

Literacy, Culture, and Language Education Newsletter

Spring, 2020, Issue 3

INDIANA UNIVERSITY
SCHOOL OF EDUCATION



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3rd LCLE Newsletter Committee

The Department of Literacy, Culture, and Language Education is publishing its third newsletter this semester. We aim to share LCLE faculty and students' work and lives in this issue to promote communication and collaboration within the LCLE community.

A big thank you to our committee members who contributed to this new issue. Thank you, Lottie Waggoner for your great ideas and support.



Pengtong Qu



Dianne Wellington



Kate Garnett



Dorcas Miao



Helen Shin



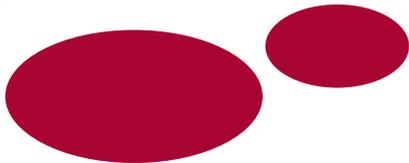
Perry Dalnim Miller

LCLE Faculty Highlight: Dr. Beth Samuelson

- Can you tell us about your current book project?

It is about the subject of researching multilingually. A lot of us do research in more than one language, and there is a small movement to theorize the process of engaging in research multilingually. Translation is often treated as a very straightforward project. At least the IRB is not terribly interested in the quality of the translation or how it is accomplished, but there are lots of other issues such as what language does the data get written up in and what language do you do your analysis in.

I have thought for a while that data analysis, particularly in discourse analysis, is problematic when it is done in translation. Then, there is also the issue of access to communities, interactions with research subjects, interactions with interpreters or translators. So, [for this book] we have a collection of papers of people around the world; it is an edited book. We have people from every continent contributing. It is an auto-ethnographic approach to talking about processes they have gone through, issues that they have faced with researching multilingually.



- What general advice would you offer for graduate students to survive and thrive through our LCLE program?

I work with many international students and domestic students who have a very strong international orientation. One of the things that I like to tell my students, particularly those who have been working very hard on their English to get here, is that they do not have to do everything in English. There is a temptation to do everything in English now that they are here, and the linguistic strengths that they bring from their other languages tend to get set aside. But I encourage students to think about all of the linguistic and cultural strengths that they bring, especially when they are doing the data analysis in their dissertation. I welcome their transcribing and analyzing it in another language, except for when it is time to share the themes or the ideas that emerge from your work. That is a time for selective translating. So there is a lot of trust involved in that.

LCLE graduate student Helen Shin interviewed Dr. Samuelson about her *Books & Beyond Project* and her advice for graduate students.



- What advice would you give to students nearing graduation, in terms of publication and jobs?

In my experience as a faculty mentor, I have found that students tend to disqualify themselves from opportunities because they do not see themselves as a perfect fit. That might be a job opportunity, a post-doctoral appointment, or an award, and what I see over time is that the students who are most successful are the ones who do not disqualify themselves, who say, "Okay, I can see how I might fit with this, and I am going to go for it. I am going to craft the letter or the narrative that I write for this to fit this opportunity so that I highlight the things that I bring and connect them to what they want." Sometimes it works and sometimes it does not, but you do not know that unless you try it, so I always try to encourage my students to try whatever they can; the most persistent students are also the most successful.

LACLE Student Highlight:

Noelle Haynie

Noelle Haynie is in her eighth year of teaching Spanish and English as a Second Language in Indiana. She has taught at both public and private high schools and is in her last semester of the online M.S.Ed. program in LACLE. Noelle's primary focus as an educator is to equip students with the tools to communicate effectively, and to inspire students to become lifelong learners.

- Can you tell us a bit about your cultural experiences growing up and how they have helped to shape your pedagogy?

I was born in the United States but grew up in Chile (and considered myself to be Chilean) before moving back to the States at 15. Growing up in Chile was instrumental in shaping my worldviews. After we moved to the States, I realized that I did not fit in. That's when I started to become interested in teaching: I knew it was important to recognize and celebrate culture, this major aspect of one's identity, in the classroom. As a student in the U.S. school system, I found that the Chilean part of my identity and my bilingualism were both invisible. I didn't want anyone to go through the needless confusion and struggles that so many English Language Learners (ELLs) experience.

- Your approach to classroom teaching is quite innovative. Can you talk a bit about your flipped classroom? How does it work? Why did you implement it?

