

Curriculum Vitae

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EDUCATION

Doctorate in Education (Candidate) – The University of Bath, UK (2008 – present).
Thesis (in progress, expected graduation date mid-2018): *Understanding expert mediation in online and onsite environments: a case study*.
Dissertation Supervisors: Dr. Hugo Santiago Sanchez and Dr. Katie Dunworth.

Master of Arts in Education – The University of Bath, UK (1997 – 2004)
Thesis: *The situated construction of novice teachers' professional identity*. Graduated with Merit.

Post-graduate Certificate in Governance and Management of Teacher Education and Development – The Pennsylvania State University's College of Education (2003)

Course in College Teaching – Schreyer Institute's Center for Excellence in Teaching and Learning. The Pennsylvania State University (2002)

Post-graduate Diploma in Educational Supervision – National Administration of Public Education, Uruguay (1998-1999)
400-hour graduate level course. Thesis: *A Vygotskyan Approach to Teacher and School Supervision and Evaluation*.

Certificate in Teacher Training – The University of Reading Centre for Applied Language Studies. (1993).

International Teacher Training Certificate – International House, London. (1991).
120-hour certification program for international foreign language educators – Grade B

Bachelor of Arts – English as a Foreign Language – National Teacher Education College, Uruguay (1982-1985).

CURRENT POSITIONS

Director – Ludus Center (Centro Ludus) – Catholic University of Uruguay

Designs and directs the Center for Continuous Professional Development and Teaching Innovation for the faculty at the Catholic University of Uruguay's 7 Schools (Dentistry; Social Sciences; Engineering; Law; Business and Finance; Nursing & Health Sciences; and, Psychology).

Full Professor (Tenured) of TESOL Methods

Instituto de Profesores "Artigas," (National Teacher Education College) Montevideo, Uruguay.

- Teaches the "TESOL Methods I and III" courses in the BA in TESOL both online and on site.

FORMER POSITIONS

Associate Professor, Education

MA in Higher Education. University of the Latin American Center for Human Economy (CLAEH), Montevideo (2015 – 2017).

Thesis Supervisor, Master of Arts in Teaching in Higher Education

University of the Latin American Centre of Human Economy (CLAEH), Montevideo (2015 – 2017).

Academic Coordinator – Linguistic Policy Strategic Policy Line, National Administration of Public Education, Ministry of Education, Uruguay. (www.politicasinguisticas.edu.uy). May 2015 – May 2016

- Developed the 2016 – 2020 national budget for the Ministry of Education in the area of linguistic policy.
- Oversaw the implementation of programs related to the teaching of English, Portuguese, French, Italian, German, Spanish as a Second Language and Uruguayan Sign Language in the National Public Education System (grades K-16).
- Organized the 8th Foreign Languages Forum that brought together over 600 language teaching professionals from the country and the region.
- Acted as subject expert in the Review Team for the evaluation of educational research initiatives spearheaded by the National Agency for Research and Innovation.
- Acted as Cambridge English Examinations Center Manager.

Adjunct Instructor – Master of Arts in Teaching English as a Foreign Language at Escuela Politécnica del Litoral, Guayaquil, Ecuador. (Cohorts VI and VII, 2014 – 2016)

- Taught the "Applied Research I" and "Applied Research II" courses, both a requisite to starting the graduation Thesis.
- Supervised Theses.
- Trained the Thesis supervisors in the faculty.

Director of Studies, Teacher Education and Development

International House Montevideo

- Taught the “TESOL Methods I” and “TESOL Methods II” courses.
- Lead tutor for the “Certificate in Teaching Younger Learners and Teenagers,” offered by IH World Organisation and moderated by the University of Cambridge.
- Tutor for the DELTA Module 3 course.

Director of University Language Learning and Teaching – The New School for Public Engagement, The New School University, New York, NY. (2011 – 2015).

- **Management**
 - Chair, English Language Studies Department
 - Director of the Master of Arts in Teaching English to Speakers of Other Languages, plus oversight of the Foreign Languages Department.
 - Led the integration of the English Language Studies Department, Modern Foreign Languages Department and the MATESOL Program into the School of Languages. Acted as Director of University Language Learning and Teaching, 2012 – 2015.
- **Service**
 - Member of the Schools Council (2011 – 2013).
 - University-wide committees: Middle States Accreditation: Standard 9 committee; Learning Management System Committee; Portfolio Assessment Committee.
 - Division-wide committees: Executive Committee; Curriculum Committee (co-chair).
 - Search committees: Chair, Foreign Language Studies Department.
 - Board member: Observatory on Latin America, Graduate Program in International Affairs, Milano School.
 - Supervised 17 Independent Research Projects (an Independent studies, semester-long small scale research required for the completion of the Master’s degree).
 - Assisted the Provost’s Office in signing an agreement with the Organization of American States to have the University enter the Consortium of American Universities that receive scholarships from OAS.
- **Teaching and Curriculum Development**
 - Taught the following courses (both online and on site):
 - NMAT 5021 – Methods and Materials for Teaching ESOL: Systems.
 - NMAT 5022 – Methods and Materials for Teaching ESOL: Skills.
 - NMAT 5152 – Learner Assessment.
 - NELT 3045 – Teaching Language Teachers (non-credit, continuing education).
 - Developed the Standards for the MATESOL Program.
 - Developed the following electives for the MATESOL Program:
 - NMAT 5106 – Foundations of Practitioner Research.
 - NMAT 5108 – Individual Research Project.

- NMAT 5190 – Portfolio preparation course.
- NMAT 5195 – Researching Teaching and Learning.
- Developed the TESOL Summer Institute program, a continuing education program for international professionals comprising three courses: *Teaching Young Learners*; *Teaching Language Teachers*; and, *The Resourceful Teacher*.
- Helped create the Language + Portfolio preparation ESL course to be taught by Parsons Shanghai

TEACHER TRAINING/EDUCATION AND PROFESSIONAL DEVELOPMENT EXPERIENCE

Trainer of Trainers – Teacher Training programs in English Language Teaching (Primary and Secondary), University of Cambridge.

Trains future trainers in the CELT- P and CELT- S qualifications offered by the University of Cambridge.

National Coordinator Modern Foreign Languages Department – National Teacher Education College, Montevideo, Uruguay.

- Developed and monitored the Bachelor of Arts in Teaching English, French, Portuguese, Spanish and Italian as a Foreign Language as well as the English as a Foreign Language courses in the 32 campuses of the National Teacher Education College.
- Designed and supervised the implementation of the National Standards for Teacher Education and Development.
- Developed national assessments for the implementation of Standards for Teacher Education.
- Advised the National Education Authorities on matters of Linguistic Planning and Policy
- Trained the teacher educators, mentors and supervisors in the different campuses of the National Teacher Education College.
- Chaired the Master in Teaching Modern Foreign Languages Academic Committee.
- Represented the Teacher Education Council in the Educational Sector of the Southern Cone Economic Market (MERCOSUR) Teacher Education Task Force.

Lecturer – University of the Latin American Center for Human Economy (CLAEH), Montevideo, Uruguay. 2007 – 2011.

Lecturer on Educational Research Methods and supervisor of graduation theses in the MA in Elementary Education, and MA in Secondary Education Programs.

Director of Studies (DoS) Teacher Education Department – London International Teacher Training Institute (LITTI) International House Montevideo. 1992 – 2011.

- Teaching, research and lecturing in the TESOL Diploma Program taught in conjunction with Chichester College (UK), and The College of Teachers at the University of London (UK). Course Director and Tutor for the Certificate in Advanced Methodology (CAM). Taught the *Classroom Based Practicum I*, *Classroom Based Practicum II*, *Curriculum Studies*, *TESOL Methods* courses.

Assistant Professor – National Teacher Education College, Montevideo, Uruguay. (1993 – 2010)

Courses taught: *Introduction to TESOL Methods, TESOL Methodology (Levels I to III), Content-Based Instruction.*

Assistant Professor – Institute for Educational Evaluation – The Catholic University of Uruguay, 2007 – 2013.

