**CURRICULUM VITAE**

**Name:** Gail Lori Prasad

**Rank:** Assistant Professor

**Status:** Tenure-track

**Date of Preparation:** October 6, 2019.

**EDUCATION**

PhD Ontario Institute for Studies in Education (OISE), University of Toronto (UT),  
 Language & Literacies Education, Department of Curriculum,  
 Teaching & Learning, Toronto, ON, Canada, 2015.

<http://hdl.handle.net/1807/71458>

MA Ontario Institute for Studies in Education, University of Toronto, (OISE/UT)

Second Language Education, Department of Curriculum,  
 Teaching & Learning, Toronto, ON, Canada, 2009.  
 <http://hdl.handle.net/1807/18108>

B.Ed Queen’s University, Primary-Junior Education,   
Kingston, ON, Canada, 2003.

BAH Queen’s University, English Literature, Kingston, ON, Canada, 2002.

**Additional Teaching Qualifications**

AQ ESL, Queen’s University, Kingston, ON, Canada, 2011.

ABQ Senior English, Queen’s University, Kingston, ON, Canada, 2007.

AQ Reading, OISE/UT, Toronto, ON, Canada, 2006.

**EMPLOYMENT HISTORY**

2019 – current Assistant Professor, Faculty of Education

York University, Toronto, ON, CANADA

2015 – 2019 Assistant Professor, Department of Curriculum & Instruction,  
 University of Wisconsin-Madison, Madison, WI, USA

2014 – 2015 Instructor, OISE/UT, B.Ed Teacher Certification Program

2010 – 2013 Instructor, English Language & Writing Support Office, School of  
 Graduate studies, University of Toronto

**FUNDED RESEARCH**

2018 **Designing Multilingual Content-Based Literacy Projects,** $20,190,  
 Department of Curriculum & Instruction, UW-Madison, Madison, WI, USA

**FUNDED RESEARCH** (cont’d)

2018 **Investigating Languages and Literacies in Multilingual Schools**, $49,315,  
 Fall Research Competition, UW-Madison, Madison, WI, USA

2017 **Multilingual Project Based Learning**, $15, 104, Foundation for the Future  
 of Madison Public Schools, Madison, WI, USA

2016 **Vilas Life Cycle Professorship**, $31,968, WISELI, UW-Madison, Madison, WI,  
 USA

**HONORS**

2019 **2nd Prize: Visualizing Multilingualism Competition**,   
 Sponsored by AILA Creative Inquiry in Applied Linguistics ReN and British Association of Applied Linguistics, University of Manchester, UK

2019 **Wisconsin Without Borders Community-Based Research Award,**   
 Morgridge Center, University of Wisconsin-Madison, Madison, WI, USA

2016 **Pat Clifford Award for Early Career Research in Education,**

Canadian Education Association / Association canadienne d’éducation

2016 **Ken Leithwood Outstanding Dissertation Award,**

Ontario Institute for Studies in Education (OISE), University of  
 Toronto

2016 **AERA Second Language Research SIG Dissertation Award,**   
 American Educational Researchers Association (AERA)

2014 **Doctoral Completion Award,** OISE/UT, $14, 300

2013 **MITACS Accelerate Internship**, MITACS with Region of Waterloo,  
 Overlap Associates & ArtsSmarts Waterloo Region, $15 000

2013 **Best Graduate Student Paper**, International Superdiversity  
 Conference, University of Jyvaskyla, Finland, 300 Euros

2010 **Joseph-Armand Bombardier Canada Graduate Scholarship** (SSHRC)**,** Social Sciences & Humanities Research Council, $105, 000

2010 **Best Master’s Research Award**, Language and Literacy Researchers  
 of Canada (LLRC), $500

2009 **Ontario Graduate Scholarship**, $ 15, 000

2008 **Ontario Graduate Scholarship**, $ 15, 000

2008 **Keith Mcleod Fellowship**, Ontario Institute for Studies in Education,  
 $2,500

2007 **Joseph-Armand Bombardier Master’s Canadian Graduate  
 Scholarship** (SSHRC), Social Sciences & Humanities Research Council   
 $ 17, 500

2007 **William Pakenham Fellowship in Education**, OISE/UT, $ 5, 000

1998  **Weston Loran Scholar**, $ 47,500, Canadian Merit Scholarship  
 Foundation

**PUBLICATIONS**

**Articles in Refereed Journals**

Prasad, G. & Lory, M.-P. (minor revisions - accepted). From Language Awareness to Linguistic  
 Reconciliation in the classroom: A school-based case study. Revisions submitted to TESOL Quarterly.

