

Michelle J. Bellino

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EDUCATION

Harvard Graduate School of Education- Ed.D. in Culture, Communities, and Education. Presidential Fellow. Fall 2008- May 2014. Cambridge, Massachusetts.

Harvard Graduate School of Education- M.Ed. in Risk and Prevention. Fall 2008- Spring 2010. Cambridge, Massachusetts.

University at Buffalo- M.A. in Cultural Anthropology. Fall 2005- Fall 2007. Buffalo, New York.

Cornell University- B.A. in English, Latin American Studies. Fall 1998-Spring 2002. Ithaca, New York.

PROFESSIONAL APPOINTMENTS

Associate Professor, University of Michigan School of Education- Educational Studies; Educational Foundations and Policy; Combined Program in Education and Psychology. Fall 2014-Present.

World History and Literature Initiative (WHaLI)- Co-leader of educational design team for WHaLI, coordinated by the International Institute.

Co-Director, Conflict and Peace Initiative- University of Michigan International Institute, 2017-2019.

Faculty Affiliate- African Studies Center; Center for Growth and Human Development; Donia Human Rights Center; Center for Latin American and Caribbean Studies; Global Migration Education Initiative; Weiser Center for Emerging Democracies.

Advisory Board member- Center for Latin American and Caribbean Studies, 2021-2023.

Steering Committee member- Weiser Center for Emerging Democracies, 2020-2021.

Senior Fellow- Sweetland Center for Writing, University of Michigan, 2019.

RESEARCH CONSULTANCIES

UNESCO- Consultant to review relevant literature and programming to design policy guide, “Addressing violent pasts through education” (with J.Paulson). Co-designing course, “Addressing violent pasts through education” (with J.Paulson). 2022-Present.

International Rescue Committee- Research consultant. Designed a qualitative evaluation study to measure impact of community-based schools and the cluster model implemented by Basic Education for Afghanistan Consortium (BEACON). Summer 2014- Winter 2015.

Harvard University, Derek Bok Center for Teaching and Learning- Research consultant. Analyzed focus group and survey data on college student experience in classrooms implementing flipped and blended learning models, authored report for process evaluation. Spring 2014.

United Nations High Commissioner for Refugees (UNHCR)- Field researcher, research team leader. Collaboration between Harvard and UNHCR to study the process of adaptation and implementation of Global Education Strategy in 14 priority countries. Supervised Kenya, Uganda, Malaysia, and Ethiopia student teams. Research entailed structured interviews, field-based data collection in Kenya, comparative analysis, and sharing policy recommendations with UNHCR. Spring 2014-Fall 2014.

Harvard Graduate School of Education- Research assistant. Assisted in designing qualitative methods course requirement for doctoral program. Fall 2012, Fall 2013.

Harvard Graduate School of Education- Research assistant and team leader. Researched adolescent historical understanding for Facing History and Ourselves National Professional Development Evaluation study. September 2008- October 2011.

DePaul University International Human Rights Law Institute- Research consultant. Researched and edited an abbreviated version of the United Nation's Commission for Historical Clarification Report, text in Spanish. May 2009-December 2010.

Facing History and Ourselves- Research consultant. Conducted research and wrote text for curricular resource on genocide and global conflict. Research and Development Department. Spring 2010.

PUBLICATIONS

Books

Bellino, M.J. (2017). *Youth in postwar Guatemala: Education and civic identity in transition*. Rutgers, NJ: Rutgers University Press. Childhood Studies Series.

Bellino, M.J., Williams, J.H. (Eds.) (2017). *(Re)constructing memory: Education, identity, and conflict*. Rotterdam: Sense Publishers.

Commissioned publications

Bellino, M.J. & Paulson, J. (Under review). *Addressing violent pasts through education: A policy guide*. Paris: UNESCO.

Rubin, B.C., Abu El-Haj, T.R., & **Bellino, M.J.** (2021). Social and Political Contexts of Civic Learning: Civic Reasoning and Discourse amid Structural Inequality, Migration, and Conflict. In Carol D. Lee, Gregory White, & D. Dong (Eds.), *Educating for Civic Reasoning and Discourse* (pp. 245-272). Washington, DC: National Academy of Education.

Dryden-Peterson, S., E. Adelman, S. Alvarado, K. Anderson, **M.J. Bellino**, R. Brooks, S. Unsa Shah Bukhari, E. Cao, V. Chopra, Z. Faizi, B. Gulla, D. Maarouf, C. Reddick, B. Scherrer, E. Smoake, and E. Suzuki. 2018. "Inclusion of refugees in national education systems." [Background paper prepared for the Global Education Monitoring Report 2019: Migration, Education, and Displacement](#).

Peer-reviewed articles

Barakat, B., **Bellino, M.J.**, & Paulson, J. (Under review). Introduction: Broken mirrors: Reflexivity, relationships, and complicity in researching education in emergencies. *Globalisation, Education, and Societies*.

Bellino, M. J. & Gluckman, M. (2024). Learning in Transit: Crossing Borders, Waiting, and Waiting to Cross. *Social Sciences*, 13(2), pp. 1-19.

