

Erika Abarca Millán, PhD.

Education

- Aug 2015 – Apr 2020* **University of Pittsburgh** – U.S.A.
School of Education
Ph.D. in Language, Literacy, and Culture
Certificate in Lat. Am. Social and Public Policy – Center for Lat. Am. Studies
- Aug 2013 – May 2014* **Carnegie Mellon University** – U.S.A.
Modern Languages Department
MA in Applied Second Language Acquisition
- Aug 2009 – Aug 2010* **University of Chile** – Chile
Diploma in Arabic
- Mar 2003 – Feb 2007* **University of Chile** – Chile
BA in English Language and Literature, Linguistics and Literature - Chile

Thesis

Equitable access to higher education in Chile: An analysis of special-access students' reported experiences at university. 04/2020, Degree: PhD in Education, Language, Literacy, and Culture, Supervisor: Dr. Richard Donato. Accessible at <http://d-scholarship.pitt.edu/38706/>

Publications

Peer Reviewed

- Alvarado, C., Saadati, F. & Abarca Millán, E. (2023) Desarrollando la escritura de estudiantes: El potencial de una metodología colaborativa basada en la resolución de problemas [Developing students' writing: The potential of collaborative problem-solving methodology]. *Revista de Investigación Educativa* 43(1), 143-166. <https://doi.org/10.6018/rie.517231>
- Abarca Millán, E., Alvarado Vargas, C., Arriagada, S., & Cabello, P. (2022) Searching for a middle ground: teachers' identities and perception on the teaching and learning of writing. *Teaching and Teacher Education Journal* (under review).
- Saadati, F., Abarca Millán, E., & Fuenzalida, N. (2022) "The meal is served, but who are we serving it to?" Challenges in a Math professional development program during COVID-19 and the strategies developed to address them. *Professional development in Education*. <https://www.tandfonline.com/doi/full/10.1080/19415257.2022.2125550>

Bahamondes, R. & Abarca Millán, E. (2021) First-year students' experience in higher education in Chile in times of Covid-19. *Planning and Changing*. Special Issue. 50(3/4):209-235.
https://education.illinoisstate.edu/downloads/planning/Planning-Changing%2050-3-4_article%206_Rosa_Bahamondes_Rivera.pdf

Abarca Millán, E. (2021) Learning from Culturally Relevant Pedagogy and Critical Discourse Analysis: Informing and successfully impacting Foreign Language Teaching. *Contingencies, A Journal of Global Pedagogy*, NYU.1(1) <https://doi.org/10.33682/eeym-xanb>

Abarca Millán, E. (2016) ¿Quién fuera noche para caerle encima! piropos in Chile: Sexual harassment or flirtation? *Sociolinguistic Studies* 07/2016; 10(4):509-527., DOI:10.1558/sols.26731

Working Papers

Abarca Millán, E. (2020) Equitable Access to Higher Education in Chile: A qualitative study of special-access students challenging experiences. Available at SSRN:
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3627555.

Abarca Millán, E. (2019) Discourse, Literacy and Identity in Secondary and Post-Secondary Education: A literature Review. Available at SSRN: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3545409

Abarca Millán, E. (2018) Access to Higher Education in Chile: A Literature Review. Available at SSRN: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3545433

Abarca Millán, E. (2015) Importance of Developing Bilingual and Bicultural Identities: Parents' Understanding of a Heritage Language Program for Children. Available at SSRN: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3546975

Op-eds

Abarca Millán, E. (2019) Constructive Discomfort. *Panoramas*, U. of Pittsburgh. (November 19, 2019). Available at <https://www.panoramas.pitt.edu/economy-and-development/constructive-discomfort>

Current Projects

Diversity in the education workforce in Latin America and the Caribbean. Project manager, lead researcher and consultant in project funded by the Inter-American Development Bank (IADB) that aims at mapping and describing the demographic composition of the teacher and principal workforce in Latin America and the Caribbean with the purpose to identify representation gaps (gender, race, ethnicity, among others) between students, teachers, and principals.

