



## FLDC Member Publications

- Abrams, E., Yore, L.D., **Bang, M.**, **Brayboy, B.**, Castagno, A., Kidman, J., ... Chiung-Fen Yen, C. F. (2014). Scientific literacy for all: Culturally relevant schooling for indigenous learners. In S. K. Abell & N. G. Lederman (Eds.), *Handbook of research in science education* (Volume II, pp. 671-696). New York: Routledge.
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- Bang, M.**, Faber, L., Gurneau, J., **Marin, A.**, & **Soto, C.** (2016). Community-based design research: Learning across generations and strategic transformations of institutional relations toward axiological innovations. *Mind, Culture, and Activity*, 23(1), 28-41.
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**Barajas-López, F., & Ishimaru, A. M.** (2016). “Darles el lugar”: A place for nondominant family knowing in educational equity. *Urban Education*. doi:10.1177/0042085916652179

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Covarrubias, R., & **Fryberg, S. A.** (2015). Movin’ on up (to college): First-generation college students’ experiences with family achievement guilt. *Cultural Diversity and Ethnic Minority Psychology*, 21(3), 420-429.

Covarrubias, R., & **Fryberg, S. A.** (2015). The impact of self-relevant representations on school belonging for Native American students. *Cultural Diversity and Ethnic Minority Psychology*, 21(1), 10-18.

Covarrubias, R., Herrmann, S. D., & **Fryberg, S. A.** (2016). Affirming the interdependent self: Implications for Latino student performance. *Basic and Applied Social Psychology*, 38(1), 47-57.

- Cvencek, D., **Fryberg, S. A.**, Covarrubias, R., & Meltzoff, A. N. (2017). Self-concepts, self-esteem, and academic achievement of minority and majority North American elementary school children. *Child Development*, doi: 10.1111/cdev.12802
- Cvencek, D., **Nasir, N. I. S.**, O'Connor, K., Wischnia, S., & Meltzoff, A. N. (2015). The development of math-race stereotypes: "They say Chinese people are the best at math". *Journal of Research on Adolescence*, 25(4), 630-637.
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