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# Newsletter

Literacy Research Association

November, 2018

## Update from the LRA President

Dear colleagues,

In writing this final update to you as President of LRA, I am pleased to bring you several important pieces of information.

In early October, the LRA Executive Committee met in the lovely and vibrant city of Greensboro, North Carolina for our regularly scheduled fall meeting. Two significant initiatives grew out of our ongoing discussions. First, I am happy to announce the creation of the **Ad Hoc Committee on Research Methodologies in LRA**. The primary purpose of this committee is to investigate and understand our status per the LRA Strategic Plan's goal of promoting research that is "methodologically diverse," "rigorous," "ethical," and "socially responsible," and to ultimately offer recommendations to the organization. This committee will be chaired by Seth Parsons, from George Mason University, and will include representatives from upcoming conference planning committees, the Research Committee, the Publications Committee and members-at-large representing a range of methodological and epistemological orientations. Their work will begin as soon as the committee membership has been fully established and will be expected to conclude in 2020.



Second, as we are now at the 10-year anniversary of the beginning of the **Scholars of Color Transitioning into Academic Research Institutions (STAR) Mentoring Program**, I am pleased to announce the formation of the **Ad Hoc Committee to Evaluate the STAR Mentoring Program**. Every two years, the STAR program conducts an internal program evaluation for purposes of renewal, but to this point, an external evaluation of the program in its entirety has not been pursued. The purpose of the ad hoc committee is to assess the program's effectiveness at addressing the following program goals over time and across participants:

- Help instill a strong professional stance within scholars of color,
- Increase their knowledge of our organization's rich history and traditions, and

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## Recent JLR Publications

Recent Journal of Literacy Research (JLR) Publications Online First versions of JLR studies are available; recently published studies include.

- [Wargo, J. \(2018\). Writing with wearables? Young children's intra-active authoring and the sounds of emplaced invention. \*Journal of Literacy Research\*, 50\(4\).](#)
- [Frankel, K., Fields, S., Kimball, J., & Murphy, C. \(2018\). Positioning adolescents in literacy teaching and learning. \*Journal of Literacy Research\*, 50\(4\).](#)
- [Mirra, N., Coffey, J., & Englander, A. \(2018\). Warrior scholars & bridge builders:](#)

- Inspire them to continue its legacy of scholarship, leadership, and service.
- Increase the pool of viable scholars of color who have been mentored by our organization

Presently, the STAR program is budgeted for \$48,000 every two years to support eight mentees and mentors. I have appointed Past President Patricia Edwards to chair this committee, which will report its findings and recommendations to the Board of Directors by Fall of 2019.

Finally, based on the recommendation of the Publications Committee, and with approval by the Board of Directors, I am happy to announce the appointment of **Eurydice Bauer**, **Catherine Compton-Lilly**, **Guofang Li**, and **Iliana Reyes** as editors of the *Journal of Literacy Research* for a three-year term, to include Volumes 52, 53, and 54. Congratulations to the team, and a special thanks to the Kouider Mokhtari and the Publications Committee for their diligence throughout the search process.

See you all soon in Indian Wells.

Sincerely,

### Gay Ivey

President, Literacy Research Association  
William E. Moran Distinguished Professor in Literacy  
University of North Carolina-Greensboro

## Message from the 2018 Conference Chair

### Marcelle Haddix, President-Elect

We are weeks away from the 68<sup>th</sup> Annual Conference. This year's theme is: "Reclaiming Literacy Research: Centering Activism, Community, and Love." While chairing an academic conference was not on my bucket list, I have learned a great deal over the past year. There have been many high points as well as a few low points. This process has revealed for me areas where the organization has opportunity for growth and change.



