

2009

Culture & Creativity *in* Qualitative Research

December 9, 2009

8:30AM- 3:30PM

114 & 116 Aderhold Hall



Whitney Ferre is the author of *The Artist Within*, a guide to becoming creatively fit. The mission of her organization is to guide women in achieving an inspired & richly fulfilling life. Whitney has granted our class permission to use her artwork to publicize our conference. Thank you Whitney.

To find our more about Whitney or to view her other work, visit <http://www.creativelyfit.com>.

The 8th Annual SQUIG Conference in Qualitative Research

Conference Schedule

- 8:30-9:15 am Keynote & Welcome Address
"Writing ourselves at risk:" Using self-narrative in working for social justice
Dr. Corey W. Johnson; Department of Counseling and Human Development Services
Room 116
- 9:15-9:25 am Break
- 9:25-10:25 am Concurrent Sessions
Ethnographic Explorations of Qualitative Research, Rm 114
Communities and Cultures in Qualitative Research, Rm 116
- 10:25-10:30 am Break
- 10:30-11:30 am Concurrent Sessions
Qualitative Frameworks for Teacher Education Research, Rm 114
Researching Lived Experiences via Different Frameworks, Rm 116
- 11:30-12:30 Lunch, Room 116
- 12:30-1:30 pm Concurrent Sessions
Researching Educational Experiences, Rm 114
Generating Understandings of Literacy and Language, Rm 116
- 1:30-1:35 pm Break
- 1:35-2:35 pm Concurrent Sessions
Finding Care in Qualitative Research, Rm 114
Qualitative Cultural Representations, Rm 116
- 2:35-2:40 pm Break
- 2:40-3:30 pm Keynote & Concluding Remarks
Emotion, commitment, and risk in the crafting of research and researcher
Dr. Stephanie Jones; Department of Elementary & Social Studies Education
Room 116

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8:30-9:15 am Keynote & Welcome Address, Room 116
Introduction: Laurel Richmond

“Writing ourselves at risk:” Using self-narrative in working for social justice



Dr. Corey W. Johnson; Department of Counseling and Human Development Services

Dr. Johnson's qualitative inquiry (ethnography and collective memory work) focuses attention on non-dominant populations in the cultural contexts of leisure, providing important insight into the discriminatory practices and experiences that marginalized people often encounter in mainstream leisure settings. He sees this research as complimentary to both his classroom instruction and his professional service, and uses advocacy, activism, civic-engagement, service-learning and community partnerships to create unique learning opportunities for individuals and institutions. This synergy is particularly relevant as it increases the quality, level, and number of services offered in a given community. His scholarship has been published in journals both in and outside of Recreation and Leisure Studies and he has received grant funding to create a collaborations between faculty in Recreation and Leisure Studies, Counseling Psychology and two state agencies (Georgia State Corrections and Athens-Clarke County Schools), to assess and meet the needs of their staff in relation to creating safe environments for LGBTQ identity development for youth.

9:25-10:25 am

Ethnographic Explorations of Qualitative Research

Moderator: Brandon Butler

Room 114

Sanjeev Kumar, *Geography*

Ethnography and human geography: A report on use of ethnographic techniques by human geographers

Ethnography includes a broad spectrum of social research that calls for close embedded observation of people and institutions in order to understand how and why agents' acts think and feel the way they do. Proponents of ethnographic study claim that it allows the researcher to contrast the discrepancies between the words and the deeds of the participants, thus enabling an insightful examination of the participants that is unavailable in any other methodology (Herbert 2000). As a research technique, ethnography has a checkered past and still it remains a contested terrain amongst its practitioners. However, recent years have seen a renewed interest in the use ethnographic techniques by human geographers. This paper offers a short history of theoretical developments in ethnography, outlining the ways in which geographers have defined, approached and incorporated various ethnographic techniques in their research. We also discuss and summarize various schools of ethnographic research and the ways in which broader intellectual issues like critical theory, feminism, identity politics, and postcolonialism has shaped its scholarship amongst human geographers.

