

# Silvia Nogueroń-Liu

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## I. ACADEMIC HISTORY

### a. Education

- 2011 Ph.D. in Curriculum and Instruction, Arizona State University  
Concentration in Language and Literacy
- 2006 M.A. in Curriculum and Instruction, Arizona State University  
Concentration in Language and Literacy
- 2002 B.A. in Psychology, Instituto Tecnológico de Sonora  
Ciudad Obregón, Sonora, México

### b. Academic Appointments

- 2015- present\* **Assistant Professor**, University of Colorado at Boulder  
Literacy Studies, School of Education
- 2011-2015 **Assistant Professor**, University of Georgia  
Reading, Writing, Children’s Literature & Digital Literacies  
Department of Language & Literacy, College of Education
- 2006-2011 **Research & Teaching Assistant**, Arizona State University

\*I was on family leave in Spring 2018.

## II. RESEARCH ACTIVITIES

### a. Scholarly Publications

An asterisk (\*) identifies a publication that was invited.

An underlined name denotes a co-author who was a graduate student at the time of submission.

*August 2015- September 2020*

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### Refereed (Peer-reviewed) Journal Articles

**Nogueroń-Liu, S.** (2019). “Does the color of your skin make you American?!” Immigrant parents’ responses to history texts in the New South. *Theory into Practice*, 58(3), 263-272.

<https://doi.org/10.1080/00405841.2019.1599230>

**Nogueroń-Liu, S., Shimek, C., & Bahlmann Bollinger, C.** (2018/2020). “*Dime de que se trató / Tell me what it was about*”: Exploring emergent bilinguals’ linguistic resources in reading assessments with parent participation. *Journal of Early Childhood Literacy*, 20(2), 411-433. [First published online, 4.23.2018; print issue published 6.1.20]

<https://doi.org/10.1177/1468798418770708>

- Vazquez-Domínguez, M., Dávila, D., & **Noguerón-Liu, S.** (2018). Building safe community spaces for immigrant families one library at a time. *Bank Street Occasional Paper Series #39*.  
[https://d2mguk73h8xisw.cloudfront.net/media/filer\\_public/filer\\_public/2018/04/26/building\\_safe\\_community\\_spaces\\_1244.pdf](https://d2mguk73h8xisw.cloudfront.net/media/filer_public/filer_public/2018/04/26/building_safe_community_spaces_1244.pdf)
- Noguerón-Liu, S.** (2017). Expanding notions of digital access: Parents' negotiation of school-based technology initiatives in new immigrant communities *Equity & Excellence in Education*, 50(4), 387-399. <https://doi.org/10.1080/10665684.2017.1395301>
- Noguerón-Liu, S.** & **Jordan, J.** (2017). Remembering Michoacán: Transnational media flows and visual representations of the homeland in new migration contexts. *Research in the Teaching of English*, 51(3), 267-289.
- Noguerón-Liu, S.** (2017). "Everybody knows your business" / "Todo mundo se da cuenta:" Immigrant adults' construction of privacy, risk, and vulnerability in online platforms. *Journal of Adult and Adolescent Literacy*, 60(5), 505-513. <https://doi.org/10.1002/jaal.599>
- Lewis Ellison, T., **Noguerón-Liu, S.**, & Solomon, M. (2016). Co-constructing place, space, and race: African American and Latinx participants and researchers' representations of digital literacy research in the South. *Journal of Literacy and Technology*, 17(3-4). Available at: <http://www.literacyandtechnology.org/volume-17-numbers-3-and-4-fall-2016.html>
- Noguerón-Liu, S.** (2016). ¿Usted va al capitolio también?: Adult immigrants' positioning in response to news on immigration policy. *Anthropology and Education Quarterly*, 47(2), 113-129. <https://doi.org/10.1111/aeq.12144>

### Editor-Reviewed Articles

- (\*) **Noguerón-Liu, S.** (2020). Expanding the knowledge base in literacy instruction and assessment: Biliteracy and translanguaging perspectives from families, communities, and classrooms. Invited commentary for Special Digital Issue on the Science of Reading, *Reading Research Quarterly*. Advanced Online Publication. <https://doi.org/10.1002/rrq.354>
- Dávila, D., **Noguerón-Liu, S.**, & Vazquez-Domínguez, M. (2017). The Latinx family: Learning y la literatura at the library. *Bilingual Review/Revista Bilingüe*, 33(5), 33-49.

### Book Chapters

- (\*) **Noguerón-Liu, S.** & Lammers, J. (2020). Literacy instruction and digital innovation: Trends and affordances for digital equity in classrooms. In E. Moje, P. Afflebach, P. Enciso, & N. Lesaux (Eds.), *Handbook of Reading Research*, Vol. V. New York: Routledge.
- Noguerón-Liu, S.** (2019). Rethinking digital resources in adult and family literacy: Immigrant parents' perspectives in a digital literacy program. In J. Hurtig & C. Chernoff (Eds), *Contested Spaces of Teaching & Learning: Practitioner Ethnographies of Adult Education in the United States* (pp. 27-48). Lanham, MD: Lexington Books.
- (\*) **Noguerón-Liu, S.**, **Hall, D.**, & Smagorinsky, P. (2017). Building on immigrant parents' repertoires: Scaffolding online home-school communication in New Latin@ Diaspora contexts. In P. Portes & S. Salas (Eds.), *Latinization and K-12 communities: National perspectives on regional change* (pp. 1-22). Albany, NY: SUNY Press.