I want to first begin by acknowledging the history, the people, and the local community of the conference location, Indian Wells, CA. As you prepare your travels to the conference, please take the time to learn about the Indigenous people of the Cahuilla nation and the local communities of Color (look out for a piece written by LRA member Kate Haq on "Indian Wells, Past and Present" in the upcoming Doctoral Student ICG newsletter). Yes, Indian Wells and the Palm Desert region are known for some of the wealthiest residences and luxury resorts in the country. And, many of us are familiar with the popular Coachella music festival. But, let's also be mindful of those whose families and communities have long inhabited the area and show gratitude to those whose labor maintains the local economy, especially those who work in the service industries that will make our conference successful.

As a side note, several LRA members have reached out to me with concern about the location, specifically the high airfares and expensive costs related to travel to this year's conference. Almost every year at the Town Hall meeting, a point is raised about the selection of conference sites and the decision to travel to what many perceive as exclusive and remote locations. While I won't outline the conference site selection process here, I will say that I agree that LRA has evolved to be an organization where many of our members, especially doctoral students

[Civic dreaming in ELA classrooms. Journal of Literacy Research, 50\(4\).](#)

In addition, JLR's Insights column and anniversary article are also available:

- [Patel, L. \(2018\). Immigrant populations and sanctuary schools. Journal of Literacy Research, 50\(4\).](#)
- [Tierney, R. \(2018\). Toward a model of global meaning making. Journal of Literacy Research, 50\(4\).](#)

Thanks to the collaborative work of the JLR editorial review board, the editorial team averages 64 days to decide and 259 days from initial submission to publication. Please consider JLR as an outlet for your research.

**You can access the current issue [here](#).**

To keep up with our latest announcements, follow us on social media on both Twitter and [Facebook](#) and watch for our video abstracts on the [LRA YouTube channel](#). We hope you consider JLR as an outlet for your research!

## Member News

The *Journal of Literacy Research* welcomes two new editors to the editorial team: **Dr. Fenice Boyd** (Professor and Department Chair at the University of South Carolina) and **Dr. Pelusa Orellana** (Professor and Associate Dean for research at the Universidad de los Andes in Santiago, Chile).

**Carmen Liliana Medina**, Associate Professor at Indiana University and **Maria del Rocío Costa**, Professor at the University of Puerto Rico, have been awarded a grant for a 4 years critical literacy research project working with pre-service teachers at the University of Puerto Rico. The goal of the project is to support these future teachers

and early career scholars and many others whose institutions provide little to no conference travel support, would be better served by conference locations that are not cost prohibitive and that are more accessible. I would encourage the membership to revisit the [bylaws, policies and procedures](#) around conference site selection and to envision a process aligned to the needs of the current membership.

Thank you to the many individuals who have been an essential part of the conference planning process, helping me to realize a vision for a conference space inspired by the ethos of activism, community, and love. Thank you to LRA staff members Executive Director Caitlin Hyatt, Program Coordinator Kendra Tyner, and Director of Conference Services Kelley Atkinson for the time, energy, and enthusiasm toward making this conference a success. I am deeply appreciative of the support of my co-chair Vice President Elizabeth (Betsy) Baker and the 2018 [LRA area chairs](#) for all of their work on the conference program. I also worked closely with Treasurer Gwendolyn McMillon (and Vice President-Elect) and realized quickly that the conference budget does not stretch far in Indian Wells. We met for many hours to discuss food, space, AV, and other conference needs and expenses. So, thank you to the conference planning team for patience, persistence, and creative problem solving toward ensuring that the vision for this year's conference was met.

I also want to highlight aspects of the conference this year that you want to be sure not to miss as well as make you aware of some important changes to the program. Please take the time to read the LRA Program PDF (available soon) from cover to cover to get a full understanding of the overall conference structure, the array of sessions (including this year's poster and roundtable sessions), and the many opportunities for connecting and networking with LRA members. Speaking of cover, thank you to LRA member Grace Player whose artwork is on the cover of the program. [Poster size copies of this stunning piece, titled "This Meeting at This Tree", are currently available for sale for \\$20.](#) Profit sales will go toward the [STAR Mentoring Program](#) and ERM Committee Fund. To learn more about the **STAR (Scholars of color Transitioning into Academic Research institutions) Mentoring Program**, make plans to attend the STAR Fellows Research Showcase on Friday, 1:15PM - 2:45PM in Crystal G.

