



LITERACY™
RESEARCH
ASSOCIATION

Newsletter



Literacy Research Association

October,
2018

Update from the LRA President

Dear LRA colleagues,

Annual conference time will sneak up on us soon. Some of you wonder how conference sites are selected. According to the LRA Policy and Procedure Handbook, "The Annual Conference will be located in alternate years in the Eastern part of the United States, the Central part of the United States, and the Western part of the United States." When possible, we try to maintain this rotation to distribute ease of access to the conference. It is true, though, that some areas of the country present greater challenges when it comes to meeting our various and collective conference needs, including cost, space, and convenience.



Several years ago, as questions from members about hotel selection were on the rise, we provided at the Annual Business Meeting a one-page handout explaining some of the processes. As we approach conference time, I'd like to reiterate some of that here:

- Conference site selection is a team effort led by the LRA Vice President and supported by our headquarters staff and the Vice President-Elect. Ultimately, decisions are run past the Executive Committee and Board of Directors, and the President signs all contracts. Conference sites are now secured approximately four years ahead of time.
- The process begins with identifying target cities and preparing a request for proposals that is sent to hotels that appear to meet our basic needs. You might be surprised at the relatively few number of hotels that can offer both the number of sleeping rooms we need and the number of meeting rooms we use.
- Many times, the hotels some members prefer, in locations they desire, are not options for us. Some do not respond to the RFP at all, and others ask us to pay excessive room rates and/or require us to spend far more money on food and beverage than our budget permits. Some of the large hotels in city centers attract groups very different from us, with substantial spending capacities. Hotels with 1,000 or more guest rooms

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2018 Release of Journal Citation Reports

Data for Journal of Literacy Research (JLR) JLR continues to increase its standing as a top-tier journal as evident in the 2018 Journal Citation Report. With a current journal impact factor at 1.71 (increase from 1.107 in 2017), JLR is now ranked 81/238 in the Education and Educational Research category as compared to 118/235 in the 2016 rankings. We hope you consider JLR a dissemination outlet for your research!

are not always willing to commit to us because we sometimes need all of their meeting rooms, but only half of their sleeping rooms, leaving them with the possibility of many vacancies during our conference week.

- The site selection team typically visits potential sites—with the conference and members in mind—considering issues such as availability and cost of internet access, access to restaurants and overflow hotels, and yes, even how easy it might be to get morning coffee. Lots of effort is made to balance costs and convenience, but there is rarely a perfect scenario. If you compare our conference hotel rates with those of other major research conferences (e.g. AERA) you would observe, though, that we have been consistent and successful at advocating for our members.

The selection of hotels for our conference is an important dimension of LRA governance and management. It's amazing that we've been able to maintain a relatively intimate meeting confined to one hotel, even as we have grown. Our conference has doubled in size since 2000.

I expect that you will love the Indian Wells Renaissance Resort this year. I am confident that the excellent facilities and breathtaking surroundings will provide an excellent retreat for focusing on our research and its implications for the teaching and learning of literacy. I feel privileged to have this opportunity year after year, regardless of what hotel is chosen or the city where the conference is held.

Now, let's get back to writing those conference papers.

Sincerely,

Gay Ivey

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

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

Recent JLR Publications

In case you missed it, JLR's 3rd issue (of volume 50) was published in September. The research presented in this issue represents a variety of paradigms and research methods. You can access the current issue [here](#).

- Smagorinsky, P. (2018). Literacy in teacher education: "It's the context, Stupid". *Journal of Literacy Research*, 50(3), 281-303.
- Kiili, C., Leu, D. J., Utriainen, J., Coiro, J., Kanninen, L., Tolvanen, A., Lohvansuu, K., & Leppanen, P. H. T. (2018). Reading to learn from online information: Modeling the factor structure. *Journal of Literacy Research*, 50(3), 304-334.
- Blackburn, M. & Schey, R. (2018). Shared vulnerability, collaborative composition, and the interrogation and reification of oppressive values in a high school LGBTQ-themed literature course. *Journal of Literacy Research*, 50(3), 335-358.
- Worthy, J., Svrcek, N., Daly-Lesch, A., & Tily, S. (2018). "We know for a fact": Dyslexia interventionists and the power of authoritative discourse. *Journal of Literacy Research*, 50(3), 359-382.
- Ndimande, B. S. (2018). Unraveling the neocolonial epistemologies: Decolonizing research toward transformative literacy. *Journal of Literacy Research*, 50(3), 383-390.

