



LITERACY™
RESEARCH
ASSOCIATION

Newsletter



Literacy Research Association

January, 2019

Update from the LRA President

Happy new year!

The new year always signals for me a time for reflection. I look back on the year and think about the experiences had and the lessons learned. In *Their Eyes Were Watching God*, Zora Neale Hurston wrote, "There are years that ask questions and years that answer." For me, this year did a bit of both. I certainly emerged from 2018 with more clarity and direction for my personal and professional life and ready to take on all that 2019 has to offer. I also enter 2019 with an inquisitive mind and a desire to explore and learn more. *It's a new dawn, it's a new day, it's a new life for me, and I'm feeling fine* (sing Nina Simone!).



I hope this month's newsletter finds each of you refreshed and renewed from quality time spent with family and friends and from

In This Issue...

1. [Update from the LRA President](#)
2. [Conference Update](#)
3. [Past President's Perspective](#)
4. [Award News](#)
5. [International Innovative ICG](#)
6. [P&L Committee Update](#)
7. [STAR Call for Applications](#)
8. [Call for Manuscripts & Reviewers](#)
9. [Member News](#)
10. [Member Publications](#)

STAR Call for Applications

Happy new year, colleges! A call for applications for the 2019-2020 cohort of STAR fellows will be disseminated in mid-January 2019. STAR (Scholars of color

moments to indulge in individual passions and interests. I related with everyone who returned from the conference and jumped right into the end of the semester dash to collect and read final projects, submit grades, and meet writing deadlines. We all deserved that much needed break.

Thank you to everyone who completed the 2018 LRA Conference Survey. The responses from attendees certainly give LRA leadership and the conference planning team much to think about to continue to strengthen the overall conference experience as well as the work and the impact of the organization. As I read and reflected on the conference survey results, a few themes that emerged include:

- Our collective questioning around what we mean by diversity as it relates to our research inquiries—substantively, methodologically, and theoretically—and to our identity(ies) as an organization. The range of responses point to both challenges and opportunities that we have as an organization and as a research community to clarify what we mean when and if we use this term.
- An appreciation for the conference spaces and events that cultivated generative discussion and interactive engagements. Many commented on the expansion of town hall meeting sessions, the study groups, and roundtable sessions that encouraged more dialogue among members.
- Emphasis on importance of mentoring initiatives for doctoral students and early career scholars. Some responses highlight positive experiences at mentoring roundtable sessions, networking breakfasts and receptions, and the STAR Mentoring Program Research Showcase. Learn more about the call for applications for the 2019-2021 cohort of the STAR program in this newsletter.
- Feelings of inclusion and exclusion. As I wrote in my December 2018 newsletter message, I know that many members wrestle with whether LRA remains a community where their sense of selves as literacy researchers is welcomed. Some responses pointed to discord surrounding issues that were discussed at the business meeting and at the town hall meeting. Overall, members want to feel that diverse perspectives and identities are

Transitioning into Academic Research institutions) is a two-year mentoring program for literacy scholars of color beginning tenure-track faculty appointments.

Please contact [Mileidis Gort](#), STAR Program Director, with any questions.

LR:TMP, Vol 68 Call for Manuscripts and Reviewers

Manuscript submissions for *Literacy Research: Theory, Method, and Practice* are due **February 1**. Please consider submitting your presented manuscript from the 2018 Annual Meeting at Indian Wells, CA. You can find the style guide along with other journal information [online](#). Volumes 64-67 can also be accessed at [this site](#).

In addition, please sign up on [ScholarOne](#) by February 1 to review. Your involvement is important. Reviewers are needed! You will receive no more than 2-3 manuscripts to review. Any questions? Email the editors at LRTMP@missouri.edu. (Lead Editors: Lenny Sánchez, Cathy Compton-Lilly, Eurydice Bauer)

Member News

LRA members will be featured in Marginal Syllabus discussions, sponsored by the National Writing Project. Each month educators across the country come together to talk about a text and annotate it online

included and that the organization maintains collegial and respectful discourse even when engaging across our differences.

I just want to reiterate that I am listening. The LRA leadership team is listening. We will continue to work with the LRA membership toward realizing the vision and mission of the organization.

love and light,

Marcelle
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mhaddix@literacyresearchassociation.org

2019 Conference Update

We are a few days away from sending out the Call for Proposals for the 69th Annual Conference. The call will officially open on January 14th and the deadline for submissions is March 1st at 11:59 PM PST. The theme, ***Literacy Research: Illuminating the Future***, calls for paradigmatic, theoretical, methodological, and substantive diversity. We celebrate the polyphony of our rich and diverse field by recognizing that no one lens can fully capture the complexities and nuances of the phenomenon we refer to as literacy. We embrace a full gamut of perspectives and approaches to make sense of and advocate for literacy. We call for rigorous research that gleans insights from the past, sheds light on the present, and illuminates the future of literacy practices, policies, and research.