One way that we build community at the annual conference is by attending plenary sessions. These are important opportunities for collective engagement with critical issues and topics in literacy research. President Gay Ivey will give an address on Wednesday evening. Other plenary speakers this year include Oscar S. Causey Award recipient Peter Johnston and Distinguished Scholar Lifetime Achievement Award recipient Luis Moll.

I'm excited to welcome hip-hop education and feminist scholar Bettina Love to the LRA community. On Friday evening, she will give a plenary address, "We Gon' Be Alright, But That Ain't Alright: Abolitionist Teaching and the Pursuit of Educational Freedom."

As a low point, I'm saddened to have to announce that the invited plenary speakers for the Saturday integrative review session will not be attending the conference. We previously announced that three prominent women scholars of Color—Carmen Kynard, Leigh Patel, and Sandy Grande—would present an intersectional integrative review of literacy scholarship expanding our understandings of indigenous, decolonizing, and radical Black feminist perspectives. To avoid any miscommunications about why this session will no longer occur, I feel it important to address what happened in this space. All three scholars graciously accepted my invitation to participate in this year's conference in February. Working

knowledge in the area of critical literacy in elementary classrooms exploring social issues relevant to local communities in Puerto Rico. We want to support teacher candidates through the continuum of taking methods courses, student-teaching and first year teaching to collectively understand our role as agents of social change within the work we do as literacy educators in Puerto Rico. The project is funded through the IU Center for Latin American and Caribbean Studies Title VI grant.

**Cati V. de los Ríos** and Kate Seltzer received the 2018 Alan C. Purves Award from the National Council of Teachers of English for their 2017 article, "Translanguaging, Coloniality, and English Classrooms: An Exploration of Two Bicoastal Urban Classrooms" published in *Research in the Teaching of English*.

The University of Arkansas, an R-1 institution, is seeking an [Assistant Professor](#) with an emphasis on Early Literacy. Applicants must have experience teaching literacy at the K-3 level. Completed applications received by November 7 will be assured full consideration. If you know doctoral graduates (or candidates who will graduate by August 2019) who have this background, [share the posting with them](#), along with the links to information about our area.

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## Member Publications

**Alvermann, D., Unrau, N., Sailors, M., & Ruddell, R.** (Eds.). (2019). "Theoretical models and processes of literacy" (7th ed.). New York, NY: Routledge. The 7th edition of *Theoretical Models and Processes of Literacy (TMPL7)* consists of 30 chapters that feature emerging as well as more established ways of theorizing contemporary issues of research and instruction, including relations of power and global shifts in populations. This new edition re-emphasizes that theory lies at the core of literacy research, instruction, and policy. As such, the editors of the volume encourage readers to continue inquiry and discovery into the multiple ways the frameworks represented in

with LRA staff, we initially issued speaker agreements that offered reimbursement for travel expenses and modest honoraria. In October, it was discovered that the speaker agreements did not adhere to the policies and procedures for the integrative review session, which state that speakers receive complimentary registration and one night's hotel stay. New speaker agreements with these terms adherent to LRA policies and procedures were sent to Drs. Kynard, Patel, and Grande in mid-October. Given the lateness of this change and communication, they each declined the invitation to participate. I know that many members planned conference travel to be at this session, so my sincere apologies for any inconveniences this change presents. But, moreover, I am disappointed in the way this situation was resolved, specifically in what has resulted in choices and actions that are hostile and violent to contemporary women/feminists of color who are activist-scholars—an outcome that is in stark contrast to what I hoped to achieve for this year's conference.