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Stacey Britton, *Science Education*

Citizen science as a framework for secondary science teacher preparation: A hermeneutic ethnography

In our society of technologically advanced students, we are losing touch with the needs of individuals, community, and

the environment. Teacher preparation provides an instrument for introducing new techniques that will re-focus our concerns, place value in local, community knowledge and make students accountable and aware of their decisions. This presentation will address an alternative framework for secondary science teacher preparation and how students made sense of this course, through the eyes of the researcher. Using a hermeneutic ethnographic approach, interpretations were developed, questioned, and adjusted through further observations, interviews, and interactions with the participants.

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Joseph R. Nichols, Jr., *Elementary and Social Studies Education*

Questioning justice in teaching: A poetic autoethnography of social studies curriculum

This paper focuses on how one novice teacher educator attempted to hold conversations about justice in his preservice social studies curriculum course. In this study, I use autoethnography and poetic representation of data to help shed light on the emotions involved in questioning justice in teacher education. I also present an argument for why poetry is a valuable means of educational research.

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9:25-10:25 am

Communities and Cultures in Qualitative Research

Moderator: Boh Young Lee

Room 116

Katy Gregg, *Child & Family Development*

Building on the hopes and dreams of Latino families with young children: Findings from family focus groups

In the past, Latino families were often judged as being uninvolved in their child's education, particularly within the parent

involvement literature. More recently, authors are encouraging educational professionals to look at a family's "funds of knowledge." This expression takes into account the knowledge a teacher can gain from a family and child, including awareness of culture, familial background, and other contributions of the family. This presentation will review the findings of the preliminary analyses of focus groups conducted with Latino family members who have a child(ren) enrolled at a Head Start Center. Findings indicate that Latino families openly communicated strengths, interests and hopes for their child and family yet often face barriers in conveying these with teachers and other staff in their child's life. Implications for using a strengths-based, family-created portfolio to bridge this gap in family-school communication will be discussed.

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Tina Pagan, *Science Education*

Turning local knowledge into legitimized knowledge: Metanarratives as a progressive tool for the integration of cultural experiences into community water education

One of the current cultural science education movements suggest the importance of positioning citizens as producers of legitimate science knowledge; it presumes local knowledge is advantageous for enlarging the community's insight of a complex issue. Informed by a study that documents the local water knowledge in a transitioning Georgia community the presentation speaks to the question--If EPA's water quality standards are the predominant criteria for determining the condition of a river, how does an environmental educator proceed in legitimizing the local, non-token water resource knowledge when assisting a community with a water issue? The presenter will describe how metanarratives, as highly developed, meaningful knowledge, integrate cultural experiences into a storied account and serve as valuable tool for community-based water education programs.

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Michael Jay Manalo, *Counseling Psychology*

Challenges and solutions: Qualitative research with Hmong American communities

The Hmong living in the United States represent a unique segment of the Asian American community. Many first generation Hmong came to the U.S. as refugees after the end of the Vietnam War. As compared to other Asian American immigrant populations, many Hmong have a lower socioeconomic status (SES) and relatively high rates of mental illness. Qualitative research serves an important role in working with such marginalized populations. The author explores the use of qualitative research in understanding the Hmong culture from the standpoint of psychological and educational research. As illustrated by the author's pilot study, research with the Hmong presents challenges in terms of language, culture, and subjectivities. In light of these challenges, the author also describes solutions for conducting research with this unique population including leveraging the strengths of community organizations to build a bridge between the researcher and the participants.

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10:30 - 11:30 am

Qualitative Frameworks for Teacher Education Research

Moderator: Katy Gregg

Room 114

Seri Beall, *Science Education*

Teacher research: Is it good enough?

Action research applied in classrooms by practicing teachers, also known as teacher research, provides a practical alternative to traditional forms of research on teaching--especially in terms of viability and transferability. Teacher research is characterized by a suite of features that make it unique, while also meeting standards of rigor. These features include being: systematic, intentional inquiry, cyclic and recursive, organic, action oriented, socially constructed, and

political. The scope and sequence of the following presentation will illuminate these key features of teacher research and explore the level of scholarship afforded by such an approach.

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Alexander Cuenca, *Elementary & Social Studies Education*

Pedagogy and self-study in teacher education

The term pedagogy has been appropriated in education discourse as simply strategies of instruction. This instrumental understanding of pedagogy has reified the term both in the vernacular of education and in research of teaching and teacher education, leading the scientific pursuit of pedagogy to exclude the relationship between pedagogy and pedagogue. Based on this concern, this presentation will analyze how the pursuit of pedagogy as a quantifiable measure in education research has ignored the affective dimension of teaching and muted the frameworks and motives that drive practice. I suggest self-study of teacher education as a research methodology that can help construct a more robust understanding of pedagogy in teacher education.

