

Melinda Dooly, Ph.D.

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Publications (last 5 years)

Articles (peer-reviewed; journals of impact: SSCI or JCR)

- Dooly, M., & Sadler, R. (2020). "If you don't improve, what's the point?" Investigating the impact of a "flipped" online exchange in teacher education. *ReCALL*, 32(1), 4-24. doi:10.1017/S0958344019000107
- Dooly, M. & Vallejo, C. (2020). Bringing plurilingualism into teaching practice: a quixotic quest? Special Issue: The evolution of language teaching: Towards plurilingualism and translanguaging. *International Journal of Bilingual Education and Bilingualism*, 23(1), 81-97.
- <https://doi.org/10.1080/13670050.2019.1598933>
- Vallejo, C., & Dooly, M. (2020). Plurilingualism and translanguaging: emergent approaches and shared concerns. Introduction to the special issue. Special Issue: The evolution of language teaching: Towards plurilingualism and translanguaging, *International Journal of Bilingual Education and Bilingualism*, 23(1), 1-16. <https://doi.org/10.1080/13670050.2019.1600469>
- Knight, J., Dooly, M., & Barberà, E. (2020). Navigating a multimodal ensemble: Learners mediating verbal and non-verbal turns in online interaction tasks. *ReCALL*, 32(1), 25-46. doi:10.1017/S0958344019000132
- Knight, J., Dooly, M., & Barberà, E. (2018). Multimodal meaning making: Navigational acts in online speaking tasks. *System*, 78, 65-78.
- Dooly, M., & Davitova, N. (2018). 'What can we do to talk more?' Analysing language Learners' online interaction. P. Seedhouse, O. Sert & U. Balaman (Eds.) Hacettepe University Journal of Education, Special Issue: Conversation Analytic Studies on Teaching and Learning Practices: International Perspectives, 33, 215-237.
- Dooly, M. (2018). "I do which the question": Students' innovative use of technology resources in the language classroom. *Language Learning & Technology*, 22(1), 184-217.
- Dooly, M., & Vallejo, C. (2018). Bridging across languages and cultures in everyday lives: an expanding role for critical intercultural communication. *Language & Intercultural Communication (Special Issue)*, 18(1), 1-8.
- Dooly, M. (2017). Performing identities in social media: A proposal for studying identity construction in language learning online. *ALSIC* [Special Issue, H. Baldauf-Quilliatre, M. Ollagnier-Beldame, & C. Develotte (Eds.)], 20.
- Helm, F. & Dooly, M. (2017). Challenges in transcribing multimodal data: A case study, *Language Learning & Technology*, Special Issue on Methodological Innovation in CALL Research, 21(1), 166-185.
- Dooly, M., Barba Calatrava, J., Borràs González, A., Creus Pedrol, M., & González Andreu, C. (2017). "I don't know": Results of a small-scale survey on teachers' perspectives of the European Language Portfolio. *Porta Linguarum*, 27, 63-77.
- Dooly, M., & Tudini, V. (2016). 'Now we are teachers': The role of small talk in student language teachers' telecollaborative task development. *Journal of Pragmatics*, 102, 38-53.
- Sadler, R., & Dooly, M. (2016). Twelve years of telecollaboration: what we have learnt. *ELT Journal*, 70(4), 401-413.

- Lewis, T., O'Rourke, B., & Dooly, M. (2016). innovation in language learning and teaching - Online intercultural exchange, innovation in language learning and teaching. *Innovation in Language Learning and Teaching*, (1), 1-5.
- Dooly, M., & Sadler, R. (2016). Becoming little scientists: Technologically-enhanced project-based language learning. *Language Learning & Technology*, 20(1):54-78.
- Dooly, M., & Masats, D. (2015). A critical appraisal of foreign language research in content and language integrated learning, young language learners, and technology-enhanced language learning published in Spain (2003–2012). *Language Teaching*, 48(3): 1-30.
- Dooly, M. (2015). It takes research to build a community: Ongoing challenges for scholars in digitally-supported communicative language teaching. *Calico Journal*, 32(1): 172-194.