That said, I decided to reserve the Saturday plenary session time for a moderated "think tank" conversation with LRA members about the themes of the conference—specifically the ways that literacy research—and our professional organization—has the potential to work against social inequities or to further perpetuate harm and even be used against the people and communities it is meant to serve. It will be an opportunity for members to engage with our strategic plan and to identify action plans for continuing to move us forward as an organization. This session will be a culmination of the Town Hall events organized by LRA members April Baker-Bell, Lamar Johnson, and Joseph Rumenapp throughout the week aimed to provide opportunities for ongoing dialogue related to the conference theme and other issues pertinent to LRA members. Please add these events to your conference schedule:

### **Wednesday, November 28, 2018**

3:00PM - 4:30PM Rhodes A&B

*Re-envisioning Literacy Research, Re-envisioning LRA: An Intergenerational Panel*

### **Thursday, November 29, 2018**

3:00PM - 4:30PM Rhodes A&B

*Town Hall Session: This is America: The Role of LRA During Precarious Times*

6:15PM - 7:00PM Mountain View

*Reclaiming the Town Hall Meeting: A Teach In*

### **Friday, November 30, 2018**

1:15PM - 2:45PM Crystal I

*Town Hall Session: Literacy as Liberatory Practice: Reflections on Incarceration and Transformative Education with Community Partners*

8:30PM - 9:30PM Mountain View

*Re-envisioning Literacy Research, Re-envisioning LRA: A Fireside Chat*

TMPL7 impact our communities of investigation and practice.

**Cati V. de los Ríos:** Seltzer, K., & de los Ríos, C.V. (2018). "Translating theory into practice: Exploring teachers' raciolinguistic literacies in secondary English classrooms." *English Education*, 51(1) 49-79.

**Hiller A. Spire:** Spire, H., Kerkhoff, S., Graham, A., Thompson, I., and Lee, J. (2018). "Operationalizing and validating disciplinary literacy in secondary education." *Reading and Writing: An Interdisciplinary Journal*, 31(6), 1401 - 1434.

**Zhongfeng Tian:** Robinson, E., Tian, Z., Martínez, T., & Qarqeen, A. (2018). "[Teaching For Justice: Introducing Translanguaging in an Undergraduate TESOL Course.](#)" *Journal of Language and Education*, 4(3), 77-87. This study investigates how introducing translanguaging as a way to affirm language and culture impacted students' understandings of learning and teaching in a TESOL certificate course offered at a university in the northeast of the United States. As researchers, teachers, and students committed to justice, we explored the impact of introducing translanguaging in a course that was originally designed as a Sheltered English Immersion (SEI) course through collaborative, qualitative approaches of thematic analysis and macro- and micro-level analyses of power based on our unique individual experiences in the classroom. We found across our analysis that introducing translanguaging provided opportunities to shift assumptions and that, overall, students demonstrated critical sociocultural understandings of language that are foundational in teaching for justice. Ultimately, while we recognize the need for more explicit discussion about the purpose and pedagogy of translanguaging, the shifts towards teaching and embracing multilingual and multicultural realities through translanguaging which the study identified can contribute to the field of language education by demonstrating how teachers might

**Saturday, December 1, 2018**

10:30AM - 11:45AM Crystal G

*Reclaiming Literacy Research: Centering Activism, Community, and Love: Moving Forward*

In addition to these town hall sessions each day, I invited area chairs to highlight sessions that take up the conference theme which are denoted in the program. Make the most of your conference experience by engaging in these community dialogues, attending study groups, and participating in standing committee and ICG meetings.

Lastly, as many may know, yoga and mindfulness are an important and essential part of my everyday life (I'm a 200-hour registered yoga instructor). Several asked if we would have yoga at this year's conference, and we've answered. Join me, LRA member Phillip Wilder, and others for daily sunrise yoga and meditation at 6AM on the Rose Lawn.