- Lecturer on Principles and Methods of Teacher Supervision and Evaluation in the Master of Arts in Educational Evaluation. Researcher on local practices in teacher supervision and evaluation. Online tutor for the Diploma in Teacher Supervision and Evaluation.

Local Master Teachers' Training Coordinator - Pearson Longman's Teacher Development Interactive online professional development scheme.

- Assisted in the piloting of the first module, trained Master Teachers and coordinated a research project on the learning advantages of the program for Pearson Longman Río de la Plata (2008 – 2010).

Lead trainer and course designer – Cambridge International Examinations' (CIE) Diploma for Teachers and Trainers (2005 – 2010) at IH Montevideo

- Course design, input sessions and tutorials for the Cambridge professional award in both English and Spanish

Professional Development Coordinator - Bilingual Education Program, National Administration of Public Education and The World Bank (2000-2002).

- Designed and delivered the Professional Development Course for Elementary School Teachers participating in the Bilingual Immersion Program (Immersion and Sheltered Instruction in Spanish, English and Portuguese).

Lead Trainer - National Administration of Public Education, Uruguay (1998 – 2003)

- Designed and facilitated the modules on "*The Principal as Instructional Leader*" and "*Interdisciplinary Studies in the Middle School curriculum*" in the Principalship Certification Program (200-hour program, 1998)

Course Developer and Lead Trainer – First on-line teacher development program (LEN). National Administration of Public Education, Uruguay. Module: *Second Language Literacy*. (1997).

Course Designer and Lead Trainer - National Administration of Public Education, Uruguay (1996 – 2003)

- Teacher Development Courses taught: *Second Language Teaching and Learning, Literacy Skills in L1 and L2, Assessment and Evaluation, Course Design, Task-based education.*

Program Tutor – University of London Certificate in English Teaching (ULCET), and Associate of the College of Teachers Award (AsCOT) – United Kingdom 2000 – 2011.

Taught the *Educational Inquiry Seminar* and tutored candidates' research projects for both awards. *U.L.C.E.T.* is an international Foreign Language Educator's certification. *As.CO.T.* is an international Elementary Education international certification scheme.

MANAGEMENT AND SUPERVISORY EXPERIENCE

Head of the Senior School's National Programme – The British Schools Montevideo, Uruguay. 2005 – 2009.

- Established a teacher evaluation and professional development system;
- Integrated the National Curriculum with the International General Certificate of Secondary Education and the International Baccalaureate Diploma Program.
- Served as Special Projects Pedagogical Manager: Integra Project (Integration of the New Information and Communications Technologies into Teaching) sponsored by The European Union. Directed the implementation of asynchronous online support programs for teachers and students via the School's intranet. Promoted and evaluated the school-wide implementation of technology in instruction.
- Managed the curriculum for the National Program in the Senior School.
- Contributed to the Council of International Schools' Accreditation Process as a Team Leader.
- Taught English A2 (Literature) in the International Baccalaureate Diploma program.

National Coordinator – National Bilingual Immersion Strategy., National Administration of Public Education and The World Bank in Uruguay. (2003 – 2004).

Academic Advisor – Fulbright Commission in Uruguay (2003).

National ESL Supervisor – Secondary Schools Council, Uruguay (1999 – 2002)

English Department Chair – Harwood Elementary School (grades Pre-K through 9) Montevideo, Uruguay 1998 - 2000

Modern Languages Department Chair – St. Catherine's College of Further Education, Montevideo. 1995 – 1997.

CONSULTANCIES

Key Expert 1 - EuropeAid/137931/IH/SER/BZ. Contract N°: BAN/386-241. BAM 2013 TVET Capacity Building and Professional Development Training Programme, Central America – Caribbean/Belize. Designed, carried out and assessed a Training of Trainers Program for candidates to teach in the Certificate in Leadership and Management of Technical and Vocational Education and Training Program and the Diploma in Competency-based Education for Technical Vocational Education and Training. Both programs are offered through three Belizean universities and accredited by the University of the West Indies.

Team Leader – European Union Grant EuropeAid/132633/C/SER/multi. Designed, carried out and lead a project to reformulate the Upper Secondary School curricula for the whole of the Republic of Paraguay Public Education System. The project involved assessing the needs for curriculum redesign by involving key stakeholders, designing the new curriculum, training top level Ministry of Education personnel in curriculum renewal and implementation strategies, and training key stakeholders in the implementation of the new curriculum. October 2016 – August 2017.

Consultant – UniNorte Colombia and Ministry of Education, Colombia. Provided a critical appraisal and recommendations for improvement to the new National Curriculum for the Teaching of English at the Secondary Level, which started being implemented in 2016.

Consultant - Department of State, US Embassy in Chile. Grant SC1800-15-GR-017. Advised 36 Chilean universities on the development of their new curricula for the BA in Teaching English as a Foreign Language. Had weekly Skype meetings with lead faculty, reviewed curriculum documents, and advised on curriculum and syllabus design. June-December, 2015.

Consultant – Universidad EAFIT, Medellín, Colombia. Led the implementation of a department-wide Teacher Evaluation and Professional Development program. February-November, 2015.

Consultant - Department of State, US Embassy in Chile. Grant SC1800-14-Gr-028. Led a diagnosis and evaluation that led to a curriculum development project aligning the national teacher education standards and the curricula of 42 Chilean universities offering a BA in Teaching English to Speakers of Other Languages. May-November, 2014.

Short-term Expert – UNICEF. Training of teachers in Tutorial Scaffolding Moves. June 1 – 5, 2013, Montevideo, Uruguay. Developed and taught a course on Scaffolding Interactions within Tutorial Scenarios for teachers working in inner-city secondary schools in Uruguay. The Tutorials Project aims at helping underachieving students complete their secondary education. As of the 2011 National Census only 30% of all students entering Secondary School graduate.

Short-term Expert – Colegio Politécnico del Ecuador English Language Institute (COPEI) and National Geographic Learning. July – November 2012 (online) August 6-9, 2012 (on site). Developed and taught an online course on Action Research for the faculty of COPEI, taught a three-day on site seminar and monitored the development of 15 Action Research Projects.

Advisor and Reviewer – Ministry of Education, Ecuador
Reviewed and advised on the development of the New English as a Foreign Language National Curriculum for grades 6 – 12.

Short-term Expert – European Union’s “Secondary Teacher Education Project.”
Project: EuropeAid/128004/D/SER/BZ in Belize. April 2—April 8, 2011. Conducted a 30-hour workshop on Curriculum and Syllabus Design and Teacher Education for prospective teacher

educators. Facilitated the development of 11 syllabi for the new program. Developed a theoretical framework for the implementation of a competency-based teacher education program.

Curriculum Designer – National Administration of Public Education, Uruguay.
Oversaw the development of the National Curriculum for the Bachelor of Arts program in Teaching Modern Foreign Languages including French, Italian, English, Spanish and Portuguese.

Curriculum Designer – Co-designed the 2006 English as a Foreign Language curriculum for Secondary Schools in the National Administration of Secondary Education (Grades 7th to 12th).

Academic Consultant – National Administration of Public Education's Teacher Education and Development Secretariat (2005).
Supervised the design of the new curriculum for the Secondary School Teacher Certification Program.

Academic Consultant – National Administration of Public Education, Uruguay and The World Bank (2004)
Designed the bilingual strand in the new curriculum for the Primary School Teacher Certification Program.

Academic Consultant – National Administration of Public Education, Uruguay and The Inter American Development Bank (2004)
Supervised the development of the post-15 ESL/EFL National High School curriculum in Uruguay.

Curriculum Alignment Consultant – The British Schools, Montevideo, Uruguay (2004)
Advised on and designed a curriculum framework to merge the International Baccalaureate Diploma and the National Curriculum

Institutional appraisal and curriculum development. The Montessori Bilingual School, Washington, DC, USA (2004)
Supervised bilingual teachers and advised on the alignment between the Montessori philosophy and Language Immersion practices.

