



LITERACY™
RESEARCH
ASSOCIATION

Newsletter



WHAT'S IN THIS ISSUE

President's Message
Call for Proposals
Meet 2021 LRA Leadership
Candidate Statements
Member Publications

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!

WE WANT TO HEAR FROM YOU

Share your news!

President's Message



Gwendolyn Thompson McMillon
President 2020-21

**Black
History
Month**

Colleagues,

I pray that you and your families are well. I write this message with mixed emotions and feel compelled to share.

On Valentine's Day, my 90-year-old mother went home to be with the Lord, after an hour-long period of Family Praise and Worship. She breathed her last breaths surrounded by children, grandchildren, and great-grandchildren for whom she was the caregiver, and who were honored to care for her over the last several years. It was the most beautiful experience one can imagine.

I share this personal story with you because I realize that many of you have stories of triumphs and trials, victories and defeats, happy and sad days.

Despite our personal circumstances, we have continued to teach, conduct research, and serve in various capacities. We have supported one another, sent email and text messages, sat through short and long Zoom meetings, and attempted to move forward.

Thus, I want to take this time to say, "THANK YOU!" Thank you for choosing to move forward, rather than allowing a pandemic and political unrest to immobilize you. Thank you for choosing to fulfill your responsibilities as servant-leaders in the Literacy Research Association, rather than letting uncertainties block our progress. You inspire me to push forward!

February is considered Black History Month in the United States. I appreciate the idea of having an established time to celebrate Black achievements; however, I understand that it is important to acknowledge that Black history is world history. The accomplishments of Blacks are interwoven throughout the history of the United States and across the world. The history of the Literacy Research Association is similar. Just as I stand on the shoulders of my mother and father who made sacrifices for me to be where I am, as an organization, we are standing on the shoulders of others who have shared their time and resources. These include the shoulders of Black scholars, who stood next to their colleagues of all races and ethnicities, with their heads held high, as they worked together to build LRA.

I began writing a list of contributions that Black scholars have made to build LRA, and I quickly realized that we did not have enough space. More importantly, I stopped to acknowledge the fact that we are who we are because of our collective efforts. It reminds me of the Conference 2020 theme: All of Us are Smarter than Each of Us: Collaborate for Impact!

Let's continue to work together to build LRA. I look forward to standing shoulder-to-shoulder with you.

Blessings,
Gwen

Call for Proposals



David Yaden, 2021 Conference Chair



Doris Walker-Dalhouse, 2021 Associate
Conference Chair

Dear LRA Membership Family and Friends,

Due to the ongoing disruptions to research activities and networks of communication in our professional environments, and the additional responsibilities taken on to accommodate these disruptions and challenges in our personal lives, LRA is *extending the proposal deadline for the 2021 conference until **March 15**, 11:59 pm ET.*

LRA leadership is still monitoring the situation in Atlanta and the country regarding COVID conditions, new vaccine approvals and distribution as well as CDC guidelines to ensure safety in travel and small or large group gatherings. As a board and leadership team, we sincerely appreciate your patience and support while we gather data to decide on the format of the 2021 conference. If you haven't already filled out the survey regarding your 2021 travel plans—to the best of your ability—please do so as soon as possible.