Prasad, G. (2018). Making adolescents’ diverse communicative repertoires visible:   
 a creative inquiry-based approach to preparing teachers to work with (im)migrant  
 youth. *LIDIL: Revue de linguistique et de didactique des langues,*[Online], 57, Online  
 since 01 May 2018, connection on 08 May 2018. URL : http://journals.openedition.org/  
 lidil/4867

Prasad, G. (2018). [‘But do monolingual people really exist?’ Analysing elementary students’  
 contrasting representations of plurilingualism through sequential reflexive  
 drawing](http://www.tandfonline.com/doi/full/10.1080/14708477.2018.1425412). [*Language and Intercultural Communication.* AOP.](http://www.tandfonline.com/toc/rmli20/0/0) https://doi.org/10.1080/14708477.2018.1425412

Prasad, G. (2018). “How does it look and feel to be plurilingual?”: Analyzing  
 children’s representations of plurilingualism through collage. I*nternational Journal  
 of Bilingual Education and Bilingualism.* AOP<https://doi.org/10.1080/13670050.2017.1420033>

Prasad, G. (2015). Beyond the mirror towards a plurilingual prism: Exploring the   
 creation of plurilingual “identity texts” in English and French classrooms  
 in Toronto and Montpellier. *Intercultural Education.* Special Issue ed. A. Gagne  
 & C. Schmidt. <http://dx.doi.org/10.1080/14675986.2015.1109775>

Stille, S., & **Prasad, G.** (2015). “Imaginings”: Reflections on Plurilingual Students’  
 Creative Multimodal Works. *TESOL Quarterly*, *49*(3), 608-621.

**Articles in Refereed Journals** (cont’d)

**Prasad, G.** & Auger, N. (2015). « Mais est-ce que ça existe une personne  
 monolingue ? » Plurilinguisme des élèves au Canada et en France, pratiques  
 artistiques et langagières et apprentissage du français.In Prescod, P. &  
 Robert, J-M. (Eds.). La langue seconde de l’école à l’université: État des lieux.  
 *Carnets d’Ateliers de Sociolinguistique*. Paris: L’Harmattan. pp. 65-86.

Prasad, G. (2014). “Portraits of Plurilingualism in a French International School in  
 Toronto: Exploring the role of the visual methods to access students’  
 representations of their linguistically diverse identities.” *Canadian Journal of  
 Applied Linguistics*, 17 (1),55-71.

Farmer, D. & **Prasad, G.** (2014). Mise en récits de la mobilité chez les élèves  
 plurilingues: experiences canadiennes. *Glottopol*, No. 24, pp. 24.

Farmer, D. & **Prasad, G.** (2014). “Des jeunes (se) racontent! Approches créatives  
 visuelles mises au profit d’élèves issus de la diversité linguistique et  
 culturelle au Canada.” *Diversité*, L’école et les langues, No. 176, 1.

Prasad, G. (2013).Plurilingual children as co-ethnographers of their own language  
 and literacy practices: an exploratory case study. *Language & Literacy: an e  
 -journal. 15(3):* 4-30.

Prasad, G. (2012). “Multiple minorities or plurilingual learners?: Allophone  
 immigrant children’s rights and inclusion in French-language schools in  
 Ontario” *Canadian Modern Language Review.* 68(2): 190-215.

**Edited Special Issues**

Prasad, G. & Van Vieghen, S. (2019). (eds.) Language & Literacy: a Canadian e-journal.

**Books**

Prasad, G. (under contract for June 2019). The Prism of Children’s Plurilingualism: Researching Children’s Social Representations of language(s) and linguistic diversity. *Multilingual Matters.*

**Chapters in Books**

Prasad, G. (in press). Reframing expertise: learning with and from children as co-investigators  
 of their plurilingual practices and experiences. In Pinter, A. & Kuchah, H. (Eds). Ethical  
 and methodological issues in researching young language learners in school contexts.  
 Bristol, UK: Multilingual Matters.