Visiting Scholar – Center for Applied Linguistics (CAL) – Washington, DC (2003)
Collaborated in the development of training materials for the conduct of the Spanish Oral Proficiency Assessment (S.O.P.A.)
Developed a Digest on Professional Development for the ERIC database.

Professional Development Consultant: Mentor Preparation Program – Project EQUAL – The University of Alabama at Birmingham (2003)
Delivered the first seminar for ESL teacher mentors in Shelby County. Provided the foundation for the induction of mentors in the use of standardized class observation instruments.

Program Assessor – Sidwell Friends Lower School – Washington, D.C. (2003)
Assessed the effectiveness of the Lower School Spanish as a Foreign Language Program

Curriculum Designer - “Second Chance” Project for Middle School Drop-outs. Uruguayan Technical and Vocational Education Council and The Inter American Development Bank. (2002)

Co-developed an innovative curriculum to cater for the educational needs of 12-18 year olds who have dropped out of the Educational System.

Consultant – Post-15 Educational Reform Project. National Administration of Public Education, Uruguay and The Inter American Development Bank (2001)
Provided insights on the needs of the National Educational System to the Inter American Development Bank consultants responsible for the loan that supports the innovation. Developed lines of action in the areas of Middle and High School curriculum development, assessment, teacher accreditation, teacher education and professional development.

Program Designer – Bilingual Immersion Program in the Elementary Grades. National Administration of Public Education and The World Bank (2000 – 2004)
Responsible for the instructional design and delivery of the Professional Development and Teacher Supervision Programs

Subject Expert – Seminar on Educational Reforms in Latin America. International Institute of Education, UNESCO
Provided input on Linguistic Policy for a regional UNESCO report. (1999)

Curriculum and Materials Designer – National Administration of Public Education and the Inter American Development Bank (1996 – present)

- Responsible for the design of the new ESL Middle School Curriculum in the National Educational Reform Project.
- Responsible for the design and delivery of the Professional Development Program for Middle School Educators
- Co-Editor of the National Curriculum Guides (Grades 7 – 9) for Social Studies, Mathematics, Spanish, Information Technology, Art Education, Physical Education, English as a Second Language, and Science.

ASSESSMENT AND EVALUATION EXPERIENCE

Advisor – National Strategy for the Assessment of Proficiency in Modern Foreign Languages. National Administration of Public Education. (2008 – 2010).

Director – Standards Development and Instructor Assessment Project – National Council for Teacher Education, Montevideo, Uruguay. (2008 – 2010).

International Baccalaureate Organization – Examiner and moderator for papers and internal assessment in English Language A2 and English Language B. (2006 – 2014).

School Reviewer for the Latin American Heads Conference – International School Reviewer and Subject Team Leader for English and Spanish. Reviewer for the Professional Development and Teacher Evaluation whole-school areas of the Review. (2005 – 2010)

Internal Assessment Coordinator – University of London Certificate in English Teaching, Cambridge Diploma for Teachers and Trainers, Diploma in TESOL from Chichester College and the new Certificate in Advanced Methodology – International House Montevideo, (1995 – 2004).

Test designer, markers' trainer and external moderation coordinator – National Assessments of English Language Proficiency, Secondary and Primary sections, National Administration of Public Education, Uruguay. (2000 – 2004)

PRESENTATIONS AT LOCAL AND INTERNATIONAL EVENTS (2011 – PRESENT)

(a separate list of presentations prior to 2011 is available upon request)

PLENARIES & KEYNOTES

- Díaz Maggioli, G. (2011, August). *Understanding by Design: Tools and Tips for Language Educators*. Plenary presented at the 5th TESOL Conference of the Ecuadorian English Language Institute, Guayaquil, Ecuador.
- Díaz Maggioli, G. (2011, October). *Four perspectives in teacher education*. Plenary presented at the 4th Southern Cone Foreign Languages Forum, Montevideo, Uruguay.
- Díaz Maggioli, G. (2011, October). *Leonardos in the classroom: Teachers as Researchers*. Plenary presented at the 9th International Conference of the National Association of University English Language Lecturers (ANUPI), Los Cabos, Mexico.
- Díaz Maggioli, G. (2012, April). *Supervisors with SUPERvision*. Plenary presented at the 2012 Annual Conference of the National Supervisors Association. Panama City, Panama.
- Díaz Maggioli, G. (2012, August). *Options in teacher's professional development*. Plenary presented at the 6th TESOL Conference of the Ecuadorian English Language Institute, Guayaquil, Ecuador.
- Díaz Maggioli, G. (2012, October). *Rewriting our understanding of the teaching of writing*. Plenary presented at the International House Annual Guest Lecturer Series, Montevideo, Uruguay.
- Díaz Maggioli, G. (2012, November). *Supervisors with SUPERvision*. Plenary presented at the 10th International Conference of the National Association of University English Language Lecturers (ANUPI), Cancun, Mexico.
- Díaz Maggioli, G. (2012, November). *Change is good! You go first*. Plenary presented at the 31st Annual Colloquium of the TESOL France Association, Paris, France.
- Díaz Maggioli, G. (2013, April). *Teacher empowerment in systemic change processes*. Plenary presented at the 2013 Annual Leaders' Retreat of TESOL Italy, Rome, Florence and Venice, Italy.
- Díaz Maggioli, G. (2013, August). *From cooperation to collaboration*. Plenary presented at the 2013 International Conference of the Colegio Politecnico del Ecuador. Guayaquil, Ecuador.

- Díaz Maggioli, G. (2013, September). *A renaissance for language teachers*. Plenary presented at the 2013 International Conference of the Argentinean Federation of English Language Teaching Associations. Buenos Aires, Argentina.
- Díaz Maggioli, G. (2013, October). *Language classroom observation: More than meets the eye*. Plenary for a special event organized by Macmillan Publishing group. Montevideo, Uruguay.
- Díaz Maggioli, G. (2013, October). *Standards for Language Teachers: A case of traveling reforms*. Plenary delivered at the 5th British Council Seminar for Deans of Schools of Education offering BA in TESOL Programs. Santiago, Chile.
- Díaz Maggioli, G. (2013, October). *Teacher educators at the crossroads: The role of theory and practice*. Paper presented at the Annual International KOTESOL Conference. Seoul, South Korea.
- Díaz Maggioli, G. (2014, April). *Unpacking standards for teaching teachers: From intentions to curriculum*. Plenary delivered at the 10th British Council Seminar for Deans of Schools of Education offering BA in TESOL Programs. Santiago, Chile.
- Díaz Maggioli, G. (2014, April). *Mas allá del proceso y el producto: Reconceptualizaciones en torno a la enseñanza de la escritura [Beyond process and product: Reconceptualizing the teaching of writing]*. Plenary delivered at the 3rd National Pedagogy Conference organized by UNESCO and Universidad de Los Lagos. Osorno, Chile.
- Díaz Maggioli, G. (2014, June). *Change is good. You go first! Exploring educational innovation in the Americas*. Plenary delivered at the 2014 Summer Institute at Universidad del Norte, Barranquilla, Colombia.
- Díaz Maggioli, G. (2014, June). *Reflecting about reflective teaching*. Plenary delivered at the 2014 Summer Institute at Universidad del Norte, Barranquilla, Colombia.
- Díaz Maggioli, G. (2014, August). *Aprendizaje y Desarrollo Profesional docente: Perspectivas y potencialidades [Teacher learning and development: Perspectives and possibilities]*. Plenary presented at the 5th Conference on Professional Development of Foreign Language Teachers. Universidad de Antioquia, Medellín, Colombia.
- Díaz Maggioli, G. (2014, September). *Classroom research as identity construction*. Plenary presented at the 6th International Conference on Language Teacher Research. Universidad Nacional de Colombia, Bogotá, Colombia.
- Díaz Maggioli, G. (2014, October). *Revisiting scaffolding*. Keynote address presented at the 2014 KOTESOL-KAFLE International Conference. Seoul, South Korea.
- Díaz Maggioli, G. (2015, March). *Current paradigms in educational reform: The role of teacher education institutions*. Seminar for Provosts and Deans in Chilean Universities. Santiago, Chile.
- Díaz Maggioli, G. (2015, March). *Rethinking the logic of curriculum: Pathways into understanding the theory—practice continuum*. Plenary delivered at the 11th British Council Seminar for Deans of Schools of Education offering BA in TESOL Programs. Santiago, Chile.
- Díaz Maggioli, G. (2015, May). *Teachers can have their cake and eat it, too! Options in professional development*. Plenary presented at the 2015 Colombo Symposium. Bogotá, Colombia.
- Díaz Maggioli, G. (2015, July). *Playing the technology game: Who wins?* Plenary presented at the 2015 IATEFL Chile Conference, Concepción, Chile.