Chapters

- Dooly, M. & Masats, D. (2019). 'What do you zinc about the project?': Examples of technology-enhanced project-based language learning. In G. Beckett & T. Slater (Eds.), *Global perspectives on project-based language learning, teaching, and assessment: Key approaches, technolog tools, and frameworks* (pp. 126–145). NY/Milton Park, Abingdon: Routledge.
- Dooly, M.; Mont, M. & Vallejo, C. (2019). Coordinating between classes: Tasks and tools. In D. Masats, M. Mont & N. Gonzalez-Acevedo (Eds.), *Joint efforts for innovation: Working together to improve foreign language teaching in the 21st century* (pp. 29-35). Rothersthorpe: Paragon Publishing. Paragon Publishing.
- Dooly, M. & Sadler, R. (2019). Preparing English student-teachers with digital and collaborative knowledge: An illustrative synopsis. In D. Masats, M. Mont & N. Gonzalez-Acevedo (Eds.), *Joint efforts for innovation: Working together to improve foreign language teaching in the 21st century* (pp. 21-28). Rothersthorpe: Paragon Publishing. Paragon Publishing.
- Tolosa, C. & Dooly, M. (2019). Introduction: Reflections from the classroom: Teacher internship from different perspectives. In D. Masats, M. Mont & N. Gonzalez-Acevedo (Eds.), *Joint efforts for innovation: Working together to improve foreign language teaching in the 21st century* (pp. 119-112). Rothersthorpe: Paragon Publishing. Paragon Publishing.
- Dooly, M. (2018). '¡Flipo con tus clases!': La formación de profesorado en la didáctica de lenguas a través de clases invertidas y telecolaboración [*Your Classes Flip Me Out!': The Training of Language Teachers Through Flipped Classes and Telecollaboration*]. En M. González-Lloret y M. Vinagre (coords.) Comunicación Mediada por Tecnologías - Aprendizaje y Enseñanza de la Lengua Extranjera (pág. 167-182). UK: Equinox.
- Dooly, M. (2018). Foreword. In R. Breeze & Pilar Gerns (Eds.) *Developing creativity in content and language learning* (pp. 3-6). Pamplona: Servicio de Publicaciones de la Universidad de Navarra
- Dooly, M. (2018). "I h8 txt msgs". How social media has had an impact on language awareness. In P. Garrett & J.M. Cots (Eds.) *The Routledge handbook of language awareness* (pp. 306-322). London/New York: Routledge.
- Dooly, M. (2018). Collaborative learning. In J.I. Liontas & M. Delli Carpini (Eds.) *The TESOL encyclopedia of English language teaching* (online). Hoboken, NJ: John Wiley & Sons.
- Dooly, M. & O'Dowd, R. (2018). Telecollaboration in the foreign language classroom: A review of its origins and its application to language teaching practices. In M. Dooly & R. O'Dowd (eds.) *In this together: Teachers' experiences with transnational, telecollaborative language learning projects*. New York/Bern: Peter Lang. Gold open access

- Dooly, M. (2017). Telecollaboration. A C. Chapelle & S. Sauro (Eds.) *The handbook of technology in second language teaching and learning* (pp. 169-183). Hoboken, NJ: Wiley-Blackwell.
- Antoniadou, V. & Dooly, M. (2017). Educational ethnography in blended learning environments. In E. Moore & M. Dooly (Eds), *Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe* (p. 237-263). Dublin, Ireland/Voillans, France: Research-publishing.net. DOI: <https://doi.org/10.14705/rpnet.2017.emmd2016.630>
- Antoniadou, V. & Dooly, M. (2017). Etnografia educativa en contextos d'aprenentatge mixt. In E. Moore & M. Dooly (Eds), *Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe* (p. 264-292). Dublin, Ireland/Voillans, France: Research-publishing.net.
- Dooly, M. (2017). A Mediated Discourse Analysis (MDA) approach to multimodal data. In E. Moore & M. Dooly (Eds), *Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe* (p. 189-211). Dublin, Irlanda/Voillans, France: Research-publishing.net.
- Dooly, M. (2017). Una aproximació a dades multimodals amb l'anàlisi del discurs mediat. In E. Moore & M. Dooly (Eds), *Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe* (p. 212-235). Dublin, Ireland/Voillans, France: Research-publishing.net.
- Dooly, M. & Moore, E. (2017). Introduction: qualitative approaches to research on plurilingual education. In E. Moore & M. Dooly (Eds), *Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe* (p. 1-10). Dublin, Ireland/Voillans, France: Research-publishing.net.
- Dooly, M. & Moore, E. (2017). Introducció: enfocaments qualitius per a la recerca en educació plurilingüe. In E. Moore & M. Dooly (Eds), *Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe* (p. 11-20). Dublin, Ireland/Voillans, France: Research-publishing.net.
- Dooly, M.; Moore, E.; & Vallejo, C. (2017). Research ethics. In E. Moore & M. Dooly (Eds), *Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe* (p. 351-362). Dublin, Ireland/Voillans, France: Research-publishing.net.
- Dooly, M., Moore, E. & Vallejo, C. (2017). Ética de la investigación. In E. Moore & M. Dooly (Eds), *Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe* (p. 363-375). Dublin, Ireland/Voillans, France: Research-publishing.net.
- Dooly, M. (2016). Proyectos didácticos para aprender lenguas. En D. Masats y L. Nussbaum (Ed.), *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria* (pp.169-193). Madrid: Síntesis.
- Dooly, M. (2016). Desarrollo de destrezas comunicativas. En D. Masats y L. Nussbaum (Ed.), *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria* (pp.195-223). Madrid: Síntesis.
- Dooly, M. (2016). 'Please remove your avatar from my personal space': Competences of the telecollaboratively efficient person. In T. Lewis & R. O'Dowd (Eds.). *Online intercultural exchange: Policy, pedagogy, practice* (pp. 192-208). NY/London: Routledge.