Analyzing the perceptions around academic reading and writing in higher education. Analysis of perceptions among students and teachers of reading and writing skills in teacher education programs at University of Magallanes, Chile. University of Magallanes and Center for Advanced Research in Education, University of Chile.

Teachers' representations of digital abilities in the classroom. Analysis of teachers' conceptions of what digital abilities are and how they should be taught by analyzing their discursive practices. Center for Advanced Research in Education & Center for Mathematical Modelling, University of Chile.

Book editor: Amplifying students' and educators' voices in educational research – Vernon Press. Given the persistent inequities and injustices in educational environments around the world, it becomes important to learn from the minoritized and marginalized communities that have suffered and endured such positions. To this end, educational research has a duty to amplify the voices of students and educators to bring awareness to the rest of their communities and to hopefully inform changes that better serve these students and educators. This edited volume will seek to include empirical research aimed at amplifying marginalized and minoritized students' and educators' voices by examining counter-narratives, testimonios (testimonies), pláticas (conversations/discourses) or other similar methods.

Conference Proceedings

Abarca Millán, E., Alvarado, C., Arriagada, S., & Cabello, P. (2023). *Searching for a middle ground: Teachers' identities and perceptions on the teaching/learning of writing*. AERA annual meeting, Chicago, IL (confirmed)

Fernández, L., & Abarca Millán, E. & Flores, A., (2022) *Graduate Latinx Students' Mentoring and Advising Experiences in Higher Education*. Latinx Connect. Virtual Session.

Abarca Millán, E., Lillo, D., & Oyarzún, K. (2022, July 6-9) *Agency in a new reality: The roles of educators and students in emergency contexts*. Critical Approaches to Discourse Analysis across Disciplines (CADADD) annual conference. Bergamo, Italy.

Abarca Millán, E., Lillo, D., & Oyarzún, K. (2022, April 21-26) *Emerging teaching identities: Analyzing language-teaching experiences in the Chilean higher education context*. American Educational Research Association – AERA Annual Conference. San Diego, U.S.A. <https://www.aera.net/Events-Meetings/Annual-Meeting>. DOI: 10.3102/IP.22.1891988

Abarca Millán, E., Lillo, D., & Oyarzún, K. (2022, January 6-9) *Emerging teaching identities: Analyzing experiences in an emergency online program*. IAFOR International Conference on Education in Hawaii IICE 2022, Honolulu, Hawaii, U.S.A. <https://iicehawaii.iafor.org/>

