Greetings from the Chair

As Spring arrives, so does AERA and we are preparing a program of renewal for you in Chicago! We will have a short business meeting with an election of Treasurer, so if you have a nomination, please send it to me by April 4th so that I can prepare a ballot. All other officers move up the ladder to the next position and I will be moving into “Immediate Past Chair” position. It has been an honor to serve the LSPSIG and I look forward to facilitating the move of Malu Dantas into the position of Chair. Thanks also to Vivian Vasquez, Beth Yeager, Eva Oxelson, Kathryn Pole, and Louise Jennings! We have a dynamic program outlined for you in this newsletter.

You may recall that last year for the Business Meeting we conducted a retrospective look at the roots of LSP research with pioneers in the field, Ray McDermott, Bud Mehan, and Fred Erickson. Jason Raley and Martin Connell followed up with a look at how their own research has been inspired by the work of the earlier scholars in the field. Their talk inspired us to recognize why we do the type of research that we do and to consider how to continue to bring our work forward in a political climate that is less than conducive.

This year’s program is designed to continue to move us forward on our academic journey of exploring LSP issues. The panel discussion is centered around “Reframing Sociocultural Research on Literacy: Identity, Agency, and Power”. Cynthia Lewis (University of Minnesota) leads off with an overview of the issues, followed by panelists who will give a brief synopsis of their own work of related research. You will hear from panelists: Elizabeth Moje, Patricia Enciso, Carolyn Fuller, Marjorie Orellana, and Bob Fecho along with discussants Kris Gutiérrez, Eliane Rubenstein, and Brian Street. As always, we will be seeking audience participation with questions for the panel.

The meeting will be held on Wed, Apr 11 - 6:15pm - 8:15pm in the Fairmont Gold Room, Second Level. See you there!!!

LeAnn Grogan Putney
LSPSIG Chair
Note from the Program Chair

Dear LSP SIG Members,

Our 2007 program will engage us in rich and stimulating discussions on discourse and social processes. We have 4 symposium sessions with a strong focus on methodology issues in different content areas. Our business meeting will sure push us to further examine the nature of research on LSP issues. In addition, we have 3 discussion sessions including 2 co-sponsored with the Cultural Historical Research SIG: Literacy and Meaning-Making Processes: Mediational Tools and Image-Text Relations on Monday, April 9 from 4:55pm - 5:35pm and Examining Student-Teacher Discourse Practices and Identity Construction Within Multiple Contexts and Perspectives on Thursday, April 12 from 12:25pm - 1:05pm. Please note that the first co-sponsored session is only posted online in the Cultural Historical SIG program.

Thank you all who contributed as a reviewer with your thorough feedback and insured the quality of our 2007 program! This year’s collaboration with the Cultural Historical SIG also enriched our program. Thanks also to LeAnn Putney for her mentorship, and commitment and contributions to the LSP SIG. I appreciate the opportunity to serve as Program Chair the past 2 years and welcome Vivian Vasquez to the position.

Hope you will attend many of our sessions this year. See you in Chicago!

Malu Dantas
LSP SIG Program Chair

Join LSP at AERA!

Co-sponsored discussion paper sessions:

Literacy and Meaning-Making Processes: Mediational Tools and Image-Text Relations -- Monday, April 9 from 4:55pm - 5:35pm
* listed only on Cultural Historical SIG program

Examining Student-Teacher Discourse Practices and Identity Construction Within Multiple Contexts and Perspectives -- Thursday, April 12 from 12:25pm -1:05pm.
* listed only on LSP SIG program

See page 4 for information on Courses offered at AERA.
An Update on Karen Wohlwend  2006 Recipient of the LSP SIG Emerging Scholar Award

Since receiving the award in San Francisco in 2006, Dr. Karen Wohlwend has defended her dissertation, published various articles, and accepted a position at Indiana University beginning fall 2007 as an assistant professor in the Language Education department. Dr. Wohlwend has expressed how very fortunate she feels to have the opportunity to collaborate with the great faculty at Indiana University in discourse analysis, social semiotics, and critical literacy.

Dr. Wohlwend’s dissertation, *Kindergarten as Nexus of Practice: A Mediated Discourse Analysis of Reading, Writing, Play, and Design in an Early Literacy Apprenticeship*, extends current sociocultural theories to look at young children’s language, literacy, and play practices as mediational means that not only manipulate meanings and materials in the immediate environment, but also transform tools, tool users, and surrounding social space. During weekly visits over one academic year, she documented children's use of literacy tools, toys, materials, spaces, talk, and physical action in a kindergarten classroom, locating sites where literacy, play, and design practices intersected. These practice-dense sites were searched for transformative events, looking moment by moment at the talk and action situated in the social practices of the embodied kindergarten community of practice and within prevailing societal discourses, histories of material use, and networks of identities. Nexus, or nodes of linked and integrated practices, recontextualized classroom space into blended peer/school spaces that enabled a broader range of meaning-making practices and empowered children with disparate skills and social capital to be recognized as literacy users and to participate more fully in peer and school cultures.

“Playing to read: A mediated discourse analysis of early literacy apprenticeship”, a paper based on Dr. Wohlwend’s dissertation research, reached the finalist level for the Outstanding Student Research Award at the 2006 National Reading Conference.

