WHAT'S IN THIS ISSUE

President's Update
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Free Webinar

Submit Your News!
Have news you want to submit for next month's edition of the newsletter?

You can submit your news on our website!
Spring is in the air! I love to watch the changes that occur during the spring season. In Michigan where I live, the snow melts and makes room for the green grass to grow. Perennials like the tulips in my front yard, break through the ground to remind us that the sun will soon shine brightly. Yes, a new season is here and we have another opportunity to allow ourselves to be transformed into new and improved individuals, or we can choose to sit back and remain the same.

Your LRA Leadership has chosen to seize the moment and work to improve our LRA infrastructure. We are building on the firm foundation provided by our predecessors and working together to move the organization forward.

We have completed the first quarter of 2021, and I would like to thank the Board of Directors, ICG chairs, and award committee chairs, for the tremendous amount of work that they have accomplished. I am honored to serve with such a dynamic group of leaders! When we began this journey together in December 2020, I shared my belief that we are at a critical point in our organization, and the decisions that we make will impact the future of LRA for many years. At that time, I asked the LRA Leadership Team to collaborate with me and seize the moment. Their response was to roll up their sleeves and get to work. We have worked together to accomplish our LRA 2021 Goals, which are directly aligned with our Strategic Plan.

**LRA 2021 Goals are to:**

- Bring LRA into compliance
- Build relationships – Community of scholars (become more than a conference)
- Increase LRA’s impact and visibility

The following pages are an overview of the work completed in the first quarter of 2021. The overview provides a sense of where we are in relation to our goals.
Goal #1: Bring LRA into Compliance

- In-depth Board training was completed by elected and appointed officers.
- Media Compliance training was completed by elected and appointed officers, as well as chairs of all committees.
- A Media Compliance Committee (MCC) was established and is actively involved in reviewing documents, providing feedback, and giving approval. The MCC is made up of the Board Support Liaisons for the Technology, Research, and Field Council Committees.
- Whistleblower Policy was written by the Policy and Ethics Committee Board Support Liaisons and Committee Chairs, reviewed and approved by our LRA attorney, and approved by the Board.

***We are now in compliance. Thank you!

Goal #2: Build relationships – Community of Scholars (become more than a conference)

- Worked to develop a more trusting, interdependent relationship between the Board and EC by sharing information about all aspects of organizational decision-making (e.g. including Board in choosing appointed officers and including appointed officers in Executive Sessions).
- Established Standing Committee Board Support persons to ensure that standing committees have ample support to assist with their responsibilities, as well as have an advocate at all board meetings.
- Encouraged a collaborative approach to the work completed in 1st Quarter (e.g. included several committees when making requests for assistance (e.g. Ethics and Policy Committees worked together to draft the Whistleblower Policy).
- Met with several committee chairs, LRA members, Board members, and officers in the presidential line, to listen to concerns, increase understandings, encourage unification, and provide support.
- Began to develop an organizational plan for mentorship that will include multiple groups.
- New chairs were appointed for two standing committees: Alice Lee - Field Council chair, and Seth Parsons - Research Committee chair. They are working with their committees to plan multiple ways to help LRA become more than a conference.
Please take the time to thank our LRA Leadership Team for their exceptional service. They volunteered to meet more frequently to complete our objectives, and I’m proud to share that the Board of Directors and Executive Committee met nine (9) times during the first quarter (which does not include the extra times they met with their committees to get the work done). Now, that’s what I call commitment!

#LRABoardRocks!

In the last newsletter, we highlighted our wonderful Board of Directors. This month, we are shining the light on the chairs of our Innovative Core Groups, and sharing the Call for Nominations for all of our LRA awards. Please support our award committees by nominating a deserving colleague.

Thanks to all of you for your commitment to LRA. Let’s continue to collaborate for impact.
SPOTLIGHT ON INNOVATIVE COMMUNITY GROUPS
The Transnational and Multilingual ICG is building momentum from the Fall 2020 conference where we spent time as a community in study group meetings seeking ways we can foster and promote transliteracies as assets to advance multiculturalism and multilingualism.

In early January, ICG members joined a Zoom working group meeting to continue our efforts within the broader organization. On the call, ICG members noted their collective desire to build with scholars who are disrupting long-held assumptions regarding “standard English” which are often intricately connected to notions of whiteness and white supremacy. Specifically, our ICG community is seeking to foster broader learning for two focal areas: Black Englishes and Indigenous languages.