I realized that students were struggling to produce authentic communication. In a flipped classroom, the traditional lectures are done at home, and then class time is used for social and communicative practice. I use a program called Explain Everything to create an interactive whiteboard and videos that I upload to YouTube and then put into EdPuzzle. Students watch the video at home. I also insert questions throughout for students to check their comprehension. The result is that students come into the classroom already having the lectures and notes, and then we spend the class practicing verbal activities in groups. This also frees up time to incorporate cultural activities in class. Students come away being able to produce authentic language. It's incredible. My Spanish 4 students are pumping out college credit hours now because they are able to communicate authentically.



Story by Kate Garnett, M.S.Ed student in LACLE

- Going forward, what are some things you plan to accomplish with your LACLE degree / experiences?

This program has been helpful in my work. I've really changed my day-to-day thinking about how to translanguage in the classroom, for example. Looking forward, my degree gives me the credibility to become an instructional coach for other teachers. So that's definitely a goal of mine going forward.

- What advice could you share with people joining the LACLE online program?

Collaboration goes a long way in an online program. Discussion threads are more meaningful if you have established a relationship with your interlocutors.

LCLE Student Highlight: Maria Lisak



Story by Dianne Wellington, a PhD student in LCLE

Maria Lisak is from Northwest Indiana. She is in the first cohort of the LCLE online EdD program and is currently teaching in South Korea. She is studying expressions of hospitality in her students' work.

- What are some highlights from your experience as a graduate student in LCLE?

As a graduate student at IU, I get to share my thoughts about issues that are important to me. And I engage with colleagues and professionals who inspire me in thought-provoking dialogues. I truly value these spaces of passion and challenges in my classes as well as in the emergent online communities with my cohort. I also value the discussions with faculty, which have always been very juicy and generative.

- What is the focus of your research?

I teach at a university and we are a cosmopolitan group from South Korea, the United Kingdom, and the United States. My multinational group of students became my new study participants. I read materials about cosmopolitan literacies and recognized our community in the literature. Over the years, I have conducted a three-stage study where I have examined different features of cosmopolitan literacies, with a focus on empathy in my students' work and mutually negotiated meaning. From there, I found a focus for my dissertation, and that is hospitality. So, I'm studying expressions of hospitality in my students' work. As I go into my dissertation phase, I'm taking some of the thematic analysis that I've done and building my own grounded theory based on my students'

cultural predisposition to hospitality, and then to see if they're aware of these trends. For me, there is a kind of hospitality that they demonstrated in my class, and I wondered if they're doing that out in the world. To gauge their awareness about the cultural value of hospitality, I'm also examining student biographies for expressions of hospitality. Ultimately, my research aim is to discern student awareness about their own cosmopolitanism.

- What motivates you to continue this research?

In the first stage of my study, I was coding primarily for empathy. However, I then came to appreciate these other aspects of distance and hospitality. But I think for me, when I tried to incorporate some different ways to consider this at proper distance, the methods were a little too cognitive in nature. I swung that to focus more on socio-cultural theory and meaning making. And by doing that, I saw my codes from a proper distance. I thought, "Oh, that's interesting." I was fascinated by drawing comparisons and recognizing the different forms of cosmopolitanism that my students are navigating while expressing themselves and their own culturally- defined versions of hospitality.

- What advice would you share with fellow graduate students working towards their dissertation?

I think the LCLE Department has so many people engaged in many different projects, and especially with distance programs, you might feel that you're a little bit alone, or not being cared for. But everybody is being advocated for to move in the right direction and achieve success. And I would also remind people that we have real lives going on, and that studying is hard, and that making this space to do this type of intensive, deep long-term study is hard. There is an ebb and a flow to your creativity and knowledge production, and to your scholarly exchanges. There are also times when you feel vulnerable or doubtful, and that is also part of the process. Remember to show up for the boring work, the things that are not so glamorous, and slowly but surely, you'll turn the corner on another illuminating moment in your inquiry journey.

Honoring Faculty

This summer, three LCLE faculty members, Dr. Lewison, Dr. Smith, and Dr. Power-Carter, will leave the department. Due to the pandemic, we are unable to hold any celebrations for them. In this section, LCLE students are sharing their memories and appreciation to honor our three faculty members. We thank you for all your contributions and we wish you the best of luck in the next phases of your lives. Each of you have helped so many of us, and for that we are grateful!



