



SCHOOL OF EDUCATION
**LITERACY, CULTURE, AND
LANGUAGE EDUCATION**

SPRING 2018
VOL. 2



LCLE END OF SEMESTER & GRADUATION CELEBRATION
@ DR. RAY SMITH'S HOUSE (MAY 6, 2017)
PHOTO BY HARI WIJAYANTO

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Welcome New LCLE Students!

LCLE Master's Degree:

Stephanie Schuman, April Siddique, Casey Carter, Sarah Darwish, Aida Darwish, Eric Miller, Naama Levy

LCLE Online Ed.D.:

Claudia Rae, Jandi Dupree, Megan Cooper, Xiaoyan Xu, Kaitlin Larson, Jay Ingram, Krista Bible, Emily Minelli, Jennifer Monger, Cynquetta Harris, Brandi Mora, Courtney Johnson, Muwafiq Manhil, Lisa Carpenter, Rebecca Head, Michelle Harkins, Ishwarya Iyer, Ryan Burns, Abigail Snyder, Todd Greco, Katrina Reinhardt, Kelly Kornacki, James Hensley, Michelle Stigter, Patricia Kelley-Nazzaro, Cathy Raymond

LCLE Ph.D.:

Casey Pennington, Akua Asomani-Adem, Karen Nguyen, Amy Walker, Charmian Lam, Daniel Freeman, Nadia Alqahtani

For more information visit education.indiana.edu/LCLE

LCLE Faculty Highlight

LCLE Faculty Highlight: Serafín M. Coronel-Molina, Ph.D.

Feature Story by Melissa Brundick McNabb, LCLE Ph.D.
and Adjunct Instructor



Serafín in front of Wat Rong Khun ('the White Buddhist Temple') in Chiang Rai Province, Thailand, Summer 2017

Serafín M. Coronel-Molina is an Indigenous scholar and native speaker of Huanca Quechua, an endangered variety spoken in the central highlands of Peru. He is Associate Professor in the Department of Literacy, Culture, and Language Education, and Adjunct Associate Professor in the Departments of Anthropology and American Studies, and in the Latino Studies Program at Indiana University Bloomington. He received his Ph.D. in Educational Linguistics and Sociolinguistics from the University of Pennsylvania, and earned his Master's degree in Hispanic Linguistics from The Ohio State University. Serafín also possesses solid experience as a translator, ethnographer and lexicographer. He has participated in numerous academic events in five continents of the world. His research appears in a good number of journals and books, and his research interests are documentation and revitalization of Indigenous languages in the Americas, policies and politics of language, language attitudes, ideologies and Indigenous language regimes, language and technology, language maintenance and shift, language contact phenomena, world languages, bilingualism, multilingualism, translingualism, multilingual and bilingual education, Indigenous literacies in the Americas, issues of language, culture and identity in the Andes and beyond. His research is from multi-, inter- and trans-disciplinary perspectives, drawing on fields as diverse as macro- and micro-sociolinguistics, educational linguistics/language education, applied linguistics, linguistic anthropology, Andean Studies, Indigenous Studies, Latin American Studies, and Literacy Studies.

Melissa: What are your recent publications?

Serafín: My selected recent publications consist of books, a monograph and special issues in journals:

• Books & Monograph

Coronel-Molina, S. M., & McCarty, T. L. (Eds.). (2016). *Indigenous language revitalization in the Americas*. London: Routledge.

Coronel-Molina, S.M. (2015). *Language ideology, policy and planning in Peru*. Clevedon, UK: Multilingual Matters.

Coronel-Molina, S. M. (2014). Monograph. Definitions and critical literature review of language attitude, choice and shift: Samples of language attitude surveys. *Journal of Second and Multiple Language Acquisition (JSMULA)*, 2 (2), 25-77.

• Special Issues in Journals

Coronel-Molina, S.M. (Issue Ed.). (2017). Thematic issue on Politics of language, *Chiricú Journal: Latina/o Literatures, Arts, and Cultures*.

Coronel-Molina, S.M. (Issue Ed.). (2017). Special issue on Indigenous language regimes in the Americas, *International Journal of Sociology of Language (IJSL)*.