- Bellino, M. J. & Ortiz, M. (2023). "The worst thing that could happen to us but unfortunately they have nowhere to go": Colombian students' views on Venezuelan migration, democratic crisis, and rising xenophobia. *Journal of Immigrant and Refugee Studies*. Issue and page numbers pending.
- Bellino, M.J. (2023). Shifting ground or moving furniture around: Youth participatory action research in Kakuma Refugee Camp. *Anthropology and Education Quarterly*, 54(4), pp. 414-428.
- Bellino, M. J., Oka, R., Ortiz, M., Khot, D.M., Abdi, A.A., Magdalene, A.A. (2023). Many a slip between the cup and the lip: Navigating noncitizenship and life beyond school in Kakuma Refugee Camp. *Journal of Refugee Studies*, 36(4), pp. 756-781.
- Zint, M.T., Porter, P.M. & Bellino, M.J. (2023). Can co-creating and participating in a Massive Open Online Course (MOOCs) Develop Climate Change Leaders? *Sustainability*, 15(12), 9781, pp. 1-23.
- Bellino, M. J. & Gluckman, M. (2022). "Don't let them go": How student migration (re)shapes teachers' work in rural Honduras. *Diaspora, Indigenous, and Minority Education*.
- Bellino, Michelle J., Ortiz Guerrero, M., Paulson, J., Ariza Porras, A.P., Cortes, I.D., Ritschard, S. & Sánchez Meertens, A. (2022). "Are we doing Cátedra de Paz?" Teacher perspectives on enacting peace education in Bogotá, Colombia. *Journal of Peace Education* 19(3), 255-280.
- Bellino, M. J., Chopra, V., & D'Sa, N. (2021). "Slowly by slowly": Youth participatory action research in contexts of displacement. *Teachers College Record*, 123.
- Bellino, M.J. (2021). Education, Merit, and Mobility: Opportunities and Aspirations of Refugee Youth in Kenya's Kakuma Refugee Camp. *British Educational Research Journal*, 47(4), 817-835.
- Dryden-Peterson, S., Adelman, E., **Bellino, M. J.**, & Chopra, V. (2019). The Purposes of Refugee Education: Policy and Practice of Integrating Refugees into National Education Systems. *Sociology of Education*, 92(4), 346-366.
- Bellino, M.J., & Kakuma Youth Research Group. (2018). Closing information gaps in Kakuma Refugee Camp: A youth participatory action research study. *American Journal of Community Psychology* 62, pp. 492-507.
- Bellino, M.J. (2018). Youth aspirations in Kakuma Refugee Camp: Education as a means for social, spatial, and economic (im)mobility. *Globalisation, Education, and Societies* 16(4), 541-556.
- Bellino, M.J. & Dryden-Peterson, S. (2018). Inclusion and Exclusion within a Policy of National Integration: Refugee Education in Kenya's Kakuma Refugee Camp. *British Journal of Sociology of Education* 40(2), 222-238.
- Bellino, M.J. (2018). Is development "the new peace"? Global citizenship as national obligation in postwar Guatemala. *Anthropology and Education Quarterly* 49(4), 371-393.
- Gellman, M., & **Bellino, M.J.** (2018). Fighting Invisibility: Indigenous Citizens and History Education in El Salvador and Guatemala. *Latin American and Caribbean Ethnic Studies*.
- Bellino, M.J. (2018). Wait-citizenship: Youth civic development in transition. *Compare: A Journal of Comparative and International Education*, 48(3), 379-396.

- Bellino, M.J., Paulson, J., & Anderson Worden, E. (2017). Editorial: Working through difficult pasts: Toward thick democracy and transitional justice in education. *Comparative Education*, 53(3), 313-332. Special issue: Education and transitional justice.
- Paulson, J. & **Bellino, M.J.** (2017). Truth commissions, education and positive peace: an analysis of truth commission final reports (1980- 2015). *Comparative Education*, 53(3), 351-378.
- Bellino, M.J. & Loucky, J. (2017). Education as solidarity. *Anthropology and Education Quarterly* 48(3), 229-232.
- Bellino, M.J., Faizi, B., & Mehta, N. (2016). Finding a way forward: Conceptualizing sustainability in Afghanistan's community-based schools. *Journal on Education in Emergencies*, 2(1), 11-41.
- Bellino, M.J. (2016). So that we do not fall again: History education and citizenship in "postwar" Guatemala. *Comparative Education Review*, 60(1), 58-79.
- Bellino, M.J. (2015). The risks we are willing to take: Youth civic development in "postwar" Guatemala. *Harvard Educational Review*, 85(4), 537-561.
- Bellino, M.J. (2015). Civic engagement in extreme times: The remaking of justice among Guatemala's "postwar" generation. *Education, Citizenship, and Social Justice* 10(2), 118-132.
- Bellino, M.J. (2014). Educating for human rights consciousness. *Listening: A Journal of Communication Ethics, Religion, and Culture*. Special Issue: The social construction of human rights, Fall, 136-157.
- Bellino, M.J. (2013). Educating the "good citizen": Memory in postwar Guatemala. *ReVista XIII*(1), 64-66.
- Bellino, M.J. & Selman, R.L. (2011). High school students' understanding of personal betrayal in a socio-historical context of ethnic conflict: Implications for teaching history. *International Journal of History Teaching, Learning and Research* 10(1), 29-43.
- Bellino, M.J. (2010). Femicide and silence in "postwar" Guatemala. *Women's Policy Journal of Harvard* 7, 5-9.
- Bellino, M.J. (2010/2011). A history of violence, not a culture of violence. *ReVista X*(1), 13-16.
- Bellino, M.J. (2010). Historical understanding and media literacy: A dispositional alignment. *International Journal of Social Education* 23(1), 99-117.
- Bellino, M.J. (2008). Invoking solidarity and engaged listening in publicly active work. *Reflections: A Journal of Writing, Service-Learning, and Community Literacy* 7(3).
- Bellino, M.J. (2007). All the Nice Restaurants, *Anthropology and Humanism* 32(1), 86-87.
- Bellino, M.J. (2003). Dentro el silencio, *Anthropology and Humanism* 28(2), 180-187.

Peer-reviewed book chapters

- Bellino, M.J. & Masardi, R. (Under review). Education pioneers in Indonesia and Kenya: Refugee youth inhabiting educational spaces in sites of transit and encampment. Whelan, M. & McShane, B. (Eds.), *Youth, transitions, and social justice: (re)searching spaces of social action*. Bristol University Press.