- Díaz Maggioli, G. (2015, August). *Ideologies and Discourses in the Latin American Standards for English Language Teachers*. Plenary presented at the Annual Colloquium of the Argentinean National Teacher Education College, Buenos Aires, Argentina.
- Díaz Maggioli, G. (2015, October). *Issues and perspectives in Initial Teacher Education*. Plenary presented at the 10th Annual Conference of the Chilean Association of University Foreign Language Teachers, Santiago, Chile.
- Díaz Maggioli, G. (2015, November). *Playing the Language Teaching Game: Who wins?* Plenary presented at the 11th Annual Conference of the National Association of University English Language Teachers (ANUPI), Los Cabos, Mexico.
- Díaz Maggioli, G. (2016, June). *I can do that! Professional Development for Twenty-First century educators*. Plenary presented at the 1st International ECUATESOL Conference, Guayaquil, Ecuador.
- Díaz Maggioli, G. (2016, September). *Meaning and form in bilingual education: What is their role?* Plenary presented at the 2016 Bilingual Uruguay National Conference, Punta del Este, Uruguay.
- Díaz Maggioli, G. (2016, September). *Towards a pedagogy for technology mediated language learning*. Plenary presented at the 2016 Annual Conference of the State Association of Higher Secondary School Institutions in the State of Sinaloa, Mazatlán, México.
- Díaz Maggioli, G. (2016, October). *Developing new teaching tools using classical teaching techniques*. Plenary presented at the 2016 ANUPI Conference, Acapulco, México.
- Díaz Maggioli, G. (2016, November). *The State of the Art in Second Language Teacher Education (Parts 1 & 2)*. Temuco, Chile.
- Díaz Maggioli, G. (2016, November). *A principled approach to the education of second language teaching professionals: What research has to say*. First Teacher Education Conference, Benemérita Universidad de Puebla School of Education, Puebla, México.
- Díaz Maggioli, G. (2017, April). *Empowering teachers through continued professional development: Frameworks, practices and promises*. Plenary delivered at the 51st IATEFL Conference, Glasgow, UK.
- Díaz Maggioli, G. (2017, July). *Designing teacher learning in online environments*. Plenary delivered at the 42nd International Conference of the Argentinean Federation of Language Teacher Associations, Posadas, Misiones, Argentina.
- Díaz Maggioli, G. (2017, August). *Developing Oracy Skills in the Classroom*. Plenary presented at the Annual International House Conference, Montevideo, Uruguay.
- Díaz Maggioli, G. (2017, October). *Fifteen reasons why Professional Development makes sense*. Plenary delivered at the 15th ANUPI International Conference, Puerto Vallarta, Mexico.
- Díaz Maggioli, G. (2017, November). *Shaping the way we grow*. Plenary delivered at the 2017 Annual Conference of the Japanese Association of Language Teachers (JALT). Tsukuba, Ibaraki, Japan.

PRE CONFERENCE INSTITUTES & SHORT-TERM COURSES

- Díaz Maggioli, G. and Painter-Farrell, L. (2012, March). *Mediating online teacher learning: Challenges and opportunities*. Pre-Conference Institute (4 hours) presented at the 46th Annual TESOL Conference, Philadelphia, PA.

- Díaz Maggioli, G. and Painter-Farrell, L. (2013, March). *Virtually there: Thoughts for a principled online pedagogy*. Pre-Conference Institute (4 hours) presented at the 47th Annual TESOL Conference, Dallas, TX.
- Díaz Maggioli, G. (2013, July). *Becoming a Teacher of Teachers*. Summer course (60 hours) taught at The New School, Department of Language Teaching and Learning, New York, NY, United States of America.
- Díaz Maggioli, G. (2013, September). *Seven! Discussing potential certainties in teaching and learning*. Pre-Conference Institute (2 hours) presented at the 2013 International Conference of the Argentinean Federation of English Language Teaching Associations. Buenos Aires, Argentina.
- Díaz Maggioli, G. (2014, October). *Visual thinking strategies: Using the Arts in ELT*. Pre-Conference Institute (2 hours) presented at the 2014 KOTESOL-KAFLE International Conference. Seoul, South Korea.
- Díaz Maggioli, G. (2015, October). *Playing the English Teaching Game: Who wins?* Pre-Conference Institute (4 hours) presented at the 10th Annual Conference of the Chilean Association of University Foreign Language Teachers, Santiago, Chile.
- Díaz Maggioli, G. and González, M. (2016, June). *Best practices in managing bilingual educational institutions*. Pre-Conference Institute (30 hours) presented at the 1st International Ecuador TESOL Conference, Guayaquil, Ecuador.
- Díaz Maggioli, G. (2016, July). *Methodological Competence for Second and Foreign Language Teachers* (30 hours). Summer course taught at the University of the Basque Country, Donostia/San Sebastián, Spain.
- Díaz Maggioli, G. (2016, August). *Training of Trainers for Teacher Educators*. 60-hour course for 15 master teacher educators in the Uruguayan National Teacher Education System. Montevideo, Uruguay.
- Díaz Maggioli, G. (2016, September). *Active learning for language teaching: Tools, perspectives and promises*. In-service Training Course taught at the Universidad del Valle de México, Guadalajara, México.
- Díaz Maggioli, G. (2017, March). *Lesson observation in TESOL: More than meets the eye*. 4-hour Pre-Conference Institute taught at the 51st TESOL Conference in Seattle, Washington, USA.
- Díaz Maggioli, G. (2017, April). *Applying a design mindset to online teacher education*. Pre-Conference Event taught at the 51st IATEFL Conference, Glasgow, UK.
- Díaz Maggioli, G. (2017, November). *Collaborative and interactive language learning and teaching*. Intensive session MATESOL 3-credit graduate course to be taught at Soka University, Tokyo, Japan.

PAPERS

- Thornbury, S. and Díaz Maggioli, G. (2011, March). *Experiential learning models in MATESOL programs*. Paper presented at the 45th International Conference of Teachers of English to Speakers of Other Languages (TESOL), New Orleans, LA.
- Díaz Maggioli, G. (2011, April). *Grassroots policy making: The case of language teaching standards*. Paper presented at the 45th International Conference of the International Association of Teachers of English as a Foreign Language (IATEFL), Brighton, UK.