The conference will be held on **December 4th – 7th, 2019 in Tampa, Florida (Tampa Marriott Waterside Hotel & Marina)**. Around July, we plan to open up the registration system and post a link to the hotel room reservation on the website. As per usual, it will be done in conjunction with sending out the proposal disposition letters.

We would also like to take the moment to ask our membership to look into volunteering with LRA. There are many options where

using Hypothes.is (a free open-source annotation platform). The 2018-19 year is all about research that focuses on equity and race in teaching. October's article was written by **Antero Garcia**, December's article was written by **Marcelle Haddix**, and January's article was written by **Allison Skerrett, Amber Warrington, and Thea Williamson**. Anyone can join the annotations and participate in the conversation, and a link to the full 2018-19 Marginal Syllabus is [here](#).

April Leach and **Ian O'Byrne** co-edit the upcoming Special Issue of the *Journal of Literacy and Technology* to be published in January 2019. The theme is: Through the Portal of Art and Culture: Media Literacy as the Art of Communication. In this issue, several LRA scholars have shared recent research and theory. [Read More](#).

Professor **Kathy A. Mills**, ILSTE, Australian Catholic University, has won a second prestigious Australian Research Council Discovery Grant this year—this time with Professors Len Unsworth (lead, ACU) Professors Andrew Burn (University College London) and Garry Falloon (Macquarie University). The project will research the coding of animated narratives as a literacy practice in schools. It involves working with teachers and students over 3 years to research multimodal text creation and inter-related processes of computer programming and computational thinking, which have often been confined to technical fields in educational research.

At the 2018 annual American Reading Forum conference, Dr. **Carrie Symons** from Michigan State University and Dr. **Rachelle Savitz** from Clemson were awarded the Gary

your expertise could be used. If you will be attending the 69th LRA Annual Conference, in Tampa, Florida, please take a moment to look into the volunteer positions. Reviewing proposals is an important service to the organization and the field of literacy research. When the Call opens, please consider volunteering to review proposals and/or be a session Chair or Discussant via All Academic. Volunteers can select no more than 5 of the 14 available areas to review. We appreciate all of the support we get from each you.

Finally, I wanted to mention that the 2018 Annual Conference Presidential Address is Now Available. If you missed out on the Presidential Address, the video can be viewed via our [website](#) and on our [YouTube](#) channel.

Past President's Perspective

Dear Colleagues,

We are excited to announce a new monthly “column” in the LRA Newsletter ([Past President's Perspectives](#)). The column will be authored by individual Past-Presidents of the organization. Our goal through this column is to maintain the institutional memory of the organization as well as offer a historical perspective on the work of LRA. Our invitation to [Past Presidents](#) to contribute to this column has been framed broadly to include everything from commentaries on issues in literacy, to insights about the current challenges facing the organization, to anecdotes on events and people that have shaped the organization. The sweeping narrative for LRA is one of growth: in size, in influence, in breadth of perspective, and in the diversity of our membership. A closer inspection of our history reveals all kinds of challenges, missteps, discoveries, and rediscoveries we have faced. We have struggled as an organization and these struggles have made us stronger as we collectively work to shape literacy research. These moments of struggle are important to keep visible as we engage with new challenges. Expect frankness. Expect humor. As Past-Presidents, we are invested in the future of LRA and accept our continuing responsibility to foster dialogue within the organization. We hope

Moorman Early Career Literacy Scholar Award. This award is given to junior American Reading Forum members who are in the early stages of their careers (generally defined as the first five years post-doctorate). The primary criterion is engagement in innovative reading/literacy research that addresses critical questions about policy, theory, and/or instructional practice. Active participation in professional organizations is also valued.

Member Publications

Jeanne Dyches published "[Investigating Curricular Injustices to Uncover the Injustices of Curricula: Curriculum Evaluation as Critical Disciplinary Literacy Practice](#)" in the *High School Journal*. The article examines the discipline-specific qualities and applications of critical literacy.

Jayne C. Lammers, Lammers, J. C., & Van Alstyne, J. H. (2018). "[Building bridges from classrooms to networked publics: Helping students write for the audience they want.](#)" *Journal of Adolescent & Adult Literacy*. [early online] DOI: 10.1002/jaal.933

Marc Nachowitz, Nachowitz, M., & Wilcox, K. C. (Eds.). (2018). "[High Literacy in Secondary English Language Arts: Bridging the Gap to College and Career.](#)" *New York: Lexington Books*. This volume culls scholarship on both what high literacy is and how it is developed. The editors offer a conceptual framework for high literacy that explicates how each component (i.e. reading, writing, dialogic engagement, and epistemic cognition in literary reasoning) relates to the others and

that this column will contribute to our collective efforts and our shared vision for the organization.