As an ICG, we were able to offer peer mentoring to ICG members for LRA conference proposal submissions. ICG co-chairs Sam David and Matthew Deroo were able to attend the March LRA board meeting and advocate on behalf of our community. Specifically, the ICG and its leadership continue to advocate for reforms based on the equity survey that was given alongside the Race and Multilingualism Committee; International ICG; and Doctoral Student ICG.

Our ICG is excited to welcome our new social media co-chairs Drs. Mariannella Nuñez and Joseph Rumenapp. We look forward to launching an ICG Twitter handle for a Twitter chat with ICG members using a shared hashtag.
The Formative Experiment and Design-Based Research (FEDBR) Study Group provides an essential forum for researchers to share expertise and discuss issues faced when conducting design-based research (DBR) and formative experiments. We offer both a listserv and a Dropbox folder of shared research that we use to share resources and further the development of DBR. If you would like to sign up for this listserv or Dropbox folder, please email Dr. David Reinking at David.Reinking@uga.edu. If you would like to become more involved in the FEDBR ICG or have ideas for topics or speakers you would like to see highlighted, please email Emily Howell at esmothe@clemson.edu. Please consider our study group each year at the annual Literacy Research Association (LRA) conference. We plan to offer a study group at the 2021 LRA annual conference with the following speakers:
Facilitator: Ryan McCarty Ph.D., National Louis University

Day 1

Presenter: Emily Howell, Clinical Assistant Professor, Clemson University

Title: Top Ten Takeaways for Publishing Design-Based Research

Topic: Emily Howell has been publishing design-based research (DBR) since her career began, including a forthcoming edited book and peer-reviewed articles in national outlets, such as Reading Research Quarterly, English Teaching: Practice & Critique, and Journal of Adolescent and Adult Literacy. This publication process has taught her many lessons. In this discussion of her DBR research, she will reflect upon her top ten takeaways for taking work from submission to publication, encouraging audience discussion of their own key learnings.
Day 2

Presenters: Kelly N. Tracy, Associate Professor, Western Carolina University; Jacquelynn A. Malloy, Associate Professor, Clemson University.

Title: What is Learned in the Writing
Topic: Design-based and formative experimental approaches are gaining recognition in the field of education. As with all new methods, reviewers often lack understanding about what the methods propose and how they are to be evaluated. In moving a manuscript from submission to publication (Malloy et al., 2020), much can be learned that informs what design-based and formative experiments offer to the field and how others can understand both the practical and theoretical contributions to be made. This discussion will highlight the methodological misconceptions and negotiations that might occur between authors and reviewers in disseminating DBR and FE research.

Day 3

Presenters: James V. Hoffman, Professor, University of North Texas; Melissa Wetzel, Professor, University of Texas at Austin; Beth Maloch, Distinguished Teaching Professor, University of Texas at Austin

Title: Expanding the Lens for Design Research in Practice: The Challenges of Becoming a Productive Literacy Scholar

Topic: Dr. Hoffman will begin by exploring the theoretical roots of DBR ranging from Herb Simon’s notions of the Sciences of the Artificial, to Kurt Lewin’s connections between action research and organizational development, to Yrjö Engeström’s third generation activity theory and Developmental Work Research (DWI), to the work of Paulo Freire and praxis – that have added a critical and transformative dimension to the presenters’ work. Next, Dr. Wetzel will explore the presenters’ scholarly productivity in relation to two “design principles’ publications – one related to mentoring/tutoring and the other related to literacy coaching (Wetzel, Hoffman & Maloch, 2017). Dr. Wetzel will describe their challenges, strategies and successes in publishing research reports and mentoring doctoral students in teacher preparation research. Finally, Dr. Maloch will describe the context for the presenters’ work within the UT Austin teacher preparation program. As Associate Dean for teacher preparation, Dr. Maloch will share how much of their DBR grew from examining their program, and how the program has evolved to embrace design research as foundational to its improvement. Audience questions and discussion will follow the presentations.
Proposal Mentoring Project
In January 2021, the Doctoral Student ICG (DSICG) coordinated our eleventh annual Proposal Mentoring Project (PMP). We matched 37 faculty mentors with doctoral students who were preparing proposals for the 2021 LRA Conference. This is the highest number of matchings in the history of PMP! We are grateful that many of our faculty members are returning volunteers from previous years, and hopeful that we will be able to reunite the faculty and doctoral students in person at this year’s conference.