Coronel-Molina, S.M., & Samuelson, B.L. (Guest Eds.). (2016 [online version] & 2017 [print version]). Special issue on Translingual literacies, *Journal of Multicultural and Multilingual Development*.

Melissa: What are the most interesting classes you've taught at IUB, and what are you teaching in the Spring 2018 semester?

Serafín: I've designed and taught a wide range of classes, and the most interesting ones are below. I have also supervised 28 Independent Studies on a wide range of topics. I have three classes this Spring 2018 semester:

Indiana University, Bloomington, IN (in the past)

- EDUC–L700 Seminar in Literacy, Culture, and Language Education Research

- EDUC–L750/L630 Topical Seminar in Reading/Topics in Language Education: Research Seminar in Language Policy, Planning and Revitalization from Multiple Perspectives.

- EDUC–L599/L630 Master's Thesis in LCLE/Topics in Language Education: Ethnographic Perspectives in Literacy, Culture, and Language Education.

- EDUC–L750/L630 Topical Seminar in Reading/Topics in Language Education: Seminar in Sociolinguistics and Linguistic Anthropology in Education.

- EDUC–L630/AMST–G751 Topics in Language Education: Research Seminar in Language Policy and Planning in Education from Local, National and International Perspectives/Seminar in American Studies.

In the spring of 2018, I teach three graduate courses: (1) EDUC–L599/L630 Master's Thesis in LCLE/Topics in Language Education: *Ethnographic Perspectives in Literacy, Culture, and Language Education*, (2) EDUC–L601: *Theoretical Issues in the Study of Language and Literacies*, and (3) EDUC–L750: *Translingual Literacies and Translanguaging in the Classroom* (designed course and original syllabus).

LCLE Faculty Highlight (cont.)

Melissa: What are some of your upcoming projects?

Serafín: These are some of my selected upcoming projects and activities:

- **Book**

McNabb, M. B. & Coronel-Molina, S. [In preparation]. *Classroom Ethnography*. Clevedon, UK: Multilingual Matters.

- **Special Issue in Journal**

Comajoan-Colomé, L., & Coronel-Molina, S.M. (Issue Eds.). [In preparation]. Special issue on Revitalization of Minoritized and Indigenous languages in the 21st Century, *Journal of Multicultural and Multilingual Development*.

Serafín: I am currently doing research on sociolinguistic issues in Taiwan and am working on the following conferences:

- 2017–2018: Member of the organizing committee of the **Symposium on Indigenous Languages and Cultures of Latin America (ILCLA) in conjunction to the Fourth Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA)**, organized by the Center for Latin American Studies at The Ohio State University and the Association for Teaching and Learning Indigenous Languages of Latin America (ATLILLA). This event will be held in October 13–15, 2018.

- 2017–2018: Founding member and organizing committee chair of the **First International Conference on Literacy, Culture, and Language Education (ICLCLE)** at Indiana University-Bloomington, sponsored by diverse institutions worldwide. This conference will take place in October 5-7, 2018.

- 2016–2018: Founding member and co-convenor of the **World Conference on Transformative Education (WCTE)**. Organized by the Global Institute for Transformative Education (GITE), and The School Project Foundation – in conjunction with the Masinde Muliro University of Science and Technology. This world conference will be held in Kakamega, in Kenya, Africa, under the theme: “Rethinking Curriculum, Pedagogy and Research in Africa”, sponsored by diverse institutions worldwide. This event will be held in July 26–28, 2018.

Serafín: An upcoming project I am very happy about is a new graduate program I'm creating (in consultation with Professor Bradley Levinson) for IU which will be a **M.A. & Ph.D. Joint Program of Language Policy, Planning and Revitalization in Education**.

This new joint program will be housed by the Department of Literacy, Culture, and Language Education and jointly implemented and offered by the Department of Educational Leadership and Policy Studies. The program will be enriched with potential coursework in other units at Indiana University such as the School of Global and International Studies, SPEA, and the College of Arts and Sciences. This proposal includes: (a) an M.A. Joint Program of Language Policy, Planning and Revitalization in Education, (b) a Ph.D. Joint Program of Language Policy, Planning and Revitalization in Education, and (c) a Joint Graduate Area Certificate Program in Language, Policy, Planning and Revitalization in Education.

