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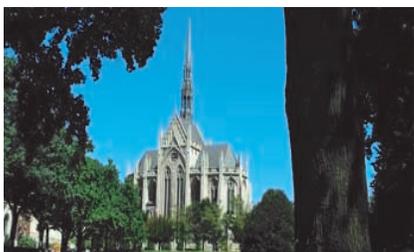
○ Spring | ○ 2010

# NCTEAR Newsletter

RESEARCH IN THE ENGLISH/LANGUAGE ARTS AND RELATED FIELDS

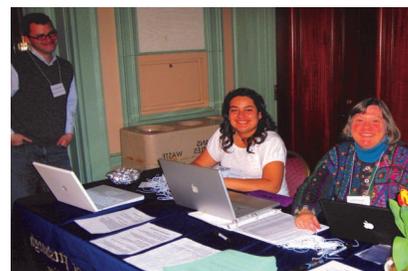
## Highlights from Midwinter at Pittsburgh

The University of Pittsburgh hosted the 2010 annual Midwinter Conference February 19-21, 2010 in Pittsburgh, PA. There 125 attendees at the conference including organizers and keynotes. The theme for the conference was “Methodology Matters: Moving Literacy Research Forward.”



Above: NCTEAR 2010 conference co-chairs Amanda Godley, sj Miller, and Amanda Thein worked diligently to organize and host the conference. Many thanks for all your hard work!

Below: Graduate student volunteers (left to right: James Chisolm, Frances Mary D’Andrea) Maritza Lozano helped make this year’s conference a success. Thanks a million for your dedication and commitment.



Our keynote speakers did a remarkable job sharing their insights about the affordances and challenges of various literacy research methodologies, including memoir, oral history, classroom discourse analysis, policy research and teacher/faculty collaborations. (See highlights of selected keynote speeches on pg 2)

- David Bloome, Ph.D., *The Ohio State University*
- Kim Gomez, Ph.D., *University of Pittsburgh*
- Elizabeth Moje, Ph.D. *University of Michigan*
- Lesley Rex, Ph.D., *University of Michiga*
- Elaine Richardson, Ph.D., *The Ohio State University*
- Loukia Sarroub, Ph.D., *University of Nebraska, Lincoln*

Research design is not an algorithm. At least that is how David Bloome, *Ohio State University*, explained it during his keynote address at Midwinter 2010. Bloome posed the basic question: Why study time in classrooms? Time, according to Bloome, is ubiquitous and is one of the most key constructs in education research because what it means to be a person changes across times and cultures. Bloome noted that time is culturally constructed in the West as finite and non-parallel while he recognized the “spatial turn” in research attributed to scholars like Soja and Leander. Bloome illustrated the logic behind an inquiry that is



time-sensitive by using a transcript from a classroom interaction. His analysis showed how teachers construct personhood by expecting students to interpret text, even in non-traditional ways. Some of the intellectual tools for studying time that Bloome shared include: Chronotype; aspect (verb); reference; deixis and indexicality; collective memories; and intertextuality.

# Keynote Speaker Highlights

by Kafi Kumasi and Amanda Godley



A Hip-hop neo slave narrative is how Elaine Richardson, *Ohio State Uni-*

*versity*, described her autoethnographic research during her Mid-winter keynote address. Richardson noted that autoethnography is situated in the larger ethnographic tradition, which seeks to position and describe individual narratives in macro structures. Richardson explored the question, “How do we make ourselves subjects of academic research?”

For Richardson, the answer can be found in the methodological tradition autoethnography.

Autoethnography helped Richardson see how particular experiences affected her and how those experiences came about, especially in terms of the macro-level policies, inequities, and discourses that framed her as a poor Black woman. Richardson showed what she meant about the facets of her identity and her voice by singing to the audience and inviting the audience to sing Aretha Franklin’s *Respect* and other gospel songs with her. She also read from her autobiography and shared her testimony as a rape survivor, former prostitute, and experiencing racism in the college classroom.



In her keynote address, Elizabeth Moje, *University of Michigan*, argued for more rigorous, systematic, and longitudinal studies in three critical areas of research which she identified.

