

MATTHEW R. DEROO

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Associate Professor

Department of Teaching and Learning, University of Miami

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HIGHER EDUCATION

MICHIGAN STATE UNIVERSITY

East Lansing, MI

COLLEGE OF EDUCATION

2018

PhD in Curriculum, Instruction, and Teacher Education

Specialization in Language Teaching and Learning

Certificate in English Language Learner Education

WHEATON COLLEGE

Wheaton, IL

GRADUATE SCHOOL

2008

MA in Intercultural Studies

Certificate in TESOL Teacher Mentoring

Certificate in Materials Development

ASBURY UNIVERSITY

Wilmore, KY

COLLEGE OF EDUCATION

2000

Bachelor of Science in English Education Grades 8-12 (*Honors*)

ACADEMIC APPOINTMENTS

Associate Professor of Digital Literacies for Multilingual Students

2024-Present

University of Miami, Department of Teaching and Learning

Assistant Professor of Digital Literacies for Multilingual Students

2018-2024

University of Miami, Department of Teaching and Learning

K-12 TEACHING AND PROFESSIONAL EXPERIENCE

Graduate Student- Curriculum, Instruction, and Teacher Education

August 2013--May 2018

Michigan State University, East Lansing, MI

Program Director- China Teaching Fellowship

August 2010 – June 2013

English Language Institute, China, Beijing, China

- Responsible for training, mentoring, and supporting China Teaching Fellowship team leaders in the areas of teaching, cultural adjustment, emotional support, and leadership development
- Oversaw training for 40 American English teachers who participated in the program each year
- Conducted annual meetings with 7 partner institution administrators regarding program implementation at their Chinese K-12 school and university campuses

Program Director- Camp China

July 2007 – July 2010

English Language Institute, China, Beijing, China

- Trained 300 program participants in the use of the Camp China curriculum and current, best practice Teaching English as a Foreign Language methodologies
- Trained and supervised 25 different team leaders for successful program implementation
- Visited Camp China locations to ensure program success and consulted with Chinese school administrators regarding each teaching team's performance

High School English Teacher

August 2006 – June 2007

Henry County Public Schools– LaBelle High School, FL

- Taught Freshman and Junior English

Team Leader and English Teacher

August 2003 – July 2006

Beijing 21st Century International School, Beijing, China

Baishan School, Qingdao, Shandong, China

- Supervised recent college graduates in their first year as language teachers in China
- Taught Oral English to Chinese high school students

High School English Teacher

August 2001 – June 2003

Fayette County Public Schools– Henry Clay High School, KY

- Taught AP English Language and Composition
- Taught Junior English- American Literature

English Language Teacher

August 2000 – July 2001

China Teaching Fellowship Program– Guangdong Country Garden School, China

- Taught IB Language B to Chinese high school students

PUBLICATIONS

REFEREED ACADEMIC JOURNAL ARTICLES

DeHart, J, **Deroo, M.R.**, & Axelrod, D. (2025) Expressions and representation of languaging in contemporary comics. *Critical Issues in Language Studies*.

Deroo, M.R. & McClure, D. (2024). A comparative case study of transnational identity positioning for two students from immigrant backgrounds in the United States and Ireland. *British Journal of Sociology of Education*.

Deroo, M.R., Axelrod, D., & Kahn, J., (2024). Engaging culturally and linguistically diverse youth in semiotic analysis for community-based inquiry. *Journal of Adolescent and Adult Literacy*.

Monreal, T., **Deroo, M. R.**, & Pitts, B. (2024). Where we are: reflecting on our use of critical mapping practices for spatial justice in teacher education. *Social Studies Research and Practice*, 19(2), 157-170

Deroo, M. R. & Galante, M. (2023). Disciplinary literacy learning at the museum: Supporting preservice teachers expanded understandings of multimodality. *Literary Research and Instruction*, 62 (4), 350-370.

Deroo, M.R. & Ponzio, C. (2023). Fostering pre-service teachers' critical multilingual language awareness:

Use of multimodal compositions to confront language ideologies. *Journal of Language, Identity, & Education*, 22(2), 181-197.