- Dooly, M. (2015). Networked classrooms and networked minds: Language teaching in a brave new world. In C. J. Jenks & P. Seedhouse (Eds.) *International perspectives on the ELT classroom* (pp. 84-109). Houndsmills, Basingstoke/New York: Palgrave MacMillan.
- Dooly, M. (2015). Learning to e-function in a brave new world: Language teachers' roles in educating for the future. A A. Turula, B. Mikolajewska, & D. Stanulewicz (Eds.) *Insights into technology enhanced language pedagogy* (pp. 11-25). *Warsaw Studies in English Language and Literature*. Vol. 18, J. Fisiak (Ed.). Bern/Vienna: Peter Lang.

Books & edited special issues

- Dooly, M., & Vallejo, C. (Eds.) (2020). Special Issue: The evolution of language teaching: Towards plurilingualism and translanguaging. *Journal of Bilingual Education and Bilingualism*.
- Dooly, M., & Vallejo, C. (Eds.) (2018). *Special Issue: Bridging across languages and cultures in everyday lives: New roles for changing scenarios. Language & Intercultural Communication*, 18(1).
- Dooly, M. & O'Dowd, R. (Eds.) (2018). *In This Together: Teachers' Experiences with Transnational, Telecollaborative Language Learning Projects*. New York/Bern: Peter Lang. Gold open access.
- Lewis, T., O'Rourke, B., & Dooly, M. (Eds.) (2016). Online Intercultural Exchange. *Innovation in Language Learning and Teaching*, Special Issue 10 (1), 1-5.
- Holmes, P., Dooly, M., & O'Regan, J. (2016). *Intercultural dialogue: questions of research, theory and practice*. Abingdon/New York: Routledge.

Books in edited series: Telecollaboration in Education (Editors: Melinda Dooly & Robert O'Dowd)

- Dooly, Melinda & O'Dowd, Robert. (Eds.) (2018). *In This Together: Teachers' Experiences with Transnational, Telecollaborative Language Learning Projects*. New York/Bern: Peter Lang. Gold open access.
- Grümpel, C., & Cuadrado Rey, A. (2018). (Eds.) *A plurilingual corpus on telecollaboration in third languages. Telecollaboration in Education*, Vol. 5. Bern: Peter Lang.
- Tcherepashenets, N. (ed.) (2015). *Globalizing on-line: Telecollaboration, internationalization, and social justice. Telecollaboration in Education*, Vol. 4. Bern/Wien: Peter Lang.

Working papers & teaching materials

- The EVALUATE Group (Alice Baroni, Melinda Dooly, Pilar Garcés García, Sarah Guth, Mirjam Hauck, Francesca Helm, Tim Lewis, Andreas Mueller-Hartmann, Robert O'Dowd, Bart Rienties, i Jekaterina Rogaten). (2019). *Evaluating the impact of virtual exchange on initial teacher education: a European policy experiment*. Research-publishing.net.
- The EVALUATE Group (Alice Baroni, Melinda Dooly, Pilar Garcés García, Sarah Guth, Mirjam Hauck, Francesca Helm, Tim Lewis, Andreas Mueller-Hartmann, Robert O'Dowd, Bart Rienties, i Jekaterina Rogaten). (2019). *Executive summary – the key findings from the EVALUATE European policy experiment project on the impact of virtual exchange on initial teacher education*. Research-publishing.net.
- Dooly, M., & Tudini, V. (2018). *Case studies for 21st century primary education*. Barcelona: KONECT Teaching materials.
- Dooly, M., & Tudini, V. (2018). *Case studies for 21st century secondary education*. Barcelona: KONECT Teaching materials.