- Díaz Maggioli, G. (2011, November). *Designing understandings for English Language Learners*. Paper presented at the 2011 New York State TESOL Conference, Melville, NY.
- Díaz Maggioli, G. (2012, March). *Trends in linguistic policy development in the Americas*. Paper presented at the 46th Annual IATEFL Conference, Glasgow, UK.
- Díaz Maggioli, G. (2012, March). *Teacher educators at the crossroads: Traditions and models in teacher preparation*. Paper presented at the 46th Annual IATEFL Conference, Glasgow, UK.
- Díaz Maggioli, G. (2012, March). *Vygotsky in the virtual world: Online applications of Sociocultural theory*. Paper presented at the 67th Annual Conference of the Association for Supervision and Curriculum Development (ASCD), Philadelphia, PA.
- Díaz Maggioli, G. (2012, March). *Oh, teacher educator! Where art thou?* Paper presented at the 46th Annual TESOL Conference, Philadelphia, PA.
- Thornbury, S. and Díaz Maggioli, G. (2012, March). *The New School MATESOL: A community of Practice*. Paper presented at the 46th Annual TESOL Conference, Philadelphia, PA.
- Díaz Maggioli, G. (2012, May). *Preparing teachers to work with adult English Language Learners*. Paper presented at the NYSTESOL Annual Teacher Education Conference, New York, NY.
- Díaz Maggioli, G., Honigsfeld, A. and Dove, M. (2012, July). *Co-Teaching and other collaborative projects for English Language Learners*. Paper presented at The New School TESOL Public Program Series, New York, NY.
- Díaz Maggioli, G. (2012, October). *Something old, something new, something borrowed, something cool*. Paper presented at the 5th Southern Cone Foreign Languages Forum, Montevideo, Uruguay.
- Díaz Maggioli, G. and Painter-Farrell, L. (2012, October). *Virtually there: Understanding the online learner*. Paper presented at the 5th Southern Cone Foreign Languages Forum, Montevideo, Uruguay.
- Díaz Maggioli, G. (2012, November). *Scaffolding teaching, scaffolding learning: Promising practices in teacher education*. Paper presented at the 2012 Annual NYSTESOL Conference, Albany, NY.
- Díaz Maggioli, G. and Painter-Farrell, L. (2012, November). *Practical thoughts for a principled online pedagogy*. Paper presented at the 2012 Annual NYSTESOL Conference, Albany, NY.
- Díaz Maggioli, G. (2012, November). *Four perspectives in teaching teachers*. Paper presented at the 10th International Conference of the National Association of University English Language Lecturers (ANUPI), Cancun, Mexico.
- Díaz Maggioli, G. and Painter-Farrell, L. (2013, March). *Towards the development of an informed online pedagogy*. Paper presented at the 34th Annual NYSTESOL Applied Linguistics Conference, New York, NY.
- Díaz Maggioli, G. (2013, March). *Rewriting our understanding of the teaching of writing*. Paper presented at the 19th International TESOL Arabia Conference, Dubai, United Arab Emirates.
- Thornbury, S. and Díaz Maggioli, G. (2013, March). *Shaping and developing online communities of learners*. Paper presented at the 47th Annual TESOL Conference, Dallas, TX.

- Díaz Maggioli, G. (2013, March). *Preparing educators for 21st century demands*. Paper presented at the 47th Annual TESOL Conference, Dallas, TX.
- Díaz Maggioli, G. (2013, April). *Mediating teacher learning*. Paper presented at the 47th Annual IATEFL Conference, Liverpool, UK.
- Díaz Maggioli, G. (2013, August). *Rewriting our understanding of writing*. Paper presented at the 2013 International Conference of the Colegio Politécnico del Ecuador. Guayaquil, Ecuador.
- Díaz Maggioli, G. (2013, October). *Moving beyond the app: Exploring the pedagogy of digitally mediated instruction*. Paper presented at the 2013 International Conference of the Argentinean Federation of English Language Teaching Associations. Buenos Aires, Argentina.
- Díaz Maggioli, G. (2013, October). *Rewriting our Understanding of Writing*. Paper presented at the 11th International Conference of the National Association of University English Language Lecturers (ANUPI). Huatulco, Mexico.
- Díaz Maggioli, G. (2013, October). *Supervisors with SUPERvision*. Paper presented at the Annual International KOTESOL Conference. Seoul, South Korea.
- Díaz Maggioli, G. (2013, November). *Teaching writing is difficult. (Think again!)*. Paper presented at the 32nd Annual Colloquium of the TESOL France Association. Paris, France.
- Díaz Maggioli, G. (2014, March). *Rewriting our understanding of writing*. Paper presented at the 37th Annual Conference of TESOL Spain. Madrid, Spain.
- Díaz Maggioli, G. (2014, March). *Virtual Vygotsky: Applications of Sociocultural theory in online teacher education*. Paper presented at the 8th International Conference on Technology, Education and Development. Valencia, Spain.
- Díaz Maggioli, G. (2014, March). *Frames for teaching teachers*. Paper presented at the 48th International TESOL Conference, Portland, OR.
- Díaz Maggioli, G. (2014, March). *Frames for teaching teachers*. Paper presented at the 48th International IATEFL Conference, Harrogate, UK.
- Díaz Maggioli, G. (2014, May). *Supervisors with SUPERvision*. Paper presented at the 14th International BRAZIL TESOL Conference, Joao Pessoa, Brazil.
- Díaz Maggioli, G. (2014, August). *De docente de lenguas a docente de docentes: Hoja de ruta. [From language teacher to teacher educator: A roadmap]*. Plenary presented at the 5th Conference on Professional Development of Foreign Language Teachers. Universidad de Antioquia, Medellin, Colombia.
- Díaz Maggioli, G. (2014, September). *Tradition and habitus in TESOL teacher education*. presented at the 6th International Conference on Language Teacher Research. Universidad Nacional de Colombia, Bogota, Colombia.
- Díaz Maggioli, G. (2014, October). *Mindful corrective feedback*. Paper presented at the 41st MEXICO TESOL International. Puebla, Mexico.
- Díaz Maggioli, G. (2014, November). *Scaffolding revisited*. Paper presented at the 47th Annual Convention and World Languages Expo of the American Council for the Teaching of Foreign Languages (ACTFL). San Antonio, Texas.
- Bailey, F., Díaz Maggioli, G., Larsen-Freeman, D. and Todeva, E. (2015, March). *Perceptual learning styles as mirage*. Paper presented as part of the “*Exhilaration lost and found: Reflections on critical shifts in understanding*” colloquium with Francis Bailey, Diane Larsen-Freeman and Elka Todeva. The 49th TESOL Conference. Toronto, Canada.

- Díaz Maggioli, G. and González, M. (2015, September). *The effect of task repetition in an Academic English course at an Argentinean University: A case study*. Paper presented at the 6th International Task-Based Learning and Teaching Conference, Leuven, Belgium.
- Díaz Maggioli, G. (2015, December). *Standards for teacher education: Keeping the promises we make*. Paper presented at the International TESOL Symposium, Institute of Education, Singapore, Singapore.
- Díaz Maggioli, G. (2016, April). *Visual thinking strategies: Helping students see and say*. Paper presented at the 50th International TESOL Conference, Baltimore, MD, United States.
- Díaz Maggioli, G. and Painter-Farrell, L. (2016, April). *Mindful corrective feedback: An update*. Paper presented at the 50th International TESOL Conference, Baltimore, MD, United States.
- Díaz Maggioli, G. (2016, April). *Beyond loop input: Teacher training strategies that work*. Paper presented at the 50th International IATEFL Conference, Birmingham, United Kingdom.
- Díaz Maggioli, G. (2017, March). *Mediating moves of expert online instructors*. Paper presented at the 51st TESOL Conference, Seattle, Washington, USA.
- Díaz Maggioli, G. and Gonzalez, M. (2017, July). *Athena reloaded: Mentoring and coaching in 21st century education*. Paper delivered at the 42nd International Conference of the Argentinean Federation of Language Teacher Associations, Posadas, Misiones, Argentina.
- Díaz Maggioli, G. (2017, September). *Developing oracy skills in a second language*. Paper presented at the Annual Macmillan ELT Conference, Montevideo, Uruguay.

