



LITERACY™
RESEARCH
ASSOCIATION

Newsletter



Literacy Research Association

September,
2018

Update from the LRA President

Dear colleagues,

According to the LRA mission statement, we are an organization “committed to ethical research that is rigorous, methodologically diverse, and socially responsible.” The LRA Strategic Plan suggests that some useful indicators of our success at achieving this mission would include the following:



- There would be a range of methodologies and epistemologies represented in our conference and journals.
- We would address problems of educational and intellectual significance via multiple methodologies and epistemologies simultaneously.
- Studies that are theoretically coherent, thoroughly informed by existing research, methodologically strong, and educationally significant would be prioritized in our conference and journals.
- Papers presented and published elsewhere would be prohibited from our conference and journals.
- Papers presented and published would adhere to ethical standards.
- Conference proposals and manuscripts would be reviewed fairly.
- Our research would be written or disseminated in such a way that it would be accessible to audiences outside of the literacy research community.

In revisiting the Research Strand of the Strategic Plan, now over a year after its dissemination, I can't help but rethink it. I will put aside for now my misgivings over designating research as a “strand,” since I view it as the heart and purpose of our organization, and instead focus on some tweaking and expanding of what we have. Here are a few thoughts:

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Member News

Dick Allington has retired from the University of Tennessee.

Tiffany A. Flowers would like to share that #EliminatingBookDeserts is more than a hashtag. This is a long-term service-learning literacy project which focuses on disrupting inequity and providing access to books in K-12 schools. The purpose of this project is to collect 1,000 books per year for K-12 schools in urban communities of color surrounding the areas where the Georgia State University Perimeter College campuses serve. This is a long-term collaborative initiative to ensure the undergraduate students learn to work toward positive solutions to alleviate issues of inequity in literacy. By learning and serving, undergraduate students in education courses are made aware of

- Although the Strategic Plan includes the above strategies for achieving the research-related outcomes, we need more information on *what is* at the moment in order to know what to move toward. Even as the chair of last year's conference, having spent countless days and hours with conference proposals and scheduling, I cannot say that I know for sure, for instance, to what extent we were successful at getting diverse methodologies represented on the program. I will say that I recall few quantitative studies. Rather than rely individual impressions though, we could easily collect this data simply by having proposers indicate their methodology as part of the submission process and by reviewing the content of our publications.
- What is the representation of research focused on particular age groups (e.g., preschool, primary grades, upper elementary, middle, secondary, adult)? Again, this data could be easily collected through the proposal submission process and in reviews of publications. Knowing that primary and elementary grade students and teachers are frequently affected by external policies is one of many good reasons to gather this information.
- What mechanisms do we have in place for ensuring that a range of research methodologies are represented across individuals serving in leadership (e.g. Executive Officers, Board of Directors, Committee Chairs) and in other organizational roles (e.g. committee members, Area Chairs)? The goal of this would be to ensure that when we make organizational decisions (e.g. conference proposal acceptance, research award winners), when we create new initiatives, and when we respond to matters external to the organization, we do so as an informed, multi-perspective entity.

As always, I welcome your thoughts as we move forward.

Gay Ivey

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

Conference Update



Registration for the 68th Annual Conference is LIVE! The conference will be held in Indian Wells, CA, at the beautiful Renaissance Indian Wells Resort and Spa. [Register Here!](#) 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.

inequities and are also equipped with tools to organize, collect, and to learn to manage long-term book drives. Please see my [faculty blog](#) for more detailed information

Dr. Kristin Gehsmann, formerly of Saint Michael's College in Colchester, VT, has taken a new position in the College of Education at East Carolina University in Greenville, NC. Dr. Gehsmann will be chairing the department of [Literacy Studies, English Education, and History Education](#). She can be reached at gehsmannk18@ecu.edu.

Rosalind Horowitz, Professor, The University of Texas at San Antonio (UTSA), has been appointed to the Editorial Board of the newly formed *UTSA Journal of Undergraduate Research & Scholarly Works*(JURSW). This journal accepts research submissions from across UTSA and other U.S. institutions. It is a peer reviewed academic journal published annually to advance undergraduate research and promote its development across higher education. Morgan Butler, Gabrielle Cortez, and Juaquinita Johnson, students mentored by Horowitz received an award May 4th 2018 for their research "Children Transitioning from Oral to Written Argumentation" and participated in an Undergraduate Research Showcase. While this Undergraduate Research effort is relatively new in several U.S. locations, the Institute of Child Development at the University of Minnesota, where Horowitz earned her doctorate, 45 years ago, required undergraduate thesis research and led the way to the concurrent undergraduate research developments.

