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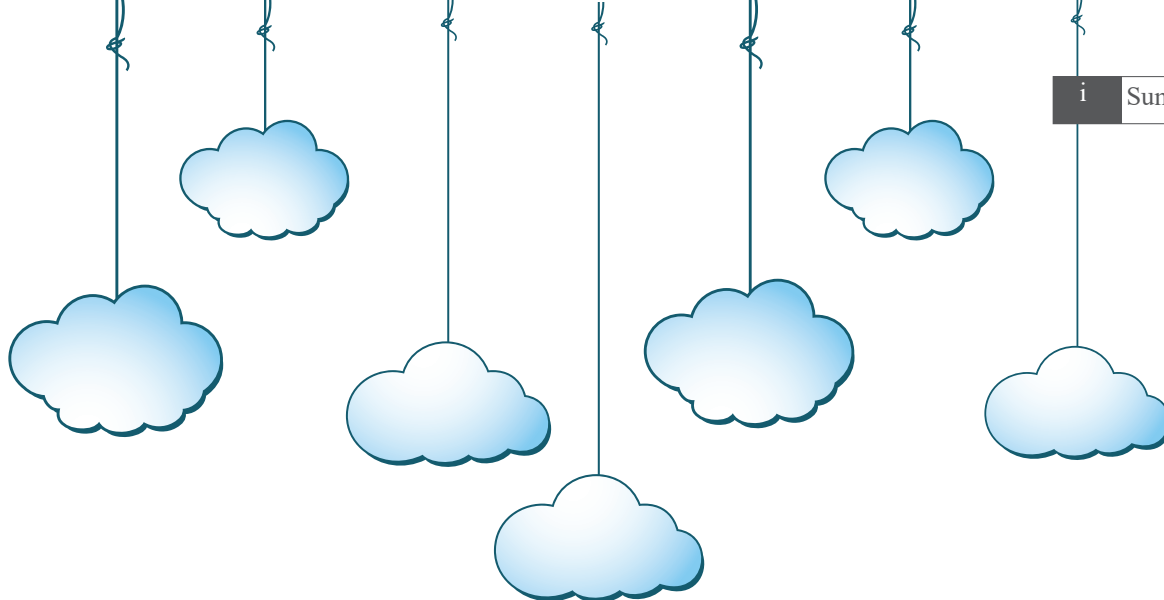
LITERACY
RESEARCH
ASSOCIATION

DSICG Newsletter

Summer 2020



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From the Editors

We bring you this issue of the DSICG newsletter with heavy hearts, but also with hope for the future. Our hearts ache for the many lives that continue to be lost to the COVID-19 global pandemic, especially our Black, Latinx, Indigenous and First Nations, Asian American, Pacific Islander, South Asian, and Middle Eastern sisters and brothers who fight the virus while continuing to battle racism and xenophobia. Our thoughts also go out to the Black community that continues to battle the murders of innocent citizens through police brutality. Black Lives Matter!

But we also hold on to hope as we continue to build our community and strive for equitable and anti-racist literacy research and teaching. Now is the time for us to listen to our students and communities, to examine and reflect on our work, and to do better.

In this issue of the DSICG newsletter we reflect on LRA's 69th Annual Conference where we came together to illuminate the possibilities for future literacy research and education. As we continue to think about the future, we must also take into account the changes that have arisen with the 2020 COVID-19 global pandemic and how those impact our students and our work. As such, this issue also brings together the unique voices of doctoral students as they maneuver through the present and turn to the future.

We begin this issue with a letter from our Senior Co-Chair discussing the unique creation of this specific issue. Key topics of interest in this issue include voices from our community discussing their resilience during this time, the use of robots in the classrooms for distance learning, advice on redefining effectiveness during a pandemic, ways to combat racism in this moment in time, and resources to help educators continue their growth toward equitable and antiracist practices. Additional pieces draw attention to LRA Conference engagement and advocacy.

As an editing team, our hope is that this issue of the newsletter offers opportunities to engage in reflective dialogue and growth. We invite you to get involved with DSICG activities, including opportunities to write for upcoming issues!

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Response to the Times: A Letter From Our Co-Chair

by **Lakeya Omogun, Senior Co-Chair**
University of Texas at Austin

Dear LRA-DSICG Community,

When we began working on this newsletter earlier this year, we had no idea of the challenges that would surface. Midway through planning, the world declared a global pandemic. This led the news editors, co-chairs, and I to pause and ask ourselves, *What does it mean to release a newsletter while the world is facing a pandemic? How can we address the changes in literacy instruction and research and our daily lives because of the pandemic? What do we even say?*

During our Zoom meeting, we pushed back on the idea that graduate students could be more “productive” now that our research, teaching, and classes transitioned to digital spaces. We talked about the essential need for mental and emotional rest. We also discussed the ways that the COVID-19 pandemic brought out and amplified the long-existing racial, economic, and educational inequities that exist in our society and its disproportionate impact on Communities of Color. Across the world, the Asian community continues to experience xenophobia along with mental and physical racist attacks. By the end of the meeting, we concluded that our Summer 2020 newsletter needed to respond to and reflect these issues.

A few days after our meeting, the murders of Ahmaud Arbery and Breonna Taylor surfaced in the media. Shortly after, George Floyd, Tony McDade, and Rayshard Brooks were also murdered. They are all among many Black people whose lives ended unnecessarily because of police brutality.

Our world is currently facing two pandemics - COVID19 and racism. Indeed, racism is a long-standing public health crisis that has systematically been upheld and justified. It is a crisis that requires an honest acknowledgment of the historical and contemporary systemic, structural, and internalized injustices against the land, bodies, and wellbeing of Black, Indigenous, and other People of Color. The field of literacy is not void of these injustices. In fact, both crises illuminate the need for racial, linguistic, gender, and immigration equity in literacy research and the world.

As a Black woman whose personal and professional lived experiences are intertwined, I cannot separate my work from my lived experiences. I do not wish to either. While myself and many other BIPOC Students repeatedly endure the emotional labor of responding to racism, I equally understood the significance of prefacing our newsletter with a response to it.

The LRA-DSICG community mourns the lives lost to COVID and police brutality. We recognize that white supremacy, white violence, and racism has birthed deep hurt, pain, and loss. We call on the LRA community to interrogate and eradicate the ways in which inequity exists within the structure of the organization. We call for a moving beyond symbolic and performative acts of solidarity. We are committed to the relentless fight of dismantling racial, linguistic, gender, and immigration injustices – a fight that cannot be done by Black people and other POC communities that are affected.

