

INDEX

- Academic achievement, 85
Academic essay, 51
Academic literacies
 academic circumstances, 59
 development of, 60–61
 in higher education, 59–60
 Ibero-American context, 58
 monologism and dialogism, 63
 performance and learning,
 62–63
 qualitative and reflexive analysis,
 61–62
 reading and writing assistance,
 66–69
 triple modeling-based writing center,
 63–66
 WC in faculty of teacher training,
 69–72
Acompañamiento a la Lectura y la
 Escritura en las Disciplinas
 (ALED), 66, 69
Adaptation process, 70
Adolescent Literacy, 33–35
Amazon, 11
Amazonian populations, 13–14
Anglo-Saxon experiences, 62
Anglo-Saxon models, 58, 64
Aotearoa New Zealand, 44, 103, 105
Assimilation/standardization process,
 70
Autonomous Community of Madrid,
 69

Bachelor of Teaching program (BoT
 program), 46, 49
Belize, 185
Bilingual education, 85, 104
 in te reo Māori, 105–106
Bilingual interventions, 87–89

China, 185
Chinese culture, 244–245
Chinese early adolescent readers
 Chinese culture, 244–245
 Chinese students perspectives,
 253–254
 educational implications, 255–257
 longitudinal research project, 246
 motivation, 244
 relational model of motivation
 development for Chinese
 students, 255–256
 researcher positionality, 245
 semistructured interviews, 246–247
 students and stories, 247–253
 theoretical framework, 245–246
Chinese relational epistemology,
 245–246, 255, 257
Collaborative autoethnography
 (CAE), 26–27
Colonialism, 38
Colonized pedagogies to decolonized
 pedagogies, 30–33
Communicative approach, 60–61
Community mapping, 140
 context, 145–146
 critical international service
 learning, 142–144
 culturally based model of literacy,
 141
 data collection and analysis, 146
 languages and literacies, 150–151
 multimodal texts, 151
 multiple literacies, 147–149
 participants, 144–145
 relationships between language,
 literacy, and power,
 149–150
 sociocultural and critical theories,
 141

- sociocultural views of literacy, 141–142
- Concept-oriented reading instruction (CORI), 91–92
- Connected learning, 204
 - model, 209–210
 - programs, 204
- Content analysis, 87
- Content area literacy, 80, 82
- Contextualization, 62
- Coronavirus pandemic (COVID-19 pandemic), 226
 - data analysis, 231
 - digital divide, 237
 - digital divide and attendant inequities, 231–232
 - emphasis on relationships and socioemotional skills, 235–236
 - equitable learning opportunities, 238
 - GMM, 227, 238
 - Northeastern United States, 230
 - P-5, 230
 - rethinking learning spaces, 240
 - socioemotional skills and caring relationships, 239
 - student engagement, 238
 - student engagement and home environment, 234–235
 - teacher agency, 236–237
 - teacher and student technology challenges, 232–233
 - teachers' and students' digital skills, 239
 - teaching in times of crisis, 227–229
- Cosmopolitan approach, 180
 - challenges and tensions, 195–196
 - connections between local and global, 184
 - cosmopolitan roots, 181
 - critical cosmopolitan literacies, 183
 - dimensions of cosmopolitan literacies, 182–183
 - educational cosmopolitanism, 181–182
 - future directions for global meaning-making, 196–197
 - global literacies, 183–184
 - global meaning-making, 195
 - global connections, 190–192
 - intercultural collaboration, 192–195
 - K-12 content areas, 186
 - positionality statement, 185
 - situated relevance, 189–190
 - teaching literacies for global social justice, 185
 - tensions between local and global, 184–185
 - themes and codes from analysis, 188
 - theoretical framework, 181–183
- Cosmopolitan literacies, dimensions of, 182–183
- Cosmopolitanism, 181
- COVID-19 pandemic, 6, 180
- Critical digital pedagogy, 226
- Critical international service learning (CISL), 141–142, 144
- Critical literacies, 206–207
- Critical literacy, 158
- Cross-case analysis, 212
- Cross-cultural doctoral program, 27
- Cross-cultural education, 35–36
- Cross-cultural educational research, 245
- Cultural competencies framework, 48–49
- Cultural locatedness, 48
- Culturally proactive pedagogies, 32–33, 37
- Culturally responsive teachers, 158
- Curriculum and pedagogy, indigenizing, 264–265
- Curriculum reform in PNG, 119–122
- Data analysis, 211–212
- Data collection and analysis, 46–47
 - LMICs, 84
 - Talanoa Vā, 47