Study Group 2021
Our 2021 conference study group proposal has been submitted! This year, we will focus on “Sustaining Critical Research: Collaborations, Communities, & Theory-Building.” We have a coalition of scholars to offer a behind-the-scenes look at “Sustaining Critical Research.” Topics of these study group discussions will explore how to: mobilize critical research over a long career, foster meaningful collaborations with colleagues, work with communities, and build theory in the literacies field.
STAR Program Partnership
The DSICG Co-Chairs have met with current members of the LRA STAR Program to collaborate in creating more mentoring opportunities for graduate students, especially graduate students from historically marginalized communities. Our conversation was heart-warming, affirming, and positive. We are grateful for the STAR scholars' generosity; they have already shared some much love, brilliance, and labor with our community. We will be launching a month-long Plática Series in Summer 2021, during which STAR scholars will mentor graduate students through face-to-face Zoom conversations and asynchronous Twitter slow chats. Topics of these pláticas will potentially include radical self-care, humanizing research, finding family and community in the academy, and writing sound literature reviews. Please follow our Twitter account (@lradsicg) and Facebook group, or join our listserv at bit.ly/DSICGlistserv for more updates.

Meet-and-Greet Sessions and Webinars
The DSICG is launching meet-and-greet sessions and webinars throughout the year so we can foster and maintain our community outside of the annual LRA Conference. Our themed meet-and-greet sessions are low-stakes spaces for DSICG members to connect around specific topics such as favorite books, family recipes, or graduate student life-hacks. In February 2021, during the first meet-and-greet (Valentine’s Day themed), some DSICG members convened and shared their “loves” while in quarantine during the COVID-19 pandemic.

We also have some exciting webinars coming up! This summer, past and current DSICG Alumni Liaisons will moderate a panel discussion about preparing for being on the job market for the academic year 21-22. Look out for “Jump Start on the Job Hunt” this summer! Additionally, in November, Drs. Cassie Brownell and Jon Wargo will share their wisdom in a colloquium on Sustaining Critical Research to kick off our DSICG LRA conference events. Please join our listserv or follow our social media accounts for more updates about our upcoming events.
The mission for the IICG is:
1. To increase awareness of international literacy, research, activities, and ideas.
2. To encourage contacts and research collaboration between LRA and its members and individuals from diverse nations.
3. To increase the availability of information about LRA to international members.
4. To encourage international membership and participation in LRA.

The goals for the IICG for 2021 will be to continue our work with our mission.

This year’s team of chairs are investigating the fact that the acceptance rate for submission under area 12 is significantly lower than for many other areas (as could be seen in the presidential report December 2020). We would like to discuss possible outcomes and solutions at next year's IICG Business Meeting.

The international perspective seems to gain more interest in the LRA and the team of chairs are encouraging researchers from the international network to join the group, send in proposals for the Annual Meeting and join the LRA.

Our concern for 2021 is whether all international members will be able to attend our Annual Conference because of continuing travel restrictions. This might be a challenge for some members, and we appreciate the Board's considerations on possibly creating a virtual option for attendance in 2021. This will influence the call for Travel grant applications.

Members of the IICG are currently working on an edited book and calls have been sent out.

Chair
Bettina Buch, Senior associate professor at University College Absalon, Denmark
bbu@pha.dk

Co-chair (continuing)
Raúl Alberto Mora Vélez, Associate professor at Universidad Pontificia Bolivariana – Medellín
raulmora@illinoisalumni.org

Co-chair (New)
Lina Trigos Carrillo, Universidad de la Sabana, Colombia
lina.trigos@unisabana.edu.co
2021 AWARDS
Call for Nominations
CALL FOR NOMINATIONS

Edward B. Fry Book Award

PURPOSE OF AWARD
The purpose of the Edward B. Fry Book Award is to recognize LRA members who author a book on literacy research and practice. The award was established by Edward B. Fry who contributed a fund to support it. The first award was presented in 1995. An award seal was designed and used for the first time in 2000.

CRITERIA FOR CONSIDERATION
Eligibility for the award is limited to current members of LRA who have written or been one of several authors of a book. The book must have a copyright date within 5 years of the date when the award is made.

