

José Magro, PhD

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Education

The CUNY Graduate Center / Doctor of Philosophy

AUGUST 2012 - JUNE 2016, NEW YORK CITY

Ph.D. Program in Hispanic and Luso-Brazilian Literatures and Languages, linguistics track.

Dissertation:

LENGUA Y RACISMO: Motivación, competencia y conciencia lingüística en la clase de español como segunda lengua: integración de contenidos relacionados con la dimensión socio-política del lenguaje en un acercamiento content-based

Advisor and dissertation director: Beatriz Lado. Co-director: José del Valle.

Main fields of study: Critical Applied Linguistics, Sociolinguistics, Language Ideologies, Motivation in Second Language Acquisition, Heritage Language Speakers, Critical Race Theory, Antiracist Pedagogies, Hip-Hop.

Relevant coursework:

- Applied linguistics
- Second Language acquisition
- Spanish in contact
- Spanish in the United States
- Spanish as Historical Problem
- Language Ideologies
- Sociolinguistics
- Methods of Research
- Youth, Marginalization, and Subcultures of Resistance

Queens College (CUNY) / New York State Teacher Certificate through MS Ed (Foreign Language Spanish 7-12)

AUGUST 2010 - MAY 2012, QUEENS, NEW YORK

The Master of Science in Education Program (Spanish) is an exhaustive program that responds to the needs of instructors and prospective instructors of foreign languages. The degree program combines coursework in (1) culture, literature, and language, (2) foreign language education, and (3) professional education. This program has a strong focus on task-oriented and

content-based instruction within a communicative approach.

- Overall GPA: 3.96 (maintained during Ph.D. program)
- Certification Exam (2009) - Liberal Arts & Science Test (LAST). Score: 278/300
- New York State Teacher Certification Exam - Secondary Assessment of Teaching Skills (ATS-W). Score: 280/300
- Content Specialty Test (CST) – Spanish. Score: 295/300
- OPI and WPT Spanish: Superior Level
- TOEFL Internet based. Score: 104
- Relevant coursework:
 - Educational Foundations
 - Educational Psychology
 - Seminar in Teaching Foreign Languages
 - Student Teaching
 - Standards-Based Curriculum & Assessment in Teaching Foreign Languages
 - Language, Literacy & Culture in Education
 - History of the Spanish language
 - Spanish Culture and Civilization

Universidad Complutense de Madrid / B.S. Psychology

SEPTEMBER 1990 - MAY 1995, MADRID, SPAIN

Social Psychology Concentration

Relevant Coursework:

- Psychology of Memory and Human Learning
- Behavior Modification
- Developmental Psychology
- Group Dynamics
- Thought and Language
- Psychology of Personality
- Psychological Evaluation
- Psychometry
- Psychology of Motivation and Emotion
- Social Psychology
- Research Methodology
- Biological Foundations of Behavior
- Psychopathology
- Anthropology
- Statistics

Experience

University of Maryland / Lecturer

AUGUST 2016 - PRESENT, COLLEGE PARK, MD. (Visiting Assistant Professor, 2016-2017)

- **Sociolinguistics, Translation, Spanish for specific purposes, and Advanced Spanish Professor:**
 - Ability to work with task and content-based pedagogy
 - Extensive knowledge of instructional technology to be applied to language pedagogy
 - Course development:
 - Language and racism (Explorations in Arts and Humanities): This sociolinguistics seminar is addressed to incoming ARHU majors, particularly those seeking a degree that will allow them to teach any language (including both L1 and L2) at any educational level. It is anchored in a critical interdisciplinary approach – sociolinguistics, applied linguistics, Hispanic applied linguistics, linguistic anthropology, sociology, social psychology, race studies, Latinx studies, language acquisition, education, Hip-Hop studies – that emphasizes the social, political and ideological dimensions of language. Its objective is to raise linguistic awareness through the implementation of antiracist language teaching methods in the language classroom.
 - A twofold advanced translation of technical texts course where translation theory and sociolinguistics meet in a content-based approach focused on critical thinking development and anti-racist awareness
 - An interdisciplinary general education approved course introducing the study of Latin America and its representations and expressions through the relationships between power, language, and identity. This course explores how different agendas impact upon the making and unmaking of identities in different contexts, examining some of the most thought-provoking ones as they are represented in the current cultural production of cinema, literature, music, and visual arts of the region, with a particular focus on how Hip-Hop is being adopted and adapted while shaping and forging new identities
 - A content-based legal translation class which intersects with linguistic awareness, linguistic discriminatory practices, and immigration
 - Spanish and the Law, a course offering students the opportunity to enhance Spanish linguistic and intercultural communication skills in contexts of legal practice.
- **Basic and intermediate level Spanish Professor:**
 - Ability to work with task-based pedagogy within a communicative approach
 - Extensive knowledge of instructional technology to be applied to language pedagogy
- **Language Partner Program:**
 - Liaison for this program offering majors in Spanish the opportunity to meet with international students outside the classroom and practice their target language in an informal yet structured way. For international students, the program provides a forum for connecting with U.S. students and integrating into the UMD campus

