

Curriculum Vitae
(Abbreviated version 3/2005)

LUIS C. MOLL

Department of Language, Reading and Culture
College of Education
University of Arizona
Tucson, AZ 85721
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EDUCATION

- 1978 Ph.D. Educational Psychology/Early Childhood Development, University of California, Los Angeles. Dissertation Topic: Bilingual and Cross-cultural Referential Communications
- 1977-78 Pre-Doctoral Fellow, Institute for Comparative Human Development, The Rockefeller University, New York, New York.
- 1974 M.S.W., University of Southern California
- 1972 B.S., California State Polytechnic University, Pomona.

AREAS OF RESEARCH AND TEACHING INTERESTS

Culture, Psychology, and Education; Bilingualism and Literacy; Qualitative Methods

ACADEMIC BACKGROUND

- 2004 – present Associate Dean for Academic Affairs, College of Education, University of Arizona
- 1995 - present Professor, Department of Language, Reading and Culture, College of Education, University of Arizona.
(Interim Department Head, Spring 2002)
- 1986 - 1995 Associate Professor, College of Education, University of Arizona.
- 1978-1986 Assistant Research Psychologist, Laboratory of Comparative Human Cognition, and Lecturer, Department of Communication and Teacher Education Program, University of California, San Diego.

HONORS & AWARDS

Member, National Academy of Education (Elected to membership)
1998-present.

Sylvia Scribner Award, American Educational Research Association,
Division C, 2005.

Henry T. Trueba Lifetime Achievement Award, Journal of Latinos and Education, 2005

Outstanding Researcher Award, College of Education, University of Arizona, 1998.

Outstanding Faculty, Office of Mexican American/Hispanic Student Affairs, University of Arizona, 1998.

The Green Honor's Chair, School of Education, Texas Christian University, April, 1999.

American Educational Research Association Distinguished Lecture, Montréal, Canada, April, 1999.

Research Award, National Association for Multicultural Education, November, 1999.

OTHER PROFESSIONAL ACTIVITIES

Presentations and Invited Addresses (partial list: 1992-2004)

"Creating understandings between school and community"
Keynote Address, Conference on Building Learner-Centered Schools, National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, May 15-16, 1992.

"Teacher education in sociocultural perspective"
Invited Address, Instituto Pedagógico Arubano, Oranjestad, Aruba, Sep 4, 1992.

"Community-mediated education: Initial findings from a qualitative experiment" Symposium on Educational Research from a Sociocultural Perspective: Four New Studies of Culture and Thinking. First Conference for Socio-Cultural Research, Universidad Complutense de Madrid, Spain, Sep 15-18, 1992.

"Fondos comunes de conocimiento: ideas para la integración de comunidad y escuela" & "Explotación de los recursos intelectuales para una aproximación mas efectiva en la actividad escolar" Primer Congreso de las Américas sobre Lectoescritura, Maracaibo, Venezuela, Oct 16-18, 1992.

"Bilingualism and literacy in classrooms: towards a sociocultural perspective on learning" Invited Paper, Colloquium Series on Child Discourse and Social Learning: An Interdisciplinary Perspective. University of Delaware, Oct 22, 1992.

"Community-mediated educational practices"
Learning and development through family, community, school, and workplace: A research symposium in honor of Sylvia Scribner's contribution to the field. Annual Meeting of the American Educational Research Association, Apr 15, 1993.

"Developing new communities of practice: A socio-cultural approach to educational change" Invited presentation (with Anna Rivera) by the

National Conference on Research in English, International Reading Association, 38th Annual Convention, San Antonio, Texas, Apr 29, 1993.

"Funds of knowledge for teaching Hispanic-American and African-American student" School reinvention and educational policy: Empirical analyses from Center research. Annual Meeting of the American Educational Research Association, Apr 5, 1994.

"Teachers as social scientists: Learning about culture from household research" Invited Presentation, Missouri Symposium on Research and Educational Policy, University of Missouri-Columbia, Mar 24-26, 1994.