- Paulson, J. & **Bellino, M.J.** (2021). Education and truth commissions: Patterns, possibilities and implications for historical justice. In M. Keynes, H. Åström Elmersjö, D. Lindmark, & B. Norlin (Eds.), *Historical justice and history education* (pp. 67-83). Cham, Switzerland: Palgrave Macmillan.
- Velez, G., **Bellino, M. J.**, & Moeschberger, S. (2021). Supporting Peace by Broadening “Youth” and Attending to Their Diverse Development in Transitional Societies. In W. López López & L. K. Taylor (Eds.), *Transitioning to Peace: Promoting Global Social Justice and Non-violence* (pp. 247-267). Peace Psychology Book Series. Cham, Switzerland: Springer.
- Bellino, M.J. (2016). Learning through silence in “postwar” Guatemala. In D. Bantolero, K.V. Korostelina, & Schulze, M. (Eds.), *History can bite: History education in divided and post-war societies* (pp. 177-190). Göttingen, Germany: Vandenhoeck & Ruprecht.
- Dryden-Peterson, S., Bellino, M.J., & Chopra, V. (2015). Youth education in conflict. In B.D. Miller, S. Freeman, & C. Byrne (Eds.) *International Encyclopedia of Social and Behavioral Sciences* (2nd ed., Vol. 4) (pp. 632-638), Oxford: Elsevier.
- Bellino, M.J. (2014). Whose past, whose present?: Historical memory among the “postwar” generation in Guatemala. In Williams, J.H. *(Re)constructing memory: School textbooks and the imagination of the nation* (pp. 131-152). Rotterdam: Sense Publishers.
- Bellino, M.J. & Selman, R.L. (2012). The intersection of historical understanding and ethical reflection during early adolescence: A place where time is squared. In M. Carretero, M. Asensio, & M. Rodríguez-Moneo (Eds.) *History education and the construction of national identities* (pp. 189-202). Information Age Publishing.
- Invited book chapters***
- Bellino, M.J. & Bermúdez, A. (Under review). Too close and too far: Constructive conflict pedagogy in Bogotá, Colombia. In Bickmore, K. (Ed.). *Constructive Conflict Pedagogies for Building Peace: Teaching Strategies from around the World*. Bloomsbury.
- Bellino, M.J., Garg, V. & Johnson, M. (2023). Miss Alata, micro-portrait. Dryden-Peterson and Mariën, H. (Eds.) [*Pedagogies of belonging: Educators Building Welcoming Communities in Settings of Conflict and Migration*](#). Refugee REACH, Harvard Graduate School of Education: Cambridge.
- Bellino, M.J. & Oka, R. (2023). Push up, be grateful, and tell us your challenges: Youth caught between dependency and self-reliance in Kakuma Refugee Camp. In H. Pinson, N. Bunar, & D. Devine (Eds.), *Research Handbook on Migration and Education* (pp. 285-298). Cheltenham, UK: Edward Elgar.
- Bellino, M. J., & Abdi, A. A. (2021). Inclusive Research in an Exclusionary Setting: Youth Participatory Action Research in Kakuma Refugee Camp, Kenya. In P. Liamputtong (Ed.), *Handbook of Social Inclusion* (pp. 1487-1504). Cham, Switzerland: Springer.
- Heath, S.B., **Bellino, M.J.**, & Winn, M.T. (2020). Adaptive learning across the life span. In N.S. Nasir, C.D. Lee, R. Pea, & M.M. de Royston (Eds.), *Handbook of the cultural foundations of learning* (pp. 247-260). New York: Routledge.
- Bellino, M.J. (2019). Wait-citizenship: Youth civic development in transition. In Kovalchuk, S. & Rapoport, A. (Eds.), *Democratic citizenship education in non-Western contexts: Implications for theory and research* (pp. 379-413). New York: Routledge. Reprint.

Bellino, M.J. (2017). *Ligado por el tiempo e identidad: Enseñando la injusticia en Guatemala a través de la historia*. [Time and identity-bound: Teaching historical justice in Guatemala]. In Sanchez Meertenz, A., Ariza, A., Cortés, I., Ritschard, S. (Eds.), *Re-conociendo el conflicto: Foro internacional sobre pedagogía, memoria y violencia* (pp. 39-51). La Carreta Editores de Medellín. Medellín, Colombia.

Bellino, M.J. & Selman, R.L. (2015). High school students' understanding of personal betrayal in a socio-historical context of ethnic conflict: Implications for teaching history. In Cooper, H. & Nichol, J. (Eds.), *Identity, trauma, and controversial issues in history* (pp. 364-393). Cambridge Scholars. Reprint.

Bellino, M.J. (2014). Educating for human rights consciousness. In Wren, T. (Ed.), *Human rights and cultural meanings* (pp. 43-83). New University Press. Reprint.

Bellino, M.J. (2012). Further readings [bibliographic essay]. In D. Rothenberg (Ed.), *Memoria de silencio [Memory of silence: The Guatemalan Truth Commission Report]* (pp. 227-234), Palgrave; FyG Editores.

Teaching cases, guides, and commentary

Bellino, M.J. (2022). Disciplinary norms and “cultural clashes”: Upholding the right to protection in a refugee camp school. In Mendenhall, M., Chopra, V., & Bazlen, R. (Eds.) [*Navigating ethical dilemmas in education in emergencies \(EiE\): A compendium of vignettes for research and practice*](#). Teachers College, Columbia University, pp. 14-15.

Bellino, M.J., & Davis, N.R. (2019). Citizens now: Responding to youth voices and choices in real time. Response to “School Walkouts as Civil Disobedience: How Should Districts Respond?” In M. Levinson & J. Fay, (Eds.), *Ethical Dilemmas of Democratic Education*, pp. 57-61.

Bellino, M.J., & Phipps, N. (2018). Disrupting expectations and conveying high aspirations for all students. In D. Griffiths & J. Ryan, (Eds.), *Case studies for inclusive educators and leaders*, pp. 177-185.

Bellino, M.J. & Stockdill, D. (2017). [*March, Book One, Reading Guide*](#). LSA International Institute and the Center for Education Design, Evaluation, & Research.

Bellino, M.J., & Dryden-Peterson, S. (2016). [“Access or quality?: Decision-making on education in Kakuma Refugee Camp, Kenya.”](#) Case study and teaching notes. Harvard Education Publishing Group.

Reports

Bellino, M.J., Bush, A., Campbell, A., Choi, J., Ganesh, D., Griffin, M., Jeon, S., Judge, G., Li, Y., Miller, I., Shaul, H. & Suresh, D. (2023). [*Being a ‘WIDA kid’: Towards an understanding of multilingual students’ experiences at Melvindale High School*](#). University of Michigan.

Bellino, M. J., Bello, I. L., Byun, B.-K., Choi, M., D’Angelo, R., Garg, V., Johnson, M., Kanost, L., Potter, G., Romaine, L., Simpson, H., Thorsen, A., Valle, J., Ward, B., & Yang, M. (2022). [*From Welcoming to belonging at Melvindale High School*](#). University of Michigan.

Bellino, M.J., Martinez, S.B., Boeck, C., Bridges, S.J., Elliot, E.R., P, A.M., Morman, K.M., Park, M.F., Pinetta, B.J., Pota, T., Robinson, D.D., Schöpke-Gonzalez, A.M., & Melody Wilson. (2020). [*Supporting recently arrived students: Lessons learned from Melvindale High School*](#). University of Michigan.

Bellino, M.J. (2017). “Youth aspirations in Kakuma Refugee Camp. Year 3.” United Nations High Commissioner for Refugees. Internal report and webinar.

Bellino, M.J. (2016). “Youth aspirations in Kakuma Refugee Camp. Year 2.” United Nations High Commissioner for Refugees. Internal report and webinar.

