pastrana, J., Ochoa, J., and Peter McLaren (July, 1996). La Lucha Continua en Gringolandia. International Journal of Educational Reform. Vol. 5, No. 3

### **Encyclopedia Articles**

Pinkney Pastrana, J. (2006). "Guillermo Gomez Peña" Signed and referenced essay. Hispanic Americans Encyclopedia. London, Brown Reference Group.

Pinkney Pastrana, J. (2004). "Desegregation." Signed and referenced essay. Encyclopedia Latina. Grolier, New York.

Pinkney Pastrana, J. (2004). "Quisqueya Heights." Signed and referenced essay. Encyclopedia Latina. Grolier, New York.

Pinkney Pastrana, J. (2004). "Holidays." Signed and referenced essay. Encyclopedia Latina. Grolier, New York.

### **Translations**

Peter McLaren (1999). Paulo Freire's Pedagogy of Possibility, In: Paulo Freire, su paso por Chile y el Chile por el que pasó. Una contribución al origen de su teoría crítica. Jorge Pinto, Ed. Ediciones de la Universidad de La Frontera, Temuco, IX Region de la Araucanía.

### **Conference Participation and Invited Presentations**

**American Educational Research Association**, Chicago, Illinois (April, 2015)  
Teachers Work/ Teacher's Unions SIG program coordinator and chair

**American Educational Research Association**, Philadelphia, Pennsylvania (April, 2014)  
Teachers Work/ Teacher's Unions SIG program coordinator and chair

**American Educational Research Association**, San Francisco, California (April, 2013)  
Panel Participant. Teacher's Work/ Teacher's Unions SIG Business Meeting: Unions  
Confronting the Changing Dynamics of Teacher Work and Schooling: Local, National,  
and International Perspectives.

**American Educational Research Association**, San Francisco, California (April, 2013)  
Roundtable Session Chair. "Teacher's Work Amidst the New Structure of Schooling."

**American Educational Research Association**, Vancouver, Canada (April, 2012)  
Invited Panelist/ Discussant with Kristen Buras and Ken Saltzman. "Education You Can  
Bank On: Portfolio School Districts and the Bottom Lining of Public Schools."

**American Association of Colleges of Teacher Education**, Chicago, Illinois (Feb., 2012)  
Invited Panelist: The Policy and Politics of a Globalized Teacher Education – "Lessons  
from Latin America: The Case of Chile (What NOT to do)."

**American Educational Research Association**, New Orleans (April, 2011)  
Resisting the Neo-Liberal Assault on Chile's Public Schools and Teacher Unions. "The  
Neoliberal Attack on Public Schools: Lessons from Chile."

**Latin American Studies Association**, Toronto, Canada (October, 2010)  
Co-Chair, Education. Review and organization of all research presentations within the  
organization Education category. (Not able to attend Conference)

**The Rouge Forum**, Williams Bay, WI (August, 2010)  
Education in the Public Interest: Teaching and Learning for a Democratic Society. Paper  
Presentation: "Neo-Liberal Education Reform and the End of Public Education: Lessons  
from Chile."

**American Educational Research Association**, Denver (April, 2010)  
Teacher's Work SIG Panel presentation – International Perspectives on Education Policy  
and the attack on Teacher's Work. "Terminating the Teaching Profession: Neo-liberal  
Reform, Resistance and the Assault on Teachers in Chile"

**American Educational Research Association**, Denver (April, 2010)  
Panel organizer with Chilean colleagues. Roundtable Paper presentation: "Education  
Reform in Chile: School Improvement or Entrenching Neo-liberal Policy?"

**American Educational Research Association, Denver (April, 2010)**

MASAS Women's Panel on Education Policy and Representation: "Marxian Women, Capitalism and Empire: The Bitter Fruit of Neoliberal Reform – Dismantling Public Education in Chile"

**European Conference on Educational Research, Vienna, Austria (September 28-30, 2009)**

Paper Presentation: *Subtle Tortures of the Neo-liberal Age: Legacy against possibility in Chile*. All but one of the papers in this symposium develop from the series of books published in 2009 by Routledge in the *Education and Neoliberalism* series edited by Dave Hill. These papers both represent the analyses and findings of those chapters but also develop them in the light of the 2008-2009 financial and legitimacy crises of neoliberal capitalism. Such crises further enable national and comparative analysis of the impacts of neoliberalism on education policy and its impacts. Thus the papers in this symposium will be presented for publication in education policy, labour studies and sociology of education journals.