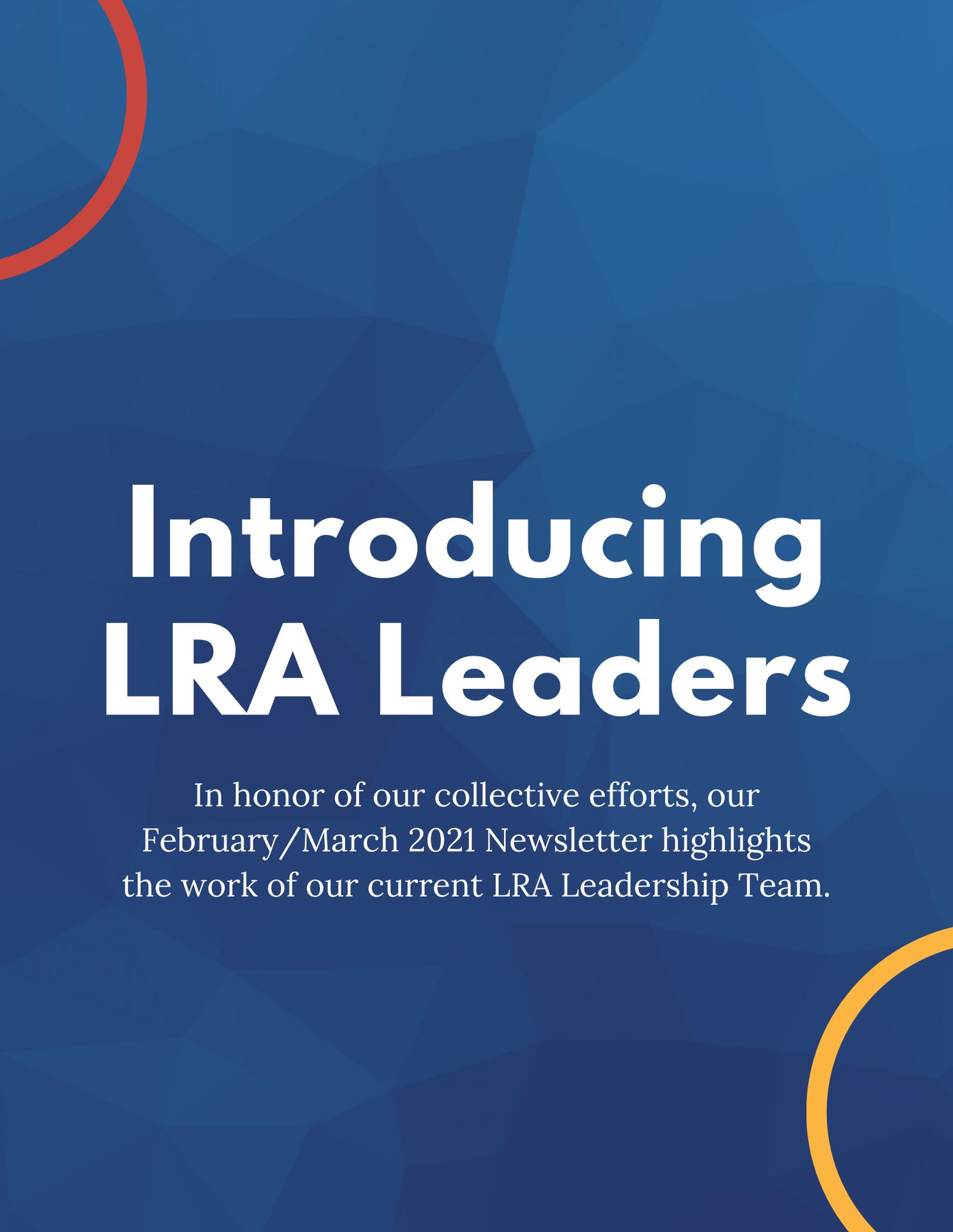
Even though the 2021 conference format is yet to be decided, as Conference Chairs, Doris Walker-Dalhouse and I are looking forward to reading the compelling and cutting-edge research of LRA researchers. This year's conference theme—***Widening the Angles of Literacy Research: Honoring Untold Stories Using Contrapuntal Approaches***—is meant to highlight the robust identities of our research participants. Whether the inquiry approaches are experimental or interpretive, quantitative or qualitative, descriptive, correlational, phenomenological, or post-structural, the theme is meant to encourage all of us to look even beyond our “findings” to the deeper human conditions of how literacy is acquired, develops, and thrives with whomever we work.

Our best, stay safe, and honored to serve LRA,

David Yaden, 2021 Conference Chair

Doris Walker-Dalhouse, 2021 Associate Conference Chair





Introducing LRA Leaders

In honor of our collective efforts, our February/March 2021 Newsletter highlights the work of our current LRA Leadership Team.

Executive Committee



Gwendolyn Thompson McMillon

**President 2020-2021
Oakland University**

Gwendolyn Thompson McMillon's research focuses on examining literacy experiences of African American students in the African American Church and community. She develops specific ways to build home-community-school connections, provides professional development that emphasizes how to utilize out-of-school literacy experiences to improve in-school literacy teaching and learning, and serves as project director for Community-Based Participatory Research projects that teach students how to negotiate border-crossing of their various learning environments.



Betsy Baker

**Past President 2019-2020
University of Missouri**

Elizabeth (Betsy) A. Baker's research examines the nature of literacy in our digital world. By examining literacy as a culturally negotiated activity, she considers how literacy has changed with the proliferation of digital communication. In addition, she explores ways to harness the affordances of technology to extend learning for K-12 children as well as university students.