"Funds of knowledge for teaching Hispanic-American and African-American students" Symposium on School reinvention and educational policy: Empirical analyses from Center research. Annual Meeting of the American Educational Research Association, Apr 5, 1994.

"Comunidad, escuela y conocimiento: El diseño cultural de la didáctica" Keynote Address. III Jornadas de Educación: La alternativa sociocultural a la educación. Madrid, Spain, Feb 27-Mar 2, 1995.

"La zona de desarrollo próximo como sistema de actividad" Symposium presentation. III Jornadas de Educación: La alternativa sociocultural a la educación. Madrid, Spain, Feb 27-Mar 2, 1995.

"La ontología social de Vygotski" Simposio Central: El legado de Piaget y Vygotski. XXV Congreso Interamericano de Psicología, San Juan, Puerto Rico, 10 Julio, 1995.

"Re-imagining culture, community and education" Invited paper, National Academy of Sciences, Washington, DC., October, 1995 (with R. Andrade & N. González).

"The cultural mediation of educational practice" Invited paper, The Dean's Forum, College of Education, University of Arizona, December, 1995.

"Inspired by Vygotsky: Ethnographic experiments in education" Invited Address, A Vygotsky Centennial conference: Vygotskian perspectives on literacy research. Sponsored by the Research Assembly of the National Council of Teachers of English. Chicago, Feb 23-25, 1996.

"Understanding funds of knowledge" Invited Address, Fordham University, Graduate School of Education, New York City, 1 March 96.

"Vygotski, la educación y la cultura en acción" Conferencia Magistral (Keynote Address), 8vo Encuentro Nacional sobre Educación y Pensamiento. Universidad de Puerto Rico, Ponce, Puerto Rico, 9 marzo 96.

"Exploring biliteracy" Invited address, Literacy Studies Colloquia Series, College of Education, UIC Center for Literacy, University of Illinois at Chicago, 26 Sep 96.

"Funds of knowledge: theory to practice" Invited Address, College of Education, University of Illinois at Chicago, 27 Sep 96.

"Vygotsky y la educación: algunos aportes recientes" Invited Address, Creating a Border Pedagogy, US-Mexico Researchers' Binational Learning Community, Ciudad Juárez, Chih., México, 18 Jan 97.

“La propuesta de Vygotsky sobre la lecto-escritura” Conferencia, Tercer Congreso Latinoamericano Sobre la Lecto-escritura, San Juan, Puerto Rico, 9 Jul 97.

“Turning to the world: Bilingual schooling, literacy, and the cultural mediation of thinking” Keynote Address, National Reading Conference, Scottsdale, Arizona, 5 Dec 97.

“Through the mediation of others: Vygotskian research on teaching” Invited Address, National Council of Teachers of English, Research Assembly, Midwinter Conference: Sociocultural views of literacy: Creating communities of learners, UCLA, 22 Feb 98.

“Bilingual education as a cultural tool: A Vygotskian perspective” Keynote Address, American Association for Applied Linguistics, Seattle, Washington, 15 Mar 98.

“The ethics of representation: Research in language minority communities” Invited Address, Annual Meeting of the American Educational Research Association, San Diego, CA, 13-17 Apr 98.

“Ethnographic experiments: Creating activity systems that mediate the relationship between homes and schools” Symposium: Toward an utopian methodology: Integrating intervention in developmental research. Fourth Congress of the International Society for Cultural Research and Activity Theory, Aarhus, Denmark, 7-11 Jun 98.

“Playing anthropologist: Collaborative research among teachers, educational researchers, and anthropologists” Keynote Address, Conference on Qualitative Research in Education, University of Georgia, 8 Jan 99.

“Funds of knowledge: A new approach to culture in education” The Green Honor’s Chair lecture, School of Education, Texas Christian University, 8 Apr 99.

