

Literacy, Culture, and Language Education (LCLE) Newsletter

Spring 2022, Issue 4



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

In this issue:

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4th LCLE Newsletter Committee

The Literacy, Culture, and Language Education Program is publishing its fourth newsletter this academic year. We aim to share LCLE faculty and students' work and lives in this issue to promote communication and collaboration within the LCLE community.

Thank you to the committee members who have contributed to this issue.



Melody Lynch-Kimery



Haelin Shin



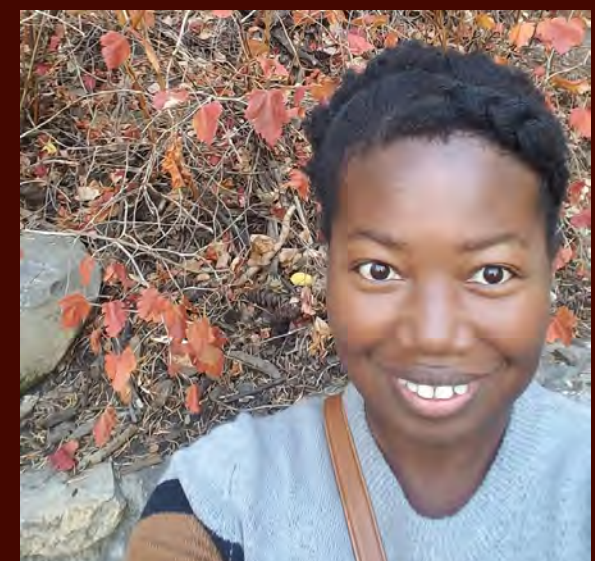
Whitney Dubrulle



Suok Kwon



Yunwei Chen



Angela Lankford

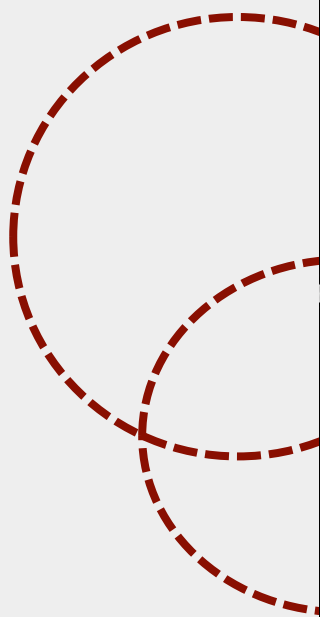
LCLE Events : Welcome Back Lunch, LCLE Townhall



C&I
Welcome Back
Lunch

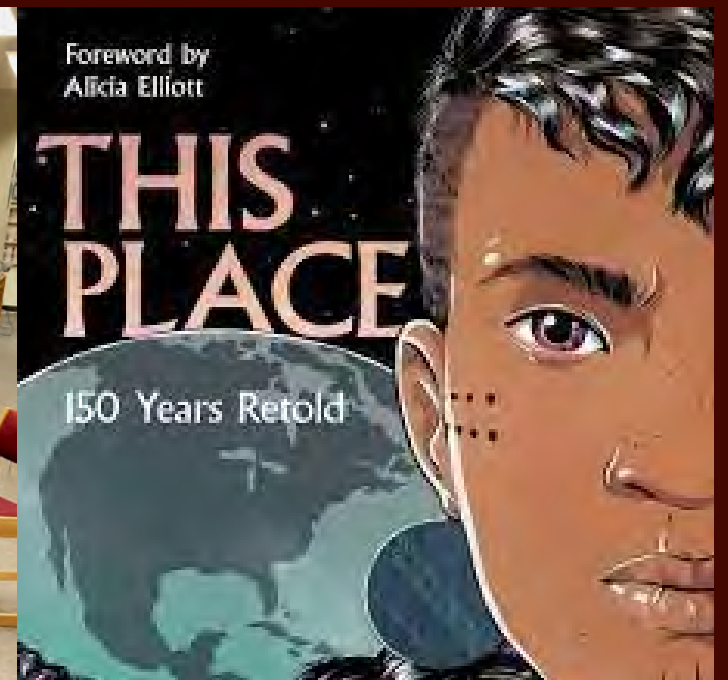
[2021 LCLE Townhall]

The LCLE Townhall was hybrid this year. We made use of the drop-in graduate study space on the 3rd floor. The topic discussed was getting teaching experience in higher education. For those who want a recap, [here](#) is a link to the zoom recording.