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!

LRA Field Council Seeking Representatives

donated back to STAR and the Ethnicity, Race, and Multilingualism Committee. Click [here](#) to order the poster!

Front of poster



Back of poster



Reclaim Literacy Research

Watch the videos below from Dr. Rebecca Rogers and Dr. Gerald Campano on what Reclaiming Literacy Research means to them! *Thank you to Keith Newvine and Francisco Torres for creating our 2018 Annual Conference videos.*

Dr. Rebecca Rogers



Dr. Gerald Campano



How Methodologically Diverse is JLR?

The LRA Field Council is seeking to fill vacancies for state-level representatives. Representatives serve three-year terms.

The purpose of LRA's Field Council is to serve as an advisory council to the President and Board of Directors regarding the work of LRA. The Field Council promotes the dissemination of research and literacy practices through cooperative efforts with institutions and professional organizations. It also strives to build a strong network of LRA members within each state in order to increase the quality of communication and information dissemination between the Board of Directors and the membership.

Field Council representatives attend the Newcomers' Breakfast and the Field Council Meeting at the LRA Annual Conference. Also, as requested, a field council representative might, for example, contact LRA members in the state to share/seek information, contact colleges/universities to encourage them to subscribe to the *Journal of Literacy Research*, or contact non-LRA to provide them with information about our organization.

The following states need representation: RI, LA, KY, AR, MD, TN, AL, KS, OK, NV, OH, SD, NE, HI, WY. If you live in one of these states, are a current member of the Literacy Research Association, and are interested in serving as a state-level representative, please visit our [website](#) to learn more and find contact information for regional co-chairs for your state or feel free to contact [Dana Robertson](#).

Member Publications

Allen Berger published a letter in the *Savannah Morning News* (September 4) in which he suggest qualities that a leader/university president needs, like imagination, intelligence, honesty, courage, humor, business and legal acumen, among others, are rarely requested from candidates. He provided questions to

Submitted By: Seth A. Parsons, George Mason University

In the previous LRA Newsletter's "Update from the President," Gay Ivey pointed out that the LRA Mission Statement and the LRA Strategic Plan both describe a commitment to methodological diversity. She then encouraged the membership to consider the degree to which we reflect methodological and epistemological diversity in LRA sessions, publications, committees, and more, which are fair, timely, and important questions.

In 2001, recent PhD graduates and LRA members Nell Duke and Marla Mallette wrote an invited article in *JLR* about the importance of preparing literacy doctoral students to be knowledgeable about a diverse range of methodologies. They posited that broad and deep understanding of various methodologies would help address the field's divisive history (i.e., reading wars, paradigm wars, etc.). They hoped the field would move toward "ecological balance," an understanding of and appreciation for diverse methodologies, which would allow for a deeper, more comprehensive, and more robust understanding of literacy teaching, learning, and processes—a position they reiterated more recently (Mallette, Duke, Strachen, Waldron, & Watanabe, 2013). In this chapter on synergy in research methodology, Mallette and colleagues offered the following recommendations:

One way to encourage synergy of research methodology is for journal editors to actively seek representation of a broad range of methodologies within their journals or edited volumes...Professional organizations and conference organizers can do the same, encouraging symposia, for example, in which multiple methodologies are represented. (p. 121)

Recently, my colleagues and I investigated current trends in methodologies used in literacy research. Is there "ecological balance," we asked, or is the field still divided on epistemological grounds that influence the methodologies used and the types of research published? Our position mirrors Mallette et al.'s (2013): We believe that diversity and synergy in research methodologies is important for the advancement of knowledge.

For this study, we conducted a content analysis of every article published in nine literacy research journals across the span of six years, 2009-2014. Journals analyzed included *Journal of Literacy Research*, *Journal of Research in Reading*, *Literacy Research and Instruction*, *Reading Psychology*, *Reading Research Quarterly*, *Reading and Writing*, *Reading and Writing Quarterly*, *Research in the Teaching of English*, and *Scientific Studies of Reading*. This study was published in volume 48, issue 4 of *JLR* (Parsons et al., 2016).