- Fallas-Escobar, C. & **Deroo, M. R.** (2023). Latina/o bilingual teacher candidates' meaning-making of space and place: Attending to raciolinguistic landscapes in bilingual teacher education. *Multimodality and Society*.
- Juzwik, M. M., **Deroo, M. R.**, Ponzio, C., & Wheatley, L. (2023). Transnational youth expressing religious being and belonging through writing: Youth writers' purposes, audiences, and formal choices across public US secondary classrooms, 2015-2020. *Research in the Teaching of English*, 58(2), 156-192.
- Pontier, R. & **Deroo, M.R.** (2023). TESOL teachers' writing to support developing understandings of translanguaging theory and praxis in neoliberal times. *TESOL Quarterly* 57(1), 115-139.
- Ponzio, C. & **Deroo, M.R.** (2023). Harnessing multimodality in language teacher education: Expanding English-dominant teachers translanguaging capacities through multimodalities entextualization cycle. *International Journal of Bilingual Education and Bilingualism*, 26(8), 975-991.
- Waldron, C. H., Willis, A., Tatum, A., Salas, R. G., Coleman, J. J., Croom, **Deroo, M.R.**, ... & Zaidi, R. (2023). Reimagining LRA in the Spirit of a Transcendent Approach to Literacy. *Literacy Research: Theory, Method, and Practice*, 72(1), 50-73.
- Deroo, M.R.** (2022). Musuems in support of preservice teacher learning: Expanding understandings of multiliteracies and translanguaging in content area teaching. *International Multilingual Research Journal*, 16(3), 227-236.
- Deroo, M.R.**, & Mohamud, I. (2022). "I would rather be informed than misinformed": Transnational youth's enactment of critical media literacies. *English Teaching: Practice and Critique*, 21(3), 254-266.
- Deroo, M.R.**, Pontier, R., & Tian, Z. (2022). Engaging opportunities: A small moments reflexive inquiry of translanguaging in a graduate TESOL course. *Journal of Language, Identity, & Education*, 21(3), 160-173.
- Kahn, J., Axelrod, D, **Deroo, M. R.**, Radojic, S. (2022). Stories from Islita Libre: Digital spatial storytelling as an expression of transnational and immigrant identities. *Bank Street Occasional Series*, (48), 96-112.
- Deroo, M.R.**, & Diaz, E. (2021). "They enjoyed little political power": Representations of immigrant experience in a U.S. history textbook. *Linguistics and Education*, 64.
- Deroo, M.** (2021). Seeking truth about Muslims?: Critical media literacy in an era of Islamophobia. *Journal of Media Literacy Education*, 13(3), 49-61.
- Deroo, M.R.**, & Watson, V. W. M. (2020). "Air I breathe": Writing and loss in a literacy-and-songwriting class. *Journal of Literacy Research*, 52(2), 158-179.

- Diaz, E., & **Deroo, M.R.** (2020). Latinx in contention: A systemic functional linguistics analysis of 11th Grade U.S. history textbooks. *Theory of Research in Social Education*, 48(3) 375-402.
- Marciano, J., Watson, V. W., Beymer, A., & **Deroo, M.R.** (2020). Examining moments of possibilities toward college readiness in a literacy-and-songwriting initiative. *Journal of Adolescent and Adult Literacy*, 63(6), 615-626.
- Deroo, M.R.** & Ponzio, C. (2019). Confronting ideologies: A discourse analysis of in-service teachers' support of translanguaging through an ecological lens. *Bilingual Research Journal*, 42(2), 214-231.
- Hess, J., Watson, V. W., & **Deroo, M.R.*** (2019). "Show some love": Youth and teaching artists enacting literary presence and musical presence in an after-school literacy-and-songwriting project. *Teachers College Record*, 21(5), 1-44.
- Deroo, M.**, Farver, S., & Dunn, A. H., (2017). "Like" if you support refugees: Preservice teachers sensemaking of contested issues in a digitally-mediated multicultural education course. *Multicultural Education Review*, 3, 1-16.
- Dunn, A. H., **Deroo, M.**, & VanDerHeide, J. (2017). With regret: The genre of teachers' public resignation letters. *Linguistics and Education*, 38, 33-43.

