

A satellite view of Earth showing the Americas and surrounding oceans. The image is centered on the Americas, with North America at the top and South America at the bottom. The oceans are a deep blue, and the continents are green and brown. There are white clouds scattered across the scene.

**Reading the Word, Researching the World:
Designing Inquiry-Based Learning Experiences for
Students in Higher Education**

To submit questions for discussion, type the following URL address in your phone's browser:

meet.ps/cordes



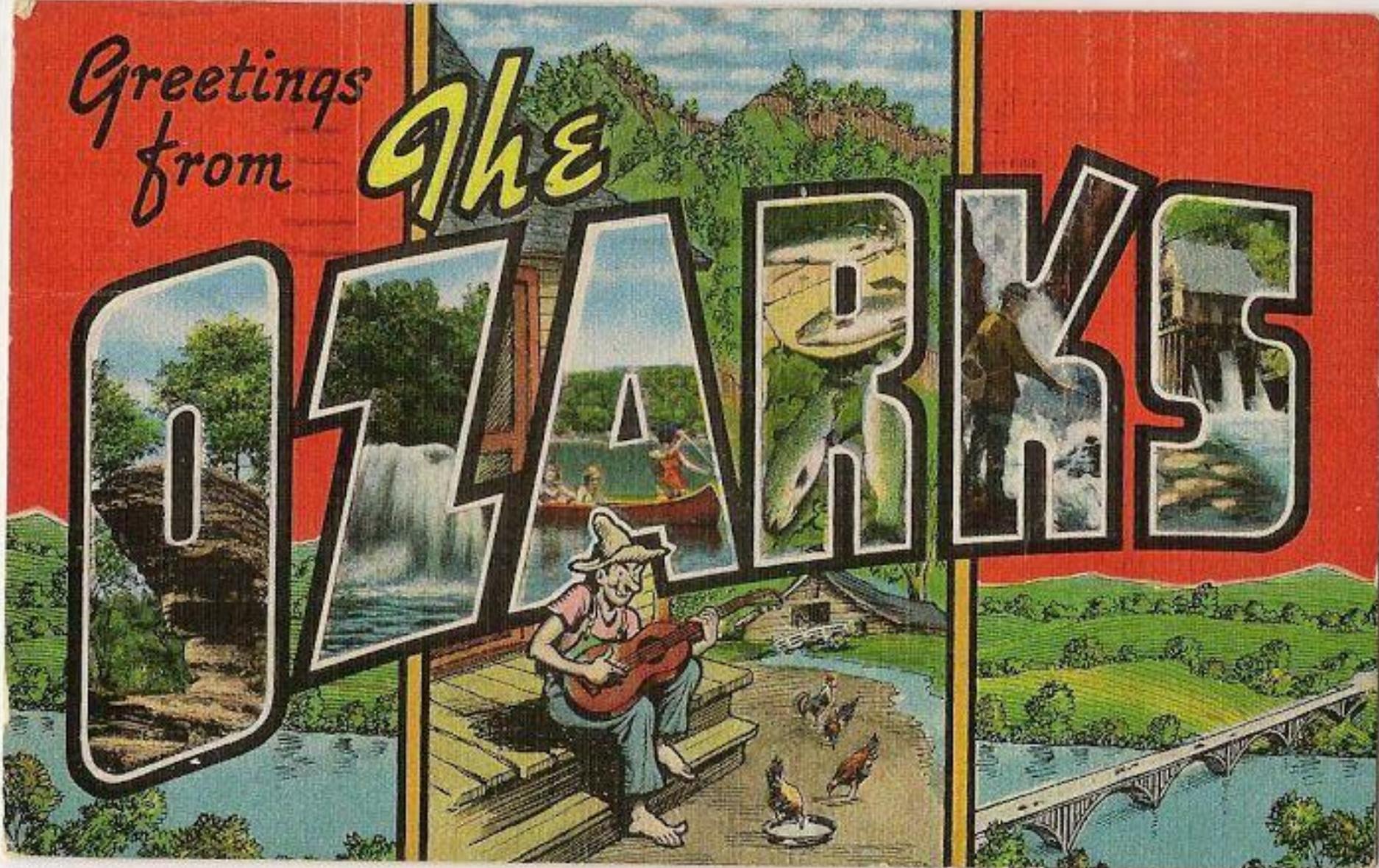
A photograph of a man with short, light-colored hair and glasses, wearing a dark sweater over a light-colored collared shirt. He is looking upwards and to the left, with his right hand resting on his chin in a thoughtful pose. A large, black-outlined thought bubble is positioned above and to the left of his head. Inside the bubble, the text reads: "How might assumptions faculty from other regions of the U.S. bring to Southern contexts shape their work with students?". Two smaller circles lead from the bottom of the thought bubble towards the man's chin.

