

Maria Cecilia Schwedhelm
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EDUCATION

University of Minnesota, Minneapolis, MN. – Expected graduation December 2021
Doctoral candidate in Curriculum and Instruction, Second Language Education

American University, Washington DC, - May 2012
Graduate Certificate in Teaching English as a Second Language (TESOL)

University of Virginia, Charlottesville, VA, - May 2009
M.A. Linguistics

George Washington University, Washington DC, - December 2005
B.A. Comparative Religion

Zhejiang University, Hangzhou, China 2002-2003. Chinese Language and Culture.

Alexander von Humboldt German School, Mexico City 2002. Dual Mexican *Bachillerato* and German *Abitur* certificates.

POSITIONS/EMPLOYMENT

Adjunct Teaching Appointments

Origin and structure of the English language, Universidad Autónoma Benito Juárez de Oaxaca (UABJO), Mexico; Fall 2020

High-Intermediate English as a Foreign Language, Universidad Autónoma Benito Juárez de Oaxaca (UABJO), Mexico; Fall 2020

English Conversation, Universidad Autónoma Benito Juárez de Oaxaca (UABJO), Mexico; Fall 2020

Advanced English as a Foreign Language, Universidad Autónoma Benito Juárez de Oaxaca (UABJO), Mexico; Spring 2020

Language Policy and Linguistic Ideologies, Universidad Autónoma Benito Juárez de Oaxaca (UABJO), Mexico; Spring 2020

Lenguaje, Poder y Arte (critical language awareness and Indigenous language revitalization through embodied and arts-based pedagogies), Universidad Autónoma Benito Juárez de Oaxaca (UABJO), Mexico; Fall 2019

Indigenous Language Revitalization, College of Continuing Education, University of Minnesota; Spring 2019.

Teaching Appointments (University of Minnesota – Twin Cities)

OPLD 5000 Culture, Schools, Communities (social and cultural dimensions of education for preservice teachers); Fall 2016-Spring 2017, Fall 2017-Spring 2018.

CI 3611 Basics in Teaching English as a Second Language (TESOL methods); Fall 2014-Spring 2015, Fall 2015.

Research Assistantships (University of Minnesota)

Project TRUST (Training for Resiliency in Urban Students and Teachers) NIH Health Disparities Grant; Department of Family Medicine and Community Health; Summer 2018; Fall 2018-Spring 2019; Summer 2019

Co-facilitated Youth Participatory Action Research (YPAR) in after-school sessions with middle and high-school youth.

Conducted qualitative interviews related to project evaluation. Led analysis of qualitative implementation data. Managed qualitative database. Led writing on intervention implementation and evaluation papers.

Research Assistant of Dr. Blanca Caldas Chumbes; Curriculum & Instruction; Fall 2016-Spring 2017

Alternate English Language Learning Assessment (ALTELLA) project; National Center on Educational Outcomes (NCEO), Institute of Community Integration. Spring 2016-Summer 2016

Supported a cross-standards analysis and prioritization process to identify the standards to be used in an English test blueprint for students with significant cognitive disabilities and contributed to the item template development process.

Assisted with recruiting participants and coordinating site visits. Created survey, interview, and observation instruments. Assisted with initial data analysis procedures.

Research assistant of Dr. Kendall King; Curriculum & Instruction, Fall 2015

Relevant Professional Employment

Roosevelt Highschool, Minneapolis Public Schols, MN: Fall 2017

Developed curriculum for Chican@/Latin@ Studies and taught 9th-11th grade Spanish immersion U.S. History and Chican@/Latin@ Studies.

Rosetta Stone, Seattle: Content Development Lead, December 2013-January 2015

Worked as a curriculum developer and reviewer in the creation of 400 Intermediate English lessons.

Led the authoring process of original stories, games and other ancillary materials to complement Rosetta Stone TOTALE Course for children.

Rosetta Stone, Arlington: Content Author/ Content Editor, April 2009- December 2013

Created original cultural content for the Spanish product.

Edited and reviewed Spanish marketing and localization materials for quality and accuracy.

Led all aspects of content production for the Dari and advanced Chinese courses, working with an exceptional team of linguists and language experts.

Participated in the creation of a children's language-learning product, editing for pedagogical quality and adherence to standards, and providing linguistic and process advice in the development of the Spanish and Chinese courses.