“Inspiration and insights: Comments on Shirley Brice Heath’s Ways with words” Invited Comments, Symposium: Ethnography and education for the 21st Century: A conversation with Shirley Brice Heath, Annual Meeting of the American Educational Research Association, Montréal, Canada, 19 Apr 99.

“Captives of words: Challenging the pedagogy of control” Invited Address, American Educational Research Association Distinguished Lecture, Montréal, Canada, 22 Apr 99.

“The schooling of Latino students” Invited presentation, Conference on Latinos in the 21st century, Harvard University, 7 Mar 2000.

“Culture, education and the study of funds of knowledge” Invited address, University of Iowa, 23 Mar 2000

“Mediating matters: The importance of forms of life” Symposium, Diversity matters: New perspectives from sociocultural theory, Annual Meeting of the American Educational Research Association, 28 Apr 2000.

“The educational ecology of Latino schooling: Constraints and possibilities” Invited panelist, The Thomas J. Anton/Frederick Lippitt Conference, The future of urban schooling, Brown University, 16 Feb 2001.

“La investigación educativa como proyecto social: Hacia una estructura relacional entre universidad, comunidad, y escuela” Conferencia Magistral (Keynote Address),

VI Congreso puertorriqueño de investigación en la educación, Universidad de Puerto Rico, 2 Mar 2001.

“Funds of knowledge and beyond” Invited address, Graduate School of Education and Information Science, University of California, Los Angeles, 21 Mar 2001.

“Exploring biliteracy and beyond: Developing a case example of educational sovereignty” Keynote Address, University of California’s Language Minority Research Institute Conference, University of California, Los Angeles, Apr 2001.

“The (still) neglected sociocultural situation in child language development research and education” Invited presentation, The Spencer Foundation 30th Anniversary Conference, Chicago, 25 Jan 2002.

“The concept of educational sovereignty” Keynote Address, The Ethnography Forum, University of Pennsylvania, Philadelphia, 1 Mar 2002.

“Biliteracy development in children: The mediating role of language ideologies” Keynote Address at the Seventeenth Symposium-Lecture Series, Center for Multicultural Education, University of Washington, Seattle, 25 October 2002.

“Biliteracy development in children” Invited Address, Maycie K. Southhall Distinguished Lectures on Public Education and the Future of Children, Peabody College, Vanderbilt University, Nashville, TN, 4 February 2003.

“Contemporary issues in the schooling of Latino students: Considering educational sovereignty” Paper presented at the Symposium National Latino/a Education Research Agenda Project: Imagining New Possibilities for Latino/a Communities. Annual Meeting of the American Educational Research Association, Chicago, IL, 24 April 2003.

“Funds of knowledge : Implications for equity and accountability” Paper presented at Presidential Invited Session on Diversity, Accountability, and Equity: Findings and Insights from the Second Edition of the Handbook of Research on Multicultural Education, 24 April 2003.

“Cultural-historical psychology and education research with US Latinos: An example from a study of biliteracy” Paper presented at the Symposium on Cognitive Psychology and Education: A Latin-American perspective, 9th International Conference of the International Association for Cognitive Education and Psychology, University of Washington, Seattle, Washington, 8 July 2003

“La zona de desarrollo próximo: El concepto en la teoría y la practica” Ponencias (Guest Lectures) en el curso, “La teoría de la actividad sociocultural y el aprendizaje en la sociedad contemporanea”. Universidad Internacional de Andalucía, La Huelva, España, 21-25 August 2003.

“Zonas de desarrollo pedagógico: Los docentes como protagonistas culturales” Conferencia Magistral [Keynote Address], VI Congreso de las Américas y I Congreso Nacional de Lectura y Escritura, Panamá, 28-31 de enero de 2004.

“Rezago escolar y cambio social: El caso de los latinos en los Estados Unidos” Conferencia Magistral (Keynote Address), Primer Simposio Binacional de Investigadores en Educación /First Binational Symposium of Educational Researchers, México, DF, 12 de marzo de 2004.