Our research team recently updated this analysis to include four more years, so we now have data from a full decade, 2007-2016. Data from this expanded review are presented in the figures below, which show the distribution of methodologies used in *JLR*, *RRQ*, *RTE*, and *SSR*.

determine answers and suggested candidates should also be presented with hypothetical moral, ethical and personnel problems to be resolved by them creatively. The newspaper's web site is savannahnow.com

Jeanne Dyches recently published "Investigating Curricular Injustices to Uncover the Injustices of Curricula: Curriculum Evaluation as Critical Disciplinary Literacy Practice" in the *High School Journal*.

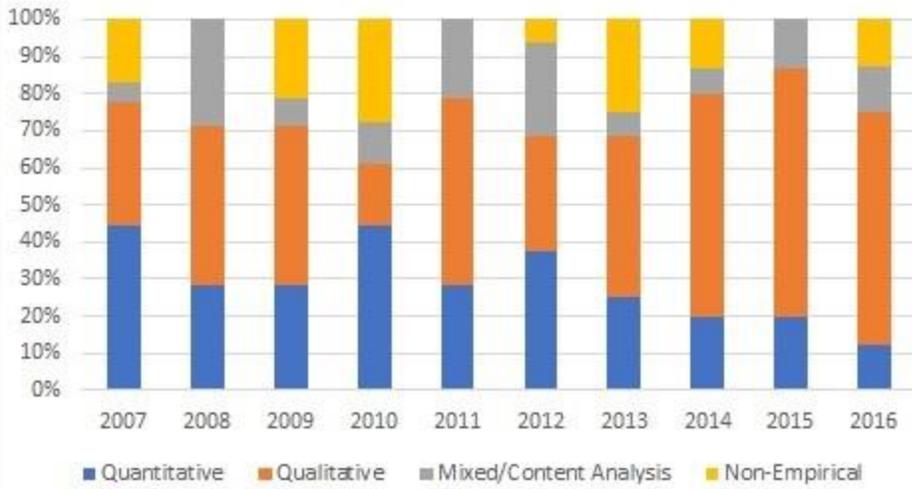
LRA members **Alecia M. Magnifico** and **Jayne C. Lammers**, along with their colleague Deborah A. Fields, published the following article: "Magnifico, A. M., Lammers, J. C., & Fields, D. (2018). [Affinity spaces, literacies, and classrooms](#): Tensions and opportunities." *Literacy*, 52(3), 145-152. DOI: 10.1111/lit.12133.

Submit Your News!

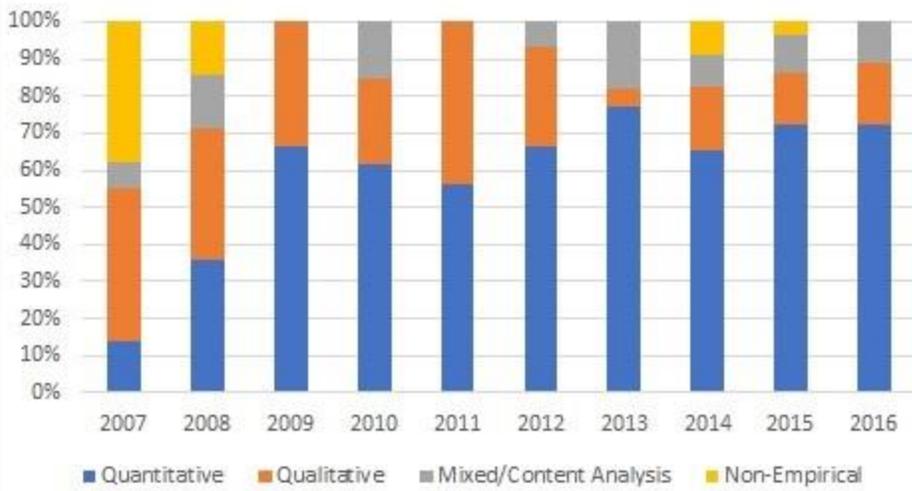
Have news you want to submit? News submissions from members are due the 15th of every month! You can submit your news on our website! [Submit your News!](#)