**Prasad, G.** & Descourtis, S. (in press). Utilisation du photocollage comme méthode réflexive  
 visuelle chez les jeunes : représentations sociales des enfants plurilingues. In Razafimandimbimanana, E. (Ed.) *Les langues en images, les images des langues : Que  
 nous disent les images photographiques sur les images que l’on se fait des langues ?*

**Chapters in Books** (cont’d)

Lory, M-P. & **Prasad, G.** (in press). Favoriser l’instauration d’un espace de réconciliation  
 linguistique et culturelle en contexte scolaire minoritaire. In Fleuret, C. & Thiebault, J.  
 (eds.) Didactique du français en contextes minoritaires : enjeux actuels et regards  
 prospectifs.

Prasad, G. (2018). Building Students’ Language Awareness and Literacy Engagement  
 through the Creation of Collaborative Multilingual Identity Texts 2.0

In Frijns, C. & Helot, C. Language awareness in multilingual classrooms in  
 Europe: From theory to practice. Mouton De Gruyter Publishers.

Cummins, J., Ntelioglou, B. Y., **Prasad, G**. & Stille, S. (2017). Identity Text  
 Projects: Generating Academic Power in Multilingual Classrooms. In  
 Blatherwick, M. & Cummings, J. Creative Practices in Curriculum and  
 Teaching in the 21st Century. Toronto: Pearson.

Prasad, G. (2015). “Enfants en tant qu’ethnographe de leurs propres langues :  
 Rendre le plurilinguisme davantage présent à l’école.” In C. Dompmartin, G.  
 Galligani, M-O M. Sandoz & D-L. Simon. (Eds.) *Accueillir l’enfant et ses  
 langues: rencontres pluridisciplinaires sur le terrain de l’école.* Marseille,  
 France: Riveneuve.

Prasad, G. (2012). Multiple Minorities or Plurilingual learners? – Allophone  
 immigrant Children’s Language Education Rights in Canada. In Richter, D.,  
 Richter, I., Ulasiuk, I. & R. Toivanen (Eds.) *Language Rights Revisited*. Berlin:  
 Berliner Wissenchafts –Verlag & Intersentia.

Prasad, G. (2012). Finding Poetry: An alter(n)ative approach to language education  
 research. In Cole, A., Stewart, S. & Thomas, S. (Eds.) *The Art of Poetic Inquiry.* Halifax: Backalong books.

**Prasad, G.** & Dykstra, N. (2011). “Quilting our Communities: Creating personal and  
 collective identity texts through the integration of the Arts in a Grade 3 class”  
 in Cummins, J. & Early, M. (Eds.) Identity Texts: the collaborative creation of  
 power in multilingual schools. Sterling: Trentham Books.

Prasad, G. (2011). “Let me (Re) Tell You My Story: Creating trilingual identity texts  
 at an orphanage school in Burkina Faso” in Cummins, J. & Early, M. (Eds.)  
 Identity Texts: the collaborative creation of power in multilingual schools.  
 Sterling: Trentham Books.

Prasad, G. (2010) Mapping Identities. In DeRango-Adem, A. & Thompson, A. *Other  
 Tongues: Mixed-Race Women Speak Out.* Toronto: Inanna Publications and  
 Education Inc.

**Technical Reports**

Prasad, G. (2016). Equity through the Arts: Final Report. Submitted to ArtsSmarts  
 Waterloo Region Collaborative Partnership.

Prasad, G. (2015). Equity Through the Arts Partner Report: Preliminary Findings.  
 Submitted to ArtsSmarts Waterloo Region Collaborative Partnership.

Prasad, G. (2014). ArtsSmarts Waterloo Region 2014: Equity through the Arts  
 Collaborative Research Design. Submitted to ArtsSmarts Waterloo Region  
 Collaborative Partnership.

**Book Reviews**

**Prasad, G.** & Farmer, D. (2010, Dec). [Recension du Lire le Monde: Les littératies  
 multiples et l'éducation dans les communautés francophones, de Masny,  
 D.]  *Recherches Sociographiques*, LI, 3, p. 595.

**Non-Referred Publications**

Prasad, G. (2017). Parents as Multilingual Experts. *Education Canada.* pp. 28-31.