Articles published since AERA 2006:

See Page 6 for information on how to apply for the 2008 Emerging Scholar Award.
LSP offers these Courses at AERA

Using the AERA Standards for Reporting on Empirical Social Science Research
Directors: Judith L. Green, University of California - Santa Barbara; Richard P. Duran, University of California - Santa Barbara; Larry V. Hedges, Northwestern University; Pamela A. Moss, University of Michigan

Date: Tuesday, April 10, 1:00 pm - 5:00 pm
Fee: $35.00

This course focuses on the new Standards for Reporting on Empirical Social Science Research in AERA Publications adopted by AERA Council in June 2006. These standards are directed to authors, editors, reviewers, and readers to advance excellence in reporting on empirical research. The course focuses on the purposes and value of such standards and how to use them in the craft of reporting on research. Specific examples of transparent and well warranted reporting are considered for different modes of inquiry and methods of analysis. Participants will be encouraged to ask questions, discuss issues, and raise some of the challenges they experience in preparing research reports (when modification of the research is no longer an option). Instructors for the course served on the AERA task force that developed the draft standards.

Standards for Reporting on Empirical Social Science Research in AERA Publications (PDF)  http://www.aera.net/opportunities/?id=1480

Designing Research: Exploring Complementary Methods in Education Research
Date: Sunday, April 8th, 10-6:30 and Monday, April 9th, 8-11:30.
Fee: $125, which includes a $70 copy of the Handbook of Complementary Methods in Education Research.

This one and a half day course provides opportunities for research to explore ways of mapping a field and using research designs within complementary research traditions. Participants will explore research designs with contributors of the AERA Handbook of Complementary Methods in Education Research. Participants will have a chance to explore a broad range of issues in Multiple Complimentary Research design, review and teaching. It is a unique opportunity to explore research methods in multiple ways with an international group of colleagues. The course will focus on four areas of research design:
1) Programs of research: Mapping knowledge accumulation in a field from a complementary methods perspective;
2) Ethnography, Qualitative Methods & Cross-case Analysis
3) Randomized design, Hierarchical Linear Modeling & Mixed methods research;
4) Discourse/Video Analysis, Ways of studying Learning and Policy Analysis.
LSP SIG Member Publications and Honors

Publications
Editors and contributors to volume are invited speakers for the LSP SIG business meeting in Chicago this year.

Awards
Louise Jennings
*Recipient of an Abney Award from The University of South Carolina Women's Studies Program. This fellowship will support the examination of in-depth narratives of women educators who acted as agents of change toward the creation of radical democratic and liberating educational practices in Post-Authoritarian Brazil (1980's-present). Through an analysis of the in-depth narratives of female educators in the state of Minas Gerais, I will focus on their roles, experiences, and identities in the construction of counter-narratives to traditional, colonizing educational practices. This research will contribute to the understanding of women’s efforts to create and sustain more democratic and humanizing practices in education. Moreover, a focus on the role of women educators in Brazil helps to make visible the experience and potential of other female teachers, who represent the vast majority of teachers in school systems worldwide. I invite any communication, suggestions, and collaboration regarding this research pursuit!*

Vivian Vasquez
*Awarded the 2006 AERA Division B Outstanding Book Award for her book Negotiating Critical Literacies with Young Children. This landmark volume articulates and develops the argument that new directions in sociocultural theory are needed in order to address important issues of identity, agency, and power that are central to understanding literacy research and literacy learning as social and cultural practices. With an overarching focus on the research process as it relates to sociocultural research, the book is organized around two themes: conceptual frameworks and knowledge sources. Part I, “Rethinking Conceptual Frameworks,” offers new theoretical lenses for reconsidering key concepts traditionally associated with sociocultural theory, such as activity, history, community, and the ways they are conceptualized and under-conceptualized within sociocultural theory. Part II, “Rethinking Knowledge and Representation,” considers the tensions and possibilities related to how research knowledge is produced, represented, and disseminated or shared – challenging the locus of authority in research relationships, asking who is authorized to be a legitimate knowledge source, for what purposes, and for which audiences or stakeholders. 

*Finalist in the 2007 Podcast Peer Awards Education Category
*Released over 30 shows on the Critical Literacy in Practice podcast at www.clippodcast.com
LSP SIG Emerging Scholar Award—Call for Nominations

The Language and Social Processes SIG seeks to support outstanding scholarship among graduate and recent graduate students through its Emerging Scholar Award.

Eligibility:
LSP SIG members who are graduate students or recent graduates (no earlier than April 2005) are eligible to apply for the 2008 award. Any AERA member may nominate a candidate, who must be a member of the LSP SIG. Joining the LSP SIG at the time of nomination is permitted.

Materials to Submit:
Candidates submit texts that focus on language and social processes in education to be reviewed by the LSP SIG award committee. The text may be a paper, a web page, or a related product and may have been recently published or considered publishable. The text must be considered scholarly research, such as empirical research studies, theoretical papers, reviews of research, or considerations of educational practice, among other text. In addition, the candidate submits a cover letter that addresses the significance of the text and her/his related scholarship to language and social processes research in education.

Criteria:
The application will be assessed by the following criteria: overall quality; extent to which the topic of the text addresses language and social processes of education; significance for research, theory, and/or practice. We also consider the candidates’ scholarship history as evidenced in their vita, the candidates’ cover letter, and a letter from the scholar who nominates the candidate.

Email the application by November 1, 2007 to:
Louise Jennings, Chair, LSP SIG Emerging Scholar Award Committee—louise@sc.edu

The application packet should include the following:

- The nominating letter
- A cover letter from the candidate
- A vita
- A copy of the text

Form of Recognition: AERA plaque and a cash award presented at the 2008 meeting.

Questions? Contact Louise Jennings—louise@sc.edu