**Fourth International Conference on Education, Labor and Emancipation, Salvador, Bahia - Brazil (June 16-19, 2009)**

Paper Presentation: *The Bitter Fruit of Neo-liberal Reform: Dismantling public education in Chile*. Paper accepted and written, conference participation cancelled due to Visa problems.

**Cultural Diversity Symposium (April 18, 2008)**

Panel Presentation (with David Shih): Confronting Whiteness: The Challenge of Privilege. University of Wisconsin, Milwaukee. UW System - Institute for Race and Ethnicity

**Widening The Circle, 5<sup>th</sup> annual conference on ACT31/ACT314 (April 8-9, 2008)**

Invited Presentation: Power, Privilege and Pedagogy: Towards a Critical Teacher Activism.

**American Educational Research Association, New York City (March 24-28, 2008)**

Paper Presentation: *A Wolf in Sheep's Clothing or a Sheep in Wolf's Clothing: Resistance to education reform in Chile*.

**American Educational Research Association, Chicago (April 9-13, 2007)**

Paper Presentation: *Subtle Tortures of the Neoliberal Age: Globalization and Education in Chile*.

**Widening The Circle, 4<sup>th</sup> annual conference on ACT31/ACT314, UW - La Crosse (March 29-31<sup>st</sup>, 2007)**

Keynote Speaker - *Pedagogy, Power, and Policy: Towards a Critical Teacher Activism*

**Faculty/Academic Staff Forum**, March 14<sup>th</sup>, 2007

University of Wisconsin, Eau Claire

*"Negotiating the Global and the Local: Educational Reform and Neoliberalism – Lessons from Chile"*

**American Educational Research Association**, San Francisco (April 7-11, 2006)

Paper Presentation: *A Better World is Possible: Shattering the myths of neoliberalism through challenging ideologies.*

**Texas NAME**, Lubbock (March 24-25, 2006)

Symposium: *"Negotiating the Global and the Local: Equity, Multiculturalism and Neo-liberal Educational Reform in Comparative Contexts"*

**The Diversity Research Connection. CSULB**, (February, 4, 2004). *Multiculturalism as Social Transformation: The Latin American Connection.*

**Seminario Internacional. Instituto de Desarrollo Local y Regional de la Universidad de La Frontera.** Universidad de la Frontera, Temuco, Chile (July 2002)

Invited Discussant : *"Desarrollo Endógeno: ¿Cómo crear riquezas en contextos de Precariedad?"*

**Research Presentation:** Universidad de la Frontera, Temuco, Chile (January 2002)

*The Limitations of Progressive Educational Reform within Neoliberal Contexts*

**Women's Research Colloquium, CSULB**, (Wednesday November 14, 2001) sponsored by the President's Commission on the Status of Women

Invited Speaker: *"Negotiating the Global and the Local: Educational Reform and Neoliberalism"*

**American Educational Research Association**, Seattle (April 2001)

Paper Presentation accepted: *Education Reform, Democracy and Neoliberalism : examples from the United States and Latin America*

**II Encuentro Mundial de Amistad y Solidaridad**

Havana, Cuba (November 10-14, 2000)

Participant. Toured Educational facility "Ciudad Libertad." Informal Interviews with professors at the *Instituto Pedagógico.*

**American Educational Research Association**, New Orleans (April, 24-28, 2000)

Panel Presentation with Dr. Peter McLaren: *Rigoberta Menchú: Beyond Colonialism*

**Reclaiming Voice: Ethnographic inquiry and qualitative research in a Postmodern**

**age**, University of California, Irvine, (June 4, 1999). Paper Presentation: *Subtle tortures of*

*the neoliberal age Educational Reform and Teacher Practice in Chile: The legacy of the dictatorship.*

**Conference for the Innovation of Teachers**, Universidad de la Frontera, Temuco, Chile (October 20, 1998). Round table discussant - *Evaluation of In-Service Teacher Training and Community Collaboration: Re-Democratizing Teachers' Workspace.*

**Conference for the Innovation of Teachers**, Universidad de la Frontera, Temuco, Chile (August 21, 1998). Round Table Discussant - *Creating communities of Learners: Collaboration and In-Service Teacher Training for Innovative Design in Pedagogical Practice.*

**La Reforma en Marcha**, MECE Media (Ministry of Education, Chile), (September, 1997). Invited Panelist.

**Reclaiming Voice: Ethnographic Inquiry and Qualitative Research in a Postmodern Age**, University of Southern California and UCLA, (June 20-22, 1997). Organizational Assistant.