The George Washington University / Visiting Professor

AUGUST 2015 - AUGUST 2016, WASHINGTON, D.C.

- **Advanced Spanish Coordinator:**
Instructor supervision in a highly standardized course that, in order to maximize homogeneity among sections, required:
 - Instructor's supervision and training
 - Observation of classes and assessments
 - Providing feedback to instructors
 - Research-based task and content-based curriculum and assessment development/maintenance
 - Extensive knowledge of instructional technology (BlackBoard, VoiceThread, etc.)
 - Coordination of student placement

- **Advanced Spanish Professor:**
 - Ability to work with task and content-based pedagogy
 - Extensive knowledge of instructional technology to be applied to classroom language pedagogy

- **Intermediate Spanish Instructor:**
 - Ability to work with task-based pedagogy
 - Extensive knowledge of instructional technology to be applied to classroom language pedagogy

- **University services:**
 - **Coordinator of the Spanish Program movie series:**
 - Selection of international Spanish language films related to the content seen by students in class during their semester;
 - schedule and physical/digital promotion;
 - coordinating colloquia; poster designer
 - **Study abroad adviser:**
 - Collaboration with Study Abroad faculty directors
 - Interviewing students and analyze course syllabi of different study abroad programs taken by GWU students in order to be approved for credit transfer
 - **Fulbright scholarship interviewer:** conduct oral and written Spanish proficiency interviews in order to assess students' linguistic competence.

The George Washington University / Spanish Adjunct Professor

AUGUST 2014 - JULY 2015, WASHINGTON, D.C.

Advanced Spanish Professor:

- Ability to work with task and content-based pedagogy
- Extensive knowledge of instructional technology to be applied to classroom language pedagogy
- Research-based task and content-based curriculum and assessment development/maintenance

Hunter College (CUNY) / Spanish Adjunct Professor

AUGUST 2013 - JULY 2015, NEW YORK CITY

Developed program that emphasized language and culture learning in diverse classrooms through specialized curriculum tracks within sections. Tracks were adapted to different levels within each section while taking into consideration students' linguistic proficiency, needs, goals, and sociocultural backgrounds. This program was content-based, task-oriented, and had an emphasis on critical thinking. Spanish instructor for elementary and intermediate Spanish; tutoring (all levels).

Townsend Harris High School / Student teacher internship

JANUARY 2012 - JUNE 2012, QUEENS, NEW YORK

- Develop and teach culture contextualized task based thematic units with their respective I.P.A.s (Interpretive Performance Assessments) framed on the communicative approach based on the 5 Cs proposed by the ACTFL (levels 2 and 4) in culturally diverse classrooms
- As a consequence of integrating innovative teaching methodology, the Townsend Harris Foreign Languages department offered a teaching position

Queens IS 499 / Student teacher internship

AUGUST 2011 - DECEMBER 2011, QUEENS, NEW YORK

- Develop and teach culture contextualized task based thematic units with their respective I.P.A.s (Interpretive Performance Assessments) framed on the communicative approach based on the 5 Cs proposed by the ACTFL (7th and 8th grade) in culturally diverse classrooms

Kips Bay Boys & Girls Club; P.S. 140 / Hip Hop music production and education

Director, program creator, and instructor

AUGUST 2009 - AUGUST 2012, BRONX, NEW YORK

Create, design, and teach an educational holistic program for students ages 8 to 18. This program was developed within a pedagogical critical approach. Students learned how to produce a music album while the program syllabus targeted critical thinking, metacognitive learning strategies, cultural, racial, and socioeconomic diversity, gender differences, healthy habits, and motivation towards higher education through:

