

Curriculum Vitae

**MARTHA H. BIGELOW**

College of Education and Human Development  
Department of Curriculum and Instruction  
Program in Second Language Education

**IDENTIFYING INFORMATION**

**Academic Rank**

*Professor in the Department of Curriculum and Instruction (2015-present)*  
*Carmen Starkson Campbell Endowed Chair for Innovation in Teacher Development (2022-present)*

*Graduate Faculty Membership*

Senior Member, Department of Curriculum and Instruction, as of 2003  
Advising Member, Department of Curriculum and Instruction, as of 2001  
Affiliate Member, ESL Graduate Faculty, as of 2003  
Affiliate member, Writing and Rhetorical Studies, as of 2010  
Affiliate member, Spanish and Portuguese, as of 2014

**Education**

<b>Degree</b>	<b>Institution</b>	<b>Date Degree Granted</b>
Ph.D.	Georgetown University Washington, DC Title VII Doctoral Fellowship from the Office of Bilingual Education and Minority Learning Language Affairs Major: Applied Linguistics	2001
M.A.	University of New Hampshire Durham, NH Major: Language and Linguistics Licensure: English as a Second Language K-12, NH, expired	1993
B.A.	State University of New York College at Cortland Cortland, NY Major: English Licensure: Secondary English Education, NY, expired	1988

## Positions and Employment

- 6/15 – Pres. Professor: Department of Curriculum and Instruction  
University of Minnesota, MN
- 1/21 – 6/24 Curriculum and Instruction Department Chairperson  
University of Minnesota, MN
- 1/16-5/16 Visiting Researcher: School of Education  
University of California, Irvine, Irvine, CA
- 6/07 – 5/15 Associate Professor: Department of Curriculum and Instruction, University  
of Minnesota, Minneapolis, MN
- 9/13 – 5/14 Interim Executive Director, Educator Development and Research Center,  
University of Minnesota, Minneapolis, MN
- 9/11 – 5/13 Curriculum and Instruction Associate Chair, University of Minnesota,  
Minneapolis, MN
- 9/01 – 5/07 Assistant Professor: Department of Curriculum and Instruction, University  
of Minnesota, Minneapolis, MN
- 9/00 – 8/01 Teaching Specialist: Department of Curriculum and Instruction, University  
of Minnesota, Minneapolis, MN
- 9/99 - 8/00 Visiting Lecturer: Department of Learning and Instruction, State University  
of New York at Buffalo, Buffalo, NY
- 9/98 - 5/99 Adjunct Faculty: Department of Learning and Instruction, State University  
of New York at Buffalo, Buffalo, NY
- 9/97 - 12/98 ESL Lecturer: English Language Institute, State University of New York at  
Buffalo, Buffalo, NY
- 10/95 – 6/97 Research Assistant: Center for Applied Linguistics, Washington DC
- 5/96 - 8/97 ESL Instructor: Northern Virginia Community College, Alexandria, VA
- 8/96 & 8/97 Creative Writing Teacher: Fairfax Collegiate School, Falls Church, VA
- 1/96 - 6/96 English/Literacy Teacher: Carlos Rosario Adult Education Center,  
Washington, DC
- 9/93 - 7/94 Visiting Professor: University of Panama, David and Panama campuses
- 7/94-8/95 Curriculum Director: Centro PanUSA, Panama City, Panama
- 10/94 - 3/95 Adjunct English Instructor: Florida State University, Panama City, Panama
- 8/92 & 8/93 ESL Instructor: University of New Hampshire, Durham NH
- 9/91 - 5/93 Teaching Assistant: University of New Hampshire, Durham NH
- 3/91 - 12/91 Vocational ESL Instructor: Northern Essex Community College, Haverhill,  
MA
- 2/91 - 4/91 7<sup>th</sup> and 8<sup>th</sup> Grade Spanish Teacher: Pioneer Middle School, Yorkshire, NY
- 9/90 – 2/91 Elementary FLES Spanish teacher: Arcade Elementary School, Yorkshire, NY
- 12/88 - 10/90 English Teacher Trainer and English as a Foreign Language Teacher (K-12  
and adult): US Peace Corps, Enriquillo, Dominican Republic

### Current Memberships in Professional Organizations

American Association of Applied Linguistics (AAAL)  
American Educational Research Association (AERA)  
Teachers of English to Speakers of Other Languages Association (TESOL)  
Minnesota/Wisconsin TESOL Association (MinneTESOL)

### HONORS AND AWARDS

#### *University of Minnesota*

Multicultural Recognition-Faculty Award, 2011  
Matthew Stark Civil Rights and Civil Liberties Faculty Award, 2010  
Distinguished Teaching Award 2008, Nominee in 2006, 2004  
Rising Star Award, Women’s Philanthropic Leadership Circle, 2004

#### *External Awards*

Charles A. Ferguson Award for Outstanding Scholarship, 2020  
Harold B. Allen Award, 2018  
TESOL Distinguished Research Award, 2007  
Title VII Bilingual Education Fellowship from the Department of Education to pursue Ph.D. in Applied Linguistics at Georgetown University. (1995-1997)

### RESEARCH AND SCHOLARSHIP

#### Grants and Contracts

##### *External Sources*

4/16-1/22	\$2,415,216	Co-Investigator “Participatory Trail of a Health Promoting School Approach to Positive Youth Development and Wellness Promotion” National Institutes of Health (NIH) PIs: Michele Allen, Family Medicine and Luis Ortega, Community Partner
12/12	\$267,114	Co-Investigator “A School Based Approach to Promoting Health and Positive Youth Development for Somali, Latino, and Hmong Youth” National Institutes of Health (NIH) PIs: Michele Allen, Family Medicine and Luis Ortega, Community Partner
6/09-6/18	Avg. \$50,000	Curriculum Lead “Culture as Core” Summer institutes for Chinese teachers

	each year	STARTALK, NSA/CSS (National Security Agency, Central Security Service) In collaboration with the Confucius Institute
5/07	\$85,000	Scholarships for Chinese licensure students through the College Board and the Hanban of China PI: Martha Bigelow

***Received at the University of Minnesota***

9/09	\$51,000	“President’s Interdisciplinary Conference” University of Minnesota PI: Bic Ngo and Martha Bigelow
11/07	\$6,900	“President’s Educational Discrepancies Award” University of Minnesota PI: Martha Bigelow
5/06	\$2,100	“The schooling of adolescent Somali girls: Building on the home culture and language” Curriculum and Instruction Summer Research Grant PI: Martha Bigelow
3/05	\$2,100	“Content-based language instruction: The role of context in curricular innovation” Curriculum and Instruction Summer Research Grant PI: Martha Bigelow
1/05	\$7,000	“The construction of racialized identities of Somali youth in Minnesota’s urban high schools” President’s Multicultural Research Award, University of Minnesota PI: Martha Bigelow
2/03	\$19,641	“The Role of Prior Literacy on the Acquisition of Second Language Oral Skills” Grant in Aid of Research: University of Minnesota PI: Martha Bigelow
Fall 2003	paid leave	“Second Language Acquisition and Literacy of Late Adolescent and Adult Learners with Limited Formal Education” University of Minnesota Faculty Single Semester, University of Minnesota.

PI: Martha Bigelow

4/02	\$47,669	Collaborator with Center for Advanced Research on Language Acquisition (CARLA) I was the project leader for the portion of the grant designated for two language teacher education conferences held in 2003 and 2005. National Foreign Language Resource Centers Program PI: Andrew Cohen
1/02	\$5,561	“Learning Effective Instruction for ESL Students in the K-12 Setting” Grants for Enhanced Learning through Technology College of Education and Human Development, University of Minnesota PI: Martha Bigelow
6/01	\$5,000	Summer research funding College of Education and Human Development, University of Minnesota PI: Martha Bigelow

## Publications

### *Books*

Warriner, D., & **Bigelow, M.** (Eds.) (2019). *Critical reflections on research methods: Power and equity in complex multilingual contexts*. Bristol, Blue Ridge Summit: Multilingual Matters.

**Bigelow, M.**, & Enns-Kananen, J. (Eds.). (2015). *Handbook of Educational Linguistics*. New York City: Routledge.

Bigelow, M. (2010). *Mogadishu on the Mississippi: Language, Racialized identity, and Education in a New Land*. New York: Wiley-Blackwell.

Tarone, E., **Bigelow, M.** & Hansen, K. (2009). *Literacy and Second Language Oracy*. Oxford: Oxford University Press.

*Journal Articles* (#Student)

*Peer Reviewed Journal Articles (# student)*

Schwedhelm, M. C., Wilhelm, A. K., Bigelow, M., Bates, N., Vigar, T. M., Ortega, L., & Allen, M. (2023). What is sustainable participatory research? Insights from a school-university partnership. *Educational Action Research*, 31(4), 653-659.

Allen, M., Vock, D., Hang, M., Pergament, S., Bigelow, M., Evans, M., & Wildhelm, A. (2023). Preliminary outcomes from Project TRUST, a school-based intervention to promote student-school connectedness and engagement. *The Annals of Family Medicine*, 21 (supplement 1).

Wilhelm, A., #Schwedhelm, M., **Bigelow, M.**, Hang, M., Ortega, L., Pergament, S. & Allen, M. (2022). Somali, Latino, and Hmong Youth Perceptions of School Connectedness. *Health Equity* 6(1)  
<https://doi.org/10.1089/hec.2021.0095>

Wilhelm, A., #Schwedhelm, M., **Bigelow, M.**, Bates, N., Hang, M., Ortega, L., Pergament, S., & Allen, M. (2021). Evaluation of a school-based participatory intervention to improve school environments using the consolidated framework for implementation research. *BMC Public Health* 21, 1615 <https://doi.org/10.1186/s12889-021-11644-5>

#Schwedhelm, M. Wildhelm, A., **Bigelow, M.**, Bates, N., Vigar, T. M., Hang, M., Ortega, L., & Allen, M. (2021). What is sustainable participatory research? Insights from a school-university partnership. *Educational Action Research*, DOI: [10.1080/09650792.2021.2007783](https://doi.org/10.1080/09650792.2021.2007783)

Deygers, B., **Bigelow, M.**, Lo Bianco, J., Nadarajan, D., & Tani, M. (2021). Low print literacy and its representation in research and policy. *Language Assessment Quarterly*. DOI: [10.1080/15434303.2021.1903471](https://doi.org/10.1080/15434303.2021.1903471)

Wilhelm, A. K, Hang, M., Ortega, L., Pergament, S., Cavin, A., Bates, N., **Bigelow, M.** & Allen M. (2021). Lessons learned in implementing youth and parent participatory action research in a school-based intervention. *Progress in Community Health partnerships: Research, Education, and Action* 15(1), 15-36.

King, K., & **Bigelow, M.** (2018). East African transnational adolescents and the symbolic meaning of place: An argument for local international learning. *Annual Review of Applied Linguistics*, 38, 187-193.

#Vanek, J., King, K., & **Bigelow, M.** (2018). Social presence and identity: Facebook in an English language classroom. *Journal of Language, Identity & Education*. DOI: [10.1080/15348458.2018.1442223](https://doi.org/10.1080/15348458.2018.1442223).

King, K., **Bigelow, M.**, & Hirsi, A. (2017). New to school and new to print: Everyday peer interaction among adolescent high school newcomers. *International Multilingual Research Journal: Special Issue entitled Exploring Peer Interaction among Multilingual Youth: New Possibilities and Challenges for Language and Literacy Learning*. DOI: 10.1080/19313152.2017.1328958

**Bigelow, M.**, #Vanek, J., King, K., & Abdi, N. (2017). Literacy as social (media) practice: Refugee youth and home language literacy at school. *International Journal of Intercultural Relations, Special issue: Cultural and Academic Adjustment of Refugee Youth in Educational Settings*, 60, 183-197. DOI: [10.1016/j.ijintrel.2017.04.002](https://doi.org/10.1016/j.ijintrel.2017.04.002)

Enns-Kananen, J., Escobar, C. F., & **Bigelow, M.** (2017). "It's practically a must": Neoliberal reasons for foreign language learning. *International Journal of Society, Culture & Language*, 5(1), 15-28.

King, K. & **Bigelow, M.** (2016). The language policy of placement tests for newcomer English learners. *Educational Policy*, 1-33. DOI: 10.1177/0895904816681527

Fallas Escobar, C., Enns-Kananen, J., & **Bigelow, M.** (2016) Monetary and career based motives at the core of EFL programs: Problems and solutions/Programas de Inglés como lengua extranjera basados en fundamentos económicos y profesionales: Problemas y soluciones. *GIST Education and Learning Research Journal*, 12, 152-173.

Cushing-Leubner, J., **Bigelow, M.**, Ortega, L., Pergament, S., Adam, K., Hang, M., Susens, S., Prifrel, R., & Allen, M. (2015). Promoting resilience in diverse classrooms: The answers are not in the back of the book. *MinneTESOL Journal*. <http://minnetesoljournal.org/spring-2015/promoting-resilience-in-diverse-classrooms-the-answers-are-not-in-the-back-of-the-book>

**Bigelow, M.** & King, K. (2014). Somali immigrant youths and the power of print literacy. *Writing Systems Research*, 6(2), 1-16.

**Bigelow, M.** (2014). Blending social and cognitive research traditions in language learning and teaching: A matter of mentoring and modeling, pp. 42-47. In J. H. Hulstijn, R. F. Young & L. Ortega (Eds.), *Bridging the gap: Cognitive and social approaches to research in language learning and teaching*. *Studies in Second Language Acquisition*, 36(3), 1-61.

**Bigelow, M.** (2011). (Con)texts for cultural and linguistic hybridity among Somali Diaspora youth. *The New Educator*, 7(1), 27-43.

**Bigelow, M., #Wesely, P., & Opsahl, L.** (2009). Multicultural education in a K-12 modern language department: Reconciling the professional development experience. *International Journal of Multicultural Education*. <http://ijme-journal.org/index.php/ijme>.

**Bigelow, M., #Basford, L., & #Smidt, E.** (2008). The academic and social transition to school and the role of native language support. *Journal of Southeast Asian American Education and Asian Advancement*. (Special issue on Hmong immigrants)  
<http://jsaaea.coehd.utsa.edu/index.php/JSAAEA>

**Bigelow, M.** (2008). Somali adolescents' negotiation of religious and racial bias in and out of school. *Theory into Practice. Special Issue on Immigrant Education*, 47(1), 27-34.

Ngo, B., **Bigelow, M.**, & Wahlstrom, K. (2007). The transition of Wat Tham Krabok Hmong children to Saint Paul Public Schools: Perspectives of teachers, principals, and Hmong parents. *Hmong Studies Journal*, 8, 1-36.

**Bigelow, M., Ranney, S., & #Dahlman, A.** (2006). Keeping the language focus in content-based ESL instruction through proactive curriculum planning. *TESL Canada Journal*, 24(1), 40-58.

**Bigelow, M., delMas, R., #Hansen, K., & Tarone, E.** (2006). Literacy and the processing of oral recasts in SLA. *TESOL Quarterly*, 40(4), 665-689.

Winner of the 2007 TESOL Award for Distinguished Research.

**Bigelow, M., & Tarone, E.** (2004). The role of native language literacy in second language acquisition: Doesn't who we study determine what we know? *TESOL Quarterly*, 39(1), 689-700.

**Bigelow, M., & Ranney, S.** (2004). The new English language proficiency standards: Issues in curriculum and ESL teacher professionalism. *Minnesota/WITESOL Journal*, 21, 17-36.

Izumi, S. & **Bigelow, M.** (2000). Does output promote noticing and second language acquisition? *TESOL Quarterly*, 34(2) 239-278.

Izumi, S., **Bigelow, M.**, Fujiwara, M., & Fearnow, S. (1999). Testing the output hypothesis: Effects of output on noticing and second language acquisition. *Studies in Second Language Acquisition*, 21(3), 421-452.

*Invited and Non-Peer Reviewed Articles* (#Student)

Bigelow, M. (2019). Time is like a sword, if you don't cut it, it will cut you: Learning in English in a Djiboutian refugee camp for an uncertain English-speaking future. *MinneTESOL*.

<http://minnetesoljournal.org/current-issue/invited-article/time-is-like-a-sword-if-you-dont-cut-it-it-will-cut-you-learning-in-english-in-a-djiboutian-refugee-camp-for-an-uncertain-english-speaking-future/>

King, K., & **Bigelow, M.** (2017). Minnesota (not so) nice? The politics of language education policy development and implementation.

*MinneTESOL*.