The first area would address what Moje described as the alarming failure of public schools to educate all students, which she contends is caused by a lack of recognition of what students bring to school both culturally and linguistically. The second area addresses the effects of the standardizing movement in education, which Moje argues yields unidimensional maps of teaching, learning, and assessment. The third area relates to teaching youth and teachers new literacies and new technologies for the future. Moje calls for more research that can document applications of “work on the ground” and articulate research across local and policy contexts. Moje offers several design ideas for researchers including: **1)** More collaborative small scale studies. **2)** More attention to outcomes and processes and practices. **3)** More mixed methods studies, such as administering surveys related to adolescents’ literacy identities and then observing students “doing” those identities. **4)** More experimentation, including manipulations of environment, design-based research, and feasibility studies. **5)** Nuanced attention to diversity addressing over generalizing groups.

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Loukia Sarroub, *University of Nebraska-Lincoln*, in her talk on “Resilience in

Ethnographic Research”, explored the concept of “glocality” and transnational literacies and reading programs in high schools. Sarroub contended that resilience is an important concept for ethnographers because they often do not know when they begin a study what will be significant. Ethnographers try to untangle what Geertz calls “webs of significance.” Resilience is also important to Sarroub because many of the people she studies are marginalized by mainstream society. Sarroub presented four examples of studies that illustrate how we would not gain insights into the resilience of people without ethnography. One study featured a participant named Hayder who was viewed as a truant and a drug user. By following Hayder all day long, Sarroub learned about how his all-night video game playing and responsibilities at home for his family affected his academic performance. She concludes that resilience for a teacher, researcher, and methodology means being flexible, being open to learning, and being in conversation with the data and the analytical categories that arise in the data and literature.

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Lesley Rex, *University of Michigan*, delivered a keynote speech on “Seeing and Seizing Opportunity: Deciding What to Research and Why.” The basic question Rex explored was: “What counts and what should count as knowledge in this moment, for these people, in answer to these questions?” Rex began by placing literacy researchers inside the historical continuum of research in the American University. Rex noted stages where big state dollars for research led the role of the professor as a producer of “disinterested” research for the state. Rex also noted that contemporary academics have moved toward postmodernism, representations, contexts, diversity and difference as disciplinary boundaries have become blurred or dissolved. The fundamental question Rex in response to this dilemma was: “Do we (literacy researchers) make the difference we intend to make?” To this end, Rex gave several suggestions to help literacy researchers produce accessible and usable knowledge for these times. Some suggestions were to: **1)** focus on theoretical frameworks and methods that construct and deconstruct knowledge targeting actionable problems of education; **2)** contribute to particular problems in literacy education that can be useful to practitioners and; **3)** to examine what counts as “useful knowledge” and “benefit” to whom.

## NCTEAR Executive Board

### Chairs:

Amanda Godley,  
*University of Pittsburgh*  
sj Miller,  
*Indiana University of Pennsylvania*  
Amanda Thein,  
*University of Pittsburgh*

### Associate Chairs

Catherine Compton-Lilly,  
*University of Wisconsin-Madison*  
Maria Pacheco,  
*University of Wisconsin-Madison*

### Past Chairs:

Kris Gutierrez,  
*University of California-Los Angeles*  
Ernest Morrell,  
*University of California-Los Angeles*

### Secretary

Ayanna F. Brown,  
*Elmhurst College*

### Treasurer

Erica Rosenfeld Halverson,  
*University of Wisconsin-Madison*

### Newsletter Editor:

Kafi Kumasi,  
*Wayne State University*

# Assembly Business

## Proposed Constitution Amendments (*Electronic Ballot Forthcoming*)

*Amendments to the NCTEAR constitution are being proposed in an effort to bring the language of the constitution into better alignment with several practices so that officers can better transition into their lateral positions. The following propositions were drafted by Ayanna F. Brown, NCTEAR secretary. These propositions reflect a shared discussion by members of the Executive Board on January 11, 2010. Present members were as follows: Daneel Edwards, Amanda Godley, Amanda Thein, Erica Halverson, Katherine Compton-Lilly, and Kafi Kumasi.*

*What is presented is first, the article as it is presently written in the Constitution followed by the proposed amendment in red.*

**Article 4: MEMBERSHIP:** The proposed amendments featured below have been vetted through the NCTEAR Executive committee as well as past executive committee members. Please take a moment to vote on the proposed amendments to the constitution featured below:

Qualifications: Membership is open to anyone sharing an interest in research issues, with a minimum of 25 Assembly for Research members holding membership in NCTE.

Proposed Addition would read as follows:

Qualifications: Membership is open to anyone sharing an interest in research issues, with a minimum of 25 Assembly for Research members holding membership in NCTE. Membership is determined by paying annual dues or paying to become a lifetime member.