As I embark upon my year as president of this organization, I want to say upfront that I believe strongly in a mission toward being a "community" as opposed to just an annual conference or just a professional organization. I hope to lead with transparency and inclusivity as well as passion and grace. I encourage everyone to learn more about how LRA functions, including the history of the organization, its leadership structure, and the bylaws, policies and procedures, and to engage in dialogue and action to propel our community forward in work grounded in diversity, equity, and inclusion.

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## Conference Update



**Register here** for the 68th Annual Conference held in Indian Wells, CA, at the beautiful Renaissance Indian Wells Resort and Spa. Once you are registered, a link will be sent to your e-mail to reserve your hotel room. Reservations can **only** be made by accessing the designated link.

**2018 Annual Conference poster:** LRA will offer a reproduction of the 2018 Conference artwork in the form of a poster. The cost is \$20 per poster and includes a carrier tube. You must be present at the meeting to pick up your purchased poster. The proceeds of the poster (above the production cost) will be donated back to STAR and the Ethnicity, Race, and Multilingualism Committee. Click [here](#) to order the poster! There will be a limited number, so act quickly!

open up possibilities in teaching for justice.

**Bogum Yoon, Özge Yol, Claudia Haag, and Anne Simpson:** Yoon, B., Yol, O., Haag, C., & Simpson, A. (2018). "Critical global literacies: A new instructional framework in the global era." *Journal of Adolescent and Adult Literacy*. 62(2), 205-214. This article provides a specific instructional framework that teachers can use in the classroom to promote students' critical global literacies across the curriculum.

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## Submit Your News!

Have news you want to submit? News submissions from members are due the 15th of every month! You can submit your news on our website! [Submit your News!](#)

Front of poster



Back of poster



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## TIPS for Newcomers!

### 68<sup>th</sup> Annual Conference of the Literacy Research Association Reclaiming Literacy Research: Centering Activism, Community, and Love

#### Time

**Use your time to be an advocate.** Critically reflect on and take action to advance the mission of LRA and the conference theme.

**Use your time to connect with the larger community.** Cultivate and sustain relationships with members of the LRA community with purpose and in ways that both push your thinking and impact your work.

#### Information

**How can I get involved?** Visit the Committee and ICG Exhibits outside the Crystal Ballroom, attend one of the Committee/ICG Meetings from 7:15-8:15 in the mornings, and check out the [Get Involved](#) page of the LRA website.

**Want to learn more about what LRA has to offer?** Join us for the Newcomers' and Graduate Students' Breakfast on Thursday, November 29 from 7:15-8:15 a.m. to learn more about the many ways LRA can support you in your work.

**Looking for a new read?** Check out the Exhibit Hall and Silent Auction in front of the Crystal Ballroom.

**Share your work with others.** After the conference, submit your paper to *Literacy Research: Theory, Methods, and Practice* or to the *Journal of Literacy Research*.

#### Presentations

**Engage in rich collegial conversations.** Join any of the study groups each day from 12:00-1:00. These groups are open to anyone who is interested.

**Come together as an LRA community.** Each late afternoon from 4:45-6:00 p.m., come and hear from leaders in literacy and education broadly

about the stances, methods, and ideas that push our collective thinking around literacies and learning.

- Presidential Address (Wednesday)
- Distinguished Scholar Lifetime Achievement Award Address (Thursday)
- Plenary Session (Friday)
- Integrative Research Review (Saturday)

**Consider new possibilities.** Attend the Re-envisioning literacy research. Re-envisioning LRA: A Fireside Chat special event on Friday evening, 8:30-9:30 p.m.

**Be supported and get involved.** Attend any number of workshops on Saturday morning to help you get involved in LRA and/or leverage community expertise to further your own research and scholarship.

### Social Events

**Take time to recharge and renew!** Be sure to check out the Daily Meditation sessions and Yoga from 7:00-7:30 each morning on the Rose Lawn.

**Looking to connect with new people at LRA?** Consider joining Field Council representatives for lunch or dinner one day (pay your own way). More information about signing up will be forthcoming about the Meals Out events.