“Family and community funds of knowledge” Invited Address, Leadership in Border Rural Areas, Speaker Series, New México State University, Las Cruces, 11 June 2004.

“Funds of knowledge: an update” Guest lecturer, Department of Language and Literacy Education, University of British Columbia, Vancouver, Canada, 22 July 2004.

“Bilingualism and biliteracy in the US.” Invited Address, 20th Conference, Spanish in the US, and 5th Conference, Spanish in contact with other languages, Chicago, IL, 26 March 2005.

Editor and Reviewer (partial list)

Co-Editor, The Quarterly Newsletter of the Laboratory of Comparative Human Cognition, October, 1983 -1993.

Associate Editor, American Educational Research Journal, 1985 -1988.

Editorial Board, Language Arts, 1990-1991.

Editorial Board, Comunicación, Lenguaje, y Educación (Spain), 1989-1992.

Editorial Board, Papers in Pragmatics, 1990-1992.

Editorial Board, Reading Research Quarterly, 1991-1993.

Editorial Board, Educational Researcher, 1993-1995; 1999-2000.

Editorial Board, Educational Psychologist, 1995-1996.

Editorial Board, Journal of Literacy Research, 1995-1997.

Editorial Board, Written Communication, 1994-1997.

Editorial Board, Cultura y Educación (Spain), 1996-2000.

Editorial Board, Int'l. Journal of Qualitative Studies in Education, 1996-2000.

Editorial Board, Mind, Culture, and Activity, 1994-present.

Editorial Board, American Educational Research Journal, 1999-2004.

Editorial Board, Research on the Teaching of English, 1997- present.

Editorial Board, Educators for Urban Minorities, 1999- present.

Editorial Board, Journal of Language, Identity and Education, 2000-present.

Editorial Board, Estudios Psicológicos (Spain), 2001- present.

Editorial Board, Journal of Latinos and Education, 2001-present.

Editorial Board, Contemporary Educational Psychology, 2001-2003.

Editorial Board, Theory Into Practice, 2003-present.

Editorial Board, Pedagogía (Puerto Rico), 2004-present.

Editorial Board, Pedagogies: An international journal (Singapore), 2006

Associate Editor, American Educational Research Journal (Social and Institutional Analysis Section), 2005-2008

Consulting Editor: (partial list)

American Educational Research Journal

American Journal of Education

Anthropology and Education Quarterly

Educational Researcher

Educational Psychologist

Educational Psychology Review

Elementary School Journal

Human Development

International Journal of Qualitative Research

Journal of Adolescent Research

Journal of Teacher Education

Reading Research Quarterly

Review of Educational Research

Teachers College Record

Professional Membership (partial list)

American Educational Research Association, 1985-present.

Chair, Committee on International Relations, 1986-88

Chair, Hispanic Research Issues SIG, 1988-1989.

Assistant Program Chair, Div. G, 1991.

Chair, Cultural-Historical Theory SIG, 1999-2000

Member, Committee on Research, 2000-2002.

Member, National Advisory Panel, Center for the Improvement of Early Reading Achievement, University of Michigan, 2000-present.

Board of Directors, National Academy of Education, 2001-2004.

Member, Committee on Teacher Education, National Academy of Education, 2001 – 2003.

International Society for Cultural and Activity Research (ISCAR), 2002-present.

International Reading Association, 1992-1995.

National Council of Teachers of English, 1991-present.

Member, Standing Committee on Research, 1991-1993.

Member, National Advisory Board, The Literacies Institute, Education Development Center, Newton, MA, 1989-1995.

Member, National Advisory Board, Center for the Study of Writing and Literacy, University of California, 1990-1997.

Member, National Advisory Board, Center for Research on Reading, University of Georgia & University of Maryland, 1992-1997.

Member, Selection Committee, Spencer Foundation Dissertation Fellowships for Research Related to Education, 1993-1995.