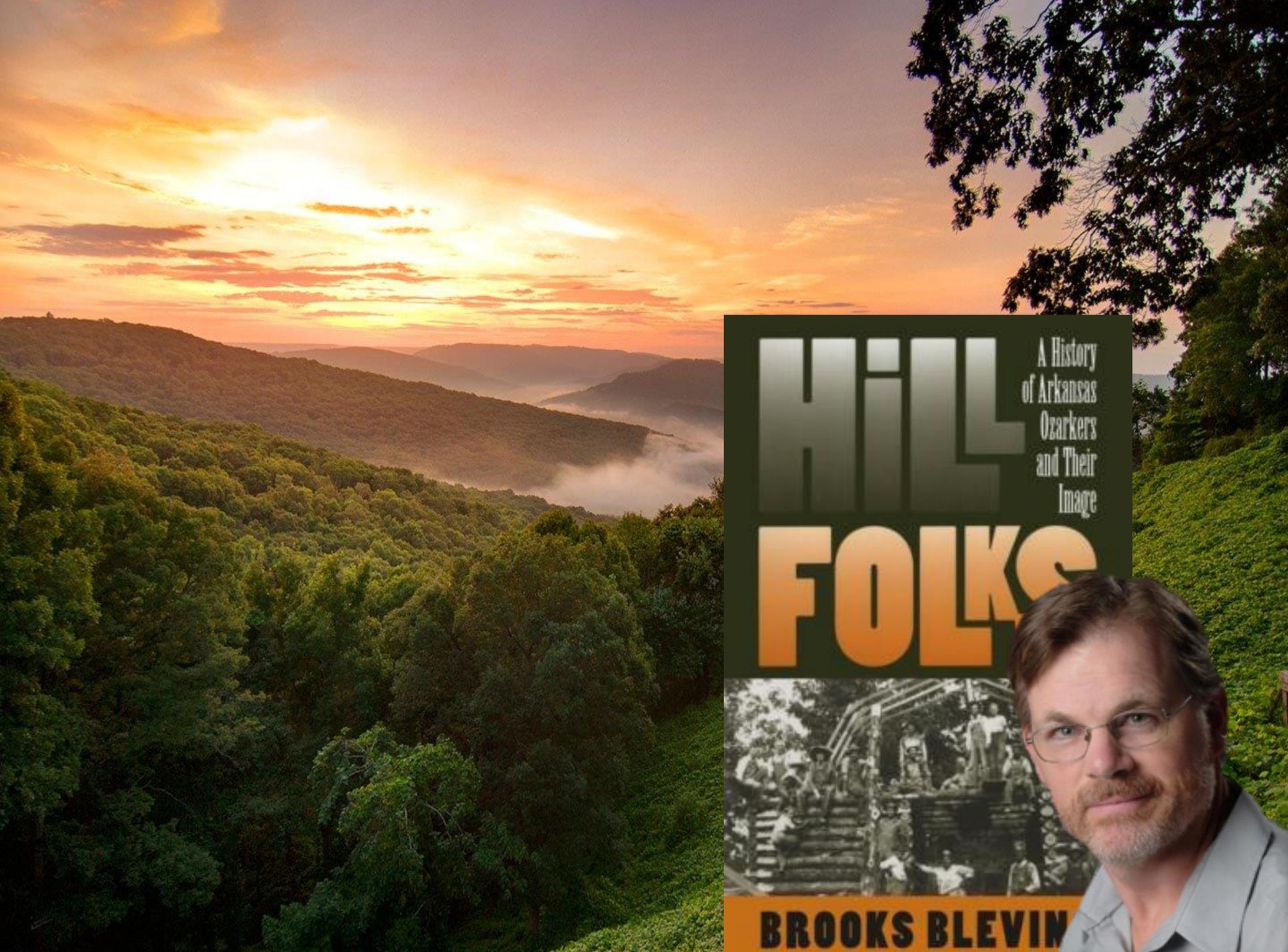
How might assumptions faculty from other regions of the U.S. bring to Southern contexts shape their work with students?

Greetings
from

THE

GAZARKS





HILL A History of Arkansas Ozarkers and Their Image
FOLKS



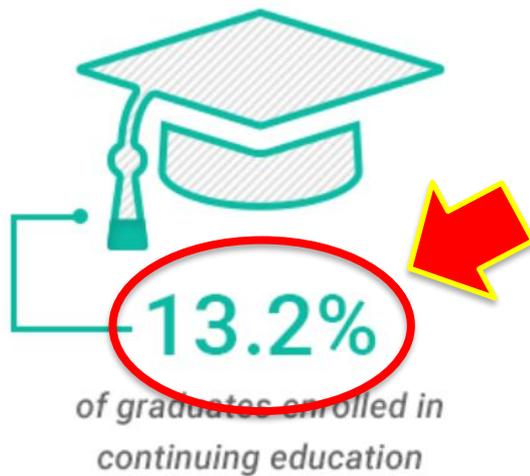
BROOKS BLEVIN



A man with short, light-colored hair and glasses is shown in profile, looking upwards and to the left. He is wearing a dark, textured sweater over a light-colored collared shirt. His right hand is raised to his chin in a classic 'thinking' pose. Above his head is a large, black-outlined thought bubble. Two smaller circles lead from the bottom of the bubble to the man's head, suggesting the flow of thought. The background is plain white.

Ideally, what kinds of learning opportunities should be available to undergraduates attending a large research university?

Graduates Pursuing Continuing Education (2015-2016)*



* Professional program percentages displayed don't add up to 100 percent.

A man with short grey hair and glasses is shown in profile, looking upwards and to the right. He is wearing a dark sweater over a light-colored collared shirt. His right hand is raised to his chin in a classic 'thinking' pose. A large, black-outlined thought bubble is positioned above his head, containing the text 'What is the relationship between a university and the communities that surround it?'. Two smaller, black-outlined circles lead from the bottom of the thought bubble towards the man's chin, suggesting the flow of thought.

What is the relationship
between a university and the
communities that surround it?