David Yaden

**President-Elect, 2020-2021, Conference Chair 2021
University of Arizona**

David Yaden's research interests and specializations include developmental issues in early childhood education, the acquisition of literacy and biliteracy in young children, early childhood assessment, family literacy, theories of reading disability, microdevelopmental research design and the application of complex adaptive systems theory to growth in reading and writing. Yaden is also Director of the Eye-Movement Miscue Analysis (EMMA) laboratory at the University of Arizona.



Doris Walker-Dalhouse

**Vice-President 2020-2021
Marquette University**

Doris's research focuses on students experiencing reading difficulties and the impact of sociocultural factors on the literacy development of ethnically and culturally diverse learners. The research also examines preservice teachers' attitudes and beliefs about these students in after-school and community-based reading programs.

Executive Committee



Marla Mallette
Treasurer 2018-2021
Binghamton University

Marla Mallette's research focuses on early literacy, research methodologies, and mixed methods research in literacy. Currently, I am working on a collaborative mixed research study in understanding how literacy is situated and contextualized in a first-year research program in STEM fields.



Rachel Salas
Secretary 2020-2023
University of Nevada Reno

Rachel's current research deals with the sociocultural aspects of language and literacy development, and the preparation of teacher candidates to teach in a culturally and linguistically diverse society. Her research addresses issues of race, culture, language and identity in out-of-school/afterschool literacy and STEM learning environments.



Cassie Brownell
Parliamentarian 2019-2022
University of Toronto

A former elementary educator, Cassie J. Brownell uses (post-)qualitative methods and critical, sociocultural theories to examine issues of educational justice and equity in early childhood.

Historian



Samual DeJulio
Historian 2020-2023
State The University of Texas at San Antonio

Samuel DeJulio is assistant professor of literacy at the University of Texas at San Antonio. His research focuses on literacy teacher preparation, particularly through early field experiences in literacy methods courses, and historical literacy research.

Board of Directors



Ramón Antonio Martínez

**History ICG & Edward B. Fry Book Award, Ethics Committee
Stanford University**

Ramón Antonio Martínez is assistant professor in the Graduate School of Education and the Center for Comparative Studies in Race and Ethnicity at Stanford University. His research explores how language, race, and ideology intersect in urban schools, with a particular focus on literacy teaching and literacy learning in multilingual settings.



Detra Price-Dennis

**Distinguished Scholar & Student Outstanding Research Award, Technology Committee
Teachers College, Columbia University**

Dr. Detra Price-Dennis is an Associate Professor of Education in the Department of Mathematics, Science, and Technology at Teachers College, Columbia University, in the Communications, Media, Learning Technologies, and Design program. Her scholarship draws on ethnographic and sociocultural lenses to examine the intersections of literacy education, technology, and curriculum development as a means to identify and amplify equity-oriented pedagogies in K-8 classrooms.



Dana Robertson

**Reading Clinic & J. Michael Parker Award, Gender & Sexualities Committee
University of Wyoming**

Dana conducts research focused on classroom discourse, reading and writing challenges, and teacher professional learning and whole school literacy reform. Through each of these areas, he has sought ways to provide equitable and inclusive literacy opportunities to teachers and school-age children in ways that are both agentive and sustainable.



Cynthia Brock

**Doctoral Students ICG & Arthur Applebee Outstanding Article Award, Publications Committee
University of Wyoming**

Cynthia Brock is a professor at the University of Wyoming where she holds the Wyoming Excellence in Higher Education Endowed Chair in Literacy Education. Brock's scholarly research agenda centers on the literacy learning opportunities of elementary children from diverse backgrounds and the pre- and in-service teachers with whom they work.



Gina Cervetti

**Formative Experiments and Design-based Research ICG & P. David Pearson Scholarly Influence Award
University of Michigan**

Gina's research and curriculum development work have focused on literacy development during the early elementary years, using inquiry-based science and other participatory and knowledge-enhancing experiences to support students' reading comprehension and language development. At the center of my scholarship is a commitment to ensuring that children have equitable access to the kinds of rich and authentic literacy instruction that enables them to use literacy for personally meaningful, culturally relevant, and academically important purposes.