Consultant, George Lucas Educational Foundation, 1993.

PUBLICATIONS

Books:

Moll, L. C. (Ed.). (1990). Vygotsky and education. Cambridge: Cambridge University Press.

[Spanish translation: (1994). Vygotski y la educación. Buenos Aires, Argentina: Editorial Aique.]

[Portuguese translation (1996): Vygotsky e a educação. Porto Alegre, Brazil: Artes Medicas.]

González, N., & Moll, L. C., & Amanti, C. (Eds.). (2005). Funds of knowledge: Theorizing practices in households, communities, and classrooms. Mahwah, NJ: Erlbaum.

Moll, L. C., & Spear-Ellinwood, K. (forthcoming). The cultural mediation of thinking. Prospectus submitted to publisher.

Manuscripts: (partial list: 1986-present)

Moll, L. C., & Díaz, S. (1986). Ethnographic pedagogy: Promoting effective bilingual instruction. In E. García and R. Padilla (Eds.), Advances in bilingual education research (pp. 127-149). Tucson: University of Arizona Press.

Díaz, S., Moll, L. C., & Mehan, H. (1986). Sociocultural resources instruction: A context-specific approach. In Beyond language: Social and cultural factors in schooling language minority students (pp. 187-230). Los Angeles, CA: Evaluation, Dissemination, and Assessment Center, California State University.

Moll, L. C., & Díaz, R. (1987). Teaching writing as communication: The use of ethnographic findings in classroom practice. In D. Bloome (Ed.), Literacy and schooling (pp. 193-231). Norwood, NJ: Ablex.

Moll, L. C., & Díaz, S. (1987). Change as the goal of educational research. Anthropology and Education Quarterly, 18(4), 300-311. [Reprinted in E. Jacob & C. Jordan (Eds.). (1993). Minority education: Anthropological perspectives (pp. 67-79). Norwood, NJ: Ablex.]

Moll, L. C. (1988). Some key issue in teaching Latino students. Language Arts, 65(5),465-472.

Moll, L. C. (1989). Teaching second language students: A Vygotskian approach. In D. Johnson & D. Roen, (Eds.). Richness in writing: Empowering ESL students (pp. 55-69) New York: Longman.

Moll, L. C., & Greenberg, J. (1990). Creating zones of possibilities: Combining social contexts for instruction. In L. C. Moll (Ed.), Vygotsky and education (pp. 319-348). Cambridge: Cambridge University Press.

Moll, L. C. (1990). Vygotsky's zone of proximal development: Rethinking its instructional implications. Infancia y Aprendizaje, 51-52, 157-168.

Moll, L. C. (1991). Literacy learning: A community mediated approach. In S. Silvern (Ed.), Literacy through family, community, and school interaction (pp. 201-215). Greenwich, CT: JAI Press.

Moll, L. C., Díaz, S., Estrada, E., & Lopes, L. (1992). Making contexts: The social construction of lessons in two languages. In S. Arvisu & M. Saravia-Shore (Eds.), Cross-cultural literacy (pp. 339-366). New York: Garland Press.

Moll, L. C. (1992). Literacy research in community and classrooms: A sociocultural approach. In R. Beach, J. Green, M. Kamil, & T. Shannahan (Eds.), Multidisciplinary perspectives in literacy research (pp. 211-244). Urbana, IL: National Conference on Research in English. [Reprinted in R. Rudell, M. Rapp Rudell, & H. Singer (Eds.). (in press). Theoretical models and processes of reading. Newark, DE: International Reading Association.]

Moll, L. C. (1992). Bilingual classroom studies and community analysis: Some recent trends. Educational Researcher, 21(3), 20-24. [Reprinted in: G. González & L. Máez (Eds.) (1995). Compendium of research on bilingual education. Washington, DC: National Clearinghouse for Bilingual Education; García & Baker (1995). Policy and practice in bilingual education: Extending the foundations. Clevedon, England: Multilingual Matters.]