We loudly profess that Black Lives Matter. They always have, and they always will.

Sincerely,
Lakeya Omogun
Senior Co-Chair
LRA-DSICG



Lakeya Omogun is a Ph.D. Candidate in the Language and Literacy Studies Program in the Department of Curriculum and Instruction at The University of Texas at Austin. Prior to her doctorate studies, she taught in Detroit, MI, Newark, NJ, and Harlem, NY. She also directed several summer youth educational programs. Her dissertation explores how Nigerian immigrant youth in Central Texas use language and literacy practices across home, school, and other contexts to construct, negotiate, and imagine identities for themselves.

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Doctoral Student Innovation Community Group



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Webpage: [LRA-DSICG Site](#)

Welcome to the Literacy Research Association's Doctoral Student Innovative Community Group!

**We are a group organized
by doctoral students to
support doctoral students.**

The mission of the Literacy Research Association's **Doctoral Student Innovative Community Group** is to facilitate doctoral students' development as exceptional researchers, scholars, and teacher educators in the field of literacy.

This task includes purposeful efforts to:

- (a) encourage doctoral student participation in the LRA, including annual meetings, study groups, and publications;
- (b) meet the unique needs of doctoral students as they create a community;
- (c) support doctoral students' professional growth as they advance in the field;
- (d) create a collaborative community of scholars.

*"Education can't
save us. We have to
save education."*

- Dr. Bettina Love



Mission Statement

Community Voices: Resilience and Joy During Dark Times

Coordinated by **Tairan Qiu, Co-Chair**
University of Georgia

In April, the DSICG leadership team and the newsletter editing team met via Zoom to discuss ways in which we could shape the newsletter to reflect the current realities that we live in—the COVID-19 global pandemic, physical distancing, quarantine, distance learning and teaching, xenophobia and racist attacks against the Asian community across the globe, and the brutal policing and killing of Black individuals. Our Senior Co-Chair, Lakeya Omogun, started our meeting by checking in with all of us. She asked the question: What did you do during quarantine that brought you joy?

I was inspired by Lakeya's question and her efforts to humanize us and the people and things that we care about. The COVID-19 pandemic has brought many of us severe economical, educational, physical, and emotional disruption. Racial attacks and racist systems of law enforcement continue to bring deep trauma, anger, fear, and stress upon Black and other non-Black POC communities. However, I think during dark times, resistance could also be shown through highlighting and embracing joy, achievements, and resilience. Hence, to highlight the joy of our members and in an effort for our members to remain in community, I sent out an email to check in with our members and to ask how they were maintaining self-care in these uncertain times. I asked:

- What brings you joy?
- What is something new that you learned about yourself and/or the world?
- What helps you uplift your life and grounds you?
- What is an old "normal" that you don't want to revert to?
- In what ways are you (re)thinking literacies studies or education?
- What is the highlight of the past few months for you? What did you accomplish?

What follows are the responses from the community. They include art, poetry, narratives, and letters that are giving individuals life and strength at this moment in history. The DSICG leadership team and the newsletter editing team were struck by the collective knowledge and joy illuminated through the contributions, and we want to keep Community Voices as a future feature of our newsletter. We hope you enjoy reading through the responses from our community, and we encourage you to submit pieces to the Community Voices section for our future newsletter.

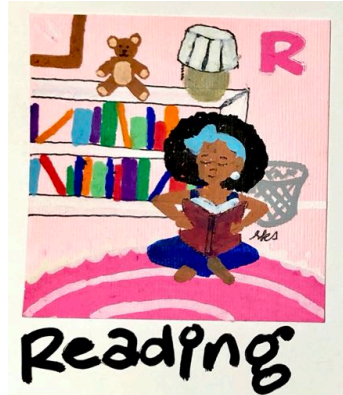


Tairan Qiu is a doctoral student in the Department of Language and Literacy Education at the University of Georgia. Her research interests are oriented around exploring the literacies practices of transnational youths, centering their stories, and advocating for more opportunities in their schools, communities, and homes to sustain their entire cultural, linguistic, and literacy repertoires.
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Featured Art from Ravynn K. Stringfield



the Professor



Ravynn K. Stringfield is a Ph.D. candidate in American Studies and Africana Studies graduate affiliate at William & Mary. Her dissertation project focuses on Black women and girls as creators and protagonists of new media narrative that are futuristic, fantastic and/or digital in nature. Her writing practice also includes blogging, crafting essays and drafting novels and short stories. You can find her written work across the Internet, though most notably on her weekly blog, *Black Girl Does Grad School*, and her freelance work has appeared in *Black Youth Project*, *Wear Your Voice*, *ZORA*, and *Catapult*.

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The COVID-19 pandemic has undeniably hit many people in varied ways, ranging from inconveniences to devastating losses. However, amidst this situation, it's important to focus on what brings us joy. For me, this lockdown has given me and my wife an unexpected amount of quality time together.

Three years ago, we both decided to pursue our PhDs in different universities, with me going to Arizona State and her going to Ohio State.

During spring break, she was in Arizona visiting me with our dog, Gonzalo, who is usually with her in Ohio. When the nationwide stay-at-home order went into effect, she canceled her return flight.

We have since spent the Spring 2020 semester under the same roof for the first time in a long time. This has substantially improved my graduate school experience because she and our dog both give balance to my life.

During this time, I've been fortunate to defend my dissertation proposal, submit my first lead-author article for review, and—more importantly—watch classic movies that I have never seen. I've learned the incredible worth of having loved ones close during graduate school and hope that when we return to normal, we keep this balance.



Luis E. Pérez Cortés is a Ph.D. candidate in Learning, Literacies, and Technologies at Arizona State University. His proposed doctoral dissertation will explore multi- and digital-age literacies in high school clubs that focus on competitive video gaming, a phenomenon that is popularly known as electronic sports (esports).
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*A Reflection on Fantasy & Realism
During COVID-19*

Karis M. Jones

we're watching
Black Panther remotely
as a class
during the coronavirus
pandemic

we're watching
Black Panther remotely
as a class
during the coronavirus
pandemic

the students say
it's not realistic
it's too clichéd
we know
the hero hasn't died
he'll be back before
the movie ends



Marvel Cinematic Studios (2018). "T'Challa and Erik Killmonger watch the sunset." <https://marvelcinematicuniverse.fandom.com/wiki/Wakanda>

To me, it seems
too realistic
his mother and sister's faces
contorting
clutching one another
gasping
knowing the end is coming
but unable to stop it

maybe it's too hard to talk
about death today
when the dean has just
passed away

and suddenly realistic
means something different
than before



Karis Jones is a Ph.D. candidate in NYU's Teaching & Learning English Education program. She is currently working on her dissertation, which examines issues of power and transformation at the intersection of students' fandom and disciplinary literacies and implications for designing more equitable contexts for learning in English classrooms.
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Featured Art from Nieve Borges



Nieve Borges is a graphic designer and illustrator in Brooklyn, NY and is originally from Brazil where she studied graphic design. She is known for her colorful, irreverent, and fun designs and illustrations.

