

IRMA M. OLMEDO
Associate Professor Emerita
University of Illinois-Chicago College of Education
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EDUCATION

Ph.D. Kent State University, Education-Curriculum and Instruction
Thesis: Functions of Code-Switching as a Communicative Strategy in a Spanish-English Bilingual Classroom. (Adviser: Judith L. Green).

Certificate of Advanced Study in Curriculum, University of Chicago

M.A. Latin American Studies, University of Wisconsin-Madison

M.A. and B.A. Spanish and Education, City College, City University of New York.

UNIVERSITY AND OTHER PROFESSIONAL EXPERIENCE

Associate Professor of Education, University of Illinois-Chicago. 1993. Retired & Emerita, 2009.

Assistant Professor of Education, Cleveland State University. 1990-1993.

Assistant Director of Curriculum and Supervisor of Secondary Education, Cleveland Heights-University Heights Schools, Ohio, 1983-1990.

Coordinator of Bilingual Education, Youngstown City Schools, OH 1979-80, 1982-83.

Assistant Professor of Spanish, Northland College, Ashland, WI. 1969-1974.

FELLOWSHIPS AND AWARDS

Fulbright Specialist Program award to lecture at University of Malaga, Spain 2012.

Teaching Recognition Award for Outstanding Teaching, Univ. of Illinois-Chicago. 2007.

Exemplary Faculty Mentor Award, Institute for Research on Race & Public Policy, University of Illinois-Chicago, 2005

Great Cities Institute Faculty Scholar, University of Illinois-Chicago, to conduct research on children's bilingual and metalinguistic development, 2003-04.

Fulbright project, Mexico: History and Traditions in Transnational Context, 1997.

Great Cities Institute Faculty Scholar, University of Illinois-Chicago, Research grant for Project Memorias, using oral history approaches with Latino elderly, 1996.

Dissertation recognized in the Outstanding Dissertations Competition by the National Advisory Council for Bilingual Education, 1983.

FUNDED GRANTS

Research Grant, Institute for Research on Race and Public Policy, to pursue research on immigration and education, 2007.

Title VII grant from Department of Education, Washington, DC for Project STEPS (Support and Training for Excellent Professionals for Schools), 1998-2003.

Courses Taught

Foundations and Current Issues in the Education of English Language Learners;
 Assessment & Instruction: A Multilingual/Multicultural Perspective;
 Immigration and Education: Socio-Cultural, Linguistic and Curricular Dimensions;
 Research Directions on Children's Bilingual Development and Usage;
 Research in Bilingual/ESL Education;
 Teaching and Learning Social Studies and Arts in the Elementary School;

PUBLICATIONS

Tales from the Barrio and Beyond. Floricanto Press, 2020. Collection of short stories.

Tesoros de Lecturas (2010). Macmillan/McGraw Hill Spanish Language Arts Series, Elementary Grades. One of 6 author team.

TimeLinks (2009). Macmillan/McGraw Hill Elementary School Social Studies Textbook Series. One of 8 author team.

REFEREED PUBLICATIONS

Flores-Gonzalez, N., Capeles, J., Delgado, C. C., Wilson, R. and Olmedo, I. 2013. Políticas Educativas en el Area Metropolitana de Chicago. In Velasco Caballero, F. & de los Angeles Torres, M. (Eds.) *Ciudades Globales e Inmigrantes. Un estudio comparado sobre Chicago y Madrid*. Madrid, Espana: UAM Ediciones

“Internationalizing Teacher Education for a Global Arena.” In Reyes Quezada (Ed.) *Internationalization of Teacher Education: Creating Globally Competent Teachers and Teacher Educators for the 21st Century*. Routledge, 2011. Co-author: Lesley Harbon.

“Hoy Marchamos, Mañana Votamos: It’s all Part of the Curriculum.” In Pallares, A. & Flores-Gonzalez, N. (Eds.) *Marcha: Latino Chicago and the Immigrant Rights Movement* (p. 97-108). University of Illinois Press, 2010.

“Hoy Marchamos, Mañana Votamos: Teachers Address Immigrant Rights Mobilizations in their Classrooms.” *Race, Gender and Class Journal*, 17(1-2), 163-179, 2010.

“Broadening Our Sights: Internationalizing Teacher Education for a Global Arena.” *Teaching Education*, 21(1), 75-88, 2010. Co-Author: L. Harbon.

“Teaching bilingually across the content areas.” In S. Adelman Reyes (Ed.) *Teaching in Two Languages: A guide for K-12 bilingual educator* (p. 55-70). Thousand Oaks, CA: Corwin Press, 2010.

