

JoLLE@UGA[®] **JOURNAL OF LANGUAGE & LITERACY EDUCATION**

2020 Winter Conference Reflection by Tamara Moten and Stacia L. Long, Conference Co-Chairs

Doing the Work:

Moving Past What We Already Know to Enact Change in Language and Literacy Education

This year's conference weekend (Friday, January 31st – Sunday, February 2nd, 2020) was filled with inspiring and justice-orientated conversations, interactions, and discussions. We spent many months engaged in planning this event, and we deeply enjoyed experiencing our conference in the company of thoughtful scholars, educators, and researchers. Thank you!

Our Friday, Pre-Conference workshop was co-sponsored by the Language and Literacy Education Graduate Organization (LLEGO) and co-hosted with the Mary Frances Early College of Education's Office of Diversity, Equity, and Inclusion (DEI). To begin our weekend of enriching conversation, we invited thirteen diverse workshops lead by faculty from the Department of Language and Literacy Education (LLED), the Department of Educational Theory and Practice, the Department of Innovation Teaching and Technology, the Department of Middle and Secondary Education, and the Department of English at the University of Georgia; and the School of Education at the University of Waikato in New Zealand, the Department of English at Michigan State University, the Department of African American Studies at the University of Illinois at Chicago, the Department of Instruction and Teacher Education at the University of South Carolina, and the Department of Curriculum and Instruction at the University of Kentucky. The diverse and inclusive event attracted students and faculty from across UGA and the world. In addition to our range of workshops open to all, we collaborated with DEI to

offer a mentoring workshop in which our keynote speakers provided mentoring for graduate students of color.

During the conference on Saturday, February 1st, our keynote speaker, Dr. April Baker-Bell, challenged and reshaped what was possible for the present and future. She reflected on her personal experiences and stories from her students and teachers to highlight the current state of Black language and English education in relation to justice. Dr. David Stovall, our second keynote speaker on Sunday, February 2nd, ended our conference by centering the need to remain connected to the historical legacy of resisting White supremacy in education. He highlighted this imperative as particularly crucial in our roles as scholars, educators, and researchers in language and literacy education. Furthermore, he invited us to consider what it means to be an educator in an unjust world.

In addition to our keynote speakers, the conference presenters covered a range of topics and research including critical literacy, reading assessments in Arabic, translanguaging practices, literacy apps, epigenetics, and many more. As we presented and attended presentations at the Miller Learning Center, we supported and encouraged each other. We participated in and witnessed rich conversations begin in sessions and continue through the breaks, with people exchanging contact information for potential collaborations in the future. Those in attendance provided both informal and formal feedback confirming their inspiration from the ideas and relationships extended throughout the weekend.

As the 2020 Conference Co-Chairs, we would like to share our heartfelt appreciation to all who helped make this conference achievable. We would like to thank all attendees for sharing your knowledge and brilliance at JoLLE. We would like to thank Peter Smagorinsky, our faculty advisor, for his support and guidance throughout this process. We would like to thank LLED faculty and students for presenting their work and commitment to the growth of JOLLE. We would like to thank Ronald Moten, Sierra Francois, and Demetrius Keller for volunteering their beautiful musical talents at our conference. We would like to thank DEI for co-hosting the Graduate Students of Color Mentoring Workshop on Friday with us. We would also like to thank LLEGO for sponsoring our Friday Pre-Conference workshop with refreshments that provided fuel for collaborative learning and talk. Lastly, we would like to thank our 2019-20 Editorial Board members, Alexandra Lampp Berglund, Merida Lang, Andressa Molinari, Wisnu Pradana, Yixuan Wang, William Terrell Wright, and Maverick Y. Zhang for their tremendous help, encouragement, advice throughout the conference, effort to make sure everything ran smoothly, and representing JoLLE to the highest degree.

As we continue the legacy that a group of graduate students started in 2013 for the first JoLLE conference, we look forward to the growth of the future JoLLE conferences. We had a successful 2020 year. Thank you! Peace, Love, and Light.

Your 2020 Conference Co-Chairs,

Tamara Moten & Stacia L. Long

Here are some videos you don't want to miss:

Keynote Speaker: April Baker-Bell

“We Been Knowing!” Toward an Antiracist Language and Literacy Education

In this talk, April Baker-Bell, Ph.D., shared her journey as a teacher, scholar, and activist to explore how she has used language and literacy research and teaching to work against racial, cultural, and linguistic inequities in communities and classrooms. She shared stories and highlighted examples from her personal experiences with injustice and her work with students and teachers to reflect on what has been and what is now in language and literacy education. Baker-Bell shared her framework of Anti-Racist Black Language Pedagogy to reflect on how she's built upon anti-racist theories and successes of the past to push boundaries and reshape what is possible for the present and future. Her talk emphasized the need for an antiracist language and literacy education and how theory, research, and practice can operate in tandem with pursuit of justice.

Keynote Speaker: David Stovall

“We Know What to Do, but Will We Do It? Embracing Legacies of Fugitivity in K-20 Education”

Education for Black people in the Western Hemisphere has always been contested. Given the struggle by state and individual actors to prevent Black people—and other people of color— from self-determination, there has always been resistance. Stovall considers these struggles to be fugitive in the sense that they are less concerned with rules and compliance and are centered in the needs of those committed to resist oppression and marginalization. Given that literacy is foundational in this tradition of fugitivity, researchers and scholars need to concern themselves with remaining connected to the historical legacy of resisting White supremacy in education.

Conference Photo Gallery

A video of some highlights of this year's wonderful conference.