The book that receives the award will:
• Advance knowledge about literacy
• Display inquiry into literacy
• Show responsible intellectual risk-taking

PROCEDURES FOR NOMINATION
Letters of nomination and a copy of the nominated book must be sent to the Committee Chair by or before May 15. Nomination letters must directly address the ways in which the nominated book meets the criteria outlined above. Letters cannot simply reiterate the endorsements or summaries designed to promote the text. Self-nominations are accepted. A book may be re-nominated if it has been previously nominated but did not win the award. Please submit nomination letters to Grace Enriquez (genrique@lesley.edu) by May 15, 2021.

PRESENTATION OF AWARD
The Edward B. Fry Book Award is presented at the annual conference. The author receives a plaque and a monetary award. The monetary award will be in the amount of 5% of the principal in the Fund. If there is more than one author, the amount will be distributed equally among co-authors.

For more information, go to https://www.literacyresearchassociation.org/edward-b-fry-book-award

Contact Information:
Grace Enriquez
genrique@lesley.edu

MATERIALS DUE
MAY 15, 2021
An LRA member may be nominated by a peer member of LRA through a recommendation letter outlining the candidate’s contributions to the field of literacy research and the nominee’s participation in LRA. Please submit nomination letters to Julia López-Robertson by 11:59 pm, April 15, 2021 and note LRA Early Career in the subject line.

PURPOSE OF AWARD
The Early Career Achievement Award is awarded annually to honor the new members of the LRA community who have been actively involved in research, teaching, and service for approximately 3–7 years, and have demonstrated outstanding commitment and accomplishment.

CRITERIA FOR CONSIDERATION
Nominees for the Early Career Achievement Award can be of any rank. However, nominees must: (1) be members of LRA (for at least three years, but not necessarily consecutively) (2) possess a terminal doctoral degree, and (3) have worked in the field seven years or less from the conferral date of their degree to the posted deadline for this competition.

PROCEDURES FOR NOMINATION
An LRA member may be nominated by a peer member of LRA through a recommendation letter outlining the candidate’s contributions to the field of literacy research and the nominee’s participation in LRA. Please submit nomination letters to Julia López-Robertson by 11:59 pm, April 15, 2021 and note LRA Early Career in the subject line.

PROCEDURES FOR NOMINEES
Nominees will then be asked to submit in ONE DOCUMENT: (1) a current curriculum vita, including affiliations, degrees, research honors and awards, publications, and service on editorial boards of research journals; (2) a statement of approximately 1,500 words delineating professional growth and research agenda; (3) a letter of support from the candidate’s current institution (e.g., teaching/research colleague, department Chair). These materials are to be submitted to Julia López-Robertson by 11:59 pm, May 15, 2021. Please note LRA Early Career in the subject line.
**Call for Nominations**

**Albert J. Kingston Distinguished Service Award**

Do you know a member of the Literacy Research Association who is an exemplar of outstanding service to the organization? The Albert J. Kingston Award is awarded annually to honor an LRA member for distinguished contributions of service to the Literacy Research Association. This notable honor has been presented annually since 1985. A complete list of past recipients is featured on the LRA website, along with complete nominations guidelines.

Nominations for the 2021 Albert J. Kingston Award are now being accepted! The process involves only two items: 1) a nomination letter, which may be co-authored with colleagues and 2) the nominee’s CV. Any LRA member may nominate someone for this prestigious award. All nominees must have belonged to LRA for at least five years. Email your nomination materials to the Albert J. Kingston Committee chair, Paola Pilonieta, pilonieta@uncc.edu, by the award deadline: **AUGUST 15, 2021**.

As you prepare to write your nomination, the Albert J. Kingston Award Committee is pleased to offer the following recommendations for strong nomination materials. Note, these are not requirements, but simply recommendations:

- Nomination letters clearly distinguish scholarship and teaching from **service** to LRA;
- Nomination letters clearly articulate the nominee’s **breadth, depth and history** in regard to service to the organization;
- CVs feature **highlighted sections/line items of the candidate’s service to LRA**.

Contact Information:

Paola Pilonieta
pilonieta@uncc.edu

**Materials Due**

**AUGUST 15, 2021**
CALL FOR NOMINATIONS

Brian Street Memorial Award

NOMINATION REQUIREMENTS
Nominations and self-nominations will be accepted each year (the person making the nomination should check with the nominee to ensure willingness to accept the award and attend the LRA annual conference). Nominations and self-nominations may be made at any time before August 15th. However, only people who have had a proposal to the LRA conference accepted will be considered (individual papers, papers that are part of a symposium, and other formats of presentation are all acceptable).