REFEREED BOOK CHAPTERS

- Deroo, M.R.** (2025). Engaging in classroom based literacy and language case study research: A how to for teacher educators and practitioners. In J. DeHart (Ed.). *Utilizing case studies in literacy and language education*. IGI Global.
- Ponzio, C. & **Deroo, M.R.** (in press). A critical translanguaging approach to re-envisioning teacher education for 21st century English language teaching. In N. Galloway and A. Faud-Sevli (Eds.) *Routledge Handbook of Teaching English as an International Language*. Routledge.
- Deroo, M.R.**, Kahn, J., & Axelrod, D., (2024). Challenges and opportunities for middle school youth to imagine and speculate more just civic futures. In S. Robillard, N. Mirra, A. Gracia (Eds). *Practicing civic futures in K-12 classroom*. (pp. 71-87). NCTE Routledge.
- Deroo, M.R.**, Kahn, J., & Axelrod, D. (2024). Leveraging linguistic and cultural frames for social-spatial understandings with transnational youth. In A. Jaffe and C. Salinas (Eds.) *Teaching culturally and linguistically relevant social studies with and for emergent bilingual and multilingual youth: Examining the past, present, and future* (pp.34-50). Teacher's College Press.
- Deroo, M.R.** (2023). Critical multimodality at the museum: How a community-university partnership supports transformative praxis. In K. N. Silvestri, N. Barret, and T M. Nyachae (Eds.), *Toward critical multimodality: Theory, research, and practice in transformative educational spaces book*. Information Age Publishing.
- Deroo, M.R.**, & Mohamud, I., (2022). Developing sustainable partnerships with youth

participants: Fostering shared learning across time. In V. Vasudevan, N. Gross, P. Nagarajan, K. Clonal-Roy (Eds.) *Care based methodologies: Complicating qualitative research with youth in school settings*. Bloomsbury Press.

Deroo, M.R. (2022). Translanguaging pedagogy to support bi/multilingual students' language learning in social studies: "How we communicate everything." In A. Slapac & S. Coppersmith (Eds.), *Beyond language learning instruction: Transformative supports for emergent bilinguals and educators*. (pp.231-266) Hershey, PA: IGI Global.

Deroo, M.R. (2021). Writing with, learning from, and paying forward mentorship from early career scholars: My formation into academic writing. In P. Habibie & S. Burgess (Eds.) *Scholarly publication trajectories of early-career scholars: Insider perspectives*. London: Palgrave-MacMillan.

Deroo, M.R., Ponzio, C., & De Costa, P. (2020). Reenvisioning second language teacher education through translanguaging praxis. In Z., Tian, L., Aghai, P. Sayer, & J. L. Schissel (Eds.), *Envisioning TESOL through a translanguaging lens: Global perspectives*. New York, NY: Springer.

Watson, V. W., **Deroo, M.R.**, & Skogsberg E. (2019). "Check it out": Youth layering the already-present toward justice in literacy teaching and research, in V. Kinloch, T. Burkhard., & C. Penn (Eds.) *Research on race, justice, and activism in literacy teacher education*. New York, NY: Teachers College Press.

Zhang, Y., **Deroo, M.** (2016). Technology instruction in language teacher education programs. In C-H Lin, D. Zhang, & B. Zheng (Eds.) *Preparing foreign language teachers for next-generation education*. (pp. 1-22) Hershey, PA: IGI Global.

REFEREED CONTRIBUTIONS- UNDER REVIEW

Arnold, K., & **Deroo, M.R.** (accepted). What to do with PragerU?: Resisting unjust policy-sanctioned curricula. *English Journal*.

Axelrod, D., **Deroo, M.R.**, & Kahn, J. (R & R). Digital spatial literacies: Empowering transnational students to tell stories across school and community spaces. In J. Castek, J. Coiro, E. Forzani, M. Schira Hagerman, C. Kiili, and J. R. Sparks (Eds.). *International Handbook of Research in Digital Literacies*:

Prada, J. & **Deroo, M. R.** (accepted). Rethinking the SLA graduate course for pre-Service teachers as a translanguaging space: Grounding principles for curricular re-design and implementation in teacher-researcher conversations. *Second Language Teacher Education*.

PROFESSIONAL

Pontier, R. W., Mizell, J. D., **Deroo, M. R.**, & Sembiante, S. F. *Addressing challenges and celebrating joys: Exploring racially, linguistically and culturally diverse students and communities in South Florida*. Spencer Foundation. January 2024-December 2024. \$74,991. Submitted September 13, 2023.

EPIC Grant- School of Education and Human Development- \$30,000 (Co-PI) 2022

Andrew W. Mellon CREATE Grant- \$5,500. (PI) 2019

Award given to faculty who seek to enhance learning and engagement at the University of Miami to promote the integration of objects from the Lowe Art Museum's permanent collections into object-centered teaching, learning, and scholarship.

University of Miami-Engaged Faculty Fellows- \$2,500 2019

Award given to faculty who commit to creating courses that incorporate a significant component of civic engagement and service learning into the course curriculum.