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Dear Future Me,

If you receive this letter, it means that you have gotten through the protracted times and are in a future when the pandemic caused by Covid-19 is sufficiently controlled.

As a Chinese doctoral student living in the US in a time of virulent fear, you have experienced unprecedented stress caused not only by the anti-Chinese sentiment in the US, but also the anger of Chinese friends who have rejected you because of nationalistic fervor in mainland China.

Fortunately, you are in a community that cares, inspires, and helps you stay calm, present, and grounded. With the support of your colleagues, gathered at your university from around the world, you have surpassed yourself and completed many "firsts": conducted virtual teaching; created and posted videos about teaching literacy to children in 'lockdown'; collected data via video calls from girls in rural China who found ways to integrate their passions into school curriculum, and contributed proposals to study the challenges faced by girls in social isolation.

Congratulations on finding a way through these difficulties and welcome to the post-Covid-19 era, a precarious time with new social issues arising. Keep adjusting and growing.

Hugs,

Present Me



Jue Wang, a doctoral student in Curriculum and Instruction at the Penn State University. She teaches reading and writing strategies courses in the elementary teacher education program. Her research provides a nuanced study within rural China and how literacy is taken up in constructions of new and traditional gender performances.
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This picture was taken in the Smoky Mountains during a recent visit and represents the peace I have found

During this pandemic there have been joys and moments of sadness. Covid-19 has gifted me time to be sad, but also time to value being at home. Working from home is not ideal when you have three little humans also trying to process the current events, but we have had opportunities to use dialogue to process our emotions. This has added value and energy for me to move forward in the field of literacy.

I know my hope of conducting research in the classroom this fall will be altered, but now more than ever it is essential to provide time and space for our young children to have conversations surrounding difficult topics. Watching this unfold in my own household has me interested to watch how teachers will allow time and space for critical conversations this fall in our early childhood classrooms reflecting on Covid-19.



Elizabeth Watson is the director of the Children's School at Stephens College and continues to work with preservice teachers at Stephens College. She is now ABD and will finish her doctorate at the University of Missouri in Learning, Teaching and Curriculum with an emphasis in Reading. ewatson@stephens.edu

Featured Art from sacrée frangine



sacrée frangine are two illustrators and art directors, Célia Amroune and Aline Kpade friends since primary school, based in Paris. They explore shapes and color palettes to create simplified narratives compositions. Their work expresses the beauty of everyday things through a minimalist and pleasing aesthetic.

Website: <https://sacreefrangine.com/>

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Sometimes, resilience is reminding ourselves to take a beat
and appreciate the the words of those describing the beauty of everyday life.

- Editing Team

When Mom Braids my Sister's Hair

By Clint Smith

Oprah usually plays on the TV in the background. Jess sits crisscross applesauce in front of the couch, Mom sitting above her, legs wrapped around either side of my small sister's trembling frame, her hair two hemispheres of Afro puff, a vertical equator of scalp running its way onto the unseen side of her head. Two minutes in, and tears are already streaking down her face, each circumnavigating freckles before falling to the carpet below. The comb is a contestation of plastic and naps, hair as uncooperative as it is remarkable. Jess keeps crying and Mom despairs over the heaving child, You're just as tender-headed as your Auntie was. Mom wipes the wetness from her face, leans over to kiss her forehead and stroke the nape of her neck. Jess' sobbing slows, and she smiles as Oprah gives a woman a new house or a new car or some other shiny thing. Mom grabs three pieces of hair, uses the magician in her fingers to slip the strands between one another. She asks me to go stir the beans on the stove, the crackling of the comb between hair indistinguishable from the gas fire brewing beneath our Sunday dinner. I step onto the kitchen stool and move the spoon slowly inside the pot, peeking over the counter to watch the procession of thumbs and tresses continue, unsure how such transformation is possible. Alright, you're done. Jess hops up from the carpet and runs to the mirror beaming as if the pain was never there. Her new braids swinging from her head, a wreath of calla lilies in the wind.



Dr. Clint Smith is a teacher, author, and scholar who previously taught high school and now teaches in a detention center in DC. His Ph.D. is from Harvard's Education School. He's a national poetry slam winner and a TED Talk giver.

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Robot Aided Distance Learning

by **Marcia Stutzman**
Salisbury University

The COVID-19 pandemic has altered the way that many university students found themselves participating in their courses, and has led to renewed discussions about what teaching and learning might look like in the future. For me, physical presence in the classroom has been sporadic during my entire doctoral program. Many years into my career, I found a literacy program at Salisbury University in Maryland that inspired me to go back to school once again. It fit my interests, my needs, my budget, and my work schedule, allowing me to continue my full-time teaching job while attending the program full time. The only problem was that I lived a three and a half-hour drive from the campus. And, though the program is hybrid with both online and face-to-face classes, I still needed to drive seven hours every time I was required to be on campus.

Enter my salvation in the form of a robot! Robot-mediated communication (RMC) has quickly grown as a solution to many challenges that universities face and may figure more prominently in the future. Particularly in the last decade, universities have sought ways to engage students who are physically distant from classrooms through online and hybrid programs, and integrating solutions such as teleconferencing (Herring, 2013). Telepresence robots have affordances that other technologies lack in terms of physical embodiment and control of this embodiment (Rae, Takayama & Mutlu, 2013). Different from Zoom conferencing or Google Meet,

RMC allows me to use my computer at home to pilot a person-sized robot that “lives” in the doctoral seminar classroom. My face is on a screen the size of a laptop and my “body” connects that screen to wheels. There are two cameras; one that lets me look at my classmates face-to-face, and one that allows me to drive around the room by controlling the wheels. I can turn to face any speaker in the room, or watch a projection or white-board demonstration. I can head down the hallway to a quiet spot to collaborate with a subset of colleagues. I don’t have “arms,” so when my Quantitative Data course met in a computer lab, I had a friend meet me in the seminar room and walk down the hall with me, push the elevator button, and open the door to the lab. There I could participate in the lecture and share my screen with the professor when I needed assistance.