<http://minnetesoljournal.org/fall-2017-issue/minnesota-not-nice-politics-language-education-policy-development-implementation>

Durgunoğlu, A., & **Bigelow, M.** (2016). Classroom-based L2 vocabulary learning and comprehension: Replications of Lesaux, Kieffer, Fallor & Kelley (2010). *Language Teaching*, 1-11. DOI:

<https://doi.org/10.1017/S0261444816000239>

Ngo, B., **Bigelow, M.**, & Lee, S. (Eds.) (2014). Introduction: What does it mean to do ethical and engaged research with immigrant communities? Special issue: Research with immigrant communities. *Diaspora, Indigenous and Migrant Education*, 8(1), 1-6.

**Bigelow, M.**, & Vinogradov, P. (2011). Teaching adult second language learners who are emergent readers. *Annual Review of Applied Linguistics*, 31, 120-136. (invited)

**Bigelow, M.**, & Ranney, S. (2010). Knowledge about language for teachers is more than knowing grammar rules. *Studies in Hispanic and Lusophone Linguistics*, 3(1), 217-228. (invited)

Tarone, E., Swierzbina, B. & **Bigelow, M.** (2006). The impact of literacy level on features of interlanguage in oral narratives. *Rivista di Psicolinguistica Applicata*, 6(3), 65-77. (invited)

Tarone, E., & **Bigelow, M.** (2005). Impact of literacy on oral language processing: Implications for second language acquisition research. *Annual Review of Applied Linguistics*, 25, 77-97. (invited)

Izumi, S., & **Bigelow, M. H.** (2001). Methodological and theoretical issues in testing the effects of focus on form. *TESOL Quarterly*, 35(1), 181-189. (invited)

*Annotated Bibliographies and Encyclopedia Articles*

**Bigelow, M.** & #Smith, G. (2017). Teaching speaking in non-academic contexts. *TESOL Encyclopedia of English Language Teaching*. John Liontas (ed).

#Vanek, J. & **Bigelow, M.** (2016). Refugee and new immigrant learners. In *Oxford Bibliographies in Education*. Luanna Meyer (Ed.). New York: Oxford University Press. DOI: 10.1093/obo/9780199756810-0141

Dockter Tierney, J., Mogush Mason, A., Frederick, A., Allen, K., Beach, R., **Bigelow, M.**, Cushing-Leubner, J., Helman, L., Isaacson, K., Ittner, A., Madson, M., Nielsen-Winkelman, T., Peterson, D., Rombalski, A., Rummel, A., Struck, M., Bear, D.R., Israelson, M., Janssen, T., Jones, H., Liang, L., Lozenski, B., Smith, C., Colebrooke, T., Sulzer, M.A., Haertling Thein, A. (2015). *Research in the Teaching of English*, 50(2). Urbana, IL: National Council of Teachers of English. Available in whole as a downloadable pdf file at <http://www.ncte.org/journals/rte/biblios>.

Helman, L., Allen, K., Beach, R., Bear, D., **Bigelow, M.**, Brendler, B., Cushing-Leubner, J., Dillon, D., Frederick, A., Haertling-Thein, A., Isaacson, K., Ittner, A., Janssen, T., Liang, L., Madson, M., Mason, A., Ngo, B., O'Brien, D., Peterson, D., Rietdijk, S., Rogers, C., Rummel, A., Scharber, C., Smith, C. & Stornaiuolo, A. (2014). Annotated bibliography of research in the teaching of English, *Research in the Teaching of English*, 49(2). 365-367. Urbana, IL: National Council of Teachers of English. Available in whole as a downloadable pdf file at <http://www.ncte.org/journals/rte/biblios>.

Helman, L., Allen, K., Beach, R., **Bigelow, M.**, Brendler, B., Coffino, K., Cushing-Leubner, J., Dillon, D., Frederick, A., Majors, Y., Ngo, B., O'Brien, D., Peterson, D., Rummel, A., & Scharber, C. (2013). Annotated bibliography of research in the teaching of English, *Research in the Teaching of English*, 48(2), AB1-60.

Beach, R., **Bigelow, M.**, Braaksma, M., Brendler, B., Coffino, K., Dillon, D., Frederick, A., Gabrielli, M., Haertling Thein, A., Helman, L., Janssen, T., Liang, L., Ngo, B., O'Brien, D., Rambow, A., Scharber, C., Sethi, J. & Stornaiuolo, J. (2012). Annotated bibliography of research in the teaching of English, *Research in the Teaching of English*, 47(2), AB1-93.

Beach, R., **Bigelow, M.**, Brendler, B., Dillon, D., Frederick, A., Gabrielli, M., Helman, L., Kapoor, R., Ngo, B., O'Brien, D., Rambow, A., Scharber, C., &

Sethi, J. (2011). Annotated bibliography of research in the teaching of English, *Research in the Teaching of English*, 46(2), AB1-93.

Beach, R., **Bigelow, M.**, Braaksma, M. M., Dillon, D., Docktor, J., Galda, L., Helman, L., Jorgensen, K., Janssen, T., Kalnin, J., Ngo, B., O'Brien, D., Sato, M., & Scharber, C. (2009). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English*, 44(2), 210-241.

Beach, R., **Bigelow, M.**, Braaksma, M. M., Dillon, D., Docktor, J., Galda, L., Helman, L., Jorgensen, K., Janssen, T., Kalnin, J., Ngo, B., O'Brien, D., Sato, M., & Scharber, C. (2008). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English*, 43(2) 188-235.

Beach, R., **Bigelow, M.**, Dillon, D., Galda, L., Helman, L., Kalnin, J., Lewis, C., O'Brien, D., Jorgensen, K., Rijlaarsdam, G., & Janssen, T. (2007). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English*, 42(2), 188-227.

Beach, R., **Bigelow, M.**, Dillon, D., Galda, L., Helman, L., Kalnin, J., Lewis, C., O'Brien, D., Jorgensen, K., Rijlaarsdam, G., & Janssen, T. (2006). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English*, 41(2), 208-241.

Beach, R., **Bigelow, M.**, DeLapp, P., Dillon, D., Galda, L., Helman, L., Kalnin, J., Lensmire, T., O'Brien, D., Jorgensen, K., Liang, L., Rijlaarsdam, G., & Janssen, T. (2005). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English*, 40(2), 207-237.

***Chapters in books*** (\*Peer reviewed; #Student)

Bigelow, M. (2025). Afterward. In J. Simpson, & S. Pöyhönen (eds.) *Minority language learning for adult migrants* (pp. 209-213). Routledge.

Bigelow, M. (2024). Forward. In P. De Costa, A. Rabie-Ahmed, & C. Cinaglia, C. *Ethical Issues in Applied Linguistics* (pp. ix-xii). John Benjamins Publishing Company.

King, K. A. & **Bigelow, M.** (2020). The hyper-local development of translanguaging pedagogies. In E. Moore, J. Bradley, & J. Simpson (eds.) *Translanguaging as transformation: The collaborative construction of new linguistic realities* (pp. 199-215). Tonawanda, NY: Multilingual Matters.

Bigelow, M. (2020). The case of a Somali teenage girl with limited formal schooling: Seeing assets and poking holes in deficit discourse. In A. Cooper

& A. Ibrahim (Eds.). *Black immigrants in the United States: Essays on the politics of race, language, and voice* (pp. 77-91). New York: Peter Lang, International Academic Publishers.

\*King, K. & **Bigelow, M.** (2019). The politics of language education policy development and implementation: Minnesota (not so) nice? In T. Ricento (ed.) *Language politics and policies: Perspectives from Canada and the United States* (pp. 192-210). Cambridge: Cambridge University Press.

\*Bigelow, M., Cushing-Leubner, J., Hang, M., Ortega, L., Shanafelt, A., Pergament, S., Allen, M. (2019). Perspectives on power and equity in CBPAR projects. In D. Warriner, & M. Bigelow (Eds.). *Critical reflections on research methods: Power and equity in complex multilingual contexts* (pp. 184-198). Bristol, Blue Ridge Summit: Multilingual Matters.

\*Lewis, C. & **Bigelow, M.** (2019). Mobilizing and languaging emotion for critical media literacy. In R. Beach & D. Bloome (eds.), *Languaging relations across social worlds in educational contexts* (pp. 216-234 ). New York, NY: Routledge.

**Bigelow, M.**, & Collins, P. (2018). Bilingualism from childhood through adolescence. In A. De Houwer & L. Ortega (Eds.), *The Cambridge handbook of bilingualism* (pp. 36–58). Cambridge, UK: Cambridge University Press.

Bigelow, M. (2018). Afterword. In S. Shapiro, R. Farrelly & M.J. Curry *Educating refugee-background students: Critical issues and dynamic contexts* (pp. 256-259). Bristol, Blue Ridge Summit: Multilingual Matters.

King, K. & **Bigelow, M.** (2018). Multilingual education policy, superdiversity, and educational equity. In A. Creese, & A. Blackledge, (vol. eds.) M. Cooke, & J. Simpson (section eds.), *The Routledge handbook of language and superdiversity* (pp. xxx-xxx). New York: Routledge.

\***Bigelow, M.**, & King, K. (2016). Peer interaction while learning to read in a new language. In M. Sato, & S. G. Ballinger (eds). *Peer interaction and second language learning* (pp. 349-375). Philadelphia: John Benjamins.

\***Bigelow, M.** & Pettitt, N. (2015). Narratives of ethical dilemmas with immigrants with limited formal schooling. In DeCosta, P. *Ethics in applied linguistics research: Language researcher narratives* (pp. 66-82). New York City: Routledge.

#Cushing-Leubner, J., & **Bigelow, M.** (2014). Principled eclecticism and the holistic approach to language teaching and learning. In S. Çelik, (Ed.)

*Approaches and principles in English as a foreign language education* (pp. 247-266). Ankara, Norrsken Ltd. Stl.

**Bigelow, M.**, #Wesely, P., & Opsahl, L. (2013/2009). Reconciling a professional development experience with multicultural education in a K-12 foreign language program. In N. Gallavan (Ed.), *Annual Editions: Multicultural Education, 17th Edition*: McGraw-Hill. (reprint)

Tarone, E., Hansen, K., & **Bigelow, M.** (2013). Second language acquisition by adults and alphabetic literacy. In J. Hershensohn & M. Young-Scholten, (Ed.) *Handbook of second language acquisition* (pp. 180-203). Cambridge University Press.

**Bigelow, M.** (2012). Are culturally specific charter schools an appropriate means of preserving Muslim identity? Counterpoint article in C. J. Russo & G. M. Cattaro, (Eds.) *Debating Issues in American Education* (pp. 63-71). Thousand Oaks, CA: Sage.

**Bigelow, M.**, & Watson, J. (2011). Educational level and L2 learning. In S. Gass & A. Mackey (Eds.), *Handbook of second language acquisition* (pp. 461-475). New York: Routledge/Taylor Francis.

**Bigelow, M.** (2010). "If you can speak in time, you're fine": Preservice teachers learning to plan for a focus on form in content-based instruction. In M. C. Varel, F. J. F. Polo, L. G. García, & I. M. P. Martínez (Eds.), *Current Issues in English language teaching and learning. An international perspective* (pp. 3-24). Newcastle upon Tyne: Cambridge Scholars Publishing.

**Bigelow, M.** (2010). Learning to plan for a focus on form in CBI: The role of teacher knowledge and teaching context. In J. Davies (Ed.), *World language teacher education: Transitions and challenges in the twenty-first century* (pp. 35-56). Greenwich, CT: Information Age Publishing.

**Bigelow, M.** (2009). Technology in foreign and second language instruction. In M. D. Roblyer & A. Doering (Eds.), *Integrating educational technology into teaching* (5th edition) (pp. 295-312). Upper Saddle River, NJ: Pearson Education, Inc.

\*Tarone, E. & **Bigelow, M.** (2007). Alphabetic print literacy and processing of oral corrective feedback in the L2. In A. Mackey (Ed.), *Conversational Interaction and Second Language Acquisition* (pp. 101-121). Oxford: Oxford University Press.

\***Bigelow, M.**, & Tedick, D. J. (2005). Combining second and foreign language teacher education: Rewards and challenges. In D. J. Tedick (Ed.), *Second language teacher education: International perspectives* (pp. 295-311). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

\***Bigelow, M.**, Ranney, S. & Hebble, A. (2005). Choosing depth over breadth in a content-based ESL classroom. In J. Crandal and D. Kaufman (Eds.) *Content-based language instruction in the K-12 setting* (pp. 179-193). Washington, DC: TESOL.

\***Bigelow, M.**, & **Ranney, S.** (2005). Pre-service ESL teachers' knowledge about language and its transfer to lesson planning. In N. Bartles (Ed.), *Applied linguistics and language teacher education* (pp. 179-200). New York: Springer Science+Business Media, Inc.

### **Editorships**

Bigelow, M. (Ed.) (2023). Gender and language education, *Modern Language Journal*, 107(2). Position paper and commentaries, xxx-xxx.

Bigelow, M. (Ed.) (2022). The foreign TA “problem” 40 years on, *Modern Language Journal*, 106(2). Position paper and commentaries, 469-502.

Bigelow, M., & Paesani, K. (2021). Diversity and transformation in language teacher education: Selected papers from the 10<sup>th</sup> and 11<sup>th</sup> Language Teacher Education Conferences. Center for Advanced Research on Language Acquisition, University of Minnesota.

[https://www.amazon.com/dp/0984399666?ref\\_=pe\\_3052080\\_397514860](https://www.amazon.com/dp/0984399666?ref_=pe_3052080_397514860)

Bigelow, M. (Ed.) (2021). Migration and language teaching and learning, *Modern Language Journal*, 105(2). Position paper and commentaries, 569-608.

Bigelow, M., & Engman, M. (Eds.) (2020). Doing indigenous language reclamation. Editor’s introduction to Perspectives, *Modern Language Journal*, 104(2). Position paper and commentaries, 480-525.

Bigelow, M. (Ed.) (2019). Emotion and language teaching. Editor’s introduction to Perspectives, *Modern Language Journal*, 103(2). Position paper and commentaries, 515-544.

Bigelow, M. (Ed.) (2018). Seeing religion in language teaching contexts and in language learning processes. Editor’s introduction to Perspectives,

*Modern Language Journal*, 102(2), 431-432. Position paper and commentaries, 432-462.

Bigelow, M. (Ed.) (2017). Leading and collaborating for (disruptive) change in higher education language programs. Editor's introduction to Perspectives, *Modern Language Journal*, 101(2) 412-413. Position paper and commentaries, 413-442.

Bigelow, M. (Ed.). (2016). Exploring social justice in world language education through the lens of pain. Editor's introduction to Perspectives, *Modern Language Journal*, 100(2) 554-555. Position paper and commentaries, 556-578.

\*Ngo, B., **Bigelow, M.**, & Lee, S. (Eds.) (2014) Special issue: Research with immigrant communities. *Diaspora, Indigenous and Migrant Education*, 8(1).

\*Vinogradov, P. & **Bigelow, M.** (Eds.) (2012). *Low Educated Second Language and Literacy Acquisition*, 7<sup>th</sup> Symposium. Minneapolis, MN: University of Minnesota Printing Services.

\***Bigelow, M.**, & Walker, C. (Eds.). (2004). *Creating teacher community: Selected papers from the Third International Conference on Language Teacher Education*. CARLA Working Paper Series #24. Minneapolis, MN: University of Minnesota, The Center for Advanced Research on Language Acquisition.

### ***Proceedings and Other Papers***

\***Bigelow, M.**, King, K., Vanek, J., & Abdi, N. (2019). Literacy as social (media) practice: Refugee youth and native language literacy at school. In E. Bryant (Ed.) *Low-educated adult second language and literacy acquisition, 11th symposium* (pp. 26-37). St. Augustine: Flagler College Press.

\***Bigelow, M.** & King, K. (2015). Peer interaction while learning to read in a new language. In I. van de Craates, J. Kurvers, and R. van Hout (eds.), *Adult literacy, second language and cognition* (pp. 33-52). Centre for Language Studies: Nijmegen, The Netherlands.

\*Vinogradov, P., Pettitt, N., & **Bigelow, M.** (2015). The possibilities and problematics of research with LESLLA. In A. Whiteside and M. G. Santos (eds.), with H. Fong and S. Wells, (Ed. Assistants). *Low educated adult*

*second language and literacy acquisition, 9<sup>th</sup> symposium* (pp. 298-321). Lulu Publishing Services: San Francisco, CA.

**Bigelow, M.** (2013). Crossing boundaries and barriers in Applied Linguistics: The advocacy turn of research with minoritized populations. In *Memoria IV CILAP, IV Congreso Internacional de Lingüística Aplicada, Escuela de Literatura y Ciencias del Lenguaje*. Heredia, Costa Rica: Universidad Nacional Autónoma.

**Bigelow, M., & King, K.** (2013). Gender, power and print literacy in an immigrant classroom: Dynamics of the mother tongue. In *Memoria IV CILAP, IV Congreso Internacional de Lingüística Aplicada, Escuela de Literatura y Ciencias del Lenguaje*. Heredia, Costa Rica: Universidad Nacional Autónoma.