LITERACY IN AMERICA



LITERACY IN
AMERICAN
LIVES

Deborah Brandt

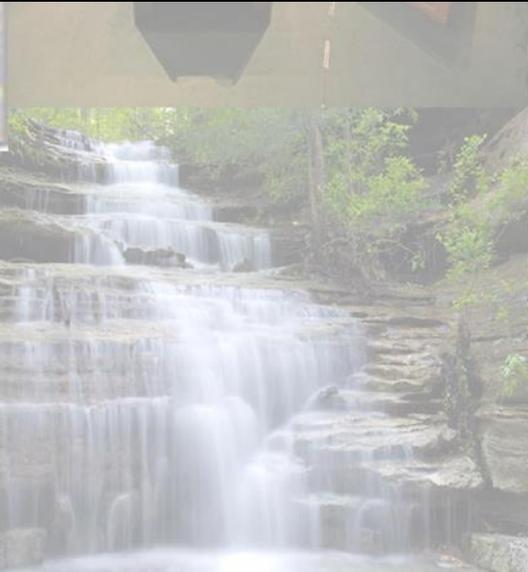
Why Engage Students in Community-Based Inquiry?

- Positioning students as researchers helps them “build a positive sense of their academic identities as they engage with and inquire into the everyday world” (Comber, 2015, p. 67).
- Awareness of the “going to be there” (Janks & Comber, 2005) inspired more motivated, more engaged student writing.
- Bruce (2014) understands community inquiry as highlighting “the ways that people come together to establish common ground and to work toward common purposes” (p. 1).



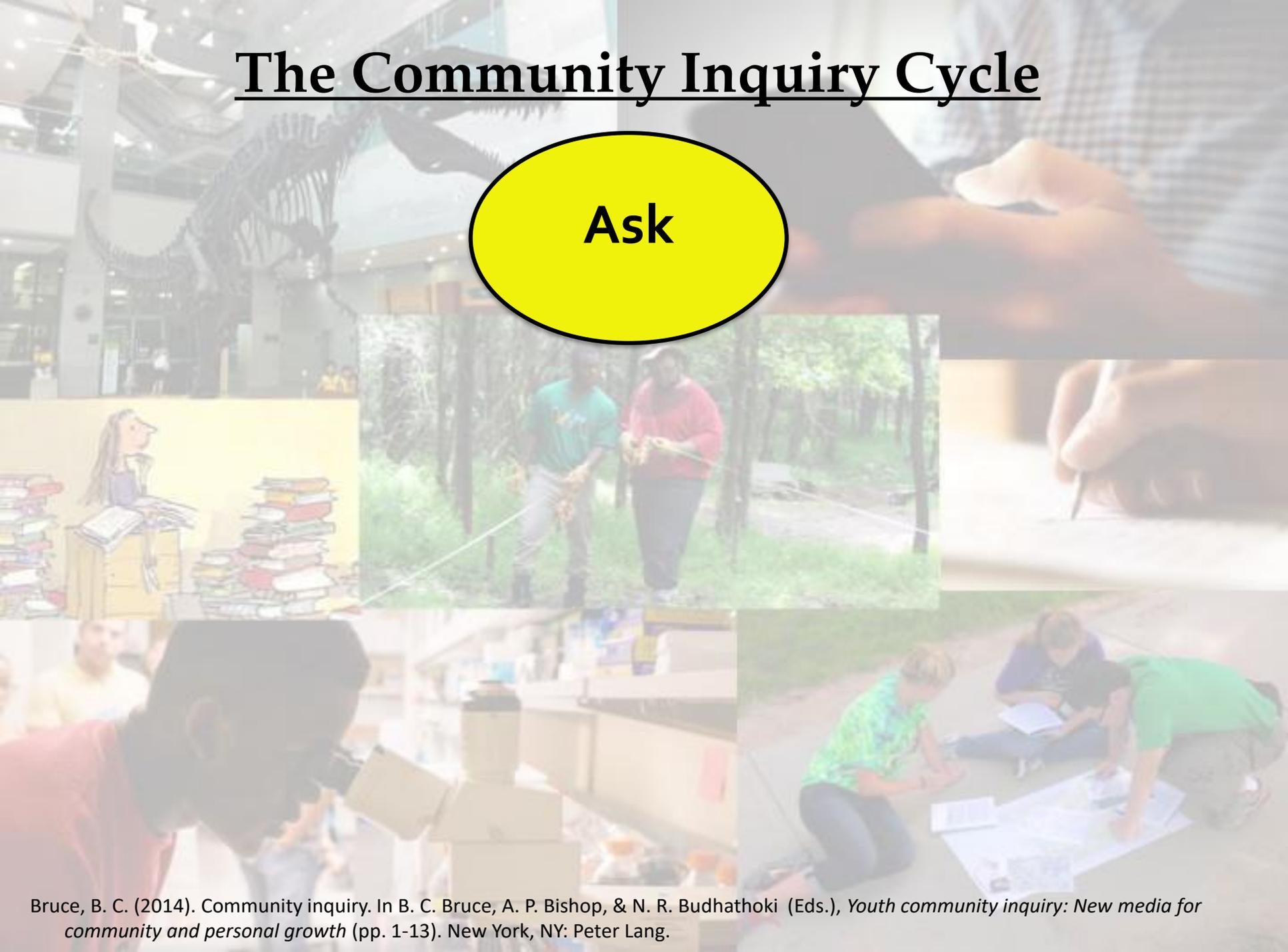


The “Literacy in Ozark Lives” Research Project



The Community Inquiry Cycle

Ask



Inquiry Questions

What is the relationship between the place where someone lives and the purpose and value of literacy?

a) What role do literacy sponsors play in the lives of people?

b) How do social and economic factors in a given place shape the purpose of people's literacy?