- text analysis as diffractive reading, 46–47
- Deciphering expectations, 217–218
- Decolonized pedagogies, 45
 - from colonized pedagogies to, 30–33
- Decolonizing perspectives in education, 45
- Decolonizing spaces, 118–119, 204–205, 245
 - for learning, 262–264
- Decolonizing teacher education, 44
- Democratic Republic of Congo (DRC), 86–87
- Descriptive overview, 86–87
- Dialogism, 63
- Dichotomy, 62
- Differentiating instruction, 173–174
- Diffractive methodologies, 46–47
- Diffractive readings, 50–52
 - text analysis as, 46–47
- Digital divide, 237
- Disciplinary literacies, 66, 72–73
- Discourse, 205–206
- Division of Education, 45
- Dynamic Indicators of Early Literacy (DIBELS), 14–15

- Early Grade Reading Assessment (EGRA), 14–15
- Ecological approach, 93
- Ecological interventions, 93
- Educación Censal de Estudiantes (ECE), 14–15
- Education
 - decolonizing perspectives in, 45
 - indigenizing perspectives in, 45
- Education Act, 103
- Educational cosmopolitanism, 181–182
 - theory, 181
- EIBAMAZ Project, 13–14
- Emergency remote teaching (ERT), 226
- Emphasis on relationships, 235–236

- English as Foreign Language (EFL), 118, 122
- English medium instruction (EMI), 85, 123
- Equitable learning opportunities, 238
- European Union (EU), 160
- Evidence-based practices, 14

- Faculty of Teacher Training, WC in faculty of, 69–72
- First-year learning experience, 27
- Focus group discussions (FGDs), 125
- Fostering reading environments, 89
- “Fourth grade slump” phenomenon, 244

- Game of power, 216
- Geek Camp, 145–146
- Get a first-hand perspective, 192–195
- Global Education Monitoring (GEM), 226
- Global meaning makers, 261
 - from colonized to decolonized pedagogies, 30–33
 - effects of colonialism, 38
 - global meaning making, 26
 - language and literacy scholarship, 37–38
 - remix, 33–36
 - vulnerable learning, 28–30
 - vulnerable teaching, 28–30
- Global meaning making (GMM), 3–4, 26, 158–160, 195, 205, 226
 - engaging in global literacies, 6–7
 - future directions for, 196–197
 - global meaning makers, 4
 - language of instruction policies and practices, 5–6
 - literacy programs, policies and curriculum, 5
 - Tierney’s framework of, 245
- Global South, 3–4, 61, 140, 259
- Green Turtle* text, 132
- Gymnasium Baden context, 159

- Hauptschule programs, 167
 High-achieving student, 251–253
 Hiri Motu, 118
 Hispanic Serving Institution (HSI),
 144–145
 Hospitable imagination, 183
 Hospitality, 181–182
- Ibero-American, 58
 academic literacies in higher edu-
 cation, 59–60
- Immersion models of education, 104
 Immigrant youth, 167–169
 long time high performing,
 166–167
 teacher knowledge of, 169–172
 teacher preparation for teaching,
 172–173
- Inclusion, 58–62, 66
- Indigenizing perspectives in educa-
 tion, 45
- Indigenous languages, 102
 assumptions in relation to pro-
 gram, 108–110
 bilingual education, 104
 current global climate, 104–105
 emergent literacy program, 102
 identifying research need, 105–106
 method of constructing, 106–108
 recommendations and reflections,
 112
 subjugation of, 103
 teachers' knowledge and practice
 and students, 110–112
- Ingenuity, 206
- Initial teacher education (ITE), 42
- Intentional noticing, 102, 107, 112
- Inter-American Reading Dialogue, 10
- Intercultural Education Project,
 13–14
- Internal colonies, 145
- International collaboration, 10, 20
- International education development,
 80
- International Innovative Community
 Group of Literacy
 Research Association, 3–4
- International literacy development
 improving print literacies, 17–19
 Inter-American Reading Dialogue,
 10
 literacy development, 10
 Peruvian policy, 10–11
 social constructionism, 11
 standardized reading assessments,
 14–17
 universal validity for US evidence-
 based practices, 12–14
- International service learning (ISL),
 140
- Interrupting existing frames, 158,
 161–162
 data collection and analysis,
 163–164
 differentiating instruction, 173–174
 Gymnasium Baden context, 159
 integrating newcomer refugees in
 school and society, 160–162
 long time high performing immi-
 grant youth, 166–167
 mixed reactions to immigrant and
 refugee populations, 160
 newcomer high performing refugee
 youth, 164–166
 researcher background, 162–163
 school climate for immigrant
 youth, 167–169
 site and participants, 162
 teacher knowledge of immigrant
 youth, 169–172
 teacher preparation for teaching
 immigrant and refugee
 youth, 172–173
- K-12
 literacy, 185
 students, 181
- K-9 public school, 246
- Kaupapa Māori theory, 107