The columns will commence in next month's newsletter and continue with a new column each month authored by a different Past President. Each month we will invite and publish responses to these columns by LRA members.

We are open to your questions. If you have specific topics that you would like us to engage, please share these with me (jhoffman@austin.utexas.edu) and I will share them with the Past-Presidents.

Sincerely,

Jim Hoffman

Award News

Arthur Applebee for Excellence in Research on Literacy Committee

Submitted by Virginia Goatley, Chair

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. This Award is co-sponsored by the Literacy Research Association, the University at Albany School of Education, and the University at Albany Foundation. 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.

The committee is pleased to announce the recipients of the 2018 award: Amy Stornaiuolo (University of Pennsylvania), Anna Smith (Illinois State University), and Nathan Phillips (University of

from what scholarly literature these concepts have been derived.

Christiane Wood, (2019). "The Literacy of Play and Innovation: Children as Makers." *New York, NY: Routledge.*

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!](#)



Illinois-Chicago) are the recipients of the Applebee award for the publication:

[Stornaiuolo, A., Smith, A., & Phillips, N. C. \(2017\). Developing a Transliteracies Framework for a Connected World. *Journal of Literacy Research*, 49\(1\), 68-91.](#)



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. Because the award focuses on the broadest possible conceptualization of literacy, it necessarily entails all of the epistemological, methodological, disciplinary, and topical perspectives that we find under the LRA umbrella. Thus, any article that emerges successfully from this broad set of filters honors LRA's fundamental research commitment.

To nominate an article for the 2019 award, please send an electronic copy of the article and a nomination letter that states

how the article meets the criteria to [Virginia Goatley](#) by Tuesday, **September 10, 2019**. Self-nominations are accepted. Nominations should be a research article published in a refereed journal between January 1, 2018 and December 31, 2018. Please see the [LRA website](#) for further criteria and eligibility information.

Submit a Nomination for the AJK Award

Who has made a difference to you and those you know in LRA? This is a great time of year to submit nominations for the Albert J. Kingston Award. This award is given annually to an LRA member for distinguished service to the organization. All you need to submit are a curriculum vita for the nominee and a letter from the nominating individual(s). A simple process yet a substantial way to recognize individuals for their lifelong service. Nomination deadline is August 15. You can find more information [online](#).

International Innovative Community Group

Chinwe Ikpeze (*Chair*), *St. John Fisher College, Rochester, NY*
Zaline Roy-Campbell (*Co-chair*), *Syracuse University*
Bettina Buch (*Co-chair elect*), *Absalom University*

The International ICG is made up of members from countries outside the U.S., and those from the U.S. who have interest in or conduct research on transnational literacies and/or literacy research, policy, and implementation in international contexts etc. Interest in the ICG continues to increase and attendance at the activities organized by the group was very impressive during the last conference in Palm Springs. In addition to members from the United States, membership of the group consists of those from countries such as UK, Australia, Chile, Columbia, Canada, Finland, Germany, Mexico etc. We are particularly proud of the global membership of the ICG which enriches our conference in unique ways, enhances our visibility, and helps preserve international scholarly networking in literacy instruction and pedagogy. The growth and recognition of the group has led to a new proposal area: International Research on Literacy Teaching and Learning

(Area 12). Members' presentations increased sharply at the last conference with a total of seven presentations made up of two round table sessions, one poster session, and four paper sessions. We are particularly grateful to past leadership of the group, including the study facilitators: Katina Zammit, Lori Assaf, Patience Sowa, and Claudia Finkbeiner for their exemplary leadership of the group. During our last business meeting in Palm Spring, a new co-chair, Bettina Buch was elected. Bettina joins the chair, Chinwe Ikpeze, and co-chair, Zaline Roy-Campbell in navigating the leadership of the group. We thank our immediate past chair, Poonam Arya, Wayne State University, for her exemplary leadership in the past three years. In addition to co-chairs, the ICG has a steering committee. Katrina Zammit was elected into the steering committee of the ICG.

International ICG Travel Grant Award

Through the support of the LRA, the International ICG awards travel grants to members from outside the U.S. We divided the \$3000.00 we were provided by the LRA to award travel grants to eight international members who met the requirement:

Kate Kovalik, Australia, University of Sydney
Cassie Brownwell, Canada, University of Toronto
Amélie Aemieux, Canada, Mount Saint Vincent University
Julianne Burgess, Canada, Brock University
Ben Gallagher, Canada, OISE, University of Toronto
Tyler Walkland, Canada, OISE, University of Toronto
Lina Trigos-Carrillo, Columbia, Unattached
Colin Harrison, England, University of Nottingham (retired)



The Mosenthal/Barr International Grant

In addition to the travel grant, the International ICG members from low-income economies may have another reason to be grateful to the LRA. The Mosenthal/Barr International Grant is a new grant funded by the LRA and available for Non-OECD countries that are accredited at the national level to certify teachers and/or to award degrees in education. These are low-income economies, defined as those with a GNI per capita, and calculated using the World Bank Atlas method, of \$1025 or less in 2015. Their LRA sponsor (the person who help them apply for the grant) will help them navigate the proposal process and support their work as much as possible. The steering committee of the IICG has approved the group's involvement with this grant. Currently, the research award is \$2, 500. For further details, [click here](#).