Designed language-learning materials for a variety of new projects, including intermediate English, institutional and conversational Spanish.

English teacher, intermediate ESL class for adults; 2012; Arlington Public Schools, Arlington, VA

English teacher, beginner ESL life-skills for adults; 2011; Literacy Council of Northern Virginia, Arlington, VA

Speak! Language Center; 2007- 2009; Charlottesville, VA

Taught Spanish classes and workshops for adults at the beginner and intermediate level, designed the curriculum and developed original materials.

Team leader, Jumpstart (Americorps Preschool readiness program); 2008- 2009; Charlottesville, VA

Participated as an AmeriCorps member in an award-winning network of students who work one-to-one to prepare preschool children from low-income neighborhoods for school success.

Led 10 college students to provide developmentally appropriate educational activities to young children through one-to-one relationships.

Coached team members by modeling developmentally appropriate practices, conducting observation and providing feedback.

Facilitated team planning meetings and led biweekly in-classroom activities to promote children's educational development.

Coordinated team administration, including facilitating well organized team meetings and managing notes and records.

Intrepid Travel, China and South America: Group Leader, 2006-Spring 2007

Led groups of 12 travelers through extensive 3-week tours throughout China, Brazil, Argentina and Uruguay.

Coordinated bookings and organized itineraries and activities.

Promoted responsible travel values, respecting people, cultures and local environments.

Consistently delivered a high level of customer service and passenger satisfaction, facilitating intercultural communication and integration.

Guatemala Human Rights Commission, Washington, DC: Research Assistant, Fall 2005

Helped document and report on the human rights situation in Guatemala by doing online research, organizing speaker tours and assisting with the bi-weekly publication "Guatemala Human Rights Update."

English teacher to children ages 4-12, Hangzhou Xianqin Elementary School; 2002-2003; Hangzhou, China

Taught conversational English to children ages 4-12. Developed engaging language learning activities, emphasizing play, music and cultural exploration.

HONORS AND AWARDS

Leadership in Equity, Inclusion and Diversity (LEID) Fellowship, University of Minnesota, 2020-2021

Osher Lifelong Learning Institute, College of Continuing Education (OLLI) Teaching fellow, 2019

The American Council on the Teaching of Foreign Languages (ACTFL) Research Priorities Initiative Award, 2018

Dale Lange Scholarship, Second Language Education, 2018

Center of Urban and Regional Affairs' (CURA) Research Organizing and Technical Assistance Fellowship to conduct community-based research with Language Attitude; Fall 2018

Organizational Leadership, Policy, and Development (OLPD) Teaching Fellow, 2016-2018

Community of Scholars (COSP) Travel grant; 2017

Council of Graduate Students (COGS) Travel award; 2017

Center on Advanced Research on Language Acquisition (CARLA) Summer Research Award, 2017

US Department of Education Foreign Language and Area Studies Fellowship (FLAS) for Mixtec study, 2017, 2016

PUBLICATIONS

Convention for listing authorship: Authors are listed in order of significance of contribution. Publications marked by (^) indicate that authors contributed equally and are listed in alphabetical order.

Refereed Journal Articles

Schwedhelm, M. C. & King, K.A. (2020). The neoliberal logic of state seals of biliteracy. *Foreign Language Annuals*, 53 (1), 12-27. <https://doi.org/10.1111/flan.12438>

Cladas, B., Palmer, D. & **Schwedhelm, M.C.** (2019) Speaking Educación in Spanish? Linguistic and Professional Development in a Bilingual Teacher Education Program in the Borderlands - A Case Study, *International Journal of Bilingual Education and Bilingualism*, 20, pp. 46-63
DOI: 10.1080/13670050.2018.1510894

Wilhem, A., **Schwedhelm, M.C.**, Bigelow, M., Bates, N., Hang, M., Ortega, L., Pergament, S. & Allen, M. (under review). Evaluation of a School-Based Participatory Intervention to Improve School Environments Using the Consolidated Framework for Implementation Research. Submitted to *BMC Public Health*.

Schwedhelm, M.C., Wilhem, A., Bigelow, M., Bates, N., Hang, M., Ortega, L., Pergament, S. & Allen, M. (under review). What is sustainable participatory research? Insights from a school-university partnership. Submitted to *Educational Action Research*.

