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Interdisciplinary Learning and Teaching
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EDUCATIONAL BACKGROUND

- 2008 **Texas A&M University-Kingsville, College of Education and Human Performance**
Ed.D., Bilingual Education.
- 2003 **University of Texas-Pan American College of Education**
M.Ed., Bilingual Education-Gifted and Talented.
- 1989 **Universidad Autónoma de Nuevo León, Facultad de Ciencias de la Comunicación**
B.A. Communications-Journalism.

PROFESSIONAL EMPLOYMENT HISTORY

- 2021-Present **Professor of Early Childhood and Elementary Education**
Department of Interdisciplinary Learning & Teaching.
University of Texas at San Antonio
- 2015-2021 **Associate Professor of Early Childhood and Elementary Education**
Department of Interdisciplinary Learning & Teaching.
University of Texas at San Antonio
- 2009-2015 **Assistant Professor of Early Childhood and Elementary Education**
Department of Interdisciplinary Learning & Teaching.
University of Texas at San Antonio.
- 2004-2009 **Lecturer-Bilingual Education**
Department of Curriculum and Instruction. EC-4 Bilingual and Generalist
Program.
University of Texas-Pan American.
- 2004-2005 **Fourth grade bilingual teacher**
Harlingen Consolidated Independent School District
Harlingen, TX
- 2002-2004 **Third and fourth grade bilingual teacher**
Weslaco Independent School District
Weslaco, TX
- 1996-2002 **Third and fourth grade bilingual teacher**
Harlingen Consolidated Independent School District
Harlingen, TX

TEACHING CERTIFICATIONS

- Bilingual/ESL-Spanish (Grades 1-6) Issued 7/14/1997
- Gifted and Talented (Grades 1-6) Issued 9/2/2004

AWARDS AND HONORS

Research Awards

- 2014 American Educational Research Association (AERA).
Recipient of 2014 Bilingual Education Research SIG Early Career Award.

Advocacy Awards

- 2021 Texas Association for Bilingual Education
Higher Education Honoree-Advocacy and Community Involvement.

Teaching Awards

- 2022 Romo Endowed Professor in the Honors College (22-23)
2018 UTSA, Bilingual Education Student Organization (BESO).
Recipient of Spring 2016 Student-Teachers' Bilingual Ally
2016 UTSA, Bilingual Education Student Organization (BESO).
Recipient of Spring 2016 Student-Teachers' Outstanding Professor Award.
2013 UTSA, Bilingual Education Student Organization (BESO).
Recipient of Fall 2013 Student-Teachers' Outstanding Professor Award.
2011 UTSA, Bilingual Education Student Organization (BESO).
Recipient of Fall 2011 Student-Teachers' Outstanding Professor Award.
2010 UTSA, Bilingual Education Student Organization (BESO).
Recipient of Fall 2010 Student-Teachers' Outstanding Professor Award.
2011 Honors Alliance-Excellence in Teaching Award
2003 Member of the Honor Society of Phi Kappa Phi by election of the chapter at the
University of Texas-Pan American.

AWARD NOMINATIONS

- 2022 Texas A&M-Kingsville-Distinguished Alumni Award
2015 Regents' Outstanding Teaching Award- ILT and UTSA Nominee.
2015 President's Distinguished Research Achievement Award- ILT Department Nominee.
2013 Bilingual Education Research Issues SIG. AERA Early Career Scholar Award nominee.
2013 Minnie Stevens Piper Award UTSA-ILT Department Nominee.
2012 Hispanic Research Issues SIG. AERA Early Career Scholar Award nominee.
2010 University Life Award-Distinguished Faculty Award-Student Nomination.

Three Research Lines:

- A. Partner-Based Learning and Dialogue in Science
- B. Science and environmental education
- C. Language/Translanguaging and Social Justice

BOOKS

Alanís, I. **Arreguín, M. G.**, & Salinas González, I. (2021). *Supporting Young Dual Language Learners in Diverse Environments*. National Association for the Education of Young Children. ISBN: 978-1-938113-81-9

Arreguín-Anderson, M. G., & Alanís, I. (2019). *Translingual Partners in Early Childhood Elementary-Education: Pedagogies on Linguistic and Cognitive Engagement*. Peter Lang Publishing. ISBN-13: 978-1433149382

Yuen, T., Bonner, E., & **Arreguín-Anderson, M. G.** (2018). *(Under)Represented Latin@s in STEM: Increasing Participation Throughout Education and the Workplace*. Peter Lang Publishing. ISBN: 978-1-4331-5176-7

PEER-REVIEWED PUBLICATIONS

2022

Arreguín, M. G., Prasad, P. V., Zawatski, M. J., Wilde, J., Wilde, D., Fernandez, A.,...Yuen, T. (accepted 2022). Lessons learned from successful online computer science PD completers in the midst of a pandemic. Proceedings of the Annual Conference on Research in Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT). Philadelphia, PA. <http://respect2021.stcbp.org/respect-archive/>

2021

Arreguín, M. G. (2021). Environmental education for toddlers and their caretakers as a context for language development: Opportunities and challenges. *International Journal of Early Childhood Environmental Education*, 8(2), 4-15.

2020

Garza, E., Cavazos, L., **Arreguín, M. G.** (2020). Acquiring language and science content in a dual language kindergarten classroom: Engaging with classroom pets to communicate, predict, and measure. *Journal of Bilingual Education Research and Instruction*, 22(1), 23-33

García Alvarado, S., **Arreguín, M. G.**, & Ruiz-Escalante, J. A. (2020). Mexican-American preschoolers as co-creators of ZPDs during retellings of culturally relevant stories: A participatory study. *Journal of Early Childhood Literacy*.

<https://doi.org/10.1177/1468798420930339> Difficulty of acceptance: 89%. Altmetric Report: 31. Cabell's Classification Index: 59%.

Yuen, T., **Arreguín-Anderson, M. G.**, Ek, L; & Sánchez, P. (2020). Sociocultural approaches to mobile learning in bilingual teacher preparation: The benefits of SAML as both a strategy and belief. *NABE Journal of Research and Practice*.
<https://doi.org/10.1080/26390043.2020.1754089> Cabell's Metrics: NA

2019

Alanís, I., **Arreguín-Anderson, M. G.**, & (May, 2019). Paired learning strategies for enhancing social competence in dual language classrooms. *Young Children* 74(2), 6-12 . Cabell's Classification Index: 23%. To be reprinted in *NAEYC Spotlight on Young Children: Social and Emotional Development*, Revised Edition (2023).

2018

Kharod, D., & **Arreguín-Anderson, M. G.** (2018). From aversion to affinity: Social relationships and direct experiences shape a preschooler's relationships with nature. *Ecopsychology Journal*, 10(4). <http://doi.org/10.1089/eco.2018.0044> Cabell's Metrics: NA

Arreguín-Anderson, M. G., Salinas González, & I. Alanís, I., (2018). Translingual play that promotes cultural connections, invention, and regulation: A LatCrit perspective *International Multilingual Research Journal*, 12(4), 273-287. Difficulty of acceptance: 76%. Altmetric Report: 17. Cabell's Classification Index: 62%

Arreguín-Anderson, M. G., & Ruiz-Escalante, J. A. (2018). Adivinanzas and dichos: Preparing prospective educators to teach science by incorporating culturally responsive tools. *Journal of Latinos and Education*, 17(1), 84-91. Difficulty of Acceptance: 53%. Altmetric Report: 14%. Cabell's Classification Index: 33%

Garza E. V. & **Arreguín-Anderson, M. G.**, (2018). Translanguaging: Developing scientific inquiry in a dual language classroom. *Bilingual Research Journal*, 41(2), 101-116. Difficulty of Acceptance: 80%. Altmetric Report: 24%. Cabell's Classification Index: 53%

Salinas-González, I., **Arreguín-Anderson, M. G.**, Alanís, I. (2018). Supporting language: Culturally rich dramatic play. *Teaching Young Children* 11(2), 4-6. Cabell's Metrics: NA

2017

Arreguín-Anderson, M. G., & Alanís, I. (2017). Oral academic language by design: bilingual preservice teachers' purposeful infusion of paired strategies during Science Instruction. *Journal of Classroom Interaction*, 52(2), 31-44. Cabell's acceptance rate: 9-15-%

Alanís, I., **Arreguín-Anderson, M. G.**, & (2017). Supporting young children in partner-based interactions. *Early Years* 9(1), 23-25. Cabell's acceptance rate: 47-%