Board of Directors



Byeong-Young Cho

**Multilingual / Transnational Literacies ICG & Albert J. Kingston Service Award
Ethnicity, Race & Multilingualism Committee
Hanyang University**

Byeong-Young examines how adolescents read and learn in various multi-source text environments. Some key terms include digital reading, internet navigation, multiple-text comprehension, disciplinary literacy, and new literacies.



Virginia Goatley

**Oscar S. Causey Award, Policy Committee
University at Albany - SUNY**

Virginia's primary research interest is preventing reading and writing difficulties for children, with attention to the critical need to bridge the gap between educational research and practice. My recent efforts focused on teacher preparation and professional development that support effective classroom practice, including innovations in teacher preparation.



Mary McVee

**Early Career Achievement Award, Research Committee
University of Buffalo**

Mary McVee's research interests include positioning theory, digital literacies, embodiment, and multimodality; narrative discourse analysis, diversities of language, literacy, and culture; and disciplinary literacy and engineering education. Her most recent book, coauthored with Lisa Roof, is *The experiences of refugee youth from Burma in an American high school: Countering deficit-based narratives through student voice*. New York: Routledge.



Patirann Smith

**International ICG, STAR, Field Council
University of South Florida**

Patriann Smith is an assistant professor in the College of Education at the University of South Florida. Her research focuses on cross-cultural, cross-racial and cross-linguistic considerations for literacy and language instruction and assessment in the learning and experiences of Black immigrant adolescents and educators.

Standing Committee Chairs



Haeny Yoon

Ethics Chair 2019-2022
Columbia University

Dr. Yoon's research studies how children and teachers mobilize spaces of play or aesthetic experiences where creativity, social relationships, and civic engagement take precedence over standardization and regulation in literacy classrooms. She extends conceptions of play to reach beyond curricular design in early childhood settings and argues for more playful, intellectual, and creative approaches to methodologies and academic production.



Bogum Yoon

Ethnicity, Race & Multilingualism Chair 2018-2021
State University of New York at Binghamton

Bogum Yoon's research areas include critical global literacies, critical multicultural education, and English language learners (ELLs). Her recent research project is on how content area teachers and ESL/bilingual teachers collaborate to support ELLs' language and literacy learning.



Alice Lee

Field Council Chair 2020-2023
University of California, Riverside

Alice's research focuses on the raciolinguistic life experiences of teachers, and how such experiences are embodied into pedagogy. She employs this lens to interrogate the continued maltreatment of Black Language speakers in schooling. She also applies her work toward teacher selection, recruitment, and education in efforts to diversify the teacher workforce.



Craig Young

Gender & Sexualities Chair 2018-2021
Bloomsburg University of PA

Craig's research looks at representation of marginalized communities in children's literature, specifically LGBTQIA+ characters and experiences. His current projects focus on the analysis of diversity in elementary teachers' read-aloud selections and working with teachers to consider the uses of LGBTQIA literature in K-8 classrooms.

Standing Committee Chairs



Danielle Dennis

Policy & Legislative Chair 2019-2022
University of Rhode Island

Danielle V. Dennis focuses on literacy teacher education and policy. Specifically, Danielle studies how coaching influences the practices of both preservice and in-service teachers; developing teacher knowledge of literacy assessment and reading development in order to make instructional decisions that build on children's abilities; and the ways in which policy enhances or inhibits school experiences for both teachers and children.



Kristen Perry

Publications Chair 2019-2022
University of Kentucky

Kristen H. Perry's work focuses primarily on literacy and culture in diverse communities, investigating everyday home/family and community literacy practices, particularly among immigrant and refugee communities. With colleagues, she currently researches a) how professional development supports K-8 teachers' ability to enhance family and community collaboration through culturally responsive instruction, and b) adults' literacy skills and practices by examining the Programme for the International Assessment of Adult Competencies (PIAAC) dataset.



Seth Parsons

Research Chair 2020-2023
George Mason University

Seth Parsons's research focuses on teacher instructional adaptations and student reading motivation and engagement. His scholarship is also related to high-quality teacher education with a commitment to school-university partnerships.



Amy Hutchison

Technology Chair 2018-2021
George Mason University

Dr. Hutchison's scholarship centers around two primary areas of inquiry: (1) Understanding how digital technology can be used equitably and to support diverse learners, and (2) Understanding how to prepare literacy and language arts teachers to integrate technology and computer science into literacy instruction, with a particular focus on supporting students with disabilities.