Research experience (last 5 years)

Research & Innovation Project Management

- 2019-2021. Language assessment in virtual mobility initiatives at tertiary level - teachers' beliefs, practices and perceptions (ASSESSnet). (H2020-MSCA-IF-2018 845783) Marie Skłodowska Individual Fellowship, European Commission, Research Executive Agency, Horizon 2020. €160,932.48. **PI: Dr. Melinda Dooly.**
- 2017-2019. Grup de Recerca en Ensenyament i Interacció Plurilingües – GREIP (774 SGR 2017). AGAUR (Agència de Gestió d'Ajuts Universitaris i de Recerca de la Generalitat de Catalunya). Funding: 36,800€. **PI: Dr. Melinda Dooly**
- 2014-2018. Knowledge for Network-based Education, Cognition & Teaching (KONECT). Ministerio de Economía y Competitividad: Proyectos I+D del Programa Estatal de Fomento de la Investigación Científica y Técnica de Excelencia (EDU2013-43932-P). Funding: 108,000€. **PI: Dr. Melinda Dooly**
- 2014-2016. Grup de Recerca en Ensenyament i Interacció Plurilingües – GREIP (595 SGR 2014). AGAUR (Agència de Gestió d'Ajuts Universitaris i de Recerca de la Generalitat de Catalunya). Funding: 30,600€. **PI: Dr. Melinda Dooly**

Research & Innovation Project Team Membership

Research projects:

- 2019-2020. EDUPLUS Network of Excellence (Red Temática: Educación Plurilingüe). Financed by the Ministerio de Ciencia, Innovación y Universidades: Acciones de dinamización «Redes de Investigación», Convocatoria 2018 (RED2018-102774-T). Principal researcher: Dr. Josep Maria Cots, Universitat de Lleida). 25.000€
- 2019-2022. Linguistically Sensitive Teaching in All Classrooms (LISTiac); Erasmus+ Programme Key Action 3 - Support for policy reform - policy experimentations. Call EACEA 28/2017; 606695-EPP-1-2018-2-FI-EPPKA3-PI-POLICY. Principal researcher: Siv Björklund, Åbo Akademi (Finland). Funding for UAB: 165.806€
- 2019-2021. IEP! Inclusive epistemologies and practices of out-of school English learning. (PRPPGC2018-099071-A-100). Financed by the Ministerio de Ciencia, Innovación y Universidades. Proyectos de I+D de generación de conocimiento y Proyectos de I+D+i retos investigación. Principal Researcher: Dr. Emilee Moore, Universitat Autònoma de Barcelona. Funding: 29.766€
- 2017-2020. Teachers as agents of transformation through their engagement in cross disciplinary innovative projects in the English classrooms (DATE); Financed by RecerCaixa 2016; 2016ACUP-001. Principal researcher: Dr. Dolors Masats, Universitat Autònoma de Barcelona. Funding: 96.930 €
- 2016-2019. Evaluating and Upscaling Telecollaborative Teacher Education. (EVALUATE). Erasmus+ Programme Key Action 3 - Support for policy reform - policy experimentations. Call EACEA 28/2016; 578013-EPP-1-2016-1-ES-EPPKA3-PI-POLICY. Principal researcher: Dr. Robert O'Dowd, Universidad de León. Funding for UAB: 43.200€
- 2015-2018. Preparing future English teachers with digital teaching competences and the know-how for application to practice: a collaborative task between university teachers, school tutors and pre-service teachers (2015 ARMIF 00010); Financed by Agència de Gestió d'Ajuts Universitaris i de Recerca, Generalitat de Catalunya. Principal researcher: Dr. Dolors Masats, Universitat Autònoma de Barcelona. Funding: 9.750,00€

Membership in research groups:

- 2005-current. Consolidated research group (recognition by AGAUR (Agencia de Gestió d'Ajuts Universitaris i de Recerca de la Generalitat de Catalunya): Grup de Recerca en Ensenyament i Interacció Plurilingües – GREIP (00330-SGR 2005, 1273 SGR 2009; 595 SGR 2014; SGR 774 2017).