Studies have shown that interpersonal communication within the classroom and trust with the robot-participant were significantly increased with robots over other methods of telecommunicating (Rae, et al, 2013; Herring, 2013; Tanaka, Nakanishi, and Ishiguro, 2014; Gleason and Greenhow, 2017). Social presence theory (Whiteside, 2015; Gunawardena, 1997) suggests that hybrid blended learning in classrooms and conferences can be significantly more engaging and authentic with the use of RMC.

For me, the primary benefit of RMC is that I honestly feel as though I’m truly present in class.

The audio and visual quality of the robot is excellent, and I am able to move myself so that I can hear, see, contribute, and talk to whomever I like (as opposed to sometimes staring at the ceiling when connected by a laptop whose camera is operated by someone else). I even attended a department social event by robot and was able to mingle with little difficulty, though I couldn't enjoy the snacks offered. I have been able to blend my RMC classes with teleconferencing and physical presence on campus, and all three have been important to my sense of connection to my professors and cohort.

RMC affords a classroom experience for other students as well: people with physical barriers to classroom access, who travel to conferences during the semester, or whose personal obligations keep them away from campus. For my department, one motivating factor for purchasing the robots was to increase the draw of the program beyond the immediate geographical location of the university. According to Dr. Judith Franzak, chair of Literacy Studies at Salisbury, beyond expanding geographical diversity, supporting agency for distance learners was paramount in the decision to purchase three robots. Unforeseen students benefit from having the robots, too, such as those on maternity leave. As a professor, she reports that it has been a "seamless experience" to integrate the robots into classes and allow the teacher and peers to see the student's face in interaction. Inevitably, technical issues sometimes arise, and partnership with university IT services has been important. Dr. Franzak foresees that after the Pandemic, increased awareness of all vulnerable populations will forefront robots as part of the solution when campuses open again.

While RMC is important to reconceptualizing ways to offer the face-to-face experience to a broader variety of students, the biggest hurdle may be extending the understanding that RMC is not the same as typical online education. In my experience, the sense of really "being there" is remarkably strong for both the student pilot of the robot and the peers and professor in the classroom.

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Marcie Stutzman has been a high school language teacher for more than 30 years, and is a 4th year doctoral student in Curriculum and Instruction: Literacy at Salisbury University. She was the recipient of a Fulbright Distinguished Award in Teaching and explored second languages in Morocco in 2017. Her research interests include translanguaging, eye-movement miscue analysis, and the literacy practices of students in instructed languages. mstutzman@salisbury.edu

Redefining Effectiveness in the Face of a Pandemic

by **Catherine Rand**
Rutgers University

Universities being forced to serve their functions remotely for the rest of the semester has affected many of us graduate students. Around the country, doctoral students have had meetings, classes, defenses, presentations, and research studies that have been postponed or, very likely, cancelled entirely. Recognizing the larger good that our quarantine and cancellations have provided for the world at large doesn't lessen the frustration and helplessness that comes from the countless hours, sleepless nights, missed family and friend events, and tireless meetings and revisions that now seem fruitless in the face of a world shuttered.

I, too, understand this frustration on several levels. I've had multiple presentations cancelled, my pilot study indefinitely put on hold as it required elementary school teachers' and students' participation, and I've lost the ability to meet and discuss with my advisor and committee in person. Most disappointingly, I lost the planned opportunity to have coffee with a leading researcher and discuss getting involved in larger work.

Yet, to become the researchers we want and need to be, we have to be able to maneuver through our losses. After all, any research in the Social Sciences is messy because it entails human beings; we will all face cancellations or delays at one time or another. We will have participants that pull out, or data that gets corrupted.

We are facing an extreme form of that messiness now, and we will face it again.

So, what should we do, huddle at home while twiddling our thumbs? Continue as though all is completely normal? Or do we adjust for the times? The lessons from Charles Dickens' famous ghosts in *A Christmas Carol* seem relevant in this situation.

First, look to the past. When I think of the research for which I already have approval and am in the process of data collection, I have to think of how this pandemic will affect my study design. For example, I have a current study that tests students' comprehension of different leveled texts using Newsela articles. This was never meant to be done remotely, but perhaps I could expand my IRB to test for that. Perhaps I could measure the changes of students' results over time by testing them again next year? Life happens to our participants and the purpose of research is to measure and examine their reality as it is. We can and must find creative solutions to extend or change or make work what we've already been working on.

Next, look to the present. While our lives may have been inconvenienced or turned on their head by the current state of the world, we need to look at the tools we have. Just as many K-12 educators are moving instruction online, we, too, must think about how we can continue to research remotely.

Can this be limiting? Of course. However, it is up to us as the new generation of researchers with more access and exposure to technology than our predecessors to find ways of conducting research never before thought possible. Consider that many people are available for information through computers and phones. For example, as a 5th grade teacher myself, I belong to countless educators groups on social media who are more active than ever. Many teachers also have access to their students every day.

In delving into the research on the impact that a pandemic or sustained national closure can have on education and literacy, I have found an alarming lack of information. A parallel to the 1918 influenza pandemic has been prevalent in conversation, yet our educational system was drastically different a century ago. We have the resources to ensure that the effects of this pandemic on education can be examined and recorded, and it is our responsibility right now to do so. This could mean simply an autoethnographic analysis of how the impacts of the pandemic have affected our own current research projects, or it could mean looking around at what has changed in the environments we are a part of and documenting those changes- whether they be curricular and testing changes, changes in school policies, changes in student learning behaviors and family involvement, changes in the skills and techniques of educators, or even societal changes in attitude and the focus shift from efficiency and achievement to safety, emotional well-being, and a deeper understanding of diverse needs and circumstances.

Finally, look to the future. In considering the future to come, we have to remain optimistic. After all, we are experiencing a worldwide tragedy that is changing the world forever. We have never before attempted to wholly shift education and instruction to an online-only setting. With new methods and challenges come more questions and research potential. We could have boundless opportunities coming our way for new research and we need to be ready for any and all that do.

We need to continue to create research questions about the current state of education. We need to keep our curiosity and continue to search for understanding. We need to be prepared to jump in on any research that presents itself and create proactive procedures that will prepare and enable us for any future crisis. We need to make sure our voices are being heard. As researchers, it is as important for us to continue doing our work as ever. Don't be discouraged by lost opportunities because challenges come and go; if we're doing our work well, our research is important and necessary, and we need to be able to adapt and persist in the face of our reality. Don't lose heart! This will help strengthen our educational community and we will emerge as stronger, better prepared, and more responsive researchers in the end.