In June 2018, **Shea Kerkhoff**, an assistant professor at UM-St. Louis, led a team of education researchers and classroom teachers to rural Trans-Nzoia County as part of the Inquiry Initiative. The Inquiry Initiative began with funding from ILA to provide digital literacy and inquiry-based learning professional development to teachers from rural schools in the county. As part of the kick-off series, Hiller Spires facilitated the New Literacies Institute (newlit.org) to over 60 preK-12 teachers. The team, also including Michelle Falter and DeLeon Gray, visited schools in the county and conducted research on teachers' perceptions of inquiry-based

Renaissance Indian Wells Hotel Information: The room rate for the conference is \$170.00 + tax. This rate includes: standard and deluxe corner sized room options. **You must be registered for the conference, in order to receive your hotel reservation link.** The link will be provided in your conference registration confirmation. *The hotel does not provide shuttle services. To view transportation services and options, please visit our [website](#).*

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

Front of poster



Back of poster



Reading Hall of Fame Speakers:

Recent Reading Hall of Fame inductees Heather Bell, Donna Scanlon, Norman Stahl, and MaryEllen Vogt will present in a special session at the LRA Annual Conference on November 30, 2018, at 4pm. To read their abstracts and bios, [click here](#).

Reclaim Literacy Research

Watch the videos below from Dr. Mollie Blackburn and Dr. Raul A. Mora on what Reclaiming Literacy Research means to them! *Thank you to Keith Newvine and Francisco Torres for creating our 2018 Annual Conference videos.*

Dr. Mollie Blackburn



literacy instruction and current challenges in digital literacy instruction.

Australian Government Investment in Understanding the Senses in Children's Literacy Professor **Kathy A. Mills**, Australian Catholic University, has been awarded a prestigious Future Fellowship by the Australian Research Council over 4 years to research children's orchestration of the senses in multimodal literacy practices. The project includes data collection in schools, digital labs and art museums in the USA and Australia, analysing innovative literacy practices that use mobile technologies, virtual and augmented reality, and visual and media arts. The project was the only one awarded to the field of education nationally. [Read More.](#)

Christina Romero-Ivanova successfully defended her dissertation July 31, 2018 and is now Dr. Christina Romero-Ivanova!

Rachelle Savitz was honored and recognized as a finalist for the International Literacy Award (ILA) Timothy and Cynthia Outstanding Dissertation Award. Her dissertation, "Secondary Educators' Perspectives on Response to Intervention: A National Study." Each dissertation is assessed on research approach, scholarly impact, and its significant contributions to knowledge within the reading field.

Member Publications

Jacquelyn Chappel recently published article on engaging students with international literature and inculcating cosmopolitan perspectives. "Engendering cosmopolitanism on the ground through place-based and culturally relevant curriculum: the experiences of four teachers of World Literature in Hawai'i" published in the *Journal of Curriculum Studies* highlights four teachers who succeeded in engendering cosmopolitanism in their classroom by making curricular connections to students' religious, ethnic, and place-based identities.

Christina Cassano and Susan Dougherty have published *Pivotal*

Dr. Raul A. Mora



LRA Field Council Seeking Representatives

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](#).

LRA Reading Clinics/Literacy Labs ICG

The Reading Clinics/Literacy Labs ICG is a supportive, dialogic community of practitioner/researchers confronting issues and challenges across sites. Participants recognize the variations in purposes, funding, venues, and administrative structures of clinics, labs, or centers that focus on literacy teacher development and service to clients. All are welcome to join this ICG (as well as the daily Study Group). We have a long history of providing an open and inclusive platform for voices of both

Research in Early Literacy: Foundational Studies and Current Practices with Guilford Press. Each chapter of this edited book examines seminal work in early literacy and explores the historical context within which each work emerged, the impact of the work on practice, and the research that followed. The authors of each chapter explore how current practices reflect (or have diverged) from these influential works. Many of the chapter authors are also LRA members, and we are grateful for their contributions.

Grace Enriquez published a chapter titled "Picturebook Illustrations: Powerful Pathways for Literacy Learning and Language Acquisition" with Dr. Katie Egan Cunningham (Manhattanville College) in B. R. Berriz, A. C. Wager, & V. M. Poey. (Eds.). (2018). *Art as a Way of Talking for Emergent Bilingual Youth: A Foundation for Literacy in PreK-12 Schools*. NY: Routledge. Information about the book can be found [here](#).