The Community Inquiry Cycle

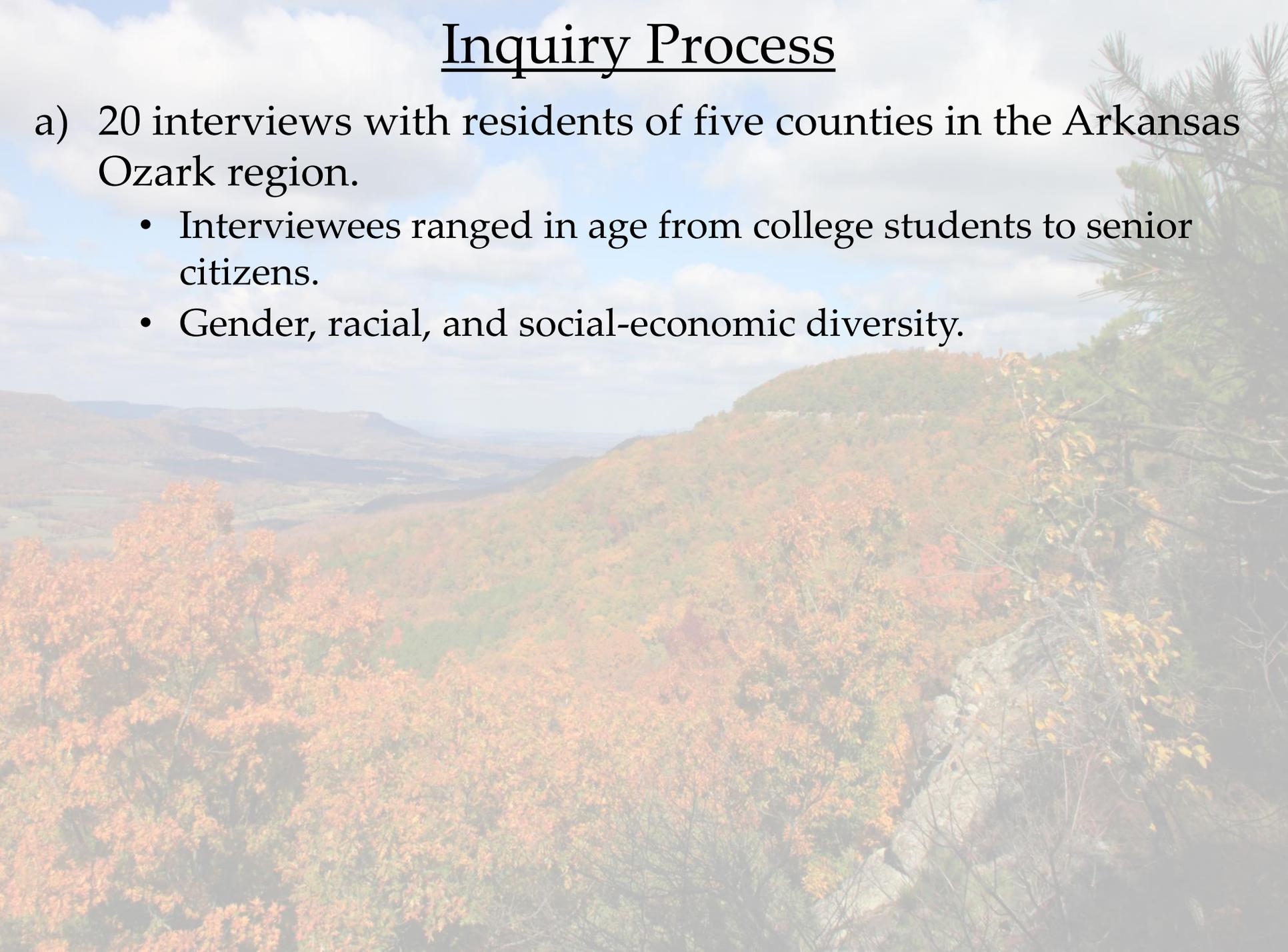
Ask

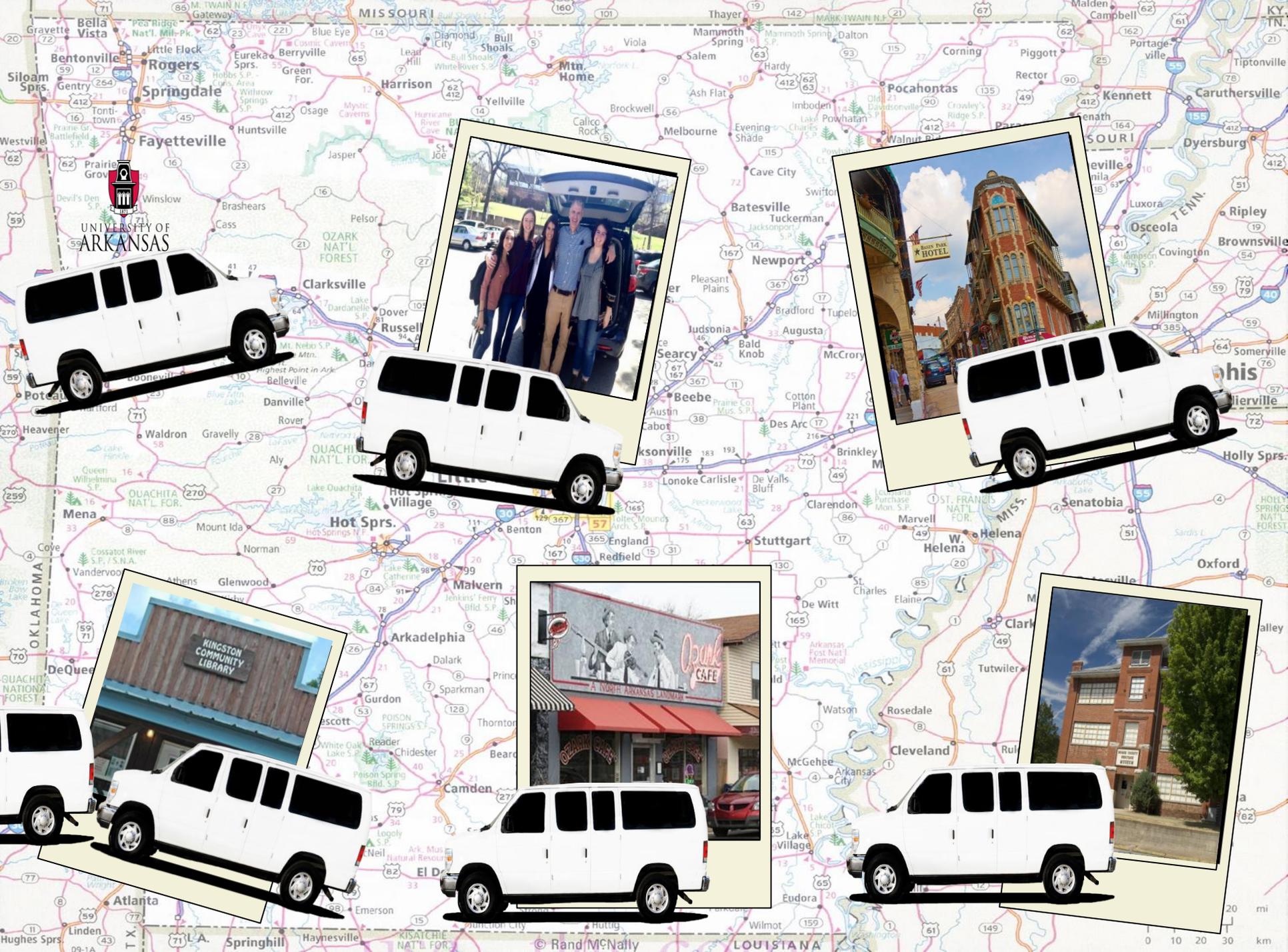
Investigate



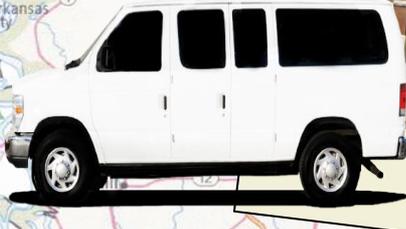
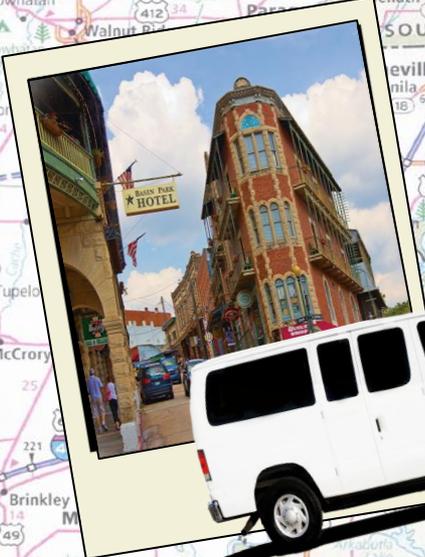
Inquiry Process

- a) 20 interviews with residents of five counties in the Arkansas Ozark region.
- Interviewees ranged in age from college students to senior citizens.
 - Gender, racial, and social-economic diversity.





UNIVERSITY OF ARKANSAS



Inquiry Process

- a) 20 interviews with residents of five counties in the Arkansas Ozark region.
 - Interviewees ranged in age from college students to senior citizens.
 - Gender, racial, and social-economic diversity.
- b) Interviews ranged in length from 45 minutes to 110 minutes.
Transcribed interviews in their entirety.
- c) Coded transcripts using key words culled from the research questions.
(e.g., people and institutions that served as literacy sponsors; social and economic conditions in places where interviewees lived and worked; ends toward which people put their literacies at work and at home, etc.)
- d) Students produced digital films in which they presented their interviewee's story for the purpose of answering the research questions.