WORKSHOPS

- Díaz Maggioli, G. (2012, March). *Teachers can have their cake and eat it, too! Professional development models that work*. Workshop presented at the 33rd Annual NYSTESOL Winter Conference, New York, NY.
- Díaz Maggioli, G. (2012, August). *Action Research basics for English Language Teachers*. Workshop presented at the 6th TESOL Conference of the Ecuadorian English Language Institute, Guayaquil, Ecuador.
- Díaz Maggioli, G. (2012, November). *Teachers can have their cake and eat it, too! Options in professional development*. Workshop presented at the 31st Annual Colloquium of the TESOL France Association, Paris, France.
- Díaz Maggioli, G. (2013, October). *Mentoring: Seeing professional learning grow*. Workshop presented upon request to the team of English Language Teaching Supervisors in the Secondary Schools Council, National Administration of Public Education. Montevideo, Uruguay.
- Díaz Maggioli, G. (2014, March). *Supervisors with SUPERvision*. Workshop presented at the 20th TESOL Arabia Conference. Dubai, United Arab Emirates.
- Díaz Maggioli, G. (2014, April). *Frames for teaching teachers*. Workshop presented at the 48th International TESOL Conference, Portland, Oregon.
- Díaz Maggioli, G. (2014, April). *Formative feedback: Scaffolding from the side*. Workshop presented at Universidad de los Lagos, Osorno, Chile.

- Díaz Maggioli, G. (2014, May). *Supervisors with SUPERvision*. Workshop presented at the 14th. BRAZIL TESOL International Conference. Joao Pessoa, Paraiba, Brazil.
- Díaz Maggioli, G. (2014, June). *Options in teachers' professional development*. Workshop delivered at the 2014 Summer Institute at Universidad del Norte, Barranquilla, Colombia.
- Díaz Maggioli, G. (2014, October). *From teacher to teacher educator: A roadmap*. Workshop presented at the 41st MEXICO TESOL International. Puebla, Mexico.
- Díaz Maggioli, G. (2015, May). *Get them looking, talking and thinking: Using the Arts in ELT*. Workshop presented at the 2015 Colombo Symposium. Bogotá, Colombia.
- Díaz Maggioli, G. and Harmer, J. (2015, June). *Past simple, present perfect, future continuous? Rethinking the direction of the TESOL profession*. Workshop presented at the Higher Education and Professional Development Center. Montevideo, Uruguay.
- Díaz Maggioli, G. (2015, July). *Teaching in a Materials World: Selecting, creating and adapting ELT materials*. Workshop presented during the 2015 Winter Retreat of the "English Opens Doors" Program in the Chilean Ministry of Education. Rancagua, Temuco, Puerto Montt, Puerto Varas and Concepción, Chile. Sponsored by the British Council Chile.
- Díaz Maggioli, G. (2016, September). *Interactive communication tools for language teaching*. Workshop presented at the 2016 Annual Conference of the State Association of Higher Secondary School Institutions in the State of Sinaloa, Mazatlán, México.
- Díaz Maggioli, G. (2017, March). *Designing teacher education materials that empower teacher learners*. Workshop presented at the 51st TESOL Conference, Seattle, Washington, USA.
- Díaz Maggioli, G. (2017, April). *In with the old! Revamping tried and tested ESOL techniques for the communicative era*. Workshop presented at the annual meeting of the Northern English Language Teachers Association, Manchester Metropolitan University, Manchester, UK.

WEBINARS

- Díaz Maggioli, G. (January, 2011). *Ways of Mentoring: Coaching, Counseling and Consulting*. 2011 TESOL Electronic Village Online (EVO). Accessible through: <http://evosessions.pbworks.com/w/page/33494398/Mentoring%202011>
- Díaz Maggioli, G. (January, 2012). *The Mentor as Coach*. 2012 TESOL Electronic Village Online (EVO). Accessible through: <http://developingmentoringskills.pbworks.com/w/page/60934340/Week%203%202012>
- Díaz Maggioli, G. (2014, November). *Songs and Music in the EFL classroom*. Webinar presented at the 2014 Macmillan Online Education Conference. Accessible through: <http://www.macmillanenglish.com/events/songs-and-music-in-the-efl-classroom/>.

NB: A separate list of presentations prior to 2011 is available upon request.

LEADERSHIP IN THE PROFESSION

Peer Manuscript Reviewer – English Language Teaching Journal, published by Oxford University Press.

Peer Manuscript Reviewer – Languages in Context, published by Benemérita Universidad Autónoma de Puebla.

Peer Manuscript Reviewer – Argentinean Journal of Applied Linguistics, Argentine Federation of English Language Teaching Associations, Argentina.

Peer Manuscript Reviewer – Profile Journal, National University of Colombia.

Peer Manuscript Reviewer – International Journal of Educational Research, Elsevier Group.

Consulting Committee Member - TESOL Task Force on the Accreditation of Short-term Teacher Education Programs. (NB: Was originally appointed to the Task Force but could not participate fully in the project. Instead, I was asked to provide comments on the final version of the guidelines).

Advisory Committee Member - TESOL International Association's "Guidelines for the Development of Teaching Standards in English as a Foreign Language contexts."

- Advised and provided critical insights into the development of International Guidelines for the Development of Teacher Education Programs in TESOL in Foreign Language contexts.

Elected by the membership to the association's Nominating Committee – TESOL International Association, 2013 – 2014.

Editor – Teacher Trainers and Educators Special Interest Group's Newsletter. International Association of Teachers of English as a Foreign Language (IATEFL). 2012 – present.

Elected by the membership as a Member of the Board of Directors – Board of Directors Teachers of English to Speakers of Other Languages International Association (TESOL) Alexandria, VA. 2006 – 2009.

Nominated for Outstanding International Educator of the Year – 2007.

Board liaison – for the Diversity Committee encompassing caucuses and fora in TESOL, 2008.

Uruguayan Representative – Pearson Longman's Amazing Minds International Conference, 2005.

International Convention Proposals reader – for TESOL 1995 – present.

President, Uruguay TESOL – 1999 – 2000.

Chair, Materials Writers Interest Section – 1997.

Vice President, Uruguay TESOL – 1995 – 1996.

Associate Chair and Academic Session organizer – Materials Writers Interest Section – 1996.

PUBLICATIONS

BOOKS

- Díaz Maggioli, G. (2018). *Competencia Metodológica para Docentes de Lenguas*. [Methodological competence for Language Teachers]. Donostia/San-Sebastián: HABE.
- Díaz Maggioli, G. (2017). *Enseñanza en lenguas extranjeras: Apuntes, aportes y debates*. [Foreign Language Teaching: Notes, ideas and debates]. Montevideo: Santillana.
- Díaz Maggioli, G. and Painter-Farrell, L. (2017). *Lessons learned: First steps towards reflective teaching*. (2nd printing). Oxford: Richmond.
- Kamhi-Stein, L., Díaz Maggioli, G. and de Oliveira, L. (Eds.) (2017), *English Language Teaching in South America: Policy, Preparation and Practices*. Clevedon: Multilingual Matters.
- Díaz Maggioli, G. and Painter-Farrell, L. (2016). *Lessons learned: First steps towards reflective teaching*. Oxford: Richmond.
- Díaz Maggioli, G. and Painter-Farrell, L. (2015). *Happy Campers Level 5 - Student's Book and Language Lodge*. Oxford, UK: Macmillan.
- Díaz Maggioli, G. and Painter-Farrell, L. (2015). *Happy Campers Level 6 - Teacher's Book*. Oxford, UK: Macmillan.
- Díaz Maggioli, G. (2013). *Stepping Up! – Level 3 – Teacher's Guide*. Buenos Aires, Argentina: Macmillan.
- Díaz Maggioli, G. (2012). *Self-access booklets for Student Teachers in the National Teacher Education College: Introduction to Didactics*. Montevideo, Uruguay: National Administration of Public Education.
- Díaz Maggioli, G. (2012). *Teaching English Language Teachers: Scaffolding professional learning*. Lanham, MD: Rowman & Littlefield Education.
- Díaz Maggioli, G. (2012). *Stepping Up! Level 1 – Teacher's Guide*. Buenos Aires, Argentina: Macmillan.
- Díaz Maggioli, G. and Kaplan, G. (2010). (Eds.). *Mentoring in a mint: Thoughts and strategies on school-based teacher education*. Montevideo, Uruguay: National Teacher Education Council.
- Díaz Maggioli, G. and Kuhlman, N. (2010). (Eds.), *Estándares para la Educación de Docentes de Lenguas Extranjeras [National Teacher Education Standards for Modern Foreign Languages]*. Montevideo, Uruguay: National Teacher Education Council.
- Díaz Maggioli, G., Estrada, R., Motta, L and Romano, S. (2006). *Uruguay in Focus – Teacher's Guide 3*. Harlow, UK: Longman.