- Electronic Music production: Teaching the basic skills to produce electronic instrumental music
- Creative writing: Use of strategies such as content and form analysis, brainstorming, and focus groups to write lyrics
- Digital recording, editing and mixing: Teaching the necessary skills to record, edit, and mix electronic music using professional Protools software
- Graphic Design: Teaching basic concepts and skills to create and develop digital art for album covers, logotypes, fliers, and different digital media platforms using Photoshop and Flash software
- Program featured at The Huffington Post by Arianna Hunffington

Related experience

BroncoEstilo / Owner and CEO

NOVEMBER 1997 - AUGUST 2012, INTERNATIONAL

Created Crudo Music, record label dedicated to helping at-risk-youth through music production; create, design, produce, manage and direct BroncoEstilo international urban clothing brand; create, manage, and direct BroncoEstilo Events, dedicated to produce urban music events

- Management – Develop strategic plan and manage all marketing, operations, and budget tracking and evaluation for clothing brand, music label, and events. Manage all international aspects, including relationships with factories in China, Pakistan, Portugal, Spain, coordination of international events and markets in Spain, USA, Ghana, Puerto Rico, Mexico, Peru, Chile, Colombia, Switzerland, and Ecuador
- Marketing – Develop integrated marketing strategies for international markets, including Spain, USA, Ghana, Puerto Rico, Mexico, Peru, Chile, Colombia, Switzerland, and Ecuador. Train all sales representative teams and retail location managers in marketing planning
- Education, Training, and Communication – Teach at-risk-youth to create, produce and use music as a vehicle to healthier lifestyles
- Responsible for training, directing, and motivating all staff, as well as all international Sales Representatives at annual collection conventions
- Design: Web platform, clothing, advertising, and album cover design and production using Photoshop, Illustrator, Flash, NVU, and other related software
- Event production – Managing of technical production and promotional teams, tour logistics, and artist contracts for international events

Several / Educational speaker and writer

1994 - PRESENT, INTERNATIONAL

Columnist writer and blogger for international publications. Speaker for international institutions. Texts and appearances are geared towards youth education and motivation, linguistics, and politics

- Guest speaker— Global Racism: Racism in Spain. Rutgers University, Department of Sociology (November 2009)
- Guest speaker— Urban Spaces: Puertorican Reggaeton versus Spanish HipHop spaces. Rutgers University, Department of Caribbean Studies (November 2009)
- Blogger — El Huffington Post. Blogger for the Spanish version of The Huffington Post
- Columnist — Responsible for a monthly educational column in “HipFlow Magazine” (the most published urban music magazine in Spain targeting youth 10-25 years old), and blog writer at MTV.es (Music Television Spain). Column aimed to educate youth through the use of urban language. Columns covered subjects such as drugs, sex, violence, racism, sexism, multiculturalism, social justice, vocational drive, and motivation
- Lecturer – Appearances as motivational speaker, social psychologist, and educational artist at diverse settings including schools (New York, Spain), cultural centers (Spain), and radio and TV programs (Spain, Mexico, Colombia, and New York)

Several / Spanish Hip Hop music recording artist

1993 - present, INTERNATIONAL

Create, write, design, produce, manage, and direct Spanish Hip-Hop solo and group albums and singles

- Music content includes: cross cultural international youth language, social issues, critical thinking, and healthy lifestyles
- Appearances in international concerts, festivals, TV stations, radio, magazine, newspaper and films in Spain, USA, Mexico, Chile, Colombia, Puerto Rico, and Peru

Refereed Publications

“Dope!! Puta vergona”: Identity “en el middle” and language choice in Instagram among urban music affiliated male Spanish legacy speakers from Da DMV/ Brill (chapter in volume, in press)

2020, BRILL / Magro, J. L. (2020). “Dope!! Puta vergona”: Identity “en el middle” and Language Choice in Instagram among Urban Music Affiliated Male Spanish Legacy Speakers from Da DMV. In Salgado-Robles, F., & Lamboy, E. M. (Eds.). Spanish across domains in the united states : education, public space, and social media (Ser. Brill's studies in language, cognition and culture, volume 23). Brill.