# Prasad, G. (2010). Alter(n)ative Identities: Elementary Teachers' Inclusive Practices  with Immigrant Children in One-French Language School in Ontario. In Gallant, N. (Ed.) Cahier de la recherche actuelle sur l'immigration dans les communautés francophones en situation minoritaire. Quebec: Centre of Excellence for Research on Immigration and Settlement (CERIS).

**Multimedia Production / Exhibitions**

Prasad, G. (2019, July). (inter)weaving Repertoires. [Collage]. Visualizing Multilingualism  
 Competition. AILA Creative Inquiry ReN and BAAL.

Prasad, G. (2014, Apr.) Plurilingual Prisms [Collage]. In Stille, S., Newmaster, S., &  
 Prasad, G. Curators. (2014, Apr.). Image(in)ings 2: Showcasing teacher –

student “Identity Text” creations. [Exhibition]. Toronto District School Board  
 Celebrating Linguistic Diversity Conference. Toronto, ON.

Stille, S., Newmaster, S., & Prasad, G. Curators. (2014, Apr.). Image(in)ings 2:  
 Showcasing teacher-student “Identity Text” creations. [Exhibition]. Toronto  
 District School Board Celebrating Linguistic Diversity Conference. Toronto,  
 ON.

Stille, S., Newmaster, S., & Prasad, G. Curators (2012, Apr.). Image(in)ings:  
 Showcasing teacher-student “Identity Text” creations. [Exhibition]. Toronto  
 District School Board Celebrating Linguistic Diversity Conference. Toronto,  
 ON.

Prasad, G. (2010, Apr.). Alter(n)atives: A collection of poetic paintings. [Painting].  
 University of Toronto Art Centre. Toronto, ON.

**PRESENTATIONS**

**Invited Presentations**

Prasad, G. (2019). Designing linguistically expansive teaching and learning

in multilingual school contexts./ Concevoir une approche didactique linguistiquement exponentielle en contextes scolaires multilingues. Sponsored by EDUCLang at the University of Ottawa, Ottawa, ON, Canada.

Prasad, G. (2018, Apr.) Be(com)ing a syncretic researcher with teachers and students in multilingual schools. Invited Plenary talk at the Graduate Student Research Conference, OISE/UT, Toronto, ON, Canada.

Prasad, G. (2017, Feb.) Designing Linguistically Expansive Teaching and Learning for Multilingual Schools. Invited talk sponsored by the Language and Literacies Program at OISE/UT, 2016 LLE Research Colloquium Public Lecture Series, OISE/UT, Toronto, ON, Canada.

Prasad, G. (2016, Oct.) Leveraging Students’ Plurilingualism for Academic Gain and Social Inclusion. Invited Research talk presented at the annual national WIDA 2016 conference in Philadelphia, PA, USA.

Prasad, G. (2016, Feb.) How Does it Look and Feel to be Plurilingual? Analyzing Elementary Students’ Visual and Multimodal Representations of Plurilingualism in Canada and France. Invited talk sponsored by the Doctoral Program in Second Language Acquisition at the University of Wisconsin-Madison, Madison, WI, USA.

Prasad, G. (2016, Jan.) Beyond Two Solitudes in Canadian Language Education Research. Invited talk sponsored by the Language and Literacies Program at OISE/UT, 2016 LLE Research Colloquium Public Lecture Series, OISE/UT, Toronto, ON, Canada.

Prasad, G. (2015, Oct.) Teaching through the Prism of Children’s Plurilingualism in the 21st Century: Shifting towards a Culturally and Linguistically Inclusive Paradigm for Supporting All Students’ School Success. Invited symposium presentation at Learning Spaces for Inclusion and Social Justice, University of Iceland, Reykjavík, Iceland.

Prasad, G. (2014, Jan.) Creating Plurilingual “Identity Texts” in the Mainstream Classroom: A multisite study in Toronto’s English and French schools. Invited plenary presentation at the MALEDIVE Network Workshop, European Centre for Modern Languages, Graz, Austria.

Prasad, G. (2014, Jan.) Equity through the Arts: Documenting “Moments of Equity” in the classroom. Invited talk delivered for ArtSmarts Waterloo Region Teacher & Artists Training Day, Waterloo, ON.