2016

Prieto, L., **Arreguín-Anderson, M. G.**, Yuen, T. T., Ek, L., Sanchez, P., Machado-Casas, M., & Garcia, A. (2016). Four cases of a sociocultural approach to mobile learning in La Clase Mágica, an afterschool technology club. *Interactive Learning Environments journal*, 24(2), 345-356. Difficulty of Acceptance: 23%

Arreguín-Anderson, M. G., Alanís, I., & Salinas González, I. (2016). Nature walks that empower young bilingual learners: Using acorns to generate an entire alphabet! *Science and Children*, 53(6), 76-81. Cabell's acceptance rate: 41-50%

Peer Reviewed Conference Proceedings

Yuen, T., **Arreguín-Anderson, M. G.** Carmona, & G. Gibson, M. (2016). A Culturally relevant pedagogical approach to computer science education to increase participation of underrepresented populations. Proceedings of the Learning and Teaching in Computing and Engineering, Mumbai, India, March 31st - April 3rd, 2016. 10.1109/LaTiCE.2016.44

2015

Kharod, D., & **Arreguín-Anderson, M. G.** (2015) WILD Beginnings: How a San Antonio initiative instills the love of nature in young children. *International Journal of Early Childhood Environmental Education*, 3(1), 72-84. Cabell's Metrics: NA

Ruiz, E. C., & **Arreguín-Anderson, M. G.** (2015). The effect of field experience on the self-efficacy of bilingual pre-service science teachers. *Virtual Multilingual Journal*, 1(1), 84-102. Cabell's Metrics: NA

Alanís, I., Salinas-González, I., & **Arreguín-Anderson, M. G.** (2015). Developing biliteracy with intentional support: Using interactive word walls and paired Learning. *Young Children*, 7(4), 46-51. Cabell's acceptance rate: 25%

Alanís, I., & **Arreguín-Anderson, M. G.** (2015). Developing Paired Learning in dual language classrooms. *Early Years: Journal of the Texas Association for the Education of Young Children*, 36(1), 24-28. Cabell's Metrics: NA

Arreguín-Anderson, M. G. (2015). Bilingual Latino students learn science for fun while developing language and cognition: Biophilia at a La Clase Mágica Site. *Global Education Review*, 2(2), 43-52. Cabell's acceptance rate: NA

Salinas-González, I., **Arreguín-Anderson, M. G.**, Alanís, I. (2015). Classroom labels that young children can use: Enhancing biliteracy development in a dual language classroom. *Dimensions of Early Childhood*, 43(1), 25-31. Cabell's acceptance rate: 35%

2014

Alanís, I. & **Arreguín-Anderson, M. G.** (2014) Developing Spanish word walls: Three adjustments to consider. *Journal of Bilingual Education Research and Instruction*, 16(1), 125-133. Cabell's Metrics: NA

Arreguín-Anderson, M. G., & Garza E. V. (2014). Bilingual pairs in teacher education: Exploring WILD strategies in an environmental education workshop. *Action in Teacher Education*, 36(2), 171-184. Cabell's acceptance rate: 15-20%
Difficulty of Acceptance: 78%. Altmetric Report: 9%. Cabell's Classification Index: 27%

Garza, E. V., Kennedy, K., & **Arreguín-Anderson, M. G.** (2014). ESL/SSL strategies that bridge content and language in science: Experiential learning in an environmental education workshop. *Journal of Language and Teaching Research*, 5(3), 487-497 Cabell's acceptance rate: 30%
<http://ojs.academypublisher.com/index.php/jltr/article/view/jltr0503498504/9155>

Arreguín-Anderson, M. G., & Ruiz-Escalante, J. A. (2014). La opresión lingüística del México americano: Una perspectiva crítica racial desde el lente de voces chicanas [linguistic oppression of the Mexican American: A critical race Chicano perspective]. *Journal of Latinos in Education*, 13 (1), 54-61. <Cabell's acceptance rate:11% > Difficulty of Acceptance: 53%. Altmetric Report: 14%. Cabell's Classification Index: 33%

2013

- Arreguín-Anderson, M. G. & Ruiz, E. C. (2013).** Looking for math and science in all the right places: Using mobile technologies as culturally sensitive pedagogical tools to capture generative images. *Association of Mexican American Educators Journal (AMAE) Journal*, 7(1), 17-26 < Cabell’s acceptance rate:20%
- Arreguín-Anderson, M. G., & González, I. (2013).** El hogar y el ambiente natural como fuentes de materiales para los centros de aprendizaje de ciencia bilingües [The home and the natural environment as sources of materials for science learning centers.] *Journal of Bilingual Education Research and Practice*, 15(1), 82-101 <34% acceptance rate>
- Arreguín-Anderson, M. G., Torres, R., & Ruiz-Escalante J. A. (2013).** Critical dialogue: Perspectives and practices of three bilingual elementary science teachers, *International Journal of Hispanic Psychology* 6(1). Cabell’s Metrics: NA
- Ruiz-Escalante, J. A. & **Arreguín-Anderson, M. G. (2013).** La opresión lingüística y la desconexión hogar-escuela en la literatura chicana [Linguistic oppression and home-school mismatch as perceived in Chicano literature]. *Bilingual Research Journal*, 36(1), 121-132. < Cabell’s acceptance rate: 13.9%>. Difficulty of Acceptance: 80%. Altmetric Report: 24%. Cabell’s Classification Index: 53%
- Arreguín-Anderson, M. G., Díaz, Z., & Ruiz-Escalante, J. A. (2013).** El poder de la tutoría en pares bilingües durante la enseñanza de ciencia: Diseñando oportunidades para explicar [The power of tutoring in bilingual pairs during science instruction: Designing opportunities to explain]. *DIDAC*, a peer reviewed journal published by Universidad Iberoamericana, México, D.F. 61, 69-75.
- Arreguín-Anderson, M. G. & Kennedy D. K. (2013).** Deliberate language planning in environmental education: A CRT/LatCrit perspective. *Journal of Environmental Education*, 44(1), 1-15. <Cabell’s acceptance rate: 20%> Difficulty of acceptance: 86%. Altmetric Report: 33. Cabell’s Classification Index: 78%

2012

- Arreguín-Anderson, M. G. (2012).** Explorando la tecnología celular como recurso motivacional/cognoscitivo en un curso de pedagogía de la ciencia: pasando del abstencionismo a la presencia mental [Using cellphone technology as a motivational resource in a science methods course]. *DIDAC*, a peer reviewed journal published by Universidad Iberoamericana, México, D.F., 59, 25-29. <Cabell’s Metrics: NA> <http://www.uia.mx/web/files/didac/59.pdf>
- Esquierdo, J. J., & **Arreguín-Anderson, M. G. (2012).** The “Invisible” gifted and talented bilingual students: A current report on enrollment in GT programs. *The Journal for the Education of the Gifted*, 35(1), 35-47. <Cabell’s acceptance rate:17%> Difficulty of acceptance: 80%, Altmetric Report: 27, Cabell’s Classification Index: 43% <http://jeg.sagepub.com/content/35/1/35.abstract>

2011

- Arreguín-Anderson, M. G. (2011).** Mobile learning in bilingual environments: A case study of preservice teachers’ cognitive and linguistic engagement through cell phone technologies in a science methods course. *Journal of Border Educational Research*, 10(1), 70-84. Cabell’s Metrics: NA

Arreguín-Anderson, M. G. (2011) Using dyad learning as process in a science methods course with preservice elementary teachers. *Journal of Curriculum and Teaching Dialogue*, 13(1-2), 19-33. Cabell's Metrics: NA

Arreguín-Anderson, M. G., & Esquierdo, J. J. (2011). Overcoming difficulties: Bilingual second-grade students do scientific inquiry in pairs during a lesson on leaves. *Science and Children*, 48(7), 68-71. Cabell's acceptance rate: 41-50%

2010

Arreguín-Anderson, M. G. (2010). Lessons on caring: A teacher's discovery of a student-based science curriculum. *The Texas Science Teacher*, 39(1), 4-7. Cabell's Metrics: NA

2008

Arreguín-Anderson, M. G., & Ruiz-Escalante, J. A. (2008). Aprendiendo RICCO: El aprendizaje por medio de proyectos como instrumento de igualdad educativa en el aula bilingüe [Project-based learning as a tool for equity in the bilingual classroom]. *The Texas Association for Bilingual Education Journal*, 10(1), 57-77. Cabell's Metrics: NA

2007

Arreguín-Anderson, M. G., & Ruiz-Escalante, J. A. (2007). El aprendizaje para el descubrimiento y la enseñanza inquisitiva: Expandiendo los horizontes de las ciencias para los estudiantes bilingües [Inquiry learning and teaching: Expanding the horizons in science for bilingual learners]. *The Texas Association for Bilingual Education Journal*, 9(2), 28-39.