The sociolinguistics of hip-hop as critical conscience: A review from the perspective of a sociolinguist Hipopper/ Journal of Sociolinguistics

2019, WILEY ONLINE LIBRARY / Magro J. L. (2019). The sociolinguistics of Hip-Hop as critical conscience: A review from the perspective of a sociolinguist Hip-Hopper. *Journal of Sociolinguistics* 2019;00:1–9. <https://doi.org/10.1111/josl.12332>

Resistance identities and language choice in Instagram among Hispanic urban artists in Da DMV: Big Data and a mixed-method / Education for Information (IOS Press)

2018, AMSTERDAM / Magro, J. (2018). Resistance identities and language choice in Instagram among Hispanic urban artists in Da DMV: Big data and a mixed-method. *Education for Information*, 1-24, 1-24. doi:10.3233/EFI-180199

Música rap y aprendizaje en las aulas: entrevista a El Meswy/José Magro. / Papers infancia

2017, Barcelona / Magro, J., Aliagas, C. (2017). Música rap y aprendizaje en las aulas: entrevista a El Meswy/José Magro. *Papers infancia* c. Abr; 18:1-9.

Talking Hip-Hop: When stigmatized language varieties become prestige varieties / Linguistics and Education

2016, INTERNATIONAL / Magro, J. L. (2016). Talking Hip-Hop: When stigmatized language varieties become prestige varieties. *Linguistics and Education* 36, 16–26.

Teoría Crítica de Raza en la organización y representación del conocimiento / SCIRE: Representación y organización del conocimiento, 21, (2), 27-33

2015, ZARAGOZA, SPAIN/ Martínez-Avila, D., Ferreira, M., Magro, J. L. (2015)

Publications in progress

Language and antiracism in the language classroom (book under contract). Multilingual Matters/Channel View Publications, 'New Perspectives on Language and Education' series (under contract)

Cine infantil, doblaje e iconización: Traduciendo el cómo enseñar a los niños a discriminar

Local identity “en el middle” as a tool of resistance in Instagram among Hispanic urban artists in Da DMV

Presentations at conferences & seminars/workshops given

Antiracist pedagogies/ University of Maryland

2020, COLLEGE PARK, MARYLAND: Webinar given to instructors of Spanish and Portuguese. The workshop focused on antiracist theory, antiracism at departmental level, antiracist curriculum across programs, and practical implementation of antiracist pedagogies that promote critical linguistic awareness and critical thinking while maintaining linguistic goals.

Sociolinguistics-informed antiracist approaches to language teaching/ Universidad de Málaga

2020, UNIVERSIDAD DE MALAGA, SPAIN: Three-hour webinar for third-year Sociolinguistics students at the University of Málaga's Hispanic Philology program. The workshop focused on practical implementation of antiracist pedagogies that promote critical linguistic awareness and issues of praxis in institutional contexts.

Practical Applications of Critical Spanish L2 Pedagogy/ University of Maryland

2019, COLLEGE PARK, MARYLAND: Workshop given to instructors of Spanish and Portuguese. The workshop focused on practical implementation of antiracist pedagogies that promote critical linguistic awareness and critical thinking while maintaining linguistic goals.

Raperos latinos en Instagram: Lengua como herramienta de resistencia frente a la categorización racial y estigmatización de los latinos en los EE.UU./ PUCMM Campus de Santo Domingo

2019, SANTO DOMINGO, DOMINICAN REPUBLIC: Conference at the College of Social Sciences, Humanities,

and Arts at Pontificia Universidad Católica Madre y Maestra. Invited for a second year, more than a hundred guests attended to this lecture focused on the use of (hybrid) language(s) in Instagram, by Hispanic urban artists residing in the Washington DC metropolitan area, as a tool of resistance against racial categorization.

Big data, language choice, and identities in Instagram among DMV legacy speakers/ Universidade Estadual Paulista (UNESP)

2018, MARILIA, BRAZIL: Keynote speaker at the 10th International Meeting on Information, Knowledge and Action.

Hablando Hip-Hop: Raza, lengua e identidad y el español dominicano en estudiantes de herencia en New York/ PUCMM Campus de Santo Domingo

2018, SANTO DOMINGO, DOMINICAN REPUBLIC: Conference at the College of Social Sciences, Humanities, and Arts at Pontificia Universidad Católica Madre y Maestra. More than a hundred guests attended to this talk introducing sociolinguistics, language attitudes and ideologies, and critical pedagogy to a diverse audience of faculty and students.