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Aris Reynold V. Cajigal, *Science Education*

Constructionism and epistemological theories – Looking for theoretical intersections

This presentation explores on the possible theoretical intersections between constructionism and epistemological theories in understanding how preservice teachers' beliefs on specific issues develop. Constructionism is a theoretical notion that humans are active participants in the construction of knowledge. Hofer and Pintrich (1997) proposed a model to integrate the various theoretical notions of epistemological beliefs espoused by previous scholars. The model stresses that an individual's epistemological theories should be limited to the individual's beliefs about knowledge,

reasoning and justifications. Four dimensions comprise the model: certainty of knowledge, simplicity of knowledge, source of knowledge and justification for knowing. This presentation aims to examine both constructionism and epistemological theories as theoretical frameworks in investigating preservice science teachers' beliefs and their influence on instructional decisions. In addition, this paper aims to find out and explore the potential intersections of these frameworks in light of the characteristics and dimensions explicated in the literature. Lastly, this presentation endeavors to explain how the frameworks theoretically inform a study on preservice science teachers' beliefs on socioscientific issues.

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10:30 - 11:30 am

Researching Lived Experiences via Different Frameworks

Moderator: Georgia Hodges

Room 116

Oksana Parylo, EDAP

Principal evaluation: A phenomenological study

Expanding responsibilities and increased accountability from No Child Left Behind have resulted in shortages in the principal workforce. As a system of support, professional learning, and personal growth, principal evaluation should address these challenges and help principals to overcome them; however, research suggests that evaluation fails to successfully assess this complex role. Moreover, a lack of research on principal supervision and evaluation over the last three decades has been reported. This phenomenological study sought to understand principals' lived experiences of being evaluated with reliance on the principles of developmental supervision and adult learning theory. The two-step data analysis process included phenomenological examination of transcripts for the meanings of principal evaluation, followed by the interpretation of these findings applying the theories of developmental supervision and adult learning. Phenomenological analysis (Moustakas, 1994) of interview data from 16 principals revealed seven major themes central to school

leaders' evaluation based on principals' accounts of their experiences: increased awareness; process, not an event; transparency; dialogue; trust and respect; feedback; and support. Directive informational and collaborative interpersonal approaches were favored by principals and their evaluators. The findings contribute new knowledge about the phenomenon of principal evaluation and have implications for reconceptualization and redesign of principal evaluation processes.

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Trevor Thomas Stewart, Language & Literacy Education

Transactional analysis: Conceptualizing a framework for illuminating human experience

Myriad methods exist for analyzing qualitative data. However, It is imperative for qualitative researchers to employ data analysis tools that are congruent with the theoretical frameworks underpinning their inquiries. In this paper, I have constructed a framework for analyzing data that could be useful for researchers interested in focusing on the transactional nature of language as they engage in social science research. Transactional Analysis (TA) is an inductive approach to data analysis that transcends constant comparative methods of exploring data. Drawing on elements of narrative and thematic analysis, TA uses the theories of Bakhtin and Rosenblatt to attend to the dynamic processes researchers identify as they generate themes in their data and seek to understand how their participants' worldviews are being shaped. This paper highlights the processes researchers can utilize to study the mutual shaping that occurs as participants read and enter into dialogue with the world around them.

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Chudamani Basnet, *Sociology*

From civil society to a society of citizens: Accounting for the agency of civil society activism in Nepal's Second People's Movement

Influenced by liberal political theory, civil society scholars treat the phenomenon of civil society activism as dense networks of voluntary and non-profit organizations. Consequently, this scholarship focuses on the efficacy of non-profit and voluntary organizations on democratic struggle, democratic transitions, and on the overall health of democracy in general. Such an approach ignores the particularities of political struggle and actors' meanings to their political participation. In exploring civil society activism in the course of Nepal's Second People's Movement in 2006, I argue that attending to the meanings of political participation that the civil society activists attributed to their participation leads to a different conclusion. In Nepal's case, civil society activists could assert and regain their agency only after they temporarily suspended their memberships to the non-governmental and voluntary organizations. This suspension uniquely enabled these activists to take on the then royal regime. A citizenship discourse subsequently came into prominence. This study thus treats civil society as a discursive strategy employed in the political field composed of political parties, international actors, and the royal palace. This study thus underscores the importance of the meaning-making process in political struggles.