The Community Inquiry Cycle

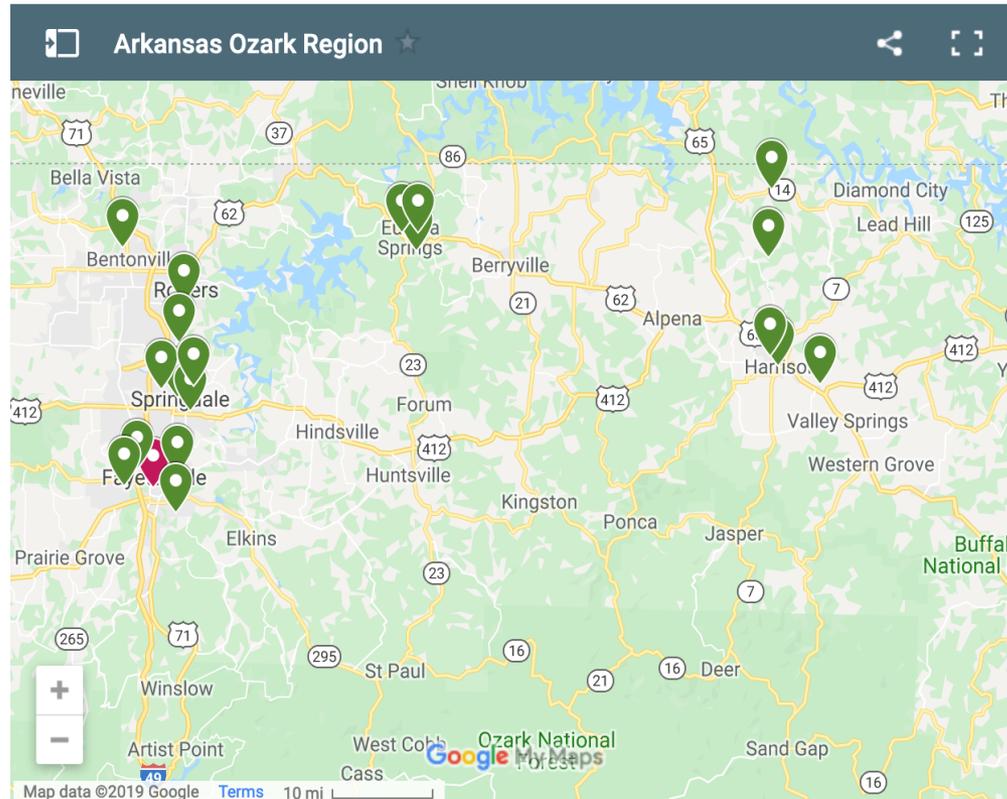
Ask

Investigate

Create



Literacy in Ozark Lives Interactive Map



RECENT POSTS

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- [Oral History Research Readings for Class on March 9th](#)
- [A Work in Progress: Dr. Connors' Hunger Games Affinity Space Video Essay](#)
- [Why Digital Literacy Can No Longer Wait: A Conversation with Troy Hicks](#)
- [Video Game Literacy: A Conversation with Kevin Hodgson](#)