### Encyclopedia Entry

- (\*) **Noguerón-Liu, S.** (2018). *Welcoming Schools*. TESOL Encyclopedia of English Language Teaching (J. Lontas, editor). Hoboken, NJ: Wiley-Blackwell.

### Manuscripts in Preparation

- Noguerón-Liu, S.** & **Driscoll, K.** (Resubmitted October 2020). Bilingual families' perspectives on literacy resources and supports at home. Submitted to [journal redacted to ensure blind review].

**Noguerón-Liu, S. & Walsh, B.** (in preparation). Multimodal representations of nondominant communities in Mexican and U.S. history: Latinx parents and children responding to texts and media.

**Noguerón-Liu, S., Bahlmann-Bollinger, C., Shimek, C. & Driscoll, K.** (in preparation) *La sabiduría de los niños* (The wisdom of children): Expanding visions of background knowledge with emergent bilingual students and their families.

*Prior to August 2015*

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### Refereed articles

**Noguerón-Liu, S.** (2014). Mobilizing learning resources in a transnational classroom: Translocal and digital resources in a community technology center. *Learning, Media & Technology*, 39(4), 429-448. [Special Issue on Media and Migration: Learning in a Globalized World]

**Noguerón-Liu, S.** (2013). Access to technology in transnational social fields: Simultaneity and digital literacy socialization of adult immigrants. *International Multilingual Research Journal*, 7 (1), 33-48. [Special issue on Experiences of Simultaneity in Complex Linguistic Ecologies: Implications for Theory, Methods and Practice]

**Noguerón-Liu, S.** (2012). Becoming legitimate authors online: Crafting agentive selves in transnational spaces. In P. Dunston, S. K. Fullerton, C.C. Bates, K. Headly, & P. Stecker (Eds.) *61st Yearbook of the Literacy Research Association* (pp. 347-361). Oak Creek, WI: Literacy Research Association.

### Book Chapters or Edited Volumes

(\*) **Noguerón-Liu, S. & Warriner, D.** (2014). Heteroglossic practices in the online publishing process: Complexities in digital and geographical borderlands. In A. Blackledge & A. Creese (Eds.), *Heteroglossia as Practice and Pedagogy* (pp. 179-198). New York: Springer.

(\*) Schwartz, L., **Noguerón-Liu, S.** & González, N. (2014). The compression of time and space in transnational fields: Mobilizing the affordances of digital media with Latina students. In C. Compton-Lilly & E. Halverson (Eds.), *Time and Space in Literacy Research* (pp. 183-195). New York: Routledge.

(\*) Labbo, L. & **Noguerón-Liu, S.** (2013). Technology: Pedagogy for the digital child. In R. Reutzel (Ed.), *Handbook of Research-Based Practice in Early Education* (pp. 175-192). New York: Guilford.

(\*) Arzubiaga, A., **Noguerón, S.** & Sullivan, A. (2009). The education of children in im/migrant families. *Review of Research in Education*, 33, 246-271.

### Bulletins or Reports

**Noguerón-Liu, S.** (2012). Learning across boundaries: Mobilizing resources for immigrant learners through community technology programs. *Anthropology News*, 53(2) [Themed issue: Boundaries].

### Encyclopedia Entries

González, J. & **Noguerón, S.** (2008). Nationalization of languages. In J. González (Ed.), *Encyclopedia of Bilingual Education* (Vol. 2, pp. 583-586). Thousand Oaks, CA: Sage.

**Noguerón, S.** (2008). Best English to learn? In J. González (Ed.), *Encyclopedia of Bilingual Education* (Vol. 1, pp. 59-62). Thousand Oaks, CA: Sage.

- Noguerón, S.** (2008). Hayakawa, S. I. In J. González (Ed.), *Encyclopedia of Bilingual Education* (Vol. 1, pp. 340-341). Thousand Oaks, CA: Sage.
- Noguerón, S.** (2008). TESOL, Inc. In J. González (Ed.), *Encyclopedia of Bilingual Education* (Vol. 2, pp. pp. 825-827). Thousand Oaks, CA: Sage.
- Noguerón, S.** (2008). World Englishes. In J. González (Ed.), *Encyclopedia of Bilingual Education* (Vol. 2, pp. 908-911). Thousand Oaks, CA: Sage.