Serafín: Another project in the works is a collaboration with IU ScholarWorks. This project involves a new, electronic peer-reviewed journal titled **International Journal of Literacy, Culture, and Language Education (IJLCLE)**. The aim and scope of this biannual, peer-reviewed online publication will be to provide a forum to publish research papers. Its mission is two-fold: (1) to promote exchange of ideas and dissemination of research, and (2) to facilitate academic exchange between scholars from diverse fields of study around the world.



Current LCLE PhD Student

Current PhD Student Highlight: Dan Freeman

Feature Story by Suparna Bose, LCLE PhD Student



Suparna: Tell us about yourself. Where's your hometown and what brought you to IU?

Dan: I am originally from Wheaton, IL, a suburb of Chicago. I was an undergraduate student here from 2011-2014, and when I found out about the LCLE program and the CAYAL certificate, I saw an immediate fit. As a former student in the School of Education, I knew I'd be studying with top-notch colleagues and faculty. I love this school and this town: if I could, I'd stay here and teach for the rest of my life!

Suparna: What are your current research interests?

Dan: I am primarily interested in representations of disability in Young Adult literature (especially YA lit that becomes mass media) and how these representations affect the identity development of disabled young adults (late high school students/college students). I would hope to complete research that combines a literary analysis of YA texts with ethnographic studies and/or interviews with able-bodied and disabled students.

Suparna: Your primary interest was literature. When did you start thinking about working in the area of disability studies?

Dan: A class called "Gender, Disability, and Pop Culture" with Dr. Krystal Cleary back in Fall 2014 class changed my life. It gave me terminology to talk about my own experiences as a disabled man, but also, and maybe more importantly, that class opened up a whole new world of learning for me. Once you start looking for it, disability—and disabled people—can be found everywhere, in everything—so why don't we talk about that more? Disability studies talks about it. And that is important!

Suparna: What challenges do you think you might face as you pursue your educational goals at LCLE?

Dan: One of the challenges I think I might face is practical: how I do I see my work fitting into the work of the department? There are so many avenues I can take to do just that, but each one presents its own, unique problems. So how do I combine my passions, areas of expertise, and new knowledge to get where I want to go? That seems to be the most overarching challenge I face at the moment. I'm sure that down the road, more challenges will pop up.

Suparna: What has been the highlight of your graduate school experience?

Dan: Getting to meet new people who are similarly interested in growing and learning as academics and people. That's really important. Of course, we are here to try to enter academia and be successful in that journey. However, we are also here to make connections that inspire us to continue doing the work we do, and that "inspiration" can only come from making genuine connections with others.

Suparna: What would be your suggestions for current graduate students?

Dan: Your first semester will be completely overwhelming. To ease these feelings, try making friends in your program, talking to the faculty and your mentors. They can advise you on how to navigate the uncertainty and pressure that comes with beginning a PhD program. But above all else, make sure to take time to invest in yourself: it's your life, after all.

LCLE PhD Kudos!

TIRF 2017 Recipient Su Jin Park

Feature Story by Sary Silvhianny



Sary: Congratulations for the TIRF award that you recently received! Could you tell us a little bit more about the dissertation award from TIRF?

Su Jin: I received a doctoral dissertation grant funded by [The International Research Foundation \(TIRF\)](#) for English Language Education. The grant is given to doctoral candidates who are within 2 years of completing their dissertation. The award has been granted since 2002, and 114 students all over the world have received it as of August 2017. (The LCLE department had another recipient in 2013, Dr. Jaehan Park, who is working at Valparaíso University). TIRF has nine research priorities: Content-based Instruction; Digital Technology in Language Education; English as a Medium of Instruction; Language Assessment; Language Planning and Policy; Language Teacher Education; Plurilingualism in Business, Industry, the Professions, and Educational Contexts; Students' Age and Effective English Language Education in Schools; Teaching English to Young Learners.