Katherine K. Frankel and Maneka D. Brooks recently published "Why the Struggling Reader Label Is Harmful (and What Educators Can Do About It)" in the *Journal of Adolescent & Adult Literacy*(JAAL). This is the inaugural column of their co-edited JAAL department Beyond Struggling: Transforming Literacy Teaching. The authors featured in these columns share research-based and accessible instructional practices that support transformative literacy teaching and disrupt "struggling reader" and "struggling writer" labels. Look for future columns in JAAL volumes 62 & 63.

Amanda Godley and Jeffrey Reaser published a new book: *Critical Language Pedagogy: Interrogating Language, Dialects, and Power in Teacher Education* (2018). Peter Lang Publishing, Social Justice Across Contexts in Education series.

Ted Kesler's new book *The Reader Response Notebook: Teaching Towards Agency, Autonomy, and Accountability* will be published by NCTE later this month.

Candace R. Kuby, Karen Spector and Jaye Johnson Thiel announce the publication of a new title in Routledge's [Expanding](#)

novice and veteran clinic/lab directors or instructors to share celebrations, note concerns, and solve problems across sites.

One research project that was recently published concerns the uses of technology in five clinics/labs:

Laster, B., Rhodes, J., & Wilson, J. (2018, April). What teachers choose: iPad apps for literacy instruction in clinical settings. *SITE Journal* [online].

Our current research project focuses on families in multiple clinics/labs. Interviews and surveys of both clients and their parent/caregivers reveal commonalities and distinctions across sites and within families. A positive review of our LRA proposal has our eyes set on the 2018 conference in California! See y'all there!

The Early Beginnings of Diversity in LRA

Submitted by Patricia A. Edwards, Ph.D.
Michigan State University

By most accounts, LRA has become more diverse over the past several decades, but how and when did efforts to expand diversity take shape? Past NRC/LRA President Dr. Kathryn Au became an active member of the organization in the early 1980s. In a recent conversation, she shared with me that in the mid-1980s there was an interest group on multicultural issues that evolved into an ad hoc committee. She stated:

From the start the group (really just a handful of people) was interested in promoting literacy research on equity and diversity and supporting the work of scholars of diverse backgrounds. It goes without saying that, in the 1980s and 1990s, little such research was being conducted, and there were few of these scholars within NRC.

Dr. Au reported that Dr. Robert Tierney was president when the group decided it was time for NRC to step up its commitment to issues of diversity. Dr. Au was first chair of the ad hoc committee when the Board was asked to make Multicultural Issues a standing committee. Dr. Au was the spokesperson who was designated to argue in favor of the motion.

She described the chain of events that led to our organization deciding to address multicultural issues.

To my way of thinking this should have been a no-brainer motion. However, key leaders on the Board had wrestled with related issues at their universities. These individuals had two objections. First, shouldn't multicultural issues be an overall theme for the organization, rather than seeming to be the purview of one committee? Second, what about the tendency for such a committee to be taken over by members of one particular ethnic/cultural group?

My responses to these concerns were the following: First, multicultural issues should, of course, be an overall theme of the organization, and it would be well for the board to affirm that commitment. However, multicultural issues should also be the focus of a standing committee

[Literacies Series. Posthumanism and Literacy Education:](#)

[Knowing/Becoming/Doing](#) covers key terms and concepts in the emerging field of posthumanism and literacy education and investigates posthumanism not as a lofty theory, but as a materialized way of knowing/becoming/doing the world.

Anne McGill-Franzen and Dick Allington announce the release of a second edition of *Summer Reading: Closing the Rich/Poor Achievement Gap*, from Teachers College Press. Three new chapters and an update of five other chapters expand what we know about summer reading loss as the primary reason poor kids' reading achievement falls behind the achievement of middle class kids. In addition, the book offers several chapters describing low-cost interventions that eliminate the typical summer reading loss, thereby narrowing the rich/poor reading achievement gap.

Jon M. Wargo published two articles over the summer. Wargo, J.M. (2018). #SoundingOutMySilence: Reading a LGBTQ Youth's Sonic Cartography as Multimodal (Counter)Storytelling. *Journal of Adolescent and Adult Literacy*. 62(1), 13-23. and Wargo, J.M. (2018). Earwitnessing (In)Equity: Tracing the Intra-Active Encounters of 'Being-In-Resonance-With' Sound and the Social Contexts of Education. *Educational Studies*. doi:10.1080/00131946.2018.1476354

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!](#)

with the specific charge of keeping those issues in the foreground. Otherwise, it would be too easy for these issues to be pushed aside.

