



LITERACY
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Bogum Yoon



Biography:

Bogum Yoon is a Professor of Literacy Education at the State University of New York at Binghamton, where she teaches courses that cover language and literacy theory, research, and practice. Her research areas of interest include cultural and linguistic pluralism, positional identities and agency, and critical global literacies. Bogum's work in these areas has been published in books and journals including the *American Educational Research Journal* and *Literacy Research: Theory, Method, and Practice*. Her recent research on *Critical Global Literacies* (Yoon, 2016; Yoon et al, 2018) posits a theoretical and instructional framework developed to support educators in promoting students' global perspectives across the curriculum. The development of this framework led Bogum to her role as a two-year Column Editor in the *English Journal* (2018-2020), a journal of the National Council of Teachers of English.

Bogum's international experiences, including teaching in both private and public schools in South Korea, have informed her professional frameworks of supporting equity, diversity, and justice-oriented literacy education. She enjoys field-based work as it captures the nuances of the classroom dynamic and keeps her connected to the communities. As a multilingual scholar of Korean heritage, Bogum's identities are intricately embedded in her teaching, service, and research. Her scholarly contributions across her academic career include: the above mentioned development of an innovative framework of critical global literacies, transforming complex language and literacy theories into applicable practice, establishing new criteria that situates asset-based ideological frameworks for multicultural and global literature, and redefines teachers' roles for supporting immigrant multilingual students.



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Candidate Statement:

The LRA community immensely influenced who I am as a scholar in the field of literacy education. I became a member in 2003 when I was a doctoral student at the University at Buffalo, invited by one of my professors, with whom I worked on a research team. I remember that I was one of the very few Asian scholars at the LRA conference. I also recall the first impression about the conference. Some of discussants' articulated syntheses of the presented papers challenged my way of thinking about literacy education and I was captivated. I knew that LRA would become my academic home throughout my professional career.

Since then, the LRA conference has become one of the most important professional events of the year for me. I became an active member by being involved with numerous activities and committees. For the past 20 years, I have regularly presented the studies that I conducted in diverse classrooms and reviewed manuscripts for the Yearbook (now LR: TMP) and conference proposals. Additionally, I have been an active member by serving on several committees across a broad range. These committees include Oscar Causey Award Committee (2015-2018), Edward B. Fry Book Award Committee (2014-2017), Nomination Committee (2013), Area 2 Co-Chair for In-Service Teacher Education/Professional Development (2011-2013), and Ethnicity, Race, and Multilingualism Committee (ERM, 2009-2012).

Most recently, I served our LRA community as the ERM Standing Committee Chair (2018-2021). During this time, I had opportunities to work with several committees to accomplish LRA's missions by focusing on diversity and equity. For instance, ERM took a leading role to construct the *LRA Statement against Anti-Asian Violence*, in collaboration with Doctoral Students Innovative Community Group (ICG), International ICG, Multilingual and Transnational ICG, and LRA Board of Directors. ERM also played a key role in promoting LRA members' critical awareness and actions for racial justice through the statement, *Actions for Racial Justice: Statement from the Ethnicity, Race, and Multilingualism Committee*. In this statement, ERM provided specific suggestions on how the LRA community can take actions for change.

Given that diversity goes beyond race and language, I also worked to promote diversity in theories and methods. For instance, in collaboration with Gender and Sexualities (GS) Standing Committee, ERM offered space for conversations on how different areas of literacy study from varied theoretical orientations could be promoted together without leaving any area of study behind. For this session, several invited scholars shared the ways to bring divergent paradigms and research perspectives together for the betterment of the field. Furthermore, in collaboration with Multilingual and Transnational ICG, ERM invited renowned scholars outside of the LRA community to bring diverse perspectives on language policy and practice. In this symposium session, the invited speakers shared important implications to promote multilingualism in the context of English hegemony.

These wide experiences helped me to further envision how I can better serve the LRA community and what we can do together as a leading literacy organization. If elected as a board member, I would work diligently for the following agenda to help our LRA family move



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productively forward. First, I would continue to support the ideas of mentoring doctoral students and junior scholars. LRA has a wonderful mentoring program, STAR (Scholars of color Transitioning into Academic Research institutions), which provides opportunities to emerging scholars of color to work with senior scholars. More actionable mentoring projects would be helpful for marginalized groups for their success. ERM and GS committees have started mentoring programs. I would like to continue to support this mentoring program as a way to provide meaningful learning spaces for underrepresented groups of scholars throughout the year.

Second, I am particularly interested in promoting more global perspectives within the LRA community. LRA is no longer only a national organization. We have thankfully expanded into an international organization, in which more scholars from around the world are able to join as members. International scholars bring insights and different perspectives that contribute to expanding all of our knowledge and research in literacy education. It is inspiring that the *Journal of Literacy Research* recently published a special issue on global perspectives on literacy. It is also exciting to see that representations of our international scholars are being made visible in leadership positions including the Board of Directors. This inclusion of international scholars' perspectives could continue through other methods such as a featured speech at the annual conference.

Third, I would like to continue to advocate for more rigorous research methods and theories in the LRA community. There is no doubt that LRA is a leading literacy research organization. It is our responsibility as LRA members to sustain this legacy through empirical studies with rigorous research methods and solid theoretical frameworks to address the issues and the reality. Through the recent report by the LRA Ad Hoc Research Methodologies Committee, we learned that the lack of methodological and epistemological diversity seems to be an issue in LRA publications and conference programs. This finding provides directions for what we as literacy scholars could work together in making the LRA community more diverse with various methods and theories. More forums that discuss methodological and epistemological diversity could be offered at the LRA annual conference through study group, brown bag, and symposium sessions.

Finally, when I served as ERM chair, I had numerous opportunities to collaborate with various committees in proposing brown bag discussions, study group discussions, and symposium sessions. It was intriguing for different groups to meet together and to share the pressing issues for possible solutions. LRA has a variety of diverse standing committees and ICGs and I would encourage more committees to work together to accomplish LRA's missions through joint initiatives. As a board member, I would continue to work with these diverse groups, I would listen to and engage the LRA members' voices, and I would serve as a liaison between the LRA leadership team and membership, and finally, I would act as an agent to change for the good of the LRA community, teachers, children, and the society.