## b. Grants & Funding

*August 2015- September 2020*

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### External Research Funding

Awarded (5.18.2015) Principal Investigator: *Informational Texts in Family Literacy Practices: Supporting Comprehension Strategies with Immigrant Parents and Students.* July 2015-June 2017  
William T. Grant Foundation. Amount funded: \$24,948

### Internal Research Funding

Awarded (6.19.2020) Principal Investigator: *Family Inquiry on Elementary Reading and Digital Literacy.* Submitted to Outreach Grant program, University of Colorado-Boulder. Amount requested: \$8991.54

Awarded (11.7.2017) Principal Investigator: *Parents as Co-designers and Inquiry Partners: Using Digital and Community Resources for Research with Elementary Emergent Bilingual Children.* November 7, 2017-November 30, 2019.  
University of Colorado-Boulder, WISE Grant Program. Amount funded: \$7950.33.

### Outreach & Teaching Funding

Awarded (12.10.18) *Preparing Excellent Teachers for Diverse Communities with Critical Multicultural Children's Literature*  
Proposal Authors: Jamy Stillman, Wendy Glenn, Sue Hopewell, Deb Palmer, Silvia Noguerón-Liu.  
University of Colorado-Boulder, Diversity & Inclusive Excellence Grants. Amount funded: \$3000.

Awarded (5.31.18) *Teachers and Children Reimagine Literacy at the Literacy and Media Center.*  
PI: Bridget Dalton. Co-PI: Silvia Nogueron-Liu  
University of Colorado-Boulder - School of Education Place-Based Partnership Seed Grant. Amount funded: \$18,601

Awarded (11.7.16) *Building Connections between CU Boulder and Elementary Students through Partner School Field Trips to Campus*  
Co-PIs: Elizabeth Dutro, Bridget Dalton, & Silvia Noguerón-Liu  
University of Colorado-Boulder, WISE Grant Program.  
Amount funded: \$ 4000

Prior to 2015

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### Internal Research Funding

2012-2013 Principal Investigator. *Parental Involvement and Digital Literacy Development for Culturally Diverse Families*  
University of Georgia -Office of the Vice President for Research Faculty  
Research Grant. Amount funded: \$7817  
University of Georgia - College of Education Early Career Faculty Grant.  
Amount funded: \$5666

### c. Fellowship, Honors & Awards

- (11.2.17) **Faculty Success Grant** – Leadership Education for Advancement and Promotion, University of Colorado, Boulder. Funding for participation in Faculty Success Program of the National Center for Faculty Development & Diversity. (\$3930 for Faculty Success Program and NCFDD membership)
- (9.30.16) **Universal Design Fellowship Program** – University of Colorado, Boulder (\$1000 to share insights on the design of accessible courses in conference travel).
- (2012) **Early Career Presidential Fellowship**. Awarded by the Council on Anthropology & Education, American Anthropology Association.
- (2011) **Scholars of Color Transitioning into Academic Research (STAR)**. Mentoring program funded by the Literacy Research Association.
- (2010) **J. Michael Parker Award for Contributions to Adult Literacy Research**. National Reading Conference/Literacy Research Association.

### d. Presentations & Talks

An underlined name denotes co-author who was a graduate student at the time of submission.

*August 2015- September 2020*

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#### Invited Talks

- Noguerón-Liu, S.** (2020, March). *Representing yourself and others across borders: Dilemmas of practice in the design of multimodal texts with bilingual children and families*. [Invited plenary talk](#) for the Applied Linguistics Winter Conference (ALWC), New York State TESOL. Rochester, NY [Delivered remotely due to COVID-19].
- Noguerón-Liu, S.** (2019, February). *Informational texts and emergent bilingual students: Partnering with families in assessment and inquiry practices*. Invited presentation for the Reading Leadership Institute. National-Louis University. Skokie, IL.

#### National Conferences (Refereed)

- Noguerón-Liu, S. & Driscoll, K.** (2020, November). *Sharing Powerful Texts: Families' and Teachers' Collaboration with Bilingual Families in the New South*. Paper presented at the Literacy Research Association. (Remote conference).
- Noguerón-Liu, S. & Walsh, B.** (accepted proposal). *Diverse books, primary documents, and the canon: Critical lenses for teaching a range of texts*. Research presentation in roundtable session for the 2020 National Council of Teachers of English Annual Convention. Denver, CO [Onsite conference cancelled; presentation cancelled in transition to remote event].
- Noguerón-Liu, S. & Walsh, B.** (2019, December). *Practitioner inquiry through transnational lenses: Exploring texts about Indigenous communities with Latinx families*. Paper presented at the 2019 Literacy Research Association, Tampa, Florida.