- Abarca Millán, E. & Bahamondes, R. (2022, January 6-9) *Experiences in Higher Education in Chile in times of COVID-19*. IAFOR International Conference on Education in Hawaii IICE 2022, Honolulu, Hawaii, U.S.A. <https://iicehawaii.iafor.org/>
- Alvarado, C., Arriagada, S., Abarca Millán, E., & Cabello, P. (2022, January 6-9) *Beliefs and Appraisals Around the Teaching and Learning of Writing*. IAFOR International Conference on Education in Hawaii IICE 2022, Honolulu, Hawaii, U.S.A. <https://iicehawaii.iafor.org/>
- Abarca Millán, E. & Bahamondes, R. (2021, 25-29 de octubre) *¿Qué aprendimos en pandemia? Análisis de reflexiones de un grupo de docentes de enseñanza superior en Chile*. [What did we learn during the pandemic? Analysis of Faculty reflections in Chile] Annual conference of Latin American Association of Discourse Studies, D.F., Mexico (virtual session)
- Fernández, L. & Abarca Millán, E. (2021, March 19-21) *Using technology tools to assess oral skills: Flip Grid*. 2021 ACTFL conference (virtual session uploaded)
- Bahamondes, R. & Abarca Millán, E. (2021, March 25-27) *First-year students' experience in higher education in Chile in times of Covid-19*. 2021 Latin American Social and Public Policy Conference, University of Pittsburgh, Pittsburgh, PA, U.S.A. <https://www.ucis.pitt.edu/clas/laspp/conference-program>
- Abarca Millán, E., Astorga, I., Oyarzún, K. (2020, September 7-9) *No plan survives first contact with the enemy: An analysis of official press conferences during the social revolt in Chile*. 24thDiscourseNet Conference, Brussels, Belgium.
- Abarca Millán, E. (2020, April 17-21) *Equitable Access to Higher Education in Chile: Analysis of Special-Access Students' Identity Enactment Through Discourse* [Roundtable session]. AERA Annual Meeting San Francisco, CA, U.S.A. <http://tinyurl.com/vjc5rrt>
- Abarca Millán, E. (2019, December 2-5) *Acceso especial universitario: Experiencias e identidades* [Special Access to university: experiences and identities]. ALED 2019 (Latin American Association of Discourse Studies) , Santo Domingo, Dominican Republic.
- Abarca Millán, E. (2018, November 28 - December 1) *Exploring underrepresented students' identities through literacy*. Literacy Research Association Conference (LRA), Palm Springs, CA, U.S.A.
- Abarca Millán, E. (2018, March 23-24) *Access to higher education in Chile: A literature review*. 22nd Latin American Social and Public Policy Conference, Center of Latin American Studies, University of Pittsburgh, PA, U.S.A. https://www.ucis.pitt.edu/clas/sites/default/files/final_LASPP_program.pdf
- Abarca Millán, E. & Korpella, S. (2018, April) *Culturally Responsive pedagogy in Foreign Language Education*. IUP Spring Methodology Conference on Foreign Language Teaching, IUP, PA, U.S.A.
- Abarca Millán, E. (2018, February 16-17) *Parents' understanding of a Heritage Language Program for children*. Conference on Heritage/Community Languages, UCLA, CA, U.S.A.
- Abarca Millán, E. (2017, October 16-19) *'Quién fuera noche para caerle encima'. Piropos en Chile ¿Acoso sexual o halago? [Piropos in Chile: Sexual harassment or flirtation?]* XII International Conference of the Latin American Association of Discourse Studies (ALED). Universidad Católica de Chile.
- Abarca Millán, E. & Gomez Laich, Ma Pía (2015, March 21-24) *Pragmatic Analysis of Spanish Textbooks* (poster). AAAL 2015, Toronto, Canada. <https://app.box.com/s/z1cz0inryal8ndcps05p44w9qmtocq0i>

Work Experience

May 2021 – now

Post-Doctoral Researcher

University of Chile – Center for Advanced Research in Education

Researcher in charge of developing and implementing several research projects associated to teacher professional development program ARPA (Activating Problem Solving in the Classroom).

May 2022 – Dec 2022

PEC (Product and External Services) Consultant

Inter-American Development Bank (IADB)

Project manager and lead researcher for the Inter-American Development Bank (Education Division). In charge of project that aims to map teacher and principal demographics in Latin America and the Caribbean to identify possible representation gaps (based on gender, race, age, etc.) in the teacher and principal workforce in Latin America and the Caribbean.

Aug 2020 – Dec 2022

Tutor/mentor

Universidad de Chile

Provided support and guidance to minoritized students who gained access to higher education through a special-access program at a Chilean public University, aiding to students' successful undergraduate degree completion.

Nov 2020 – Jan 2022

Instructor

University of Chile – Faculty of Business and Economics

Designed and implemented intensive English summer courses with a focus on Academic English for undergraduate students who were applying to international exchange programs. Received outstanding teaching evaluations of teaching.

Aug 2020 – Jan 2021

Volunteer Instructor

University of the People

Instructor for online courses in English 101 (academic English course). Received above average teaching evaluations.

Aug 2020 – Dec 2020

Part-Time Faculty, Spanish Instructor. Dep. of Humanities and Social Sciences.

Point Park University, Pittsburgh PA, U.S.A.

Designed and implemented two courses (Spanish language and content course) to be delivered online and face-to-face, during High-Flex instruction.

