



Literacy in Education During Challenging Times

May 8, 2020

Further Reading

Francis M. Hult, PhD ♦ Introduction: Sustainable Literacy Education

Hult, F.M., & King, K.A. (Eds.). (2011). *Educational linguistics in practice: Applying the local globally and the global locally*. Clevedon, UK: Multilingual Matters.

Hult, F.M. (2013). Ecology and multilingual education. In C. Chapelle (Gen. Ed.), *Encyclopedia of applied linguistics* (Vol. 3, pp. 1835-1840). Malden, MA: Wiley-Blackwell.

Hult, F.M. (2014). How does policy influence language in education? In R.E. Silver & S.M. Lwin (Eds.), *Language in education: Social implications* (pp. 159-175). London: Continuum.

Hult, F.M., & Hornberger, N.H. (2016). Re-visiting orientations to language planning: Problem, right, and resource as an analytical heuristic. *Bilingual Review/La revista bilingüe*, 33(3), 30-49. Retrieved from <https://amaejournal.utsa.edu/index.php/br/article/view/269/257>

UNESCO (2016). If you don't understand, how can you learn? Global education monitoring report. Policy Paper 24. Retrieved from <https://en.unesco.org/gem-report/if-you-don%E2%80%99t-understand-how-can-you-learn>

UNESCO (2020). *International literacy day: Agenda of the global meeting on 'Literacy teaching and learning in the COVID-19 crisis and beyond'*. Paris: UNESCO. Retrieved from <https://en.unesco.org/sites/default/files/ild2020-agenda-en.pdf>

Wisbey, M. (2017). *Mother tongue-based multilingual education: the key to unlocking SDG 4: Quality education for all*. Bangkok: Asia Multilingual Education Working Group. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000247333>

Web Resources

<https://sdgs.un.org/goals>

<https://sdgs.un.org/goals/goal4>

<https://en.unesco.org/commemorations/literacyday>

<https://www.worldbank.org/en/topic/poverty>

Keisha McIntosh Allen, EdD ♦ *Just Teaching: Engaging Racial Literacy During Distance Learning and COVID-19*

Allen, K. M. (2019). Transformative vision: Examining the racial literacy practices of a Black male teacher with his Black male students. *Journal for Multicultural Education*, 13(1), 82-93.

<https://doi.org/10.1108/JME-04-2017-0029>

del Carmen Salazar, M. (2013). A Humanizing Pedagogy: Reinventing the Principles and Practice of Education as a Journey Toward Liberation. *Review of Research in Education*, 37(1), 121–148. <https://doi.org/10.3102/0091732X12464032>

Jennifer Mata-McMahon, EdD ♦ *How a Dual Language Program is Supporting Biliteracy for ELLs in a Baltimore City Public School*

Mata-McMahon, J. (2020, August 28). *1 in 10 US students are English learners*. The Conversation.

<https://theconversation.com/1-in-10-us-students-are-english-learners-143324>

Mata-McMahon, J., Burggraf Bassett, L., Salas, A. G., and Michael, J. (August 2020). *Lakeland Dual Language Program Study AY 2016-17 to AY 2018-19 Report*. Sherman Center for Early Learning in Urban Communities. Baltimore, MD: UMBC.

Web Resource

Free meditation techniques for teachers: <https://www.drjenmata.com/spirit-lab>

Kindel Nash, PhD ♦ *The Children Come Full: Toward Culturally Sustaining Literacy Practices in Urban Communities*

Nash, K.T., Glover, C. & Polson, B. (Eds). (2020). *Toward culturally sustaining teaching: Early childhood educators honor children with practices for equity and change*. New York, NY: Routledge.

Nash, K.T. & Panther, L. (2019). The children come full: From high leverage to humanizing and culturally sustaining literacy practices in urban schools. *Teachers College Record*, 121(4). Retrieved from

<https://drive.google.com/file/d/0B4Bk3rdD6D5wQUd2SXBJam5JMm9oNVl6bzV0eTRxZFIVSmw0/view?usp=sharing>

Tracy Irish, PhD ♦ *STEM Literacy: Integrating Content across Science, Technology, Engineering and Math through Cross Cutting Concepts, Collaboration, and Communication to Develop Informed Citizens*

Johnson, C.C., Peters-Burton, E.E., & Moore, T.J. (Eds.)(2016). *STEM road map: A framework for integrated STEM education*. New York, NY: Routledge.

National Academy of Engineering (2014). *STEM integration in K-12 education: Status, prospects, and an agenda for research*. Washington, DC: National Academies Press.

Web Resource

<https://education.umbc.edu/masters-of-arts-in-education-mae/>

Jiyoon Lee, PhD ♦ *A Collaborative Approach to Language Assessment Literacy Development in the Midst of COVID-19*

Baker, B. A., & Riches, C. (2018). The development of EFL examinations in Haiti: Collaboration and language assessment literacy development. *Language Testing*, 35(4), 557–581. <https://doi.org/10.1177/0265532217716732>

Fulcher, G. (2012). Assessment literacy for the language classroom. *Language Assessment Quarterly*, 9(2), 113–132. <https://doi.org/10.1080/15434303.2011.642041>

Inbar-Lourie, O. (2008). Constructing an assessment knowledge base: A focus on language assessment courses. *Language Testing*, 25(3), 385–402. <https://doi.org/10.1177/0265532208090158>

Lee, J., & Butler, Y.G. (2020). Where are language learners? Reconceptualizing language assessment literacy, *TESOL Quarterly*. <https://doi.org/10.1002/tesq.576>

Lee, J. (2019). A training project to develop teachers' assessment literacy. In E. White & T. Delaney (Eds.), *Handbook of research on assessment literacy and teacher-made testing in the language classroom*. (pp. 58-80). Hershey, PA: IGI Global.

Malone, M. (2013). The essentials of assessment literacy: Contrasts between testers and users. *Language Testing*, 30(3), 329–344. <https://doi.org/10.1177/0265532213480129>

Vogt, K., & Tsagari, D. (2014). Assessment literacy of foreign language teachers: Findings of a European study. *Language Assessment Quarterly*, 11, 374–402. <https://doi.org/10.1080/15434303.2014.960046>

Mavis G. Sanders, PhD ♦ *Promoting Early Literacy Through Research-Practice Partnerships: The Role of UMBC's Sherman Center for Early Learning in Urban Communities*

Epstein, J. L., Sanders, M., Sheldon, S., Simon, B., Salinas, K., Jansorn, N., Van Voorhis, F., Martin, C., Thomas, B., Greenfeld, M., Hutchins, D., & Williams, K. (2018). *School, family and community partnerships: Your handbook for action*. (4th ed.). Thousand Oaks, CA: Corwin Press.

Galindo, C., & Sanders, M. (2019). Achieving equity in education through full-service community schools. In S. Sheldon and T. Turner-Vorbeck (Eds). *Handbook of family, school, and community relationships in education* (pp. 511-530). Malden, MA: Wiley.

Hrabowski, F., & Sanders, M.G. (2015). *Strengthening diversity in the teaching force: One university's perspective*. *Thought & Action*, 32, 101-116.

Sanders, M. (2006). *Building school-community partnerships: Collaboration for student success*. Thousand Oaks, CA: Corwin Press.

Sanders, M., & Sheldon, S. (2009). *Principals matter: A guide to comprehensive programs of school, family, and community partnerships*. Thousand Oaks, CA: Corwin Press.

Web Resource

<https://shermancenter.umbc.edu>