Catherine Rand is a doctoral student in Literacy Education at Rutgers University. Her focus is on readability assessments and classroom management. She is a practicing ELA classroom teacher in NJ and currently researching the effectiveness of text simplification on decoding and reading comprehension with upper-elementary students.
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Combating Racism in the Time of COVID-19

by **Annie Daly Lesch**

University of Texas at Austin

We are in an unprecedented moment navigating the many challenges of the COVID-19 pandemic. There are serious and sobering realities that we have to contend with on a daily basis: how to stop the spread of the virus, protect healthcare workers, provide support for the most vulnerable, and care for those who are sick with the disease. Sometimes these realities and challenges leave me feeling helpless. However, there is work that we must continue to do as teachers, graduate students, teacher educators, and literacy researchers. Currently, Communities of Color are facing a barrage of racism and xenophobia across the United States. As burgeoning leaders in the education community, it is our job to fight against prejudice, discrimination, and violence that dehumanize and bring harm to People of Color. As we collectively endure the coronavirus pandemic, I invite you to join me in taking concrete action to pursue antiracist change.

Get Literate about Racism

I identify as a white woman and throughout my life I have been socialized not to “see” or acknowledge race (Bonilla-Silva, 2010). This dominant ideology leaves most of us (especially those of us who are white) without the tools, knowledge, or skills to understand how race impacts our society, culture, and politics. Lani Guinier (2004) suggested that we develop racial literacy to identify racism, understand how it intersects with other forms of identity (gender, class, language practices), and mobilize collectively in our thinking and action.

In the midst of the ongoing pandemic, horrific acts of racial violence continue. George Floyd, Breonna Taylor, and Ahmaud Arbery were killed in recent weeks for sleeping, running, or driving while Black. COVID-19 deaths and illnesses have disproportionately impacted Black and Indigenous communities across the country. We need to become more literate about racism so we can fully see these injustices and take action to address them.

Be an Advocate

Each day, we must reject racist and xenophobic ideas, narratives, and falsities, and stand up against acts of hatred. When we see a person being mistreated for not wearing a mask or blamed for spreading the virus, it is our responsibility to confront those ideas and actions. When we see racist acts, we can identify them as racist, record them, and report them (see recent post by the National Education Association). When we hear racist ideas we can take action as well by doing things like:

1. ***Pausing the conversation*** (“Wait, can you hold on for a second?”)
2. ***Asking for clarification*** (“I thought I heard you say ____? What do you mean by that?”)
3. ***Being clear about how that language is harmful*** (“When I hear you say ____, that hurts people because ____”)
4. ***Educating*** (“A stereotype is an entire group of people is characterized in a particular, negative way. Stereotypes keep us from seeing people as people.”) (Willoughby, 2018)

It is important that when these moments present themselves, we have the courage and language to react quickly. To maintain social distancing regulations, we can also do this by posting or engaging regularly on social media platforms, sharing news articles reporting on increases in racism, and finding ways to support those experiencing coronavirus racism and stigma.

Teach

We can fight racism by initiating conversations about race and COVID-19 with our colleagues and students. In the course I taught this spring, we read “Speaking Up Against Racism Around the New Coronavirus” (Dillard, 2020) to develop our practices as antiracist educators. We discussed our roles as educators to create inclusive and equitable online learning environments in the midst of trauma. As teachers, we may not be on the frontlines in the same ways that healthcare providers are, but we are on the frontlines of educating children, youth, and adults about racism. While this particular moment of COVID-19 is unique, the ways racism and xenophobia reveal themselves in limited healthcare access, discriminatory rhetoric and hate-filled actions are not. We have work to do to prepare our future teachers and K-12 students to confront racism and cultivate antiracist ideas, discourses, and policies (Kendi, 2019).

As we move through the next several months, we have a responsibility to be deeply concerned about the spread of the virus, and the physical and emotional toll it is taking on Communities of Color. We have to be vigilant and ready to confront this racism in all its forms and in whatever ways it presents itself. This is work we can and must do to improve the conditions of our current reality as we endure this crisis together.

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Learn, Unpack, and Hear: Resources for Educators Looking to Make Anti-Racist Educational Change

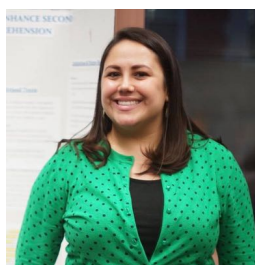
by **Raquel Wood**
University of Iowa

As educators and researchers sat at home and watched white violence, police brutality, and murder unfold on the news and on their social media, many started to question what more they could be doing. I saw posts about people's racial "awakenings" and posts in support of Black Lives Matter, all of which are important in understanding white supremacist systems. But what stood out to me the most were the ones about "just not knowing." Not knowing the histories and experiences of Black men, women, children, Black queer and trans communities. And not understanding how things have not changed. This "not knowing" is not new; educators of color have been pushing back against this for years. But hearing it yet again, reminds me that the work will never be complete.

However, it is important to remember that it is not the responsibility of the Black community to teach their white peers and allies about anti-blackness and anti-racism; the responsibility resides with oneself. What I often hear in response to this is "but how can I know the authentic experiences and voices without asking them?" Black writers, educators, scholars, and knowledge makers have been doing this work for decades. They have, and continue to speak truths about history and education and publish on ways to actually make education inclusive and equitable. They are all there, and always have been; one just needs to access them.

While the anti-racist reading lists seem to be a new "popular trend," I also see the benefit in them in addressing the "not knowing" argument. As such, some in the LRA-DCICG community came together to compile a list of resources to help with the beginning of the learning journey. We have brought together books, podcasts, and TedTalks that address history, whiteness and privilege, silenced narratives, and educational practices. We tried to keep the list as work done by Black scholars and writers, except for the part on unpacking whiteness and privilege. It should be noted though, this is not nearly a complete list, a comprehensive one would fill thousands of pages. We are aware that some of the texts on these lists are rightfully the subject of ongoing critical conversations. We support a critical reading of all texts and encourage our DSICG peers to engage in these important discussions

Additionally, simply buying the book or doing the reading is not enough. One also needs to practice critical reflexivity, deconstruct their knowledge and how that knowledge was created, unpack the systems of power they are part of and contribute to, converse with critical friends to understanding their blind spots, interrogate their teaching and research practices, and then actually change and embody the concepts.