Working and mentoring in LCLE for 24 years, Dr. Lewison is retiring in May 2020. Upon arriving at IU, Dr. Lewison established partnerships with local elementary schools for IU pre-service teachers to practice field experience. Dr. Lewison has worked in Afghanistan since 2006 as the Primary Investigator on the Afghanistan Higher Education Project and the Indiana University/Kabul Education University—M.Ed. TESOL Project. She is a four-time recipient of the IU School of Education Trustee's Teaching Award, the Burton Gorman Teaching Award.

After 30 years at IU, Dr. Smith is retiring in May of this year. His first work at IU was serving as the founding Director of the Campus Writing Program. After that, Dr. Smith served as Associate Vice Chancellor for Undergraduate Education, Dean of University Division, and Director of Instructional Support Services. Dr. Smith often chaired the LCLE Admission and Fellowship committees, in addition to serving as Coordinator of Multilingual Writing in the English department. In addition to a Trustees' Teaching Award in 2017, in 2019, Dr. Smith received the Faculty Mentor Award from the University Graduate School. He has just been designated as a recipient of the Indiana University Bicentennial Medal.



Having over 20 years of educational experience, Dr. Power-Carter's research and teaching interests include a broad range of issues covering equity and inclusion, specifically around the area of African American youth literacy and education. She works closely with local teachers, administrators, and district personnel to support diversity initiatives. In 2018, Dr. Power-Carter was honored with the William H. Wiggins Faculty Award in Support of Teaching and Mentoring in the AAADS. She will start to work at Ohio State University in fall, 2020.



Thank you, Dr. Lewison

Your critical literacy class will go down as one of the best courses that I've ever taken. Thank you for pouring your heart and soul into teaching. You opened my mind to new possibilities in education and I am forever grateful. I will always laugh when I think about our road trip. You jumped into my car expecting a peaceful ride to Ohio; instead, you got an adventure as we traversed a divergent path to Ohio via a 4th grade field trip, and as we dealt with an unfolding horse drama. When we parted ways you concluded; "Jill, your life is complicated!" This has kept me laughing for years and I will forever be thankful for your calming company on that journey! – Jill

Dr. Lewison, thank you for creating an environment of critical thinkers within the education field. Your research and teaching inspire young professionals. Also, thank you for helping me stay connected with Dr. Burke. Your dedication and knowledge will be missed! -- Sandy

To date, I have never taken a class with you but did have the pleasure of serving with you in a Faculty Affairs Committee. Otherwise, my conversations with you have been impromptu, either in the hallway, or in your office. Your office door was always open, and you were always ready with a smile, sharing stories about your travels to South Asia and discussing concerns plaguing education all over the world. I wish you many more travels forward and look forward to hearing more stories. -- Suparna



I still cannot imagine IUB without you. I really am a lucky person to have you as my advisor. You were and still are my lifesaver and mentor throughout my doctoral course and also my actual life. I cannot find a word to thank you enough. I will not be able to forget your great positive energy and your warm heart. -- Hyejeong

It has been a great pleasure getting to know you over the past few years. Thank you for pushing me past my limits to dig deeper and consider all angles and approaches regarding my research. It was a great honor to find that you nominated me for the recognition I received this year. I look up to and truly admire your critical disposition regarding social justice and literacy education, as well as your thoroughness. I won't miss you (lol!), because we still have work to pursue together, but whenever my time is complete here, I will truly miss you pushing me and telling me that I can and will do it! Enjoy retirement! You deserve it! -- Breanya

Dr. Lewison's L750 course on Critical Literacies was one of the most important courses I took at IU. Not only did it teach me new perspectives on power and equity in education and on our society, but it also introduced me to many important pieces of scholarship that I have referred to countless times. My interactions with Mitzi have always been thoughtful, encouraging, and productive. She is an amazing example of a scholar, mentor, and colleague and I feel lucky to have been in the program during her prime! Dr. Lewison, you will be greatly missed! --Joanne