- Noguerón-Liu, S.** (2019, April). Multimodal representations of Indigenous communities across borders: Latinx parents and children responding to history texts. Paper presented at the American Educational Research Association 2019 Meeting, Toronto, ON, Canada.
- Noguerón-Liu, S.** (2018, November). Unpacking schema with emergent bilingual students and their parents: Critical and translanguaging perspectives. Paper presented at the Literacy Research Association 2018 Meeting, Indian Wells CA.
- Noguerón-Liu, S.** (2018, November). Community-based perspectives of informational texts: Immigrant parents identify and respond to history picture books. Paper presented at the Literacy Research Association 2018 meeting, Indian Wells CA.
- Noguerón-Liu, S.,** Bahlmann-Bollinger, C., & Shimek, C. (2018, April). Beyond one language, one answer: Reflection and inquiry in the reading assessment of emergent bilinguals. Paper presented at the American Educational Research Association 2018, New York, NY.
- Noguerón-Liu, S.** (2017, November) "*Tienen que saber/They must know*": Immigrant parents' construction of conflict and power in U.S. and Mexican history picture books. Paper presented at American Anthropological Association Annual Conference. Washington, DC.
- Noguerón-Liu, S.** (2017, July). Exploring culturally-relevant literacy online resources for immigrant families. Poster presented at the International Literacy Association, Orlando, Florida.
- Noguerón-Liu, S.** (2017, April). More than devices and translations: Digital equity and opportunity for immigrant families in the new Latino South. Paper presented at the American Educational Research Association 2017 Conference. San Antonio, Texas.
- Dávila, D., Vazquez-Domínguez, M., & **Noguerón-Liu, S.** (2017, April). *Cuentos y ciencia: Advancing families' scientific habits of mind via dual-language narratives.* Paper presented at the American Educational Research Association 2017 Conference. San Antonio, Texas.
- Noguerón-Liu, S.,** Shimek, C., & Bahlmann Bollinger, C. (2017, May). "*Porque, He Don't Go to the School:*" Emergent Bilinguals' Language Resources in New Migration Destinations. Paper presented at the American Educational Research Association 2017 Conference. San Antonio, Texas.
- Noguerón-Liu, S.,** Bahlmann Bollinger, C. & Shimek, C. (2016, December). Expanding Assessment Repertoires: Co-constructing Biliteracy with Immigrant Parents and Emergent Bilingual Students. Paper presented at the Literacy Research Association Annual Meeting. Nashville, TN.
- Noguerón-Liu, S.** (2016, December). "*Para que aprendan de su país*": Parents' use of digital resources to reconstruct the homeland. Paper presented at the Literacy Research Association Annual Meeting. Nashville, TN.
- Noguerón-Liu, S.** (2016, November). "*Ellos estaban aquí primero/They were here first*": Latino parents' and children's responses to social studies curriculum in the new South. Paper presented at the American Anthropological Association Annual Meeting, Council on Anthropology and Education. Minneapolis, MN.
- Dávila, D. & **Noguerón-Liu** (2016, April). *Cuentos en la Cocina: Developing multiple literacies in the kitchen, one production at a time.* Paper presented at the annual meeting of the American Educational Research Association (Division G). Washington, D.C.
- Noguerón-Liu** & Dávila, D. (2016, April). Beliefs about linguistic resources in new migration settings: Parents' and children's perspectives. Paper presented at the annual meeting of the American Educational Research Association (Bilingual SIG). Washington, D.C.
- Dávila, D. & **Noguerón-Liu, S.** (2015, December). "What's your advice?": Family recommendations to language learners in Latino/a children's books. Paper presented at the Annual Meeting of the Literacy Research Association. Carlsbad, CA.
- Noguerón-Liu, S.** (2015, December). Examinando la identidad latina en textos informativos: Perspectivas de padres inmigrantes. Paper presented at the annual meeting of the Literacy Research Association. Carlsbad, CA.



**Noguerón-Liu, S.** (2015, November). Reconceptualizing (digital) visual ethics: Immigrant parents' perspectives on privacy and visibility online. Paper presented at the American Anthropological Association (Council on Anthropology & Education). Denver, CO.

*Prior to August 2015*

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### **Invited Talks**

**Noguerón-Liu, S.** (2015, May). Invited Webinar: *Exploring digital resources in adult and family literacy programs*. New Jersey Association for Lifelong Learning.

**Noguerón-Liu, S.** (2014, March). Literacy Research Association: Research to Practice Episode 5: *Multi-literate and polylingual friendly educational spaces*. Available at <https://www.youtube.com/watch?v=xSk6zxifmFg>

### **International Conferences**

**Noguerón-Liu, S.** (2014, September). Networks across borders: Access to international children's literature online in a group of Latin@ parents in the United States. Paper presented at the 34th International International Boards on Books for Young People (IBBY) Congress. México, D.F.

### **National Conferences**

**Noguerón-Liu, S. & Jordan, J.** (2015, April). Remembering Michoacán: Transnational media flows and visual representations of the homeland by adults and adolescents in new migration settings. Roundtable presented at the annual meeting of the American Educational Research Association (Writing & Literacies SIG). Chicago, IL.

**Snow, M. & Noguerón-Liu, S.** (2015, April). Transnational flows and representation of activism: Tracing the mobility of children's books featuring Latin@ activist leaders. Paper presented at the annual meeting of the American Educational Research Association (Division G: Social Context of Education). Chicago, IL.

**Noguerón-Liu, S.** (2015, April). Transnational flows of digital media as a resource for language maintenance: Immigrant parents' evaluation and composition of texts in new migration settings. Paper presented at the annual meeting of the American Educational Research Association (Second Language Research SIG). Chicago, IL.

**Noguerón-Liu, S.** (2015, February). Labels, nations, and histor(ies). Reconstructing new Latin@ diaspora identities in family literacy. Paper presented at the National Council of Teachers of English Assembly for Research. New Orleans, LA.