Hip-Hop Nation Language, translocal practices, and the art of theft/ American University

2017 and 2018, WASHINGTON, DC: Guest speaker in Department of Literature. Presentation given for English Creative Writing Seminar

Anti-racist pedagogies in the (second) language classroom/ The Graduate Center (CUNY)

2017, NEW YORK: Guest speaker in Critical Pedagogies Seminar for CUNY graduate students and professors, including Dr. Ofelia García, Dr. Niki Makihara, and seminar director Dr. Beatriz Lado

Language, identity, law, and anti-racism/ University of Arizona

2017, TUCSON, ARIZONA: Guest speaker in the James E. Rogers College of Law. Presentation for the Latin American Law Students Association (LALSA) and the Native American Law Students Association (NALSA), the Middle East Law Students Association (MELSA), Black Law Students Association (BLSA) and Pride Law

Talking Hip-Hop: Cuando el vernáculo urbano se convierte en el prestigioso / LASA

2015, SAN JUAN, PUERTO RICO: *Desplazos Urbanos, panel: Physical and Cultural Dislocations, Shifting Inequalities, and Claims to the City*

Translating how to teach children to discriminate: linguistic iconization in children animated films dubbing / Georgetown University

2014, WASHINGTON, D.C.: In the Sociolinguistics panel at GURT 2014

Integrating language learning and culture: Meeting diverse students' needs through socially responsive creative language planning / Virginia International University

2014, ARLINGTON, VIRGINIA: Workshop given to foreign language college instructors at the Conference on Language Learning and Culture

Translating how to teach children to discriminate: linguistic iconization in children animated films dubbing / The CUNY Graduate Center

2014, NEW YORK CITY: In the Language Ideologies panel at The Grad Center Annual Conference

Additional Training

Online Instructor Training Program Certification / American University

2019, Washington, DC

Language for specific purposes (Spanish for the professions): Seminar by Dr. Darcy Lear / University of Maryland

2019, COLLEGE PARK, MD

DMV Spanish Heritage Language Symposium / University of Maryland

2018, COLLEGE PARK, MD

Useful evaluation in language programs / Georgetown University

2016, WASHINGTON, D.C.

Workshop in language programs evaluation at GURT 2016

LOTE Conference / NYC Department of Education

2011, NEW YORK CITY.

Resources, strategies, and learning standards: World Languages Education in an International City

Immigration and Xenophobia, critical perspectives/ Universidad Complutense de Madrid

1994-1995, MADRID, SPAIN.

Rorschach Test Clinical Evaluation / Hospital Gregorio Marañón

1993-1994, MADRID, SPAIN.

College service

Language partners liaison / University of Maryland

2017-present, COLLEGE PARK, MD

Volunteer for this program offering majors in Spanish the opportunity to meet with international students outside the classroom and practice their target language in an informal yet structured way. For international students, the program provides a forum for connecting with U.S. students and integrating into the UMD campus

PRAGDA film festival guest speaker / University of Maryland

2017, COLLEGE PARK, MD

Guest speaker for this prestigious festival featuring films from Latin America and Spain

Departmental workshops and meetings / University of Maryland

2017, COLLEGE PARK, MD

Participation in departmental workshops (every August and January since 2016) and meetings

Development of new course in translation for major in Spanish / University of Maryland

2017, COLLEGE PARK, MD

Development of new translation course for major in Spanish focused on Spanish for legal professions (SPAN 318, Translation of Technical Texts in Spanish). This course serves as a practical orientation to translation of English texts to Spanish, focusing on legal texts intersecting with issues of linguistic discrimination and immigration

Development of new translation/sociolinguistics course for major in Spanish / University of Maryland

2016, COLLEGE PARK, MD

Development of new translation course for major in Spanish focused on sociolinguistics and linguistic awareness (SPAN 318, Translation of Technical Texts in Spanish). This course serves as a practical orientation to translation of English texts to Spanish, focusing on technical texts intersecting with issues of discrimination from multiple perspectives, fields, and registers, from academic texts to rap songs or films. It attends to issues of translation within a very diverse range of registers, from formal/standardized to informal and stigmatized language varieties. One of the main goals of this course is to rise linguistic awareness from an anti-racist perspective in order to increase the functionality of the Spanish language users in different linguistic contexts

Development of new GenEd course for minor in Spanish / University of Maryland

2016, COLLEGE PARK, MD

Development of new general education course for minor in Spanish (SPAN 222, Cultural Differences in Contemporary Latin America). This course serves as an introduction to the study of Latin America and its representations and expressions. Through the relationships between power, language, and identity, the course aims to challenge the way Latin America has been socioculturally constructed since colonial times

Anti-racist curriculum / The George Washington University

2015-16, WASHINGTON, DC

Developing and integrating anti-racist contents and materials from an interdisciplinary perspective intersecting critical race theory, critical pedagogy, SLA, and sociolinguistics, in a content-based advanced