\*Tarone, E., & **Bigelow, M.** (2012). A research agenda for second language acquisition of pre-literate and low-literate adult and adolescent learners. In P. Vinogradov and M. Bigelow (Eds.), *Low educated adult second language and literacy acquisition, 7<sup>th</sup> symposium* (pp. 5-26). Minneapolis, MN: University of Minnesota Printing Services.

\*King, K., & **Bigelow, M.** (2012). Acquiring English and literacy while learning to do school: Resistance and accommodation. In P. Vinogradov and M. Bigelow (Eds.), *Low educated adult second language and literacy acquisition, 7<sup>th</sup> symposium* (pp. 157-181). Minneapolis, MN: University of Minnesota Printing Services.

**Bigelow, M.** (2011). Teaching adolescent and adult language learners with limited or interrupted formal schooling. *The Encyclopedia of Applied Linguistics*.  
<http://onlinelibrary.wiley.com/doi/10.1002/9781405198431.wbeal1166/fu>  
[//](#)

#Vinogradov, P., & **Bigelow, M.** (2010, August). Using oral language skills to build on the emerging literacy of adult English learners. *CAELA Network Brief*. <http://www.cal.org/caelanetwork/resources/using-oral-language-skills.html>

\***Bigelow, M.** (2009). Texts and contexts for cultural and linguistic hybridity in the diaspora. *MI TESOL Conference Proceedings*, pp. 74-89. East Lansing, MI.

\***Bigelow, M.** (2009). Literacy and oral language processing. *MI TESOL Conference Proceedings*, pp. 17-32. East Lansing, MI.

\***Bigelow, M.**, #Wesely, P., & Opsahl, L. (2009). Reconciling a professional development experience with multicultural education in a K-12 foreign language program. In Anderson, M. & Lazaraton, A. (Eds.), *Bridging contexts making connections: Selected papers from the Fifth International Conference on Language Teacher Education, CARLA Working Paper Series* (pp. 61-79). Minneapolis, MN: University of Minnesota, The Center for Advanced Research on Language Acquisition.

#Basford, L., #Hick, S. & **Bigelow, M.** (2007). Educating Muslims in an East African US charter high school. Occasional Paper No. 147. National Center for the Study of Privatization in Education, Columbia University, New York, NY, available at <http://www.ncspe.org/list-papers.php> (November 15, 2007).

\***Bigelow, M.** (2007). Social and cultural capital at school: The case of a Somali teenage girl with limited formal schooling. In N. R. Faux (Ed.), *Low-educated adult second language and literacy acquisition proceedings of symposium* (pp. 7-22). Richmond, VA: Literacy Institute at Virginia Commonwealth University.

\*Tarone, E., **Bigelow, M.** & Hansen, K. (2007). The impact of alphabetic print literacy level on oral second language acquisition. In N. R. Faux (Ed.), *Low-educated adult second language and literacy acquisition proceedings of symposium* (pp. 99-122). Richmond, VA: Literacy Institute at Virginia Commonwealth University.

**Bigelow, M.**, & Walker, C. (2004). Creating teacher community: Research and practice in language teacher education. In M. Bigelow & C. Walker (Eds.), *Creating teacher community: Selected papers from the Third International Conference on Language Teacher Education. CARLA Working Paper Series #24.* (pp. 1-25). Minneapolis, MN: University of Minnesota, The Center for Advanced Research on Language Acquisition.

Center for Applied Linguistics, Washington, D.C. (1997). *Arabic Speaking Test Rater Training Kit.*

**Bigelow, M.** (1997). The development of the self-instructional oral proficiency rater training kits. *The NCLRC Language Resource*, 1(7) available at <http://www.nclrc.org/caidlr17.htm>.

### ***Project reports***

\***Bigelow, M.**, & Lovrien Schwarz, R. (2010). Adult English language learners with low native and second language print literacy. The National Institute for Literacy: Washington, DC.

**Bigelow, M.**, Ngo, B., Wahlstrom, K. L., Ingram, D., & Whitehouse, B. (2005). A preliminary report on an evaluation of the transitional language center program in the Saint Paul Public Schools. Center for Applied Research and Educational Improvement, College of Education and Human Development, University of Minnesota.

### *Book reviews*

**Bigelow, M.**, & Kong, K. (2013). Book review: Experimental Methods in Language Acquisition Research by Elma Blom and Sharon Unsworth. Philadelphia, John Benjamins Publishing Company. *Modern Language Journal*, 97(1), 289-290. (invited)

**Bigelow, M.** (2010). Book review: Unresolved identities: Discourse, ambivalence and urban, immigrant students by Bic Ngo. Albany: SUNY Press, *Teachers College Record* (invited)  
<http://www.tcrecord.org/Content.asp?ContentID=16082>

**Bigelow, M.** (2009). Book review: Validity evaluation in language assessment by John Norris. Frankfurt am Main: Peter Lang, *Modern Language Journal*, 93(3), 469-470. (Invited)

**Bigelow, M.** (2007). Book review: Dialogue with Bakhtin on second and foreign language learning: New perspectives by Hall, Vitanova & Marchenkova. Lawrence Erlbaum Associates, *Modern Language Journal*, 91(2) 299-300. (Invited)

### *International consulting projects*

Nanjing University, Nanjing, China, July 2024

Co-lead, with Dr. Kendall King, a summer intensive course entitled "Research Methods in Applied Linguistics." Topics included case study, language policy, classroom ethnography, language analysis, narrative analysis. Participants were approximately 25 faculty and graduate students from China and other countries.

Ministry of Education, Punjab State, India (2023); US State Department

Carried out a study of English language teaching in the state of Punjab. This involved doing interviews and focus groups with stakeholders (e.g., students, parents, teachers, administrators, teacher educators, government educators) and across many settings (e.g., primary, middle, secondary schools, teacher preparation institutions, Ministry of Education)

Ministry of Education, National Foreign Language Project, Hanoi, Vietnam (2020); US State Department

Worked with project leads on a study of foreign language teacher education programs in Vietnam in order to identify promising practices which in turn informed a proposed course of study which would deepen school based experiences and allow students to focus on a particular age group.

Indian Centre for Research and Development of Community Education, Chennai, India (2018); US State Department

Collaborated with local educators to redesign and integrate the English and the Communication Skills curricula for 300+ community colleges throughout India.

Led two curriculum workshops with local trainers:

Bigelow, M. (2018). Workshop on curriculum redesign for English language learning in community colleges. ICRDCE, Chennai, India.

Bigelow, M. (2018). Creating language proficiency through curriculum redesign. ICRDCE, Chennai, India.

Universidad de la Sabana, Colombia (2017)

Gave research talk and workshop for MA students in a distance/autonomous learning program.

Ministry of Education, Vietnam (2017)

Worked with project leads on the Vietnamese national language policy known as P2020. Products included a white paper on considerations regarding choice of FL in Vietnam, implementation matrix with indicators of successful implementation, capacity development in terms of in-service and preservice language teacher preparation.

Universidad Nacional Autonoma de Costa Rica, Heredia, Costa Rica (2012 & 2013)

Conducted the following four 3-hour workshops for teaching staff at UNA and peer institutions:

Bigelow, M., & Dillard, B. (2013). *Seminar on conceptualizing Master's-level research*. Universidad Nacional Autonoma de Costa Rica, Heredia, Costa Rica.

Bigelow, M., & Dillard, B. (2013). *Task-based instruction: Teaching towards language proficiency*. Universidad Nacional Autonoma de Costa Rica, Heredia, Costa Rica.

Bigelow, M., & Dillard, B. (2013). *Test-building basics, Part I*. Universidad Nacional Autonoma de Costa Rica, Heredia, Costa Rica.

Bigelow, M., & Dillard, B. (2013). *Test-building basics, Part II*. Universidad Nacional Autonoma de Costa Rica, Heredia, Costa Rica.

Bigelow, M. (August, 2012). Teaching toward language proficiency: A workshop for university-level EFL instructors. Professional Development Workshop at the Universidad Nacional Autonoma de Costa Rica, San José, Costa Rica. (Worked with curriculum development teams to re-design syllabi for English classes for majors other than English.)

Vietnam University, Hanoi, Vietnam (2011)

Two consulting trips to Hanoi, VN to do curriculum development with the University of Languages and International Studies. (May & December, 2011)

Two workshops in May for preservice elementary EFL teachers in rural provinces of northern Vietnam (May, 2011)

Workshop for all foreign language instructors at the University of Languages and International Studies, Vietnam University, Hanoi. (December, 2011)

Universidad de Santiago de Compostela, España (2008)

Taught SLA Ph.D. Course.

Bigelow, M. (May, 2008). Taller para profesores del Centro de Lenguas Modernas. (Workshop for world languages teachers.) Universidad de Santiago de Compostela, España

UNICEF, Skopja, Macedonia (2008)

Traveled to Skopja with Miske and Associates and UNICEF on a train-the-trainer project promoting literacy in grades 1-3 in Macedonia. Skopja, Macedonia.

International School of Kuala Lumpur, Kuala Lumpur, Malaysia (2006)

Bigelow, M. (March, 2006). Moments of thinking and evidence of learning: Process approaches to classroom assessment. Weekend workshop for 50 world language teachers from Southeast Asia,

***National-level consulting projects***

ELL-U Subject Matter Expert for federal grant focusing on adult ELL teacher development. (2010-2013)

Created three online asynchronous courses for educators of adult English learners:

- Second Language Acquisition: Myths, Beliefs, and What the Research Shows
- Teaching Adult ELLs Who are Emergent Readers
- The Role of Culture in the Education of Adult English Language Learners

Other activities include:

- Facilitate online study circles, book clubs, discussions
- Carry out face-to-face workshops for educators (e.g., Raleigh, NC; Ft. Lauderdale, FL; COABE; MinneTESOL)
- Offer leadership on the project

***Media attention***

Quoted in “How Project 2025 will affect the Department of Education” MN Daily, 11/21/2024 <https://mndaily.com/291169/city/how-project-2025-will-affect-the-department-of-education/>

Quoted in “Taking teacher training seriously: A medical-style residency program at U of M”, Daily Planet Dec. 15, 2013  
<http://www.tcdailyplanet.net/news/2013/12/15/teri>

Quoted in “Dayton wants to boost funding for English language learning” by Tim Post, Minnesota Public Radio. February 15, 2013  
<http://minnesota.publicradio.org/display/web/2013/02/15/education/dayton-english-language-learning-funding>

Quoted in “Ranks of English learners swelling in Minnesota schools” by Mike Zittlow, Minnesota Public Radio. December 17, 2012  
<http://minnesota.publicradio.org/display/web/2012/12/13/teaching-minnesota-elloverview>

Bigelow, M. (November 7, 2008). Educating Muslim students in Minnesota: The skill and the will. MinnPost.com.  
[http://www.minnpost.com/community\\_voices/2008/11/07/4451/educating\\_muslim\\_students\\_in\\_minnesota\\_the\\_skill\\_and\\_the\\_will](http://www.minnpost.com/community_voices/2008/11/07/4451/educating_muslim_students_in_minnesota_the_skill_and_the_will)

## Papers and Presentations

### *Invited plenary and keynote addresses*

Bigelow, M. (October, 2020). *Literacy and multilingualism with African Diaspora youth: Intersections of race, culture and language*. Alberta TESL, Edmonton, Canada. (Virtual)

Bigelow, M. (October, 2019). *The intercultural and the interpersonal in world language teaching: Changing the world one class at a time*. Taipei Tech International Conference on Applied Linguistics. Taipei, Taiwan.

Bigelow, M. (August, 2019). *Engaged research at the intersection of language and education*. VI Congreso Internacional de Lingüística Aplicada, UNA, Herredia, Costa Rica.

Bigelow, M. (March, 2018). *What can we learn about ELT through classroom research?* The Professor Sita Udupa Endowment Lecture at Ethiraj College for Women, Chennai, India.

Bigelow, M. (October, 2017). *New to school and new to print: Insights on language learning among refugee- background students*. Western Conference on Linguistics. Boise State University, Idaho.

Bigelow, M., & King, K. (April, 2017). *Rethinking peer interaction: Insights on language learning among refugee-background students*. Second Language Acquisition Graduate Student Symposium, University of Minnesota, MN.

Bigelow, M., & King, K. (February, 2017). *Rethinking peer interaction: Insights on language learning among refugee-background students*. Second Language Studies Symposium, Michigan State University, East Lansing, MI.

Bigelow, M. (October, 2016). Linking mobility to pedagogy with multilingual immigrant youth. Keynote at *Education and Migration: Language Foregrounded* conference. Durham University, Durham, UK.

Bigelow, M. (August, 2016). Linking mobility to pedagogy with multilingual immigrant youth. MCCR Summer Literacy Workshop. St. Paul, MN.

Bigelow, M. (October, 2013). Multiple literacies and English learners. Wisconsin TESOL. Whitewater, WI.

Bigelow, M. (May, 2013). Crossing boundaries and barriers in Applied Linguistics: The advocacy turn of research with minoritized populations. IV Congreso Internacional de Lingüística Aplicada, Escuela de Literatura y Ciencias del Lenguaje. Heredia, Costa Rica: Universidad Nacional Autónoma.

Bigelow, M. (December, 2011). The risks and rewards of advocacy research. Research Centre on Linguistic Typology, La Trobe University, Melbourne, Australia.

Bigelow, M. (December, 2011). A process of course development. University of Languages and International Studies, Vietnam University. Hanoi, VN.

(Keynote) Bigelow, M. & Tarone, E. (September, 2011). A research agenda for LESLLA/A second language acquisition. 7<sup>th</sup> International LESLLA Conference, Minneapolis, MN.

Bigelow, M. (June, 2011). Challenges and practices for teaching preliterate English learners with limited formal schooling. Sanibel Leadership Conference, Clearwater Beach, FL.

(Keynote) Tarone, E., Bigelow, M., & Hansen, K. (November 7, 2009). How research on oral language can inform literacy instruction in a second language. MinneTESOL Conference, Minneapolis, MN.

(Keynote) Bigelow, M. (April 2009). (Un)limiting English language learners: Issues in policy, programs, and teaching. Plenary at the Minnesota ESL and Bilingual Education Conference (hosted by the Minnesota Department of Education), St. Paul, MN.

Bigelow, M. (April 2009). The ethical and advocacy lenses of research with minoritized populations. Keynote at Department of Linguistics Student Conference. University of Utah, Salt Lake.

Bigelow, M. (October 2008). The role of literacy in oral language processing: Implications for research and teaching. Presented at MI TESOL convention, East Lansing, MI.

Bigelow, M. & Yusuf, L. (April 2008). Public engagement in immigrant communities. Plenary Panel at Public Engagement Day. University of Minnesota, Minneapolis, MN.

Bigelow, M. (February 2008). Plenary panel discussion: A research agenda for L2 phonology in Spanish & Portuguese. Current Approaches to Spanish & Portuguese Second Language Phonology. University of Minnesota, Minneapolis, MN.

### ***Discussant presentations***

Bigelow, M. (March, 2022). Discussant *for Research Ethics in Applied Linguistics*. (Luke Plonsky organizer) American Association of Applied Linguistics (AAAL), Pittsburgh, PA.

Bigelow, M. (March, 2015). Discussant *for Current research on students with refugee backgrounds: Language, literacy, culture, and education*. American Association of Applied Linguistics (AAAL), Toronto, Canada.

### ***Colloquia, symposia, presentations or workshops at national and international professional meetings***

#### **Invited (#Student)**

Bigelow, M. & King, K. (May, 2023). Conceptualizing action research and building good research questions. University of Nanjing, Nanjing, China.

Bigelow, M., Meyer, K., & Utt-Schumacher, J. (March, 2022). The role of school-based experiences in teacher preparation: Opportunities and challenges with mentors, supervision, and state level accountability. ULIS, Vietnam University.

Bigelow, M. (June, 2021). East African refugee background youth, language education, and the diaspora. PhD Residential Programme, Lancaster University, Lancaster, UK.

Bigelow, M., Cao, H., Larsen-Freeman, D. & Nguyen, T.H. (February, 2020). *School-based experiences in foreign language teacher education*. American Center, U.S. Embassy, Hanoi, Vietnam.

Bigelow, M. (January, 2020). *Engaged research at the intersection of language and education*. Georgia State University, Atlanta, Georgia.

Bigelow, M. (August, 2019). "Time is like a sword, if you don't cut it, it will cut you": Learning in English in a Djiboutian refugee camp for an uncertain English speaking future. Invited by the journal *Language Learning*. EuroSLA, Lund, Sweden.