LCLE Events

: Social Justice Read-Aloud (This Place: 150 Years Retold)



Reader: Sonia Manriquez, Associate Director of the Center for Latin American and Caribbean Studies

Discussion Facilitator: Dr. Serafin Coronel-Molina, Indiana University Bicentennial Professor and Associate Professor in Curriculum and Instruction

The Social Justice Read Aloud is an initiative that Dr. Carmen Medina coordinated in collaboration with the SOE Library and invited readers.

This month we had readers/scholars who come from Indigenous communities read *This Place: 150 Years Retold*.

[Making Use of the New Library Space]

Dr. Croom has been using the new library reading space this semester for practicing read-alouds that support the development of racial literacies. The read-alouds were a part of his X460 class (Books for Reading Instruction).



LCLE Events : Upcoming 2022 ICLCLE

Date: October 14 - 16 (2022)

Place: IU School of Education

Theme: Languages, Cultures and Literacies in the Margins and Contact Zones

Call for proposals: May 30, 2022
(proposals accepted only through online submission system)

<https://education.indiana.edu/events/conferences/iclcle/proposals/index.html>

How to contact the organizing committee: iclcle@indiana.edu

Keynote Speakers:

: Suresh Canagarajah, Pennsylvania State University

: Angela Reyes, Hunter College, City University of New York (CUNY)

: Jonathan Rosa, Stanford University

► For more specific information, please check out the [ICLCLE webpage](#)



[Support for Graduate Students]

Here are some links that should be of help:

- List of [Fellowships](#)

✂ Fellowship deadlines change from year to year depending on when we find out the amounts of each fellowship.

- [Job searching](#) in IU campuses

Join the [LCLE Slack](#)

: Share your experience and get connected with the LCLE community!

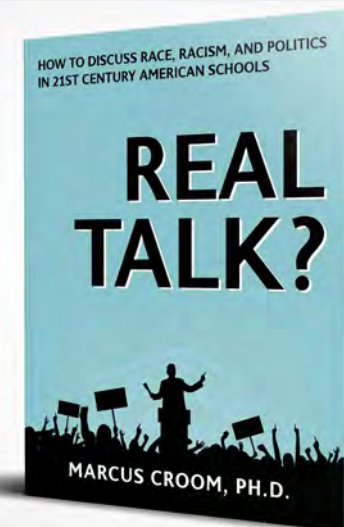


Faculty Highlights: Dr. Marcus Croom

Interviewed by Suok Kwon,
LCLE 2nd year PhD student

What was your journey like in the past before you joined the LCLE program at Indiana University Bloomington?

I would like to share my story from North Carolina to Illinois and now to Indiana. I received a BA in Music Education from North Carolina Agricultural and Technical State University, a Master of Divinity from Shaw University, and a Master of School Administration from North Carolina Central University. All of those experiences at historically black colleges and universities were extremely formative in terms of my intellectual development, worldview, and perspective of knowledge and thinking about teaching and education. I also gained new insights during my time at The University of Illinois at Chicago, where I earned a Ph.D. in Curriculum and Instruction through the Literacy, Language, and Culture program. In a metropolitan city that is diverse in terms of demographics, ethnicities, racial groups, I learned things that I would have never known if I did not do the Ph.D. There were lessons not just from the academic works but also from what was happening in our everyday life, which I call "a story in progress." Learning from stories in progress as a researcher and also a husband and father of two children, I got a clue about what is happening in this state, and to some degree at the local level. I think how you live, where you live are important parts of shaping how you think and what you understand by forming the types of questions you are trying to understand and respond to.



[Here is a link to Dr. Croom's virtual talk event](#)

Could you introduce courses you are teaching?