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11:30-12:30 Lunch

Room 116

12:30-1:30 **Researching Educational Experiences**

Moderator: Trevor Stewart

Room 114

Deborah L. Teitelbaum, *EDAP*

Teacher supervision in action: A review of the empirical literature of teacher observation conferences using talk-in-interaction as the primary data source

Teacher supervision literature tends to be theoretical and prescriptive. Despite repeated calls (e.g., Blumberg, 1980; Reavis, 1977; Waite, 1993; Zeichner & Liston, 1985) for a more robust body of research employing naturalistic, ethnographic methods, empirical studies of supervision remain few, and most rely on survey data or other forms of teacher or supervisor self-report (e.g., Ovando & Harris, 1993). This study attempted to locate all the extant literature on teacher supervision that employed transcribed audio- or video-recordings of conferences as their primary data source. In addition to the dearth of such studies, findings include 1) pre-service teachers or university teaching assistants as the most common research participants, 2) few studies conducted at the secondary (high school) level, and 3) few studies conducted in U.S. schools. These findings have implications for the usability of research outside the context in which it was conducted.

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Georgia Hodges, *Science Education*

School and community tensions related to the retention of secondary science teachers in rural school districts of middle Georgia

Staffing schools with qualified teachers receives vast attention from policymakers, researchers and the general public. Multiple reports, including the Glenn Commission on Mathematics and Science Teaching for the 21st century, reports from the National Research Council and the National Academy of Sciences illuminate the shortages specifically in mathematics and science education. Although turnover of science teachers approximates that of other subjects, such as English or social studies, science does not have an overabundance of new teachers to replace those lost, complicating the

issue of science teacher retention. This study, situated in the Black Belt region of Georgia, addresses the issues of teacher retention, attrition and mobility as well as the impact of policy on each. Using qualitative methods, including life story interviews, participant observation, interviews, focus groups and document analysis of archival data, researchers illuminated multiple tensions that science teachers in the rural black belt region of Georgia face. Using grounded theory analysis, researchers have constructed a bottom-up, teacher centered perspective, which offers a different view of the daily life of the teacher to understand that often studied problem from a different perspective. This paper discusses the primary tensions as well as the cultural myths that impact teacher retention and attrition.

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Lara Pacifici, *Science Education*

Motivational factors influencing students' participation in undergraduate science research

Undergraduate research (UR) in science is gaining popularity and has been shown to elicit positive student gains. By understanding the motivations behind students' decisions to do UR in science, institutions can better understand how to recruit students into UR programs. The purpose of this study was to explore students' motivations to participate in UR in science. I interviewed 18 science majors from a large research university, 11 undergraduate researchers and 7 non-researchers. Students explained the roles of extrinsic and intrinsic motivational factors. I analyzed the data from an interpretivist framework drawing from methods of grounded theory. The intrinsic motivation of interest in science was cited by participants as most influential. While many students did state that they plan to go to medical or graduate school, none said that having UR on their resume was a motivation to participate. Similarly, many students talked about people who were influential in sparking their interest in science, but the students stressed the interest itself as the main reason they decided to do research. Non-research students represented a wide range of motivations not to participate in UR. One student definitely lacked any motivation to pursue UR, but for others it was more about there being something else in their life, like community service, that

they were more motivated to do. These findings do not support the inclusion of research experiences as a degree requirement or the use of incentives to research. Instead, institutions should focus on engaging students in the science aspects of their research.