VICE PRESIDENT-ELECT AND BOARD OF DIRECTOR CANDIDATES

We encourage you to participate in the 2021 election, which will begin from March 1st - March 10th, 2021.

Below is a list of the candidates along with their position statements.



Vice President-Elect



Jennifer Rowsell

Jennifer Rowsell, PhD, is a Professor of Literacies and Social Innovation in University of Bristol's School of Education.

She teaches literacy courses across teacher education, graduate and undergraduate programmes. She is Deputy Head of School. Her research focuses on digital literacy; arts-informed, multimodal participatory research with youth; and theoretically driven literacy research and scholarship. Jennifer co-convenes the UKLA Everyday Literacies SIG with Dr. Clare Dowdall (University of Exeter) and is co-editor of the Routledge Expanding Literacies in Education book series with Dr. Carmen Medina (Indiana University) and Professor Cynthia Lewis (UC- Santa Cruz).



[**View Full Statement**](#)



Alfred Tatum

Alfred W. Tatum, Provost and Executive Vice President of Academic Affairs of Metropolitan State University Denver, is a leading authority and one of the nation's prominent educational scholars of African American boys' literacy development. He has authored or co-authored 77 academic papers and publications on the topics of adolescent literacy, texts and identity, and the literacy development of African American boys, including three books.



[**View Full Statement**](#)

Board of Directors



María Paula Ghiso

María Paula Ghiso is an Associate Professor in the Department of Curriculum and Teaching at Teachers College, Columbia University. Her research and practice centers on multilingual literacies, immigrant and intersectional identities, and practitioner inquiry and community-based methodologies. María Paula's scholarship draws on theories of coloniality to analyze assumptions about the location of knowledge and investigates how participatory methodologies and feminist of color epistemologies can be honored and mobilized in the literacy curriculum.



Raúl Albert Mora

Dr. Raúl Alberto Mora is an Associate Professor in the School of Education and Pedagogy at Universidad Pontificia Bolivariana (UPB) in Medellín, Colombia. He taught English in schools and language institutes for ten years in Medellín, and this experience inspired his current scholarship and research. He now teaches courses on language teaching methods, research, literacy, and critical theory. His research is ingrained in socio-critical and Global South epistemologies and focuses on two major areas: (a) Exploring how the notion of literacy keeps evolving in the Latin American context. (b) Reconceptualizing current ideas about literacy as they are implemented in second second language learning and teaching from a sociocritical perspective.



Board of Directors



Kristen Perry

Kristen H. Perry is a Professor of Literacy Education and Director of Graduate Studies at the University of Kentucky, where she teaches graduate courses in language and literacy development, family and community literacy, and literacy in the ESL classroom. She co-directs Project PLACE, a professional development and research project funded by the U.S. Department of Education's Office of English Language Acquisition which supports central Kentucky elementary and middle school teachers' ability to provide high-quality academic instruction to ELs and better connect with EL families and communities.



[View Full Statement](#)



Susan Piazza

Susan Piazza has a history of advocacy and scholarly work on issues of sociocultural and linguistic inequities that multilingual, multiracial and diverse learners experience in schools and society. She has been a member of LRA since 2002 and consistently engages as a presenter, discussant, proposal reviewer, and/or session chair. She currently serves as Area 3 Co-Chair to assist with conference planning and is a reviewer for the Journal of Literacy Research. She attends meetings and participates in the Formative Experiments and Design-Based Research ICG; and, the Ethnicity, Race & Multilingualism Committee and the Policy & Legislative Committee.



[View Full Statement](#)

Board of Directors



Emily Rodgers

Emily Rodgers is a Professor of Reading and Literacy in Early and Middle Childhood in the College of Education and Human Ecology at The Ohio State University. Emily's research examines the nature of effective scaffolding in early literacy instruction, effective coaching of teachers, and challenges of reforming, implementing, scaling and sustaining effective literacy intervention practices. Her lines of inquiry have their roots in her early career as a classroom teacher and a reading specialist for nine years in her home province of Newfoundland and Labrador.