AWARDS AND HONORS

- Excellence in Civic Engagement- University of Miami 2023
- Excellence in Undergraduate Teaching- School of Education and Human Development 2023
- Top Graduate Paper Award- Media, Culture, and Learning SIG- AERA 2018
- Outstanding Educator- Kentucky Governor's Scholars Program 2002

REFEREED CONFERENCE AND PAPER PRESENTATIONS

Deroo, M. R., Kahn, J., Axelrod, D., & (2024, December). Digital storytelling of speculative civic futures: Multicultural youth imagining more just social futures. *Paper presented at the Literacy Research Association Annual Conference, Atlanta, GA.*

Deroo, M. R., Kahn, J., Axelrod, D., & (2024, November). Expanded understanding of civic engagement via digital storytelling through a speculative civics framework. *Paper presented at the College and University Faculty Assembly Annual Conference, Boston, MA.*

Deroo, M. R., Kahn, J., Axelrod, D., & (2024, November). Exploring speculative civic futures through digital storytelling with transnational immigrant youth. Paper presented at the *National Council for the Teaching of English Annual Conference, Boston, MA.*

Deroo, M.R., (2024, April). Supporting preservice teachers and their future multilingual students through museum-based learning. Paper presented at the Annual Meeting of the *American Education Research Association, Philadelphia, PA.*

Deroo, M. R., Kahn, J., & Axelrod, D. (2024, April). Leveraging linguistic and cultural frames for social spatial understandings with transnational youth. Structured poster presented at the Annual Meeting of the *American Education Research Association, Philadelphia, PA.*

Deroo, M. R., Monreal, T., & Pitts, B. (2024, April). Mapping potentials in our flow: Examining currents in physical, mobile, and virtual samples of classroom cartographies. Paper presented at the Annual Meeting of the *American Education Research Association, Philadelphia, PA.*

Ponzio, C. & **Deroo, M. R.,** 2024, April). A critical translanguaging approach to reenvisioning teacher education for 21st-Century English language teaching. Paper presented at the Annual Meeting of the *American Education Research Association, Philadelphia, PA.*

Prada, J. & **Deroo, M.R.** (2024, March). Infusing the translanguaging spirit into the SLA course. Paper

presented at the *American Association of Applied Linguistics* Annual Conference, Houston, TX.

- Deroo, M. R.,** Axelrod, D., & Kahn, J. (2023, December). Engaging culturally and linguistically diverse youth in semiotic analysis for community-based inquiry. Paper presented at the *Literacy Research Association* Annual Conference, Atlanta, GA.
- Deroo, M. R.,** Dobbs, C., Leider, C., Kray, F. (2023, December). No hierarchies here: Interactive dialog, inquiry, and writing among teacher educators seeking to support teaching and learning with multilingual youth. Educational workshop presented at the *Literacy Research Association* Annual Conference, Atlanta, GA.
- Deroo, M. R.** (November, 2023). Language and multimodality. Invited address to faculty and graduate students in the School of Foreign Languages, North China Electric Power University, Virtual.
- DeHart, J, Axelrod, D. & **Deroo, M.R,** (2023, April) Interrogating dynamics of language and power in visual compositions, Roundtable presentation at the *American Education Research Association* Annual Conference--Chicago, IL.
- Deroo, M.R.**(2023, April) Care as developing sustainable partnerships with youth participants over time, Paper presented at the *American Education Research Association* Annual Conference--Chicago, IL.
- Deroo, M.R.,** Kahn, J., & Axelrod, D. (2023, April) Oral histories and data stories: Youths identity development discovery through a research elective course, Paper presented at the *American Education Research Association* Annual Conference--Chicago, IL.
- Deroo, M.R.,** Kahn, J., & Axelrod, D. (2023, April) Youth spatial storytelling across scales: Understanding transnational experiences in the Islita Libre community hyperlocal context, Roundtable presentation at the *American Education Research Association* Annual Conference--Chicago, IL.
- Deroo, M.R.,** Kahn, J. & Alexrod, D. (2023, March) Translanguaging, oral histories, and data stories: Centering the fluidity of transnational youths' identity development. Paper presented at the *American Association of Applied Linguistics* Annual Conference, Portland, OR.
- Deroo, M.R.,** Leider, C. Dobbs, C., & Kray, F., (2022, December). Using inquiry in teacher education: Bridging critical theory and pedagogical practice. Workshop presented at the annual meeting of the *Literacy Research Association*, Phoenix, AZ.
- Radojic, S., **Deroo, M. R.,** Axelrod, D., & Kahn, J. (2022, December) Where is the criticality?: Transnational immigrant youths' use of digital storytelling tools. Paper presented at *the Literacy Research Association* Annual Conference, Phoenix, AZ.
- Deroo, M. R,** Axelrod, D., & Kahn, J. (2022, November) Using digital, multiliteracies tools to support place-based storytelling within and beyond language arts classrooms. Workshop presented at the *National Council of Teachers of English* Annual Convention, Anaheim, CA.
- Deroo, M. R.,** Radojic, S., Axelrod, D., & Kahn, J. (2022, November) How Digital, Multiliteracies Tools Can Support Place-Based Storytelling Within and Beyond the English Language Arts Classroom. Paper presented at the *National Council of Teachers of English* Annual Convention, Anaheim, CA.