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12:30-1:30 **Generating Understandings of Literacy and Language**

Moderator: Oksana Parylo

Room 116

Boh Young Lee, *Child & Family Development*

The importance of heritage language maintenance for immigrant children

There have been needs to provide culturally responsive programs for immigrant children in order to support their needs so that they could shape their appropriate cultural identities while maintaining their heritage language. This presentation focuses on the importance of heritage language maintenance for immigrant children by sharing strategies to assess children's cultural identities, which teachers and teacher educators can employ in their own classrooms. Such strategies can be used to plan culturally-responsive and developmentally-appropriate early education that fosters the development of cultural identities. Additionally, findings of this study will provide educators valuable information; how they can encourage and support their students from immigrant families to develop their cultural identities and ultimately appropriate bicultural identities; how important their roles in class are in order to help their students to get positive self-esteem toward their heritage culture; how they can set up cultural opportunities in their classrooms.

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Jennifer Wooten, *Language & Literacy Education*

The big striptease, or When non-native teachers of Spanish cannot “pass”

This presentation focuses on the points of resistance, or tensions, participants in a study on non-native teachers of Spanish confront in the performance of their second language identities and how they might challenge them. Through performance-based focus groups, or focus groups that utilize theatrical techniques, participants acted out external conflicts (e.g., English-speaking administrators who expected them to interpret for them in conferences with Spanish-speaking parents and students, English-speaking students who expected them to be all-knowing in terms of Spanish and Hispanic cultures) and internal conflicts (e.g., feeling like a fraud, judging harshly their own linguistic and cultural skills). The group then enacted possible solutions to these conflicts, debriefed the viability of the solutions, and in turn critically questioned the native / non-native binary that undergirds foreign language education. This presentation will report and elaborate on these findings in order to explore how the contexts in which Spanish teachers give themselves away as non-natives - that is, when they cannot enact their second language identities as they would like or feel expected to - serve to critique (and/or reify) the discourses that make those identities possible.

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Joy Campbell, *Language & Literacy Education*

Take it out of class: A study of virtual literature circles

The following study investigated graduate students' literature circle discussions in an asynchronous online discussion thread. In the first class meeting, a face-to-face class period, students were assigned to a literature circle in an arbitrary manner. Groups self-selected texts to read and discuss over an 11 day time period where there were no face-to-face meetings. Through qualitative analysis methods, the author explored group dynamics, social relationships and reader-response techniques in an online world. Implications and limitations of virtual literature circles are discussed.

1:35-2:35

Finding Care in Qualitative Research

Moderator: Deborah L. Teitelbaum

Room 114

Brandon Butler, *Elementary and Social Studies Education*

“Ethic of care” and teacher education research: one teacher educator’s exploration of qualitative research ethics

In this paper I examine an ethical dilemma that presented itself during the data collection phase of my dissertation research. This dilemma, developing out of one research participant’s, a student teacher, confrontation with a troubling and emotionally draining teaching event prior to a scheduled interview, forced me to explore my role as researcher and my responsibility as teacher and teacher educator. Following an exploration of the literature on qualitative research ethics and the ethic of care, I reflect on my response to the situation as educator and researcher, analyzing my decision through Noddings’ “ethic of care” and how this choice potentially affected research outcomes and my initial desire to maintain objective researcher status.

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Natalie Pope, *Social Work*

Adult daughters’ path to caregiving

Approximately 52 million Americans provide informal (unpaid) care to a family member or friend who is disabled or ill. Although people of all ages receive and provide informal care, the most common informal caregiving relationship is that of an adult child providing assistance to an elderly parent. In fact, 38% of informal caregiving is children caring for aging parents and daughters, more often than sons, are the ones providing the most hands-on care (National Alliance for Caregiving (NAC) & AARP, 2005; Takamura & Williams, 2006). The purpose of this presentation is to describe the path by which adult daughters came to be caregivers for a parent. This qualitative study utilized a basic interpretive design. Data were collected through in-

depth, face-to-face interviews with 15 adult daughters and daughters-in-law between the ages of 50 and 65 who are providing care to an ill and disabled parent. Interview transcripts were analyzed using open and focused coding, constant comparison, and memo-writing.