Bellino, M.J. (2015). “Youth aspirations in Kakuma Refugee Camp. Year 1.” United Nations High Commissioner for Refugees. Internal report and webinar.

Bellino, M.J. & Bibi, Z. (2015). Teaching and learning in the cluster model: [SEEP](#) A qualitative analysis of effective community-based education. International Rescue Committee and Basic Education for Afghanistan Consortium.

Bellino, M.J. & Dryden-Peterson, S. (2014). Implementing a global strategy in national contexts: Field-based case studies of the UNHCR Education Strategy, 2012-2016, Kenya case study; internal report and webinar. United Nations High Commissioner for Refugees.

Other

Bellino, M.J. & Celeste, M. (2024, May 14). *Miseducating the Public: Educators and students respond to anti-diversity movements*. National Center for Institutional Diversity. Webinar.

Bellino, M. J. & Ortiz, M. (2024, Feb 11). “The worst thing that could happen to us but unfortunately they have nowhere to go”: Colombian students’ views on Venezuelan migration, democratic crisis, and rising xenophobia. Refugee REACH Initiative Blog. [English](#) and [Español](#).

Bellino, M.J. (2023). [A Review of Textures of Terror: The Murder of Claudina Isabel Velásquez and Her Father’s Quest for Justice](#). *ReVista*, Harvard Review of Latin America, XXII(3).

Bellino, M.J. & Celeste, M. (2023). [Miseducating the Public: Anti-CRT Movement Rhetoric, Policy, and Impact](#). Spark.

Bellino, M.J. (2019, June 26). [How a pilot project in Kenya helps refugees go to university](#). *The Conversation-Africa*.

Bellino, M.J. (2019). [Letting go and holding on: Documenting hope in postwar Guatemala](#). *Anthropology News*.

Bellino, M.J. & Hure, M. (2018). [Pursuing higher education in exile: A pilot partnership in Kakuma Refugee Camp](#). *Childhood Education*, 94, 5, pp. 46-51.

Bellino, M.J. (2018). [Beyond the travel ban: Refugee educational prospects in the era of Trump](#). *Rethinking Schools*, 32, 3, pp. 50-52.

Bellino, M.J. & Kakuma Youth Research Group. (2017). [An educational resource developed by, for, and with youth in Kakuma Refugee Camp, Kenya](#). *Alliances*, University of Michigan African Studies Center, Newsletter No. 9, pp. 7-8.

Conversation Leader. (2017, July 24-28). New Tactics in Human Rights. “[Advancing access to education for refugees](#).”

Bellino, M.J. (2015). [The risks we are willing to take: Youth civic development in “postwar” Guatemala](#). *Voices in Education: The Blog of Harvard Education Publishing*.

Bellino, M.J. & Chopra, V. (2014). “Conflict sensitive education (CSE) and youth: Youth as citizens.” International Network for Education in Emergencies, Adolescent and Youth Task Team.

GRANTS AND FELLOWSHIPS

Michigan Humanities Council and the National Endowment for the Humanities- “For Us, By Us: Visualizing and Narrating Refugee Youth Perspectives on the Refugee Resettlement Process” Cureton, A. (PI), **Bellino, M.J.** (Co-PI). 2023-2024.

African Studies Center Seed Grant- Bellino, M.J. & Muyumba, J.T. “Lifelong learning in contexts of exile.” *African Social Research Initiative.* 2021-2023.

University of Michigan Office of Research- Bellino, M.J. “Lifelong learning in contexts of exile: Seed funding for educational outreach, evaluation, and youth empowerment.” 2020-2022.

School for Environment and Sustainability Themes Grant- Faculty collaborator, “Transforming Education for Sustainability across the University of Michigan and Beyond.” Lead PI: Michaela Zint.

Center for Human Growth and Development Small Research Grant, University of Michigan- Bellino, M.J. “Teaching peace in a charged landscape: The democratic potential of peace education during Colombia’s peace process.” 2019-2020.

Edward Ginsberg Center Community Engagement Grant, University of Michigan- Bellino, M.J. “A very belonging kind of place”: A community-based exploration of inclusive school practices.” 2019-2020.

Spencer Foundation Small Grant- “Teaching peace in a charged landscape: The democratic potential of peace education during Colombia’s peace process.” Bellino, M.J. & Paulson, J. 2019-2021.

Weiser Center for Emerging Democracies, University of Michigan- Bellino, M.J. “Teaching peace in a charged landscape: The democratic potential of peace education during Colombia’s peace process.” 2019-2020.

University of Michigan M-Cubed- “Human Rights Index: Developing and piloting a measure,” Bellino, M.J., Tsutsui, K., & Davenport, C. [Funding granted to Conflict and Peace Initiative and Donia Human Rights Center.] Fall 2017-Winter 2018.

National Academy of Education/Spencer Foundation Postdoctoral Fellowship. “Education and belonging in the context of an unknowable future: Youth aspirations in Kakuma Refugee Camp.” 2016-2017.

Georg Eckert Institute for International Textbook Research- Research Fellowship. June 2016.

University of Michigan Office of Research- Bellino, M.J. “Youth aspirations in Kakuma Refugee Camp.” Seed funding granted for piloting new research. 2015-2016.

Center for Research on Teaching and Learning, University of Michigan- Bellino, M.J. Internationalizing the curriculum. “International and Comparative Education: Globalization, conflict, and development.” 2015-2016.

Weiser Center for Emerging Democracies, University of Michigan- Bellino, M.J. “Education, democracy, and transitional justice: Truth commissions and legacies of reform.” 2015-2016.

British Association for International and Comparative Education- Bellino, M.J. & Paulson, J. “Education and transitional justice: Building a research cluster.” 2014-2016.

Maurice Lazarus Research Travel Award, Davis Center for Russian and Eurasian Studies- Harvard University. Summer 2013.

John H. Coatsworth Dissertation Fellowship, Harvard University. 2012-2013.

Samuel P. Huntington Mid-Dissertation Grant, Weatherhead Center for International Affairs- Summer 2012.

Advanced Research Group Fellowship, Real Colegio Complutense (Madrid, Spain)- Summer 2011.

Dean’s Fellowship, Harvard Graduate School of Education- Summer 2010.

David Rockefeller Center for Latin American Studies- Research Grant. Summer, 2009, 2010, 2012, 2013.

Council of Alumni for Social Enterprise (CASE) Research Fellowship- Summer, 2009.

Presidential Fellowship, Harvard Graduate School of Education- 2008-2011.

Mark Diamond Research Fellowship, University at Buffalo- Fall 2007.