“Blending Borders of Language and Culture: Schooling in La Villita.” *Journal of Latinos and Education*, 8(1), 22-37, 2009.

“La negociación entre dos culturas: Adaptación y resistencia de Latinas con respecto a la educación de sus hijos en Chicago.” (Negotiating between two cultures: Adaptation and resistance of Latinas with respect to the education of their children in Chicago). In G. Mummert (Ed.), *Fronteras Fragmentadas*, 2nd edition, Colegio de Michoacán, Michoacán, México, 2009.

“Creating contexts for studying history with students learning English.” In B. Lanman & L. Wendling (Eds.). *Preparing the next generation of oral historians: An anthology of oral history education* (p. 161-170). Lanham, Md: Rowman & Littlefield, 2006.

“The bilingual echo: Bilingual children as language mediators in a dual language school.” In M. Farr, (Ed.). *Latino Language and Literacy in Ethnolinguistic Chicago* (Vol. II), Erlbaum, 2005.

“Raising transnational issues in a multicultural curriculum project.” *Urban Education*, 39(3), 241-265, 2004.

“Storytelling and Latino elders: What can children learn?” In E. Gregory, S. Long & D. Volk (Eds.). *Many Pathways to Literacy* (p. 77-88). NY:Routledge, 2004.

“Language mediation among emergent bilingual children.” *Linguistics and Education*, 14(2), 143-62, 2003.

“Deconstructing and contextualizing the historical and social science literature on Puerto Ricans.” In J. Banks (Ed.) *Handbook of Research on Multicultural Education*, 2nd ed. (p. 288-314). Jossey Bass, 2003. Co-authors C. E. Rodriguez & M. Reyes.

“Accommodation and resistance: Latinas struggle for their children’s education.” *Anthropology & Education Quarterly*, 34(4), 373-95, 2003.

“Multicultural education in the United States of America: The challenging road from theory to classroom practice.” (p. 131-45). Zeitschrift für internationale erziehung-und sozialwissenschaftliche Forschung. *Deutsches Institut für Internationale Paedagogische Forschung*, Frankfurt, Germany, April 2001.

“Redefining culture through the memorias of elderly Latinas.” *Qualitative Inquiry*, 5(3), 353-76, 1999.

“Voices of our past: Using oral history to explore funds of knowledge within a Puerto Rican family.” *Anthropology and Education Quarterly*, 22(4), 550-73, 1997.

“Family oral histories for multicultural curriculum perspectives.” *Urban Education*, 32(1), 45-62, 1997.

“Creating contexts for studying history with students learning English.” *The Social Studies*, 87(1), 39-43, 1996.

Book Reviews and non refereed publications

“Tales from the Barrio and Beyond.” Floricanto Press, 2000. Fiction collection of short stories based on Puerto Rican migration experiences.

“Plucking at My Heart Strings.” Short story in *Border Lines*, Journal of the Latino Research Center IX, 2015, 113-119.

“Are You Afraid of El Cuco or Silvano?” Story in *La Respuesta Magazine*, Aug. 2014.

“Forbidden Language: English Learners and Restrictive Language Policies.” By Patricia Gandara and Megan Hopkins (eds). In *Language Policy*, 10(2)p.89, 2011.

“Amigos,” *Dialogo: Vol 10, No 1, Article 10*. 2007. Available at <http://via.library.depaul.edu/dialogo/vol10/iss1/10>.

“Latino Crossings: Mexicans, Puerto Ricans and the Politics of Race and Citizenship.” By Nicholas de Genova and Ana Y Ramos-Zayas. In *Urban Affairs Review*, 42(2), 2006.

“Maintaining a Minority Language: A Case Study of Hispanic Teenagers,” by John Gibbons & Elizabeth Ramirez, in *Studies in Second Language Acquisition*, 28(3) 2006.

“Language Strategies for Bilingual Families: The One-Parent-One-Language Approach.” By Suzanne Barron-Hauwaert, in *Studies in Second Language Acquisition*. 27(4), 2005.

PRESENTATIONS

Book Talk, University of Illinois-Chicago, “Tales from the Barrio and Beyond.”

<https://www.facebook.com/uiclcc/videos/1918662168282953>

Book Talk: Puerto Rican Cultural Center, Chicago, on “Tales from the Barrio and Beyond.” 2021 www.facebook.com/PRCC.Chicago

UTube presentation, story slam for Chicago Public Schools, on short story, Carlos and Cristina

<https://www.youtube.com/watch?v=KrvzNoEu7cA>

“Schooling of Latinos and Immigrants in New Settlements.” Latin American Studies Association, May, 2016.