**Noguerón-Liu, S.** (2014, December). Negotiating understandings of visibility and privacy in online spaces with culturally and linguistically diverse communities. Paper presented at the annual meeting of the Literacy Research Association. San Marco Island, FL.

**Noguerón-Liu, S.** (2014; April). Taking bicultural parental engagement online: Exploring digital resources for home-school communication, translation and biliteracy development. Paper presented at the annual meeting of the American Educational Research Association (Bilingual Education Research SIG). Philadelphia, PA.

**Noguerón-Liu, S.** (2014, January). A critical look at family literacy resources online: Immigrant parents' perspectives. Paper presented at the National Council of Teachers of English Assembly for Research. Elmhurst, IL.

**Noguerón-Liu, S. & Hall, D. A.** (2013, December). Beyond listserv messages: Latin@ parents mobilizing digital and linguistic resources in home-school communication. Paper presented at the Literacy Research Association conference. Dallas, TX.

**Noguerón-Liu, S.** (2013, November). The balancing act in researcher positionality: Mediating and reconfiguring multiple parental involvement perspectives in a family digital literacy program. Paper presented at the American Anthropological Association (Council on Anthropology & Education). Chicago, IL.

- Pleasants, H. & **Noguerón-Liu, S.** (2013, October). Literacy, identity, and agency in community-based digital media practices. Session presented at the Race, Ethnicity and Community Engagement in Higher Education Pre-Conference Symposium - Engagement Scholarship Consortium. Lubbock, TX.
- Noguerón-Liu, S.** (2013, February). Supporting home-school online communication – Family engagement in a digital literacy programs for Latin@ parents. Paper presented at the National Council of Teachers of English Assembly for Research. Columbus, OH.
- Noguerón-Liu, S.** (2012, December). Crossing ideological and geographical boundaries: Negotiating anti-immigrant legislation through digital media consumption & production. Paper presented at the Literacy Research Association conference. San Diego, CA.
- Nogueron-Liu, S, & Warriner, D.** (2012, November) Heteroglossic practices in the digital borderlands: Complexities in the use of Spanish in online domains. Paper presented in session at the American Anthropological Association (Council on Anthropology & Education). San Francisco, CA.
- Noguerón-Liu, S.** (2012, April). “*El valor de una mujer*” Latina mothers’ reconstructing womanhood, motherhood and family through multimodal composition. Paper presented at the annual meeting of the American Educational Research Association (Division G: Social Context of Education).
- Noguerón-Liu, S.** (2012, February). A place for pride in the midst of the storm: Making sense of immigration policy in adult digital literacy classrooms. Paper presented at the National Council of Teachers of English Assembly for Research. Tuscaloosa, AL.
- Noguerón-Liu, S.** (2011, November). How do you translate ‘blog’ to Spanish? Making sense of online publishing in transnational spaces. Paper presented at the Literacy Research Association conference. Jacksonville, FL.
- Noguerón-Liu, S.** (2011, November). Can you be bilingual in the Internet? Complexities in language choice and language maintenance in the digital literacy practices of immigrant families. Paper presented in session at the American Anthropological Association (Council on Anthropology & Education). Montreal, QC, Canada.
- Noguerón, S.** (2011, April). Validating transnational knowledge: Agency and identity processes in web design by adult immigrant learners. Paper presented in Roundtable session at the annual meeting of the American Educational Research Association (Writing & Literacies SIG). New Orleans, LA.
- Noguerón, S.** (2011, April). Fostering digital literacy across borders: Transidiomatic practices in a community center for adult Spanish-speaking immigrants. Paper presented in session at the at the annual meeting of the American Educational Research Association (Division G: Social Context of Education). New Orleans, LA.
- Murri, N. & **Noguerón, S.** (2011, April). Integrating content and technology for English Language Learners (ITELL) Opportunity to Learn: Saturday Club. Paper presented in session at the annual meeting of the American Educational Research Association (Division K: Teaching and Teacher Education). New Orleans, LA.
- Noguerón, S.** (2011, March). Technology use and language ideologies: Negotiating language varieties in a digital literacy classroom with adult immigrants. Paper presented at the annual conference of the American Association for Applied Linguistics. Chicago, IL.
- González, N., Schwartz, L. & **Noguerón, S.** (2011, February). The compression of time and space in transnational fields: Affordances of digital and multimodal meaning making. Paper presented at the National Council of Teachers of English Assembly for Research, NCTEAR. Madison, WI.
- Noguerón, S.** (2010, December). Negotiating the codes of power of technology: Complexities in immigrant women’s digital literacy socialization trajectories. Paper presented at the National Reading Conference. Fort Worth, TX.