Thank you, Dr. Smith

Thank you for your time and energy this past year. I strongly believe that if I did not meet you during my Getting you to IU experience, I may not be at IU. You go above and beyond to teach, mentor, and support. For that, I am grateful. At the end of L600, I cried. You can imagine the tears at the end of this school year. Honestly, I struggled with this note because I do not think enough words exist to express my gratitude. I think my thanks will be a completed dissertation and continued diligence with hopes I never let you down. Thank you again for everything. You have not gotten rid of me yet, lol. -- Dianne

Thank you, Dr. Smith for your dedication to the program and your kindness to your students! Your wisdom and humor have been inspiring and empowering me ever since my first semester at IU. A professor who truly cares for each individual student like you is a treasure. You are absolutely a priceless model for my future career. I am so happy and lucky to meet you at LCLE! -- Chaoran

Knowing you as a teacher and mentor has been an amazing journey. Thank you for hours of stimulating conversations about issues ranging from Renaissance poetry and drama to South Asian cuisine and Korean movies; and thanks for especially listening to my never-ending tales of woe, whining, and complaints. Your gift for story-telling can only be matched by the hearty, raucous, infectious guffaw, that is so quintessentially "you". We will all miss you!-- Suparna



Dr. Smith your jovial smile and laugh made the people around you smile, too. We will miss your smile and fun! --Sandy

I will never forget how you ordered a dish in Chinese at Red for a Chinese girl like me in last August. During the three courses I took with you in the year 2019-2020, I gradually find the security to demonstrate "the best part of me" instead of "being the best," as you always told me. You care about who I am and walked all the way to help me fit in this program. Many, many thanks to you, Ray! -- Dorcas

Your office was always a healing place to me. I could share my thoughts and feelings with you, so I have lots of good memories and happy moments there. You are the greatest professor, mentor, and advisor, who has managed to inspire me, to give me confidence during my doctoral studies. Your thoughtfulness and generosity empowered me and encouraged me to be the best that I could be. Thank you for everything you did for me. Thank you for being so patient with me and for helping me in the most difficult times. Your dedication, understanding, and time all mean so much to me, and I feel very lucky to be able to experience them throughout my doctoral studies in LCLE. Congratulations on your retirement and best wishes! -- Youngjoo

Thank you, Dr. Smith

If laughter is the best medicine, then I'd likely have you to thank for being my pharmacy for finding the humor during the PhD process. Thank you for taking time to get to know us as humans outside of the institution and for working to make LCLE friendly and funny. You are a wealth of knowledge, and I want to thank you for sharing a tiny bit of what you know with me...my brain capacity isn't big enough to absorb a large bit. I will always have cherished memories of beers, Bears, and your great big stories. My Mother feels the same! -- Jill

Having worked with Dr. Smith, a warm-hearted and supportive advisor, was the most priceless experience throughout my academic journey in LCLE. He has served as an academic inspirer with keen insight and expertise, a role model to novice teacher-scholars, a troubleshooter for students with financial challenges, a guardian of students' mental health and wellbeing, and a genial life mentor. Whenever having a meeting at his office, I've always seen so many students and faculty members drop by his office to discuss something important, to ask for his help, to share great news with him, and to express their gratitude to him. As such, he is the very person whom people want to share anything momentous, joyful, and meaningful with more than any others. Dr. Smith will be truly missed by many of us in LCLE. Words are never enough to express our gratitude and appreciation for all the love you have shown to us. We wish you all the best in the next phase of your life! -- Bo Hyun

I would like to say tons of thanks to you. Thanks for being the host of my wedding and made my wedding perfect! Thanks for trying hard to learn Chinese even though I did not get that at all in the ceremony. Thanks for your joyful talks in Red and Upland. Thanks for giving me Kleenex when I went so emotional in your office. Thanks for the inspiring and encouraging words that you gave to me in our individual conversations. I would always remind myself of being a supportive, open-minded, and empathetic teacher like you! Enjoy the next phase of your life! -- Pengtong

You will truly be missed! What I will miss most about you is your care-free/relaxed spirit. I remember several times I was at school working late (actually overwhelmed with quals on one occasion) seeing me at my desk and you asking why I was there so late, directing me to go home, and telling me that it'll get done and not to stress. In my head I was still panicking, lol, but you were right. As doctoral students we get so overwhelmed and stressed that we forget to slow down and breathe. Taking your class and anytime we chatted it was always a breath of fresh air. You care about each of us individually and show genuine concern. I always felt that and appreciated that about you. Thanks for being you, Ray! We will truly miss your jokes and carefree spirit in LCLE! Enjoy what's next! -- Breanya