2006

Arreguín-Anderson, M.G. (2006). Stepping into the shoes of English language learners: Empathizing with their linguistic struggles. *Bilingual Basics TESOL*, 8(2), Fall.

Professional Journal

Cuero, K.K., **Arreguín-Anderson, M. G.**, Garza, E. (2012). WILD about dual language workshop: Pairing monolingual and bilingual Pre-service Teachers. *AccELLerate*, 4(3), 21. National Clearing House for English Language Acquisition. <Cabell's Metrics: NA>

BOOK CHAPTERS

Arreguín, M. G., & Alanís, I. (Accepted, 2021). Language of instruction and Language of Learning in an Early Childhood Dual Language Classroom: Opening Spaces for Linguistic Freedom and Flexibility. In H. L. Smith & K. Mukunda Iyengar, (Eds.). *Multicultural Language Arts for Bilingual and Dual Language Classrooms: English-Spanish*.

Arreguín, M. G. (Accepted, 2020). Linguistic Biophilia in LCM. In L. Ek, M. Machado-Casas P. Sánchez & I. Alanís, (Eds.) *Un Lugar Sin Igual (An unrivaled space): Digital Biliteracies in a Latinx Community* (pp. 203-215). Dubuque, IA: Kendall-Hunt.

Salinas-González, I., **Arreguín-Anderson, M. G.**, Alanís, I. (2019). Supporting language through culturally rich dramatic play. In *Serious Fun: Guiding Play to Extend Children's Learning*, NAEYC ISBN: 978-1-938113-39-0.

Alanís, I., Salinas-González, I., & **Arreguín-Anderson, M. G.** (2019). Developing biliteracy with intentional support: Using interactive word walls and paired learning. *Spotlight on Young Children: Equity and Diversity*. ISBN: 978-1-938113-41-3.

- Arreguín-Anderson, M. G.**, Esquierdo, J. J., Guillén, A., & Villarreal, L. (2016). Identifying gifted and creative future scientists who are linguistically and culturally diverse. In M. K. Demetrikopoulos, & J. L. Pecore (Eds.), *Interplay of creativity and giftedness in science* (pp. 241-256). The Netherlands: Sense Publishers.
- Arreguín-Anderson, M. G.**, & Ruiz-Escalante, J. A. (2015). Dichos and adivinanzas: Literary resources that enhance science learning and teaching in the bilingual classroom. In E. Riojas-Clark, B. Bustos-Flores., H. L. Smith., & D. A. González (Eds.), *Multilingual literature for Latino bilingual children: Their words, their worlds* (pp. 167-182). Lanham, MD: Rowman & Littlefield.
- Arreguín-Anderson, M. G.** & Kennedy, K. (2014). Aspirantes' consejos on El Maga and the role of technology. In B. B. Flores, O. A. Vásquez, & E. R Clark, (Eds.) *Generating transworld pedagogy: Reimagining La Clase Mágica* (pp. 117-127). Lahman, MD: Rowman & Littlefield.
- Arreguín-Anderson, M. G.** (2012). Mobile learning and teaching in linguistically and culturally diverse environments. In M. E. Reyes, V. Estrada, C. Garcia, (Eds.). *Classroom connections to teaching: A resource for teachers of Latino students* (pp. 203-215). Dubuque, IA: Kendall-Hunt.
- Arreguín-Anderson, M. G.** & Diaz, Z. (2010). A framework for instruction in science for bilingual/dual language learners. In Z. Diaz, J. Esquierdo, L. Deleon, I. Almaguer, & J. Curts, (Eds.) *Teaching content to Latino, bilingual-dual language learners: Maximizing their learning* (pp. 48-64). Dubuque, IA: Kendall-Hunt.
- Díaz, Z., **Arreguín-Anderson, M. G.** & Sarmiento-Arribalzaga, M. (2010). Maximizando la instrucción de ciencia para los estudiantes bilingües [Maximizing science instruction for bilingual learners]. In Z. Diaz, J. Esquierdo, L. Deleon, I. Almaguer, & J. Curts, (Eds.) *Teaching content to Latino, bilingual-dual language learners: Maximizing their learning* (pp. 67-89). Dubuque, IA: Kendall-Hunt.

OTHER PUBLICATIONS

- Arreguín-Anderson, M. G.** & Flores, B. B. (2017). Proyectos de ciencia en pares: relaciones de confianza y disonancia pedagógica para el futuro docente. *Perspectives*, 40(1), 23-29.
- Arreguín-Anderson, M. G.**, & Alanís, I. (2015). Getting to Know your Students' Linguistic and Cultural Assets: Opening Spaces for Bilingual Pairs' Voices. *Perspectives*, 38(3), 6-11.
- Arreguín-Anderson, M. G.**, & Garza E. V. (2014). La educación ambiental en un contexto bilingüe del sur de Texas: relevancia cultural, empatía y resistencia [Environmental education in the bilingual context of south Texas: Cultural relevance, empathy, and resistance]. *Proceedings of the First International Symposium for Campus Viviente in STEM Education, USA*.
- Arreguín-Anderson, M. G.** (June 2014). Experimenta con el uso de estrategias de interacción en parejas en tus prácticas docentes. Texas Association for Bilingual Education. BESO Tip of the month. www.Tabe.org.
- Arreguín-Anderson, M. G.**, Alanís, I., & Salinas González, I. (2014). Student-generated alphabet: A tool for language development in the bilingual classroom. *Perspectives*, 35(4), 5-9.

- Arreguín-Anderson, M. G.** (June 2013). Recursos culturales en español que promueven el desarrollo cognitivo, lingüístico y científico en un programa de doble inmersión. Texas Association for Bilingual Education. BESO Tip of the month. www.Tabe.org.
- Arreguín-Anderson, M. G.** (September 2012). How to become a WILD Educator. Texas Association for Bilingual Education. BESO Tip of the month. www.Tabe.org.
- Arreguín-Anderson, M.G. & Cavazos, L.** (2010). Bilingual dyads in the science classroom: Infusing the 5E Model with student talk. *NABE News*, 32(5).
- Ruiz-Escalante, J. A & **Arreguín-Anderson, M. G.** (2010). La Educación Bilingüe en Estados Unidos. *Contratiempo*, (80).
- Arreguín-Anderson, M. G.** (2009). Mexican-American pre-service teachers' beliefs on giftedness: A critical perspective. *NABE News*.

Under Review

- Cavazos, L., Garza, E. V., **Arreguín-Anderson, M. G. (under review, 2019)**. A Voice of Teacher Practices in a Dual Language Science Early Childhood Classroom ". Submitted to Language Teaching for Young Learners.

RESEARCH AND SCHOLARLY PAPER PRESENTATIONS (PEER-REVIEWED)

- Arreguín-Anderson, M. G.**, Alanis, I., Salinas-Gonzalez, I. (2022). Planning Read-Alouds to Facilitate Symbolic Experiences for Young Dual Language Learners. Accepted to be Presented at the National Association for the Education of Young Children (NAEYC) 2022, Washington, DC.
- Arreguín, M.G.**, Prasad, P.V., Zawatski, M.J., Wilde, J., Wilde, D., Fernandez, A.S., Kalinec-Craig, C., Bonner, E.P., Monsibaiz, E., Yuen, T.T.. (2022) Lessons learned from Successful Online Computer Science PD Completers in the Midst of a Pandemic. Paper presented at Annual Conference on Research in Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT), Philadelphia, PA.
- Arreguín-Anderson, M. G.**, & Alanís, I., & Salinas-Gonzalez, I. (2022). Early childhood-dual language pre-Conference Institute. Presented at the National Association for Bilingual Education (NABE) ⁵¹ Annual International Bilingual/Multicultural Education Conference. New York, NY.
- Arreguín-Anderson, M. G.**, Alanís, I., & Salinas-Gonzalez, I. (2021). Understanding Children's Translanguaging in Early Childhood Settings. Presented at the National Association for the Education of Young Children (NAEYC). Virtual Conference.
- Alanis, I., **Arreguín-Anderson, M. G.**, & Salinas-Gonzalez, I. (2021). Dual Language-Early Childhood Pre-Conference Institute. Presented at the National Association for Bilingual Education (NABE) 50th Annual International Bilingual/Multicultural Education Hybrid Conference. Houston, TX.