Second, members with a concern for multicultural issues were highly aware of the need for the committee to rotate its leadership in a manner that would reflect various constituencies. It was especially important at the time to give visibility to African American and Latinx scholars, as these groups were significantly under-represented in the membership.

The Board engaged in a thoughtful and lengthy discussion before finally approving the motion.

When elected to the Board of Directors, she continued to address multicultural issues. During her presidency, Dr. Au created, nearly twenty-five years ago, the Multicultural Committee as a forum to officially welcome scholars of color. Other chairs of the Multicultural Committee in the early days included: Past President Arlette Willis, Dr. Margaret Gallego, Dr. Patricia Schmidt, Dr. Georgia Garcia, Dr. Doris Walker-Dalhouse and incoming Vice-President, Dr. Gwendolyn T. McMillon.

I (Pat) attended NRC/LRA for the first time in 1983 in Austin, Texas, at the invitation of Past President Dr. Lea McGee, who was the field council representative in Louisiana. When I arrived at NRC that first year, I noticed only three people of color in attendance at the conference. Conference members extended to me a warm welcome that first year (and in subsequent years!). Conference members also encouraged me to return, and I did return year after year! As a new scholar some 35 years ago, I felt exhilarated engaging in critical dialogue with seasoned scholars and new scholars alike. Now, as one of the seasoned scholars, myself, I regularly extend to others the invitation I received over three decades ago.

The emphasis on recruiting new members of color became a top priority during my presidency as the first African-American NRC/LRA President. That was in keeping with Dr. Au's vision of supporting scholars of color. I apprenticed many of my own doctoral students into LRA by bringing them to LRA annual meetings. In fact, at the 2007 conference in Austin, Texas where I did my presidential address, more than 50 people of color attended LRA. Additionally, when Dr. David Reinking was president of LRA, he invited me to help him to continue to encourage people of color to come to LRA, and I have worked tirelessly to address this important concern.

In 2008, the Ethnicity, Race, and Multilingualism (ERM) Committee proposed the creation of a pipeline for promising emerging scholars of color who will continue the strong tradition of leadership, research, and service within our organization and who will commit and dedicate themselves to addressing issues of racial, ethnic, and linguistic diversity within our organization and within the literacy field. However, it should be acknowledged that the early beginnings of LRA's **STAR (Scholars of color Transitioning into Academic Research institutions) Mentoring Program** began during Dr. Kathryn Au's presidency (1996-1997), continued during my presidency (2006-2007), and came to fruition during the presidencies of Dr. Kathleen Hinchman (2008-2009) and Dr. David Reinking (2009-2010).

Since 2009, the STAR program has mentored 4 cohorts of emerging scholars of color who are committed to conducting research on the



literacy education and development of students from racially, ethnically, and linguistically diverse backgrounds, who have the capacity to successfully navigate the tenure and promotion process at predominantly White research institutions, and who are active and productive leaders within our organization and in the literacy profession.

Award Committee News

Arthur Applebee Award for Excellence in Research on Literacy Seeking Nominations

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. 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.

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, 2017 and December 31, 2017. 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) Referred journals are construed to include journals published around the world, with the proviso that the content is available in English. 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.

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, [click here](#).

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 [Virginia Goatley by Tuesday, September 11, 2018](#). Self-nominations are accepted.

J. Michael Parker Award - Contributions to Adult Literacy Research

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. Please consider donating to keep adult literacy research alive. You can find the J. Michael Parker Award donation page [here](#) or through [LRA 2020](#).

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. Recipients of the award are recognized during a general session of the conference. They also receive a small cash award to be used for conference expenses, as well as a plaque commemorating the award. 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 Consideration for the Award

The LRA member selected for receiving the J. Michael Parker Award should conduct research that is judged capable of making a significant contribution to theory and/or practice of adult literacy learning and instruction. This means that the paper will be judged as:

- The Committee considers the methodology to be appropriate to the research question and of sufficient rigor;
- The implications of the research are of a scope needed to impact the field.

In order to be considered for the 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 1, prior to the Annual Meeting)
- The paper is based on a proposal accepted for presentation at the LRA Annual Meeting.
- The author(s) of the paper are LRA members in good standing at the time of the paper submission.

A full research paper (25 pages or less), based on the accepted proposal, must be submitted electronically by **October 1, 2018.**

Papers must be double-spaced and in 12-point font. The text limit does not include references or any appendices.

Potential applicants are encouraged to contact the award chair, [Donita Shaw](#), to discuss how their research may fit with the intentions of the award.

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](#).