I would like to thank you for wonderful years I have been with you in LCLE since my master's program. Each class I have taken with you was enjoyable in the welcoming class atmosphere. Your teaching will always remain in my memory along with your humor, your love of K-pop, and soju. Thank you for being supportive, understanding, and showing what it is like to be a great teacher. -- Weejeong

The legend has retired? There are never enough words to tell how important you are to us. Thank you for being such a great professor, advisor, and role model. Please stay as a witness of our growth in the academic and professional journey. -- Xin

Thank you, Dr. Power-Carter

Where do I begin? When I first visited IU during my visit before getting accepted, I immediately admired you and your work with literacy and community. Thank you for working hard to get me here. I am happy that I made the decision to come here and not the other option because I've learned and grown so much, all thanks to the amazing faculty, such as yourself in LCLE. Thanks for allowing me into your valued spaces (in the community) to connect and understand more about your pedagogy and beliefs as a researcher. You have always supported me whether it be through honest feedback, opportunities, personal endeavors and more. I truly appreciate you and everything you represent. Not only is LCLE losing a gem, but the entire IU community is. Your nurturing spirit will be sorely missed and I pray that you and your family continue to be abundantly blessed.

--Breanya

I first met you in Fall 2011, when you persuaded me to drop the reading class and asked me to take your Whiteness class the following spring. I always tell you how that class opened my horizons and asked me to acknowledge my privileges. My last class with you last fall was no different and it helped me re-navigate privilege and neocolonization in academia. Thank you for providing me with a lens that made me look at the world anew. -- Suparna

I appreciated your support and flexibility during this memorable semester. Wishing you a fulfilling, well-deserved, extended "sabbatical"! --Michele

Often it's the little things that matter: I felt your support each semester as you took time out of your busy schedule to leave little words of encouragement and sugary treats at each of our AI carrels. This little boost always meant so much to me and I sure hope that you will continue this in your new post at Ohio State. -- Jill



Thank you for your guidance and support. You were one of the main reasons I wanted to attend Indiana U. Thank you for being an example of community activism through pedagogical practices. I look forward to ongoing communication after you leave IU. I pray nothing but continued blessings. -- Dianne

Thank you for being a great professor, insightful dissertation committee member, and personable mentor. The Whiteness class will always be one of my most memorable doctoral class experiences, and I'm so glad I had the opportunity to learn from you. Good luck in all your future endeavors and enjoy meeting new students! -- Ryan

Dr. P-C Thank you for your generosity and caring of the graduate students and adjunct faculty. Your chocolates, fruit, and notes of encouragement were greatly appreciated. You have planted the seed of thoughtfulness. You will be missed! --Sandy

Students/Alumni Updates

Are you feeling that you do not know our peers well? Or you are not aware of everyone's research and work? In this session, we share graduate students and alumni's research interests, on-going research project, jobs, and life outside of campus.

My name is Breanya C.Hogue (bchogu09@gmail.com), I am a current Ph.D. candidate in LCLE. Currently, I am teaching literacy methods courses and working on my dissertation proposal. I am also a children's book author. My research interests are pre-service teacher urban education and children's literature. My dissertation is focused on pre-service teacher communities of practice which focus on urban education issues.

This is the cover of my children's book that released on March 1st, 2020



My name is Kate Efron (ka.efron1@gmail.com) and I am in my last semester of the M.S.Ed. LCLE online program. I currently work as an EFL teacher in Kyoto at a handful of public elementary schools, as well as a volunteer tutor for people who are refugees online. I also run a website (EthicalESOL.org) that offers free resources and teaching tips to ESL/EFL and content teachers, so please reach out and share your own tips and experiences here! I have just published a critical analysis (Multiculturalism in Japanese Elementary EFL Textbooks: A Critical Analysis) in the peer-reviewed journal *Intercultural Communication Education*. My research interests include: critical discourse analysis for textbooks, language education for displaced learners, E-learning, LGBTQIA, bilingual programs, and teaching ESL/EFL in global contexts.