- Alanís, I., **Arreguín-Anderson, M. G.**, & Salinas-Gonzalez, I. (2020). Culturally and Linguistically Responsive Classroom Environments for Dual Language Learners. Presented at the National Association for the Education of Young Children (NAEYC). First Virtual Conference.
- Arreguín-Anderson, M. G.**, & Alanís, I. (2020). Translingual partners: Pedagogies on linguistic and cognitive engagement in early childhood-elementary education. Presented at the National Association for Bilingual Education (NABE) 49th Annual International Bilingual/Multicultural Education Conference. Las Vegas, NV.
- Arreguín-Anderson, M. G.**, & Alanís, I., & Salinas-Gonzalez, I. (2020). Early childhood-dual language pre-Conference Institute. Presented at the National Association for Bilingual Education (NABE) 49th Annual International Bilingual/Multicultural Education Conference. Las Vegas, NV.
- Arreguín-Anderson, M. G.**, Alanis, I., Salinas-Gonzalez, I. (2020). ¡Vales por dos!: Un modelo de doble inmersión en español para niños de 0-5 años. Presented at the National Association for Bilingual Education (NABE) 49th Annual International Bilingual/Multicultural Education Conference. Las Vegas, NV.
- Garcia-Alvarado, S., **Arreguín-Anderson, M. G.** (2019). A qualitative study of preschooler's story retelling with culturally relevant texts: Exploring their linguistic and cultural capital. Presented at the National Association for the Education of Young Children (NAEYC) 2019, Nashville, TN.
- Arreguín-Anderson, M. G.**, Alanis, I., Salinas-Gonzalez, I. (2019). ¡Vales por dos!: Un modelo de doble inmersión en español para niños de 0-5 años. Presented at the National Association for the Education of Young Children (NAEYC) 2019, Nashville, TN.
- Castro, D., Escamilla, I., **Arreguín-Anderson, M. G.**, Alanís, I., & Cappiello, C. (2019). Equity in early childhood education: What it looks like for English language learners. Presented at the National Association for the Education of Young Children (NAEYC) 2019, Nashville, TN.
- Alanís, I., **Arreguín-Anderson, M. G.** (2019). Translingual pedagogies: Promoting linguistic and cognitive engagement in early childhood education. Presented at the Reconceptualizing Early Childhood Education Conference. Las Cruces, NM.
- Arreguín-Anderson, M. G.**, & Alanís, I. (2019). Translingual partners at work: Lessons learned about meaning-making in a dual language classroom. Presented at the National Association for Bilingual Education (NABE) 48th Annual International Bilingual/Multicultural Education Conference. Lake Buena Vista, FL.
- Ruiz-Escalante, J. A., & **Arreguín-Anderson, M. G.** (2019). This is America, Speak English: Lealtad lingüística en los Estados Unidos. Presented at the National Association for Bilingual Education (NABE) 48th Annual International Bilingual/Multicultural Education Conference. Lake Buena Vista, FL.
- Alanís, I., Castro, D., **Arreguín-Anderson, M. G.**, Castro D., (2018). Equitable early education for dual language learners: Examining research and practice". Presented at the National Association for the Education of Young Children (NAEYC) 2018, Washington, DC.
- Alanís, I., **Arreguín-Anderson, M. G.**, & Salinas González, I., (2018). Parejas translingues en la educación inicial y primaria: Estrategias que promueven el involucramiento social, lingüístico y cognitivo de todos los estudiantes. Presented at the National Association for the Education of Young Children (NAEYC) 2018, Washington, DC

- Arreguín-Anderson, M. G., & Ruiz-Escalante, J. A.** (2018). Dichos, y adivinanzas: Conexiones culturales en el aprendizaje de ciencia. Presented at the National Association for Bilingual Education (NABE) 47th Annual International Bilingual/Multicultural Education Conference. Albuquerque, NM.
- Salinas González, I., **Arreguín-Anderson, M. G.**, & Alanís, I. (2017). Meaning-making and language development through translanguaging practices in the dramatic play center. Presented at the National Association for the Education of Young Children (NAEYC) 2017, Atlanta, GA.
- Arreguín-Anderson, M. G.**, & Alanís, I. (2017). Oral academic language by design: Bilingual preservice teachers' purposeful infusion of paired strategies during science instruction. **To be** presented at the American Educational Research Association (AERA) 2017 Annual Meeting. San Antonio, TX
- Garza, E., & **Arreguín-Anderson, M. G.** (2017). Science learning in an early childhood classroom. February 23, 2017. Presented at the National Association for Bilingual Education (NABE) 46th Annual International Bilingual/Multicultural Education Conference. Dallas, TX.
- Alanís, I., Arreguín-Anderson, M. G.** (2017). Exploring the implementation of partner-based learning in one dual language classrooms. February 23, 2017. Presented at the National Association for Bilingual Education (NABE) 46th Annual International Bilingual/Multicultural Education Conference. Dallas, TX.
- Arreguín-Anderson, M. G., & Ruiz-Escalante, J. A.** (2016). Adivinanzas, dichos, y trabalenguas para aprender lenguaje y contenido de ciencia en el aula bilingüe. March 2-6, 2016. Presented at the National Association for Bilingual Education (NABE) 45th Annual International Bilingual/Multicultural Education Conference. Chicago, IL.
- Arreguín-Anderson, M. G., & Salinas González, I. & Alanís, I.** (2016). Student-generated alphabet: Empowering dual language learners through alphabets in authentic contexts. March 2-6, 2016. Presented at the National Association for Bilingual Education (NABE) 45th Annual International Bilingual/Multicultural Education Conference. Chicago, IL.
- Yuen, T.T., Arreguín-Anderson, M. G., Carmona, G., & Gibson, M. A (2016) Culturally Relevant Pedagogical Approach to Computer Science Education to Increase Participation of Underrepresented Populations. Proceedings of the Learning and Teaching in Computing and Engineering Conference. Mumbai, India.
- Prieto, L., **Arreguín-Anderson, M. G.**, Yuen, T. T., Ek, L., Sanchez, P., Machado-Casas, M., & Garcia, A. (2015). Four cases of a sociocultural approach to mobile learning in La Clase Mágica, an afterschool technology club. Paper presented at the International Mobile Learning Festival, Hong Kong.
- Ruiz-Escalante, J. A., & **Arreguín-Anderson, María G.** (2015). La inclusión de personajes chicanos en la enseñanza de estudios sociales en el aula dual. Presented at the National Association for Bilingual (NABE) Education 44th Annual International Bilingual/Multicultural Education Conference. Las Vegas, NV.
- González, I., Alanís, I., & **Arreguín-Anderson, María G.** (2015). Creating engaging early childhood environments for dual language learners: Using word walls, labels, and student-generated alphabets! Presented at the National Association for Bilingual (NABE) Education 44th Annual International Bilingual/Multicultural Education Conference. Las Vegas, NV.
- Arreguín-Anderson, María G. & Ruiz-Escalante, J. A** (2015). Sayings, riddles, and tong twisters:

- preparing prospective educators to teach science by incorporating culturally relevant tools-panel. Paper Presented at the American Educational Research Association (AERA) 2015 Annual Meeting. Chicago, IL.
- Arreguín-Anderson, María G.** (2014). Aspirantes' consejos on El Maga and the role of technology in La Clase Mágica. In *La Clase Mágica: Generating Transworld Pedagogy* Panel. Presented at the American Educational Research Association (AERA) 2014 Annual Meeting. Philadelphia, PA.
- Arreguín-Anderson, María G. & Ruiz-Escalante, J. A.** (2014). Dichos, adivinanzas y canciones: Recursos culturales para el aprendizaje de la ciencia. Presented at the National Association for Bilingual (NABE) Education 43th Annual International Bilingual/Multicultural Education Conference. San Diego, CA.
- Fraga, L., Ek, L., & **Arreguín-Anderson, M. G.** (2014). *La Clase Mágica: An Informal Club*. Presented at TCEA 2014 Convention & Exposition, Austin, TX.
- Arreguín-Anderson, M. G.** (2013). Project WILD: Environmental education in a south Texas context. Presented at First International Symposium for Campus Viviente in STEM Education. New Braunfels, TX.
- González, I., **Arreguín-Anderson, M. G.**, Alanís, I. (2013). Creating an interactive early childhood classroom for bilingual learners through word walls, labels, and student-generated alphabets. Presented at the National Association for the Education of Young Children (NAEYC) 2013, Washington, D.C.
- González, I., Medrano, H., & **Arreguín-Anderson, M. G.** (2013). The perceptions of certified bilingual Education kindergarten teachers toward play-based learning and the impact on their teaching practices. Presented at the National Association for the Education of Young Children (NAEYC). San Francisco, CA.
- Arreguín-Anderson, M.G. & Flores, B.B.** (2013). Proyectos de indagación: Aprendizaje activo y transformativo. Presented at the National Association for Bilingual Education (NABE) 42th Annual International Bilingual/Multicultural Education Conference. Lake Buena Vista, FL.
- Arreguín-Anderson, M. G. & Guillen A.** (2013). Using problem-posing to engage elementary students in scientific inquiry at a La Clase Mágica site. Presented at the American Educational Research Association (AERA) 2013 Annual Meeting. San Francisco, CA.
- Arreguín-Anderson, M. G. & Cuero, K. K.** (2012) Language planning in environmental education: A study of the first Project WILD workshop in Spanish. Presented at the American Educational Research Association (AERA) 2012 Annual Meeting. Vancouver, Canada.
- Cuero, K.K. & **Arreguín-Anderson, M. G.** (2012). Science for all *en español*: Findings from an environmental education workshop. Presented at the National Association for Bilingual Education (NABE) 41th Annual International Bilingual/Multicultural Education Conference. Dallas, TX.
- Clark, E., Flores, B., Sánchez, P., Alanís, I., & **Arreguín-Anderson, M. G.** (2012). Enhancing bilingual education teacher candidates' STEM knowledge and skills panel. Presented at the National Association for Bilingual Education (NABE) 41th Annual International Bilingual/Multicultural Education Conference. Dallas, TX.
- Arreguín-Anderson, M. G. & Cuero, K. K.** (2011). Environmental education through a LatCrit Lens: A study of the first project wild workshop in Spanish. Presented at the Critical Race Studies in Education Association 5th Annual Conference. San Antonio, TX.

- Arreguín-Anderson, M. G.** (2011). Exploring cell phone technologies as educational tools during science instruction. February 16-18. Presented at the National Association for Bilingual Education (NABE) 40th Annual International Bilingual/Multicultural Education Conference. New Orleans, LA.
- Arreguín-Anderson, M. G.** (2011). Inspirando a los futuros científicos en casa: Qué pasos tomar. Presented at the National Association for Bilingual Education 40th Annual Conference. New Orleans, LA.
- González, I., & **Arreguín-Anderson, M. G.** (2011). Bilingual learning centers: Promoting linguistic and academic development while actively engaging second language learners. Presented at the National Association for Bilingual Education (NABE) 40th Annual International Bilingual/Multicultural Education Conference. New Orleans, LA
- Arreguín-Anderson, M. G.** (2010). Inquiry science and critical dialogue in a bilingual classroom. Presented at the National Association for Bilingual Education (NABE) 39th Annual International Bilingual/Multicultural Education Conference. Denver, CO.
- Arreguín-Anderson, M. G.** (2010). La ciencia en el aula de clases bilingüe: Eliminando estereotipos. Presented at the National Association for Bilingual Education (NABE) 39th Annual International Bilingual/Multicultural Education Conference. Denver, CO.
- Arreguín-Anderson, M. G.** (2010). La enseñanza de vocabulario de ciencia en un programa de doble inmersión. Presented at the National Association for Bilingual Education (NABE) 39th Annual International Bilingual/Multicultural Education Conference. Denver, CO.
- González, I., & **Arreguín-Anderson, M. G.** (2009). Building positive Images in the bilingual Classroom: Cross-cultural perspectives. Presented at the National Association for Bilingual Education (NABE) 38th Annual International Bilingual/Multicultural Education Conference. Austin, TX.
- Arreguín-Anderson, M. G.** (2008). Learning through projects in a one-way dual language Classroom. Presented at the National Association for Bilingual Education (NABE) 37th Annual International Bilingual/Multicultural Education Conference. Tampa, FL.
- Arreguín-Anderson, M. G.** (2008). Cooperative learning in one-way dual language classrooms Presented at the National Association for Bilingual Education (NABE) 37th Annual International Bilingual/Multicultural Education Conference. Tampa, FL.
- Esquierdo J. J., & **Arreguín-Anderson, M. G.** (2008). Niños Hispanos superdotados y talentosos: ¿Cómo identificarlos? National Association for Bilingual Education (NABE) 37th Presented at the Annual International Bilingual/Multicultural Education Conference. Tampa, FL.
- Arreguín-Anderson, M. G.** (2008). El Poder de las palabras: Enseñanza de vocabulario en el aula bilingüe. Presented at the National Association for Bilingual Education, 37th Annual International Bilingual/Multicultural Education Conference. Tampa, FL.
- Arreguín-Anderson, M. G.** (2008). Ciencia inquisitiva. Presented at the National Association for Bilingual Education (NABE) 37th Annual International Bilingual/Multicultural Education Conference. Tampa, FL.
- Arreguín-Anderson, M. G.** (2006). Linguistic minorities in the United States: A pedagogical approach, power and vulnerability: The case for Spanish. Presented at the International Conference on Caribbean Studies. South Padre Island, TX.
- Arreguín-Anderson, M. G.** (2004). "Do I Have a Case for You!" Presented at the National Association for Gifted Children Conference. Salt Lake City, UT.

Regional Presentations

- Kahrod, D. & **Arreguín-Anderson, M. G.** (2016). Learning with leaves: Nature-based center ideas that engage all children. Presented at the San Antonio Association for the Education of Young Children, 2016 Annual Conference. San Antonio, TX.
- Arreguín-Anderson, M. G.** (2015). Recursos culturales: adivanzas, dichos y trabalenguas para aprender lenguaje y ciencia. Summer Bridging Institute. Academy for Teacher Excellence. University of Texas at San Antonio. June 9, 2015. San Antonio, TX.
- Arreguín-Anderson, M. G.** (2013). La enseñanza de ciencia en pares bilingües: Adquisición activa de contenido y lenguaje. ¡Adelante! Presented at the Conference for Bilingual/Dual Language Educators. Austin, TX.
- Ruiz, E. C. & **Arreguín-Anderson, M. G.** (2012). The effect of field experience on the self-efficacy about equitable teaching of mathematics and science Preservice teachers. Presented at the Southwest Educational Research Association (SERA) Conference. New Orleans, LA.
- Arreguín-Anderson, M. G.** (2011). Bilingual Learning Centers: Promoting Linguistic and Academic Development While Actively Engaging Second Language Learners. Presented at the Texas A&M University-Kingsville, 37th Annual Spring Bilingual Conference, Kingsville, TX.
- Arreguín-Anderson, M. G.** (2010). Promoting high cognitive engagement during science Instruction: Bilingual pairs in action. Presented at the Texas A&M University-Kingsville, 36th Annual Spring Bilingual Conference. Kingsville, TX.
- Arreguín-Anderson, M. G.** (2009). Cooperative learning: Bilingual pairs in the bilingual classroom. Presented at the Texas A&M University-Kingsville, 35th Annual Spring Bilingual Conference. Kingsville, TX.
- Arreguín-Anderson, M. G.** (2008). La Enseñanza del vocabulario en el aula bilingüe. Presented at the Texas A&M University-Kingsville, 34th Annual Spring Bilingual Conference, Kingsville, TX.

State Presentations

- Cardona-Berrio, L. M., & **Arreguín, M. G.** (Oct-2022). Dichos, adivanzas, y trabalenguas: Herramientas culturales que promueven el desarrollo cognitivo y cultural en el aula bilingüe. Presented at the Texas Association for Bilingual Education Annual Conference. Houston, Texas.
- Arreguín-Anderson, M. G.**, Alanís, I., Salinas Gonzalez, I. (2021). Early Childhood-Dual Language Institute. Presented at the Texas Association for Bilingual Education, 48th Annual Conference. Hybrid Conference, El Paso, TX.
- Arreguín-Anderson, M. G.**, Alanís, I., Salinas Gonzalez, I. (2020). Early Childhood-Dual Language Institute. Presented at the Texas Association for Bilingual Education, 48th Annual Conference. Virtual Conference.
- Arreguín-Anderson, M. G.** (2019). Translingual partners in early childhood education: Capitalizing on young learners' linguistic repertoire. Presented at the Texas Association for Bilingual Education, 47th Annual Conference. Corpus Christi, TX.