Dues: The dues shall be determined by a majority of the members who respond to initiatives to change dues. Payment of dues qualifies an individual as a voting member. The membership year runs from January 1 to December 31.

Proposed Amendment would read as follows:

Dues: The dues shall be determined by a majority of the members who respond to initiatives to change dues. Payment of dues qualifies an individual as a voting member. The membership year runs from Midwinter Conference, to the beginning Midwinter Conference the following year identified through completed registration for the midwinter conference.

**.Article 5: OFFICERS:**

The officers shall be elected by the members and shall consist of a chair, an associate chair, a secretary/treasurer, and a newsletter editor. The duties of the officers are as follows:

Proposed Amendment would read as follows: The officers consist of a chair, an associate chair, a secretary, a treasurer, and a newsletter editor. All officers shall be elected by the members, except for the Chair, who is elected as an Associate Chair. All officers are elected through a ballot issued in the newsletter or on-line system that precedes the fall NCTE conference and beginning the Midwinter Conference of the following year.

Chair: The chair serves a one-year term that runs from January 1-December 31. The chair is responsible for planning a midwinter conference, fall NCTE conference workshop, and fall NCTE conference business meeting session, and for overseeing meetings of the Executive Committee and Assembly membership. In the event of a vacancy on the Executive Committee, the chair shall appoint a person to fill the unexpired term. The chair is the Assembly for Research's official liaison to the National Council of Teachers of English and represents the Assembly on the NCTE Board of Directors.

Associate Chair: The associate chair serves a one-year term that runs from January 1-December 31. The associate chair then serves one term as chair. The associate chair sits on the Executive Committee and through the year of apprenticeship learns the duties of the chair. When the Assembly membership exceeds 150, the associate chair becomes the Assembly's second representative on the NCTE Board of Directors unless the Assembly is governed by co-chairs, in which case the co-chairs become the Assembly's two representatives. Proposed Amendment would read as follows: The associate chair serves a one-year term that is marked by the beginning of the NCTE annual conference each year. After the completion of the first year as Associate Chair, the elected officer then assumes the role as Chair for one year. (*Continued on Page 4*)

## Proposed Constitution Amendments (*Continued*)

Proposed Amendment would read as follows: The associate chair serves a one-year term that is marked by the beginning of the NCTE annual conference each year. After the completion of the first year as Associate Chair, the elected officer then assumes the role as Chair for one year.

Duties of the Chair: The chair is responsible for planning a midwinter conference, fall NCTE conference workshop, and fall NCTE conference business meeting session, and for overseeing meetings of the Executive Committee and Assembly membership. In the event of a vacancy on the Executive Committee, the chair shall appoint a person to fill the unexpired term. The chair is the Assembly for Research's official liaison to the National Council of Teachers of English and represents the Assembly on the NCTE Board of Directors.

Duties of the Associate Chair: The associate chair sits on the Executive Committee and through the year of apprenticeship learns the duties of the chair. When the Assembly membership exceeds 150, the associate chair becomes the Assembly's second representative on the NCTE Board of Directors unless the Assembly is governed by co-chairs, in which case the co-chairs become the Assembly's two representatives.

Secretary/Treasurer: The secretary/treasurer serves a three-year term, being elected through a ballot issued in the newsletter that precedes the fall NCTE conference and beginning the term on January 1 of the following year. The secretary/treasurer maintains the financial records of the Assembly and provides the Assembly with a permanent account of those records; reports the Assembly membership to NCTE every January; takes minutes at meetings of both the membership and the Executive Committee and reports them in the Assembly for Research newsletter; and serves as the registration officer for the midwinter conference. The secretary/treasurer may spend funds of \$50 or less on routine Assembly expenses (e.g., postage), but may only spend funds in excess of \$50 with the approval of the chair and advisement of the Executive Committee. When the Assembly membership exceeds 350, the secretary/treasurer becomes the Assembly's third representative on the NCTE Board of Directors unless the Assembly is governed by co-chairs, in which case the associate chair or chairs become(s) the Assembly's third representative.

Proposed Amendment would read as follows:

Treasurer: The treasurer serves a three-year term and maintains the financial records of the Assembly and provides the Assembly with a permanent account of those records and reports to the Assembly every November during the business meeting convened at NCTE Annual Conference. The treasurer serves as the registration offices for the midwinter conference. The treasurer may spend funds of \$50 or less on routine Assembly expenses (e.g., postage), but may only spend funds in excess of \$50 with the approval of the chair and advisement of the Executive Committee. When the Assembly membership exceeds 350, the treasurer becomes the Assembly's third representative on the NCTE Board of Directors unless the Assembly is governed by co-chairs, in which case the associate chair or chairs become(s) the Assembly's third representative.