**American Educational Studies Association**, Annual Conference, Montreal - Canada (November, 1996). Panel Discussant : *The Challenges of Education Reform in Neo-Liberal Contexts.*

### **Workshops, Talleres and Colloquium**

**Fulbright Panel** (May 11<sup>th</sup>, 2011)

“Research and Teaching at the Catholic University of Valparaíso.” University of Wisconsin, Eau Claire. Sponsored by the Office of Research and Sponsored Programs and the Center for International Education.

**Community “Big Ideas” Forum** (May 10<sup>th</sup>, 2011)

“Choice, Charter Schools and Neo-liberal Education Reform: an Assault on Public Education? Lessons from Chile.” Harmony Corner Café, Eau Claire, WI.

**Student WEA** (April 2nd, 2011)

Lecture: “Neo-Liberal Education Reform and the Assault on Public Education: Lessons from Chile.” University of Wisconsin, Eau Claire

**Student WEA** (October 2010),

Presentation to student SWEA members: “Subtle Tortures of the Neoliberal Age: Dismantling Public Education in Chile.” University of Wisconsin, Eau Claire

**Fall Institute for Learning in Retirement (October 20, 2010)**

“Neo-liberal Education Reform and the End of Public Education: Lessons from Chile.” Chippewa Valley Museum, Eau Claire, WI



**Workshop – Gender in the Classroom, (March 4, 2010)**  
CESA 10 – Chippewa Falls High School, Chippewa Falls, WI.

**Workshop Convener, (May 9, 2009)**  
Colegio Ruben Castro, Viña del Mar, Chile  
*“El Constructivism en el Aula: Ideas, Procesos y Prácticas”* Workshop with the teaching faculty addressing constructivist teaching methods.

**Center for Cultural Diversity and Community Renewal (CDCR) – Summer Institute**  
UW – Eau Claire. (June 14<sup>th</sup>, 2008). Keynote Speaker: *“Value Added - How to Position Yourself as an Asset: What we already know, what we might not often talk about.”*

**Stanley-Boyd School Board Meeting (April 14, 2008)**  
Invited Lecture: 2<sup>nd</sup> Language Acquisition and the Glories of Bilingualism

**University of Wisconsin Institute of Race and Ethnicity Conference: “Cultural Diversity in the Curriculum: Sharing Ideas and Best Practices across the UW System”**  
University of Wisconsin, Milwaukee. (April 17<sup>th</sup> and 18<sup>th</sup>, 2008). Workshop Presentation (With Dr. David Shih): *“Confronting Whiteness: The Challenge of Privilege.”*

**Conference Organizing Team/Participant. UW-La Crosse & UW-Eau Claire Equity Audit in Professional Education Programs – (August 8th - 9<sup>th</sup>, 2007)**  
University of Wisconsin, La Crosse  
Institutional teams will come together to share expertise and collaboratively design an action plan to recruit and support qualified diverse teacher candidates. Teams will also engage in establishing criteria to evaluate how our professional education programs prepare White teachers to work with traditionally marginalized populations. The following year, teams will return to the UW-L campus to report on progress and explore potential for federal and external funding sources as a consortium. This retreat is supported by a UW System TQI grant.

**Invited Participant (By Chair of Foundations of Education), Panel Discussant/Presenter – September 2006**  
University of Wisconsin, Eau Claire  
Eau Claire, WI  
*“Writing Throughout the Disciplines”*

**Pedagogía 2005/1er Congreso Mundial de Alfabetización, Havana, Cuba (January 31-February 4, 2005).** United States delegate and Faculty advisor (accompanied by 8 graduate students from CSULB as part of an international research project)

**The Diversity Research Connection. CSULB, (February, 4, 2004).** *Multiculturalism as Social Transformation: The Latin American Connection.*

**Colloquium - Principal Speaker, July 2002,**  
Ministry of Education in Chile (MINEDUC)  
Santiago, Chile  
Programa de Educación Intercultural Bilingüe  
Workshop: "Reforma Educacional chilena, Participación y Multiculturalidad."  
(*Chilean Educational Reform, Participation and Multiculturalism*)