Moll, L. C., Amanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: a qualitative approach to connect households and classrooms. Theory into Practice, 31(2), 132-141.

Moll, L. C. (1992). Biliteracy and thinking. The Quarterly Newsletter of the Laboratory of Comparative Human Cognition, 14(4), 132-134.

Andrade, R., & Moll, L. C. (1993). The social worlds of children: An emic view. The Journal of the Society for Accelerative Learning and Teaching, 18(1&2), 81-125.

Moll, L. C., & Whitmore, K. (1993). Vygotsky in classroom practice: Moving from individual transmission to social transaction. In E. Forman, N. Minick & C. A. Stone (Eds.), Contexts for learning: Sociocultural dynamics in children's development (pp. 19-42). NY: Oxford. [Reprinted in: Faulkner, D., Littleton, K., & Woodhead, M. (Eds.). (1998). Learning relationships in the classroom (pp. 131-155). London: Routledge.]

Moll, L. C., Tapia, J., & Whitmore, K. (1993). Living knowledge: the social distribution of cultural resources for thinking. In G. Salomon (Ed.), Distributed cognitions: Psychological and educational considerations (pp. 139-163). Cambridge: Cambridge University Press.

Moll, L. C. (1994). Mediating knowledge between homes and classrooms. In D. Keller-Cohen (Ed.), Literacy: Interdisciplinary conversations (pp. 385-410). Cresskill, NJ: Hampton Press.

Rueda, R., & Moll, L. C. (1994). A sociocultural approach to motivation. In H. F. O'Neill & M. Drillings (Eds.), Motivation: Theory and research (pp. 117-136). Hillsdale, NJ: Lawrence Erlbaum Associates.

- Nover, S., & Moll, L. C. (1994). The cultural mediation of deaf cognition. In B. D. Snider (Ed.). Post Milan ASL and English literacy: Issues, trends, and research (pp. 177-193). Washington, DC: Gallaudet University.
- Moll, L. C., & González, N. (1994). Lessons from research with language minority students. Journal of Reading Behavior, 26(4), 439-461. [Reprinted in: E. Cushman, E. Kintgen, B. Kroll, & M. Rose (Eds.). (2001). Literacy: A critical sourcebook. Boston: Bedford/St. Martin's.
- González, N., Moll, L. C., Floyd-Tenery, M., Rivera, A., Rendón, P., Gonzales, R. & Amanti, C. (1995). Funds of knowledge for teaching in Latino households. Urban Education, 29(4), 443-470.
- Moll, L. C., & Dworin, J. (1996). Biliteracy in classrooms: social dynamics and cultural possibilities. In D. Hicks (Ed.), Child discourse and social learning (pp. 221-246). Cambridge, UK: Cambridge University Press.
- Moll, L. C., & González, N. (1997). Teachers as social scientists: Learning about culture from household research. In P. M. Hall (Ed.), Race, ethnicity and multiculturalism (pp. 89-114). New York: Garland.
- Mercado, C., & Moll, L. C. (1997). The study of funds of knowledge: Collaborative research in Latino homes. Centro, 9(9), 26-42.
- Moll, L. C. (1997). The creation of mediating settings. Mind, Culture, and Activity, 4(3), 192-199.
- Moll, L. C. (1997). Vygotski, la educación, y la cultura en acción. In A. Alvarez (Ed.), Hacia un currículum cultural: La vigencia de Vygotski en la educación (pp. 39-53). Madrid: Fundación Infancia y Aprendizaje.
- Moll, L. C. (1998). Turning to the world: Bilingualism, literacy and the cultural mediation of thinking. National Reading Conference Yearbook, 47, 59-75.
- Jiménez, R., Moll, L. C., Rodríguez-Brown, F., & Barrera, R. (1999). Latina and Latino researchers interact on issues related to literacy learning. Reading Research Quarterly, 34(2), 217-230.
- Moll, L. C. (2000). Inspired by Vygotsky: Ethnographic experiments in education. In C. D. Lee & P. Smagorisky (Eds.), Vygotskian perspectives on literacy research (pp. 256-268). Cambridge: Cambridge University Press.
- Mercado, C., & Moll, L. C. (2000). Teacher and student agency in collaborative research. In S. Nieto (Ed.), Puerto Rican students in US schools: Cambiando el camino: Charting a new course (pp. 297-329). Mahwah, NJ: Erlbaum.