Sary: What is the focus of your research?

Su Jin: For the last six years, I have been a member of an online English learning community with other married Korean women living in the U.S. The community has meant so much to me, and the members even encouraged me to apply to the doctoral program with incredible emotional and academic support. I wanted to tell the story of these women and how they support each other while studying English together completely online, empowering each other

and even turning from stay-at-home moms to professionals in the mainstream. The community has been a safe house where the interplay of the (im)migrant women's existing/decreasing/increasing capital, still/changing ideologies, and re/de constructing of identity has been shown.

Sary: How do you come up with the idea for your research?

Su Jin: I believe research ideas are both the process and the product of researchers' daily life experiences. My dissertation is definitely based on my own experience as a Korean (im)migrant married mother Ph. D. student. However, I might not have started the actual research if I had not talked with people around me. In fact, I should attribute my dissertation research idea to Dr. Smith's suggestion while I was taking his L600 in my first year in the LCLE program. I am thankful that so many people have provided me with insightful advice on developing the research idea into a proposal. One to name out of tons is my academic advisor, Dr. Samuelson. (Thanks to all I cannot name one by one). Last but not least, my husband has also been a great inspiration when it comes to bringing up pedagogy-related research ideas, especially when he is seeking for better ways to improving his own teaching. So, my answer is I come up with research ideas while talking with insightful people about my own experience.

Sary: What are some of the highlights of your experience as a PhD student at IU?

Su Jin: Being a "mommy" PhD student has been the highlight of my experience at IU. Upon returning to school as a first-year doctoral student with a 3-year-old boy, I did not expect much. I was somehow doubtful that I could even reach the completion stage with a little boy, who used to have more sick days than school days. Being sleep-deprived, however, I still couldn't be more grateful for the fact that I got a chance to study again. I have focused on how to live one day at a time. My PhD experiences have not been like those of my peers, whose CVs are full of amazing academic and career achievements in the program. However, I don't devalue my own experience of going through the program little by little. I hope that finally being called "Dr. Park" by my advisor at my dissertation defense (hopefully soon) will be one of the greatest highlights of my PhD experience.

Sary: What are some key tips you would give to other doctoral students in regard to navigating graduate school and doing doctoral research?

Su Jin: In regard to navigating graduate school, I would say: 1) Communicate with your committee members, especially your advisor so that (s)he is updated on what you are doing. They are super helpful. Simple. 2) "Fake it until you make it." This was one of the pieces of advice Dr. Samuelson gave me when I had no confidence in myself. And it works! (I am humbled to give tips to my amazing PhD peers.)

Current LCLE EdD Student

Current EdD (Online) Student Highlight: Ishwarya Iyer, EdD Candidate

Feature Story by James Hensley



About Ishwarya...

Research Interest(s)

- Investigating - Technology, Human Computer Interaction and Critical Literacy
- Connecting - Mythology, Folklore and Language Literacy
- Exploring - Psycholinguistics and Philosophy of Language

Educational Background

- Masters in Liberal Studies (Interdisciplinary Studies)
 - o Thesis Topic: A Social Informatics investigation on the Mutual Shaping of Computer Mediated Communication. Indiana University SE
- B.A. Degree in Philosophy (With High Distinction)
 - o Indiana University SE (IU SE)

Awards and Recognitions

- IU SE Undergraduate Research Fellowship
- IU SE Chancellor's Honor List for outstanding academic achievement
- IU SE MLS program's merit based tuition scholarship
- National Excellence in Leadership Award
- IU SE Outstanding Graduate Student (for Research)
- Kentuckiana Metroversity Outstanding Undergraduate and Graduate Adult Student Learner Awards

Jimi: How far along are you in the Online EdD Program?

Ishwarya: I've just started my doctoral journey and am taking the LCLE-L600 course this semester.

Jimi: Do you have any insight for current or future doctoral students which you've gained from your experience so far?