- Deroo, M.R.** (2022, April). Critical multimodality at the museum: How a community-university Partnership supports transformative praxis. Poster presented at the annual meeting of the *American Educational Research Association*, San Diego, CA.
- Deroo, M.R., Pontier, R. & Tian, Z.** (2022, April). Engaging opportunities: Small moments reflexive inquiry in a graduate TESOL course. Paper presented at the annual meeting of the *American Educational Research Association*, San Diego, CA.
- Deroo, M.R.** (2021, December). Languageing myths and realities: Journeys of Chinese international students. Book launch with experts for Qianqian Zhang Wu. Multilingual Matters Press. Virtual
- Deroo, M.R.** (2021, December). Leveraging multimodality and social semiotics to support language and literacy teacher-education. Paper presented at the annual meeting of the *Literacy Research Association*, Atlanta, GA.
- Leider, C. Dobbs, C., **Deroo, M.R.**, & Kray, F., (2021, December). Multimodal pedagogy, critical dialogic genre-based pedagogy, and positioning analysis: Pedagogies to disrupt literacy research and teacher education. Workshop presented at the annual meeting of the *Literacy Research Association*, Atlanta, GA.
- Deroo, M.R.** (2021, November). Teaching critical thinking through inquiry about signs and symbols. Invited guest speaker Beijing Normal University *Teaching and Learning to Teach Critical Thinking Forum*. Beijing, China. Virtual
- Deroo, M.R. & McClure, D.**, (2021, November). A multiple-case study of immigrant student transnational identity negotiation in the United States and Ireland. Paper presented at the annual meeting of the *College and Faculty University Assembly*, Virtual.
- Deroo, M.R.** (2021, September). Shaping digital literacy competence of English language teaching students. Invited guest speaker for the *3 in 1 Program* at Universitas Brawijaya, Indonesia. Virtual.
- Deroo, M.R.** (2021, April). Community-engaged museum-based learning: Fostering content area literacy development in teacher education. Poster presented at the annual meeting of the *American Educational Research Association*, Virtual.
- Deroo, M.R. & Ponzio, C.** (2021, March). Confronting hegemonic language ideologies: Fostering pre-service teachers' critical multilingual language awareness through multimodal composition. Paper presented at the annual meeting of the *American Association of Applied Linguistics*, Virtual.
- Deroo, M.R.** (2020, November). Weaving multidirectional confluencia: Channeling translanguaging and trans-semiotizing flows in language arts education. Paper presented at the annual meeting of the *National Council for Teaching of English*, Denver, CO.
- Deroo, M.R.** (2020, November). We're not at a loss: Coming together to attend to grieving in ELA classrooms and literacy contexts. Paper presented at the annual meeting of the *National Council for Teaching of English*, Denver, CO.
- Deroo, M.R.** (2020, November). Multimodal making: Skateboarding, beatmaking, and iMoviemaking as

youth literacies and classroom practice. Paper presented at the annual meeting of the *National Council for Teaching of English*, Denver, CO.