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Marylen Rimando, *Health Promotion and Behavior*

Benefits and limitations of interviewing White and African American adults diagnosed with hypertension

Known as the silent killer and often asymptomatic before diagnosis, high blood pressure or hypertension currently affects more than 72 million Americans or approximately one in three adults or more than 90% of individuals during their lifetime. As many as 20 million Americans are unaware that they have hypertension. Up to two thirds of hypertensive adults in the United States are either untreated or undertreated. Hypertension is an urgent public health problem which needs to be addressed. The conceptual framework is phenomenology. An in-depth review and critique of the nursing literature was conducted to determine the benefits and limitations of interviewing patients diagnosed with hypertension. The following results were found:

Benefits of interviewing include an in-depth understanding of a patient's view of a phenomenon, researcher has a face-to-face extensive conversation on a focused research topic, and is specific and descriptive to each patient's lived experience. Challenges of interviewing include extensive amount of time to conduct and transcribe interviews, researcher's reliance on subjectivity instead of objectivity, and limited generalizability to the at large population with hypertension. Qualitative interviewing provides a unique approach to the study of hypertension among African Americans and whites from the numerous intervention and survey designed studies. Public health practitioners and researchers should first understand qualitative interviewing in application to hypertensive patients. From this qualitative perspective, researchers will have a foundation on which to design a culturally competent intervention to reduce hypertension prevalence rates among African Americans and Whites in the United States.

1:35-2:35

Qualitative Cultural Representations

Moderator: Lara Pacifici

Room 116

Desiree M. Seponski, *Child & Family Development*

Exploring solution-focused therapy as a culturally responsive Cambodian model of therapy

It is estimated that between 1.5 and 3 million Cambodians were killed between 1975-1979 as a result of the Khmer Rouge genocide. The victims were primarily highly educated individuals and their families, including government officials, doctors, lawyers, professors, teachers, and psychotherapists. As a result of the devastation, Cambodia is still struggling to educate its country and recover from the economic, political, and psychological damage caused by years of turmoil. The current climate is further complicated by the recent rise of an HIV/AIDS epidemic throughout the country, which has raised the death toll of the second generation of post-war survivors, leaving orphaned children to be raised by their older family members or to live on the streets. A project was developed to address the aforementioned crises by training Cambodian therapists at the Royal University of Phnom Penh (RUPP) and by identifying and developing a culturally responsive therapy model to be used with clients. The presentation will describe the use of responsive evaluation to explore Solution-Focused Therapy as a culturally responsive model of Cambodian therapy.

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Amanda Hodges, *Language & Literacy Education*, and **Laurel Richmond**, *Counseling & Human Development*

Hegemony, resistance, and fandom: Buffy fans and their biting critique

Popular culture provides a vital point of entry to examine discourses of hegemony and resistance at work within a growing

culture of fandom. Drawing from epistemologies of feminism and poststructuralism, we shall examine how fans read, co-construct, apply and re-envision texts as they navigate societal notions of gender in their own construction of subjectivity. We will discuss subversive examples of sex discrimination found in American popular culture. These examples are important as they impart crucial, hegemonic lessons that may then be played out in everyday life. By focusing on the third season of *Buffy the Vampire Slayer*, we will examine the discourses of risk at play within the source text, fan sites, and online fanfiction. Bourdieu's notions of cultural capital, Bakhtin's ideas of Carnival, Foucault's analysis of power-relations, and Butler's theories of performativity converge to provide us with dynamic, critical perspectives with which to interrogate social metanarratives and their impact on the Subject.

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2:40-3:30

Keynote & Concluding Remarks, Room 116
Introduction: Joseph Nichols

Emotion, commitment, and risk in the crafting of research and researcher



Dr. Stephanie Jones; Department of Elementary & Social Studies Education

*Dr. Stephanie Jones is Associate Professor in the Department of Elementary and Social Studies Education where she teaches undergraduate, masters, and doctoral level students in areas as diverse as social class and education, feminist perspectives in elementary education, place-based education, and teaching for social justice. Her research is focused on the intersections of race, social class, and gender with literacy education, identity construction, and school engagement and she attempts to represent research in creative, moving ways inspired by fiction, memoir, film, and personal experiences in the world. Stephanie has received a number of awards for her scholarship including the international Gender and Education Early Career Researcher Award and the Spencer Foundation Exemplary Dissertation Award. She has written two books, *Girls, social class, and literacy: What teachers can do to make a difference* (2006) and *The reading turn-around: A five part framework for differentiated instruction* (co-authored in 2009), and is author of many articles in journals such as *Feminist Teacher*, *Changing English*, *Anthropology and Education Quarterly*, *Pedagogies*, *Reading Research Quarterly*, *Rethinking Schools*, and *Language Arts*.*