Ishwarya: I'm new to the doctoral journey, and so I have more to learn from my peers than to offer them advice. I personally have found that finding a way to organize my tasks, to-dos and reminders can be very beneficial. While there are many ways of doing this, I've found *Todoist* and *Google's Productivity Tools* to be very student friendly.

Jimi: Why have you chosen IU for your doctorate?

Ishwarya: I'm a Hoosier, and so my loyalty to 'Crimson and Cream' brought me back to IU when it came time to continue my educational journey.

Jimi: What challenges do you think you'll face as you pursue your educational goals at LCLE?

Ishwarya: A key challenge that I'll face is that I will have to miss the myriad of IUB on-campus events because of physical distance. It can be easily resolved if all IUB events (not just LCLE) are live streamed/ broadcasted over the Internet; while some campus events are being streamed, some aren't.

Jimi: How about sharing an interesting fact about yourself?

Ishwarya: I can share four interesting facts about me for now (Yes, there are plenty more!). First, I'm a trained Indian Classical Dancer and have trained in the Bharatanatyam style of dance form. Second, I'm multilingual and can converse in five languages. I also have a Montessori teaching certification. I took up the certification as a research endeavor to explore multimodal learning. Lastly, I'm Quality Matters Certified (QM), and am qualified to teach online courses.

LCLE Alumni Highlights

Feature Story by Hajar AL Sultan

Tolga Kargin, Ph.D



"My grad school years were full of great experiences. We are learning by doing. So, working in research projects was full of learning opportunities for me, and I believe it will be for the current students as well."

About Dr. Kargin

Research interests

- Digital literacies
- Young children's play with new technologies
- Children's digital play and film-making as critical literacies

Educational background

- MEd in Reading Education, University of Missouri
- PhD degree in LCLE, Indiana University Bloomington



Dr. Kargin's current work

He is presently working as a researcher at the Department of Turkish Education in Usak University, Turkey. He is also the representative of Turkey in a research project going on in Europe, called The Digital Literacy and Multimodal Practices of Young Children. In that research project, he observes K-3 children in public schools in Turkey while they are reading fairy tales with a critical lens, and rewriting them as digital stories by using iPad applications such as Puppet Pals. As a part of a report that he will co-author with colleagues from Europe, he is also interviewing with K-3 teachers about their use of technology in school settings.



Some highlights of his experience at LCLE/IU

Dr. Kargin mentioned a number of factors that contributed to his valuable learning experience, including his relationship with professors and friends, interesting and informative courses, and involvement in research projects. Dr. Kargin states, "Working with Dr. Wohlwend and graduating from LCLE helped me a lot while being accepted to the digital literacy project. The research proposal that I have written with my experience from the research projects I was involved in at LCLE was accepted with a high score, and I've become the representative of Turkey and a member of the management committee in that project."



A little advice for current LCLE students

"Try to be involved in research projects related to your area of interests as early as possible because it is not possible to learn how to ride a bicycle only by reading about it."

Resources & News in LCLE

Upcoming Conferences (Spring - Summer 2018)

TESOL International Convention & English Language Expo <https://www.tesol.org/convention-2018>

NCTEAR <http://www.nctear.org/>

Conference on College Composition & Communication (CCCC) <http://www.ncte.org/cccc/conv>

American Association for Applied Linguistics (AAAL) <http://www.aaal.org/page/Conference2018>

Symposium on Second Language Writing (SSLW) <http://sslw.asu.edu/2018/>

International Literacy Association (ILA) <https://www.literacyworldwide.org/conference>

American Educational Research Association (AERA) <http://www.aera.net/Events-Meetings/Annual-Meeting>

International Congress of Qualitative Inquiry (ICQI) <http://icqi.org/>

For more professional conferences, go Professional Conferences on the LCLE website: <http://www.education.indiana.edu/students/graduates/programs/lcle/conferences.html>

Recent Publications

Wohlwend K. (2017) Chasing Literacies Across Action Texts and Augmented Realities: E-Books, Animated Apps, and Pokémon Go. In: Burnett C., Merchant G., Simpson A., Walsh M. (eds) The Case of the iPad. Springer, Singapore. https://link.springer.com/chapter/10.1007/978-981-10-4364-2_4