- Díaz Maggioli, G., Estrada, R., Motta, L and Romano, S. (2006). *Uruguay in Focus – Teacher’s Guide 2*. Harlow, UK: Longman.
- Díaz Maggioli, G. (2004). *Teacher-centred professional development*. Alexandria, VA: Association for Supervision and Curriculum Development
- Díaz Maggioli, G., Estrada, R., Motta, L. y Romano, S. (2003). *Uruguay in Focus – Teacher’s Guide 1*. Harlow, UK: Longman.
- Brovetto, C. and Díaz Maggioli, G. (2003). *Cognitive benefits of bilingual education*. Montevideo, Uruguay: National Administration of Public Education.
- Díaz Maggioli, G. (2001). Classroom strategies that work. In Organization of American States (Ed.), *Roles and responsibilities in teacher education*. 47—59. Montevideo, Uruguay: Organization of American States.
- Díaz Maggioli, G. and Estrada, R. (2000). *Wonderful World. Teacher’s Guide 3*. Oxford, UK: Macmillan Heinemann Publishers.
- Díaz Maggioli, G. and Estrada, R. (1999). *Wonderful World Teacher’s Guide 1*. Oxford, UK: Macmillan Heinemann Publishers
- Díaz, G. and Estrada, R. (1999). *Wonderful World Teacher’s Guide 2*. Oxford, UK: Maggioli Macmillan Heinemann Publishers
- Díaz Maggioli, G. and Estrada R. (1999). *Teacher’s Curriculum Guide – English as a Foreign Language – 3rd grade*. Montevideo, Uruguay: National Administration of Public Education
- Díaz Maggioli, G. and Estrada R. (1998). *Teacher’s Curriculum Guide – English as a Foreign Language – 2nd grade*. Montevideo, Uruguay: National Administration of Public Education
- Díaz Maggioli, G. and Estrada R. (1998). *Teacher’s Curriculum Guide – English as a Foreign Language – 1st grade*. Montevideo, Uruguay: National Administration of Public Education
- Díaz Maggioli, G. (1997). Using authentic literature selections in ESL. In Whiteson, V. (Ed). *New Ways in Teaching Drama and Literature in ESL*. 12 – 16. Alexandria, VA: Teachers of English to Speakers of Other Languages (TESOL).
- Díaz Maggioli, G. (1996). *Managing Learning Styles in the Language Classroom*. Alexandria, VA: Teachers of English to Speakers of Other Languages (TESOL).

WHITE PAPERS, WORKING PAPERS AND OTHER OFFICIAL AND RESEARCH DOCUMENTS.

- Díaz Maggioli, G. (2018). *Training pack for Managers and Directors of Studies: Developing collaborative teaching practices*. Cambridge: Cambridge University Press.
- Díaz Maggioli, G. (2018). *Training pack for Managers and Directors of Studies: Mentoring*. Cambridge: Cambridge University Press.
- Díaz Maggioli, G. and Richardson, S. (2018). *Effective professional development for English language teachers: Principles and best practice*. Cambridge: Cambridge University Press.
- Díaz Maggioli, G. (2015). Ideologies and discourses in the Standards for Language Teachers in South America: A corpus-based analysis. *University of Bath’s International and Global Issues for Research Working Paper Series, 2015/9*, pp 2—31.

- Díaz Maggioli, G. y Fernández, D. (2011). *The Impact of Teacher Development Interactive (TDI) in teachers' conceptualization of Language Teaching Methodology: A binational research project*. White Plains, NY: Pearson.
- Díaz Maggioli, G. (2006). *Action Research*. Workshop design and workshop facilitators' materials for the "Amazing Minds Teacher Training Project"— Harlow, UK: Longman – Pearson Education.
- Díaz Maggioli, G. (2006). *Peer teaching*. Workshop design and workshop facilitators' materials for the "Amazing Minds Teacher Training Project"— Harlow, UK: Longman – Pearson Education.
- Díaz Maggioli, G. (1999). Post-15 education models in England, Wales and Scotland. In Secondary Schools Council (Ed). *Regional and International Perspectives in post-15 education*. Montevideo, Uruguay: Author
- Díaz Maggioli, G. y Estrada, R. (1996). *Document N° VII – The Role of English as a Foreign Language in the Experimental Curriculum –*. Montevideo, Uruguay: National Administration of Public Education

CHAPTERS IN EDITED VOLUMES

- Díaz Maggioli, G. (2018) "Writing Calibration", in *The TESOL Encyclopedia of English Language Teaching*, First Edition. pp 5329—5333. Edited by John I. Lontas (Project Editor: Margo DellCarpini; Volume Editor: Christine Coombe), Hoboken, NJ: John Wiley & Sons, Inc.
- Díaz Maggioli, G. (2018) "Correcting Errors", in *The TESOL Encyclopedia of English Language Teaching*, First Edition. pp 4988—4993. Edited by John I. Lontas (Project Editor: Margo DellCarpini; Volume Editor: Christine Coombe), Hoboken, NJ: John Wiley & Sons, Inc.
- Díaz Maggioli, G. (2018) "Web-based assessment" in *The TESOL Encyclopedia of English Language Teaching*, First Edition. pp 5311—5316. Edited by John I. Lontas (Project Editor: Margo DellCarpini; Volume Editor: Christine Coombe), Hoboken, NJ: John Wiley & Sons, Inc.
- Díaz Maggioli, G. (2017). Ideologies and discourses in the Standards for Language Teachers in South America. In Kamhi-Stein, L., Díaz Maggioli, G. and de Oliveira, L. (Eds.), *English Language Teaching in South America: Policy, Preparation and Practices*. pp. 31—53. Clevedon: Multilingual Matters.
- Díaz Maggioli, G. (2017). Technology-mediated initial teacher education: Issues and possibilities. In D. L. Banegas (Ed.), *Initial English Language Teacher Education: Research, Curriculum and Practice*. pp 89—103. London: Bloomsbury.
- Díaz Maggioli, G. (2012). The role of formative feedback in learning. In Leymonie, J. and Fiore, E. (Eds.). *Practical Didactics 2: Teaching for Understanding*. pp 121-133. Montevideo, Uruguay: Grupo Magr6.
- Díaz Maggioli, G. (2012). Building communities of practice: Support and challenge through mentoring networks. In Honigsfeld, A. and Dove, M. (Eds.) *Co-teaching and Other Collaborative Practices in the EFL/ESL Classroom: Rationale, Research, Reflections, and Recommendations*. pp 261—270. New York, NY: Information Age Publishing.

Díaz Maggioli, G. and Burbaquis, A. (2005). Giving them a voice: Immersion education in EFL contexts. In Crandall, J. y Kauffman, D. (Eds.). *Content-based instruction in K-12 settings*. pp 78—95. Alexandria, VA: Teachers of English to Speakers of Other Languages (TESOL).

ARTICLES IN PROFESSIONAL JOURNALS

Díaz Maggioli, G. (2014). Learning to see and think in English: Visual Thinking Strategies. *The English Connection*, 18 (3), p 11.

Díaz Maggioli, G. (2012). Are Teachers of Teachers old enough to wear long pants? *IATEFL Issues*, 224, p 8.

Díaz Maggioli, G. (2011). Frames for Teaching Teachers. *TTEd Newsletter, Fall Issue*, pp 23—27.

Díaz Maggioli, G. (2011). Four perspectives in teacher education. *The Teacher Trainer Journal*, 25 (3), pp 4—7.