Farmer, D & Prasad, G. (2013, Dec.) Mise en récits de la mobilité chez les élèves plurilingues: experiences canadiennes. Invited conference at “Accompagner et valoriser l’expérience de la mobilité et de la migration dans la cité” hosted by Université Cergy-Pontoise et la Mairie de Paris.

**Invited Presentations** (cont’d)

Prasad, G. (2013, Nov.) Nous sommes tous plurilingues ! Quand des élèves culturellement et linguistiquement divers à Toronto s’engagent comme co-chercheurs dans leurs pratiques plurilingues. Invited paper at Université de Lyon.

**Selected Refereed Presentations**

Prasad, G. (2018). Developing Language Aware Teachers: Using visual and multimodal biographical tools to foster teacher candidates’ critical multilingual language awareness.14th Biennial Association of Language Awareness Conference. Amsterdam, Netherlands.

Helot, C. & Prasad, G. (2018). Critical Multilingual Language Awareness: Working towards Social Justice and Linguistic Reconciliation.14th Biennial Association of Language Awareness Conference. Amsterdam, Netherlands.

Prasad, G & Lory, M. P (2018). Classrooms as Multilingual Spaces of Linguistic Reconciliation: Developing Language Aware Teachers and Students through a Continuum of Plurilingual Practice. 14th Biennial Association of Language Awareness Conference. Amsterdam, Netherlands.

Lory, M.-P. & Prasad, G. (2018). Translanguaging et pratiques plurilingues comme ressources pédagogiques novatrices pour promouvoir la réconciliation linguistique/ Translanguaging and plurilingual practices as innovative pedagogical resources to promote linguistic reconciliation. Canadian Center for Studies and Research on Bilingualism and Language Planning (CCERBAL) Conference, <<Translanguaging>>: Opportunités et Défis dans un Monde Globalise/Translanguaging: Opportunties and Challenges in a Global World. Ottawa, Canada.  
  
Prasad, G., Bettney, E., Descourtis, S. & Hyun, J. (2018). Translanguaging with ‘monolingual' learners? : Expanding students' communicative repertoires through critical and creative multilingual language awareness instruction. Canadian Center for Studies and Research on Bilingualism and Language Planning (CCERBAL) Conference, <<Translanguaging>>: Opportunités et Défis dans un Monde Globalise/Translanguaging: Opportunties and Challenges in a Global World. Ottawa, Canada.

Prasad, G. & Velarde, L. (2017). Visualizing Adolescents' Communicative Repertoires Though Self-Portraiture, Communication Maps, and Digital Photography. Wisconsin TESOL Conference. Madison, WI

Prasad, G., Clarahan, A., Zheng, B., Ratanaphart, P. & Sandojki, A. (2017). Multilingual Project-based Learning: Lessons and Challenges from a School-University Partnership. Wisconsin TESOL Conference. Madison, WI

Prasad, G. (2016, June). Schools as monolingual or heteroglossic spaces ? : Analyzing elementary students’ sense-making of languages and literacies in and out of school spaces in Canada and in France. Sociolinguistics Symposium. University of Murcia, Spain.

Prasad, G. (2016, Apr.) Children’s representations of plurilingualism: Reflecting on creative multimodal approaches for engaging children as co-ethnographers of their plurilingual lives. AAAL, Orlando, Florida.

Auger, N., Lamarre, P. & Prasad, G. (2015, Mar.) Diversity in the Mainstream: MALEDIVE project at the European Centre for Modern Languages. Paper co-presented at the World Congress for Modern Languages, Niagara Falls, Ontario, Canada

Prasad, G. (2015, Mar.) “Ça existe une personne monolingue?” Engaging children as co-researchers of their own plurilingualism. Paper presented at joint conference of American Association of Applied Linguistics and Canadian Association of Applied Linguistics, Toronto, Ontario, Canada.