Foreign Language Area Studies (FLAS) Fellowship, Tulane University- Summer 2007.

Presidential Fellowship, University at Buffalo- 2005-2007.

PRESENTATIONS

American Educational Research Association- “Teaching critically in times of war: Making conflict and displacement visible.” Democratic Citizenship in Education SIG, Keynote panel.

CREATE, Youth Engaged Research Symposium, University of Michigan- “The Right to information: Youth Participatory Action Research in Kakuma Refugee Camp,” with Abdi, A.A., Magdalene, A.A. Abuwanga, & A.A., Ekalapatan, E.J.

Comparative and International Education Society- “Navigating the risks of retraumatization: Addressing Colombia’s armed conflict, peace, and justice in Bogotá schools,” with Barber, C., Ortiz, M., Cruz Moreno, C. & Paulson, J. March 2024. Miami, FL.

American Anthropological Association- “‘You are safe now’: Migrant youth constructions of safety and schooling,” with Oliveira, G. Nov 2021.

Comparative and International Education Society- “‘Are we doing Cátedra de Paz?’ Teacher perspectives on adapting peace education in the ‘Bogotá bubble.’” Ortiz, M., Bellino, M.J., & Paulson, J. Paper presentation. “Peace education efforts in Colombia: Teaching peace, living conflict?” Session organizer and co-Chair (with M.Ortiz). April 2022. Minneapolis, MN.

American Educational Research Association- “All Civics are Global: Decentering the National in Civic Reasoning and Discourse.” Abu El-Haj. T.R., Bellino, M.J., & Rubin, B.C. Paper presentation in panel, “Civic Reasoning and Discourse in a Post-Pandemic World.” April 2022. San Diego, CA.

Seminario Educando sobre el Holocausto y los genocidios en América Latina- “Lidiando con pasados violentos: ¿puede la educación contribuir a los procesos de reconciliación? [Educating about the Holocaust and genocides in Latin America- “Dealing with violent pasts: Can education contribute to reconciliation processes?”]. UNESCO. Nov 2021.

American Anthropological Association- “Children as transborder thinkers: Im/migration and schooling beyond the mononational gaze,” Roundtable. Nov 2021.

International Symposium on Democracy, Global Citizenship and Transformation Education- “New Perspectives to Understand, Engage and Act Together.” UNESCO DCMÉT. May 2021.

Comparative and International Education Society- “The right to information: Youth participatory action research in Kakuma Refugee Camp.” Paper presentation in panel, “Refugee education: Examining questions of collective good, collective action, and collective identity.” April 2021.

Rodeemos el diálogo (ReD) [Embrace Dialogue]- “La Pedagogía de Comisiones de la Verdad en el Mundo.” [*The pedagogy of truth commissions around the world*] March 2021.

American Educational Research Association- Presidential Session, “Creating Expansive and Equitable Learning Environments: Elaborating the RISE Learning Principles.” Chairs: Nasir, N., Lee, C., Pea, R., McKinney de Royston, M. Author participant in “Learning across contexts.” April 2021.

Latin American Studies Association- “‘What would you want them to know?’: A cross-border dialogue between U.S. and Honduran educators,” Gluckman, M. & Bellino, M.J. Paper presentation. May 2020. Guadalajara, Mexico. [Virtual meeting due to COVID-19.]

Comparative and International Education Society- “The right to information as a means for education: Defining boundaries for youth collective action in Kakuma Refugee Camp.” Paper presentation. Co-organizer of workshop, “Unpacking the ‘Black Box’ of Fieldwork in Crisis Contexts: Beyond the Methods.” March 2020. Miami, Florida. [Virtual meeting due to COVID-19.]

National Academy of Education, Civic Reasoning and Discourse Workshop- Rubin, B.C., Abu El-Haj, T. & Bellino, M.J. “Social and Political Contexts of Civic Learning: Civic Reasoning and Discourse amid Structural Inequality, Migration, and Conflict.” Paper presentation. March 2020, Nov 2020. Washington DC.

Wisconsin Ideas in Education Series; Educational Policy Studies conference, University of Wisconsin-Madison- “Youth aspirations in exile: Participatory action research in Kakuma Refugee Camp.” April 2020. Invited Keynote Address for student-led conference. (Event canceled due to COVID-19.)

American Anthropological Association- “Coming of Age Between the US, Mexico, and Central America’s Northern Triangle: Youth, Im/migration, and Education,” Double session Co-chair (with E.T. Hamann & M.Gluckman). Selected as a highlighted session for the Council of Anthropology and Education. “‘What would you want them to know?’: A cross-border dialogue between U.S. and Honduran educators,” Gluckman, M. & Bellino, M.J. Paper presentation. Nov, 2019. Vancouver, Canada.

Georg Arnholt Symposium, “The Hosting State and Its Restless Guests: Refugee Education, Migration and Regional Peace in the Global South”- “Defining collective action in Kakuma Refugee Camp.” October, 2019. Hosted by Barnard College, Columbia University. New York, NY.

American Sociological Association- Crabtree, C., Chykina, V., Tsutsui, K., & Bellino, M.J. “The Campus Human Rights Index: Measuring University Commitments to Human Rights.” August 2019. New York, NY.

Historical Justice and History Education Symposium- Paulson, J. & Bellino, M.J. “From narrative to dialogue: Truth commissions and education.” June 2019. Invited by Umeå University, Sweden.

Forum on Migration, Barnard College, Columbia University- “Youth aspirations in exile: Participatory action research in Kakuma Refugee Camp.” April 2019. New York, NY.

Emerging Immigration Scholars Conference, UCLA- “Upholding meritocracy as educational justice in exile: Youth participatory action research in Kakuma Refugee Camp.” UCLA Center for the Study of International Migration. February 2019. Los Angeles, CA.

American Anthropological Association- “Upholding meritocracy as educational justice in exile: Youth participatory action research in Kakuma Refugee Camp: Youth Aspirations in Kakuma Refugee Camp,” Paper presentation. Nov, 2018. San José, CA.

Creating civic competence: The critical challenges- “The promise and peril of youth participatory action research in contexts of forced migration and displacement,” Bellino, M.J., Chopra, V., D’Sa, N. Invited panel. Harvard Graduate School of Education. May 2018. Cambridge, MA.

Teaching Transitional Justice, Symposium- “It’s not my story to tell”: Teaching through historical dialogue and silence in Guatemala. Invited speaker. Women and Gender in Global Perspectives and the Center for African Studies, University of Illinois at Urbana-Champaign. April 2018. Champaign, IL. Presented remotely.