- La Araucanía Region, 63–64
- Language
 of instruction, 82
 and literacy education, 262
 policies, 103, 118
 proficiency, 83
- Language, Literacy, and Culture (LLC), 26
- Language of teaching and learning (LoTL), 81–82
- Latin America, 10, 59–60
 Reads Capacity Program, 12
- Latin-American perspectives, 15
- Learning
 decolonizing spaces for, 262–264
 rethinking learning spaces, 240
- Line-by-line coding, 247
- Literacy, 142, 205
 development, 10
 instruction, 145
 processes, 180
 sociocultural views of, 141–142
 teacher education, 53
- Local and global connections (glocal connections), 190–192
- Long time high performing immigrant youth, 166–167
- Low-achieving student, 247–249
- Low-and middle-income countries (LMICs), 80, 263
 bilingual interventions, 87–89
 content analysis, 87
 data collection and analysis, 84
 descriptive findings, 88–89
 descriptive overview, 86–87
 ecological interventions, 93
 identifying and selecting relevant studies, 84–85
 instruction in upper primary grades, 82–83
 interventions in official/national languages, 91–92
 mapping data, 85
 Mother tongue, 82
 multilingual contexts of, 95
 multilingual nature of, 81
 selection of interventions and outcomes, 90
 teacher professional development, 92
 teaching quality, 95
 transitioning to upper primary in, 83–84
 upper primary grades of, 93–94
- Māori language, 108
- Māori-medium context, 106
- Māori-medium schools, 42
- Medium-achieving student, 249–251
- Mentorship, 209, 218–219
- Mindfulness, 159–160, 164, 172
- Ministry of Education (MoE), 42
- Mobility and border crossing, 206
- Monologism, 63
- Mother tongues (MT), 81–82
 languages, 91
- Motivation, 244
- National Assessment of Education Progress (NAEP), 244
- National Certification of Educational Achievement (NCEA), 105–106
- National Reading Panel (NRP), 11
- National University of General Sarmiento (UNGS), 66
- Native Schools Act, 103
- Neoliberalism, 180–181
- New Zealand (NZ), 42
- New Zealand Curriculum (NZC), 42
- New Zealand Teaching Council, 42
- Newcomer high performing refugee youth, 164–166
- Non-Māori academics, 44
- Nongovernment organization (NGO), 186
- Noticing, 107
- NVivo software, 186
- Official/national languages, 91–92
- One-on-one semistructured interview protocol, 186

- Our way *vs.* their way theme, 212–213
- Outcomes-based education (OBE), 119
- PAIR program, 209
- Pandemic teaching, 226
- Papua New Guinea (PNG), 118
 - curriculum and curriculum reform
 - in, 119–122
 - data analysis, 125
 - formal education, 118
 - linguistic repertoires for understanding texts, 131–133
 - participants, 125
 - PNG NDOE, 124
 - PNG SBE English syllabus, 125
 - policy *vs.* practice, 128–131
 - qualitative methods, 123–124
 - SBE English Curriculum Documents, 126–127
 - Tierney's concept of decolonizing spaces, 118–119
 - translanguaging as pedagogy and practice, 122–123
 - Weekly Reading Program Term, 128
- Participants, 210
 - demographic information, 210
- Pasifika Education Plan (PEP), 42–43
- Pedagogical approaches, 82–83
- Pedagogical disposition, 260–261
- Personal environment, 229
- Peruvian educators, 13
- Peruvian policy, 10–11
- Phonological awareness, 106–107
- Playing game theme, 213–215
- PNG National Department of Education (PNG NDOE), 124
- Positionality statement, 185
- Postsecondary academic literacies, 208–209
- Postsecondary education postresettlement, 208
- Pre-Kindergarten to 12th grade (P-12), 226
- Pre-Kindergarten to fifth grade (P-5), 230
- Primary-level program, 46
- Program for International Student Assessment (PISA), 42
- Programa para el Desarrollo de la Escritura en las Carreras (PRODEAC), 67
- Qualitative methods, 163–164
- Random controlled trial (RCT), 87
- Reading motivation, 244–246
- Realschule programs, 167
- Refugee youth
 - teacher preparation for, 172–173
 - teacher preparation for teaching, 172–173
 - teachers' perceptions of newcomer high performing, 164–166
- Refugee-background students
 - border crossing, 216–217
 - creating decolonizing spaces, 215
 - critical literacies, 206–207
 - data analysis, 211–212
 - data collection, 211
 - deciphering expectations, 217–218
 - decolonizing spaces, 204–205
 - deficit-oriented narratives, 204
 - global meaning making, 205
 - implications, 219–220
 - literacy expectations, 212
 - mentorship, 218–219
 - mobility and border crossing, 206
 - our way *vs.* their way theme, 212–213
 - participants, 210
 - playing game theme, 213–215
 - postsecondary academic literacies, 208–209
 - postsecondary education postresettlement, 208
 - refugee resettlement in United States, 207–208
 - research setting, 209–210