Participants who apply for this grant (and receive funds) will eventually submit a proposal to LRA to present their research. They will have 2 years to submit a proposal to LRA. Their LRA sponsor will help them navigate the proposal process and support their work as much as possible. Recipients will also be asked to submit an international travel grant application to International ICG. They are not guaranteed to receive the travel funds but are required to at least apply. Our role as members is to identify people/institutions from countries who qualify and ask them to apply for the funding using the guidelines provided.

Policy and Legislative Committee

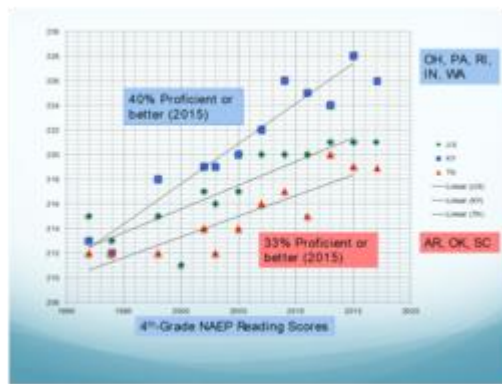
Each month in 2019, the LRA Policy and Legislative Committee will interview an LRA member who is active in policy and advocacy. We start this series with a short conversation between Amy Broemmel, P&L committee member, and George Hruby, LRA member from Kentucky.

Broemmel: What issue have you been working on?

Hruby: Oh, just a multitude of issues entwined around literacy education. I direct a state-funded collaborative of literacy faculty from all 8 of Kentucky's state universities to provide quality literacy PD across the Commonwealth and promulgate research-supported best practice. The CCLD (Collaborative Center for Literacy Development) operates 7 PD projects, early childhood through adulthood, and a research center that has had an impact on Kentucky's 4th and 8th grade NAEP reading scores over two decades. We also provide research and evaluation services and research-based advisories to the legislative committees, state DOE, and various other education agencies: basically, forestalling or reframing potentially harmful literacy education policies. And then, between the PD work and the advisory reports, there's the incessant need to communicate with legislators to fend off false narratives from vested interests, correct the record, explain research, and, not inconsequentially, to ensure the continuation of our center's funding.

Broemmel: What have you done to work on the issue and what has been successful?

Hruby: The political landscape has shifted over the years, often in ways hurtful to quality education. Every



year for the past nine I've heard someone "in the know" assure me we were about to lose our funding and be shut down. So, I'd go to bat visiting with legislators and key people in the education-related agencies. We're still operating, so I guess that's success. As a researcher, I can't say I know what works in advocacy; too many variables, and not enough comparisons. Everything works until it doesn't. But so far, clear messaging, sincere explanations of good literacy instruction and a focus on student achievement have been the corner stones.

Broemmel: What advice do you have for LRA members working on policy and advocacy?

Hruby: Two things: messaging and sustainability. Keep messaging clear and coherent, and focused on a single ask. They need to know up front what you want, so it needs to be plausible and easily grasped. For justifications, rely on research evidence, historical precedent, and common sense; avoid high theory, academic phrasing, or abstraction for the sake of showing off your smarts. This is not a job talk or conference presentation. From a legislator's view, your expertise matters only because it's about helping kids read and write better. Make your case from the worldview and values of your audience, not academia's. Everyone says they want better outcomes for all students, so start there. That's where your unique expertise as a scholar of literacy education will be valued. If you can redirect the emotional momentum of mainstream ideology to promote best practice and outcome, then you are succeeding. How to do this will vary locale to locale, individual to individual—just like good teaching, you teach them where they are, not where you wish they were. If you are new to this, start off with friendly and moderate audiences to get a feel for the game.

Think seriously about sustainability. Be prepared for the long haul in your advocacy work. There is no one-and-done in the politics of education; it's an interminable process. No matter how things turn out, it will be challenged again in the next legislative session. Be prepared to accept small victories, and mixed outcomes. Remember, when asked what the most powerful force in the universe was, Einstein responded: "compound interest." That applies to sustaining your effort: slow and steady wins the race. Most important of all: collaborate. Seek allies. You can't do this on

your own. The stress can be debilitating. But have faith that, in spite of institutional and individual fallibility, the system is rife with good people trying to do the right thing for the kids, just like you. So get heard. If you're not at the table, you're what's for dinner. Keep your cards close and a few aces handy. Five or six should do.

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