- Noguerón, S.** (2010, November). "So that the whole world reads me:" Adult Spanish-speaking immigrants' negotiation of multiple languages, literacies and audiences in web design. Paper presented at the annual meeting of the American Anthropological Association (Council on Anthropology & Education). New Orleans, LA.
- Noguerón, S.** (2010, May). Experiences of simultaneity: Intersections between digital literacy practices and transnational communication in Spanish-speaking families. Paper presented at the annual meeting of the American Educational Research Association (Division G: Social Context of Education). Denver, CO.
- Noguerón, S.** (2010, March). Computer-mediated communication in transnational families: Simultaneity and language use in local and transnational communities. Paper presented at the annual conference of the American Association for Applied Linguistics. Atlanta, GA.
- Noguerón, S.** (2009, December). Emergent practices with multimodal texts: Adult immigrants' access to digital literacy practices. Paper presented at the annual meeting of the American Anthropological Association (Council on Anthropology and Education). Philadelphia, PA.
- Lammers, J.C., Marsh, J.P., **Noguerón, S.**, Gordon, C., Deakin, K., Estrella, A., & Richards, C. (2008, December). Armchair researchers: Stories of novice literacy researchers exploring the literacies of adolescent boys. Paper presented (by J. Lammers & J. Marsh) at the National Reading Conference. Orlando, FL.
- Artiles, A. & **Noguerón, S.** (2008, November). Becoming social justice educators: Identity trajectories of novice teachers working with linguistically diverse children. Paper presented at the annual meeting of the American Anthropological Association (Council on Anthropology and Education). San Francisco, CA.
- Artiles, A. & **Noguerón, S.** (2008, September). Becoming social justice educators: Tracing the tensions and contradictions of pre-service teacher identity constructions. Paper presented at the International Society for Cultural and Activity Research Conference. San Diego, CA.
- Noguerón, S.** (2008, April). Responses to EFL certification in Mexican universities: A case study in the U.S.-Mexico border. Paper presented at the annual conference of the American Association for Applied Linguistics. Washington, D.C.
- Noguerón, S.** (2008, March). The local and the global in popular culture: Multiliteracies in the borderlands. Paper presented at the annual meeting of the American Educational Research Association (Postcolonial Studies SIG). New York, NY.
- Noguerón, S.** (2007, April). English for a future professional: Experiences with English as a foreign language in Northern Mexico. Paper presented at the annual meeting of the American Educational Research Association (Division G: Social Context of Education). Chicago, IL.
- Noguerón, S.** (2005, October). The road to biliteracy: The case of Mexican university students. Poster presented at the 5th North American Student Conference/10th North American Higher Education Conference. San Juan, Puerto Rico.

### Organized symposia

- Noguerón-Liu, S.**, Lewis, T. & Solomon, M. (2013, December). "Tech-savvy" activist, researcher, teacher, "insider" vulnerable observer: Exploring researcher subjectivities and positionality in digital literacy research with culturally and linguistically diverse communities. Alternative session presented at the Literacy Research Association conference. Dallas, TX.
- Hurtig, J. & **Noguerón-Liu, S.** (2013, November) Disrupting dichotomies: Immigrants and ethnographers rethinking the practices and purposes of adult education. Session presented at the American Anthropological Association Annual Meeting. Chicago, IL.
- Schwartz, L., & **Noguerón-Liu, S.** (2012, April). Latino/a students using new digital technologies to develop hybrid literacies and craft agentic selves. Session presented at the American Educational Research Conference Annual Meeting. Vancouver, BC.

## Local and Regional Events

- Noguerón-Liu, S. & Londono, C.** (2014, October). Exploring apps and online resources for cultural relevance and biliteracy development: Learning from parents' perspectives. Session presented at the GATESOL Annual Conference. Athens, GA.
- Noguerón-Liu, S. & Londono, C.** (2014, February). Taking family engagement online: Latin@ parents becoming digital readers/writers. Session presented at the 13<sup>th</sup> Annual ESOL conference. Kennesaw, GA.
- Noguerón-Liu, S.** (2013, March). Using children's literature to scaffold digital storytelling composition. Session presented at the 44<sup>th</sup> Annual Conference on Children's Literature, Athens, GA.
- Noguerón-Liu, S. & Hall, D.** (2013, February). Can my video be in YouTube? Visual ethics and the digital afterlife. Paper presented at the Journal of Language & Literacy Education Conference, Athens, GA.

### e. Media Appearances

Featured in radio segment and quoted. KRCC. ['I Hate COVID-19': Parents Make Adjustments For Beginning Of School Year As Districts Change Plans.](#) August 6, 2020.

## III. TEACHING ACTIVITIES

### a. University teaching

- (\*) New course preparation (\*\*) New course developed (\*\*\*) Includes practicum or field experience  
 (!) Significant course revisions (due to practicum or field-experience changes)  
 (!! ) Course revisions to adjust for COVID-19 remote learning needs.