Bigelow, M., Vásquez, L.M.C., Castro, D. & Gapper, S. M. ( August, 2019). Perspectives on critical Applied Linguistics. Panel presentation, VI Congreso Internacional de Lingüística Aplicada, UNA, Herredia, Costa Rica.

Bigelow, M., Cuza, A., Zambrano, P., & Gamboa, R. (August, 2019). Research on Applied Linguistics: Trends, struggles, and possibilities. Panel presentation, VI Congreso Internacional de Lingüística Aplicada, UNA, Herredia, Costa Rica.

Bigelow, M., & Hemsath, D. (August, 2019). Thinking like a language learner, a teacher and a curriculum designer. Workshop at UNA, Herredia, Costa Rica.

Watson, J., Krominga, R., & Bigelow, M. (2019, March). Strategies for teaching 21<sup>st</sup> Century skills through English as a foreign language. Ministère de l'Education Nationale et de la Formation Professionnelle. Djiboutiville, Djibouti.

Bigelow, M., King, K., & Lewis, C. (2019, February). Culturally and linguistically responsive classrooms as "islands of decency." University of California, Santa Cruz.

Bigelow, M. & Lewis, C. (2018, March). How do refugee-background youth mobilize and language emotion for critical media literacy? Paper presented in invited colloquium, AAAL, Chicago, IL.

Bigelow, M. & Shapiro, S. (2018, March). Multimodality in teaching and research with refugee-background language learners. Invited Colloquium AAAL, Chicago, IL.

Bigelow, M. (2018, February). Creating a community of scholars: Writing and publishing research as a postgraduate students. Loyola College, Chennai, India.

Bigelow, M. & Mavillapalli, L. (2018, February) Learner-centered teaching strategies for community colleges. ICRDCE, Chennai, India.

Bigelow, M. (2018, February). Curriculum design: Risks and rewards. Anna University, Chennai, India.

Bigelow, M. (2018, February). Understanding narratives using sociolinguistic tools: The case of 'Minnesota Nice'. Storytelling Festival, Loyola College, Chennai, India.

Bigelow, M. (2018, January). Designing curriculum for academic language learning. Sathyabama University, Chennai, India.

Lewis, C., & Bigelow, M. (2017, September). Mobilizing and languaging emotion for critical media literacy. Invited paper for the "Languaging Relations across Social Worlds" Meeting. The Ohio State University, Columbus, OH.

Bigelow, M. & King, K. (2017, June). *Explaining different outcomes in language and literacy development among low-literate English learners*. Invited symposium on Individual differences in language attainment and their causes. Invited by the journal *Language Learning*. International Symposium on Bilingualism. University of Limerick, Ireland.

King, K.A. & Bigelow, M. (2017, June). *The politics of language education policy development and implementation: Minnesota (not so) nice?* (Invited talk). Banff Symposium on Language and Politics in the U.S. and Canada. Banff, Canada.

Bigelow, M. (March, 2017). *Insights on classroom language learning among refugee-background students: Native Language Use and Youth culture*. Panel organized by Heather Tatton-Harris. TESOL, Seattle, WA.

Bigelow, M. (March, 2017). *Longitudinal qualitative research and longitudinal qualitative engagement*. Colloquium organized by Yasuko Kanno, American Association of Applied Linguistics, Portland, OR.

Bigelow, M. (October, 2016). *Linking mobility to pedagogy with multilingual immigrant youth*. Conference on Education and Migration: Language Foregrounded. University of Leeds, UK.

Bigelow, M. (organizer) (April, 2016). *Blind spots and theory building: How can the study of language learners marginalized in the field help us grow?*

Invited colloquium American Association of Applied Linguistics, Orlando, FL.

Bigelow, M. (April, 2015). Literacy, identity, and education among Somali Diaspora youth. Boston University, Boston, MA

Bigelow, M. (January, 2015). Literacy, identity, and education among Somali Diaspora youth. University of Miami, Miami, FL.

King, K., & Bigelow, M. (June, 2014). *Language and literacy learning among transnational high schoolers: Peer interaction and performance*. Colloquium title: Language(s) in education across time and (transnational) space: Tracing trajectories of language and learning and socialization. Patricia Duff, Organizer. Sociolinguistics Symposium 2- Invited Colloquium. Jyväskylä, Finland.

Bigelow, M. (March, 2013). *Crossing the cognitive and sociocultural divide: The cases of two doctoral students*. Invited colloquium entitled Bridging the gap: Cognitive and social approaches in applied linguistics. AAAL, Dallas, TX.

King, K. & Bigelow, M. (March, 2013). *Gender, power and print literacy in an immigrant classroom: Dynamics of the mother tongue*. Invited colloquium entitled Low-literate adolescent and adult L2 learners. AAAL, Dallas, TX.

Bigelow, M. & King, K. (March, 2013). *The symbolic power of print literacy among Somali immigrant youth*. Invited colloquium entitled Transnational Research: Language and Literacies in Diasporic and Indigenous Communities and Schools. TESOL, Dallas, TX.

Bigelow, M., #Pettitt, N., & King, K. (October, 2012). *An analysis of cultural dissonance: Emergent readers in high school*. Invited colloquium on LESLLA, Second Language Research Forum. Pittsburgh, PA.

Bigelow, M., & #Vinogradov, P. (May 2011). Professional development tools for preparing teachers to teach adult emergent readers. International Conference on Language Teacher Education. Minneapolis, MN.

Bigelow, M. (April 2010). Evaluating short teacher development experiences. Presentation at the STARTALK Conference. Atlanta, GA.

Bigelow, M. (April 2010). Connecting SLA research and advocacy: The risks and rewards of community partnerships. Paper presented at the American Association of Applied Linguistics (AAAL), Atlanta, GA.

Bigelow, M. (September, 2009). *Language, literacy and cultural hybridity among Somali teens in Minnesota*. Paper presented at the talk series entitled The Pain of Language: Language and Migration, Language Institute, University of Wisconsin-Madison.

Bigelow, M. & Morgan, L. (May 2009). Learning advocacy: Teacher education practices for developing language teachers' advocacy skills, knowledge and dispositions. International Conference on Language Teacher Education. Washington, D.C.

Bigelow, M. (March 2008). The risks and rewards of advocacy through community partnerships. Paper presented at the American Association of Applied Linguistics (AAAL), Washington DC.

Bigelow, M. (October 2008). Language, society, and education: What do immigrant youth have to say? Presented at MI TESOL convention, East Lansing, MI.

Tarone, E., Bigelow, M., & Hansen, K. (April 2008). Alphabetic print literacy and oral L2 processing. Presented at the TESOL convention, New York, NY. (invited based on TESOL/Heinle research prize)

Bigelow, M., #Wesely, P., & Opsahl, L. (May 2007). Reconciling a professional development experience with multicultural education in a K-12 foreign language program. Paper in symposium entitled Culture and foreign language teacher education. International Conference on Language Teacher Education. Minneapolis, MN.

Bigelow, M. (November 2006). How social capital helps at school: The story of a Somali teenage girl. Paper presented at the Low-Educated Adult Second Language and Literacy Acquisition conference. Richmond, Virginia.

Tarone, E., Bigelow, M. and #Hansen, K. (November 2006). Impact of alphabetic print literacy level on oral second language acquisition. Symposium presented at the Low-Educated Adult Second Language and Literacy Acquisition conference. Richmond, Virginia.

Izumi, S. & Bigelow, M. (May 1997). Does output promote noticing and second language acquisition? Paper presented at a Georgetown University colloquium, Washington, DC.

Izumi, S., Bigelow, M., Fujiwara, M., & Fearnow, S. (December 1996). Testing the output hypothesis: Effects of output on noticing and second language acquisition. Paper presented at a Georgetown University Colloquium, Washington, DC.

Bigelow, M. (September 1994). Dialogue journals as fair communication. Paper presented at the TESOL Conference, Panama City, Panama.

Bigelow, M. (July 1994). Communicative reading activities for the ESP class. Workshop during English Week, University of Panama, Panama City, Panama.

Bigelow, M. (September 1993). Culture, metaphoric language, and teaching idioms. Paper presented at the TESOL Conference, Panama City, Panama.

Bigelow, M. (September 1993). Generating original student stories for language practice. Paper presented at the TESOL Conference, Panama City, Panama.

#### **Refereed Presentations (#Student)**

Beaton, J., Bigelow, M., Billington, B., Boehm-Turner, A., Henning-Smith, J., Maloney Leaf, B., LoBello Miller, J., Momanyi, A., Nelson, E., Stone, K., Vagle, M., & Vasquez, R. (April, 2024) Making policy generative: Re-envisioning justice-oriented teacher education. AERA, Philly, PA.

Bigelow, M., Leazer, J., Hernandez, O., Khader, A., Mahmoud, & Woogen, E., (Accepted, November, 2022). Initial Findings of a Case Study of a School in Somaliland: Implications for school climate initiatives in Minnesota. MELED, Bloomington, MN.

Enser-Kananen, J., Pettitt, N., Bigelow, M., & Szenes, E. (March 2021). Who knows? How adults with refugee-backgrounds negotiate epistemic legitimacy at a Finnish school. AAAL, online.

Locke, B. & Bigelow, M. (2018, November). Curriculum Articulation and collaboration in a Yup'ik immersion program. ACTFL, New Orleans, LA.

Bigelow, M., Enns-Kananen, J., Kong, K., #Peng, P., & #Yang, A. (2018, November). The intercultural and the interpersonal in Chinese language teaching. ACTFL, New Orleans, LA.

Bigelow, M. & Watson, J. (October, 2018). Negotiating equity for SLIFE. LESLLA, Palermo, Italy.

Lewis, C. & Bigelow, M. (April, 2018). How do refugee-background youth mobilize and language emotion for critical media literacy? Paper presented in colloquium entitled "Transformative pedagogies and partnerships: Advocacy for immigrant and refugee youth in U.S. public schools" organized by Carrie Symons. AERA, New York, NY.

Bigelow, M., & King, K. (January, 2017). Reconsiderando la interacción entre parejas y el aprendizaje de la idioma materna con estudiantes origen refugiados de EEUU. Pedagogia 2017, Havana, Cuba.

Bigelow, M., #Vanek, J., King, K., & Abdi, N. (November, 2015). Language and learning across transnational contexts: Considering possibilities. NCTE, Minneapolis, MN.

Bigelow, M., Billiet, E., Jane, D., & Musa, M. (November, 2015). Understanding literacy as whole: Theorizing in and out of school literacy and exploring community literacy with African immigrant youth. NCTE, Minneapolis, MN.

Bigelow, M., #Vanek, J., King, K., & Abdi, N. (November, 2015). Literacy as social (media) practice: Refugee youth and home language at school. LESLLA Conference, St Augustine, FL.

#Vanek, J., King, K., & Bigelow, M. (November, 2015). Social media for refugee teens: Creating an affirming space for identity assertions. LESLLA Conference, St Augustine, FL.

#Vanek, J., King, K., & Bigelow, M. (March, 2015). Face and Facebook: Social media, identity, and language learning with Somali newcomers. Roundtable presentation at the American Association of Applied Linguistics, Toronto, Canada.

Bigelow, M., Hang, M., #Cushing-Leubner, J., Pergament, S., Ortega, L., Allen, M., Morelli, K., & Warriner, D. (March, 2015). Exploring the insider-outsider dichotomy in community-based research projects. Roundtable presentation at the American Association of Applied Linguistics, Toronto, Canada.

Bigelow, M. & King, K. (August, 2014). Learning to read in a new language through peer interaction. LESLLA, Radboud University Nijmegen, The Netherlands.

Bigelow, M. & King, K. (March, 2014). Learning to read in a new language through peer interaction. Colloquium organized by Andrea DeCapua. American Association of Applied Linguistics (AAAL). Portland, OR.

Bigelow, M. (March, 2014). Narratives of ethical dilemmas in research with Somali youth (and SLIFE). Colloquium organized by Peter DeCosta. AAAL, Portland, OR.

Bigelow, M., Hang, M., Cushing-Leubner, J., Pergament, S., Ortega, L., & Allen, M. (2014). A discourse analysis of interviews with refugees: Exploring the position of the insider. Presentation at American Anthropological Association Annual Meeting. Washington, D.C.

Bass, D., Bigelow, M., Robinson, J., Sherman, J., & Watts, E. (February, 2014). Program and curriculum redesign: Providing experiences that lead to high-quality teaching. AACTE. Indianapolis, Indiana.

Ernst, S., Bigelow, M., Sato, M., & Madson, J. (February, 2014). Teacher education redesign: Core conceptions, learning spaces, and organizational assumptions. AACTE. Indianapolis, Indiana.

King, K., & Bigelow, M. (November, 2013). Doing school, doing gender in an all-immigrant high school. American Association of Anthropology (AAA). Chicago, IL.

Bigelow, M., & King, K. (August, 2013). Gender, power and print literacy in a LESLLA classroom. LESLLA, San Francisco, CA.

Bigelow, M., #Pettitt, N., #Vinogradov, P., & #Watson, J. (August, 2013). The possibilities and problematics of research with LESLLA. LESLLA, San Francisco, CA.

Bigelow, M., & King, K. (May, 2013). Gender, power and print literacy in an immigrant classroom: Dynamics of the mother Tongue. IV Congreso Internacional de Lingüística Aplicada, Escuela de Literatura y Ciencias del Lenguaje. Heredia, Costa Rica: Universidad Nacional Autónoma.

Bigelow, M. & King, K. (March, 2012). Acquiring English and literacy while learning to do school: Resistance and accommodation . Teachers of English as a Second or Other Language (TESOL). Philadelphia, PA.

King, K., & Bigelow, M. (March, 2012). Acquiring English and literacy while learning to do school: Resistance and accommodation. American Association of Applied Linguistics (AAAL). Boston, MA.

Bigelow, M., & King, K. (September, 2011). Strategy use in mixed literacy level classes. 7<sup>th</sup> International LESLLA Conference. Minneapolis, MN.

Bigelow, M. & Finn-Miller, S. (April 2011) Teaching adult English language learners with limited formal schooling. COABE. San Francisco, CA. (refereed workshop)

Bigelow, M. (April 2011). Conscientização in the Somali Diaspora: Negotiating, language, identity, and education in a new land. AERA. New Orleans, LO.

Sato, M. et al. (February 2011). Adaptive expertise in ELL. AACTE. San Diego, CA.

Bigelow, M. (November 2010). The blurring of research and advocacy with Somali refugee youth. African Studies Association. San Francisco, CA.

Bigelow, M. & #Watson, J. (October 2009). Educational level and L2 learning: Different directions toward a new frontier. LESLLA Conference. Banff, Canada.

Bigelow, M. (October 2009). The possibilities and problematics of research with LESLLA. LESLLA Conference. Banff, Canada.

Bigelow, M. (March 2009). Deficit and discrimination: The characterization of refugee adolescents in a lawsuit brought against their school. AERA. San Diego, CA.

Bigelow, M. (April 2009). A discourse analysis of deficit and discrimination: The characterization of refugee adolescents in a lawsuit brought against their school. American Association of Applied Linguistics (AAAL). Denver, CO.

Tarone, E., & Bigelow, M. (March 2008). Literacy level affects oral SLA. Paper presented at the American Association of Applied Linguistics (AAAL). Washington DC.

Bigelow, M. (April 2007). The construction of racialized identities of Somali Muslim youth. Paper in symposium entitled *Making it as Muslims in the*

*West: The geopolitics of gender, race.* American Educational Research Association, Chicago, IL.

Bigelow, M., #BASFORD, L. & #SMIDT, E. (November 2006). Meeting the needs of elementary Hmong newcomers in Minnesota, USA. Paper presented at the Association for Active Educational Researchers (AARE) Conference. Adelaide, Australia.

Bigelow, M., #BASFORD, L. & #SMIDT, E. (April 2006). Welcoming Hmong refugee newcomers: A comparison of two elementary programs. Paper presented at the American Educational Research Association (AERA). San Francisco, CA.

Bigelow, M. (April 2006). The social and cultural capital a Somali refugee teen brings to school. Paper presented at the American Educational Research Association (AERA). San Francisco, CA.

Bigelow, M., #HANSEN, K. & TARONE, E. (July 2005). L1 literacy and recast recall with Somali English language learners. Paper presented at the AILA, The 14<sup>th</sup> World Congress of Applied Linguistics, Hosted by the American Association for Applied Linguistics. Madison, Wisconsin.

Tarone, E. & Bigelow, M. (July 2005). Features of interlanguage in oral narratives: The impact of literacy level. Paper presented at the AILA, The 14<sup>th</sup> World Congress of Applied Linguistics, Hosted by the American Association for Applied Linguistics. Madison, Wisconsin.

Ranney, S., Bigelow, M., #DAHLMAN, A. (May 2005). Testing a planning model for language integration in three ESL contexts. Paper presented at the International Conference on Language Teacher Education, Minneapolis, MN.