Non-refereed journal articles, essays, or book chapters

^Musaifer, S., Nagar, R., **Schwedhelm, M.C.** (2021) "Telling Dis/Appearing Tales: Remembering, Re-calling, Re-wor(l)ding." *AGITATE!* 3: <https://agitatejournal.org/article/telling-dis-appearing-tales-co-authors-reflections/>

Schwedhelm, M.C., King, K.A., & Stemper, K.D. (2020) Embracing tension as opportunity in heritage language revitalization. In S. Montrul & M. Polinsky (Eds.) *The Cambridge Handbook of Heritage Languages and Linguistics*. Cambridge, U.K. Cambridge University Press

Schwedhelm, M.C. (2019) Reclaiming languages, decolonizing knowledge(s): Articulating Indigenous knowledge(s) in and for language reclamation, Center for Urban and Regional Affairs (CURA), University of Minnesota, 2019.
<https://conservancy.umn.edu/handle/11299/208319>

Schwedhelm, M.C. (2018) Sustaining common ground and co-constructing meaning in peer-peer novice learner interaction. In Second Language Acquisition Graduate Student Symposium Proceedings. Minneapolis, MN

^Kendall, K., Liu, M., **Schwedhelm, M.C.** (2018) Language policy, language study and language education in the U.S. In P. Siemund and A. Bonnet (Eds.) Foreign Languages in Multilingual Classroom (FLiMs), Hamburg: John Benjamins

Schwedhelm, M. C. (2016) Review of 'Vernacular Languages in the Classroom: Paradoxes, Pedagogy, Possibilities' by Shondel Nero and Dohra Ahmad: New York, Routledge, 2014, xxi+204 pp., US \$160.00 (hbk), ISBN-13: 978-0415815512

PRESENTATIONS, POSTERS AND EXHIBITS

Contributed papers presented at professional meetings, conferences, etc.

Schwedhelm, M.C., The arts as pathway to (re)imagine language reclamation within muddled terrains; Comparative and International Education Society (CIES); April 2021, online conference

Schwedhelm, M.C., Lenguaje, poder y arte: (Re)imagining and enacting language reclamation through embodied, arts-based pedagogies; International Conference on Language Documentation and Conservation (ICLDC); March 2021, online conference

Wilhem, A., **Schwedhelm, M.C.**, Bates, N., Bigelow, M., Grude, L., Hang, M., Ortega, L., Pergament, S., Allen, M. Adapting the Consolidated Framework for Implementation Research (CFIR) for participatory action research interventions; North American Primary Care Research; November, 2019, Toronto, Canada

Schwedhelm, M.C. & King, K., Creating translanguaging spaces in secondary schools: Challenges and possibilities, American Association of Applied Linguistics (AAAL), March, 2019, Atlanta, GA

Schwedhelm, M.C., Sustaining common ground and co-constructing meaning in peer-peer novice learner interaction. Second Language Acquisition Graduate Student Symposium, April, 2017, Minneapolis, MN

Schwedhelm, M.C., Self-assessing learning of an endangered language: My journey with Huitepec Mixtec. American Association of Applied Linguistics (AAAL), March 4, 2017, Portland, OR

Schwedhelm, M.C., Dajua'an ndoo Tnu'un Davi: Challenges and opportunities of learning Mixtec in an urban context. International Conference on Language Documentation and Conservation (ICLDC), March 21, 2017. Honolulu, HW

Schwedhelm, M.C. & Quillien, V., Shades of Assessment: Reconceptualizing proficiency for heritage language learners, American Anthropological Association (AAA), November, 20, 2016, Minneapolis, MN

Schwedhelm, M.C., Spanish assessments for heritage language learners: Rethinking proficiency. American Council on the Teaching of Foreign Languages (ACTFL), November, 18, 2016, Boston, MA

Schwedhelm, M.C., Teacher evaluations in Mexico: Promoting or inhibiting revitalization through Indigenous language assessments, as part of the panel “Indigenous language in education practice and policy.” Multidisciplinary approaches in language policy and planning, September, 2016, Calgary, Canada.