Raquel Wood is a Ph.D. Candidate at the University of Iowa in the Language, Literacy, and Culture program. Prior to returning to higher education, she taught multilingual learners in Italy, Indonesia, South Korea, and New York City. She studies how critical service learning can assist undergraduate students in better understand connections between language, culture, and race and how to adapt their interactions and teaching practices to be more sustaining and anti-racist. raquel-wood@uiowa.edu

List compiled by Raquel Wood, Tairan Qiu, and other LRA-DSICG Members

Know History

Read:

- *A Black Women's History of the United States* by Daina Berry and Kali Gross (2020)
- *Blackballed: The Black Vote and US Democracy* by Darryl Pinckney (2014)
- *Defining Moments in Black History: Reading Between the Lies* by Dick Gregory (2017)
- *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side* by Eve Ewing (2018)
- "How Did We Get Here? 163 Years of The Atlantic's Writing on Race and Racism in America" by Gillian B. White (June 16, 2020)
<https://www.theatlantic.com/education/archive/2020/06/atlantic-reader-race-and-racism-us/613057/>
- *Stamped from the Beginning* by Ibram X. Kendi (2016)
- *The Education of Blacks in the South, 1860 - 1935* by James D. Anderson (1988)
- *The Fire Next Time* by James Baldwin (1963)
- *The Fire This Time: A New Generation Speaks About Race* edited by Jesmyn Ward (2017)
- *The MisEducation of the Negro* by Carter G. Woodson (1933)
- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander (2010)
- *The Underground Railroad* by Colson Whitehead (2016)
- *The Warmth of Other Suns* by Isabel Wilkerson (2010)
- *Uncounted: The Crisis of Voter Suppression in America* by Gilda R. Daniels (2020)
- *Women, Race, and Class* by Angela Davis (1981)
- "The 1619 Project" by The New York Times (2019)
<https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html>
- *1919* by Eve Ewing (2019)

Listen:

- "A Tale of Two School Districts" - Code Switch Podcast (September 11, 2019)
<https://www.npr.org/2019/09/11/731867149/a-tale-of-two-school-districts>
- "American Police" - Throughline Podcast (June 4, 2020)
<https://www.npr.org/2020/06/03/869046127/american-police>
- "Chicago's Red Summer" - Code Switch Podcast (July 24, 2019)
<https://www.npr.org/2019/07/24/744450509/chicagos-red-summer>
- "From Blackface to Blackfishing" - Code Switch Podcast (February 13, 2019)
<https://www.npr.org/2019/02/13/694149912/from-blackface-to-blackfishing>
- "The Real Story of Rosa Parks - And Why We Need to Confront Myths about Black History" by David Ikard - TedTalk (March 2018)
https://www.ted.com/talks/david_ikard_the_real_story_of_rosa_parks_and_why_we_need_to_confront_myths_about_black_history?referrer=playlist-talks_to_help_you_understand_r&language=en
- "The Reverse Freedom Rides" - Code Switch Podcast (December 11, 2020)
<https://www.npr.org/2019/12/10/786790638/the-reverse-freedom-rides>

Unpack Whiteness and Privilege

Read:

- *Dying of Whiteness: How the Politics of Racial Resentment Is Killing America's Heartland* by Jonathan Metz (2019)
- *Evicted: Poverty and Profit in the American City* by Matthew Desmond (2016)
- *Feeling White: Whiteness, Emotionality, and Education* by Cheryl E. Matias (2016)
- *Letting Go of Literary Whiteness: Antiracist Literature Instruction for White Students* by Carlin Borsheim-Black and Sophia Sangrides (2020)
- *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* by James W. Loewen (1995)
- *Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor* by Layla Saad (2020)
- *Mothers of Massive Resistance: White Women and the Politics of White Supremacy* by Elizabeth Gillespie McRae (2018)
- *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States* by Edward Bonilla-Silva (2006)
- *So You Want to Talk About Race* by Ijeoma Oluo (2018)
- "The color of supremacy: Beyond the discourse of 'white privilege'" by Zeus Leonardo (2004) in *Educational Philosophy and Theory* (Vol. 36 Issue 2, pp. 137-152)
- *The Everyday Language of White Racism* by Jane H. Hill (2008)
- "What is White Privilege, Really?" by Cory Collins (2018)
https://www.tolerance.org/magazine/fall-2018/what-is-white-privilege-really?fbclid=IwAR3KVp_mNLnJlnpgE-4NMY-ad0dmZ-dJB6FriLBPYV0qqHNL5YimYUPm5rQ
- *White Fragility* by Robin DiAngelo (2018)
- *White Guys on Campus: Racism, White Immunity, and the Myth of "Post-Racial" Higher Education* by Nolan Cabrera (2019)
- *White Like Me: Reflections on Race from a Privileged Son* by Tim Wise (2011)
- *White Rage: The Unspoken Truth of Our Racial Divide* by Carol Anderson (2016)

Listen:

- "Safety-Pin Solidarity: With Allies, Who Benefits?" - Code Switch Podcast (March 8, 2017)
<https://www.npr.org/2017/03/08/516907017/safety-pin-solidarity-with-allies-who-benefits>
- "Seeing White" - Scene on Radio Podcast (2017)
<https://www.sceneonradio.org/seeing-white/>

Hear More Narratives

Read:

- *Between the World and Me* by Ta-Nehisi Coates (2015)
- *Blackballed: The Black and White Politics of Race on America's Campuses* by Lawrence Ross (2017)
- *Black Enough: Stories of Being Young & Black in America* by Ibi Zoboi (2019)
- *Black Skin, White Masks* by Frantz Fanon (1952/2008)
- *Brown Girl Dreaming* by Jacqueline Woodson (2014)
- *Heavy: An American Memoir* by Kiese Laymon (2018)
- *How We Fight for Our Lives: A Memoir* by Saeed Jones (2019)
- *I'm Still Here: Black Dignity in a World Made for Whiteness* by Austin Channing Brown (2018)
- *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy* by April Baker-Bell (2020)
- *Love from the Vortex & Other Poems* by Yolanda Sealey-Ruiz (2020)
- *Monday's Not Coming* by Tiffany Jackson (2019)
- "My Vassar College Faculty ID Makes Everything OK" by Kiese Laymon (November, 29, 2014)
<https://gawker.com/my-vassar-college-faculty-id-makes-everything-ok-1664133077>
- *Piecing Me Together* by Renee Watson (2017)
- "The Case for Reparations" by Ta-Nehisi Coates
<https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
- "The Racial Hauntings of One Black Male Professor and the Disturbance of the Self(ves): Self-Actualization and Racial Storytelling as Pedagogical Practices" by Lamar L. Johnson In *Journal of Literacy Research* (Vol. 49, Issue 4, pp. 476–502)
<https://doi.org/10.1177/1086296x17733779>
- *The Source of Self-Regard* by Toni Morrison (2019)
- *Thick* by Tressie McMillian Cottom (2019)
- *We Are Going to Need More Wine* by Gabrielle Union (2019)