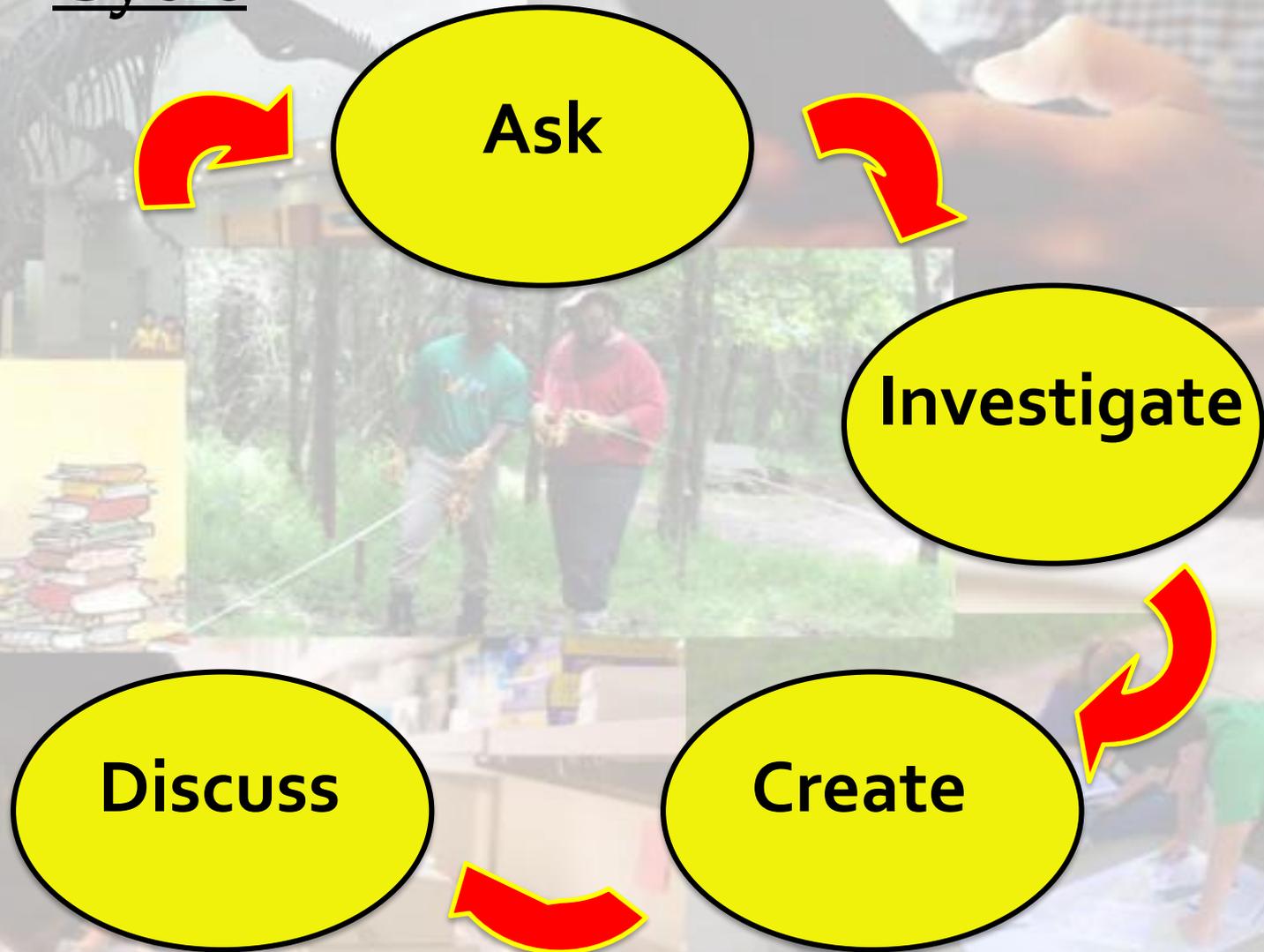
#engl2173

Sean Connors
@profconnors

1m

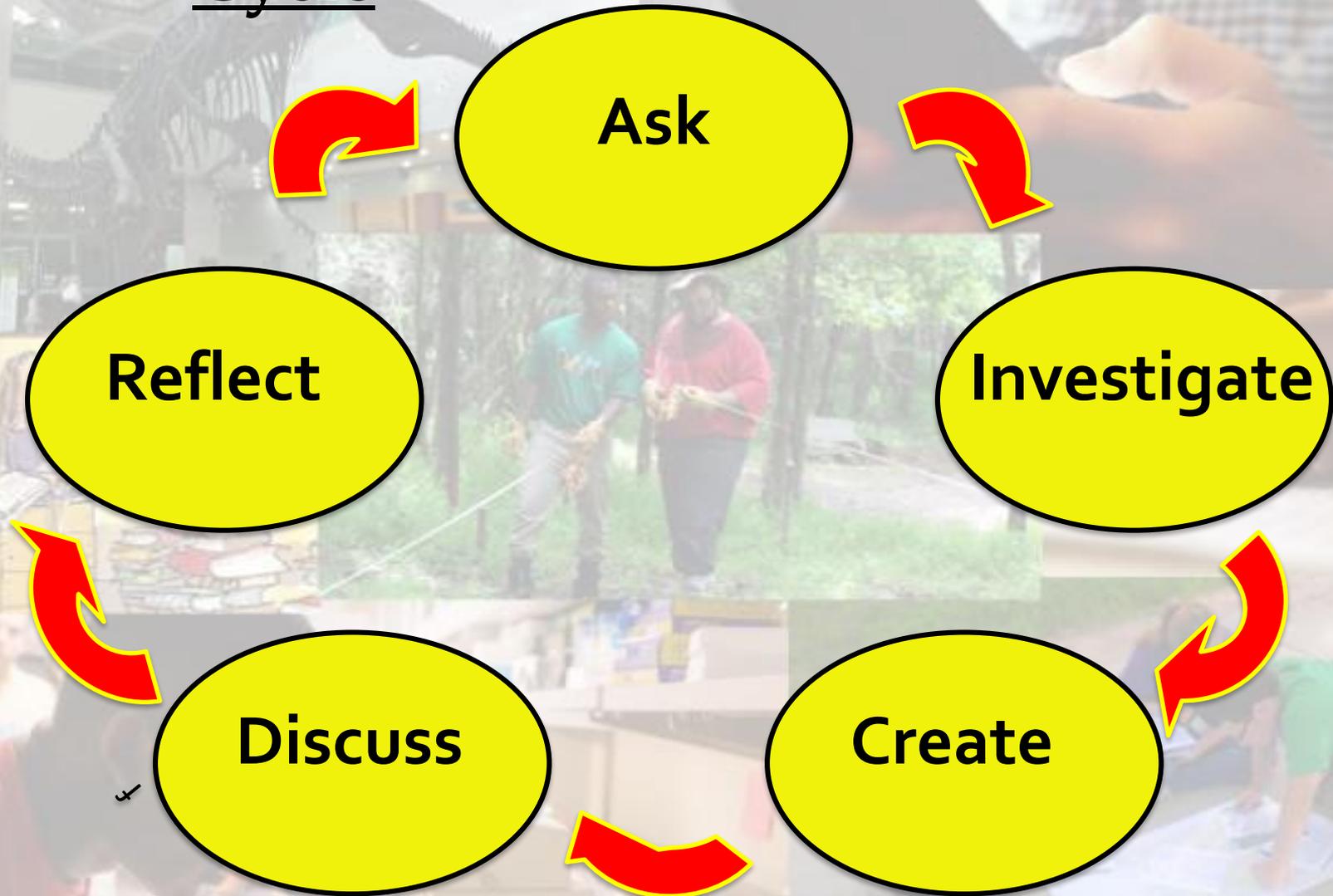
A Conversation with Mike Rose in the Kenyon Review (Part I): bit.ly/1LhbQK1 [#engl2173](https://bit.ly/1LhbQK1) pic.twitter.com/Et80axqKxU

The Community Inquiry Cycle





The Community Inquiry Cycle



“There’s a sense of pride in like, “Hey, people are gonna be seeing this video so I wanna do really well.” I wanna show them what I can do and how much I've learned and stuff so I think it just makes us as students more invested. Like grades are important and they're great but like **when you add an emotional or social element it means so much more, like the whole project.**”

“It was so rewarding to know that [my interviewee] would watch the video I made and recognize her story in it and realize that I *understood* what she was telling me. And I think that was what-- That was what I was most worried about going into the project. Like I *know* this is such a personal thing and **I wanted to do such a good job with it, and it's scary to wonder if I'm going to.**”

“You know, it was kinda weird. Like I did this work for the last four weeks and I worked my ass off, like, you know, like every week for four weeks, and I like stayed up all night Wednesday night working on this video and I shared it with purpose, and that was so cool. After we left the museum we went to dinner and Jack made a comment about how it felt like we were Dr. Connors' kids. You know, like he's like, “Hey, look at what my kids did, look how good they are,” and that's kind of like funny but it's also like, I worked really hard on this and these people cared to see it. I had a friend from church who's also a professor and he was like, “Oh yeah, I wanted to see your video,” so he came by and then a professor I had last semester, he came and watched my video and talked to me about it and it was like there was like a sense of pride that you get from that you know? **I'm writing an essay tonight for this test, and like I'm just getting it done so that I can get to summer but like that's not what this project was 'cause I know the data I'm analyzing is going to the museum and I know that what I did is gonna be seen by the person I interviewed. Like there's worth.** I'm doing it for this person as much as I'm doing it for a class and I'm doing it for the museum as much as I'm doing it for a class.”