- Deroo, M.R.** (2020, April). Multimodal literacies at the museum: Supporting preservice teachers' learning through a community-university partnership. Paper presented at the annual meeting of the *American Educational Research Association*, San Francisco, CA.
- Deroo, M.R.** & Diaz, E. (2020, April). Representations of immigrant experience in a U.S. history textbook using a systemic functional linguistics lens. Paper presented at the annual meeting of the *American Educational Research Association*, San Francisco, CA.
- Deroo, M.R.** & Ponzio, C. (2020, April). Uncovering critical multilingual awareness: Cross-institutional analysis of pre-service teachers' representations of language, identity and power. Paper presented at the annual meeting of the *American Educational Research Association*, San Francisco, CA.
- Deroo, M.R.** & Ponzio, C. (2020, March). From representation to application: A cross-institutional investigation of content-area pre-service teachers' emerging critical multilingual awareness. Paper presented at the annual meeting of *American Association of Applied Linguistics*, Denver, CO.
- Deroo, M.R.** (2020, March). Educational symposium: Dialogic listening and comparative learning among educational researchers and youth participants. Paper presented at the annual meeting of the *Comparative International Education Society*, Miami, FL.
- Deroo, M.R.** (2019, December). Multimodal meaning making and social semiotics at the museum: Supporting preservice teachers' learning through visual thinking strategies. Paper presented at the annual meeting of the *Literacy Research Association*, Tampa, FL.
- Diaz, E., & **Deroo, M.R.** (2019, November). Representation of Latinxs in U.S. history textbooks: A critical discourse analysis. Paper presented at the annual meeting of the *College and Faculty University Assembly*, Austin, TX.
- Deroo, M.R.**, Ponzio, C., & De Costa, P. (2019, September). Reenvisioning second language teacher education through translanguaging praxis. Paper presented at the *Languaging in Times of Change Conference*, Stirling, Scotland, U.K..
- Deroo, M.R.** (2019, April). The promise and potential of multicultural education in supporting and enhancing students' critical media literacies. Paper presented at the annual meeting of the *American Educational Research Association*, Toronto, CA.
- Deroo, M.R.** & Watson, V. W., (2019, April). "Air I Breathe" Songwriting as literacy practices of remembrance. Paper presented at the annual meeting of the *American Educational Research Association*, Toronto, CA.
- Ponzio, C. & **Deroo, M.R.** (2019, April). Supporting pre-service teachers and in-service teachers sensemaking of translanguaging through semiotic and visual learning experiences. Paper presented at the annual meeting of the *American Educational Research Association*, Toronto, CA.

- Deroo, M.R. & Ponzio, C.** (2019, March). Beyond theory: Utilizing semiotic resources to support teachers' sensemaking of translanguaging pedagogy. Paper presented at the annual meeting of the *American Association of Applied Linguistics*, Atlanta, GA.
- Deroo, M. R.** (2019, January). Community engaged scholarship. Invited speaker at the winter retreat of the *College and University Faculty Assembly*, Miami, FL.
- Deroo, M.R.** (2018, December). "I think I can speak on behalf of Muslims": Critical media literacies in an era of Islamophobia. Paper presented at the annual meeting of the *Literacy Research Association*, Indian Wells, CA.
- Deroo, M.R.** (2018, April). Pushing past perceptions. Using critical media literacy to analyze media texts. Paper presented at the annual meeting of the *American Educational Research Association*, New York, NY.
- Deroo, M.R.** and Ponzio, C. (2018, April). Moving translanguaging theory to praxis: A comparative study of preservice and inservice teachers. Paper presented at the annual meeting of the *American Educational Research Association*, New York, NY.
- Deroo, M.R.** and Ponzio, C. (2018, March). "I had to dig deep": Preservice and in-service teachers' application of translanguaging theory into practice. Paper presented at the annual meeting of the *American Association of Applied Linguistics*, Chicago, IL.
- Ponzio, C. and **Deroo, M.R.** (2018, March). Visualizing translanguaging: Pre and in-service teachers' sensemaking and movement of translanguaging from theory to praxis. Paper presented at the annual meeting of the *American Association of Applied Linguistics*, Chicago, IL.
- Watson, V. W., and **Deroo, M.R.** (2017, November). Examining loss and literacies in a literacy-and-songwriting class. Paper presented at the annual meeting of the *Literacy Research Association*, Tampa, FL.
- Deroo, M.R.** (2017, November). A practicing teacher's use of pedagogical approaches to support students' translanguaging in social studies. Paper presented at the annual meeting of the *College and Faculty University Assembly*, San Francisco, CA.
- Deroo, M.R.** (2017, November). What's the flood got to do with it? Comparing religious texts and beliefs in a multicultural studies class. Paper presented at the annual meeting of the *National Association for Multicultural Education*, Salt Lake City, UT.
- Deroo, M.R.** (2017, June). Immigrant students as intentional learners within and beyond schools. Paper Presented at the *Addressing Inequalities, Mobility and Dislocation: Insights from International and Domestic Research and Practice Conference*. East Lansing, MI.