- Arreguín-Anderson, M. G.** (2018). Utilizando cajitas misteriosas para aprender ciencia y vocabulario en parejas en el aula bilingüe. Presented at the Texas Association for Bilingual Education, 46rd Annual Conference. Dallas, TX.
- Garza, E., Cavazos, L., & **Arreguín-Anderson, M. G.** (2017). Science learning in a dual language science classroom. Presented at the Texas Association for Bilingual Education, 45th Annual Conference. McAllen, TX.
- Bustos Flores, B., Claeys, L., & **Arreguín-Anderson, M. G.** (2016). Transworld Pedagogy: Creating the conditions for democratization for diverse students through informal learning projects. (2016). Presented at the Texas Association for Bilingual Education, 44rd Annual Conference. Galveston, TX.
- Ruiz-Escalante, J. A. & **Arreguín-Anderson, M. G.** (2016). Joe Bernal: Celebrando sus éxitos y su impacto en la educación bilingüe en Texas. Presented at the Texas Association for Bilingual Education, 44th Annual Conference. Galveston, TX.
- Arreguín-Anderson, M. G.** & Garza, E. (2016). Translanguaging as a tool for success in the bilingual classroom. (2016). Presented at the Texas Association for Bilingual Education, 44rd Annual Conference. Galveston, TX.
- Ruiz-Escalante, J. A & **Arreguín-Anderson, M. G.** (2015). Joe Bernal: Pionero de la historia de la educación bilingüe en Texas. Presented at the Texas Association for Bilingual Education, 43rd Annual Conference. El Paso, TX.
- Garza, E. & **Arreguín-Anderson, M. G.** (2015). Translanguaging in the science classroom. Presented at the Texas Association for Bilingual Education, 43rd Annual Conference. El Paso, TX
- Ek, L., **Arreguín-Anderson, M. G.**, Flores, B., Claeys, L. Fraga, L., Machado-Casas, M., Sánchez, P., Shuetze, A. (2013). Community based informal learning approaches to STEM Education for Latino Children and Families: La Clase Mágica and Robotics Clubs. Presented at the Texas Association for Bilingual Education, 41st Annual Conference. Houston, TX.
- Arreguín-Anderson, M. G.**, Alanís, I. & González, I. (2013). Utilizando actividades de ciencia para generar alfabetos auténticos en el aula infantil bilingüe. Presented at the Texas Association for Bilingual Education, 41st Annual Conference. Houston, TX.
- Arreguín-Anderson, M. G.** (2013). Parejas Bilingües para el Aprendizaje de ciencias: El poder de la interacción. Presented at the Texas Association for Bilingual Education, 41st Annual Conference. Houston, TX.
- Arreguín-Anderson, M. G.** & González, I. (2012). Centros de aprendizaje bilingües de ciencia. Presented at the Texas Association for Bilingual Education, 40th Annual Conference. San Antonio, TX.
- González, I. & **Arreguín-Anderson, M. G.** (2012). Exploring multiple mathematical concepts through everyday math manipulatives. Presented at the Texas Association for Bilingual Education, 40th Annual Conference. San Antonio, TX.
- González, I. & **Arreguín-Anderson, M. G.** (2011). Bilingual learning centers: Promoting linguistic and academic development through Play. Texas Association for Bilingual Education, 39th Annual Conference. McAllen, TX.
- Arreguín-Anderson, M. G.** (2011). Technology as a tool to explore scientific funds of knowledge. Presented at the Texas Association for Bilingual Education, 39th Annual Conference. McAllen, TX.

- Arreguín-Anderson, M. G.** (2011). Impulsando la afición a la ciencia desde la casa...¿Cómo ayudan las canciones y los dichos? Presented at the Texas Association for Bilingual Education, 39th Annual Conference. McAllen, TX.
- Ruiz-Escalante, J. A., & **Arreguín-Anderson, M. G.** (2010). La importancia del mantenimiento del idioma en el desarrollo afectivo del estudiante. Presented at the Texas Association for Bilingual Education, 38th Annual Conference. Houston, TX.
- Ruiz-Escalante, J. A., & **Arreguín-Anderson, M. G.** (2009). Una visión cumple 40 Años: Dr. Joe Bernal y su legado a la educación en Texas. Presented at the Texas Association for Bilingual Education, 37th Annual Conference. Houston, TX.
- Arreguín-Anderson, M. G.** (2009). La Implementación de parejas bilingües durante la enseñanza de ciencia. Presented at the Texas Association for Bilingual Education, 37th Annual Conference. Houston, TX.
- Arreguín-Anderson, M. G.** (2008). Learning science in pairs!. Presented at the Texas Association for Bilingual Education, 36th Annual Conference. Arlington, TX.

INVITED LECTURES AND FEATURED SESSIONS

- Arreguín-Anderson, M. G.** (2022). Oracy: Unleashing the power of the spoken word in biliteracy development. June 17-18, 2016. Presented at the 1st Dual Language Symposium of the Texas Association for Bilingual Education (TABE). Virtual Symposium.
- Alanis, I., Salinas-Gonzalez, I., & **Arreguín-Anderson, M. G.** (Nov 2022) Culture, language, and Learning: Ensuring equity in early childhood settings. Presented at the Texas Association for the Education of Young Children Annual Conference. San Antonio, Texas.
- Arreguín-Anderson, M. G.** (2020). Translingual Partners: Promoting Continuous Engagement in the Early Childhood-Elementary Classroom. A professional development session at Northside ISD. San Antonio, TX.
- Arreguín-Anderson, M. G.** (2019). Translingual Partners in ECE. A Panel at Leander ISD. Leander, TX.
- Arreguín-Anderson, M. G.** (2018). Lessons from translingual young learners. Presented at Leadership Summit: Leading Bilingual Education for the 21st Century, University of Texas at San Antonio, Department of Bicultural-Bilingual Studies. San Antonio, TX.
- Arreguín-Anderson, M. G.** (2016). Expert's panel discussion: Securing ELL Educational Excellence through Fair Policies and Classroom Practices. Presented at the Texas A&M Kingsville 40th Bilingual Conference, Kingsville, Texas. November 4, 2016.
- Arreguín-Anderson, M. G.** (2016). Exploring WILD Strategies: Environmental education in bilingual contexts. March 2-6, 2016. Presented at the National Association for Bilingual Education (NABE) 45th Annual International Bilingual/Multicultural Education Conference. Chicago, IL.
- Arreguín-Anderson, M. G.** (2015). Bilingual education panel: Head Start Speaker Series, June 11, 2015, San Antonio, Texas.

- Arreguín-Anderson, M. G.** (2015). La educación bilingüe en los Estados Unidos de América: antecedentes, avances y retos. Session presented at the IX Coloquio de Humanidades at the Universidad Autónoma de Nuevo León. Monterrey, N.L. México
- Arreguín-Anderson, M. G.** (2015). Promoting high cognitive engagement in the bilingual classroom: Dyad learning in action. Workshop presented at the IX Coloquio de Humanidades at the Universidad Autónoma de Nuevo León. Monterrey, N.L. México
- Arreguín-Anderson, M. G.** (2014). Bilingual pairs in the dual language classroom: Strategies that foster scientific literacy. Session presented at the annual Bilingual Educators Emphasizing Multicultural Education (BEEMS) Conference. El Paso, TX.
- Arreguín-Anderson, M. G.** (2013). Pares bilingües: Estrategias que marcan la diferencia en la enseñanza de ciencia [Bilingual pairs: Making the difference in science teaching]. Session presented at the Bilingual Education Association of the Metroplex (BEAM). Grand Prairie, TX.
- Ruiz-Escalante, J. A., & **Arreguín-Anderson, M. G.** (2009). Joe Bernal: Un verdadero héroe Americano. Presented at the National Association for Bilingual Education, 38th Annual International Bilingual/Multicultural Education Conference. Austin, TX.