Q&A

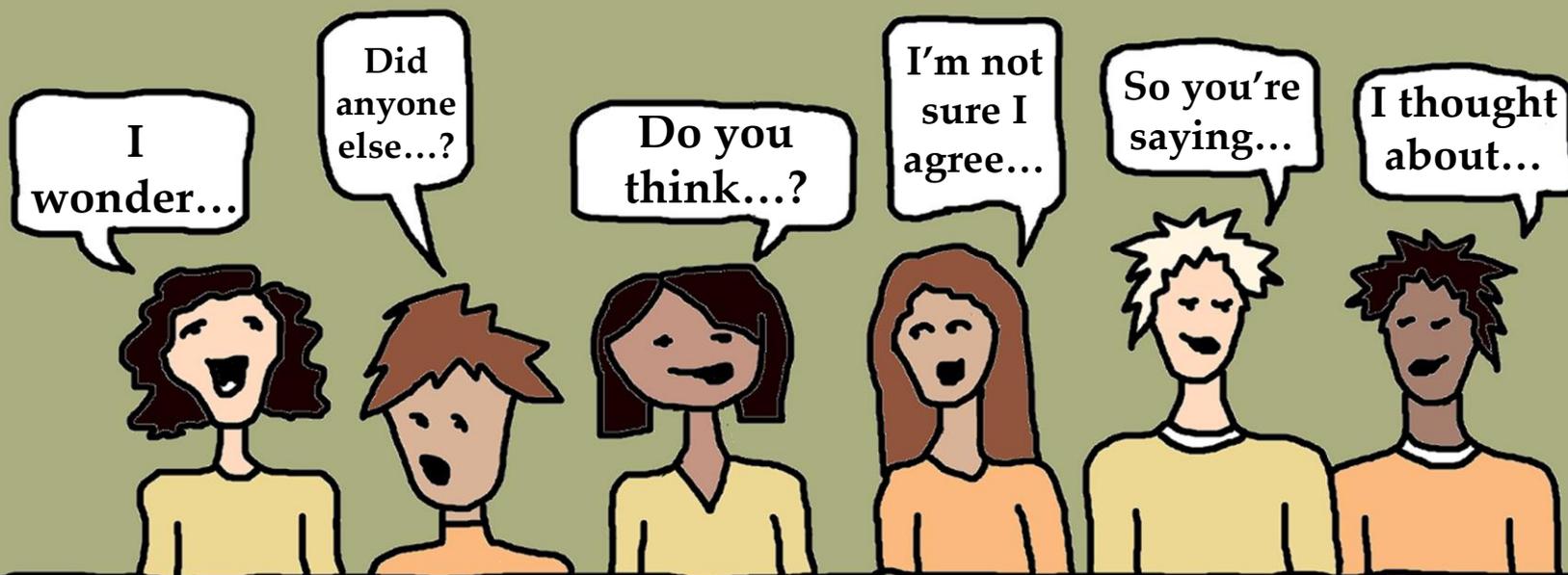
No Questions have been submitted

Questions for Discussion

How could/do you create opportunities for students to learn in spaces beyond the classroom?

Where in the local community could/do you send students to research questions or problems that are of interest to scholars in your field?

What community groups or organizations can you envision partnering with to support students' becoming researchers of their local communities?



GONZÁLEZ '15

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ENGLISH IN TEXAS

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Transnationalism and Literacy Across Borders



Reading, Writing, and Community Activism

Literacy in the Lives of Three Transnational Youths

By Sandra Kincaid and Sean P. Connors



Had the U.S. Congress ratified the Development, Relief, and Education for Alien Minors (or DREAM) Act in 2007, it would have created a pathway to residency (and eventually citizenship) for immigrant youth brought to the U.S. as children.

Abstract: This article draws on data from a qualitative research study that asked how six Latinos living in a southern state used literacy to enact, defend, and transform their identities as transnational youths in response to evolving social conditions they and their families encountered in the United States. In sharing the experiences of three participants, the authors demonstrate how the participants maintained their affiliation with the Latino community in part by using reading and writing to engage in community activism and highlight social and political issues facing Latino immigrants in the region where they lived. The authors conclude by discussing the implications of their research for English language arts teachers.

Keywords: transnationalism, immigration, identity, community activism, out of school literacies

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In an era of globalization, English teachers interact with culturally and linguistically diverse students who maintain relationships with two or more nations and who arrive at school each day with their own motivations and purposes for reading and writing (Skerrett, 2015). By studying literacy as it functions in the lives of transnational youth, in school as well as outside of school, educators stand to develop a greater appreciation for their diverse repertoire of literacy practices (Jiménez, Smith, & Teague, 2009). Moreover, by making time to understand how these young people use literacy to express their identities, English teachers can better support students' literacy learning.

In using the term *transnationalism*, we are referring to what Basch, Schiller, and Blanc (1994) define in part as "the processes by which immigrants forge and sustain multistranded social relations that link together their societies of origin and settlement" (p. 7). In this article, we draw on data from a qualitative research study