- Deroo, M.R.** (2017, April). Citizenship education for recent immigrants in an era of shifting curriculum standards. Paper presented at the annual meeting of the *American Education Research Association*, San Antonio, TX.
- Deroo, M.R.** (2016, December). Examining students' conceptions of intentional learning in social studies classrooms. Paper presented at the annual meeting of the *College and Faculty University Assembly*, Washington, D.C.
- Deroo, M.R., & Farver, S.** (2016, November). "Like: if you support refugees: Benefits and challenges of utilizing social media in a social justice-oriented course. Paper presented at the annual meeting of the *National Association for Multicultural Education*, Cleveland, OH.
- Deroo, M.R.** (2016, April). Exploring students' intentional learning to reflect on teaching quality. Poster presented at the annual meeting of the *American Education Research Association*, Washington, D.C.
- Deroo, M.R.** (2015, October). Multicultural curriculum: Using student forums to increase intercultural competence. Paper presented at the annual meeting of the *National Association for Multicultural Education*, New Orleans, LA.
- Dunn, A. H., Gunether, A., Farver, S., **Deroo, M.R.**, Wexler, L. (October, 2015). Should I stay or should I go now?: Teachers public letters as social action in the neoliberal era. Paper presented at the annual meeting of the *National Association for Multicultural Education*, New Orleans, LA.
- Deroo, M.R. & Seaman, A.** (2015, March). Beyond the textbook: Creating high-interest thematic materials for English learners. Paper presented at the annual meeting of the *Teaching English to Speakers of Other Languages Convention*, Toronto, Canada.
- Deroo, M.R.** (2013, March). Increasing intercultural competence through global curriculum. Paper presented at the annual meeting of the *Teaching English to Speakers of Other Languages Convention*, Dallas, TX.

COLLEGE TEACHING EXPERIENCE

Excellence in Undergraduate Teaching Award
School of Education and Human Development

2023

COLLEGE TEACHING EXPERIENCE

Teaching and Teacher Education- TAL 773

FS 23

Examination of key dimensions of schools and schooling and their relationship to larger historical and social contexts, including the history of U.S. education; equity issues in past and present U.S. education; contemporary educational issues & theory; and international/global education

Applied Learning Sciences Capstone 1- TAL 709

US 23

Supported students to develop their capstone designs for creating an innovative learning environment

Advanced Independent Study- for Language Policy and Planning- TAL 731 SS 23
Examination of case law, migration, imperialism, state formation, language ideologies and political conflicts informing language policy and planning in the United States and abroad

Special Topics in Education- TAL 590 SS 23
Examination of the socio-political contexts of education, developing positive classroom interactions with students and curricular designs for an accelerated teacher-preparation program

Classroom and Behavior Management- TAL 305 FS 22
Examination of the principles of various theoretical perspectives of classroom management and discipline. Focus on ways to foster culturally relevant interactions with children and adolescents

Introduction to Theories and Practice of TESOL- TAL 683 FS 23, US 22
Examination TESOL methods and theories to support language and literacy instruction and assessment to children, adolescents, and adults for whom English is not their first language

Introduction to Qualitative Methods- TAL 714 FS 23, US 23, SS 22, 23
Examination of qualitative research methods to support students to be educated consumers of research with a focus on developing interview and observation skills and researcher positionality

Advanced Independent Study- TAL 794 FS 21
Doctoral-level independent study oriented around the development of research skills (ie-literature reviews transcriptions of interview and focus group data, coding, and data analysis) in conjunction with the writing of a grant proposal

Language Development for Linguistically and Culturally Diverse Children - TAL 308 FS 22,21
Introduction to theories of linguistics as well as first and second language acquisition. Readings and lectures serve to highlight the development of language and language challenges faced by students for whom Standard English is a second language and/or a second dialect

Theories and Research in Literacies and Literacy Development- TAL 734 FS 21
Doctoral-level seminar explores a broad array of topics influencing the study and teaching of literacy, including the history of literacies research; major theories and models of literacies development, connections between reading, writing and learning; and reading and writing online and multimodal texts

Language and Early Reading Instruction- TAL 647 SS 21
Examination of factors related to emergent literacy with an emphasis on diverse aspects of language that influence literacy and learning

Principles of First and Second Language Acquisition-TAL 686 US 21, SS 20
Examination of the theoretical perspectives regarding first and second language acquisition with a focus on how language ideologies shape language teaching and learning

Professional Seminar- TAL 700 SS 20
Doctoral education professional seminar for PhD students in the Department of Teaching and Learning.