Wohlwend, K.E., Peppler, K.A., Keune, A., and Thompson, N. (2017). Making sense nonsense: Comparing mediated discourse and agential realist approaches to materiality in preschool makerspace. Journal of Early Childhood Literacy, 17(3), 444-462. <https://doi.org/10.1177/1468798417712066>

Damico, J.S. & Panos, A. Civic media literacy as 21st century source work: Future social studies teachers examine web sources about climate change. The Journal of Social Studies Research (article in press) <https://doi.org/10.1016/j.jssr.2017.10.001>

Fellowship & Grants

Ronald E. McNair Scholars Graduate Fellowship 2018-19

Department Nominations Due: Friday, February 2, 2018 (by 4 p.m.) <http://graduate.indiana.edu/doc/forms/McNair%20Fellowship%202018-19.pdf>

TIRF 2018 Doctoral Dissertation Grants

Applicants who have been advanced to candidacy in legitimate PhD or EdD programs are invited to submit proposals for Doctoral Dissertation Grants. Due: Wednesday, April 25, 2018 at 11:59pm Pacific Time (United States & Canada) <https://www.tirfonline.org/research-grants/doctoral-dissertation-grants/>

Our Picks for Professional Conference

Ethnography in Education Research Forum

<http://www.gse.upenn.edu/cue/forum>

"This is a very well-organized student-run conference/research forum. Unlike in big conference, I found it easier to connect with people in this research forum; both established scholars and emerging scholars such as advance doctoral students. I had received constructive feedback on my data analysis presentation from the two research consultants (professors appointed to serve in my session) as well as the audience. This forum is small enough that you may find famous scholars attending your session. Diane Larsen-Freeman attended my session and gave thorough feedback and challenging questions."

... Sary Silvhiy, PhD Candidate in LCLE

TESOL Doctoral Research Forum

<http://www.tesol.org/attend-and-learn/international-convention/doctoral-forum-at-annual-convention>

"I presented at the 2017 TESOL Doctoral Research Forum in one of the Mentor Round Tables on my dissertation study. Two mentor professors were assigned for each table based on their interest and expertise and provided mentoring discussions. TESOL DRF offered a place to network with colleagues and with TESOL researchers based on interest."

... G Yeon Park, PhD Candidate in LCLE



LCLE Newsletter

The Department of Literacy, Culture, and Language Education is publishing its second issue of newsletter this semester.

If you or someone you know in LCLE graduate student community would like to become a part of the newsletter committee, please join us for next issue of the newsletter.

2nd LCLE Newsletter Committee



Sary Silvhiany



Suparna Bose



Yoon-Kyoung Chae



Dan Freeman



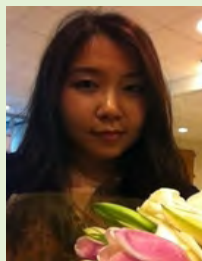
James Hensley



Melissa Brundick McNabb



Simon Pierre Munyaneza



G Yeon Park



Hajar Al Sultan

To suggest and/or contribute content, contact lcle@indiana.edu.

Announcement

First International Conference on Literacy, Culture, and Language Education (ICLCLE)



**First International
Conference on
Literacy, Culture, and
Language Education**

October 5–7, 2018
IU School of Education

Adding the LCLE Graduate Certificate(s) to your LCLE Graduate Program

Note: The award of the CAYAL and/or EFL/ESL Graduate Certificate(s) will be reflected on your transcript.

For those who already enrolled in the graduate programs of our department, you can add this certificate by taking four required courses, which can be included as your coursework for your degree. Upon completion of the four courses in the LCLE Graduate Certificate program(s), your transcript will show Certificate in the Children's and Young Adult Literature; EFL/ESL Language Teaching; and EFL/ESL Teacher Preparation.

- [Children's and Young Adult Literature Program](#)
- [EFL/ESL Teaching Program](#)
- [EFL/ESL Teacher Trainer Program](#)

You will have to submit a new online application to be considered for admission to the LCLE Graduate Certificate program(s).