Bigelow, M. (April 2005). Multilingualism and multiliteracy with Somali teens with limited formal schooling. Paper presented at AERA, Montreal, Canada.

Bigelow, M. & #HANSEN, K. (May 2004). L1 literacy and recast recall with Somali English language learners. Paper presented at the American Association of Applied Linguistics (AAAL). Portland, OR.

Bigelow, M. & Ranney, S. (May 2003). The transfer between teachers' knowledge about language and language instruction. Paper presented at the International Conference on Language Teacher Education, Minneapolis, MN.

Walker, C. & Bigelow, M. (April 2003). Learning another language at school: Current practices in the US. Paper presented at the Pacific Circle Consortium, 27<sup>th</sup> Annual Conference, Minneapolis, MN.

Bigelow, M. & Ranney, S. (March 2003). Practicing collaboration in a K-12 teacher education program. Paper presented at the conference for Teachers of English as a Second or Other Language (TESOL). Baltimore, MD.

Yang, L., Campbell, B. & Bigelow, M. (March 2003). Studying rapport in the TESOL practicum. Paper presented at the conference for Teachers of English as a Second or Other Language (). Baltimore, MD.

Bigelow, M. and Tarone, E. (October 2002). Literacy level and second language acquisition. Paper presented at the Second Language Research Forum (SLRF). Toronto, Ontario.

Cohen, A., Gómez, T., & Bigelow, M. (October 2002). Towards enhanced Spanish academic language in an immersion program. Paper presented at the Second Language Research Forum (SLRF). Toronto, Ontario.

Bigelow, M. & Ranney, S. (October 2002). The problem of transfer between ESL teachers' knowledge about language and language instruction. Paper presented at the Second Language Research Forum (SLRF). Toronto, Ontario.

Ranney, S. & Bigelow, M. (April 2002). Teaching academic skills through content. Paper presented at the conference for Teachers of English as a Second or Other Language (TESOL). Salt Lake City, UT.

Bigelow, M. & Ranney, S. (February 2002). Learning how to focus on form: The preservice language teacher's perspective. Paper presented at the Form-Meaning Connections in Second Language Acquisition, Chicago, IL.

Bigelow, M. & Ranney, S. (May 2001). Learning how to keep the language focus in content-based instruction. Paper presented at the International Conference on Language Teacher Education, Minneapolis, MN.

Bigelow, M. (March 2000). A study of noticing and SLA: The effects of combined focus on form techniques and task demands. Paper presented at the American Association for Applied Linguistics, Vancouver, B.C.

Yang, L., Bigelow, M. & Campbell, B. (May 1999). Affect in the TESOL

practicum. Paper presented at the International Conference on Language Teacher Education, Minneapolis, MN.

Izumi, S. & Bigelow, M. (October 1998). Does output promote noticing and second language acquisition? Paper presented at Second Language Research Forum (SLRF). University of Hawai'i at Manoa, HI.

Sanz, C. & Bigelow, M. (March 1998). Word order in Spanish second language production: Oral and written stories beyond the early intermediate level. In colloquium entitled "Profiling the advanced instructed learner: Initial findings from a cross-linguistic research project." Paper presented at the American Association for Applied Linguistics (AAAL). Seattle, WA.

Izumi, S., Bigelow, M., Fujiwara, M. & Fearnow, S. (October 1997). Testing the output hypothesis: Effects of output on noticing and second language acquisition. Paper presented at the Second Language Research Forum (SLRF). East Lansing, MI.

Bigelow, M. (April 1997). Portfolio assessment in higher education. Paper presented at WATESOL, George Mason University, VA.

Bigelow, M. (January 1995). Art, music and talking about literature. Paper presented at the conference for Teachers of English as a Second or Other Language (TESOL), San José, Costa Rica.

Bigelow, M. (January 1994). Writing exercises for the process writing class. Paper presented at the conference for Teachers of English as a Second or Other Language (TESOL). San José, Costa Rica.

***Papers or presentations at state or local professional meetings (\*Refereed, #Student)***

Watson, J. & Bigelow, M. (November, 2024). MinneSLIFE Standing Committee Annual Meeting: Distinguishing Newcomers/RAELs and SLIFE. St. Paul, MN.

Sommerville, J. Thaw Moos, G., Watson, J., & Bigelow, M. (March, 2019). Negotiating equity for SLIFE (through the heroic efforts of one refugee-background family). MinneSLIFE Annual Conference. St. Ben's College, Collegeville, MN.

Bigelow, M. (March, 2019). Developing community college curriculum for SLIFE in India. MinneSLIFE Annual Conference. St. Ben's College, Collegeville, MN.

Lewis, C., Bigelow, M., & King, K. (February, 2019). Culturally and linguistically responsive classrooms as “islands of decency”. Presentation to preservice teachers. University of California, Santa Cruz.

Young, A., Bigelow, M., & King, K. (November, 2018). Visualizing the LEAPS Act: An interactive workshop to move from policy to practice. CARLA Brown Bag, University of Minnesota, Minneapolis, MN.

Bigelow, M., Yang, A., & Peng, P. (October, 2018). Complicating culture in Chinese language teacher education. CARLA Brown Bag, University of Minnesota, Minneapolis, MN.

King, K. & Bigelow, M. (April, 2018). The politics of language education policy development and implementation: Minnesota (not so) nice. CARLA Brown Bag, University of Minnesota, Minneapolis, MN.

Bigelow, M., & Caldas, B. (November, 2017). Multilingual pedagogies with emergent multi/bilinguals. Southern MN EL Network, Owatonna, MN.

Borges Gatewood, M., King, K., & Bigelow, M. (October, 2017). Using the Native Language Literacy Assessment with SLIFE. MELED, Bloomington, MN.

King, K., & Bigelow, M. (September, 2017). The politics of language education policy development and implementation: Minnesota (not so) nice? Immigration Research History Center, University of Minnesota, Minneapolis, MN.

Borges Gatewood, M., King, K., & Bigelow, M. (May, 2017). Using the Native Language Literacy Assessment with SLIFE. MinneSLIFE Spring Fling, St. Olaf College, Northfield, MN.

King, K., & Bigelow, M. (December, 2016). Native Language Literacy Assessment (NLLA) training. MinneSLIFE, University of Minnesota, Minneapolis, MN.

Bigelow, M., Vanek, J., King, K., & Abdi, N. (February, 2016). Literacy as social (media) practice: Refugee youth and native language literacy a high school. Digital Learning Lab Talk Series, University of California, Irvine.

Bigelow, M., Billiet, E., Jane, D., & Musa, M. (December, 2015). East African youth, youth workers, and school teachers learn about east African

history together. Diversity Dialogues Talk Series, University of Minnesota, Minneapolis, MN.

Bigelow, M., Vanek, J., King, K. & Abdi, N. (December, 2015). Youth Mediated Classroom Learning Spaces: Translanguaging and the New Minnesota Legislation Supporting ELs' Native Languages at School. CARLA Brown Bag, University of Minnesota, Minneapolis, MN.

Ortega, L., Cushing-Leubner, J., Pergament, S., Bigelow, M., Hang, M., Ahmed, N., & Allen, M. (2015). Resilience and positive youth development among Somali, Latino, and Hmong teens. Workshop facilitated at the annual Twin Cities Social Justice Education Fair. St Paul, MN.

Bigelow, M. (October, 2015). Supporting academic writing for multilingual students in higher education. Literacy and Rhetorical Studies Research Series, University of Minnesota, Minneapolis, MN.

Bigelow, M., Vanek, J., & King, K. (August, 2015). Literacy as social (media) practice: Culturally relevant pedagogy with multilingual youth. Ignite Conference, Eden Prairie Public School District, Eden Prairie, MN.

Bigelow, M., Vanek, J., & King, K. (August, 2015). Literacy as social (media) practice: Refugee youth and home language at school. Minnesota Center for Reading Research, Summer Literacy Workshop, St. Paul, MN.

Allen, M., Ortega, L., & Bigelow, M. (November, 2014). Project TRUST: Resilience among Somali, Hmong, and Latino teens. College Readiness and Achievement Gaps Talk Series, CEHD, Minneapolis, MN.

\*#Vanek, J. B., King, K., & Bigelow, M. (November, 2014). Face and Facebook: Social media, identity and language learning with Somali newcomers. CARLA Brown Bag, University of Minnesota, Minneapolis, MN.

#Vanek, J. B., King, K., & Bigelow, M. (November, 2014). Face and Facebook: Social media, identity and language learning with Somali newcomers. Minnesota English Learner Education Conference, Bloomington, MN.

#Vanek, J. B., King, K., & Bigelow, M. (October, 2014). Face and Facebook: Social media, identity and language learning with Somali newcomers. CEHD Saturday Scholars, Minneapolis, MN.

Bigelow, M. (May, 2014). Print literacy, L2 peer interaction, and curriculum in an immigrant high school. UW Madison, Madison, WI.

Bigelow, M., #Dillard-Paltrineri, E., Fallas, C., and Porras, M. (October 2013). Teaching and learning English in Costa Rica: Insider and outsider perspectives. CARLA Brown Bag Talk, University of Minnesota, Minneapolis, MN.

Pabon, M., Bigelow, M., & Jehangir, R. (October 2013). Diversity, equity, and internationalization: Examining the global and the local. University of Minnesota, Minneapolis, MN.

Bigelow, M. (September 2013). Myths about teaching languages: Q and A with a language teacher educator. Minnesota Indigenous Language Symposium: Revitalization in action. Prior Lake, MN.

Bigelow, M. & King, K. (February, 2013). The symbolic power of print literacy among Somali immigrant youth. Literacy and Rhetorical Studies Research Series, University of Minnesota, Minneapolis, MN.

Bigelow, M. & King, K. (November 2012). What's your policy? Students' native language in the ESL classroom. Pre-conference workshop. MinneTESOL, Minneapolis, MN.

\*King, K., & Bigelow, M. (November 2011). Newcomer teens learning to read for the first time: Two case studies of learning strategies. MinneTESOL, Minneapolis, MN.

Bigelow, M. (November 2010). The politics and policies of educating refugee youth. CARLA Brown Bag series. Minneapolis, MN.

Bigelow, M. (November 2010). The blurring of research and advocacy with Somali refugee youth. Minnesota Minority Education Partnership Frontiers in Race Equity Conference. University of Minnesota, Minneapolis, MN.

Bigelow, M. (November 2010). Social and cultural capital at school: Exploring home-school connections. Family Relations Annual Conference. Minneapolis, MN.

Bigelow, M. (April 2009). (Un)limiting English language learners: A workshop on solutions and advocacy. Presentation at the Minnesota ESL and Bilingual Education Conference (hosted by the Minnesota Department of Education, St. Paul, MN).

Bigelow, M. & #Basford, L. (November 2008). Language, society, and education: What do Somali Muslim youth have to say? Meeting Minnesota

Muslims Conference, Islamic Center, Fridley, MN.

Bigelow, M. (February 2008). Discussant for Bonny Norton's presentation entitled *Identity, local knowledge, & language learning in the international community*. University of Minnesota, Minneapolis, MN.

Bigelow, M. & Yusuf, L. (December 2007). The risks and rewards of advocacy through community partnerships. Diversity Dialogue Series, Minneapolis, MN.

Bigelow, M. (November 2007). Family, friends and literacy: What educators can learn from immigrant households. Presentation to University of Minnesota America Reads tutors. Minneapolis, MN.

Bigelow, M. & Yusuf, L. (November 2007). The risks and rewards of advocacy through community partnerships. CARLA Brown Bag series. Minneapolis, MN.

\*Ranney, S. & Bigelow, M. (November 2007). Balancing language, literacy and content with beginners. MinneTESOL, Minneapolis, MN.

\*Bigelow, M. (May 2007). Balanced literacy instruction for adolescent newcomers. Paper presented at the Minnesota ESL and Bilingual Education Conference (hosted by the Minnesota Department of Education), St. Paul, MN.

Bigelow, M., Lentz, U., & Tedick, D. (February 2007). Report on MN Department of Education's Chinese Curriculum Project. CARLA Brown Bag series. Minneapolis, MN.

Bigelow, M., Mayes, K., Wilson, K., Wright, J. & Pate, A. (February 2007). Panel discussion in response to Elaine Richardson's talk entitled *Black language and Black American contributions to standard American communication structures*. Presentation in the *English Only? Assessing the Many Varieties of Language Use in the United States* Lecture Series.

Bigelow, M. (October 2006). The construction of racialized identities among Somali immigrant youth. CARLA Brown Bag series. Minneapolis, MN.

\*Bigelow, M. (September 2006). How social capital helps at school: The case of a Somali teenage girl. Paper presented at Wisconsin TESOL Conference. Appleton, WI.

Bigelow, M. (August 2006). Somali students and community-based racialization. Presentation to local Chiefs of Police and City Council Member Cam Gordon, Minneapolis City Hall, MN.

Bigelow, M. (April 2006). The social and cultural capital a Somali teen brings to school. Tea with Curriculum and Instruction, Brown Bag series. Minneapolis, MN.

Bigelow, M., Drescher, N., Mabbott, A. & Ranney, S. (November 2005). Teacher Education Interest Section: Panel Discussion. Minneapolis, MN.

\*Ranney, S., Bigelow, M., #Dahlman, A., #Stone, K., #Leazer, J., & #Gregor, B. (April 2005). Learning through collaboration about language and content integration. Paper presented at the Minnesota ESL and Bilingual Education Conference (hosted by the Minnesota Department of Education), St. Paul, MN.

Bigelow, M. & Tarone, E. (January 2005). Oral skills of illiterate adults: Implications for ESL? Paper presented for the Minnesota Literacy Council, Research Group St. Paul, MN.

Bigelow, M. & Tarone, E. (December 2004). Oral skills of illiterate adults: Implications for ESL? Paper presented for the Center for Advanced Research in Language Acquisition, Minneapolis, MN.

Bigelow, M. & #Hansen, K. (April 2004). L1 literacy and recast recall with Somali English language learners. Paper presented for the Center for Advanced Research in Language Acquisition, Minneapolis, MN.

Bigelow, M. (October 2004). Two languages are better than one: Language learning for all in Minnesota public schools. Presentation at College of Education and Human Development Alumni Association event. Minneapolis, MN.

Bigelow, M. & #Maeda, M. (March 2003). The creation of a multimedia digital video case: A tool to teach teachers about diverse students. Paper presented at Education Technology, Minneapolis, MN.

\*Ranney, S. & Bigelow, M. (November 2002). Linking language forms and functions to teach ESL through content. Paper presented at the Minnesota Convention, Minneapolis, MN.

\*#Schultz, J., Bigelow, M., Ranney, S. & Maeda, M. (November 2002). Learning from students about multicultural education. Workshop

presented at the Midwest TESOL Convention, Minneapolis, MN.

Tarone, E. & Bigelow, M. (November 2002). Developing a native language literacy measure for Somali adults. Paper presented for the Center for Advanced Research in Language Acquisition, Minneapolis, MN.

Bigelow, M. & Ranney, S. (October 2002). Preservice ESL teachers' knowledge about language and its transfer to lesson planning. Paper presented for the Center for Advanced Research in Language Acquisition, Minneapolis, MN.

Kroger, S. & Bigelow, M. (May 2002). Integrating technology in a pre-service language teacher education program. Poster presentation for Ed-U-Tech program, Minneapolis, MN.

\*Bigelow, M. & Stone, K. (April 2002). Teachers as agents of their own professional development: Action research techniques for busy teachers. Paper presented at the Minnesota ESL and Bilingual Education Conference (hosted by the Minnesota Department of Children, Families and Learning), St. Paul, MN.

Bigelow, M. & Ranney, S. (October 2001). Learning to keep the language focus in content-based ESL instruction. Paper presented at the Department of Curriculum and Instruction as part of the noontime presentation series. Minneapolis, MN.

Bigelow, M. (August 2001). Learning to keep the language focus in content-based ESL instruction. Poster presented at the Annual Retreat for the College of Education and Human Development, Minneapolis, MN.

\*Ranney, S. & Bigelow, M. (May 2001). Keeping a language focus in content-based ESL instruction. Paper presented at the Minnesota ESL and Bilingual Education Conference (hosted by the Minnesota Department of Children, Families and Learning), St. Paul, MN.

Bigelow, M. (October 2000). Evidence for the role of output and feedback in promoting focus on form and SLA. Paper presented for the Center for Advanced Research in Language Acquisition, Minneapolis, MN.

Bigelow, M. (May 1998) Evaluating ESL student writing within a process approach. Workshop conducted for The English Language Institute, State University of New York at Buffalo, Buffalo, NY.