GRANTING ACTIVITIES

Funded

- Yuen, T., (P.I.) **Arreguín-Anderson, M. G. (CO-P.I.)**, Prasad, P. D., Fernandez, A., Prasad, P. D., Kalinec-Craig, C. CS4SA-NOW Supplement. Developing a collaborative of secondary computer science teachers to increase Latinx participation in CS. National Science Foundation. Award: \$196,670. August, 2020.
- Yuen, T., **Arreguín-Anderson, M. G. (CO-P.I.)**, Fernandez, A., Prasad, P. D., Kalinec-Craig, C.; Bonner, E. CS4SA-HS: Developing a collaborative of secondary computer science teachers to increase Latinx participation in CS. National Science Foundation. Award: \$999,956. September, 2019.
- Arreguín-Anderson, M. G.** (P.I.) Exploring cell phone technologies as tools for scientific inquiry and linguistic/cognitive engagement with bilingual prospective teachers” Funded by UTSA’s COEHD Academy for Teacher Excellence” Award: \$5,000. August, 2010.
- Arreguín-Anderson, M. G.** (Collaborating Researcher)-Communities of Practices: Academy for Teacher Excellence (ATE) I3 (Interdisciplinary Ingenious Innovative) Communities of Practice--Pathways to Hispanic Students’ Success in STEM Areas. PI’s: Belinda Flores, ECE/ILT Betty Travis, COS, Lorena Claeys, ATE 4.2 million. USDOE.

Not Funded

- Graff, P. (PI); **Arreguín-Anderson, M. G., (CO-PI)**; Solís, J. (CO-PI). UTSA-NASA Collaborative Proposal: *Collaborative Research Working-groups (CREW)*. Sponsored by the National Science Foundation. \$1,200,000.

Arreguín-Anderson, M. G. Collaborating Researcher-Flores, Belinda (P.I). La Clase Mágica (LCM): Descubriendo y aprendiendo por medio de la ciencia, la tecnología, la ingeniería y las matemáticas (The Magical Class as Discovery Learning in STEM).

Maria Kaylor (P.I) and **María G. Arreguín-Anderson (CO-PI)** Using Alternate Reality Gaming (ARG) to Teach Science Concepts. USDOE, Institute for Education Sciences. \$1,199,999

Arreguín-Anderson, M. G. (PI) “La Clase Mágica: An Afterschool Technology-Science-Math Program for Bilingual Children.” Lucila Ek, Patricia Sánchez, Kim Cuero, and Iliana Alanís (Co-PI’s). COEHD Research Grants. Spring 2011- \$9,330.

Arreguín-Anderson, M. G. (PI). Using mobile devices (i-Pads) to bridge the gap between informal math and science learning and academic instruction with preservice bilingual teachers. Elsa Ruiz and Patricia Sánchez (Co-PI’s). COEHD Research Grants. Fall 2012- \$7,962.

Arreguín-Anderson, (CO-PI). The Story of STEM. Sponsored by the Institute of Museum and Library Services. \$1,000,000.

Arreguín-Anderson, (CO-PI, 2017). EI: Opening Doors to Underrepresented Students: A Computer Science Graduate Certificate Program for K-2 In-Service Teachers (**NSF STEM+C 16-527**). Sponsored by the National Science Foundation. \$1,250,000.

TEACHING ACTIVITIES

Undergraduate Level Courses Taught:

Honors College

HON 3322 Trailblazers, Disruptors, and Game Changers: A Systematic Study of Creativity

ILT Department

BBL 4353 Metodología para la Enseñanza de la Ciencia

C&I 4353 Approaches to Teaching Science

ECE 4143 Principles and Practices of Differentiated Education EC-6

Graduate Level Courses Taught:

ECE 5133 Language and Discourse Development in Early Childhood (master’s)

ECE 6453 Assessment and Evaluation in Early Childhood–Elementary Education (master’s)

ECE 5513 Curriculum, Methods & Materials in Early Childhood-Elementary Education (master’s)

ECE 6363 Differentiated Instruction in Diverse Classrooms (master’s)

ECE 6653 Action Research In Early Childhood Settings (master’s)

ECE 6303	Advanced Methods in Early Childhood and Elementary Education (master's)
ILT 7633	Multiple Perspectives on Learning and Teaching-Fall 2011 (doctoral)
ILT 7733	Evaluation of Research (doctoral)
ILT 7013	Overview of Research (doctoral)

DISSERTATION/THESIS SERVICE AND STUDENT ADVISING

- Qualifying Exam **Chair: Melissa Day** (2022). STEM and Nature Play.
- Master's Committee Chair: **Ejiroghene Amadasun** (2020-2021). Young children's inclination to engage in sharing behavior in the context of play.
- Doctoral Committee Member: **Ana Lucia Pallares-Weissling** (2020). Planting scientific identity seeds in our multilingual and multicultural gardens: The story behind science identity transformation (or stagnation) by Latino and Latino English Language Learners in primary classrooms in Central Texas
- Doctoral Committee **Chair: Socorro Garcia-Alvarado** (2019). Agency and meaning-making: A participatory study of Mexican-American preschoolers' retelling of culturally relevant books.
- Doctoral Committee member: **Stephanie Garcia** (2019). Pre-service elementary teachers enacting a critical race curriculum in science: A multi-case study.
- Doctoral Committee **Chair: Deepti Kharod** (2017). Caring and Biophilia in a Nature-Based Preschool: A Multiple Case Study of Young children's Engagement with Nature
- Doctoral Committee Member: **Adrienne Guillen** (2018). The development of academic identity of Mexican-American learner through educational robotics.
- Doctoral Committee Member **Linda Gann** (2013). Secondary mathematics teachers' beliefs, attitudes, knowledge base, and practices in meeting the needs of English language learners.
- Doctoral Committee Member: **Kalpana Mukunda Lyengar**. (2014). Asian Indian American students' expression of culture and identity construction through narrative writing.
- Master's Committee Member: **Ozge Ozel** (2013). Mexican-American children who have lost their Spanish language and culture: Exploring their relationship with their Mexican, Spanish-speaking grandmothers.
- Master's Committee Member: **Idalia Nunez** (2011). Communicating with a different purpose: A study of 4th grade bilingual student's dialogue journals.

PROFESSIONAL SERVICE

NATIONAL

2018-Present	Coordinator-2019 NABE NAEYC Early Childhood-Dual Language- Pre conference institute
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2016-2020	Central Region Elected Representative for Executive Board of National Association for Bilingual Education (NABE) July 1, 2016 - to June 30, 2019 and From July 1, 2019-June 20, 2022.
2019-2020	Co-Editor- <i>NABE News</i> a National Association for Bilingual Education Publication.
2017-2018	Vice President of the National Association for Bilingual Education (NABE) July 1, 2017 - to June 30, 2018
2016	External Reviewer for Scholarly production of Assistant Professor at Queen's College-New York
2015	Reviewer- <i>Advances in Early Education and Day Care Book</i>
2014-Present	Reviewer-NAEYC-Grandes Comienzos strand in annual conference
2015-Present	Reviewer-SAGE Open publications
2014	U.S. Federal Agency Grant Panelist. May 12-13, 2014. Arlington, VA.
2013-Present	Coeditor- <i>Perspectives</i> , a National Association for Bilingual Education publication.
2010-2018	Associate Editor- <i>NABE News</i> a National Association for Bilingual Education Publication.
2013-Present	Reviewer-Bilingual Research Journal
2013-Present	Reviewer-Science Activities Journal
2013-Present	Reviewer-Journal of School Science and Mathematics Education
2012-Present	Reviewer-Journal of Latinos in Education
2011-2012	Reviewer-AERA-Division G-Social context of education/Section 2
2011	Roundtable Chair at AERA-Classrooms as spaces for Learning and Teaching
2010-11	Member-NABE Outstanding Dissertation selection Committee
2010	Reviewer -AERA Science Learning and Teaching submissions 2010-11 proposals.
2009-2011	Chair- National Association for Bilingual Education-Teacher of the Year selection Committee.

STATE

2019-Present	Higher Education Committee Chair for Texas Association for Bilingual Education (TABE).
2016-2017	Past President - Executive Board of the Texas Association for Bilingual Education (TABE).
2016	State Board of Education (SBOE)-Invited Testimony related to revision of Spanish and English Language Arts and Reading TEKS-January 26
2015-2016	Expert Reviewer-TEA-Texas Essential Knowledge and Skills
2015-2016	President - Executive Board of the Texas Association for Bilingual Education (TABE).
2014-2015	President Elect- Executive Board of the Texas Association for Bilingual Education (TABE).
2014-Present	Reviewer-Journal of Bilingual Education Research and Practice.
2013-2014	Treasurer- Executive Board of the Texas Association for Bilingual Education (TABE).