Listen:

- "An Artist's Unflinching Look at Racial Violence" by Sanford Biggers - TedTalk (February 2016)
https://www.ted.com/talks/sanford_biggers_an_artist_s_unflinching_look_at_racial_violence?referrer=playlist-talks_to_help_you_understand_r&language=en
- "An Interview with the Founders of Black Lives Matters" by Alicia Garza, Patrisse Cullors, and Opal Tometi - TedTalks (October 2016)
https://www.ted.com/talks/alicia_garza_patrisse_cullors_and_opal_tometi_an_interview_with_the_founders_of_black_lives_matter?referrer=playlist-talks_to_help_you_understand_r&language=en
- "Behind the Lies My Teacher Told Me" - Code Switch Podcast (August 15, 2018)
<https://www.npr.org/2018/08/15/638555068/behind-the-lies-my-teacher-told-me>
- "How Racism Makes Us Sick" by David R. Williams - TedTalk (November 2016)
https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick?referrer=playlist-talks_to_help_you_understand_r&language=en
- "Political Prisoners?" - Code Switch Podcast (October 2, 2019)
<https://www.npr.org/2019/10/02/764809210/political-prisoners>
- "Talk American" - Code Switch Podcast (August 8, 2018)
<https://www.npr.org/2018/08/08/636442508/talk-american>

Listening Continued:

- “The Danger of a Single Story” by Chimamanda Ngozi Adichie - TedTalk (July 2009)
https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?referrer=playlist-talks_to_help_you_understand_r&language=en
- “The Double-Consciousness of a Dark Body” in The Atlantic
<https://www.theatlantic.com/video/index/554972/web-dubois-striving-negro/>
- “The Little Problem I Had Renting a House” by James A. White Sr. - TedTalk (November 2014)
https://www.ted.com/talks/james_a_white_sr_the_little_problem_i_had_renting_a_house?referrer=playlist-talks_to_help_you_understand_r&language=en
- “The Symbols of Systemic Racism - And How to Take Away Their Power” by Paul Rucker (April 2018)
https://www.ted.com/talks/paul_rucker_the_symbols_of_systemic_racism_and_how_to_take_away_their_power?referrer=playlist-talks_to_help_you_understand_r&language=en#t-13402
- “The Urgency of Intersectionality” by Kimberlé Crenshaw - TedTalk (October 2016)
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?referrer=playlist_talks_to_help_you_understand_r&language=en
- “Why It’s So Hard to Talk About the N-Word” by Elizabeth Stordeur Pryor (December 2019)
https://www.ted.com/talks/elizabeth_stordeur_pryor_why_it_s_so_hard_to_talk_about_the_n_word?referrer=playlist-talks_to_help_you_understand_r&language=en#t-22193
- 2053 by Jamila Lyiscott [Video Poem]
https://vimeo.com/200226780?fbclid=IwAR2gx8YVeIT_YQmoUGIZdTXQzgvwl8Yy9OddGNOU4BFcdGHC0h0n_eilyX0

Resources for Other Communities of Color

- Resources for Asians for Black Lives, composed by Trina Tan and Sammy Sotoa
https://docs.google.com/document/d/1LNbENr322VQJgEMQIov9IUbJuyWKCj9hPe7KW5VIL1A/edit?fbclid=IwAR2S226rPa227XV75D9plGhANQSDZH7KiTM_hemobybWHMEC74gxEO1abX4
- “How Latinx People Can Fight Anti-Black Racism in Our Own Culture” by Angie Jaime
<https://www.teenvogue.com/story/how-latinx-people-can-fight-anti-black-racism-in-our-own-culture>

Change Practices

Read:

- “Anti-Racism Resources” [compiled resource list]
https://docs.google.com/document/d/1BRIF2_zhNe86SGgHa6-VIBO-QgirITwCTugSfKie5Fs/preview?pru=AAABcnXtnKk*z3pYED-0zN8itzbz2S1l1w&fbclid=IwAR0PNAfNeWLQhIl66WfKSy0I5agmItaaiUiXbMojh0R5e5PBAXR3sPyV6og8
- *Black Appetite. White Food. Issues of Race, Voice, and Justice Within and Beyond the Classroom* by Jamila J. Lyiscott (2019)
- *Crossing Boundaries: Teaching and Learning with Urban Youth* by Valerie Kinloch (2012)
- *Cultivating Racial and Linguistic Diversity in Literacy Teacher Education: Teachers Like Me* by Marcelle M. Haddix (2016)
- *Culturally Sustaining Pedagogy: Teaching and Learning for Justice in a Changing World* by Django Paris and H. Samy Alim (2017)
- *For White Folks Who Teach in the Hood...and the Rest of Y'all Too: Reality Pedagogy and Urban Education* by Christopher Emdin (2017)
- *How Do We Change America?* by Keeanga-Yamahtta Taylor (June 8, 2020)
https://www.newyorker.com/news/our-columnists/how-do-we-change-americafbclid=IwAR0CKJKVO_DY-goPJl33I4hSnplE8SWewlytUOe2JKUEkoYYV4w_hkKdnGE
- *How to Be An Antiracist* by Ibram X. Kendi (2019)
- *Not Light, But Fire: How to Lead Meaningful Race Conversations in the Classroom* by Matthew R. Kay (2018)
- *Sing a Rhythm, Dance a Blues: Education for the Liberation of Black and Brown Girls* by Monique W. Morris (2019)
- *Start Where You Are, But Don't Stay There* by H. Richard Milner IV (2010/2020)
- *Teaching Black Girls: Resiliency in Urban Classrooms* by Venus E. Evans-Winters (2005)
- *Teaching to Transgress: Education as the Practice of Freedom* by bell hooks (1994)
- “The Anti-Racist Starter Pack: 40 TV Series, Documentaries, Movies, TED Talks, and Books to Add to Your List” by Brea Baker
<https://parade.com/1046031/breabaker/anti-racist-tv-movies-documentaries-ted-talks-books/?fbclid=IwARlUuA-7J5CCNPC89mZZw5sXpH2dwDXiWJH0rOCH8oV3aAWmiHM3Umq3Gtw>
- *Toward What Justice: Describing Diverse Dreams of Justice in Education* edited by K. Wayne Yang and Eve Tuck (2018)
- *Transforming Literacy Education for Long-Term English Learners: Recognizing Brilliance in the Undervalued* by Maneka D. Brooks (2020)
- *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom* by Bettina Love (2019)
- *Why Are All the Black Kids Sitting Together in the Cafeteria: And Other Conversations About Race* by Beverly Daniel Tatum (2017)