Schwedhelm, M.C., Critical language awareness and assessment: Making room for an unlikely pair. Second Language Acquisition Graduate Student Symposium, April, 2016, Madison, WI

Schwedhelm, M.C., Teacher evaluations in Mexico: Perceptions from teacher educators in Indigenous education. With Yi Chen Li as co-presenter. Comparative and International Education Society (CIES), March 2016, Vancouver, Canada

Schwedhelm, M. C., Between accountability and cultural validity: The unmentioned tension in evaluation reform. Multidisciplinary approaches in language policy and planning, September, 2015, Calgary, Canada

Schwedhelm, M.C., La evaluación en el aula, IV Coloquio de Educación Indígena, July, 2015, Oaxaca, México.

Posters or exhibitions

Schwedhelm, M.C. & King, K. Seals of Biliteracy: Language education policy and neoliberal logic; C&I Graduate Student Research Day; April, 2018

Schwedhelm, M.C. & King, K. Seals of Biliteracy: Implementation and uptake in MN. The Center for Advanced Research on Language Acquisition (CARLA) Open House; October, 2017; University of Minnesota

Schwedhelm, M.C., Dajua’an ndoo Tnu’un Davi: Challenges and opportunities of learning Mixtec in an urban context; November, 2016, Community of Scholars symposium; University of Minnesota

^Christensen, L., Lickteig, O. & **Schwedhelm, M.C.** Alternate English Language Learning Assessment project; CEHD research day; March 2016, Minneapolis, MN

Workshops

^Quillien, V., Musaifer, S., & **Schwedhelm, M.C.** 'Weaving the Web: From Story-telling to Story-making,' Comparative and International Education Society (CIES) pre-conference workshop, March 2020. (Conference cancelled).

Schwedhelm, M.C. & Quillien, V., 'Weaving community: Embodying, Re-imagining and Expanding Comunalidad,' Twin Cities Social Justice Education Fair, November, 21, 2018, St. Paul, MN

^Nagar, R., Musaifer, S., **Schwedhelm, M.C.** & Shirazi, R. 'Unsettling Universities: Radical Vulnerability, Embodied Pedagogies and the Politics of Knowledge Production,' Comparative and International Education Society (CIES) pre-conference workshop. March 25, 2018 Mexico City, Mexico

Schwedhelm, M.C., 'Narrativa Digital e Identidad Lingüística,' Digital Storytelling workshop for preservice teachers of English at Universidad Autónoma Benito Juárez de Oaxaca (UABJO), May 15-26, 2017, Oaxaca, Mexico

Schwedhelm, M.C., 'Dismantling the "standard" language ideology: Use of vernacular languages and literature in schools,' Twin Cities Social Justice Education Fair, October, 21, 2016, Minneapolis, MN

Professional artistic and creative experience

Stories, bodies, movements collective, Telling Dis/appearing Tales; CLA Arts Quarter Festival; October, 11, 2017, Minneapolis, MN

Schwedhelm, M.C. (2016) Dreaming of bird [short film, Claymation]
<https://vimeo.com/187056791>

Schwedhelm, M.C. (2016) The ugly woman: Storytelling in the Ojibwe classroom [short documentary]

PUBLIC AND OTHER SERVICE

2020- present, board member, Chispas Idiomáticas.

2018- present, board member, Language Attitude.

2019- present, abstract reviewer for the American Association of Applied Linguistics' (AAAL) annual conference.

2015- present, abstract reviewer for the Comparative and International Education Society's (CIES) annual conference.

2016 Co-Chair, Latin America Special Interest Group, Comparative and International Education Society (CIES).

2016 Member of the Curriculum and Instruction Graduate Student Association, School of Education.

2015 Secretary, Latin America Special Interest Group, Comparative and International Education Society (CIES).

Current membership in professional organizations

American Association of Applied Linguistics (AAAL)

American Anthropological Association (AAA)

American Council on the Teaching of Foreign Languages (ACTFL)

Comparative and International Education Society (CIES)

LANGUAGE SKILLS

Bilingual and Biliterate (English/Spanish)

Intermediate proficiency in German

Intermediate proficiency in French

Advanced Beginner proficiency in Mandarin Chinese

Advanced Beginner proficiency in Huitepec Mixtec

Beginner proficiency in Isthmus Zapotec