*Poster presentations with Community Based Participatory Research Group*

Allen, M., Ortega, L., Pergament, S., Hang, M., Cushing-Leubner, J., Bigelow, M., & Davey, C. (2016). Feasibility results of a participatory teacher professional development intervention to promote positive youth development for Somali, Latino, and Hmong youth. Poster presented at the Society for Adolescent Health and Medicine annual meeting. Washington, D.C.

Allen, M., Ortega, L., Pergament, S., Hang, M., Cushing-Leubner, J., & Bigelow, M. (2015). Feasibility outcomes of a teacher-focused positive youth development program for Somali, Latino, and Hmong youth: Project TRUST. Poster presented at North American Primary Care Research Group annual meeting. Cancun, Mexico.

**Teaching and Curriculum Development**

*Assigned teaching*

<i>Course #</i>	<i>Title</i>
CI 8151	Ethics and Politics of Research with Immigrant Communities
CI 8650	Special Topics in SLC Research: Second Language Acquisition
CI 8632 /8162	Ph.D. Seminar in Second Languages and Cultures, Pt. II
CI 8631/8161	Ph.D. Seminar in Second Languages and Cultures Pt. I
CI 8650	Special Topics in SLC Research: Language Teacher Cognition
CI 8650	Special Topics in SLC Research: Attention and Awareness in Second Language Learning and Teaching
CI 5631	Second Language Curriculum Development and Assessment
CI 5632	Communication and Comprehension in a Second Language
CI 5634	Content-Based Instruction in Second Language Settings
CI 5635	Culture and Diversity in Second Language Classrooms

CI 5619	Teaching Second Languages and Cultures in Elementary Schools
CI 5628	Analyzing Learner Language in Second Language Acquisition
GLOS 5900	Somali Migration Paths
GLOS 5900	East African Students in MN Schools: Connecting in Culturally Relevant Ways (adolescent focus)
GLOS 5900	East African Students in MN Schools: Connecting in Culturally Relevant Ways (elementary focus)
GLOS 5900	Being Somali in the Diaspora
GLOS 5900	Transitional Justice
CI 5662	Issues in L2 Curriculum Design
CI 5647/5660	Teaching Middle and Secondary ELLs with Limited Formal Schooling
CI 5651	Foundations of SLC Education
CI 5671	Language-Focused Instructional Practices and Strategies
CI 5656	Teaching Literacy in Second Language Classrooms
CI 5657	Teaching Listening and Speaking in a Second Language
CI 5658	Foreign Language Testing and Assessment
CI 5621	Culture as core: Chinese language teachers

### *Curriculum Development*

The following is a list of courses I have created while at the University of Minnesota:

- CI 5612 ESL Methods for Multilingual Development
- CI 5613 Testing and Assessment for English Language Learners
- CI 5614 Curriculum and Materials Development for English Learners
- CI 5615 Academic English for English Learners
- CI 5621 Culture as Core: Chinese language teachers
- CI 5647 Teaching Middle and Secondary Immigrant Students with Limited Formal Schooling
- GLOS 5900 Being Somali in the Diaspora
- GLOS 5900 East African Students in MN Schools: Connecting in Culturally Relevant Ways (elementary and secondary foci)
- GLOS 5900 Somali Migration Paths
- CI 8650 Special Topics in SLC Research:
  - Attention and Awareness in Second Language Learning and Teaching
  - Second Language Acquisition
  - Language Teacher Cognition
- CI 8151 Ethics and Politics of Research with Immigrant Communities

### ***Collaborative Activities***

Bigelow, M., & Dillard-Paltrineri, E. (2014). Curriculum (re)design for proficiency and content learning in UMN world/foreign and indigenous language programs. Two-day professional development workshop. College of Liberal Arts: University of Minnesota.

Bigelow, M. (2002). Effective Instruction for English Language Learners in the K-12 Setting. Available at <http://education.umn.edu/CI/faculty/projects/bigelow/multic.html>.

Bigelow, M. & Beack, T. (1992). *Diviértase Mientras Enseña Inglés*. Santo Domingo, Dominican Republic: Peace Corps & The Secretary of Education.

### **Faculty Development Activities**

TREKS Professional Development, Summer 2013, 2014

## **ADVISING AND MENTORING**

### **Undergraduate Student Activities**

- (1) Margaret Crenshaw (2013). Karen students' social and academic experiences in Minnesota k-12 schools. Undergraduate Honor's Thesis. Hamline University.
- (2) Jennifer Trebnick (2001) Department of Spanish and Portuguese, University of Minnesota.
- (3) Graciela Abrego Barraza, (1994) (Universidad de Panamá)

### ***Advising in the Undergraduate Research Opportunities Program (UROP)***

- (1) Meghan Paul, *Examining Local News Sources for Discourse Representing the Somali Community*, 2009-2010
- (2) Amanda Marcellus, *Pre-service Language Teachers and Content Based Instruction*, 2001-2002

### ***Master's Papers Directed***

- (1) Holst, Abby (2021). "Are you Chinese *enough?*": Reflections on identity and Chinese language learning among mixed-heritage adults in the U.S. Plan B Paper. Department of Curriculum and Instruction. University of Minnesota.
- (2) Khalifa, Ibrahim (2020). Sense of belonging for Muslim immigrants in wester host countries. Plan B Paper. Department of Curriculum and Instruction. University of Minnesota.
- (3) Johnson, Susan (2018). Modifying Orton-Gillingham Multisensory Strategies and Materials for a LESLLA Learner Context. Plan B Paper. Department of Curriculum and Instruction. University of Minnesota.
- (4) Carey, Leah (2017). Emergent Multilinguals and Making Inferences in Elementary Guided Reading Groups. Plan A Paper. Department of Curriculum and Instruction.

- University of Minnesota.
- (5) Boardway, David (2017). A Discourse Analysis of Negotiation of Meaning in an ESL Classroom. Plan B Paper. Department of Curriculum and Instruction. University of Minnesota.
  - (6) Chapman, Lisa (2017). Playing with Voice: Curriculum Development for Teaching Voice in an ESL Classroom. Plan B Paper. Department of Curriculum and Instruction. University of Minnesota.
  - (7) Peterson, Wendy (2016). Transforming borderlands: Conversations on belonging with women from the Burmese diaspora. Plan B Paper. Department of Curriculum and Instruction. University of Minnesota.
  - (8) Qin, Xuewu (2015). The role of pre-task planning on oral language performance: A case study with two adult Chinese EFL learners. Plan B Paper. Department of Curriculum and Instruction. University of Minnesota.
  - (9) Crocker, Naomi (2013). Chinese international students' experiences in a US teacher preparation program. Plan B Paper.
  - (10) Boe, Jennifer (2013). Understanding the experiences of first generation immigrant students attending a public US university. Plan B Paper. Program in ESL. University of Minnesota.
  - (11) Ljungkull, Marta Peterson (2012). A collective case study of language identity change in three Latino teens. Plan B Paper. Department of Curriculum and Instruction. University of Minnesota.
  - (12) Pettit, Nicole (2012). Alphabetic print literacy and interlanguage development. Plan B paper. Department of Curriculum and Instruction. University of Minnesota.
  - (13) Fukumoto, Yukimi (2005). Floor, coherence and academic group discussion. Plan B paper. Department of Curriculum and Instruction. University of Minnesota.

***Master's Advisees***

- (1) Aracely Thomas

***Master's Committees***

- (1) Joe Firth

***Master's Committees Completed***

- (1) Salma Allafi (CI) Master's Final Member, 2023
- (2) Alicia Loe (CI) Master's Final Member, 2020
- (3) Janet Stewart (CI) Master's Final Member, 2020
- (4) Sean Salek (CI) Master's Final Member, 2019
- (5) Elissa Clumpner, (CI) Master's Final Member, 2019
- (6) Kate Trexel (CI) Master's Final Member, 2019
- (7) Isaac Muscato (CI) Master's Final Member, 2019
- (8) Laura Kim (CI) Master's Final Member, 2019
- (9) Shuang Fu (CI) Master's Final Member, 2019
- (10) Erik Larson (CI) Master's Final Member, 2018
- (11) Shannon Roach (CI) Master's Final Member, 2017

- (12) Celia Bravo Diaz (Spanish & Portuguese), Master's Final Member, 2017
- (13) Tripp Strawbridge (Spanish & Portuguese), Master's Final Member, 2017
- (14) Amy Wulff (CI) Master's Final Member, 2016
- (15) Leah Moreno (CI) Master's Final Member, 2016
- (16) Kyle Searls (CI) Master's Final Member, 2016
- (17) Theresa Gielissen (CI), Master's Final Member, 2016
- (18) Rosalind Bloodworth (CI), Master's Final Member, 2016
- (19) Jie Ni (CI), Master's Final Member, 2014
- (20) Leah Kronick (ESL), Master's Final Member, 2014
- (21) Sarah Selz (ESL), Master's Final Member, 2014
- (22) Wenyun Dong (CI) Master's Final Member, 2013
- (23) Ana Olivero-Agney (CI) Master's Final Member, 2013
- (24) Cristina Cocchi (CI) Master's Final Member, 2013
- (25) Katie Wahl (M.Ph.) Master's Final Member, 2012
- (26) Ron Brown (Ed. Psych.) Master's Final Member, 2012
- (27) Katie Subra (ESL) Master's Final Member, 2010
- (28) Melissa Mendelson (ESL) Master's Final Member, 2008
- (29) Anne Bazile (SLC, CI): Master's Final Member, 2008
- (30) Ann Kroll (Literacy; CI): Master's Final Member, 2007
- (31) Nelly Pilares (Spanish and Portuguese) Master's Final Member, 2007
- (32) Julie Trupke (ESL) Master's Final Member, 2006
- (33) Cassandra Glynn (SLC, CI), Master's Final Member, 2006
- (34) Srividya Venkatasubramanya (CI), Master's Final Chair, 2006
- (35) Matthew Beatty (EdPA) Master's Final Member, 2006
- (36) Kit Hansen (ESL) Master's Final Member, 2005
- (37) Vera Keratithamkul (ESL) Master's Final Member, 2005
- (38) Alexandra Caucutt (ESL) Master's Final Chair, 2004
- (39) Maria Luisa Bejarano (Spanish and Portuguese) Master's Final Member, 2003
- (40) Valérie Guérin (Linguistics) Master's Final Member, 2003
- (41) Eunmi Huang (SLC, CI) Master's Final Member, 2003
- (42) Daryl Lynne Beres (ESL) Master's Final Member, 2003
- (43) Annika Fjellsted (ESL) Master's Final Member, 2003
- (44) Mike Smart (SLC, CI) Master's Final Member, 2003
- (45) Lisa McCowen (Spanish and Portuguese) Master's Final Member, 2003
- (46) Karen Pauly (SLC, CI) Master's Final Member, 2002

***Counseling Specialist Completed***

- (1) Tarmara Johnson (Counseling) Specialist Final Member, 2005

***M.Ed. Advisees Current***

***M.Ed. Advisees Completed***

\* Project required IRB

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| (1) Elizabeth Ali (2019)             | (36) Hsiang-Jung Chen (2012)       |
| (2) Alyssa Warne (2018)              | (37) Roongtiwa Suksripanich (2012) |
| (3) Saem Heo (2018)                  | (38) Katie DeKam (2012)            |
| (4) Jie Chen (2018)                  | (39) Lu, Wei-Lun (2011)            |
| (5) Jiawei Shen (2018)               | (40) Molly Cooper (2010)           |
| (6) Jieying Zheng (2018)             | (41) *Samer Kader (2010)           |
| (7) Hongyou (Tony) Ying (2018)       | (42) *Cynthia Korsmo (2010)        |
| (8) Wenqi Liu (2018)                 | (43) Christine Magallanes (2010)   |
| (9) Michael Schmidt (2018)           | (44) Kristen Hebert (2009)         |
| (10) Ayumi Yasso (2018)              | (45) Andrea Hogg (2008)            |
| (11) Felicia Orozco (2017)           | (46) *Janeen Burrow (2008)         |
| (12) Michelle Jensen (2017)          | (47) Laurie Schway (2006)          |
| (13) Li Sun (2017)                   | (48) Regina Skoy (2006)            |
| (14) Ting Chun (Simona) Yeh (2017)   | (49) Marni Chamorro (2006)         |
| (15) Xinyu Bai (2017)                | (50) Maria Lecceardone (2006)      |
| (16) Jose Martinez Romo (2016)       | (51) Jane Kyllonen (2006)          |
| (17) YangYang Liu (2016)             | (52) Susanna Mollegas (2005)       |
| (18) Jin Wu (2016)                   | (53) Chia-Chun Chang (2005)        |
| (19) Jose Martinez (2016)            | (54) Dan Dunagan (2005)            |
| (20) Wenjun Mao (2016)               | (55) Schu-chen Chou (2005)         |
| (21) *Yimeng Zhang (2016)            | (56) Rachel Buhr (2005)            |
| (22) *Alexandra Nugent (2015)        | (57) *Kelly Brown (2005)           |
| (23) *Paul Robinson (2015)           | (58) *Akira Kuroda (2004)          |
| (24) Deah Blanke (2015)              | (59) *Eun Soo Chang (2004)         |
| (25) Qian Wang (2015)                | (60) *Jennifer Severa (2004)       |
| (26) *Caitlin Heinz (2015)           | (61) *Yoon Jeong Kim (2004)        |
| (27) Rachel Javitch (2014)           | (62) Kathleen Lynch (2004)         |
| (28) Jingbo Wang (2014)              | (63) Dayna Laber (2004)            |
| (29) Bekah States (2014)             | (64) Jamie Miller (2003)           |
| (30) Mengying Zhao (2013)            | (65) Park, Eun-Jung (2003)         |
| (31) Monica Barbieri (2013)          | (66) Heba Mussad (2003)            |
| (32) Rebecca Klevan (2013)           | (67) Charlene Peterson (2003)      |
| (33) Jeanne Flaherty-Gonzalez (2013) | (68) *Stacey Anderson (2002)       |
| (34) Keziban Kurkcu (2012)           | (69) *Holly Mischel-Moe (2002)     |
| (35) Dan Zhou (2012)                 | (70) I-Hsuan Lai (2000)            |

### ***Doctoral Dissertations Directed***

- (1) Buchanan, Margaret. (Defended, 2024). Mexican American voices and moves: Community cultural wealth in narratives about life and *papeles*. Department of Curriculum and Instruction, University of Minnesota.

- (2) Montgomery, Mary Lynne (2024). To engage or not to engage: Cameroonian primary school teachers' investment in an extended professional development experience. Department of Curriculum and Instruction, University of Minnesota.
- (3) McCurdy, Suzanne. (2024). "You Just Have to Teach It Differently": English Language Teachers' Practice and Knowledge of Pronunciation Instruction. Department of Curriculum and Instruction, University of Minnesota.
- (4) Heo, Saem. (2023). Promoting multimodal literacy pedagogies in an elementary immersion classroom with refugee-background students. Department of Curriculum and Instruction, University of Minnesota.
- (5) LaScotte, Darren. (2023). Exploring shifts in ITA pronunciation and teacher identity performance across (authentic) teaching contexts. Department of Curriculum and Instruction, University of Minnesota.  
First Job Placement: Writing Studies, UMN, Lecturer
- (6) Shepard-Carey, Leah. (2021). Sustaining multilingualism in students' sensemaking: Exploring multilingual reading pedagogies with young English learners. Department of Curriculum and Instruction, University of Minnesota.  
First Job Placement: Drake University, Assistant Professor
- (7) Ju, Zhongqui. (2019). Elementary Mandarin immersion students learning alphabetic Pinyin and using Pinyin to learn Chinese Characters. Department of Curriculum and Instruction, University of Minnesota.  
First Job Placement: National Center for Educational Outcomes, University of Minnesota
- (8) Schornack, Miranda. (2019). Whiteness and raciolinguistic ideologies in the preparation of content teachers for working with language minoritized youth. Department of Curriculum and Instruction, University of Minnesota.  
First Job Placement: University of Wisconsin, Green Bay
- (9) Cushing-Leubner, Jenna R. (2018). Accompaniment for the climb: Becoming reparational language educators of Spanish as a 'heritage' language. Department of Curriculum and Instruction. University of Minnesota.  
First Job Placement: University of Wisconsin, Whitewater
- (10) Vanek, Jenifer (2017). Migrant adult learners and digital literacy: A collaborative Study for sustainable change. Department of Curriculum and Instruction. University of Minnesota.  
First Job Placement: World Education
- (11) Wang, Andie Fang (2016). Narrative inquiry into competing pedagogies: Chinese international students' learning to teach in the U.S. Department of Curriculum and Instruction. University of Minnesota.