Listen:

- “The Limits of Empathy” - Code Switch Podcast (March 11, 2020)
<https://www.npr.org/2020/03/06/812864654/the-limits-of-empathy>
- “The Difference Between Being Not Racist and Antiracist” by Ibram X. Kendi (May 2020)
https://www.ted.com/talks/ibram_x_kendi_the_difference_between_being_not_racist_and_antiracist

2019 LRA Conference Overview

by **Lakeya Omogun** Senior Co-Chair
University of Texas at Austin

The DSICG hosted several networking events at the 2019 conference. On Wednesday morning, DSICG Co-Chair, Tairan Qiu, led the Annual Sara Bruce McCraw Doctoral Student Networking Session. It was our largest turnout to date. During the event, DSICG members and doctoral attendees connected, supported, and discussed each other's upcoming conference presentations and sessions. On Friday evening, we hosted the DSICG Happy Hour. This was an additional opportunity for doctoral students to connect and socialize. Appetizers and beverages were served to attendees. Rae Oviatt, one of our Conference Coordinators, led the planning of the Happy Hour.

Our 2019 Membership Survey results, which were distributed to over 300 members, indicated an interest in learning about the research process – from choosing a research methodology to publishing a manuscript. These results informed planning for our 2019 Study Group. Planned by our former Conference Coordinator, Stephanie Toliver, and former Co-Chair, Lakeya Omogun, the Study Groups specifically focused on maintaining self-care while navigating the research process and getting a research paper published. Each Study Group session drew on the shared experiences of faculty members with demonstrated expertise in the various stages of the research process. Each session began with opening remarks from each of the panelists, followed by a panel discussion. They ended with open dialogue between the attendees and the panelists about each focal topic.

During Wednesday's session, Designing the Study: Thinking Theoretically, Methodologically, and Ethically, Dr. Eva Lam, Dr. Maneka Brooks, and Dr. John Wargo discussed their experience with various theoretical and analysis methods. During the Thursday session, Writing the Study: I Have This Data, Now What?, Dr. Raul Mora, Dr. Caitlin Ryan, and Dr. Allison Skerrett shared their strategies for writing and publishing their research. During the Friday session, Publishing the Study: A Talk with Journal Editors, Dr. Catherine Compton-Lilly, Dr. Gerald Campano, and Dr. Kathleen Hinchman shared information about the journal submission process.

On Saturday morning, we held our annual Academia 101 session. Organized by Dr. Tiffany Nyachae, this alternative format session included three scholars who shared their insight on navigating the transition from graduate school to the professional world – Dr. Grace Player, Dr. Justin A. Ces, and Dr. Gholenescar Muhammad. We are thankful for their knowledge.

Following the closure of our December 2019 annual business meeting on Friday morning of the Conference, Lakeya Omogun and Tairan Qiu have begun their tenures as Senior and Junior co-chairs, respectively. Danielle Rylak was elected to the leadership team in the role of Assistant co-chair, and Stephanie Reid has transitioned into the role of Alumni Liaison.

Additional steering committee members were elected during the annual business meeting. The 2020 steering committee is comprised of the following additional members:

- **Conference Coordinators:** Rae Oviatt and Scott Storm
- **Historian:** Valerie Taylor
- **Membership Secretaries:** Ann Castle and Mellissa Teston
- **Newsletter Editors:** Raquel Wood and Olivia Murphy
- **Newsletter Writers:** Annie Daly-Lesch, Liz Gibbs, Catherine Rand, and Marcie Stutzman
- **Technology Committee:** Tracy Donohue, Vickie Godfrey, Brady Nash, Rachel Lance, and Kristen Valle
- **Treasurers:** Crystal Rose and Andrew Vardas-Doane



Thursday Study Group



Saturday Study Group



Friday Study Group

10th Annual LRA DSICG Mentoring Project

by **Danielle Rylak**
Arizona State University

This year's Proposal Mentoring Project (PMP) began in January when we sent out application and mentor calls to DSICG members and faculty. The goal of this project was to support doctoral students' navigation of the LRA proposal submission process as they prepared to present their own research and to build relationships between students and faculty across institutions.

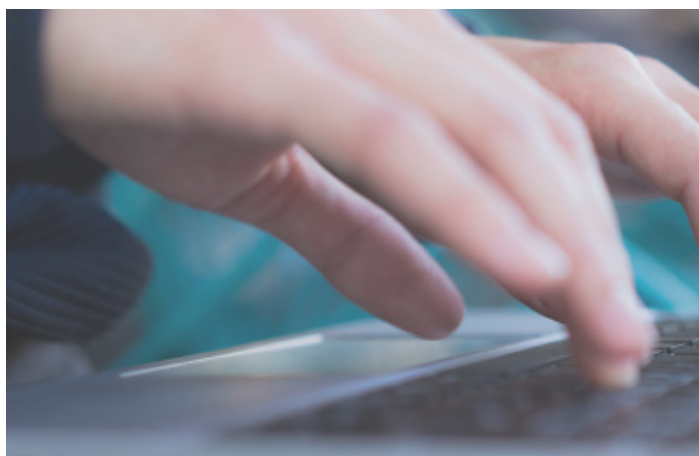
Faculty from institutions across the country generously volunteered to be paired with and mentor one doctoral student each.

Faculty mentors guided their paired mentees through the proposal submission process and provided them with valuable feedback on revising their proposals. Through the Proposal Mentoring Project, we successfully paired 31 students with mentors this year!

A sincere thank you to all who took part in this year's PMP; we look forward to seeing you in Houston, in December, for the Proposal Mentoring Project Breakfast. Please keep an eye out for a detailed PMP report in our Fall Newsletter.



Danielle Rylak is studying in the Learning, Literacies and Technologies Ph.D. program at Mary Lou Fulton Teachers College, Arizona State University. Her research interests include: values, lived experiences and identity; elementary literacy; and student agency.
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Become a Contributor



We are currently looking to increase and diversify our DSICG newsletter voices!

As the DSICG newsletter continues to evolve, we continue to want to hear more voices from our community. After doing some important reflecting about the lack of diverse authorship in past newsletters, we are especially hoping for more contributing authors that represent a variety of cultures, languages, viewpoints, and experiences. Additionally, we are looking to diversify the genres of content we offer to make The Newsletter more multiliterate.

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Photo Credit: Helena Lopes