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Representations of Multiculturalism in Japanese Elementary EFL Textbooks: A Critical Analysis

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Abstract

Recent reforms to Foreign Language Activities policies in Japan have highlighted the importance of facilitating multilingualism and multiculturalism in global contexts. However, many of the most recent elementary school textbooks (2018-2020) for Foreign Language Activities classes in Japan are English Foreign Language (EFL) textbooks focused largely on English language in tourism settings rather than in educational and social perspectives. With inspiration from critical discourse analysis (e.g., Fairclough 1992a; 1992b; 2001), this paper critically examines representations of multilingualism and multiculturalism in four Japanese EFL textbooks used in elementary schools, *We Can 1*, *We Can 2*, *Let's Try 1* and *Let's Try 2* (MEXT, 2018). Findings show that the videos, video activities, and images center Japanese culture, and that countries outside of Japan appear in over-simplified mediums, while minority cultures within Japan are not explicitly represented.

Keywords: Japan, EFL, textbook analysis, elementary school, multilingualism, multiculturalism, MEXT, intercultural communication, global thinking, critical analysis, foreign language activities



Students/Alumni Updates

My name is Natalia Ramirez Casavolone (neramire@iu.edu), I am a Ph.D. student at LCLE. Currently, I am teaching the course X-158 “Culture of College” at the Student Academic Center. My research interests focus on the funds of knowledge and funds of identity that Costa Rican females use when learning English as a Foreign language in an informal environment.



I am Amy Walker (amwalk@iu.edu), a third-year PhD student at LCLE. I currently teach reading and writing methods courses as an associate instructor at the School of Education. My research interests focus on the critical examination of the role of empathy in the classroom.

Hi, my name is Dee Degner (dadegner@iu.edu). I am a Ph.D. candidate in LCLE currently working on my proposal. My research interest is in English learners in rural areas where there are few resources. I know that's a broad category, but I would be interested in connecting with others working in ENL or a similar area.

Hi, my name is Mathew Bumbalough (mnbumbal@indiana.edu). After defending my dissertation in May of 2016, I started as an Academic Advisor with the Office of the Vice Provost for Undergraduate Education here on the IU campus. I am now an Associate Advisor in the same department and have been excited to work on several projects in the past few years. Advising as an academic discipline is quite new, and I used what I learned in LCLE to become the founder and editor-in-chief of the newest journal in advising; The Journal of Academic Advising (online at IU ScholarWorks). I continue to publish and attend conferences in academic advising, focusing primarily on at-risk students, and was nominated for Advisor of the Year through the National Academic Advising Association. We are now homeowners in Bloomington and had a daughter in November of 2018, Bridget.



Faculty Publication Updates

Dr. Serafin Coronel-Molina

- Coronel-Molina, S. M. (2019). Media and Technology: Revitalizing Latin American Indigenous Languages in Cyberspace. In McCarty et al. (Eds.), *A World of Indigenous Languages: Politics, Pedagogies and Prospects for Language Reclamation*, (pp. 91). Multilingual Matters.
- Michael N. & Coronel-Molina, S. M. (Eds.). (2019). *Proceedings of the 2018 World Conference on Transformative Education* [peer-reviewed inaugural volume]. *Global Journal for Transformative Education (GJTE)*, Vol. 1(1).
- Coronel-Molina, S. M. (2019). *Quechua phrasebook & dictionary*, 5th Ed. Victoria, Australia: Lonely Planet.
- Coronel-Molina, S. M. (2019). Foreword. In H. Y-S. Lee (2019), *Language and minority in the making of Thailand: Towards development and social change*. Taichung, Taiwan: Elephant White Cultural Enterprise Co, Ltd.
- McNabb, M., & Coronel-Molina, S. M. [in progress at advanced stage]. *Classroom ethnography: Theory and practice*. To be submitted to Clevedon, UK: Multilingual Matters.
- Comajoan-Colomé, L., & Coronel-Molina, S. M. (Guest Eds.). [in progress at advanced stage]. Special issue on *Revitalization of Indigenous and minoritized languages in the 21st Century: General overviews and case studies from the Americas and Catalonia*, *Journal of Multicultural and Multilingual Development*.