Comparative and International Education Society- “Democratizing youth-oriented research: Participatory action research in contexts of displacement,” Session organizer and Chair, Highlighted session. “Closing information gaps: A YPAR collaboration in Kakuma Refugee Camp,” Paper presentation. “Re-mapping transitional justice, democracy, and education: Case studies of post-conflict educational reform,” Session Co-organizer (with E.A. Worden), Highlighted session. Mar, 2018. Mexico City, Mexico.

Civic education in a time of upheaval- “Civic education in divided societies,” Invited panelist. University of Texas at Austin School of Law. Feb, 2018. Austin, TX.

American Anthropological Association- “Education for Social and Spatial Mobility: Youth Aspirations in Kakuma Refugee Camp,” Paper presentation. Nov, 2017. Washington, DC. Presented remotely.

American Educational Research Association- “Pathways to belonging: Educational aspirations in Kakuma Refugee Camp” Roundtable. Apr, 2017. San Antonio, Texas. Presented remotely.

Comparative and International Education Society- “Refugee, student, youth: Reifying and subverting identity labels in Kakuma Refugee Camp.” Paper presentation, Highlighted session. “Navigating social transitions: Learning, earning, and community in emerging adulthood,” Discussant. “Shaping citizens through conflict, cohesion, and contestation,” Chair. Mar, 2017. Atlanta, GA.

Foro internacional sobre pedagogía, memoria y violencia [International forum on pedagogy, memory, and violence]- “Ligado por tiempo e identidad: Enseñando justicia a través de la historia en Guatemala” [Time and identity-bound: Teaching historical justice in Guatemala]. Featured panelist, *Universidad Nacional de Colombia*. Feb, 2017. Bogotá, Colombia.

Global Education Forum- “Youth waithood: Exploring intersections of conflict, (in)justice, and education.” Featured panelist, “Conflict, justice, and education.” Feb, 2017. American University, Washington DC. <http://www.american.edu/cas/education/itep/Global-Education-Forum.cfm>

American Anthropological Association- “Youth citizenship, education, and conflict,” Session Co-chair (with N.Moland). “Education and wait-citizenship: Youth aspirations in Kakuma Refugee Camp,” Paper presentation. Nov, 2016. Minneapolis, MN. Presented remotely.

Foro Educativo Distrital; Ambientes de aprendizaje para el reencuentro, la reconciliación y la paz [Bogotá District-level Education Forum: Learning environments for reunion, reconciliation, and peace]- “Educación para la justicia histórica” [Education for historical justice], Keynote address. Secretaría de Educación de Bogotá. Oct, 2016. Bogotá, Colombia.

Latin American Studies Association- “Visible, yet invisible: Indigenous citizens and history in El Salvador and Guatemala.” Gellman, M. & Bellino, M.J. Paper presentation. May, 2016. New York, NY. Presented in absentia.

American Educational Research Association- “Engaging youth in reshaping their worlds across the world: Research on, for, and with youth as engaged global citizens.” Invited session. Apr, 2016. Washington DC.

World Education Research Association- “Cosmopolitanism as a privilege in postwar Guatemala.” Paper presentation. Apr, 2016. Washington DC.

Comparative and International Education Society- “Education, mobility, and belonging: Youth aspirations in Kakuma Refugee Camp”; “Citizen, interrupted: Educating for wait-citizenship amidst Guatemala’s ‘postwar’ challenges.” Paper presentations. Mar, 2016. Vancouver, Canada.

Alliance for Historical Dialogue and Accountability, Columbia University- Bellino, M.J. & Paulson, J. “Truth commissions and education: Looking forward, looking back.” Paper presentation. Dec, 2015. New York, NY.

American Anthropological Association- “Education and belonging in the context of an unknowable future: Youth aspirations in Kakuma Refugee Camp,” Paper presentation. “Educational policies and practices in transition: Equity, rights, and nation-building in post-conflict Guatemala,” Discussant. Nov, 2015. Denver, CO.

Oxford Transitional Justice Research Seminar Series- “Truth commissions and education,” Paulson, J. & Bellino, M.J. Presented in absentia. May, 2015. University of Oxford, UK.

Comparative and International Education Society- “Integration for whom?: Coordinating the UNHCR Global Education Strategy in Kakuma Refugee Camp”; “Truth commissions and education systems: Time to look back,” Paulson, J. & Bellino, M.J.; “The role of communities in education in conflict and crisis: Afghanistan,” Mehta, N., Bellino, M.J., & Faizi, Z. Mar, 2015. Washington DC.

American Anthropological Association- “What good is education under extreme conditions?: Producing anthropology of youth, education, and conflict,” Session chair. “The risks we are willing to take: Youth civic development in ‘postwar’ Guatemala,” Paper presentation. Dec, 2014. Washington DC.

International Center for Transitional Justice Expert Roundtable- “Transitional Justice, education, and peacebuilding.” Invited presenter. Co-organized with UNICEF. Oct, 2014. New York, NY.

Harvard Graduate School of Education, Critical conversations and bold ideas- “Technology and the soul of higher education: Hybrid learning models and individual learning playlists.” Invited presenter. Sept, 2014: Cambridge, MA.

Comparative and International Education Society- “Constructing the good citizen in ‘postwar’ Guatemala.” Session Co-chair (with E. Worden), “Education and transitional justice: Shaping a new civil society,” Paper presentation. Mar, 2014. Toronto, Canada.

American Anthropological Association- “Silence, memory and power: Divided approaches to civic development in postwar Guatemala.” Bellino, M.J. & Rubin, B.C. Nov, 2013. Chicago, IL.

Jean Piaget Society- Invited discussant for “The development of historical concepts and narratives and the construction of national identities.” June, 2013. Chicago, IL.

Comparative and International Education Society- “Whose past, whose present?: Historical memory among the ‘postwar’ generation in Guatemala.” Mar, 2013. New Orleans, LA.

Alliance for Historical Dialogue and Accountability, Columbia University- “Education as a mechanism of transitional justice: But what kind of story, what kind of stance?” Dec, 2012. New York, NY.

Association of Moral Education- “When a historical compromise becomes an unusable past: Formal and informal education in ‘postwar’ Guatemala.” Nov, 2012. San Antonio, TX.

International Society of Political Psychology, “Transitional justice, legacies of authoritarianism, and a failing democracy: Civic culture among Guatemala’s ‘postwar’ generation”; “The intersection of historical understanding and ethical reflection during early adolescence.” July, 2012. Chicago, IL.