**Celebrate the start of the conference.** The President's Reception on Wednesday from 6:00-7:30 p.m. brings the LRA community together to continue to discuss the President's Address and other topics while enjoying food and drink.

**Be part of the conversation.** Join the LRA Town Hall meeting to share ideas related to the organization and the LRA community. Reclaiming the Town Hall Meeting: A Teach In will be held from 6:15-7:00 p.m. on Thursday.

**Interested in networking and discussing sessions further?** Join the Field Council and the LRA community at Vital Issues each evening in the Glo Lobby Bar from 9:00-11:00 p.m. Come and go as you please.

**Are you a graduate student?** Consider attending the Doctoral Students ICG Happy Hour from 7:00-8:30 p.m. at Glo Restaurant.

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## **STAR Program News**

As part of the Ethnicity, Race, and Multilingualism committee, the STAR (Scholars of color Transitioning into Academic Research institutions) program is a two-year mentoring program for scholars of color beginning their careers as literacy researchers. Current fellows (Eliza Braden, University of South Carolina; Kisha Bryan, Tennessee State University; Delicia Greene, SUNY Albany; Stephanie P. Jones, Grinnell College, Gilberto Lara, University of Texas Rio Grande Valley; Alice Lee, Illinois State University; Claudia Rodriguez-Mojica, Santa Clara University; and Patriann Smith, Texas Tech University) will share their work at the **2017-**

**2018 STAR Fellows Research Showcase on Friday, November 30, 1:15 – 2:45 PM, Crystal G.** Please join us!

A call for applications for the new cohort of STAR fellows will be disseminated in January 2019. Please contact [Mileidis Gort](#), STAR Program Director, with any questions.

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## **Call for Chapter Proposals for Teaching Motivation for Student Engagement**

We are seeking proposals for chapters in an upcoming volume, *Teaching Motivation for Student Engagement*, part of the [Theory to Practice: Educational Psychology for Teachers and Teaching](#) series.

In an age where the quality of teacher education programs has never been more important, educators need a fundamental understanding of the principles of human learning, motivation, and development. Each volume in this series will draw upon the latest research to help college instructors select and model essential principles of learning, motivation, assessment, and development to prepare professionals to work with children and adolescents in diverse learning contexts using asset-based pedagogies. *Theory to Practice: Educational Psychology for Teachers and Teaching* is a series for instructors who teach educational psychology content in teacher education programs.

Chapters in this volume may include (a) a review the empirical research that supports the teaching of motivation as it applies to P-12 settings; (b) a description of instructional practices used in college courses that have been effective in teaching about and modeling classroom motivation principles; or (c) a systematic discussion of issues surrounding teaching motivation theories, research, and classroom applications with clear connections between the empirical literature and the instructional practices.

In the *Teaching Motivation for Student Engagement* volume, we are seeking chapters that fall within one of two themes:

- **How do college instructors effectively teach teachers about motivation?** What methods, strategies, and assignments are most effective in understanding and applying motivation theory and research to practice? How do college instructors “walk the talk” in their own classrooms so their students experience and come to understand the key components of motivating learning environments?
- **Why is teaching motivation principles so important for teachers?** In what ways does an understanding of human motivation as it applies to classrooms and school environments essential for student learning and well-being? What is most important for teachers to understand about human motivation? What issues surrounding motivation need to be addressed (e.g., cultural, social)?

**Proposals should be between 500-750 words and address the following:**

- Scope and summary of the proposed chapter
- Fit to the series and volume, as well as the theme listed above

In the spirit of collaboration and mentorship, we encourage authors to include graduate students or colleagues, who teach the same or similar courses, as co-authors.

***Proposals should be submitted to Debra Meyer by January 1, 2019.***

Contact the volume co-editors, [Debra Meyer](#) and [Alyssa Emery](#) for more information.