**SCHOLARLY AND PROFESSIONAL ACTIVITIES**

2019 **Reviewer,** AAAL proposals for annual 2020 conference

2019 **Reviewer**, TESOL Quarterly

2018 **Reviewer,** AAAL proposals for annual 2019 conference

2018 **Reviewer,** TESOL Quarterly

2018 **Reviewer,** Bilingual Research Journal

2018 **Reviewer,** Journal ofLanguage & Intercultural Communication

2018 **Panel Discussion**, Collaborative Approaches to Supporting Linguistically Diverse  
 Students, Wisconsin Department of Public Instruction

2017 **Co-Organizer**, Wisconsin Ideas in Education Speaker Series

2017 **Reviewer,** Journal of Early Childhood Literacy

2016 **Reviewer,** American Educational Research Association (AERA) Second  
 Language Research Special Interest Group (SIG) Dissertation Award Committee

2016 **MMSD Teacher Mentor Network, Forward Madison Initiative**

Education Outreach Partnerships, University of Wisconsin-Madison

2016 **World Language** **Education** **Guiding Coalition,**   
 Office of Global & Multilingual Education (OMGE)   
 Madison Metropolitan School District (MMSD)

2016 **Reviewer**, Peabody Journal of Education

2016 **Reviewer,** LEARNing Landscapes

**SCHOLARLY AND PROFESSIONAL ACTIVITIES** (cont’d)

2015 **Second Language Acquisition Doctoral Program Steering Committee**,   
 UW-Madison, College of Letters & Sciences – Core Faculty Member

**Directed Student Learning**

**Student Advisees**

**PhD**

1. Esther Bettney (Curriculum & Instruction, September 2017- current)
2. Sandra Descourtis (Second Language Acquisition, September 2017 – current)
3. Sarah Scallon (Curriculum & Instruction, September 2018 – current)

**PhD committees**  
1. Kristin Papoi, (PhD, Halverson) – Curriculum & Instruction, defended April 2016  
2. Bailey Smolarek, (PhD, Hawkins) – Curriculum & Instruction, defended May 2016  
3. I-Ju Tu, (PhD, Tochon), - Curriculum & Instruction , defended, May 2016  
4. Akira Kondo, (PhD, Hawkins) – SLA doctoral program, defended, August 2016

5. Ebony Flowers, (PhD, Graue) – Curriculum & Instruction, defended, April 2017

6. Jan Hagedorn ( PhD, Tochon) – Curriculum & Instruction, defended, June 2017

7. Emily Evans (PhD, Hawkins) – Curriculum & Instruction, defended, May 2018

8. Laura Hamman, (PhD, Hawkins) – Curriculum & Instruction, defended, May 2018

9. Yvonne Pek (PhD, Compton-Lily) – Curriculum & Instruction, defended, May 2018

10. Arlene Strikwerda (PhD, Gomez) – Curriculum & Instruction, defended, November 2018

11. Sandrine Pell (PhD, Young) – SLA program - defended March 2019

12. Jaerin Ahn (PhD, Tochon) - Curriculum & Instruction, defended 2019

13. Theresa Pesavento (PhD, Tochon) – Curriculum & Instruction – defended 2019

14. Madina Djuraeva, (PhD, Tochon) – Curriculum & Instruction, dissertator – ABD.

15. Alon Andrews (PhD, Halverson) – Curriculum & Instruction, dissertator, proposal review  
 2016

16. Doug Adams (PhD, Woodward) – Geography Department – prelims 2018

17. Sara Farsiu (PhD, Thompson) – SLA program – proposal defense, 2017

18. Scott Stillar (PhD, Pacheco) – SLA program – prelims 2019

19. Jung Won Hyun (PhD, Tochon) - Curriculum & Instruction, dissertator (prelims 2018)

**Masters Committees**  
1. Aubrey Hellenbrand, (Masters, Hawkins) –defended, December 2015

2. Sara Goldberg, (Masters, Hawkins) – defended, December 2015

3. Jenna Smith, (Masters, Hawkins) – defended, August 2016

4. Brianne Unger (Masters, Hawkins) – defended, August 2016

5. Meghan Ernest, (Masters, Hawkins) – defended, May 2016

6. Mikaela Hagen, (Masters, Hawkins) – defended May 2016

7. Nathalie Christensen – (Masters, Hawkins) – defended April 2017

8. Karly Dyle – (Masters, Hawkins) – defended in May 2017

9. Emily Koehler – (Masters, Hawkins) - defended June 2017

10. Kayla Ahonen – (Masters, Tochon), defended Spring 2019