Strassler Center for Holocaust and Genocide Studies, Clark University, International Graduate Students’ Conference- “Historical memory among the ‘postwar’ generation in Guatemala.” Mar, 2012. Worcester, MA.

Historical Justice and Memory Network, Swinburne University- Emerging Scholars Plenary Performance. (Joint presentation.) Feb, 2012. Melbourne, Australia.

Association of Moral Education- “Human rights education, historical silence, and a ‘culture of violence’ in Guatemala.” Oct, 2011. Nanjing, China. Presented in absentia.

International Society of Political Psychology- “Remembering the past in ‘postwar’ Guatemala.” July, 2011. Istanbul, Turkey. Presented in absentia.

American Educational Research Association- “Historical consciousness in ‘postwar’ Guatemala: Official narratives in unofficial spaces.” Apr, 2011. New Orleans, LA.

Association of Moral Education - “Studies of the assessment of high school aged adolescents’ informed social reflection.” Barr, D., Molano, A., Bellino, M., & Selman, R.L. Nov, 2010. St. Louis, MO. Presented in absentia.

Universidad Autónoma de Madrid, Denationalizing history education conference- “Historical inquiry and moral reflection.” Bellino, M. & Selman, R.L.; “Remembering the past in ‘postwar’ Guatemala: Human rights education, historical silence, and a culture of impunity.” Oct, 2010. Madrid, Spain.

American Educational Research Association conference- “How would you explain what she did?: Adolescent historical understanding of friendship and betrayal during intergroup violence.” Poster presentation. May, 2010. Denver, CO.

Culture, Communities, and Education, Harvard Graduate School of Education- “Memories of the past in ‘postwar’ Guatemala.” Mar, 2010. Cambridge, MA.

Oral History Association- “Motivating history education with oral history narratives: Learning from historical silence in postwar Guatemala.” Oct, 2009. Louisville, KY.

Education Without Borders- “Critical historical consciousness in ‘postwar’ Guatemala.” Apr, 2009. Dubai, UAE.

American Anthropological Association- “The memory war in postwar Guatemala.” Chair and co-coordinator of panel, “Confronting Violence in Postwar Guatemala.” Nov, 2008. San Francisco, CA.

Guest Lecture at Lehman College (CUNY)- Invited to speak in two undergraduate anthropology classes, “Ethnography of Latin America” and “Human rights in Latin America.” Apr, 2008. New York, NY.

University of California, Los Angeles, Representations of Violence Conference- “Exoticizing violence in Mel Gibson’s *Apocalypto*” Oct, 2007. Los Angeles, CA.

EDITORIAL WORK

Guest editor for *Globalisation, Education, and Societies*. Barakat, B., **Bellino, M.J.**, & Paulson, J. Proposed, organized, and edited a special issue devoted to “Broken mirrors: Reflexivity, relationships, and complicity in researching education in emergencies.”

Curriculum Inquiry- Editorial Board. January 2023-2025.

Expert reviewer- *Teacher Wellbeing Workbook for Crisis and Emergency Settings*, UNESCO Dhaka National Office, Bangladesh & UNESCO’s Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP).

Guest editor for *Spark*. Bellino, M.J. & Celeste, M. (2023). Proposed, organized, and edited a special issue devoted to *Miseducating the Public: Anti-CRT Movement Rhetoric, Policy, and Impact*.

Spark: Elevating Scholarship on Social Issues- Editorial Board. National Center for Institutional Diversity. 2021-2023.

Bristol University Press- Bristol Studies in Comparative and International Education series. Editorial Advisory Board, Winter 2021-present.

Current Issues in Comparative Education- Advisory Board, Fall 2020-present.

Guest editor for *Comparative Education* 53(3)- Bellino, M.J., Paulson, J., & Worden, E.A. Proposed, organized, and edited a special issue devoted to “Education, conflict, and transitional justice” (2017).

Dialogues on Historical Justice and Memory Research and Advocacy Network- Co-editor of Working Paper Series. Spring 2013-Spring 2017.

International Journal of History Teaching, Learning and Research. Advisory Board, June 2015.

Peer Reviewer- Reviewer for journals, including *Anthropology and Education Quarterly*; *Curriculum Inquiry*; *Human Rights Education Review*; *International Journal of Educational Development*; *International Journal of History Teaching*,

Learning and Research; International Journal of Qualitative Studies in Education; International Journal of Transitional Justice; Journal of Adolescent Research; Journal on Education in Emergencies; Political Psychology. Reviewer for presses, including: Bloomsbury Academic; Chicago University Press, Peter Lang; Routledge; Sage. Fall 2012-Present. Ad hoc reviewer for Spencer Foundation Postdoctoral Fellowship.

AWARDS AND RECOGNITIONS

Douglas Foley Early Career Award- Selected by the Council of Anthropology and Education. November 2022.

Joyce Cain Award for Distinguished Research on People of African Descent, for article, “Education, Merit and Mobility: Opportunities and Aspirations of Refugee Youth in Kenya’s Kakuma Refugee Camp.” Selected by the Comparative and International Education Society. 2022.

University of Michigan Provost’s Teaching Innovation Prize. “Community-Engaged Research with Schools in Support of Newcomer Students.” 2022.

Public Engagement Faculty Fellowship- University of Michigan Center for Academic Innovation. May-June 2021.

Council of Anthropology and Education Outstanding Book Award- for *Youth in postwar Guatemala*, November 2018.

Jackie Kirk Outstanding Book Award- Selected by the Comparative and International Education Society, for *Youth in postwar Guatemala*. 2018.

Gail P. Kelly Dissertation Award- Selected by the Comparative and International Education Society. 2015.

Concha Delgado Gaitan Presidential Fellow- Selected by the Council of Anthropology and Education. 2014.

Judith Torney-Purta Outstanding Paper Award- Selected by the Comparative and International Education Society, Civic and Democratic Education Special Interest Group. 2014.

Graduate Student Associate, David Rockefeller Center for Latin American Studies- Fall 2011-Spring 2014.

Jennings Randolph Peace Scholar, United States Institute of Peace- Dissertation fellowship. 2012- 2013.

American Association of University Women (AAUW) Catalyst for Change Award- Awarded for outstanding social activism on behalf of women. Fall 2007.

Cable Positive POP Award for Public Service Announcements- “Parallel Park,” “Before/After” Campaign. Finalist 2007.