CRITERIA FOR CONSIDERATION
- The overall quality of the research including consideration of purpose, theoretical framing, the ethnographic methodology, findings, and conclusions.
- How the manuscript brings together anthropology, literacy studies, and education together.
- The contribution of the research to the field (e.g., the impact of the research on theory, knowledge, or practice in the field of literacy studies).
- A maximum of one award will be given each year.
- The review of proposals will be conducted by the Award Committee.

NOMINATION MATERIALS INCLUDE:
1. The paper proposal (or the specific presentation part of a symposium proposal) submitted to the LRA annual conference
2. A letter (600-word maximum) from either the nominee or from the person making the nomination describing:
   a. The quality of the research being reported, including the quality of the ethnographic methods, employed;
   b. The contribution of the research to the field of literacy studies
   c. How the scholarship to be presented brings together anthropology, literacy studies, and education together
3. A letter of recommendation (600-word maximum) from someone familiar with the nominee's scholarship describing the quality of the nominee's program of research and how the scholarship to be presented brings together anthropology, literacy studies, and education.

Nomination materials (see website) should be sent to the chair of the award committee by e-mail no later than August 15, 11:59 PM (EST).
CALL FOR NOMINATIONS

2021 Student Outstanding Research Award (SORA)

PURPOSE OF AWARD
The Student Outstanding Research Award is awarded annually to honor a student member of LRA in recognition of an outstanding research paper presented at the Annual Conference.

CRITERIA FOR CONSIDERATION

- Author must hold student status.
- Research must be conducted by the student.
- Paper must be written solely by the student or co-authored with students.
- Paper cannot be co-authored or co-presented with a faculty member.
- Paper must have been accepted for presentation at the 2021 Conference.
- Manuscripts submitted for the award cannot be simultaneously under review for publication.

Papers representing various forms and genres of research (including conceptual papers) are welcome. For more information, visit LRA 2021 Student Outstanding Research Award.

MATERIALS DUE
AUGUST 15, 2021

Contact Information:
Soria Colomer
soria.colomer@oregonstate.edu
Purpose of Award
The P. David Pearson Scholarly Influence Award began in 2013. This annual award honors, in P. David Pearson’s name, the author(s) of an article/chapter/book written at least 5 years prior to the nomination, that has demonstrably and positively influenced/impacted literacy practices and/or policies within district, school and/or classroom settings.

Procedures for Consideration
We encourage you to think about influential materials that have affected your professional work and submit nominations by September 5, 2021, for consideration in 2021. Nominators should demonstrate how the findings or implications of the article/chapter/book have been used directly by educators to craft influential policies and/or initiate and implement innovative classroom practices. The submission packet should include a letter of nomination outlining the case with supporting evidence (along with the key piece of writing, author CV and documentation of the influence of the piece on instruction and/or policy).

Materials Due
September 5, 2021

Contact Information:
Jung Kim
kimju@lewisu.edu

Please submit to Jung Kim, via email, kimju@lewisu.edu. Further information can be found on the LRA website.
The Arthur Applebee Award for Excellence in Research on Literacy is presented annually to honor an outstanding article in literacy research published in a refereed journal in the previous calendar year. Please see the eligibility requirements for further information on date of publication. The award is presented in memory of University at Albany - SUNY Distinguished Professor Arthur N. Applebee, internationally renowned for his seminal scholarship in the fields of literacy and language learning.

**ELIGIBILITY**
In order to be considered for the Arthur Applebee Award, an article must meet the following eligibility requirements:
1. A research article published in a refereed journal between January 1, 2020 and December 31, 2020 (for the 2021 recipient). For articles appearing in print only or in both print and on-line versions, the date of print version should be used to determine the date of publication. For articles appearing only on-line, the date of release should be used to determine the year of publication. If you are at all uncertain, please consult the journal editors to determine what they regard as the official year of publication.
2. Refereed journals are construed to include journals published around the world, with the proviso that the content is available in English.

**CRITERIA FOR CONSIDERATION FOR THE AWARD**
The topic of literacy research is construed broadly to include research that informs literacy theory, practice, and/or policy. A contribution to the field may include articles that either substantively develop or add to an existing area of research, combine existing areas of research in ways that have promise to positively influence literacy education, or create a new or less considered area of investigation with promise to positively influence literacy education. As an award of the Literacy Research Association, the award focuses on the broadest possible conceptualization of literacy, that necessarily entails all of the epistemological, methodological, disciplinary, and topical perspectives found in LRA.