Membership in Innovation & Development Projects:

- 2019-2021. ENACT: Communities, Languages, and Activities App. Erasmus+ Key Action 2. Recently awarded (no project code yet). Project leader: Dr. Müge Satar, Newcastle University, UK.
- LOCAL: Local Linguistic Landscapes for global language education in the school context. Erasmus+ Key Action 2. (no project code yet). Project leader: Dr. Silvia Melo-Pfeiffer, Hamburg University, DK.
- 2016-2019. Multiliteracy Moocs. Making Literacy Meaningful. Erasmus+ Key Action 2. - Erasmus+ Key Action 2- Cooperation for innovation and the exchange of good practices - (2016-1-DE03-KA201-023008). Project leader: Dr. Hanna Sauerborn, University of Freiburg. Funding for UAB: 30,000€
- 2018-2019. Design and implementation of a collaborative process of teacher-student knowledge construction for a real impact on the improvement of learning in English. Convocatòria de Projectes de Suport a la Innovació Docent i de Millora de la Qualitat Docent 2018, Modalitat A. Oficina de Qualitat Docent, Universitat Autònoma de Barcelona. Project leader: Claudia Vallejo, Universitat Autònoma de Barcelona. Funding: 640€
- 2015-2017. LearnBase. Learner-Based Training: An Innovative Approach to Foreign Language Teaching. Erasmus+ Key Action 2- Cooperation for innovation and the exchange of good practices -KA2014-2015-010). Project leader: Christoph Schepers Royal Danish Defense College (Copenhagen, DK). Funding: 247,075€

Education

Degrees

- 2005. *PhD* in Didàctica de la llengua, la literatura i les Ciències Socials [Teaching Methods in Language, Literature and Social Science]. Universitat Autònoma de Barcelona, *Dissertation Title: Linguistic Diversity: A Qualitative Analysis of Foreign Language Teachers' Category Assembly*. Supervisor: Dr. Luci Nussbaum. Evaluation: Excellent cum laude.
- 1994. *Master of Arts* in Education. Open University, England,
- 2003. *Bachelor of Arts* in English Philology (240 credits completed for convalidation), Universitat de Barcelona, Spain,
- 1988. *Bachelor of Arts* in English, Wake Forest University, North Carolina, USA,
- 1988. *Bachelor of Arts* in Spanish, Wake Forest University, North Carolina, USA,

Scholarships & Grants

- *Grant*: José Castillejo Funding for Research Stay Abroad. Spanish Ministry of Education, Culture and Sport. 2015.
- *Scholarship*: Exchange programme between Wake Forest University (USA) & Universidad de Salamanca, Spain, 1986.
- *Scholarship*: Language Exchange Programme, Instituto Fenix, Cuernavaca, Mexico, 1982.

- *Scholarship*: Gifted and Talented Students of North Carolina, Mars Hill College, North Carolina, USA, 1981-1983.

Teaching & Managerial Experience (last 5 years)

University Teaching Posts

- 2013-current. *Sr. Lecturer (Serra Húnter Fellowship)*: Departament de Didàctica de la Llengua, la Literatura i les Ciències Socials, Facultat de Ciències de l'Educació, Universitat Autònoma de Barcelona, Undergraduate and Graduate courses. PhD Supervision.
- 2015-2016. *Honorary Lecturer*: UCL Institute of Education, Department of Culture, Communication and Media. University College London. Graduate and doctoral courses.

Research supervision

Post-Doctorate:

- Jesús Alirio Bastidas Arteaga: La Preparacion Metodológica de los Futuros Profesores de Inglés de Primaria en las Universidades Autónoma de Barcelona (España) y Universidad de Nariño (Colombia). Post-doctoral grant E2NHANCE Programme (Erasmus Mundus). 2010-2011.

