

Eliane Betina Rubinstein-Ávila

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CHRONOLOGY OF EDUCATION

- 2001 Ed.D., Human Development and Psychology
(Language and Literacy Program)
Harvard Graduate School of Education
Dissertation: The Literacy Practices of Latino Immigrant Students in and
out of schools. Harvard Graduate School of Education.
- Dissertation Chair: Marcelo Suárez-Orozco, Ph.D. & Catherine E. Snow,
Ph.D.
- 1997 Ed.M., (In passing) Human Development and Psychology
Harvard Graduate School of Education
- 1994 M.A., Bilingual and Multicultural Education
San Francisco State University
- 1991 California Teacher Certification
Elementary Education with California Spanish Bilingual Certificate of
Competence
San Francisco State University
- 1990 B.A., Liberal Studies
San Francisco State University, (cum laude)

Major Fields: Language and literacy, Immigration and Education, Urban Education,
Applied Linguistics, Bilingual/Multilingual Education, Qualitative/Case
Study/Ethnographic Educational Research.

CHRONOLOGY OF EMPLOYEMENT

University Research and Teaching

2015- Present	Professor of Language and Literacy University of Arizona College of Education Department of Teaching, Learning & Sociocultural Studies Program: Language, Reading and Culture
2007 – 2015	Associate Professor of Language and Literacy University of Arizona College of Education Department of Teaching, Learning & Sociocultural Studies Program: Language, Reading and Culture
2002 – 2007	Assistant Professor of Language and Literacy University of Arizona Department of Language, Reading and Culture
2001 – 2002	Assistant Professor of Language and Literacy University of Arizona Department of Teaching and Teacher Education
1998	Teaching Assistant Harvard Graduate School of Education Department of Human Development & Psychology Introduction to Qualitative Research Methods Visiting Professor: Sharon Rallis, Ph.D.
1997 – 2000	Research Assistant Harvard Graduate School of Education Department of Human Development and Psychology Longitudinal Immigrant Student Adaptation (LISA) Study Co-Principal Investigators: Marcelo Suárez-Orozco, Ph.D., and Carola Suárez-Orozco, Ph.D.
1997	Teaching Assistant Harvard Graduate School of Education Department of Human Development & Psychology Immigration and Education Professor: Marcelo Suárez-Orozco, Ph.D.
1996 – 1998	Research Assistant Harvard Graduate School of Education

- 1996 – 1997 Department of Human Development & Psychology
Vocabulary Improvement Project
Co-Principal Investigators: Catherine E. Snow, Ph.D., Diane August, Ph.D., & Barry McLaughlin, Ph.D.
Research Assistant
Harvard Graduate School of Education
Department of Human Development and Psychology
El Salvador Literacy Project
Co-Principal Investigator: Victoria Purcell-Gates, Ph.D.
- 1996 – 1998 Co-Investigator
Cambridge Public Schools
Field-Initiated Bilingual Education Research (FIBER); Grant sponsored by OERI. Principal Investigator: Mary Cazbon, Ph.D.
- 1994 Adjunct Instructor
Multicultural Education
Department of Elementary Education
San Francisco State University

K-12 Classroom Teaching

- 1994 – 1995 Team Member of Superintendent’s Task Force
This task force was assembled to address the over-representation of minority/bilingual student referrals for Special Education Testing
San Francisco Unified School District (SFUSD)
- 1994 - 1995 (Tenured) ESL Resource Teacher, K-5th
Bret Harte Elementary
San Francisco Unified School District (SFUSD)
- 1991 – 1994 Spanish Bilingual Teacher, 4th/5th grade
Bret Harte Elementary
San Francisco Unified School District (SFUSD)
- 1990- 1991 Spanish Bilingual Teacher, 5th grade (one academic year appointment)
Marshall Elementary
San Francisco Unified School District (SFUSD)

HONORS AND AWARDS

- 2014 Nominated for the Graduate Mentoring Award, College of Education, University of Arizona.