**AWARD DETAILS**
Recipients of the award receive a small cash award and a plaque commemorating the award. The authors are also recognized during a general session of the conference. For more information, see https://www.literacyresearchassociation.org/arthur-applebee-award.

**NOMINATION PROCESS**
To nominate an article, please send an electronic copy of the article and a nomination letter that states how the article meets the criteria to Kathleen Hinchman (kahinchm@syr.edu) by Tuesday, September 7, 2021. Self-nominations are accepted.
CALL FOR NOMINATIONS

Distinguished Scholar Lifetime Achievement Award

HISTORY OF THE AWARD
The Distinguished Scholar Lifetime Achievement Award was first presented at the Annual Conference in 2001. The Distinguished Scholar Lifetime Achievement Award was initiated in to recognize a distinguished scholar for a lifetime contribution that has had a significant impact on the field of literacy theory, research, and practice. The award acknowledges an outstanding individual who has not been actively involved in LRA committee work, editorial work, or presentations, but whose lifetime work, nevertheless, has had a major influence on literacy theory, research, and practice of the LRA membership.

CRITERIA FOR CONSIDERATION
1. The individual should be a distinguished scholar who has made a lifetime contribution which has had a significant impact on the field of literacy theory, research and practice, whether directly by working on some aspect of literacy itself, or in a related field.
2. The scholar is not, or was not, an active participant in LRA (e.g., a regular presenter, committee member or on editorial boards). If a person could qualify to be nominated for the Oscar Causey Award, they would not qualify to be nominated for the LRA Distinguished Scholars Award. The scholar may belong to the organization, as long as the scholar’s involvement has been primarily the receipt of the journals and/or the yearbook.
3. Application materials. Nominations for this award may be made by a group of 10 (or more) LRA members who present a written nomination signed by these members to the committee chair with a brief description of the significance of the scholar’s contribution and the impact this scholar has had on the field. The group should pick a spokesperson from the group nominating this person who will work with the committee chair if needed.

AWARD DETAILS
For more information, visit the LRA website.

Contact Information:
Tisha Lewis Ellison
tlewisellison@gmail.com
Oscar S. Causey Award

PURPOSE OF AWARD
The Oscar S. Causey Award is awarded annually to recognize an LRA member for outstanding contributions to literacy research.

CRITERIA FOR CONSIDERATION
When assessing nominees, committee members address six criteria:
1. This individual has published substantial research in literacy.
2. This individual has published significant research in literacy.
3. This individual has published original research in literacy.
4. This individual has generated new knowledge through literacy research.
5. This individual is a recognized leader in the conduct and promotion of literacy research.
6. Consideration will be given to whether the literacy research of Oscar S. Causey Award nominees is aligned with the mission statement of LRA.

PROCEDURES FOR NOMINATION
Nominations should include a copy of the nominee’s current, full curriculum vita and a nominating letter authored by an individual who is a member of LRA. Nominations are sent electronically via e-mail to the Chair. Nominations are considered active for a period of three years unless a nominee has received the award during this time.

Review of award materials will take place in late summer.

Contact Information:
Fenice Boyd
mcvee@buffalo.edu
CALL FOR SPONSORS

The Barr/Mosenthal Award

PURPOSE OF AWARD
The Barr/Mosenthal Award is funded annually by the LRA and is available to applicants from Non-OECD countries that are accredited at the national level to certify teachers and/or to award degrees in education. The Award aims to build the capacity of literacy educators and the institutions in which they work to conduct, disseminate, and increase the impact of literacy research.

PLEASE CONSIDER BEING A SPONSOR
An LRA member acts as a Sponsor to help the applicant apply, and undertakes to support their work as much as possible. Currently, the award is up to $2,500. It is expected that awardees will eventually submit a proposal to LRA to present their research. Their LRA Sponsor will help them navigate the proposal process, support their research activity, and subsequently encourage them to submit an international travel grant application to International ICG.

If you are an LRA member who works with colleagues in a developing nation, please consider becoming a Sponsor, and helping to support the development of literacy research in the applicant’s home country.

The deadline for applications is 30 October each year, but it would be wise to begin the process early, to ensure that support from the applicant’s institution is also in place before the proposal is submitted.