First Job Placement: Colby College, Maine

- (12) Li, Yichen (2016). Teaching culture in Chinese university EFL classrooms: Understanding instructors' perspectives and pedagogical decisions. Department of Curriculum and Instruction. University of Minnesota.
- (13) Kong, Kaishan (2014). International students' language and cultural learning experience in study abroad. Department of Curriculum and Instruction. University of Minnesota.  
First Job Placement: Assistant Professor, University of Wisconsin, Eau Claire, WI
- (14) Enns-Kananen, Johanna (2014). The right to be multilingual: How two trilingual students construct their linguistic legitimacy in a German classroom. Department of Curriculum and Instruction. University of Minnesota.  
First Job Placement: Clinical Assistant Professor at Boston University, MA
- (15) Rambow, Adam (2013). Exploring local productions of the "ESL Student." Ph.D. dissertation. Department of Curriculum and Instruction. University of Minnesota.  
First Job Placement: Century College, MN
- (16) Vinogradov, Patsy (2013). Professional learning across contexts for LESLLA teachers: The unlikely meeting of adult educators in kindergarten to explore early literacy instruction. Ph.D. dissertation. Department of Curriculum and Instruction. University of Minnesota.  
First Job Placement: Hamline University, MN.
- (17) Kim, Hye Yeong (2012). Academic language development through technology: English learners in a fifth grade science class. Ph.D. dissertation. Department of Curriculum and Instruction. University of Minnesota.
- (18) Aleixo, Marina. (2012). Immigrant parent involvement in U.S. schools: Current practices and future possibilities. Ph.D. dissertation. Department of Curriculum and Instruction. University of Minnesota.  
First job placement: University of Minnesota, CEHD, International Initiatives
- (19) Watson, Jill. (2010). Interpreting across the abyss: A hermeneutic exploration of initial literacy development by high school English language learners with limited formal schooling. Ph.D. dissertation. Department of Curriculum and Instruction. University of Minnesota.  
First job placement: Cornell University, MN
- (20) Gao, Yunli (2010). A tale of two teachers: Chinese immigrant teacher's professional identity in US foreign language classrooms. Ph.D. dissertation. Department of Curriculum and Instruction. University of Minnesota.

- (21) Tahtinen, Sarah (2009). School and community support systems for Latino immigrant families. Ph.D. dissertation. Department of Curriculum and Instruction. University of Minnesota.  
First job placement: Bethel College, MN
- (22) Stone, Karla (2008). Making sense of testing: English language learners and statewide assessment. Ph.D. dissertation. Department of Curriculum and Instruction. University of Minnesota.  
First job placement: EDRC, University of Minnesota
- (23) Basford, Letitia (2008). From Mainstream to East African Charter: East African Muslim Students' Experiences in U.S. Schools. Ph.D. dissertation. Department of Curriculum and Instruction. University of Minnesota.  
Recipient of Graduate School Doctoral Dissertation Fellowship 2007-2008.  
First job placement: Assistant Professor, Hamline University, MN
- (24) Dudzik, Diana (2008). English policies, curricular reforms, and teacher development in multilingual, postcolonial Djibouti. Ph.D. dissertation. Department of Curriculum and Instruction. University of Minnesota.  
First job placement: English Language Specialist, Hanoi, Vietnam
- (25) Smidt, Chui Kian (2007). Race, class, and gender: Immigrant identity in an ESL college writing class. Ph.D. dissertation. Department of Curriculum and Instruction. University of Minnesota.  
Recipient of Henry Borow Award for Outstanding Dissertation Research, 2007  
First job placement: Assistant Professor, Mankato State University, MN
- (26) Ishihara, Noriko (2006). Pragmatics in second/foreign language education: Subjectivity and pragmatics instruction. Ph.D. dissertation. Department of Curriculum and Instruction. University of Minnesota.  
Recipient of Graduate School Doctoral Dissertation Fellowship 2005-2006  
Recipient of AERA Second Languages SIG Outstanding Dissertation Award 2007  
First job placement: Assistant Professor, American University, Washington, DC
- (27) Sim, Eunsook (2005). Explicit writing instruction in higher educational contexts: Genre analysis of research article introductions from the *English Teaching* and *TESOL Quarterly* journals. Ph.D. dissertation. Department of Curriculum and Instruction. University of Minnesota.  
(Co-advised with Connie Walker)  
First job placement: Assistant Professor, Sangji University, South Korea
- (28) Magnuson, Paul (2003). The interplay between Minnesota's accountability system and adolescent English language learners with limited formal schooling. Ph.D. dissertation. Department of Curriculum and Instruction. University of Minnesota.

(Co-advised with Diane Tedick)

Recipient of Graduate School Doctoral Dissertation Fellowship 2002 – 2003

First job placement: Minnesota Department of Education

***Doctoral Advisees***

- (1) Bryce Johnson (2015)
- (2) Alice Yang (2017)
- (3) Jonathan Boeher (2019)
- (4) Kym O'Donnell (2019)
- (5) Mohammad Naghavian (2024)
- (6) Luis Lopez Parada (2024)

***Doctoral Committees Current***

- (1) Einas Albadawi (UT San Antonio)
- (2) Mabrinda Regmi
- (3) Ashraf Mohammad

***Doctoral Committees Completed***

- (1) Vivian Franco Diaz (CLA, Spanish and Portuguese), 2024
- (2) Celia Bravo Diaz (CLA, Spanish and Portuguese), 2024
- (3) Abdirashid Abdi (CI), 2024
- (4) Linda Goldstone (CI), 2023
- (5) Lenise Butler (OLPD), 2022
- (6) Mariya Gyendina (CI), 2022
- (7) Katie Brubacher (OISE), 2022
- (8) Cory Matthiew (CI), 2021
- (9) Anuddaraha Golpakrishna (CI), 2021
- (10) Ava Becker (University of British Columbia, Canada), 2121
- (11) Arthur Strawbridge (CLA, Hispanic Linguistics), 2020
- (12) Al Khansaa Martakush (Newcastle University, Applied Linguistics), 2020
- (13) Brad Johnson (CI, STEM), 2019
- (14) Yang Cheng (CI, LT), 2019
- (15) Caroline Maguire (CI), 2017
- (16) Melissa Engman (CI), 2017
- (17) Elizabeth Dillard (CI), 2016
- (18) Sarah Young (Georgetown University, Applied Linguistics), 2016
- (19) Sadaf Rauf (CI), 2015
- (20) Sheila Moriarti (CI), 2015
- (21) LeeAnne Godfrey (CI), 2015
- (22) Michelle Benegas (CI), 2015
- (23) Vera Williams Tetteh (Macquarie University, Australia), 2015
- (24) Renana Schneller (CI), 2014
- (25) Susana Perez Castillejo (Hispanic Linguistics), 2014
- (26) Susanna Venema (Radboud University Nijmegen, The Netherlands), 2014

- (27) Jessamay Thompson (CI), 2014
- (28) Christopher Browder (University of Maryland, Baltimore), 2014
- (29) Yu-chih Huang (CI), 2014
- (30) Kristin Kline Liu (CI), 2014
- (31) Kate McCleary (EdPA), 2013
- (32) Jason Martel (CI), 2013
- (33) Gemma Punti (CI), 2013
- (34) Angela George (Hispanic Linguistics), 2013
- (35) Silvy Un (CI) Final Member, 2013
- (36) Jill Leet-Otley (CI) Final Member, 2012
- (37) Sachiko Horii (CI) Final Member and Chair, 2012
- (38) Cassandra Glynn (CI) Final Member, 2012
- (39) Katheryn Engstrom (CI) Final Member, 2012
- (40) Sarah Hansen (CI) Final Member, 2012
- (41) Raichel Farrely (The University of Utah, Salt Lake City), 2011
- (42) Maria Eugenia Dominguez-Mujica (Spanish & Portuguese) Final Member, 2011
- (43) Diane Dahl (CI), Final Member, 2010
- (44) Robert Strong (Spanish & Portuguese) Final Member, 2009
- (45) Pamela Wesely (CI) Final Member, 2009
- (46) Michael Scarlett (CI) Final Member, 2009
- (47) Carmen Marie Diaz (CI) Final Member, 2008
- (48) Xu Xhang (CI) Ph.D. Prelim Member, 2007
- (49) Katarzyna L. Brzosko-Barratt (CI) Final Member, 2006
- (50) Kimberly Johnson (CI) Final Member, 2006
- (51) Laurent Cammarata (CI) Final Member, 2006
- (52) Anne Dahlman (CI) Final Member, 2005
- (53) Allison Spenader (CI) Final Member, 2005
- (54) Karen Wrobbel (EdPA) Final Reader, 2005
- (55) Bonnie Swierzbinska (Linguistics) Final Member, 2004
- (56) Francine Klein (CI) Final Reader, 2004
- (57) Michael Anderson (CI) Final Member, 2004
- (58) Nelsy Echavez-Solano (Spanish and Portuguese) Outside Reader, 2002

***Visiting Scholars Hosted***

- (1) Hazrat Umar (Pakistan, 2022-2023)
- (2) Tetiana Holovatenko (Ukraine, 2022)
- (3) Rong Cui (China, 2018-2019)
- (4) Marko Kananen (Finland, 2012-2014)
- (5) Jiwon Byun (Korea, 2012-2013)

***Other Mentoring Activities***

- (1) 1<sup>st</sup> dossier reviewer for Blanca Caldas (2016, 2017, 2018, 2019, 2020, 2021)
- (2) 1<sup>st</sup> dossier reviewer for Sam David (2016, 2017, 2018, 2019, 2020, 2021, 2022)
- (3) 1<sup>st</sup> dossier reviewer (2014); 2<sup>nd</sup> dossier reviewer for Vichet Chhuon (2012, 2013)

- (4) 2<sup>nd</sup> dossier reviewer for JB Mayo (2011, 2012)
- (5) 2<sup>nd</sup> dossier reviewer for Benjamin Jacobs (2009)

## SERVICE AND PUBLIC OUTREACH

### Service to the profession

#### ***Journal Editing and Editing Boards***

- Associate Editor of *Journal of Applied Linguistics*, 2024- present
- On Editorial Board for the *Latin American Journal of Content & Language Integrated Learning (LACLIL)*, a biannual publication of the Universidad de La Sabana's Department of Foreign Languages and Cultures, Colombia, 2017 – present
- On Scientific Committee of GIST – Education and Learning Research Journal from ÚNICA, Institución Universitaria Colombo Americana, 2012 - present
- Advisory Board of *Applied Linguistics Press*, 2023-2024
- Editor of *Perspectives* section of the *Modern Language Journal*, 2015-2023
- On Advisory Board for *Journal of Language, Identity, and Education*, 2012 – 2019
- On Board of Reviewers, National Association for Bilingual Education (NABE) *Journal of Research and Practice*, 2013 – 2020
- Co-Edited the *Education and Pedagogy* Section of the *Language and Linguistics Compass*, Wiley-Blackwell, 2010-2015
- On Editorial Board for Minnesota/Wisconsin TESOL Journal, 2008

#### ***Reviewing***

- *Language Teaching Research*: 2009, 2012, 2017, 2018
- *Linguistics and Education*: 2016, 2017, 2018
- *Information, Communication and Society*; 2018
- *Journal of Multilingual and Multicultural Development*: 2018
- *Educational Policy*: 2018
- *Journal of Language, Identity, and Education*: 2012, 2013, 2014, 2015, 2016, 2017, 2018
- *Modern Language Journal*: 2004, 2005, 2006, 2007, 2013, 2014, 2015, 2016, 2017, 2018, 2019
- *Latin American Journal of Content & Language Integrated Learning*: 2017
- *TESOL Quarterly*: 2005, 2006, 2007, 2008, 2009, 2017(2)
- *International Multilingual Research Journal*: 2017
- *Multicultural Perspectives*: 2016
- *Applied Linguistics*: 2016
- *Refugee Survey Quarterly*: 2015
- *RER*: 2015
- *Journal of Diaspora, Indigenous and Migration Education*: 2015
- Reviewed SSHRC “Insight” grant proposal for the Gouvernement du Canada: 2015
- *Heritage Language Journal*: 2015

- *Minnesota/Wisconsin TESOL Journal*: 2004, 2008, 2015
- Proceedings from Low-Educated Second Language and Literacy Acquisition (LESLLA) organized in Tilburg – Netherlands 2005, Germany 2008, Finland 2012, Njmegan 2014
- *Pedagogies*: 2014
- *Journal of Immersion and Content Based Language Education*: 2013
- *International Multilingual Research Journal*: 2012
- *Journal of Second Language Writing*: 2012
- *Canadian Journal of Education / Revue canadienne de l'education*: 2009, 2012
- *International Review of Applied Linguistics*: 2011
- *Language Learning*: 2001, 2004, 2009, 2010
- *Language Policy*: 2010
- *Second Language Research*: 2010
- Proceedings for First International Conference on English Language Teaching and Learning, Santiago de Compostela, Spain, 2009
- Proceedings for Second Language Spanish Phonology Conference, 2008
- *Theory and Research in Social Education*: 2008
- Proceedings for International Conference on Language Teacher Education, 2007

#### ***Reviewing Proposals for Conferences***

- AAAL, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019 (Educational Linguistics, Research Methods, and Second Language Acquisition and Pedagogy strands)
- LESLLA, 2015
- *Ethics and Politics of Research with Immigrant Communities*, 2010
- *Social and Cognitive Aspects of Language Learning and Teaching Conference*, The University of Auckland, New Zealand, 2007
- *American Education Research Association*, 2001, 2002, 2003, 2005, 2006, 2007
- *Fourth, Fifth, and Sixth Conference on Language Teacher Education*, 2005, 2007, 2009
- *Seventh Conference on the Acquisition of Spanish and Portuguese as First and Second Languages*, 2004
- *CARLA Immersion Conference*, 2004
- *Teacher Education Interest Section for the TESOL Convention*, 2003, 2004

#### ***Chairing Conferences***

- Co-chair of *International Language Teacher Education Conference*, Minneapolis, MN May, 2024
- Co-chair of *International Language Teacher Education Conference*, Minneapolis, MN May, 2019
- Chair of *MinneSLIFE's Spring Fling*, UMN, MN, April, 2018
- Co-chair of *MinneSLIFE's Spring Fling*, Northfield, MN, May, 2017
- Co-chair of *LESLLA International conference*, Minneapolis, MN, October, 2010-2011
- Co-chair of *Ethics and Politics of Research with Immigrant Populations*,

Minneapolis, MN, 2009-2010

- Chair of the *Third International Conference on Language Teacher Education*, 2002-2003.

#### ***Conference Planning Committees***

- Planning committee of the *Sixth Conference on Language Teacher Education*, 2010-2011
- Programme Committee for the *First International Conference on English Language Teaching and Learning*, Universidad de Santiago de Compostela, Facultad de Filología, September 2008
- Planning committee of the *Current Approaches to Spanish and Portuguese Second Language Phonology* conference, in the College of Liberal Arts, 2006.
- Planning committee of the *Fifth Conference on Language Teacher Education*, 2006-2007.
- Planning committee of the *Fourth Conference on Language Teacher Education*, 2004-2005.
- Planning committee for the *CARLA Immersion Conference*, 2003-2004.
- Planning committee for the *Seventh Conference on the Acquisition of Spanish and Portuguese as First and Second Languages*, 2003-2004.
- Planning committee of the *Second Conference on Language Teacher Education*, 2000-2001.