Spanish course. These materials, as part of my dissertation research, developed an anti-racist (linguistic) awareness and more conscious citizens while increasing motivation and linguistic proficiency

Coordinator of the Spanish Program movie series / The George Washington University

2015-16, WASHINGTON, DC

Selection of international Spanish language films related to the content seen by students in class during their semester; schedule and physical/digital promotion; coordinating colloquia; poster designer. The program increased its audience from 20-30 students per screening to up to 150 students

Study abroad adviser / The George Washington University

2015-2016, WASHINGTON, DC

Collaboration with Study Abroad faculty directors, interview students and analyze course syllabi of different study abroad programs taken by GWU students in order to be approved for credit transfer

Fulbright scholarship interviewer / The George Washington University

2015-2016, WASHINGTON, DC

Fulbright scholarship interviewer: conduct oral and written Spanish proficiency interviews in order to assess students' linguistic competence

Courses Coordinator / The George Washington University

2015-2016, WASHINGTON, DC

Advanced and intermediate Spanish Coordinator:

Instructor supervision in a highly standardized course that, in order to maximize homogeneity among sections, required instructor's supervision and training including observation of classes and assessments, providing feedback to instructors, research-based task and content-based curriculum and assessment development/maintenance, extensive knowledge of instructional technology (BlackBoard, VoiceThread, etc.), and coordination of student placement

Interdisciplinary Collaboration/ The George Washington University

2016, WASHINGTON, DC

Coordinate collaboration with the George Washington Department of Sociology for talk and film screening related to death in the border and other issues related to immigration

Community service

OXUM Water Polo / YMCA Silver Spring

2019-present, Silver Spring, MD

Creator, director, and coach for a co-ed water polo program open to everyone but targeted to promote water polo among 13 and under kids of color.

Translation/interpretation services / University of Maryland

2017, COLLEGE PARK, MD

Volunteer for a program assessing the welfare of all employees in campus

Translation/interpretation services / Edward Felegy Elementary School

2017, HYATTSVILLE, MD

Volunteer for a program offering healthy food habits services to Prince George County families

Raising linguistic awareness / University of Maryland/The George Washington University /Hunter College

2013-2017, COLLEGE PARK, MD

Raising linguistic awareness and motivation towards language learning through the catalytic validity of my research and my teaching, both in heritage speakers and L2 learners, attending to issues of language attitudes, linguistic and personal self-esteem, and developing an anti-racist awareness

Anti-racist pedagogies / University of Maryland/The George Washington University /Hunter College

2013-2017, COLLEGE PARK, MD

Curricular integration of anti-racist contents and materials from an interdisciplinary perspective intersecting critical race theory, critical pedagogy, SLA, and sociolinguistics, helping to develop an anti-racist (linguistic) awareness and more conscious citizens while increasing motivation and linguistic proficiency

Participation in musical shows and music publishing at Kips Bay Boys & Girls Club; P.S. 140 / Hip Hop music production and education Director, program creator, and teacher

AUGUST 2009 - AUGUST 2012, BRONX, NEW YORK

Participation as music consultant, producer, and writer in professional bilingual/translingual off-Broadway musical shows, performances, and festivals for the South Bronx community in New York. Recording, publishing, and distribution of bilingual Hip-Hop music cds featuring students of my program, helping youth at-risk to attend to critical and linguistic issues going on in their communities through music and creative response, helping their academic development and linguistic and personal self-esteem

Skills

- Fully bilingual (Spanish, English)
- Portuguese and Italian (reading level)
- Educational software: Black Board, Canvas, Voicethread, Zoom
- Others:
 - Software: Adobe Photoshop, Adobe Premiere, Adobe Illustrator, MacroMedia Flash, NVU (HTML format web software), Protools and Cubase (sound engineering softwares), Reason (music production software), Vector Magic, SignCut
 - Art: Extended experience as a muralist-graffiti artist. Spray can and Airbrush techniques; flock and vinyl garment printing system

Awards

- College of Arts and Humanities at UMD interdisciplinary course design/teaching grant
- Fulbright scholar (finalist, pending J.W. Fulbright Foreign Scholarship Board for approval)
- Doctoral Student Research Grant (City University of New York). 2016.
- Department of Hispanic and Luzo-Brazilian Languages and Literatures, The Graduate Center (CUNY) full doctoral scholarship award.

Membership

- Latin American Studies Association (LASA)
- National Education Association (NEA)