**Colloquium - Principal Speaker, July 2002,**  
Proyecto Gestión Participativa en Educación Kelluwün; Universidad de la Frontera,  
Temuco, Chile  
Workshop : "Educación Multicultural desde una perspectiva crítica."  
(*Multicultural Education from the Critical Perspective*)

**Guest Lecturer, July 2002,**  
Seminario Internacional "Desarrollo Endógeno: ¿Cómo crear riquezas en contextos de precariedad?"  
Instituto de Desarrollo Local y Regional de la Universidad de la Frontera  
Temuco, Chile  
Discussion group leader; "Multiple perspectives interchange and dialogue" with the  
Graduate Program of Development, UFRO.

**Colloquium - Principal Speaker, January 2002**  
Proyecto Gestión Participativa en Educación Kelluwün; Universidad de la Frontera,  
Temuco, Chile  
Workshop : "Multicultural and Intercultural Education: potential and limitations within  
formal and non-formal educational settings."

**Women's Research Colloquium, CSULB, (Wednesday November 14, 2001) sponsored**  
by the President's Commission on the Status of Women  
Invited Speaker: "*Negotiating the Global and the Local: Educational Reform and*  
*Neoliberalism*"

**Ethnographic Research and Instrument Design, August 1998-July 1999**  
Universidad de la Frontera, Facultad de Educación y Humanidades, Programa de  
Innovación a la Formación de Profesores.  
Weekly Research Workshops: Ethnographic Research Team, Development and  
Implementation of Research Instruments.

**Professional Development Specialist, July 29-30, 1999**  
Ministry of Education in Chile (MINEDUC)  
Taller de Evaluación para directores, de la instalación de la reforma curricular  
(Evaluation Workshop for Principals on School Re-organization in terms of the Reforma  
Educativa)

**Professional Development Specialist, July 1998 - June 1999**

Ministry of Education in Chile (MINEDUC)

Preparation of Principals for Educational Reform in the Ninth Region of Chile

**Workshop Convener, November 1998**

Universidad de la Frontera, Facultad de Educación y Humanidades, Programa de Innovación a la Formación de Profesores. Pedagogy Workshop Series on Self Esteem of Youth. Work with high school youth in the Scientific/ Humanities School of Lautaro.

**Professional Development Specialist, November 1998, March 1999**

Universidad de la Frontera, Facultad de Educación y Humanidades, Programa de Innovación a la Formación de Profesores. Workshop with Teachers on Popular Culture and Pedagogical Practices.

**La Reforma en Marcha**, MECE Media (Ministry of Education, Chile), (September, 1997).  
Invited Panelist.

**Professional and International Organizations**

**National**

- American Educational Research Association, program Chair - Teacher's Work, Teacher's Unions, (Special Interest Group/ SIG) (elected 2011).
- \* Latin American Studies Association (LASA). Co-Chair, Organizing Committee – Education. 2009-2010
- \* American Educational Research Association, Secretary, Teacher's Work, Teacher's Unions, (Special Interest Group/ SIG) 2010-2011.
- \* American Educational Research Association (AERA). Active Member, 1998-present. I review paper submissions yearly for the SIGS; Critical Educators for Social Justice, Paulo Freire, Teachers and Teacher Work, and Social Context of Education.
- \* External Reviewer: Education Policy Analysis Archives/ Archivos Analíticos de Políticos de Políticas Educativas. August 2004-present
- \* Active Member, phi beta delta, Honor Society for International Scholars, Alpha Chapter. 2001-present.
- \* Text Reviewer: McGraw-Hill Review Project/ Smith Deculturalization (Spring 2008).
- \* External Reviewer: Sopris West Educational Services

**Honors, Awards and Grants received:**

**External**

- \* Spring 2008 (for Academic Year 08-09) – Council for International Exchange of Scholars/ US Department of State – Fulbright Research Scholar Fellowship. Universidad Pontificia Católica de Valparaíso, Valparaíso, Chile.