2012-2013	Chair-2012 TABE conference program committee
2012-2013	Secretary- Executive Board of the Texas Association for Bilingual Education (TABE).
2012	TABE Journal Reviewer
2011-2012	Ad hoc Reviewer-Southwest Journal of Learning and Teaching
2010-2011	External Mentor-Texas A&M University doctoral candidates: YuLin Feng and Candace Hsu.
2011-2012	Secretary- Executive Board of the Texas Association for Bilingual Education (TABE)
2011-2012	Chair-selection process of Texas Association for Bilingual Education (TABE) high school and undergraduate scholarship committee.
2011-2012	Chair- selection process of the TABE Bilingual and English as a Second Language Teacher of the Year
2009-2010	Member- selection process of the TABE Bilingual and English as a Second Language Teacher of the Year
2010	Participant-TABE 2010 election ballot count.
2009-2010	Member- Texas Association for Bilingual Education 2009-2010 Scholarship Committee
2008-2009	Chair-IPD TABE
2006-2007	Legacy Book™ Award Reviewer. Texas Association for the Gifted and Talented.

UNIVERSITY SERVICE

UNIVERSITY OF TEXAS AT SAN ANTONIO

2021-2022	UTSA-Dual Language Community Lab School Partnership-Mark Twain Academy
2018	Faculty Library Liaison from Interdisciplinary Learning and Teaching
2016-2018	UTSA Parking Appeals Panel
2016-2018	University Core Curriculum Committee (COEHD-UTSA)
2014	Peer review panel member. FY2015 Grants for Research Advancement and Transformation (GREAT) Seed Grant Program. UTSA
2013-2016	Member-Faculty Senate's CAFT Committee
2012-2013	Faculty Senator-University Senate
2011-2013	UTSA Parking Appeals Panel
2011-2014	Faculty Library Liaison from Interdisciplinary Learning and Teaching
2011	Co-chair-Latino Education & Advocacy Days at UTSA. Event organized by California State University, San Bernardino on March 28, 2011and viewed in 18 countries.
2010	La Raza Faculty-16 de Septiembre Symposium Planning Committee
2009-2012	Epic Mentor

UTSA COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

2019	Workload Policy Taskforce
2016	COEHD-ILT Study Abroad Exploration trip to OAXACA
2012- 2016	Member- COEHD Faculty Research Award Committee
2011-2012	Member-COEHD Scholarship Committee
2011-2012	Member-College Technology Committee
2010	High-School Tour-Question and Answer session for Harlandale ISD, November 16, 2010
2010	Commencement Marshall -COEHD -Fall 2010
2010-2015	Member-COEHD Appeals Committee

DEPARTMENT OF INTERDISCIPLINARY LEARNING AND TEACHING

2020-2022 (April)	ILT Assistant Department Chair
2013-Present	Lead Faculty-4143 Principles and Practices of Differentiated Instruction
2012-Present	Lead Faculty-5513 Curriculum and Materials for ECE
2011-Present	Lead Faculty-5133 Language and Discourse Development in ECE
2019-Present	Member, Department Academic Policy and Curriculum Committee (DAPCC)
2018-2020	Graduate Advisor of Record- Master’s Program
2019-2022	University Senator-Faculty Senate (Alternate)
2018-2020	PhD Department Graduate Program Committee
2017-2019	Member, ILT Chair- Search Committee
2017-2019	Faculty Mentor to Dr. Rica Ramirez
2017-2018	Member, Special Education Search Committee
2017-2018	Member, Department Advisory Committee (DAC)
2017	Presenter- ECE Graduate Program at the Annual Early Childhood Institute. The University of Texas at San Antonio, Texas. Session: “Jugando con hojas”.
2016-2017	Member, Special Education Search Committee
2017-2019	Chair, Early Childhood Education Search Committee
2014-2016	Coordinator-EC-6 Program
2014-2016	Faculty Mentor, Research Mentoring Circle, ILT
2014-2016	Member-STEM Education Committee
2014-2015	Member-Science Education Search Committee
2013-Present	Lead Faculty-4143 Principles and Practices of Differentiated Instruction
2010-Present	Lead Faculty C&I 4353 Approaches to Teaching Science
2015	Presenter. ECE Institute. April, 11 2015.
2015	Presenter-UTSA Day EC6 Program (Spring semester)
2013	Member- Early Childhood Education Search Committee Fall 2013
2013	Presenter-Recruitment session for ILT ECE Graduate Program at the 3 rd Annual Early Childhood Institute . The University of Texas at San Antonio, April 13, 2013-San Antonio, Texas.
2013	Member- Early Childhood Education Search Committee Spring 2013
2013	Member-ILT PhD doctoral admissions committee
2012	Member- Early Childhood Education Search Committee 2012-2013

2011	Member-Adhoc ILT Doctoral committee on core curriculum
2011 Fall	Professional Development-Using the English Language Proficiency Standards (ELPS) to design instruction for ELLs. EC6 Professional development session on August 19, 2011.
2011-2013	Program Area Coordinator -ECE Graduate
2012-2013	Chair and presenter. ECE Institute. March 21, 2012.
2011-2013	Member-Merit Guidelines Revision Ad hoc Committee
2011	Roundtable Discussant- ILT Colloquium: 'Creativity and Science' March 22-23, 2011
2011	Member- Marketing Plan Ad hoc committee of EC-6 Program
2011	Recruitment session for ILT ECE Graduate Program at Stone-Flander Elementary- Harlandale ISD.
2010-11	Member- Math/Science Faculty Search Committee 2010-2011
2010	Member- Adhoc Committee-Recommendations supporting need for Assistant Chair position.
2010	Member-Fitness to Teach Council-April 23, 2010
2010	Member-EC-6 FTT and Completion of Certification Adhoc Committee
2010	Volunteer-Scholastic Book Fair for Storytelling Festival at DT Campus
2009-Present	Department Faculty Review Advisory Committee (DFRAC)

COMMUNITY SERVICE

2015-Present	Coordinator-Project WILD UTSA
2019	Starting Out Wild. Dual language workshops for children (1-3) and their caretakers at Hardberger Park.
2019	Growing Up Wild at University Presbyterian Childhood Center. April, 2019
2017	Co-Coordinator- Annual Early Childhood Institute. The University of Texas at San Antonio, April, 2017-San Antonio, Texas.
2014	Coordinator, Las Palmas elementary after school program (La Clase Mágica).
2014	Annual Basura-Bash volunteer. February 22, 2014. San Antonio, TX.
2014	Volunteer-Starting Out WILD. An early childhood (1-3 year olds environmental education initiative) Feb 21, 2014.
2013	Coordinator- 3rd Annual Early Childhood Institute. The University of Texas at San Antonio, April 13, 2013-San Antonio, Texas.
2012	Spelling Bee Judge University of Texas-Pan American-PSJA.
2012	Invited speaker, BESO leadership institute April 26, 2012 at OLLU grammar session
2012	Coordinator, Las Palmas elementary after school program (La Clase Mágica).
2012	Science Fair Judge (January 31, 2012)
2011	Presenter- Inman Childcare Development Center -Bilingual Learning Centers
2011	Facilitator-Growing Up Wild workshop in dual language format at Eisenhower Park-October 4-6, 2011

- 2011 Volunteer-Growing UP WILD workshop for home-schooling audience. May 2, 2011 at Eisenhower Park in San Antonio, Texas
- 2011 Presenter-1st Annual Early Childhood Institute. The University of Texas at San Antonio, April 2, 2011-San Antonio, Texas. ¡Diviértete Haciendo Ciencia!
- 2010-2011 La Clase Mágica: University-Elementary School Partnership at Las Palmas Elem.
- 2010 Volunteer-NISD Outdoor Education Workshop for 5th graders from 6 schools-April 14, 2010
- 2010 Facilitator-Growing Up WILD workshop at Eisenhower Park-May 21, 2010
- 2011-September 17 Guest Speaker at the Bilingual Education Student Organization (BESO) monthly meeting.

PROFESSIONAL AFFILIATIONS

National Association of Bilingual Education
National Science Teacher Association
American Educational Research Association
School Science and Mathematics Association
National Association for the Education of Young Children
Texas Association of Bilingual Education.