[View Full Statement](#)



Rahat Zaidi

Dr. Rahat Zaidi is an associate professor and Chair of Language and Literacy in the Werklund School of Education at the University of Calgary. Her research expertise focuses on multilingual literacies that clarify intersectional understandings across sociophobia, diversity, immigration, and pluralism. Through her research, she advances social justice and equity, transculturalism, and identity positioning in immigrant and transcultural contexts, all of which are particularly relevant and pertinent to the intertwining social, cultural, and political contexts in which society functions today.



[View Full Statement](#)



LRA MEMBER PUBLICATIONS

Member Publications

Bessie P. Dernikos recently published “Tuning into Rebellious Matter: Affective Literacies as More-than-human Sonic Bodies” in *English Teaching: Practice & Critique* (Special Issue: Teaching Embodied Literacies in a “Post” World). “Plugging into” (Jackson & Mazzei, 2012) posthuman theories of affect (Deleuze & Guattari, 1987; Henriques, 2010) and assemblage (Weheliye, 2014), the author argues that “literate bodies,” along with all forms of matter, continually vibrate, move, swell and rebel (Deleuze, 1990)—creating momentum that is often difficult not to get tangled up in. This article maps out how a specific sociohistorical concept of sound works to affectively orient bodies and impact student becomings, namely, by producing students as un/successful readers and in/human subjects. At the same time, the author attends to the subtle ways that first graders rebelliously move(d) with alternative sonic frequencies to resist/disrupt mandated literacy curricula and white, patriarchal ways of knowing, being and doing. This article highlights the political nature of sound and how, within mainstream educational spaces, certain sonic frequencies become coded out of white supremacist models for knowledge transmission, which re/produce racialized (gendered, classist, etc.) habits and practices of listening/hearing. Literacy educators are invited to “(re)hear” the social in more just ways (James, 2020) by sensing the affects and effects of more-than-human “sonic bodies” (Henriques, 2011), which redirect us to alternative rhythms, rationalities, habits and practices that challenge normative conceptions of what counts as literacy and who counts as successfully literate. Read more [here](#).



Member Publications

Jaye Johnson Thiel and **Bessie P. Dernikos** recently published “Refusals, Re-Turns, and Rethorizations of Affective Literacies: A Thrice-Told Data Tale” in the *Journal of Literacy Research* (Special Issue: Black Lives Matter in Literacy Research). In this article, the authors playfully revisit the same data scene, but from three different perspectives. They call these revisits re-turns to data. These re-turns draw upon moments with young boys playing at a makerspace located in a multiracial, working class community. This idea of re-turn is not simply about revisiting a data scene; it is about re-sensing the social and what it means to be human through feeling with blackness. They offer Crawley’s theory of sonic epistemologies as a way to think and feel blackness, that is, to create otherwise worlds/knowledges/subjects. The authors argue that tuning into the sonic—or feeling with blackness—can help literacy educators thinking with affect to sense and develop nonhumanist ways of knowing/being/doing literacy, while simultaneously acknowledging the potential dangers of reinscribing whiteness. They propose that retheorizing affect in relation to blackness is necessary for literacy education, research, and ultimately, collective healing and justice. Read more [here](#).



Member Publications



Patriann Smith recently published the yearbook, *Clarifying the Role of Race in the Literacies of Black Immigrant Youth* (Teachers College Record, 2020). This Yearbook centralizes race in research that examines Englishes and literacies of the largely invisible population of Black immigrant and transnational youth in the United States. Authors in the Yearbook explore race in literacy through lenses such as auto-ethnography, civic engagement, critical literacy, critical policy analysis, critical race theory, diaspora literacy, identity, language, literature, moral licensing, multimodality, narrative inquiry, racial literacy, raciolinguistics, translanguaging, transnational literacy, and transraciolinguistics. We consider how race and literacy intersect for African (e.g., Ghanaian, Senegalese, Ugandan) Caribbean, and Haitian youth as well as ‘English learners’ in the United States. The Yearbook features contributions from Eurydice Bauer, Eliza Braden, Kisha Bryan, Ayanna Cooper, Bryan Hotchkins, Lydia Kiramba, Michelle Knight-Manuel, Cheryl McLean, Kendra Nalubega-Booker, James Oloo, Lakeya Omogun, Lenny Sánchez, Allison Skerrett, S. Joel Warrican, Vaughn Watson, and Arlette Willis. As Guest Editor of the volume, I contribute by proposing a framework for Black immigrant literacy.

The Yearbook can be accessed [here](#).