In the Spring, I'll teach L750, Race Language and Literature. The aim of the course is to look directly at the intersections of race, language, and literacy. We start with the work of Dr. W.E.B. Dubois and explore how we define race in the present day. Approaching race theory as practices, the class has a chance to set up a study wherein students collect and analyze data and show evidence around the questions they pose. Toward that end, I expect students to be able to interrogate and critique the intersections of race and languaging.

What advice would you give to graduate students?

My advice for students would be to keep in mind why you decided to be in graduate school in the first place. You can also make it clear about what you want to know and understand through the program. I understand that you put all your efforts into your coursework stage, but I think completing courses and turning in assignments should not override the real core values that you care about. If I put my advice more practically, go back to the statement that you wrote when you were applying. I believe that it is possible that you have already stated what you really wanted to do. By looking back at your passion in the beginning stage, I hope you find your own paths that you like to take with your deep sense of mission, purpose, and commitment.

Graduate Student Highlights: Dr. Yoon Kyoung Chae

Interviewed by Yunwei Chen,
LCLE 2nd year PhD student

What is your current research interest?

My primary research interests are writing teachers' pedagogical beliefs and their teaching practices, especially how to respond to students' writing. So, following my research interest, I currently teach college writing here in California. Both are in first-year composition and other events writing courses for juniors and seniors. Other parts of my interests are instructional technology and E-learning for language education.



What are some tips you would give to other doctoral students who are working for their dissertation defense?

For writing the final dissertation, I have three tips based on my own experience. First, set a realistic timeline until the final defense because this is a very long journey to finish. Students might feel depressed or discouraged if their work is delayed. Also, keep communicating with your advisor or dissertation chair and keep them posted. The second tip is to have a peer support group who are in a similar stage as yours. You might feel lonely or isolated while you are intensively working on your writing individually. In my case, having a small peer group from LCLE or from School of Education really supported me. My final tip is to take care of your physical health as well as your mental health with a positive mindset. Try to appreciate a small daily achievement and treat yourself. For those who are about to do their final defense I have just one tip; which is you should be proud of what you have done and should feel confident about your achievements. Everyone who will attend your defense is there to support you, not to disqualify you. So enjoy the discussion rather than defend it.

Yoonkyoung has recently finished her dissertation defense and is almost done with her PhD program. She is currently working as a lecturer at University of California, Irvine.

What is your most memorable experience as a Ph.D. student at IU?

Reflecting on my years as a Ph.D. student in LCLE at IU, I appreciate how much I learned, and grew as a young scholar with guidance from our wonderful faculty members and our great colleagues and friends. Personally, I would say that it is a life-changing experience to meet Dr. Ray Smith. He is my advisor and my dissertation chair. That was my life-changing moment and experience to have him as my advisor and my mentor because he believed in me, and he found my teaching potential at the college level while I did not believe myself. Thankfully, he offered me a position to teach writing courses at IU which became my first teaching experience in the U.S. as an international student. It is difficult for an international student to get into the U.S. job market. Thanks to this experience of teaching at IU, I could continue my teaching career at UC Irvine. I think I am very blessed to meet him and have him in my Ph.D. journey.

Graduate Student Highlights: Kelsey Deklerk

Interviewed by Angela Lankford,
LCLE 4th year online EdD candidate

Can you tell us a little bit about yourself, where you're from, and what brought you to IU?

I'm from Utah, Salt Lake Valley area, and I have a background in teaching Early Childhood, K through 2. I also taught in Germany and Peru which led to my master's degree where I focused on culture and language. When I was looking for a doctorate program, I really wanted to keep up that culture and language piece, and that's how I ended up here.

How far along are you in your Doctoral Journey?

I'm done with coursework, and I've completed my qualifying exams. Now, I'm just working on my dissertation—on my proposal—and my defense will be coming up soon. I've also been collecting data for my research, just doing the Nitty Gritty data analysis, all those things.

What is the focus of your dissertation?

For my dissertation I'm looking at culturally sustaining pedagogies as an approach to support diverse students in an elementary literacy classroom. Over the past year, my focus has evolved because while I was doing my research, we had a big anti-CRT (critical race theory) push. And so, my project has turned into a bigger look at what's going on in the community as well as the classroom.