Dr. Sharon Daley

- Sydnor, J., Davis, T.R., Daley, S. (in press). Video reflection cycles: Providing the tools needed to support teacher candidates toward understanding, appreciating and enacting critical reflection. *Contemporary Issues in Technology and Teacher Education*.
- Daley, S., Davis, T.R., Sydnor, J. (2019). Sites of possibility: Digital stories as a means of making reflective practice visible. *Professing Education*, 12(1-2), 42-64.

- Davis, T.R., Bolyard, C.S., Zhang, S., Livers, S.D., Sydnor, J., & Daley, S. (2019). A Multi-Institution study of elementary teacher candidates' self-efficacy: Analysis of participant characteristics and implications for teacher educators. *The Teacher Educator*, 54(3), 313-330.
- Coggin, L., Daley, S., Sydnor, J. & Davis, T.R. (2019). Imagining my ideal: Teacher candidates' digital storytelling as reflective practice. *Reflective Practice: International and Multidisciplinary Perspectives*, 20(2), 143-159.
- Daley, S. (2018). Second reaction: Love as a reminder of what we have, even in troubling times. *First Opinions, Second Reactions*, 11(3).

Dr. James Damico

- Beach, R., Damico, J. S., Mayo, R., Novack, R., Panos, A., & Webb, A. (2019). What Is English Education for? Rethinking Our Work through Climate Change and the Environment.
- Baildon, M., & Damico, J. S. (2019). Education in an Age of Limits. *Journal of Curriculum Theorizing*, 34(3).
- Damico, J. S., Panos, A., & Myers, M. (2018). Digital literacies and climate change: Exploring reliability and truth (s) with pre-service teachers. *Best practices in teaching digital literacies*, 93-107.
- Damico, J. S., Baildon, M., & Panos, A. (2018). Media literacy and climate change in a post-truth society. *Journal of Media Literacy Education*, 10(2), 11-32.
- Damico, J. S., & Panos, A. (2018). Civic media literacy as 21st century source work: Future social studies teachers examine Web sources about climate change. *The Journal of Social Studies Research*, 42(4), 345-359.
- Lybarger, L. D., Damico, J. S., & Brudney, E. (2018). Religion and the Commemoration of the Disappeared in Argentina 40 Years after the Dictatorship: A Study of Martyrological Memory at the Church of Santa Cruz.

Dr. Mary Beth Hines

- Hines, MB. (2020). The pedagogical dilemmas of addressing blackface and white privilege in the classroom In Heybach, J. & Fraser-Burgess, S. (Eds.) (2020). *Making sense of race in education: Practices for change in difficult times* (pp.113-134). Gorham, ME: Myers Educational Press.
 - Hines, M. B., Conner-Zachocki, J. M., & Rupert, B. (2018). "The More I Write... The More My Mind Evolves Into Something Outstanding": Composing Identities with Social Media Tools. In *Digital Multimedia: Concepts, Methodologies, Tools, and Applications* (pp. 333-347). IGI Global.
 - Mcneill, E., & Hines, M. B. (2018). Canonical Texts and Cultural Critique with English Learners. In *Teaching the Canon in 21st Century Classrooms* (pp. 167-180). Brill Sense.
- ## **Dr. Carmen Medina**
- Medina, C.L., Perry, M. & Wohlwend, K. (under contract). *Playful Methods: Difference, Imaginaries, and the Unexpected in Literacy Research*. New York, N.Y.: Taylor & Francis. (Expanding Literacies in Education Series)
 - Medina, C., Costa, M del R., & Soto, N. (2017). Latinx popular culture imaginaries: Examining Puerto Rican children social discourses in telenovelas interpretations. *Early Years: An International Research Journal* 37(1), 77-90. (Special issue focusing on research in the United States)
 - Perry, M. & Medina, C. (2017). Performance and Dramatic Experiences. In K. Peppler (Ed.), *SAGE Encyclopedia of Out of School Learning* (pp. 584-587). Thousand Oaks, CA: Sage.
 - Brochin, C. & Medina, C.L. (2017). Critical fictions of the global: Transnational narratives in Latinx children's literature. *Bookbird* 55(3), 4-11.
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Faculty Publication Updates

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