#### University of Colorado-Boulder

Course Title	Term	Course Level
EDUC 2050 <i>Step Up into Social Justice Teaching</i>	Fall 2018 (*)	Undergraduate
EDUC 4320 <i>Reading Instruction for Elementary Schools</i>	Spring 2016 (*) (***) Fall 2016 (***) Spring 2017 (***) Fall 2019 (!) (***) Fall 2020 (!) (***)	Undergraduate
EDUC 5275 <i>Assessment in Literacy</i>	Fall 2016 (*) Fall 2017 Fall 2018 (!) (***) Fall 2019 (***) Fall 2020 (!)	Masters
EDUC 5255 <i>Digital Literacies &amp; New Media</i>	Spring 2016 (**) Spring 2019 (!) (***) Spring 2020 (***) (!!)	Masters
EDUC 8155: <i>Advanced Literacy Seminar: Literacy &amp; Mobilities</i>	Spring 2017 (**)	Doctoral
EDUC 8155: <i>Advanced Literacy Seminar: Issues, Shifts, &amp; Debates in Literacy Research, Policy, &amp; Practice</i>	Spring 2019 (**)	Doctoral

Note for missing semesters:

*Fall 2015:* Two (2) course releases to complete grant-funded fieldwork in Georgia;

*Fall 2017:* One (1) course release, earned from three semesters of practica supervision

*Spring 2018:* Family leave; *Spring 2020:* Course release

## University of Georgia

Course Title	Term	Course Level
LLED 3425: <i>Reading Instruction &amp; Assessment in the Elementary Classroom</i>	Fall 2012(*) Spring 2014 Spring 2015	Undergraduate
LLED 6420: <i>Literacy Development &amp; Instruction in Early Childhood</i>	Spring 2013	Masters
LLED 6420E: <i>Literacy Development &amp; Instruction in Early Childhood (Online)</i>	Spring 2015	Masters
LLED 7110: <i>Computer-Based Reading Instruction</i>	Fall 2011 (*) Spring 2013	Masters
LLED 7110E: <i>Computer-Based Reading Instruction (Online)</i>	Fall 2013 (*) Fall 2014	Masters
LLED 7045: <i>Digital Storytelling in Literacy Instruction</i>	Spring 2012(**) Fall 2013 Fall 2014	Masters
LLED 7940E <i>E-Assessment (Online)</i>	Summer 2015(*)	Masters
LLED 8045: <i>Literacy Practices in Transnational/Immigrant Communities</i>	Spring 2014 (**)	Doctoral

## Arizona State University

### As Instructor of Record

BLE 533: *Literacy in Secondary BLE/ESL settings*. Fall 2009, Fall 2010 (Hybrid sections)  
BLE 529: *Language Assessment and Evaluation of BLE/ESL Students*. Summer 2010 (Hybrid section)  
BLE 220: *Foundations of Structured English Immersion*. Summer 2009 (Hybrid section)

### As Co-Instructor or Teaching Assistant

BLE 220: *Foundations of Structured English Immersion* (with Amy Markos)  
RDG 512: *Theoretical Foundations of Language and Literacy*. Fall 2008 (with Doris Warriner).  
Spring 2008 (TA for Carmen Martínez-Roldán).

## Instituto Tecnológico de Sonora

### As Instructor of Record

*Evaluación Psicológica I (Psychological Assessment I)*. Fall 2003.  
*Evaluación Psicológica II (Psychological Assessment II)*. Spring 2004, Summer 2004.

## IV. SERVICE ACTIVITIES

### a. To National Professional Organizations

#### Literacy Research Association

2018-current Member, Albert Kingston Award for Outstanding Service  
2015-2017 Area 10 co-chair, Literacy, Technology and Media  
2014-2016 Chair, J. Michael Parker Award Committee  
2011-2013 Member, J. Michael Parker Award Committee  
2017-current Conference proposal reviewer for Area 8: *Literacy Learning and Practice in Multilingual and Multicultural Settings*, and Area 10: *Literacy, Technology & Media*.

## **American Anthropological Association**

2017	Member, Council on Anthropology & Education – Concha Delgado Gaitán Presidential (Early Career) Fellowship Award Committee
2015	Member, Council on Anthropology & Education – Outstanding Dissertation Award Committee
2008-2013	Webmaster for Council on Anthropology and Education

## **American Educational Research Association**

2011-2014	Parliamentarian, Bilingual Education Research SIG
2010-2013	Webmaster for Division G: Social Contexts of Education
2012-current	Conference proposal reviewer for the <i>Bilingual Education Research SIG</i> , <i>Writing &amp; Literacies SIG</i> , and <i>Division G: Social Contexts of Education</i>

## **b. To Academic Publications**

2018-current	Editorial Board, <i>Reading Research Quarterly</i>
2015-current-	Editorial Board, <i>The Reading Teacher</i>
2012-current	Editorial Board, <i>International Multilingual Research Journal</i>
2015-2017	Book Review Editor, <i>Linguistics &amp; Education</i>

### *August 2015-June 2020*

Guest Reviewer for *American Educational Research Journal*, *Research in the Teaching of English*, *Anthropology & Education Quarterly*, *Bilingual Research Journal*, *Journal of Language, Identity, & Education*, *Journal of Early Childhood Literacy*, *Language Arts*.