Building Positive Relationships with Diverse Learners- TAL 612 US 21, SS 22, FS 20, 19
Examination of the principles of various theoretical perspectives regarding the discipline of students in schools and schooling. Focus on ways to foster culturally relevant interactions with children and adolescents.

Content Area Literacy in the Secondary Classroom- TAL 404 SS 22, 21, 20, 19
Essentials of literacy instruction in different subject areas for middle, junior, and senior high schools; instructional methods and materials for development of language arts, reading, and study skills.

Doctoral Seminar in Reading- TAL 734 FS 18
Doctoral-level seminar explores a broad array of topics influencing the study and teaching of reading, including the history of reading research; major theories and models of reading development, connections between reading, writing and learning; and reading online and multimodal texts

Practicum in Reading- TAL 426 FS 20, 19, 18
Supervised practicum in teaching reading and writing. Emphasis is on assessment and interventions for elementary students with a range of academic, linguistic, and cultural challenges in becoming proficient readers and cultural challenges in becoming proficient readers

THESIS and DISSERTATION ADVISING

Chair, “Bi/Multilingual Students’ Literary Analysis via Transmediation of Digital Comics,” Daryl Axelrod, PhD, 2020

Chair, “Far Less is Known”: A Three-Article Dissertation Exploring the Perceptions and Experiences of LGBTQIA+ Educators in California and Florida,” Edgar Diaz, PhD, 2022

Committee Member, “A Theoretical Model for Equitable Music Therapy for Second-Language Learners” Charity Waweru, MA, 2022

Co-Chair, “Teaching English as an Additional Language in Brazil through the Perspective of Brazilian Public School Teachers: Realidades Maquiadas in Figured Worlds,” Cristiane R. Vicentini, PhD, 2022

Committee Member, “Classroom Translanguaging Practices and Secondary Multilingual Learners in Indiana,” Woongsik Choi, PhD, 2023

PROFESSIONAL SERVICE AND OUTREACH

I. Service to the Profession

Writing and Literacies SIG- AERA Awards Chair	2021-Present
Co-Chair Multilingual and Transnational Innovative Community Group- LRA	2020-2022
Co-Chair Early Career Cohort Mentorship Program- NCTE	2020-2022

Proposal Reviewer, Literacy Research Association	2018-Present
Proposal Reviewer, American Education Research Association	2017-Present
Proposal Reviewer, College and University Faculty Assembly	2017-Present
Proposal Reviewer, National Association of Multicultural Education	2016-2019

II. Institutional Service

Collaborative Online International Learning Advisory Group	Summer 2023- Present
LLLMS Search Committee Member	Spring 2021, Fall 2020
Interim TAL Doctoral Program Director	2019-2020
PETAL Member	2019-2022
SEHD School Council	Fall 2020, Spring 2021-Present

III. Manuscript Reviewer

Journal of Language, Identity, and Education	2021-Present
English Teaching and Learning	2020
TESOL Journal	2020
English Teaching: Practice and Critique	2019-Present
International Journal of Intercultural Relations	2019-Present
Journal of Curriculum Studies	2019-Present
Theory of Research in Social Education	2019-Present
Bilingual Research Journal	2018-Present
Journal of Language and Literacy Education	2018-Present
TESOL Quarterly	2017-Present
Research in the Teaching of English	2016-Present
Michigan Reading Journal	2015-2019
The New Educator	2017

PROFESSIONAL MEMBERSHIP

NATIONAL ORGANIZATIONS

- American Association of Applied Linguists (AAAL), Member 2017-Present
- American Educational Research Association (AERA), Member 2014-Present
 - AERA Division K: Teaching and Teacher Education
 - SIG: Bilingual Education and Research
 - SIG: Critical Educators for Social Justice
 - SIG: Language and Social Processes
 - SIG: Media, Culture, and Learning
 - SIG: Multicultural/Multiethnic Education: Theory, Research and Practice
 - SIG: Social Studies
 - SIG: Second Language Research
 - SIG: Writing and Literacies
- College and University Faculty Assembly/National Council Social Studies (CUFA, NCSS), Member 2016-Present
- National Association of Multicultural Education (NAME), Member 2015-2018
- National Council for Teaching of English Assembly of Research, (NCTEAR), Member 2015-Present
- Literary Research Association (LRA), Member 2017-Present
- Teaching English to Speakers of Other Languages (TESOL), Member 2012-2015

LANGUAGES

Mandarin Chinese- conversant