Rueda, R., Gallego, M., & Moll, L. C. (2000). The least restrictive environment: A place or a context? Remedial and Special Education Research Journal, 21(2), 70-78.

Andrade, R., González Le Denmat, H., & Moll, L. C. (2000). El grupo de Las Señoras: Creating consciousness within a literature club. In M. Gallego & S. Hollingsworth (Eds.), What counts as literacy: Challenging the school standard (pp. 271-284). NY: Teachers College Press.

Moll, L. C. (2000). The diversity of schooling: A cultural historical approach. In M. Reyes & J. Halcón (Eds.), The best for our children: Latino researchers on literacy. NY: Teachers College Press.

González, N., Andrade, R., Civil, M., & Moll, L. C. (2001). Bridging funds of distributed knowledge: Creating zones of practice in mathematics. Journal of Education for Students Placed At Risk, 6(1&2), 115-132.

Moll, L. C. (2001). Through the mediation of others: Vygotskian research on teaching. In V. Richardson (Ed.), Handbook of research on teaching (Fourth Edition)(pp. 111-129). Washington, DC: American Educational Research Association.

Moll, L. C., Sáez, R., & Dworin, J. (2001). Exploring biliteracy. Elementary School Journal, 101(4), 435-449.

Moll, L. C., & Ruiz, R. (2002). The schooling of Latino students. In M. Suárez-Orozco & M. Páez (Eds.), Latinos: Remaking America (pp. 362-374). Berkeley, CA: University of California Press.

Moll, L. C. (2002). Afterword. In G. Wells & G. Claxton (Eds.), Learning for life in the 21st century: Sociocultural perspectives on the future of education (pp. 265-270). London: Blackwell.

González, N., & Moll, L. C. (2002). Cruzando el puente: Harnessing funds of knowledge in the Puente project. Journal of Educational Policy, 16(4), 623-641.

Gutiérrez, K., Asato, J., Pacheco, M., Moll, L. C., Olson, K., Horng, E. L., Ruiz, R., García, E. & McCarty, T. (2002). "Sounding American": The consequences of new reforms on English Language Learners. Reading Research Quarterly.

Gallego, M., Rueda, R., & Moll, L. C. (2003). Understanding dual language and (Bi)literacy learning in after-school settings: A cultural-historical activity approach. G. García (Ed.), English language learners: Reaching the highest level of English literacy. NJ: International Reading Association.

Moll, L. C., & González, N. (2004). Engaging life: A funds of knowledge approach to multicultural education. In J. Banks & C. McGee Banks (Eds.), Handbook of research on multicultural education (Second edition) (699-715). NY: Jossey-Bass.

Moll, L. C. (2004). Commentary: Rethinking resistance. Anthropology and Education Quarterly, 35(1), 126-131.

Moll, L. C. (2004). Comentario sobre el Programa Aula Abierta. In Meyer, L. and Maldonado, B. (compiladores). Entre la normatividad y la comunalidad: Experiencias educativas innovadoras del Oaxaca indígena actual. □ Oaxaca, México: Fondo editorial del Instituto Estatal de Educación Pública de Oaxaca, Col. Voces del Fondo, Molinos de Viento series

[English version: Moll, L. C. (2004). Commentary about the Aula Abierta Program. Between national standards and communal ways of life: Innovative educational experiences from indigenous Oaxaca today. □ Oaxaca, MX: Publication branch of the State Institute for Public Education of Oaxaca]

Moll, L. C. (in press). Commentary: Literacy in a changing educational context. In T. McCarty (Ed.), Literacy, power and identity. NJ: Erlbaum.