Secretary: The secretary serves a three-year term. The Secretary maintains the membership database and works directly with the treasurer in identifying paid annual members from Lifetime membership dues paid within the three-year term. The secretary takes minutes at meetings of both the membership and the Executive Committee and reports to the Assembly membership to NCTE every November during the business meeting at the annual conference. Minutes from the Business Meeting are reported in the Assembly for Research newsletter. The secretary distributes the newsletter to the AR.

The terms of the secretary and treasurer should be staggered such that one positions remains filled as the other is being replaced.

Newsletter Editor: The newsletter editor serves a three-year term, being elected through a ballot issued in the newsletter that precedes the fall NCTE conference and beginning the term on January 1 of the following year. The newsletter editor produces for the membership at least two newsletters each year, one before the Fall NCTE conference and one following the midwinter conference. Through newsletter publications, the editor provides information on Assembly activities and provides an exchange forum for Assembly members. When the Assembly's membership exceeds 550, the newsletter editor becomes the Assembly's fourth representative on the NCTE Board of Directors unless the Assembly is governed by co-chairs, in which case the associate chairs or secretary/treasurer become(s) the Assembly's fourth representative.

Proposed amendment would read as follows:

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**Call for Nominations!**  
**Three (3)**  
**positions:**  
**Associate Chair; Secretary; Newsletter Editor**

Please send your nominations to Ayanna F. Brown at  
abrown@elmhurst.edu

**NCTEAR Membership Count-2010-2011**

Abu Bakar Razali  
Alecia Magnifico  
Alexander Parks  
Allison Wynhoff Olsen  
Amy Pinnegar  
Angela Kinney  
Angela Miller  
Ann Lawrence  
Anne Burke  
Anne Heintz  
Anne Whitney  
Anthony lang  
Banhi Bhattacharya  
Brian Edmiston  
Brian Kelley  
Caitlin Ryan  
Caitlin Kingsley  
Camille Cushman  
Candace Kuby  
Carlin Borsheim  
Caroline Clark  
Carrie Turpin  
Catherine Compton-Lilly  
Cheryl Matias-Padua  
Colette Daiute  
Cynthia Romero  
Damiana Gibbons  
Danielle Lillge  
Deborah Bieler  
Deborah M. Alvarez  
Dee Anne Anderson  
Delane Bender-Slack  
Donna Feldman  
Elissa Shoaf  
Elizabeth Lewis  
Erica Newhouse  
Erica Womack  
Frances Mary D'Andrea  
Francine Del Vecchio  
FRANK ADUGU  
Greg O'Leary

Heather Elliott  
Heidi Hallman  
Huili Hong  
Jakraphan Riamliw  
James Chisholm  
Jamie Smith  
Janet Pierce  
Janisn Massa  
Jeannette Burgan  
Jennifer King  
Jesse Wells  
Jill Ewing Flynn  
John Lyons  
K.C. NatTurner  
Karen Wohlwend  
Katherine L. Granelli  
Kathleen Riley  
Katie Hoffer  
Katrina Cook  
Kristin Main  
Kristin Palmer  
Lavinia Hirsu  
Leigh Miller  
Linda Friedrich  
Lisa Leoni  
Lisya Seloni  
Malayna Bernstein  
Marena Perkins  
Margaret Boling Mullin  
Maritza Lozano  
Marlena Reese  
Marlene Beierle  
Mary Juzwik  
Mary Beth Ressler  
Matthew Smick  
Maureen Porter  
Megan Guise  
Megan Petruska  
Melinda McBee Orzulak  
Melissa Brydon  
Melissa Wilson

Meredith Whittaker  
Michael B. Sherry  
Michelle Bass  
Michelle Rimbey  
Mindi Rhoades  
Natalie Heisey  
Nathan Phillips  
Nicholas Husbye  
Nicole Luthy  
Patricia Enciso  
Patricia Crawford  
Paula M. Carbone  
Robin post  
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Stephanie Kane-Mainier  
Susanna Benko  
Tabetha Bernstein-Danis  
Tamara Spencer  
Tamika Barrett  
Tim Oldakowski  
Todd Lilly  
Tracy Humes-Busse  
Tricia May-Woods  
Valdeni Reis  
Veronica Richard  
Virginia Hall  
Yin LamLee  
**Total =115**