



LITERACY RESEARCH ASSOCIATION

Ana Christina da Silva Iddings



Biography:

Ana Christina da Silva Iddings is a Professor of the Practice of Education at the Peabody College of Vanderbilt University, who specializes in Language, Literacy, and Cultural studies. Her research centers on the teaching and learning of linguistically/culturally/racially diverse students; on understanding family and community resources in diverse urban in- and out- of school contexts; and on partnerships between family-community-school-university that support the literacy learning of linguistically, culturally, and racially diverse learners and emphasize educational opportunity and equity. She is the author of the edited volume “*Re-Designing Teacher Preparation for Culturally and Linguistically Diverse Young Students: An Ecological Approach.*” She has been the Associate Editor for the *Journal of Literacy Research* and is currently the Associate Editor for the *Urban Education Journal*.

Candidate Statement:

I am honored to be nominated for the LRA Board of Directors. As a Professor of the Practice of Education at the Peabody College of Vanderbilt University, I focus on the overall goal of improving the educational conditions and opportunities for immigrant and refugee families and children who are native speakers of languages other than English. My research centers on engaging critical ecological perspectives and comprehensive approaches towards the language and literacy education of multilingual students. More specifically, with regards to educational equity and access, my studies have shown that culturally, linguistically, and racially diverse students—the fastest growing student population—receive qualitatively inferior education in U.S. public schools. In response to these findings, I have conducted empirical research focused on the sociopolitical circumstances of multilingual immigrant and refugee students in U.S. schools as one of the main causes for these educational disparities. My research findings challenge relations of power and the social order in the context of schools and theoretically advance ways to prepare teachers to combat institutional oppression against immigrant and refugee communities and to advocate for equity and justice in educational settings.



LITERACY RESEARCH ASSOCIATION

My collaborative funded work on developing critical-ecological models for learning across families, communities, and schools has garnered national attention, and has been widely published and disseminated. In addition to the national uptake of this work, I have been increasingly involved in international collaborations. My research has led me to work with non-profit organizations, government organizations and major universities in Latin America. These include the Universidade de Sao Paulo, Brazil; Universidade Federal do Rio de Janeiro, Brazil; Resplendor, Mexico, and the Escuela de Pedagogía Facultad de Filosofía y Educación Pontificia Universidad Católica de Valparaíso, Chile. These experiences have allowed me to obtain a more encompassing and situated perspective on the complexities of learning ecologies in diverse international communities, providing grounds for future comparative research and social entrepreneurship.

My publications include two scholarly books, two Special Issues, and over 80 publications including chapters in the *Handbook of Research in Second Language Learning and Sociocultural Theory*, the *Handbook of Urban Education*, *The Cambridge Handbook of Child and Childhood Multilingualism*, and articles in literacy journals such as *Reading Research Quarterly*, *Journal of Early Childhood Literacy*, *Language Arts*, and *The Reading Teacher*. I currently serve on editorial boards for *Reading Research Quarterly*, *Journal of Literacy Research*, *Language and Sociocultural Theory*, and serve as Associate Editor for the *Urban Education Journal*.

My scholarly work interfaces with my academic program design and with my teaching. Throughout my academic career, I have collaborated with colleagues to create, implement, and direct multiple graduate and undergraduate programs to prepare literacy teachers to be leaders who advocate for immigrant and refugee populations and engage in praxis. Most recently, at Vanderbilt University, I have directed the of Master of Education in Learning, Diversity, and Urban Studies (LDUS) program. I have shaped the vision for the program as unapologetically guided toward developing educators who are committed to equity and justice education and who want to act on that commitment in educational settings by re-envisioning new possibilities. In developing academic programs, I place priority on the processes of recruiting, supporting, and retaining racially, ethnically, linguistically, economically, religiously diverse students and/or self-identify as members of the LGBTQIA+, disabled, and/or immigrant and refugee communities.

Since first attending LRA as a doctoral student 21 years ago, I have valued the conference for its rich opportunities to participate in discussions with colleagues in the field who consistently challenge me and support my academic endeavors. My service relevant to LRA includes serving as the Associate Editor for the *Journal of Literacy Research* (2011-2016); the Study Group Program Chair (2010-2012), the Second Language Learning Program Chair (2017-2020), serving in the Outstanding Student Dissertation Award Committee (2016-2018), the Oscar Causey Award Committee (2019-2021), and the Distinguished Scholar Lifetime Achievement Award Committee (2021-present). In addition, for the past three years I have served as a mentor for the Scholars of Color Transitioning into Academic Research Institutions Mentoring and Fellowship Program (S.T.A.R.). I have participated in the LRA Annual Conference as Symposia Organizer, Presenter, Chair, and Discussant in many sessions for LRA over the years. In addition, I've been honored to receive invitations to facilitate sessions for LRA study groups such as the *Translanguaging and Multilingualism* (2019), and the *If I Knew Then What I Know Now* (2021).



LITERACY RESEARCH ASSOCIATION

My scholarship, leadership experiences, and funded research background provide me with important forms of local, national, and global knowledge of the literacy research field, and a social network from which to engage with the literacy-dedicated community organizations and university partners. I would be truly honored to engage with the membership of LRA to craft a cohesive vision for reaching into new realms of possibilities regarding language and literacy education of linguistically, culturally, and racially diverse students. I look forward to the opportunity to support and to encourage the LRA commitment toward racial and social justice and to forge and sustain new relationships with national and international literacy community organizations and the broader scholarly community. In those ways, collectively, we can continue to shape possibilities for our colleagues, students, and future literacy teachers and researchers to be socially conscientious, politically engaged, and globally aware.