What advice would you give for preparing for Qualifying Exams?

L 700 was super helpful for getting ready for Quals because it set up the first chapters of the dissertation, and I needed that structure to start writing. The peer reviews in that class and how they approached their writing was helpful for me as well. I'd also suggest working with your advisor. Before I submitted my Quals, I went to my advisor and asked if I was ready to take them. She was fantastic about reading through it, helping me feel prepared, and working to create my qualifying exam questions.



Kelsey is currently in the online EdD program (cohort 3) and is at the dissertation stage of her program.

What's a fun fact about yourself?

I've been Scottish dancing for over 25 years. I competed for many years at the championship level, and I competed in Scotland for the world championships. I also teach Scottish dancing, and I have my judging license for competitions.

What advice would you give for balancing school, work, and life?

Map out your time. It was helpful for me to schedule things out. I'd look at when things were due, and then make a goal and say: "I'm going to do a page of writing every day before the due date." I also set a time limit for studying each day. I told myself I had to reach a minimum of an hour per day, and I would set a timer and sit down where I was only focused on that. That helped me get in seven hours of studying a week. Otherwise, with my toddler, I would work for 10 minutes and then get interrupted, and then I come back and spend 10 minutes figuring out where I was and work for 4 more minutes and get interrupted.

Graduate Student Highlights:

James Fetterman

Interviewed by Whitney Dubrulle,
LCLE 4th year online EdD student

Can you tell us a little bit about your teaching context, background and why you chose Indiana University's LCLE program?

I've been a world languages teacher for over a decade now teaching Spanish at a public high school. I've worked as department chair, worked in assessment, served as a staff representative for my school, and as a curriculum specialist for the district as well. I chose the LCLE program because I knew that I wanted to pursue a doctoral program, but I did not want to do a general education degree or a leadership degree. I wanted something that I would be passionate about and was related to my content area. I also didn't want to relocate anywhere so the LCLE online EdD. program was a good fit for combining the aspects and studying the ways in which literacy, culture and language intersect with what we do every day.

What is the focus of your research and how did you go about choosing it? Where exactly are you on the journey?

My research is focused on how we embrace students' digital and creative funds of knowledge in the world language classroom through an examination of multimodal literacy practices. For my dissertation proposal project, I'll be looking at how students can design a multimodal website to represent their curricular knowledge rather than or in addition to more traditional public school assessments and instructional practice. So how can this serve as an alternate vehicle for students demonstrating what they know how to do. Things that are often overlooked or ignored by traditional schooling practices.

What do you wish you would have known that first semester at IU when you were in L600?

The most important thing I wish I would have known is to be more analytical and organized with respect to all of the studies. Using an Excel sheet or a folder or Google Drive and analyzing studies more through a theoretical lens. So examining what the theories are, how they're applied. I wish I would have kept a running list of the articles and the theories that are applied so that I could see how they are being used and are taken up in context.



James is currently in the online EdD program (cohort 3) and is getting ready for his dissertation proposal.

Do you have any advice for those of us who are in our last year of classes before qualifying exams and dissertation proposals?

Use everything that you are doing in class to inform your research. Use those articles, those studies to inform what you're doing. Look at the different lenses and the positionality of the authors and apply it to your own study. Not just analyzing it, but what parts are applicable to what you are planning on doing. Also don't be afraid to solicit feedback from your peers. They come with different perspectives, different backgrounds, different lenses that are helpful for what you're doing. Lean on them and embrace them while they're there. After the qualifying exams, you are pretty much flying solo with your advisor and your committee.

Alumni/Graduate Student Updates

Angela Lankford

LCLE Online EdD Program (Cohort 3)

anlank@iu.edu

In spring 2021, I participated on a team of 5 interdisciplinary graduate students (IST &LCLE) led by Dr. Faridah Pawan to develop a virtual professional development course called, Culturally and Linguistically Inclusive Online Instruction, for Indiana teachers through the Governor Emergency Education Relief (GEER) grant. My research interest focuses on professional development for adult literacy instructors.