**Internal**

- \* Student-Faculty International Fellows Program (\$7,420) With Chelcea Boesiger. For Research in Valparaíso, Chile. Project title: “Teacher’s Work and Education Reform in Chile”
- \* February 2011, Blugold Commitment Differential Tuition (BCDT) Base Funding Award (\$38,630) – Funding for Intercultural Immersion Excursions as a part of the ES 385/ 585 class.
- \* Fall 2010, Differential tuition grant (\$15,000) – Funding to be used to help offset the cost for students to participate in the FED 385 travel courses to Washington DC, and Houston, TX and to support diversity related programming.
- \* Fall 2009, Differential tuition grant (\$9,000) – Funding to be used to help offset the cost for students to participate in the FED 385 travel courses to Washington DC, and Houston, TX.
- \* Spring 2008, Ron Satz Award for Teaching Innovation and Excellence (\$1000)
- \* Fall 2008, Differential tuition grant (\$9,000) – Funding to be used to help offset the cost for students to participate in the FED 385 travel courses to Washington DC, and Sumter, SC
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- \* Fall 2007, Differential tuition grant (\$9,000) – with Dr. Mark Clark. Funding to be used to help offset the cost for students to participate in the FED 385 travel courses to Washington DC, and Houston TX.
- \* December 2006, Small Research Grants (\$500). Office of Research and Special Programs, UWEC. Grant to pursue preliminary research and research design for pending project on high school student participation in national strikes demanding better education. Valparaíso, Chile.
- \* December 2006. Workshops and Special Projects Grant (\$1,000). Office of Research and Special Programs, UWEC. Funding for Winter research/ program development and student exchange program groundwork in Valparaíso and Santiago, Chile.

- \* Fall 2006, Differential tuition grant (\$9,000) – with Dr. Mark Clark. Funding to be used to help offset the cost for students to participate in the FED 385 travel courses to Washington DC, and Houston TX.
- \* April 2002, Incentive Awards for Internationalizing the Curriculum (\$1000). California State University, Long Beach.
- \* October 2001, Induction: Phi Beta Delta, Honor Society for International Scholars, Alpha Chapter. California State University, Long Beach.

## Teaching:

### Courses Taught at the Pontificia Universidad Católica de Valparaíso

(As part of the Fulbright Research/ Lecture Award, (January–August, 2009))

#### **Seminario: Multiculturalismo y Globalization (Co-Developed Course as part of the graduate program in Ethnopsychology)**

Seminar: Multiculturalism and Globalization

#### **Seminario: Pedagogía Crítica e Investigación Ethnográfica**

Seminar: Critical Pedagogy and Critical Ethnography

Course description:

This class begins with a study and analysis of critical pedagogy, its history, influences and the ways in which the theory of Critical Pedagogy influences pedagogical practice as well as research in education. The content and approach to this class is from a position situated within the realities and understandings that are constructed from our own experiences, our desires and histories. We recognize the position of the learner (student and professor) as a social agent, working towards making the world a better place through our professional and personal work.

**Taller Educativo – 5to Año – Applied Practicum in Schools, 5<sup>th</sup> year Psychology students** (I participated in this course as a guest faculty member, with other colleagues)

Course description:

Mandatory year-long course that requires all students to work in teams in a school setting and design an intervention for the school staff in response to themes identified by the school leadership. Students must conduct extensive observations of the school site, create a diagnostic of the site that responds to the requests submitted by the leadership team of each school. Finally, student teams must conduct this intervention. Requires preparation in qualitative research methodology, pedagogical approaches, community development and analysis.

### Courses Taught at

#### **IDIS 153 – Introduction to Social Justice**

Course description: Introductory course developed as a part of a new university initiative aimed at developing Living Learning Communities. This course was developed collaboratively with a colleague from the College of Arts and Sciences as well as with colleagues from Student Life.

### **FED 740/C&I 788 – Introduction to Educational Inquiry and Research**

Course description:

The purpose of this course is to help you develop a broad sense of the nature of disciplined inquiry in education. By examining several central research methodologies and their application to educational issues, you will develop a critical understanding of the potential and limitations of research as a means of improving educational practices and policy. Selecting an inquiry topic, reviewing the literature related to that topic and designing a preliminary research project will help you become more effective as a consumer of research. This course provides an opportunity to develop a “practitioner as researcher” perspective that will enhance your understanding of teaching and learning and the dynamics of educational communities. Finally, developing a working understanding of research in education will improve your own leadership and mentoring capacity by deepening your understanding of the contexts informing sound professional decision-making and professional readiness to advocate for best practices based on the complexities of learning communities and the needs of individual learners.