“The Latinization of the Burbs: Educators Respond to Latino Immigration Beyond Inner City Settlements.” Ethnographic and Qualitative Research Conference, Las Vegas, NV, February, 2016.

“Principles for Effective Instruction for Teaching English to Non-English Speakers.” The Higher School of Economics, Moscow. Russia, 2013.

“La Comunicación Bilingüe en la Escuela y la Comunidad: ¿Qué Aprenden los Niños?” University of Malaga, Spain, 2012.

“La Política Lingüística Estadounidense en una Epoca Transnacional.” University of Malaga, Spain, 2012.

“Sí Se Puede! Los Maestros Enseñan Sobre los Derechos de Inmigrantes Durante las Movilizaciones en Los Estados Unidos”, University of Malaga, Spain, 2012.

“Bilingual Communication in School and Community,” U. Malaga, Spain, 2012.

“La Política Lingüística en los EEUU en una Epoca Transnacional y sus Implicaciones Educativas.” U Complutense de Madrid, Spain, 2012.

“Bilingual Communication in School and Community: Educating Children Who Do Not Speak the Nation’s Language.” BIFIE. Bundesinstitut für Bildungsforschung, Innovation und Entwicklung des österreichischen Schulwesens, Salzburg, Austria, 2011.

“United States Language Policy in a Transnational Age. University of Salamanca, Spain, 2010.

“La comunicación bilingüe en la escuela y la comunidad: ¿Qué destrezas desarrollan los niños?” Universidad Complutense de Madrid, Spain, 2010.

“Sí Se Puede: Teachers Address Immigrant Rights’ Mobilizations in their Classrooms.” University of California-Los Angeles, 2010.

“La Comunicación Bilingüe en la Escuela y la Comunidad.” University of Malaga, Spain, 2009.

“Chicago in Black and Brown: Educators Connect Latino Immigration and Black Migration.” Latin American Studies Association Conference, Rio, Brazil, 2009.

- “Sí Se Puede: Teachers Address Immigrant Rights Mobilizations in their Classrooms.” University of Chicago Immigration Workshop, 2009
- “We Have a Voice: Children Learn about Immigrant and Citizenship Rights.” American Educational Research Association, San Diego, 2009.
- “Connecting Black and Brown: What Can African American and Latinos Students Learn About Immigration and Migration?” American Educ. Research Assoc., New York, 2008.
- “US Language Policy in a Transnational Age.” University of Sydney, Australia, 2007.
- “Bilingual Communication in School and Community: What Can Children Do?” University of Sydney, Australia, 2007.
- “Blending Borders of Language and Culture.” University of Sydney, Australia, 2007.
- “Bilingual Children as Language Mediators and Interpreters.” University of Vienna, Austria, 2006.
- “Bilingualism or English Only: Sociopolitical Dimensions of US Language Policy.” Austrian Academy of Sciences, Commission of Migration and Ethnic Integration, Vienna, Austria, 2006.
- “Emergent Bilingual Children as Language Mediators and Interpreters.” University of New South Wales, Sydney, Australia, 2005.
- “Addressing Issues of Cultural and Linguistic Diversity: From Theory to Classroom Practice.” Australia Teachers of English to Speakers of Other Languages, (ATESOL), Sydney, Australia, 2005.
- “Crossing Borders of Language and Culture.” Free University of Berlin, Germany, 2004.
- “Addressing Issues of Cultural and Linguistic Diversity: From Theory to Classroom Practice, University of Jyväskylä, Finland, 2004.
- “From Roots to Research: Building a Research Agenda from the Personal and Political.” Ford Foundation Conference, San Juan, PR, 2003
- “Bilingual Children as Language Mediators, German Institute for Comparative Educational Research, Frankfurt Germany & Free University of Berlin, 2002.
- “English Only or Bilingualism: Socio-political Dimensions of U.S. Educational Policy. Free University and Humboldt University, Berlin, 2002.
- “Brown Power: Latinos’ Struggle for Educational Equity. Humboldt University, Berlin, Germany, 2002.

“English Only or Bilingualism: A United States Dilemma.” Universidad Federal Rio Grande do Sul, Porto Alegre, Brazil, 2001.

“Multicultural Education in the U.S.A.: The Challenging Road from Theory to Classroom Practice.” University of Salerno, Italy, 2001.

“Curriculum reform through community funds of knowledge.” Humboldt University, Berlin, Germany, 1999

“Bilingual education: The relationship between national policy and school practice.” Institute for International Comparative Educational Research, Frankfurt, Germany, 1987.