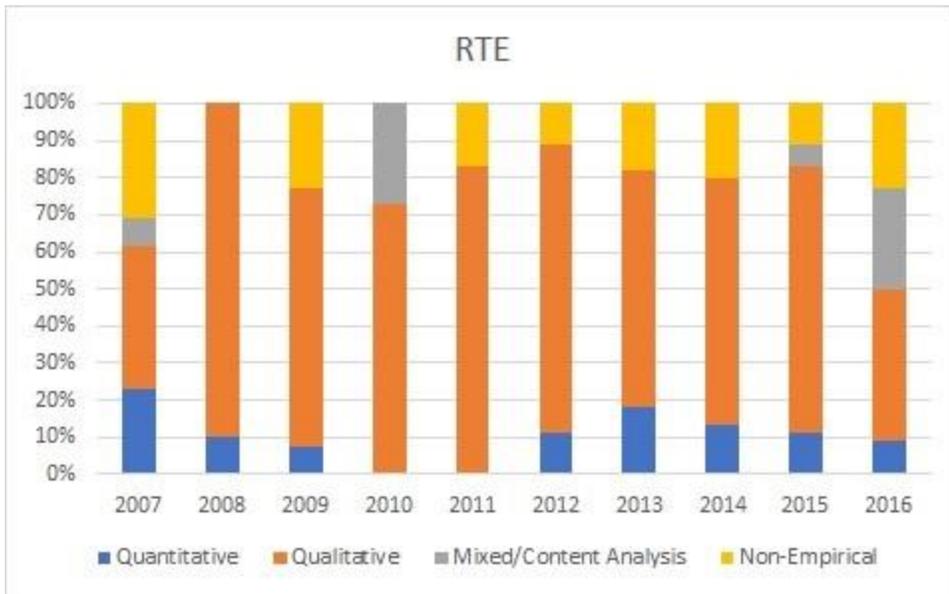


JLR



RRQ





In looking at these data, I vacillate between two conclusions.

The optimistic view is that the field of literacy research has ecological balance. Various organizations (LRA, IRA, NCTE, SSSR) offer different “thought collectives” (Fleck, 1979) for publishing research from different epistemologies and using various methodologies. And then literacy scholars read and incorporate the findings of research published in these outlets, which leads to the ecological balance.

The pessimistic view is that the field continues to be divided. LRA members read *JLR*, ILA members read *RRQ*, NCTE members read *RTE*, SSSR members read *SSR*, and few scholars consistently read research published in all four. From this perspective, it appears that literacy researchers read, cite, and join organizations that publish research that aligns with their epistemology or that appeals to their methodological preference.

Either way, why is it that LRA does not reflect in *JLR* the epistemological and methodological diversity described in our mission statement and strategic plan? If

such diversity is truly the goal, what can we do to better embody more epistemological and methodological diversity in *JLR* and *LRA*?

References

- Duke, N. K., & Mallette, M. H. (2001). *Critical issues: Preparation for new literacy researchers in multi-epistemological, multi-methodological times*. *Journal of Literacy Research*, 33, 345-362. doi:10.1080/10862960109548114
- Fleck, L. (1979). *The genesis and development of a scientific fact*. Chicago, IL: The University of Chicago Press.
- Mallette, M. H., Duke, N. K., Strachen, S. L., Waldron, C. H., & Watanabe, L. M. (2013). *Synergy in literacy research methodology*. In D. E. Alvermann, N. Unrau, & R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (6th ed., pp. 91-128). Newark, DE: International Reading Association.
- Parsons, S. A., Gallagher, M. A., & the George Mason University Content Analysis Team. (2016). *A content analysis of nine literacy journals, 2009-2014*. *Journal of Literacy Research*, 48, 476-502. doi:10.1177/1086296X16680053
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Living the Writerly Life in Academia: You're Invited!