For further details, click here.
CALL FOR NOMINATIONS

J. Michael Parker Award

If you are a doctoral student or early-career, untenured faculty submitting a proposal on the topic of adult literacy to the 2021 LRA Conference, please consider applying for the J. Michael Parker Award. LRA awards the J. Michael Parker Award to new scholars for a paper they present at the conference that addresses adult literacy/language development and instruction. The award was established in 2001 in honor of J. Michael Parker, winner of LRA’s Student Outstanding Research Award for his work in community-based adult literacy.

PURPOSE OF AWARD

To be true to the spirit of J. Michael Parker’s work, the award recognizes studies that examine ways adults further their own language and literacy development within or outside of formal learning contexts, including different social and cultural contexts for learning. The award is designed to encourage work in adult literacy with a variety of populations, including, but not limited to, learners in formal settings, such as adult basic education and ESOL classes, family literacy with an emphasis on the adult, as well as those engaged in literacy practices embedded in diverse cultural settings.

ELIGIBILITY

In order to be considered for the J. Michael Parker Award, applicants must meet the following eligibility requirements:

- All of the author(s) of the paper must be doctoral students or early-career, untenured faculty at the time of the paper submission (October 1st, prior to the Annual Meeting)
- The paper is based on a proposal accepted for presentation at the 2021 LRA Annual Meeting.
- The author(s) of the paper are LRA members in good standing at the time of the paper submission.

MATERIALS DUE

OCTOBER 1, 2021

Contact Information:

Kathleen Alley
KAlley@colled.msstate.edu
CALL FOR NOMINATIONS

J. Michael Parker Award (Continued)

AWARD DETAILS
Recipients of the award receive a small cash award to be used for conference expenses, as well as a plaque commemorating the award. They are also recognized during a general session of the conference. The award is presented to papers with either a single author and multiple authors, wherein all authors must be doctoral student(s) or early-career, untenured faculty. For single-authored papers, the recipient will receive $500 and a plaque commemorating the award. For co-authored papers, the recipients will each receive a plaque and will decide amongst themselves how to divide the $500 award.

CRITERIA FOR REVIEW
- The overall quality of the research including consideration of purpose, theoretical framing, methodology, findings, and conclusions.
- How the manuscript addresses theory and/or practice of adult literacy in community or postsecondary learning and instruction within or outside of formal learning contexts, including different social and cultural contexts for learning.
- The contribution of the research to the field (e.g., the impact of the research on theory, knowledge, or practice in the field of literacy studies).
- Only one award should be given each year (this is to ensure that there are sufficient funds to support participation at the LRA annual conference).

SUBMISSION MATERIALS
Applicants are required to submit a proposal of their research to that year’s LRA Conference. If the proposal is accepted, a full research paper (see guidelines below) based on the accepted proposal, must be submitted by October 1 of that year.

The research paper (including introduction and literature review, theoretical framework, methodology, findings, discussion) should be no longer than 25 pages (double-spaced and 12-point font with one-inch margins), excluding references and appendices such as tables and figures. The paper should be blinded with no identifying information.

Additionally, a cover letter should include the following information:
- Status of each author (doctoral student or untenured faculty)
- Information about LRA presentation: Date/time/type of session
- Paragraph addressing how the paper meets the award criteria

If the paper is a small part of a larger study, describe the context and methodology of the larger study.

Also, describe this research in relation to being part of the work conducted by an advisor/tenured faculty member if applicable.

All submissions and questions should be sent to the Committee Chair.
LRA MEMBER
NEWS AND
CONTRIBUTIONS
Ted Kesler is excited about his most recent published article, Designing on the Page: Composing Picturebooks in a Kevin Henkes Author Study. Journal of Early Childhood Literacy. He states, "In this paper, I empirically show all the in-depth narrative understandings that primary grade children showed when four-second grade teachers and I turned writing workshop into composing workshop, providing opportunities for children to design as they composed their picturebooks. Composing workshop was especially supportive for all the emergent bi- and multilinguals in these classrooms. The implications suggest the need for more classroom-based composing practices that allow young children to expand their semiotic resources to express meaning."
What Works Best for Literacy Instruction? Visible Learning for Literacy in History/Social Studies and ELA

Date: April 15, 2021

Time: 3:30-5pm (PST) | 5:30-7pm (CST) | 6:30-8pm (EST)

CLICK HERE TO REGISTER

Dr. Doug Fisher

This webinar will offer community members hands-on, research-based strategies they can implement on tomorrow.