- researcher positionality, 211
- sociocultural literacies, 205–206
- UNHCR, 203–204
- Refugee(s), 204
 - label, 206
 - narrative, 207
 - resettlement in United States, 207–208
- Relational model of motivation
 - development for Chinese students, 255–256
- Research Triangle Institute (RTI), 14–15
- Researcher positionality, 211, 245
- Response-able methodology, 47
- School Attendance Act, 103
- Second-year learning experience, 27
- Self-efficacy, 249, 251
- Self-reflexivity, 181–182
- Semi-structured interviews, 162–164, 211, 246–247
- Service learning, critical international, 142–144
- “Social and political reform”, 142–143
- Social constructionism, 11
- Sociocultural literacies, 205–206
- Sociocultural theories, 37
- Socioemotional issues, 229
- Socioemotional skills, 235–236
 - and caring relationships, 239
- Sociolinguistic mobility, 105
- South Africa
 - history of colonization, 145
 - TCs, 144
- Standardized reading assessments, 14–17
- Standards Based Education (SBE), 118–119, 121
 - English Curriculum Documents, 126–127
- State-of-the-art knowledge, 12
- Student engagement and home environment, 234–235
- Students and stories, 247–253
 - high-achieving student, 251–253
 - low-achieving student, 247–249
 - medium-achieving student, 249–251
- Sustainable Development Goal 4, 80
- Synchronicity, 65–66
- Talanoa vā analysis, 47, 52–53
- Tapasā, 42–43
 - cultural competencies framework, 48–49
 - data collection and analysis, 46–47
 - decolonizing perspectives in education, 45
 - diffractive readings, 50–52
 - first-year literacy class, 49–50
 - in Gagana Samoa, 43
 - implications, 52–53
 - indigenizing perspectives in education, 45
 - literacy assessments, 50
 - methodology and researcher stance, 45–46
 - Ngā Turu, 49
- Teacher
 - agency, 229, 236–237
 - perceptions of newcomer high performing refugee youth, 164–166
 - preparation for teaching immigrant and refugee youth, 172–173
 - professional development, 92
 - and student technology challenges, 232–233
 - and students digital skills, 239
 - technology competency, 239
- Teacher candidates (TCs). *See also*
 - Community mapping, 140
 - South Africa, 144
- Teaching global literacies, 189
- Teaching immigrant, teacher preparation for, 172–173
- Teaching in times of crisis, 227–229
- Technological Pedagogical Content Knowledge framework

- (TPACK framework), 33–34
- Text analysis as diffractive reading, 46–47
- Thematic analysis, 231
- Tierney’s concept of decolonizing spaces, 118–119
- Tierney’s framework, 43
- Tok Pisin, 118, 120, 130–131
- Transitional bilingual education early-exit program, 120
- Translanguaging, 89, 133
 - as pedagogy and practice, 122–123
- Triple modeling-based writing center, 63–66

- UNESCO, 226
- United Nations, 19
- United Nations High Commissioner for Refugees (UNHCR), 203–204
- United States (US), 185
 - doctoral degree program, 26, 37
 - evidence-based practices, 12–14
 - refugee resettlement in, 207–208
- United States Agency for International Development (USAID), 11

- Universidad Autónoma de Madrid (UAM), 69
- Universidad Católica de Chile (UC), 63–64
- Upper primary grades, 82–83
- USAID/Latin America and Caribbean Reads Capacity Program, 17

- Vocabulary development, 106–107
- Volatile, uncertain, complex, and ambiguous world (VUCA), 228–229
- Vulnerable learning, 28–30
- Vulnerable teaching, 28–30

- Western epistemological systems, 259
- Writing Center (WC), 63–64
 - in faculty of teacher training, 69–72
- Writing-oriented tutorials, 71

- Yoke of colonialism, 36

- Zero-sum concept, 181