As you make your travel plans for the 2018 Conference, the Living the Writerly Life in Academia Study Group wants to invite you to join us for a **post-conference writing retreat to be held Saturday, December 1 from 12:00 to 5:00pm, in the Renaissance Indian Wells, Esmeralda 1**. Tap into the collective energy of a shared space by bringing your laptops, writers' notebooks, and fresh ideas to a room filled with other writers. We offer a loose structure for goal setting and focused writing time with intermittent breaks. If you have any questions, please reach out to any of the Study Group Organizers. Hope to see you there! Study Group Organizers: [Jayne Lammers](#), [Jackie Popp](#), [Selena Protacio](#)

Call for Proposals: Journal of Asian Pacific Communication

John Benjamins Publishing Company, Amsterdam Call for Papers on Preparing Teachers for Addressing the Sociocultural Issues with Asian Pacific Immigrants and Refugees Special Issue of the Journal of Asian Pacific Communication (JAPC) Spring 2020 Guest edited by [Yin Lam Lee-Johnson](#) and [Hsiao-Chin Kuo](#).

In the field of language and literacy teacher preparation, there has been a paradigmatic shift towards a sociocultural perspective which foregrounds the needs of immigrants and refugees from the Asia Pacific region. This shift is manifested in ample research studies for affirming family heritage and appropriating the students' transnational experiences inside and outside the classroom. The uprooting and transplanting experiences of these students often bring along trauma, especially for immigrant and refugee students who had gone through war, famine, hurricane, and other natural disasters. These students often have particular learning needs and they may feel disconnected with their fellow teachers and classmates.

As teacher educators, we ask what opportunities we can create for teacher candidates to have a deeper understanding of these students. What kind of teaching practices will empower and enrich these students' and their teachers' lives? What kind of sociocultural issues often manifest themselves in the classroom when intersection of country of origin, race, gender, class, and

sexuality becomes normalized in the classroom? This Special Issue of JAPC focuses on the preparation of language and literacy teachers for addressing the sociocultural issues when teaching immigrants and refugees from Asia Pacific.

Possible manuscripts may include but they are not limited to the following areas:

- Family and community engagement
- Language and literacy practices in the multimodal era
- Dialogical approaches and translanguaging processes in the classroom
- Intersectionality and critical perspective in teacher education
- Socio-emotional aspects of learning
- Healing pedagogy for addressing the learners' traumatic experiences.

We invite contributors who worked on empirical studies related to language and literacy teacher preparation for immigrants and refugees from Asia Pacific. The studies do not have to be conducted only in a specific Western society. Manuscripts conducted in the Asia Pacific are also welcome. Studies which examine more than one migrant community are welcome. The selection of manuscripts will be based on relevancy, the depth of discussion, and significance.

Please submit a brief abstract (200 words max.) stating the objective, theoretical framework, methodology, and findings by December 10, 2018.

Please review the JAPC's [ethical research guidelines](#) and [guidelines for contributors](#) before writing the article.

[Submission Link](#)

Timeline: Abstracts due December 10, 2018. 2018 Editorial Review of the Abstract will be completed by January 31, 2019. Invitation will be sent to authors for selected articles by February 1, 2019. Authors will write articles February 1, 2019 - May 20, 2019. The Peer Review Process will be May 2019 – December 2019. Publication: Spring, 2020.

Award Committee News

And the recipient of the 2018 Albert J. Kingston Award for Distinguished Service is....

The Albert J. Kingston committee has been hard at work this fall reviewing an outstanding pool of candidates for the 2018 Kingston Award for Distinguished Service to the Literacy Research Association. The review process has proven humbling and challenging for committee members, as nominees showcase an array of meaningful and longstanding service to the organization.

Eurydice Bauer received the esteemed Albert J. Kingston Award for Distinguished Service to the Literacy Research Association in 2017. *Who will receive the 2018 honor?*

Attend the LRA conference this year to find out! This year's honoree will be disclosed minutes before the Presidential Address on Wednesday, November 28th.

Barr/Mosenthal Handbook of Reading Research Award

The Fund promotes literacy research in developing (non-OECD) countries. Awards will build the capacity of literacy educators and the institutions in which they work to conduct and disseminate literacy research. The awards are also focused on individuals and institutions who prepare teachers.

Maximum award amount is \$2,500 US.

Deadline for applications is **October 30th, 2018**.

Awardees will be announced at the Literacy Research Association Conference in December 2018.

For questions related to this award application, contact committee chairperson [Jim Hoffman](#)

For additional details and to apply, click [here](#).