#### ***Promotion and Tenure Reviews for other Institutions***

- SUNY Buffalo, 2023
- UT San Antonio, 2022
- Staten Island College, CUNY, 2021
- Lehman College, CUNY, 2021
- University of Urbana-Champaign, 2020
- University of Washington, 2018
- University of Houston, 2017
- University of Memphis, 2017
- Michigan State University, 2017
- University of Nebraska-Lincoln, 2016
- University of South Florida Sarasota-Manatee (USFSM), 2016
- Boston University, 2016
- Hamline University, 2013
- University of Colorado, Denver, 2013
- University of Kentucky, 2012
- The University of Western Ontario, 2012
- Ohio State University, 2008
- External reviewer for doctoral dissertation from the University of South Australia, 2012
- Review of a research proposal for the R. C. Good Faculty Fellowship by a faculty member of Denison College, OH, January, 2012

***Other professional service***

- AAAL DSSA Award Committee, 2023
- AAAL Book Award Committee, 2017-2020
- AAAL Outreach Award Committee, 2016 – 2020 (elected position)
- AAAL Graduate Student Awards Committee, 2016-2017
- Reader for the ACTFL/NFMLTA/MLJ Dissertation Support Grants, 2016
- AAAL Resolutions Committee, 2010-2011
- Electronic discussion leader (with Patsy Vinogradov) for National Institute for Literacy, “Adult English language learners with limited formal schooling,” February, 2010
- Served as discussant for AERA session, April, 2009.
- Electronic discussion leader for National Institute for Literacy, “Adult English language learners with low print literacy and preferences for learning English through the oral modes” January, 2009
- Discussion facilitator for CREATE Conference, Minneapolis, MN2008

**University, college, and department committees**

***University Committees and Service***

- Fulbright Selection Committee (2013 - 2023)
- CARLA Executive Committee (2015-present)
- Grant-in-Aid of Research, Artistry, & Scholarship Review Committee (2019)
- Works Data Governance Committee (2018-2019)
- Academic Review Committee of the College of Continuing and Professional Studies (CCAPS) Academic Council (2016 – 2018)
- CCAPS Council (2014-2018)
- Advisory Council for Confucius Center (2008- 2018)
- Search Committee for the Arabic Director of Language Instruction (2014)
- Advisory Council of the China Center (2007 – 2012)
- Faculty Senate Judicial Review Committee, University Senate (2007- 2013)
- Immigration History Resource Center, Faculty and Student Advisory Council (2009-2012)
- Member of CARLA steering committee (2004 - 2012)
- Faculty Senate alternate (2009-2010)
- Member of search committee for Somali language instructor (2009)
- Member of Center for Advanced Research on Language Acquisition (CARLA) proposal selection committee for LRC grant (2005, 2006)
- Member of search committee for the Director of the Minnesota English Center (2001 – 2002)

***College Service***

- LPL-OTE Workgroup co-chair (2018-present)
- CEHD Curriculum Council (2018-2020)

- EPPC (2014-2015)
- Faculty and Staff Campaign Committee, (2014-2015)
- Licensed School Professional Committee, Chair (2013-2014)
- Licensed School Professionals Steering Committee, Chair (2011-2014)
- Search Committee for Department Chair (2010-2011)
- Awards Committee (2011-2012)
- TERI Steering Committee (2009-2011)
- Advisory Board of the Patrick Henry High School Professional Practice School program (2004 – 2007)
- Student Scholastic Standing Committee (2001-2004, excluding fall 2003)
- Council on Teacher Education, Foundations Sub-Committee (2001-2002; 2005-2006)
- International Education Committee (2005-2006)
- Selection committee for Alumni Association Awards (2005)

#### ***Department Service***

- CI Dept. Chair (2021-2024)
- Coordinator for the SLE M.Ed. Program (2017-2019)
- Coordinator for the SLE Working Professionals Program (2017-2019)
- Coordinator for the SLE Additional Licensure Program (2017-2019)
- SLE Program Area Coordinator (2006-2007, 2009-2010, 2013-2014, 2018-2019)
- CI Advisory Council (2018, 2019, 2020)
- Director of Graduate Studies (2018, 2019, 2020)
- Personnel Committee, Associate Chair (2017 – 2018), Chair (2018-2019)
- Research Committee (F 2016)
- Diversity Committee (2002 – 2006, F 2015, F 2016, Chair 2017-2018)
- Social Committee (F 2016)
- Coordinator TESL Minor, M.Ed. Professional Studies, M.A. TESOL (F 2016)
- Ed. Studies Major/Minor Planning Committee (2015-2016)
- SLE Search Committee (2015-2016)
- Branding Committee (2014-2015)
- Program Area Coordinator Committee Co-chair (2011-2013)
- Associate Chair of the Department of Curriculum and Instruction (2011-2013)
- Co-chair of Curriculum Streamlining Task Force (2011-2012)
- Graduate Studies Committee (2007-2011, excluding 08-09)
- Chair of search committee for Assistant To position (2012)
- Search Committee for Family and Consumer Sciences (2006-2007)
- Search Committee for Art Education (2004 -2005)
- Curriculum and Instruction Ad-hoc Research Committee (2004 - 2006)
- Curriculum Committee (2001-2002)

#### ***State/Local Service***

- SLIFE Research Collaborative (2017 - present)
- MinneSLIFE Leadership Team (2017 – 2018)

- ESSA Working Groups, Minnesota Department of Education, 2016, 2017
- English Learner Stakeholder Input Group (ELSIG), Minnesota Department of Education, 2014, 2015, 2016, 2017
- Facilitated professional development on curriculum redesign for faculty (30+) from the Minnesota English Language Program (MELP), University of Minnesota, 2013
- World Languages Task Force, Forest Lake Area Schools, Minnesota, 2007-2008
- Co-Chaired, with Margaret Wong, Committee on Chinese Curriculum and Assessment, Minnesota Department of Education, 2006
- Served on Test of Emerging Academic English: Listening and Speaking (TEAELS) Advisory Board for MN Department of Education, 2003-2004
- Reviewed Minnesota English Language Proficiency K-12 Standards for the Department of Education, 2003
- Member of Twin Cities Metro Area Immersion Network (MAIN) (2000-2003)
- Participated in a MN Department of Education focus group organized to revise the Test of Academic English, July 2002
- MN Department of Education committee to write a companion document to the Title 1 Quality Indicators for how schools address the needs of ESL students, November – December 2001
- Accreditation committee for the Intensive English Program of the English Language Institute of the State University of New York at Buffalo. The program received accreditation from the Commission on English Language Program Accreditation, January 2002

### ***Consulting for Remuneration***

Evaluation of Yupik Immersion Program for Anchorage Public School District, Anchorage AK. (2018-2026)

Bigelow, M. (2020). Teaching immigrant- and refugee-background multilinguals. Workshop for 40+ charter school educators

Consultant for Faribault Public Schools on Translanguaging project (2019, 2020)  
Professional Development Fall 2019

- Translanguaging: A primer, a discussion
- Negotiating equity for SLIFE
- Spanish in elementary mathematics

Professional Development Spring 2020

- Cancelled due to COVID

Bigelow, M. (2018). Designing curriculum for Russian as a foreign or heritage language. University of Minnesota, Minneapolis, MN.

STARTALK Summer Institutes for Mandarin Teachers. (2010 – 2015, 2017, 2018). Culture as Core.

Egan, P., & Bigelow, M. (June, 2017). Double the challenge: Teaching ESL and emergent literacy. TESOL Intensive Summer Workshop. American University, Washington, DC.

Hassan, M., & Bigelow, M. (November, 2016). Building literacy bridges from home to school with Somali children. Oakwood Elementary School, MN.

Curriculum review of BRIDGES Program in New York State, CUNY. (2014-2015)

Whitewater Learning® <http://modules.whitewater-elearning.com> (2013)  
Created online asynchronous course for K-12 educators entitled: (Un)Limiting Practices for Adolescent English Learners with Limited or Interrupted Formal Schooling

Bigelow, M. (February, 2013) Second Language Acquisition and Curriculum Design for Adult ESOL Educators. Ft. Lauderdale, FL.

Bigelow, M. (April, 2012). The educational needs of adults English language learners with limited formal schooling. Essex Community College, Newark, NJ.

Bigelow, M. & Pettit, N. (July, 2011). Second language acquisition for teachers of adult English learners. The ESL Institute. Raleigh, NC.

Technical Work Group for the Center for Adult English Language Acquisition (CAELA) Network from the Office of Vocational and Adult Education (OVAE), 2008-2010.

Expert Working Group focusing on adult ESL literacy for the National Institute for Literacy and the Center for Applied Linguistics. This has involved meetings in Washington DC as well as producing briefs on agreed-upon topics, 2005–2008.

Bigelow, M. (September, 2009). Addressing diversity in the foreign language classroom: Rethinking cultural dynamics in school. East Stroudsburg University, PA.

Bigelow, M., Kong, K., & Li, Y. (February 2013). Teaching art to Chinese students. Minneapolis College of Art and Design. Minneapolis, MN.

Aleixo, M. & Bigelow, M. (September, 2012). Parental involvement. Academy for Leadership. Minneapolis, MN.

Bigelow, M. (October, 2011). Essential questions for K-12 curricula: Motivating students toward deeper inquiry. Breck School, Golden Valley, MN. Workshop with entire faculty.

Bigelow, M. (June, 2011). Essential questions for K-12 curricula: Motivating students toward deeper inquiry. Breck School, Golden Valley, MN. Workshop with Department Heads.

Bigelow, M., Chhuon, V., Taborn, J., & Two Bull, R. (January, 2011). The educational and emotional needs of boys of color. Breck School, Golden Valley, MN. Panel discussion with entire Breck faculty.

Bigelow, M., King, K. & Ngo, B. (February, 2010). Transnationalism and the Education of (Im)migrant and Refugee Students. University of Minnesota, MN.

Reviewer for Foreign Language Assistance Program in Chinese and Arabic, Minneapolis Public School District, Minneapolis, MN. (2009-2011)

Bigelow, M. (March, 2009). Supporting Somali students and families through culturally relevant teaching. Owatonna Junior High School, Owatonna, MN.

Bigelow, M. (January, 2009). Supporting adolescent Somali students with limited formal schooling. Columbia Heights Middle School, Columbia Heights, MN.

Bigelow, M. (June, 2008). Educational and cultural issues: Immigrant and refugee ELL-LFS. TEAM-UP Presentation. University of Minnesota, Minneapolis, MN.

Lewis, C. & Bigelow, M. (June, 2008). Culturally and linguistically relevant teaching and leadership. Research and Practice Forum, Rethinking Cultural Dynamics: Transforming School for Every Learner. University of Minnesota, Minneapolis, MN.

Ranney, S. & Bigelow, M. (October, 2007). Balanced literacy and the adolescent learner. Rosemount School District, Rosemount, MN

Bigelow, M. (October, 2007). A primer in multicultural education. Presentation for Breck School Parents' Association, Golden Valley, MN.

Bigelow, M. (August, 2007). P-12 administrators' workshop on multicultural education and curriculum review. Breck School. Golden Valley, MN

Bigelow, M. (June, 2007). Developing oral language assessment for online and distance K-12 Chinese classes. District 287, Plymouth, MN.

Bigelow, M. (May, 2007). Curriculum development within and across Chinese classes. Workshop for St. Paul Public School teachers. St. Paul, MN.

Bigelow, M. (April, 2007). Content-based instruction for beginning Chinese classes. Workshop for St. Paul Public School teachers. St. Paul, MN.

Hughes, J. & Bigelow, M. (April, 2007). Technology integration in modern and classical languages classes. Workshop for Blake School teachers. Minneapolis, MN.

Bigelow, M. & Walker, C. (December, 2006). Wrote opinion for Minneapolis Public School on Bilingual Student Education Policy # 6280, Minneapolis, MN.

Bigelow, M. (December, 2006). A primer in Multicultural Education. Presentation for Breck School Parents' Association, Golden Valley, MN.

Bigelow, M. (August, 2006). Promoting comprehension and critical analysis of academic text. Workshop with *Commanding English* faculty, University of Minnesota, MN

Bigelow, M. (August, 2006). Promoting comprehension and critical analysis of academic text. Workshop with *College in the Schools* faculty, University of Minnesota, MN

Bigelow, M. (August, 2006). Mentoring as a pathway to teacher learning and retention, Two-day workshop with mentors and new teachers at Lighthouse Academy of Nations, Minneapolis, MN.

Bigelow, M. (August, 2006). Mentoring for professional development. Presentation with Breck School mentors, Golden Valley, MN.

Bigelow, M. (June, 2006). Teacher evaluation for professional development. Two-day workshop with Breck School Department Heads, Golden Valley, MN.

Bigelow, M. (February, 2006). Mentoring and supervision for teacher development. Presentation to Department Heads at Breck School, Golden Valley, MN.

Bigelow, M. (January, 2006). Supporting adolescent English language learners with limited formal schooling: Starting with the strengths. Workshop with teachers from West Metro Education Program. Minneapolis, MN.

Bigelow, M. (October, 2005). Building literacy with English language learners with limited formal schooling. Workshop with teachers from Lincoln High School. Minneapolis, MN.

Bigelow, M. (August, 2005). Diagnostic and formative assessment practices for adolescent immigrant/refugee youth with limited formal schooling or low English language proficiency. Workshop with teachers from the Lighthouse Academy of Nations, Minneapolis, MN.

Bigelow, M. (May 2005). Proficiency-oriented curriculum development for secondary German teachers. Workshop with teachers from the Center for German and European Studies, University of Minnesota.

Bigelow, M. (May 2005). Prejudice reduction and content integration: A review of Banks and links to world languages curricula. Presentation to Breck School Curriculum Committee. Golden Valley, MN.

Walker, C. & Bigelow, M. (April 2005). English language learners in Minnesota public schools: An overview of the issues for teacher education. Presentation to faculty of the Department of Education, University of Minnesota, Duluth.

Bigelow, M. (April 2005). Prejudice reduction and content integration: A review of Banks and links to world languages curricula. Presentation to Breck School Modern Languages Department. Golden Valley, MN.

Bigelow, M. (February 2005). Prejudice reduction and content integration: A review of Banks. All-day workshop for department heads. Breck School, Golden Valley, MN.

Bigelow, M. (October 2004). ELLs language development and the curriculum. Half-day inservice with staff of Partnership Academy, Richfield, MN.

Bigelow, M. (October 2004). A process for peer review: Facilitating peer review with faculty on assessment plans. Presentation to entire Breck School faculty, Golden Valley, MN.

Bigelow, M. (October 2004). A process for peer review: Facilitating peer review with faculty on assessment plans. Presentation to Breck School Department Heads, Golden Valley, MN.

Bigelow, M. (August 2004). Contextual factors promoting biliteracy in high school students with limited formal education. Presentation to staff of CTC, Minneapolis MN.

Bigelow, M. (August 2004). Developing English language learners' content and language abilities. Full-day inservice with staff of Partnership Academy, Richfield, MN.

Bigelow, M. (August 2004). Moments of thinking and evidence of learning: Process approaches to classroom assessment. Workshop with Breck School Department Heads, Golden Valley, MN.

Bigelow, M. (August 2004). Moments of thinking and evidence of learning: Process approaches to classroom assessment. Presentation to entire Breck School faculty, Golden Valley, MN.

Tischer, C., and Bigelow, M. (May 2004). Proficiency-oriented curriculum development for secondary German teachers. Workshop with teachers from the Center for German and European Studies, University of Minnesota.

Bigelow, M. (May 2004). Making the content comprehensible to English language learners. Workshop with Staff at Lincoln Hills, Richfield, MN.

Bigelow, M. (March 2004). Making the content comprehensible to English language learners. Two-day workshop with staff at North Vista Alternative School. Plymouth, MN.

Bigelow, M. (February 2004). Teaching English language learners: Empathies, strategies and collaboration. Presentation to mainstream and ESL teachers at Plymouth Intermediate District 287. Plymouth, MN.

Bigelow, M. (February 2004). Teaching English language learners: Maximizing strengths, using existing resources and exploring new options. Presentation to staff of Partnership Academy, Richfield, MN.

Bigelow, M. (November 2003). Classroom-based assessment and the English Language Learner. Presentation to secondary teachers participating in the TOPS program. St. Paul Public School, St. Paul, MN.

Bigelow, M. (November 2000). Meeting the needs of English language learners in mainstream classes: Building on what we know. Presentation to the teaching faculty of Lake Harriet Community School, Minneapolis, MN.

Bigelow, M. (July 2000). Led series of workshops through USIA for sub-Saharan African and Haitian language program and school administrators on curriculum, staff development, supervision and other topics. State University of New York at Buffalo, Buffalo, NY.

### ***Community Service Activities***

Served as expert consultant to plaintiffs in law suit brought against St. Paul School District (2018)

Bigelow, M. (October 2013). Immigrant education in Minnesota: Programs and practices. Presentation for visiting teachers from the Center for German and European Studies, University of Minnesota.

Review of curriculum for Center for Victims of Torture, Minneapolis, MN, 2012

Bigelow, M. (December, 2010). Educating Somali high school students. Presentation with Muslim Student Association leadership and Nicole Pettitt (a grad student) to entire faculty at St. Louis Park, HS.

Performed in the Vagina Monologues with proceeds going to the Women's Advocates in

St. Paul, MN. (April, 2010, 2012, 2013)

Served on the Board of Directors of Somali Documentary Project (2010)

Judged for Poetry Out Loud: National Recitation Contest at Ubah Medical Academy, Charter High School focusing on East African and Muslim youth, Hopkins, MN (January, 2009)

Testified for the Education Committee about a bill sponsored by Senator Patricia Torres Ray to close the achievement gap. (March, 2008)

Served as expert witness in law suit brought against Minneapolis Public School District (September, 2007)

Bigelow, M. (February, 2007). Educating Somali students in K-12 settings. Presentation to and discussion with Edina School District teachers participating in SEED program. Edina High School, Edina, MN.

Collaborated with *CrossingBarriers* a multi-ethnic program that provides advocacy and leadership development for low income immigrant students, their families and activists to improve quality of education. (2005 – 2009)

Served on the Advisory Board of the Somali Education Center, Minneapolis, MN (2004 - 2008)

Member of the Family Opportunities and Literacy Collaborative (FOLC) (2002 – 2004.