Moll, L. C. (in press). La investigación como proyección social: hacía una estructura relacional entre la universidad, comunidad y escuela. In A. Molina Iturrondo & J. Cruz Velásquez (Comp.), Investigación en la educación: contextos, tendencias y cambios. Río Piedras: Editorial de la Universidad de Puerto Rico.

González, N., Amanti, C., & Moll, L. C. (in press). About culture: Using students' lived experiences to build curriculum. In A. Rosebery and B. Warren (Eds.), Teaching science to English language learners. □ Washington, DC: National Science Foundation.

Reyes, I., & Moll, L. C. (in press). Bilingualism and Latinos. In Encyclopedia Latina.

Moll, L. C., & González, N. (in press). Beginning where the children are. In O. Santa Ana (Ed.), Tongue tied: The lives of multilingual children in public education. Blue Ridge Summit, PA: Rowman & Littlefield.

Spear-Ellinwood, K. C., & Moll, L. C. (in press). Equity and culture issues in education: Home-community and school in education. In D. Ness (Ed.), Encyclopedia on Education and Human Development. NY: Sharpe.

Moll, L. C., & Arnot-Hopffer, E. (2005). Sociocultural competence in teacher education. Journal of Teacher Education. 56(3).

Moll, L. C., & Ruiz, R. (in press). The educational sovereignty of Latino students in the US. In P. Pedraza & M. Rivera (Eds.), Latino education: An agenda for community action research. Mahwah, NJ: Erlbaum.

Dworin, J., & Moll, L. C. (Eds.). (forthcoming, 2006). Special issue: Biliteracy in schools and societies. Journal of Early Childhood Literacy.

Andrade, R., Stevens, S., Moll, L. C., & Spear-Ellinwood, K. (forthcoming, 2005). Mujer sana: HIV prevention through facilitation.

Contracts and grants (partial list):

Office of Bilingual Education and Minority Language Affairs (Contract)
 "Community knowledge and classroom practice: Combining resources for instruction." College of Education and Bureau of Applied Research in Anthropology, University of Arizona, 1988-1990 (L. C. Moll, Principal Investigator; C. Vélez & J. Greenberg, Co-Principal Investigators)

W. K. Kellogg Foundation (Grant)
 "Promoting learning and educational delivery and quality among 'at-risk' U. S. Mexican and Native American elementary school children in Tucson, Arizona: A pilot project" Bureau of Applied Research in Anthropology and College of Education, University of Arizona, 1990-1991 (C. Vélez, Principal investigator; L. C. Moll, Co-Principal Investigator).

National Center for Research on Cultural Diversity and Second Language Learning (Contract) "Funds of knowledge for teaching." College of Education and Bureau of Applied Research in Anthropology, University of Arizona, 1991-1993 (L. C. Moll, Principal Investigator; C. Vélez, Co-Principal Investigator).

W. K. Kellogg Foundation (Grant)
 "Promoting collaborative learning and educational delivery and quality among 'at-risk' U. S. Mexican and Native American elementary school children in Tucson, Arizona: A demonstration project" Bureau of Applied Research in Anthropology and College of Education, University of Arizona, 1991-1993 (C. Vélez, Principal Investigator; L. C. Moll, Co-Principal Investigator).

Andrew Mellon Foundation (Grant)
 "Evaluation of language and culture in the 5th Dimension project." College of Education, University of Arizona, 1994-1997. (L. C. Moll, Principal Investigator).

Spencer Foundation (Grant)
 "Language ideology and biliteracy development: A longitudinal analysis of learning through dual language schooling." College of Education and Bureau of Applied Research in Anthropology, 1999-2002 (L. C. Moll, Principal Investigator; N. González, Co-Principal Investigator).

Georgetown University (Sub-contract)
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