### **Honors Colloquia – Globalization in the 21<sup>st</sup> Century**

Course description:

This class examines the economic, social, and cultural impact of globalization through a number of lenses. Students will gain an understanding of some of the debates, policies and various implications of globalization policies by examining the academic and popular debates surrounding the theme of globalization. This course will develop and consider non-traditional, and international perspectives as well as those most commonly considered in the current U.S. context.

### **FED 490 – The Historical, Legal, and Philosophical Foundations of Education**

Course description:

This course is designed to provide students enrolled in professional education programs a background into the historical, philosophical, and legal considerations associated with the profession. While the primary emphasis is placed on American educational practices, it is acknowledged that our system is rooted deeply in the more general Western European tradition. The course is divided into two parts. In both, the social, historical, legal and philosophical foundations that form the basis of education and schooling practices are addressed. Four fundamental questions are used to examine concepts, practices and traditions.

- What is the purpose or goal of education?
- What should comprise the curriculum?
- What practices and methods are used to convey the curriculum?
- What is the role of the school as an institution in the greater society?

## **FED 385 – Social Foundations of Human Relations<sup>1</sup>**

Course description:

Focusing on the institution of Schooling this course is an interactive critical reflection on problems, issues and questions of multicultural education, diversity, and the tensions in areas of race, class, and gender and their impact on human relations within a pluralistic society. Through a critical inquiry into the history, research, theoretical foundations, and policy debates that define this terrain students will become familiar with and explore:

- \* Self-awareness in terms of your own identity configuration and how to utilize this awareness to expand your understandings of culture and its impact on individuals and groups.
- \* Theories, curricular reforms, and educational modifications that promote cultural pluralism.
- \* The link between biculturalism, language, power, and identity
- \* How stereotypes, prejudices, and discriminatory practices are developed, perpetuated, and challenged, especially in educational institutions.
- \* The history and politics of multicultural and bilingual education
- \* How attitudinal and institutional discriminatory practices including racism and sexism affect educational opportunities and academic success.
- \* Literacy and language issues as approached by schools and their connection with the larger concept of critical education
- \* International perspectives and intercultural dynamics and their significance in schools.
- \* An understanding of human behavior and human institutions

### Courses Taught at CSULB

#### **EDP 485/LING 485 - Theoretical Foundations of Language Minority Education**

Course description:

This course is designed to give the student a broad understanding of the multiple debates and perspectives that inform the concepts of language and language minority instruction in education. Through a critical inquiry into the history, research, theoretical foundations, and policy debates that define this terrain students will become familiar with:

- Current research regarding second language acquisition, cultural identity, and bilingual education
- Various social and cognitive theories concerning bilingualism and its ramifications

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<sup>1</sup> This course is taught as a part of the traditional calendar both Fall and Spring semester. In addition, there are currently two sections of this course aimed at fulfilling the need of our students to engage in practical field experience of the subject matter in diverse populations. These “away courses” have become a regular part of our offerings and we have secured funding from various sources to help to underwrite the additional costs these courses require from students. Currently, one travel course takes place during Winterim term in the Washington DC area (Prince Georges Co. schools district), the other – during Spring Break - in Houston TX (Aldine school district).

- The link between biculturalism, language, power, and identity
- The history and politics of bilingual and multicultural education
- Literacy and language issues as approached by schools and their connection with the larger concept of critical education

### **EDP 573 - Communication and Multicultural Education**

Course description:

Analysis of trends, patterns and functions of communication in terms of multiculturalism and identity formation as reflected in social, cultural, and historical traditions and practices in both educational and social settings. This course will investigate issues of communication within the broader socio-historical context.

- Familiarity with perspectives of multiculturalism and intercultural communication and their applicability to education
- Understanding of the relationship between culture and language in the classroom
- Familiarity with major approaches to, and methods for, intercultural communication within educational settings
- Familiarity with instructional strategies for multicultural and multilingual contexts
- Understanding issues in the foundations of qualitative methods
- Familiarity with qualitative research based on school settings
- Ability to use basic ethnographic and qualitative methods

### **EDP 672 - Language, (Race) and Educational Policies**

New (redesigned) Course

Course description:

This course will examine and analyze contemporary and historical social and educational policy as well as actual policy decisions in the United States and elsewhere. These policy frameworks and the discussion that have framed them provide the context for current language and multicultural practices in the schools. A variety of perspectives will be explored, including historical, sociological, economic, and political in order to analyze how race and language issues fuel the public debate and how racial and linguistic attitudes and beliefs interact with access and equity issues. From these theoretical considerations, we will examine how these issues shaped federal, state and local policies. Through a critical inquiry into the history, theoretical foundations, and policy debates that define this terrain students will:

- Become familiar with some of the history and politics of bilingual and multicultural education and how this has influenced social and educational policy.
- Develop an overview of how race and language contribute to public policy making in the United States.
- Develop an understanding of the public policies associated with race, language, and education.