Teaching by Invitation (seminar, workshops, etc.):

- Seminar & workshop: Results from Evaluate Project. Workshop on telecollaboration. Faculty of Informatics, Eötvös Loránd University, Budapest (Hungary). 1 February 2019.
- Seminar: Bringing down borders through 'techno-pedagogical' skills (with Emilee Moore). Department of Fachdidaktik Anglistik, Universität Graz (Austria). 16 January 2019.
- Seminar & Workshop: Out of the classroom and into the world: Education for the 21st century (Part I); Telecollaborative language teaching: What, why and how? (Part II). University of Cyprus Language Centre, Cyprus. June 14, 2018.
- Workshop: Trobada ICE: Multidisciplinary integrative English projects in primary schools (hosted by Institut de Ciències de l'Educació-UAB). Taught with Dr. Dolors Masats & Maria Mont. Barcelona, ES. January 2018.
- Seminar: A pedagogical proposal for the digital age. School of Oriental and African Studies (SOAS), London, UK. July 2016.
- Workshop: Setting up telecollaborative intercultural exchanges in primary and secondary schools. Centro Pedagógico de Granada. April 2016.
- Online seminar: Telecollaboration. University of Groningen, NL. March 2015.
- Thematic Workshop: The Know-How of e-Networking. VoiceS Inservice course (Erasmus+). Barcelona, ES. February 2015.

Short-term Teacher Exchange:

- Bath-Spa University, Bath (UK)
- Universiteit Linköping, Linköping (Sweden)
- Universiteit Utrecht, Utrecht (Netherlands)
- London Metropolitan University, London (UK)
- Faculdade de Psicologia e de Ciências da Educação, Universidade de Lisboa (Portugal)

- University of Illinois Urbana-Champaign (USA)

Managerial and Consultancy Experience

- 2019-current. Sub-coordinator (Area of Foreign Languages), Undergraduate degree in Primary Education, Faculty of Education, Universitat Autònoma de Barcelona, Spain.
- 2017-current. Coordinator of the Area of Didactics of Language and Literature within the Doctoral Programme in Research in Education, Faculty of Education, Universitat Autònoma de Barcelona, Spain.
- 2015-2017. Coordinator of International Exchange Programmes in Primary Education, Faculty of Education, Universitat Autònoma de Barcelona, Spain.
- 2017-current. Member of the 'Junta Permanent' (Elected Executive Academic Board), Faculty of Education, Universitat Autònoma de Barcelona, Spain.
- 2015-2017. International Mobility Coordinator for Primary Education Studies, Faculty of Education, Universitat Autònoma de Barcelona, Spain.
- 2015-2016. Sub-coordinator (Area of Foreign Languages), Master in Secondary Education, Faculty of Education, Universitat Autònoma de Barcelona, Spain.

Editorial Boards:

- Co-editor: Telecollaboration in Education Book Series (Peter Lang). 2009-current.
- Scientific Committee Member: Hechos y Proyectos de Lengua. 2010-current.
- Editorial Board member: Language & Intercultural Communication Journal. 2015-current.
- 2nd Publications Officer: Journal of Virtual Exchange, 2016-2018.
- Founding Editor: Bellaterra Journal of Teaching & Learning Language & Literature, 2009-2018.

Scientific committees

- Scientific Committee Member and Organizing Team member: Virtual Exchange and 21st Century Teacher Education (in collaboration with Unicollaboration Association). Universidad de León, León, Spain. 4-6 September 2016.
- Scientific Committee Member: Eurocall 2019 Conference: CALL and Complexity. UCLouvain, Louvain-la-Neuve, Belgium, 28-31 August 2019.
- Scientific Committee Member: International Conference on Interactional Competences and Practices in a Second Language (ICOP-L2). Mälardalen University, Västerås, Sweden, 29-31 May 2019.
- Organizing Committee Member: Seminari internacional L'aula com a àmbit d'investigació sobre l'ensenyament i l'aprenentatge de la llengua. Facultat de les Ciències de l'Educació, Universitat Autònoma de Barcelona, 17-18 January 2019.
- Academic Committee Member. The 3rd Conference on Telecollaboration in University Education: Telecollaboration and virtual exchange across disciplines: in service of social inclusion and global citizenship. Pedagogical University, Krakow (Poland), 25-27 April 2018.
- Co-Chair (with Claudia Vallejo). International Association of Language and Intercultural Communication, Bridging across languages and cultures in everyday lives: New roles for changing scenarios, Universitat Autònoma de Barcelona (Spain), 26-27 November 2016.

- Academic Committee Member. The 2nd Conference on Telecollaboration in University Education: New Directions in Telecollaborative Research and Practice. Trinity College Dublin (Ireland), 21-23 April 2016.
- Scientific Committee Member. Critical Call. Eurocall 2015. Università di Padova (Italy), 26-29 August 2015.