Sept 2019 – Aug 2020

GSA, Student Editor, American Educational Research Association (AERA)

University of Pittsburgh, PA, U.S.A.

Student editor, member of graduate student editorial board for AERJ

Jan 2017 – Apr 2017

Visiting Instructor, Dept. of Hispanics Languages and Literatures

University of Pittsburgh, PA, U.S.A.

In charge of teaching and designing activities and evaluations for two upper-level courses of Spanish. Received outstanding teaching evaluations.

Aug 2014 – Apr 2015

ESL Teacher, ESL Department

Duquesne University, PA, U.S.A.

In charge of teaching two lower-level courses: Listening and Speaking and Academic English

Aug 2014 – Apr 2015

Full-time Spanish Instructor, Dept. of Hispanics Languages and Literatures

University of Pittsburgh, PA, U.S.A.

In charge of teaching and designing activities and evaluations for three intermediate and upper-level Spanish courses

Aug 2014

Online ESL instructor

Royal Roads School

Online one-on-one tutoring sessions for high school students enrolled in Royal Roads Schools across China.

Aug 2013 – Mar 2014

ESL instructor, ESL department

Duquesne University, PA, U.S.A.

Teaching practicum, part of the MA program at CMU

Mar 2010 – June 2013

English instructor, different campuses

University of Chile, Santiago, Chile

Classes and workshops on Academic English for undergraduate/graduate students.

Jun 2006 – Sept 2011

English teacher and Int'l Exams instructor

NOVA Language Consultants Santiago, Chile

One-on-one English instructor (focus on International Exams: IELTS, TOEFL, GMAT, GRE and academic English preparation) and English program university coordinator

Other Activities

Reviewer - Projects

Reviewer for education research projects (2021) – Univ. of the Republic, Uruguay
MA Thesis reviewer for Best Thesis Award from ALED 2021 (Latin American Association of Discourse Studies)

<i>Reviewer- Journals</i>	Literacy Research: Theory, Method, and Practice; Hispania; Sociolinguistics Studies; Zona Próxima; Foreign Language Annals; Teaching and Teacher education (TATE); System – An international journal of Educational Technology and Applied Linguistics; Critical Inquiry in Language Studies (CILS); American Educational Research Association (AERA) Annual Conference.
<i>Certifications and workshops</i>	<i>PD100-Introduction to Online Instruction</i> – Point Park University, Dec. 2020; <i>Foundations of Teaching for Learning: Curriculum</i> – Commonwealth Ed. Trust, Jan 2021. <i>Appraisal pre-conference workshop</i> – ALSFAL 2021 (Latin American Association of Systemic Functional Linguistics)
<i>Memberships</i>	American Educational Research Association (AERA) Latin American Association of Discourse Analysis (ALED) Discourse Analysis Network (DiscourseNet) International Academic Forum (IAFOR)
<i>University organizations</i>	UPitt-Latin American Graduate Organization of Students - VP of Public Relations (2017-2020)
<i>Community outreach</i>	Volunteer: Círculo Juvenil de Cultura, Latino Community Center.
<i>Interests</i>	Baking, yoga.

Awards & Grants

<i>Jan 2023</i>	Grant: FONDECYT Postdoctoral Research Grant – ANID Chile (US\$30,000)
<i>Nov 2018</i>	Grant: Faculty and Student Research Grant – University of Pittsburgh
<i>Oct 2018</i>	Grant: Faculty and Student Research Grant – University of Pittsburgh
<i>Apr 2017</i>	Grant: Tinker Summer Field Research Grant - University of Pittsburgh
<i>Aug 2015</i>	Scholarship: Doctorado en el extranjero (PhD abroad) - CONICYT Chile
<i>Aug 2013</i>	Scholarship: Magister en el extranjero (MA abroad) - CONICYT Chile
<i>Apr 2006</i>	Award: Academic Collaboration Award - Linguistics Dept. - University of Chile
<i>Apr 2005</i>	Award: Academic Collaboration Award - Literature Dept. - University of Chile