Research, evaluate and design policies aimed to alleviate separate and unequal educational and social opportunities for minority students.



## **EDP 582 - Comparative and International Education**

New (resurrected) Course

Course description:

This graduate research seminar is designed to provide an overview of the organization of formal education and development in international contexts. As we will see, the complexity of the issues responsible for the development of educational systems, viewed through the historical and cultural specificities of the various regions of the world, is difficult if not impossible to encompass in a one-semester course. We will explore the current and historical issues that define the field of Comparative and International education paying special attention to the shifts within these paradigms and the relationships - economic, cultural and historical - that define the organization of schooling. Through a series of critical readings within the field of Comparative Education we will become familiar with many of the key issues within this field.

Tentative topics covered in the course:

- The relationship between economic development and schooling
  - The impact of modernization, dependency and neoliberal theories in education
  - The impact of imperialism and globalization on education – issues of postcolonialism
  - The role of international agencies in the development of education agendas.
  - The world education conferences of the 1990s
  - The contribution to education theories and practice by educators in different contexts.
  - Literacy and education – different approaches
  - State, market, and civil society with regards to schooling.
  - Education in socialist states, welfare-states and market-oriented states.
  - The politics of inclusion and exclusion in different countries, with a special focus on class, gender and race
  - Learning, social reproduction and social change: popular education: the role of social movements
- Schooling and citizenship; schooling and democracy

## **EDP 697 – Independent research/Capstone course**

This is the preparation course for all students taking the qualifying examinations at the end of each semester.

## **EDP 492 - Internships in the Human Sciences**

Course description:

The course is based on the premise that learning from experience is a primary component of career exploration and an important complement to a well-rounded university education. The internships are coordinated by the CSULB Career Development Center. In addition to the internship, the class meets for 15 hours (5 class meetings). The course is offered on both a traditional grading and CR/ NC basis.

## **EDSE 435 - U.S. Secondary Schools: Intercultural Education**

Course description:

This course offers a critical reflection on problems, issues and questions of multicultural education in a pluralistic society. Philosophy, history, and sociology of education will be used to build on a conceptual understanding of multiculturalism. The curriculum and student population in the American Secondary School will be discussed in the context of current issues and controversies in education.

Courses Taught at la Universidad de la Frontera:

**Reconstrucción del conocimiento Pedagógico I:**

Course description:

This course is a journey that begins with a critique of Modernity which takes us towards the development of knowledge and skills which will enable us to design alternative educational actions sensitive to the different cultural and social contexts one encounters in the real daily life of complex societies and in the realities of pedagogical spaces.

This interrogation is situated in the same realities and dispositions in which our own experiences, desires and histories as social agents who design change in our social and professional development are situated.

**Reconstrucción del conocimiento Pedagógico II:**

Course description:

This course is a journey towards an exploration of postmodernism in its various forms. After the Modern what do we have? Is it possible that the Modern has ended in regions of the world in which it had not yet begun? What are the multiple contributions of postmodern theory which helps us to make sense of a world which becomes more and more complicated and changing each day? More importantly, how do these contribute to the development of knowledge and skills with which we can design alternative educational actions, sensitive to the different cultural and social contexts that we encounter within educational settings and in the world around us?

This interrogation is situated in the same realities and dispositions in which our own experiences, desires and histories as social agents who design change in our social and professional development are situated.

**Personal Experience and Skills**

**Language and Personal Skills.** I speak and read Spanish and German. I am the mother of three bilingual/ bicultural children, and I enjoy playing flute and minor percussion with a number of Folk/ Latin Jazz ensembles.

**Parental Involvement** - SMMUSD (Santa Monica, Malibu Unified School District), Edison Elementary School, 2-way Spanish immersion program. Previously active as a parent in the Altoona School district. I am an active participant in several committees that support and promote the 2-way immersion model.