Díaz Maggioli, G., Estrada, R., Motta, L. y Romano, S. (2011). La autoevaluación y la evaluación entre pares como forma de desarrollo de competencias docentes en estudiantes de formación inicial. [Self and peer-assessment in initial teacher education]. In Delio, L. and Nandez, J. (Ed.) *Anales del Instituto de Profesores “Artigas” [Teacher Education Annals]*, N° 4. pp 247 – 259. Montevideo: Consejo de Formación en Educación.

Díaz Maggioli, G. (2008). The cooperating teacher as Mentor. In Palomeque, A. (Ed). *Anales del Instituto de Profesores “Artigas.” [Teacher Education Annals]*. N° 2. pp 308 – 329. Montevideo: National Teacher Education College.

Díaz Maggioli, G. (2006) The situated construction of pre-service teachers’ professional identity. In Barboza, O. (Ed). *Anales del Instituto de Profesores “Artigas.” [Teacher Education Annals]*, No. 1. pp 115—127. Montevideo: National Teacher Education College.

Díaz Maggioli, G. (2004). Fulfilling the promise of professional development *SATEFL Newsletter* 23 (2), pp 3 – 4

Díaz Maggioli, G. (2003). Professional Development Models for Teachers. Document No. EDO-FL-03-03. August 2003 ERIC Clearinghouse on Language and Linguistics.

Díaz Maggioli, G. (2003). The future of teachers’ professional development *IATEFL Issues*, 174, pp 4 – 5..

Díaz Maggioli, G. (2003). Options in Tacher’s Professional Development *English Language Teaching FORUM*, 41, (2), pp 2 - 14

Díaz Maggioli, G. (1996). Reading strategies in Academic English (1st part) “*Voies du Sud*” No. 4, pp 50 -61

Díaz Maggioli, G. (1996). Reading strategies in Academic English (2nd part) “*Voies du Sud*” No. 5, pp 49 – 58

Díaz Maggioli, G. (1996). The Good, the Bad and the Ugly: Learning Styles in the classroom *English Language Teaching FORUM*, 34 (2) pp 32 – 42.

ARTICLES IN PEER-REFEREED JOURNALS

- Díaz Maggioli, G. (2018). Champion Teachers: Stories of Exploratory Action Research. [Review of the book *Champion Teachers: Stories of Exploratory Action Research*, by P. Rebollo, R. Smith, and D. Bullock (eds.)]. *ELTjournal*, 72 (1), 102—104.
- Díaz Maggioli, G. (2014). Mentor-Mentee interactions in the practicum: Whose/Who's learning? *Argentinean Journal of Applied Linguistics*, 2 (2), pp 23—41.
- Díaz Maggioli, G. (2014). Tradition and habitus in second language teacher education. *Language and Linguistics Compass*, 8 (5), pp 188-196.
- Díaz Maggioli, G. (2013). Of metaphors and literalization: Reconceptualizing scaffolding in language teaching. *Encounters/Encuentros/Rencontres on Education* 14, pp 133-150
- Díaz Maggioli, G. (2005). Perspectives in the Supervision of Pre-service Teachers. *EDUCAR*, 15, pp 4 – 11.
- Díaz Maggioli, G. (2003). Rethinking Professional Development. *Pennsylvania Educational Leadership*, 22, (2), pp 17-27.
- Díaz Maggioli, G. (2000). Mentoring as professional development – *EDUCAR*, 9 pp 25-32.
- Díaz Maggioli, G. (1994). Seeds of change: The role of the Teaching of English (TESOL) and American Studies. *American Studies International*, 32 (2), pp 66—74.

ARTICLES IN CONFERENCE PROCEEDINGS

- Díaz Maggioli, G. (2017). Empowering teachers through continuous professional development: Frameworks, practices and promises. In Pattison, T. (Ed.). *IATEFL 2017: Glasgow Conference Selections*. 3—30. Canterbury, UK: International Association of Teachers of English as a Foreign Language (IATEFL).
- Díaz Maggioli, G. (2016). Developing materials for Teacher Education. In Correa, A. (Ed.), *Proceedings of the 8th Foreign Languages Forum*. 218 – 229. Montevideo: ANEP-CODICEN.
- Díaz Maggioli, G. (2014). Teacher education at the crossroads: The role of Theory and Practice. In Shaefer, D. (Ed.). *KOTESOL Proceedings 2013*. 29-34. Seoul: Korean Teachers of English to Speakers of Other Languages (KOTESOL).
- Díaz Maggioli, G. (2014). Virtual Vygotsky: Applications of Sociocultural Theory in online teacher education. In IATED (Ed.). *Proceedings of the 8th. International Conference on Technology Education and Development*. 6379--6385. Valencia, Spain: Author.
- Díaz Maggioli, G. and Painter-Farrell, L. (2013). Virtually there: Thoughts for a principled online pedagogy. In De Castro, M. (Ed.). *Proceedings of the Fifth Modern Foreign Languages Forum*. pp 209—221. Montevideo, UY: Programa de Políticas Lingüísticas de la Administración Nacional de Educación Pública.
- Díaz Maggioli, G. (2012). Four perspectives in teacher education. In Juri, C., Kaplan, G., Radesca, A., Rodriguez, M.I. and Vaucheret, C. (Eds.). *Proceedings of the 4th Foreign Languages Forum*. 13-30. Montevideo: ANEP-CODICEN.
- Díaz Maggioli, G. (2012). Building community: Developing and implementing teacher education standards. In Pattison, T. (Ed.). *IATEFL 2011: Brighton Conference Selections*. 29—31. Canterbury, UK: International Association of Teachers of English as a Foreign Language (IATEFL).
- Díaz Maggioli, G. (2011). Theory and theory in teacher education. In Brovotto, C. (Ed.). *Proceedings of the 3rd Foreign Languages Forum*. 1 – 7. Montevideo: ANEP-CODICEN.

- Díaz Maggioli, G. (2010). Ser docente de docentes: Trabajar sobre el guión. [Teaching teachers: working the hyphen] In Barboza, O. (Ed.) *Actas del II Congreso Nacional e Internacional de Formación Docente. [Proceedings of the 2nd National Teacher Education Conference]*. 46 – 50. Montevideo: ANEP – Dirección de Formación y Perfeccionamiento Docente.
- Díaz Maggioli, G. (2010). La construcción del rol del docente de lenguas extranjeras. En Brovetto, C. (Ed.) *Proceedings of the 2nd Foreign Languages Forum*. 318 – 322/ 331. Montevideo: ANEP-CODICEN.
- Díaz Maggioli, G., Romano, S. and Moreno, A. (2009). Enseñanza de Lenguas por Contenidos. En Brovetto, C. (Ed) *Proceedings of the 1st Foreign Languages Forum*. 123—138. Montevideo: ANEP-CODICEN.
- Brovetto, C., Brian, N., Díaz Maggioli, G. y Geymonat, J. (2004). Bilingual Education in Uruguayan Public Schools In Banfi, C. (Ed.). *Proceedings of the 1st Latin American Colloquium on Bilingual Education*. 276—291. Buenos Aires: English Speaking Scholastic Association of the River Plate.
- Díaz Maggioli, G. (1996). Interaction in the classroom. In National Teacher Education College (Ed.). *Proceeding of the XXII Summer Courses*. 26—38. Montevideo: Author.

LANGUAGES

- Spanish – native speaker.
- English – native-like proficiency (C2+).
- Portuguese – intermediate fluency in reading and low intermediate oral fluency (B1).
- French and Italian – fluent reader and basic oral fluency (A2).

MEMBERSHIPS

- Teachers of English to Speakers of Other Languages International Association (TESOL), United States.
- International Association of Teachers of English as a Foreign Language (IATEFL), United Kingdom.
- Japanese Association of Language Teachers (JALT).
- American Educational Research Association (AERA), United States.
- Association for Supervision and Curriculum Development (ASCD), United States.
- American Council on the Teaching of Foreign Languages (ACTFL), United States.