Amy Walker

LCLE PhD Program

amwalk@iu.edu

I'm Amy Walker and I'm in my final year in the LCLE PhD program. I'm an associate instructor in the School of Education, and I'm writing my dissertation. My dissertation research examines literacy practices of transnational Latinx and white youth in rural spaces of protest. I'm also interested in the complexities and nuances of educators' roles in school-community partnerships. I am currently applying for academic positions and plan to graduate in May!

Melanie Manuel

LCLE Online EdD Program (Cohort 6)

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I am a MS Spanish Teacher at the American School in London (UK). I began the Ed.D. Literacy, Culture, and Language Education program in August as part of Cohort 6. In our L600 course with Dr. Medina, I've had the opportunity to delve deeper into my research interest of decolonising the World Language Classroom. For my Key Issue project, I am learning how to teach and promote gender-inclusive language in the Spanish language and cultures instruction classroom. This semester I have also participated in the LCLE/C&I DEI Committee as part of my interest in making educational spaces more accessible, inclusive, and equitable.

During the program, I hope I can take a doctoral-level class, perhaps related to TESOL instruction, that is held abroad in the summer. If anyone has any information about any summer coursework abroad that would count towards our Ed.D. coursework, I would be very grateful to hear about it!

Pengtong Qu

LCLE PhD Candidate

My name is Pengtong Qu, PhD candidate at LCLE. I am a Teaching Fellow at Butler University in 2021-2022 academic year. During the last 18 months, I moved to Michigan and then moved to California. I moved back to Indianapolis in August. What new skills did I learn? I guess it's packing and unpacking and staying positive in my adventure!

To see more updates, please check out [the virtual celebration slides](#) :)

Faculty Publication Updates

• Dr. Erin McNeill

McNeill, E. (In Press). Immigration stories to reveal funds of knowledge and brave spaces in the literacy curriculum. *Journal of Adolescent and Adult Literacy*.

McNeill, E. and Hines, M.B. (2021). Honoring immigration students' assets and recognizing epistemic privilege. *English Journal*, 110 (6), 78-83.

• Dr. Carmen Medina

Medina,

C.L. (2021). *Barruntos: Youth Improvisational Work as Decolonial Literacy Actionings in Puerto Rico*. *Research in the Teaching of English* 56(2), 132-154.

Torres, F. & Medina, C.L. (2021). Cuentos Combativos: Decolonialities in Puerto Rican books about Maria. *Journal of Literacy Research*, 53 (2), 242-264. <https://doi.org/10.1177/1086296X211009294>

Medina, C. L. & Costa, M del R. (2021 online). (Re)membering in Improvisation as Decolonial Ruptures: (Un)doing Literacy Work in Puerto Rico. *Pedagogies: An International Journal*, 18, 2 (2023). [10.1080/1554480X.2021.1944868](https://doi.org/10.1080/1554480X.2021.1944868)

Medina, C.L., Perry, M. Lee, B., & Deliman, A. (2021). Reading relationally with drama: Deepening the connections among texts, readers, and experiences. *Literacy* <https://doi.org/10.1111/lit.12246>.

Medina, C. & Soto, S. (2021). Critical Literacy

in Puerto Rico: Decolonial reaffirmations and resistance across literacies, identities and languages. In J.Z. Pandya, R.A. Mora, J. Alford, N.A. Golden, & R.A. de Roock, (Eds). *The critical literacies handbook* (pp. 203-210). Routledge.

Hamm-Rodriguez, M. & Medina, C.L. (2021). Intra-Caribbean Solidarities and the Language of Social Protest. *Applied Linguistics* (Special issue on applied linguistics and social justice)

• Dr. Sharon Daley

Livers, S., Davis, T.R., Bolyard, C. S., Zhang, S.J., Sydnor, J., & Daley, S. (2021). Exploring three Midwest elementary teacher preparation programs and their impact on teacher candidates' self-efficacy across multiple semesters. *Teacher Education Quarterly*, 48(3), 29-52.

Sydnor, J., Daley, S., & Davis, T.R. (2020). 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*, 20(2).