- 2011 Nominated for the Graduate Mentoring Award, College of Education, University of Arizona.
- 2008 Recipient of the Faculty Research Award, College of Education, University of Arizona.
- 2005 Elected member, National Conference on Research in Language and Literacy (NCRL)

RECENT SCHOLARSHIP (2013-2015)

Peer-Reviewed Journal Articles

- Chen, Y. & **Rubinstein-Ávila, E.** (2015). Code-switching functions in postcolonial classrooms. *The Language Learning Journal*. DOI:10.1080/09571736.2015.1035669
- Davis, B. & **Rubinstein-Avila, E.** (2013). Holocaust education: Global forces shaping curricula integration and implementation. *Journal of Intercultural Studies in Education*, 24(1/2), 149-166.
- Hoge, M., & **Rubinstein-Ávila, E.** (2014). “Out of sight, out of mind”: A case study of an alternative school for students with emotional disturbance (ED). *Qualitative Research in Education*.
- Leckie, A., Kaplan, S. & **Rubinstein-Ávila, E.** (2013). The need for speed: A critical exploration of the shift in the reclassification process of English language learners in Arizona. *Language Policy*, 12,159 -176.
- Rubinstein-Avila, E.** (2012). Owning up to, and accounting for, the messiness of conducting cross-cultural/linguistic qualitative research: Exploring youth’s public Internet use in South America. *International Journal of Qualitative Studies in Education* (QSE).
- Rubinstein-Avila, E.** (2013). Scaffolding content and language demands for “reclassified” students. *Voices from the Middle* (NCTE Journal), 20(4), 28 -33.
- Rubinstein-Avila, E.** (Under review). Immigration and education: What should K-12 teachers, administrators and school staff know. *The Clearing House*
- Rubinstein-Avila, E.** (Under review). Immigrant & refugee students’ education: An overview across “receiving” nations worldwide. *The Clearing House*
- Rubinstein-Ávila, E. & Maranzana, S.** (2015). Dual reflections on teaching and learning of autoethnography: Preparing doctoral students authentically for a career in the academy. *Qualitative Research in Education* 4(3), 243-268.

doi.org/10.17583/qre.2015.1328

- Rubinstein-Ávila, E., & Lee, C.** (Under review). Korean youth's educational experiences & trajectories in 'receiving' nations: *Journal of Intercultural Education*
- Rubinstein-Ávila, E., Lee, C. & Choi, E.** (Under review). Korean communities in the United States & Canada: Language ideologies & transnational identities. *Journal of Language, Identity & Education*.
- Rubinstein-Avila, E. & Lee, E.** (2014). Secondary teachers and English language learners (ELLs): Attitudes and (lack of) preparation to meet students' linguistic and academic needs. *The Clearing House*. 87(5),187-191.
DOI:10.1080/00098655.2014.910162
- Rubinstein-Avila, E., Sox, A. Kaplan, S. & McGraw, R.** (2014). Does biliteracy + mathematical discourse = numeracy? A close look at a dual-language middle-school mathematics classroom. *Urban Education*.
doi: 10.1177/0042085914536997

Chapters in Academic Books

- Alvermann, D. E. & **Rubinstein-Ávila, E.** (In press). A research agenda for Latin@ youth's new media use in the New South: ¿Common sense for the common good? In S. Salas & P. Portes (Eds.), *Latinization and K-12 communities: National perspectives on regional change*. Albany, NY: SUNY Press.
- Rubinstein-Ávila, E. & Sartori A.** (2015) Diversification and nuanced inequities in digital media use in the United States (pp. 560-580). In B. Guzzetti & M. Lesley (Eds.). *Handbook of research on the societal impact of digital media*. IGI Global.
- Davis, B. L. & **Rubinstein-Ávila, E.** (In press). Holocaust education: global forces shaping curricula integration and implementation. In D. E. Stevick & D. L. Michaels (Eds.), *Holocaust education: Promise, practice, power and potential* (pp. XX-XX). NY, NY: Routledge.

Scholarship in Progress (working titles)

- Fornalczyk-Lipska, A. & **Rubinstein-Ávila**. A critical media analysis on a new 21st century phenomenon: Immigration to Poland. To be submitted to *Discourse & Society*.

Rubinstein-Ávila, E. & Picoral, A. (Book under contract). Brazil & Brazilian (1.5 & 2nd generations) students in the United States. In Ernst-Slavit, G. & Egbert, J. (Eds.) Understanding immigrant students: Countries of origin, backgrounds, languages and cultures. Publisher:

Rubinstein-Ávila, E. Socializing & preparing the next generation social science researchers: A focus on educational scholars. To be submitted to *Journal of Research Practice*.

Rubinstein-Ávila, E. *El Siblo Gomero*: An island's systemic revival of a local, pre-Hispanic whistle language (and cultural heritage) through schooling. To be submitted to *Journal of Language, Identity & Education*.

Rubinstein-Ávila, E., & Picoral, A. The autobiographical narrative assignment in teacher preparation: Examining its practice & research. To be submitted to *Journal of Education for Teaching: International research and pedagogy*