Ethnographic Fiction Award- Selected by the Society for Humanistic Anthropology. 2006.

Foreign Language Area Studies (FLAS) Fellowship, Duke University- Summer 2006.

Golden Key Literary Achievement Award- “Walking the Chilean Tightrope.” May 2006.

Cable Positive POP Award for Public Service Announcements- “Oliver and Julia.” Finalist 2006.

TEACHING

University of Michigan School of Education- Comparative and International Education; Education, Peace, and Conflict; Introduction to Qualitative Methods in Educational Research; Ethnographic approaches to educational research; Community-based ethnography; Advocacy and Leadership Practices for Teachers of Culturally and Linguistically Diverse Students. Fall 2014-Present.

Harvard Graduate School of Education- Teaching Fellow, Graduate courses: Interviewing in Qualitative Research- Spring 2014; Education in Armed Conflict- Spring 2014; Introduction to Qualitative Research- Fall 2013; Educating for Democracy: The Case of Facing History and Ourselves- Spring 2010, Winter 2011, Spring 2012; Analyzing Culture: Dialogue, Discourse, and Theme- Spring 2012; Building Institutional Capacity for Large-scale Educational Reform: International Cases- Winter, 2012; Participant Observation- Spring 2011, Fall 2011. Growing Up in a Media World- Fall 2010, Fall 2011. Children's Literature- Fall 2010, Fall 2011. Adolescent Literature- Fall 2010, Fall 2011. Everyday Antiracism for Educators- Fall 2008.

New York University, Stern School of Business - Adjunct Instructor. Taught Inquiry/Discourse for "Business and its Publics," freshman course focused on developing sustainable and ethical dispositions, as well as writing and critical thinking skills. Spring 2008.

University at Buffalo- Teaching Assistant, Undergraduate cultural anthropology courses: Introduction to Cultural Anthropology- Fall 2007; Men, Women, and War- Spring 2005; Warfare- Spring 2006; Anthropology of Religion- Fall 2005, Fall 2006.

ACADEMIC SERVICE (External)

Spencer Foundation- Small Grants Review Panel, 2024-2025.

Midwest Comparative and International Education Society Conference- Coordinating committee for first annual meeting, 2023-2024.

Council on Anthropology and Education- Works-in-Progress mentor, 2023-2024.

Presidents Alliance on Higher Education and Immigration- Participated in Education and Awareness Working Group for [The RESPONSE Campaign](#). 2021-2022.

Anthropologist Action Network for Immigrants and Refugees (AANIR)- Member. 2021-Present.

Student Voices for Refugees Network- Advisory Board. 2021-2023.

Bringing Memories in from the Margins: Inclusive Transitional Justice and Creative Memory Processes for Reconciliation in Colombia- Steering Board member. University of Bristol & Universidad Nacional de Colombia, with Ruta Pacífica de las Mujeres, Biblioteca Nacional de Colombia, Red Colombiana de Lugares de la Memoria, and Centro Nacional de Memoria Histórica.

Council on Anthropology and Education, Mission Committee- Chair of Council on Anthropology and Education Mission Committee, American Anthropological Association. Member Fall 2013- 2016. Chair 2016-2018.

Civic and Democratic Education Special Interest Group- Co-chair, Comparative and International Education Society. Winter 2016- 2018.

International Network for Education in Emergencies- Member of Adolescent and Youth Task Team. Spring 2014-2017.

Boston Public Schools- School- community liaison. Fall 2013-Spring 2014.

International Network for Education in Emergencies- Consultative participant, “Guidance Notes on Teaching and Learning.” October, 2009. “Conflict Sensitive Education Training,” pilot workshop. February, 2014.

Human Rights Educators USA- Led Higher Education Working Group. Fall 2011-Spring 2012.

Harvard University, Anthropology Department, Latin American Working Group- Organized and led biweekly interdisciplinary writing workshop for graduate students researching Latin America. Fall 2009-Spring 2010.

ADDITIONAL TRAINING

Intergroup Dialogue Facilitator Training. Oct-Dec 2022. Co-led by Dr. Anna Yeakley and Alan Goff.

Calling in: Creating change without cancel culture. June 2022. Co-led by Loretta J. Ross and Loan Tran.

Intergroup Dialogue Facilitation Training on anti-Blackness- Feb-March 2021. Co-led by Drs. Kenjus Watson and Anna Yeakley.

Georg Arnhold International Summer School on Education for Sustainable Peace- “The challenges and promises of history education in divided and post-war societies.” Georg Eckert Institute for International Textbook Research. July 2014. Braunschweig, Germany.

Participatory Action Research Institute- University of Massachusetts Boston. November 2013. Boston, MA.

Association Pravnik, International Summer School- “Institutional reform in light of European integration in countries of South East Europe.” July 2013. Sarajevo, Bosnia and Herzegovina.

Intergroup Dialogue, United States Institute of Peace- February 2013. Washington, D.C.

Phenomenological Approach to Interviewing as Qualitative Research- February 2013. Workshop with Dr. Irving Seidman. Harvard Graduate School of Education. Cambridge, MA.

Human Rights in Education Training Program- Fall 2013. Harvard Kennedy School. Cambridge, MA.

Summer Institute of Civic Studies- July 2012. Jonathan M. Tisch College of Citizenship and Public Service, Tufts University. Medford, MA.

International Society of Political Psychology Summer Academy- July 2012. Chicago, IL.

Historical Justice and Memory Emerging Scholars Workshop- February 2012. Institute for Social Research, Swinburne University of Technology. Melbourne, Australia.

Facing History and Ourselves- “Holocaust and Human Behavior,” Seminar- February 2009, March 2010, January 2011. “Holocaust and Human Behavior” Workshop- August 2010. Brookline, MA. “The Reconstruction era and the fragility of democracy,” Summer Institute at DePaul University- July 2016.

Kaqchikel Maya Language and Culture Course- Tulane University. Summer 2007. Antigua, Panajachel, Comalapa, Tecpán, Guatemala.

Yucatec Maya Summer Language Institute- Duke University-University of North Carolina Consortium for Latin American Studies. Summer 2006. North Carolina; Mérida, Valladolid, Mexico.

Pop Wuj School- Social Work program; volunteer facilitator of rural women's literacy workshops. Summer 2005. Quetzaltenango, Guatemala.

Bridge Linguatic Language Institute- TEFL certification. April 2003. Santiago, Chile.

LANGUAGE

Spanish- Proficient. Yucatec Maya- Introductory level. Kaqchikel Maya- Introductory level.