### *Prior to August 2015*

Guest Reviewer for *Qualitative Sociology*, *Children's Geographies*, *Journal of Language & Literacy Education*, *Language, Culture and Curriculum*, *Educational Policy Analysis Archive*, *MEXTESOL Journal*

## **c. Consulting Activities**

2016-2018	Member and consultant for Advisory Board for NSF Grant Number 1552567 CAREER Grant. (Dr. Amy Wilson-López, PI, Utah State University).
2012-2016	Consultant for National Science Foundation grant “Community-Based Engineering Design Challenges for Adolescent English Learners” (Dr. Amy Wilson, PI, Dr. Christine Hailey, co-PI, Utah State University).

## **d. To Department, School & University**

### **University of Colorado-Boulder**

Fall 2020-current	Member of ad-hoc committee, SOE Language Requirement revisions
Summer 2020	Member of ad-hoc committee, SOE application for Faculty Diversity Action Program
Summer 2020	Participant in three working groups to assess resources and practices for remote learning.

2.13.2020	Invited Participant in <i>Critical Conversation on Teaching Reading to Emerging Bilingual Students</i> . Closed session at the Colorado Association for Bilingual Education (CO-CABE) Annual Meeting. Boulder, CO.
Fall 2019-Spring 2020	Member, SOE Search Committee: Bilingual Learner Education
2018-current	Member, Boulder County Latino History Project Faculty Advisory Committee
2018	Member, Ad-hoc committee, Technology Integration Committee in Elementary Teacher Education
1.8.17	Presenter for ASSETT Innovation Pit Stop: <i>Critical Literacy for Curating Texts Online</i> to Arts & Sciences Faculty. [Arts & Sciences event]
2016-2017	Representative for School of Education in University-wide LMS Evaluation and Selection Project
2016-2017	Member, SOE Search Committee: Secondary Literacy
2015-2016	Member, SOE Search Committees: Bilingual Education, Bilingual Assessment

### University of Georgia

2012-2015	Dept. Representative in the Dean's Council on Diversity Committee
2014	COE Innovation and Teaching Conference Committee
2013-2015	Technology Task Force, PSC certification
2013-2015	(Partner-elementary school) Steering Committee
2013, April	Judge in Graduate Student Research Conference
2011-2012	Visionary School-Based Educator Programs Committee

### e. To Community

#### *August 2015-December 2020*

10.20.2020	Workshops for Arapahoe Library patrons (delivered remotely). COVID-era
10.22.2020	parent involvement in K-6 education. (English and Spanish).

11.9.2019	Guest Speaker at Children's Literature Festival (with Francisco Torres and Arturo Cortez). Session on Storytelling and Writing. CU Boulder School of Education and Boulder Bookstore. November 9, 2019. Boulder, CO.
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12.14.16	Facilitator of adult literacy workshop for Nashville Library adult literacy practitioners. With LRA Adult Literacy Study Group.
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2016-2017	Facilitator of parent workshops on Digital Resources for Children; CU Boulder field trip preparation. [partner elementary school]
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#### *Prior to August 2015*

2013-2015	Facilitator of Computer Training in Spanish – Clarke County Schools
2011-2015	Interpreter in Parent-Teacher Conferences, [partner elementary school]
2011	Co-Facilitator of Digital Storytelling Cluster, [partner elementary school]

## **f. Current Membership to Professional Organizations**

Literacy Research Association  
American Educational Research Association  
International Literacy Association  
National Council of Teachers of English

## **V. SELECTED PROFESSIONAL EMPLOYMENT**

- 2008-2011      *Research Assistant*, Education Partnerships, Arizona State University  
P.I. Beatriz Arias  
Assistant in professional development activities and program management of federal grant funding ESL endorsement for Phoenix Union High School District teachers.
- 2005-2007      *Research Assistant*, NCCREST, Arizona State University  
P.I. Alfredo Artiles  
Conducted video data analysis on teacher learning, editorial assistant and literature review responsibilities.
- 2008-2009      *Volunteer ESL Instructor*  
Family Learning Center, Maricopa Integrated Health System, Phoenix, AZ
- 2008              *Summer Program Tutor*  
ASU Access Program-Wilson Elementary School, Phoenix, AZ
- 2004-2008      *Graduate Assistant*, Southwest Center for Education Equity & Language Diversity, Arizona State University  
Director: Josué M. González  
Served as managing editor for the *Encyclopedia of Bilingual Education* (SAGE, 2008), editorial responsibilities for the *Bilingual Research Journal* and Binational Symposium proceedings. Management of activities in international travel for Ed.D. students and Second Binational Symposium in Guadalajara and Monterrey, México.
- Feb.2003-  
June 2004      *English & Reading Teacher*  
Liceo Excel Bilingual Institute, Ciudad Obregón, Sonora, México.  
Taught Pre-K and Kindergarten English Immersion, 7th and 8th grade EFL, and 5th grade English Language Arts, Math and Health
- 2002              *Research Assistant*, Instituto Tecnológico de Sonora  
P.I. María Teresa Fernández Nistal  
Administered and scored visual motor and perception skills tests to K-9 students, and intelligence test batteries to adults in 2 test standardization projects.
- 2000-2003      *English as a Foreign Language Teacher*  
Instituto de Idiomas del Noroeste, Ciudad Obregón, Sonora, México.  
Taught ESL courses for preschool, elementary-school and adult students.