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American Educational Research Association Special Interest Group

Latina/o/x Research Issues

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

Special Interest Group

Hispanic Research Issues

SCHOLAR SHOUT OUTS!

Want to highlight upcoming or recent research?

Recognize a colleague for their research pertaining to our SIG?

Update the membership of our SIG of upcoming events or research to look out for?

Click here to submit a scholar shout out to be featured in one of our upcoming newsletters!

Accepting nominations for Scholar Shout Outs! Self-nominations are encouraged. We are looking to highlight any member of our SIG, including graduate students! Click on the link above to submit a nomination and be featured in a future newsletter.

Announcements:

1. A Note on the name change to Latina/o/x Research Issues SIG
2. Scholar Shout Out: Amanda Szwed

3. Call for Abstracts - Diaspora, Indigenous, and Minority Education Journal Special Issue: Conceptualizing equitable, successful, and fair education for Indigenous Latinx communities in U.S. learning environment
4. Call for Papers for Book: Early Years Education and Transition from Preschool to School in Latin America
5. Discounted Prices for IAP New Books on Hispanic and Multicultural Education and Research

Hello Everyone,

During the 2019 AERA Annual Meeting in Toronto, Canada, members of our SIG voted to approve the name change from Hispanic Research Issues to Latina/o/x Research Issues. To reflect that change, I changed the header of our last newsletter. I was notified by the AERA council that the name change is not officially approved until the council votes on it in one of their upcoming meetings in May or June. Until then, we will continue to use our old header (Hispanic Research Issues) with our new name. Once confirmed from the AERA Council, we will have an official logo change which will be reflected in our newsletter, social media pages, and website.

- Andrew Martinez, Communications Chair



Amanda Szwed, Ph.D.

Congratulations to Amanda Szwed for earning the **Outstanding Doctoral Student in Language and Literacy** award from the University of North Texas.

Amanda Szwed recently earned her doctorate in Curriculum and Instruction from the University of North Texas. Her areas of interest are bilingual pre-service teachers and self-efficacy. Amanda's fervor for bilingual pre-service teachers began while she was instructing as a teaching fellow in a multilingual and multicultural course at the University of North Texas.

Diaspora, Indigenous, and Minority Education Journal Call for Abstracts

Special Issue:

Conceptualizing equitable, successful, and fair education for Indigenous Latinx communities in U.S. learning environments

Guest Editor: Luis Javier Pentón Herrera, Ph.D.

The migration of Indigenous peoples from Latin America is “a multiethnic phenomenon that is much older than mestizo migration and has a transnational character because of strong community ties” (Velasco Ortiz & París Pombo, 2014, p. 5). Throughout the years, migration patterns have influenced the evolution of the corpus researching Indigenous Latinx peoples. During the twentieth century, prominent scholarly works primarily focused on the causes for the migration of Indigenous Latinx peoples arriving in the United States (Jonas & Rodríguez, 2014; Kearney, 2002; Pentón Herrera, 2018). Now that communities have been established, recent research is concentrating on the empowerment and advocacy of Indigenous Latinx peoples in diverse U.S. contexts (see Jenner & Konkel, 2018; Pentón Herrera, 2018, 2019). Certainly, the vibrant presence of these Indigenous communities throughout the nation is beginning to challenge previous understandings of Latinx culture, race, and identity in the U.S. (Blackwell, Boj Lopez, & Urrieta Jr., 2017).

The exposure resulting from the stable migration of Indigenous Latinx peoples—especially from Guatemala (Jonas & Rodríguez, 2014)—in recent years has made the need for pertinent in-depth inquiry an urgent matter. As a result, a 2014 special issue by Velasco Ortiz and París Pombo in *Latin America Perspectives* explored the interethnic relations and identity transformations caused by Indigenous migration from Mexico and Central America to the United States. In this special issue, I use the term Indigenous Latinx communities/learners to refer to all Indigenous peoples from Latin America living in the United States, to include Maya, Garífuna, Guaraní, Aymara, Quechua, etc. Similarly, a special issue in *Latino Studies* by Blackwell, Boj Lopez, and Urrieta Jr. (2017) examined how “Indigenous migrants from Latin America are transforming notions of Latinidad and indigeneity in the US” (p. 126).

More recently, the current state of Indigenous Latinx students in U.S. classrooms has become a particular topic of interest for scholars concerned with the current gap in the literature and media (see Jenner & Konkel, 2018; Lypka, 2018; Pentón Herrera, 2017, 2018, 2019). However, although these pioneer works have provided valuable insights and contributions, further comprehensive explorations of equitable education for Indigenous Latinx communities in U.S. learning environments are needed.

This special issue emerges out of a need to fill the current lacuna in our understanding of what constitutes equitable, successful, and fair education for all Indigenous Latinx learners in the United States. My vision is that this special issue will serve as an intellectual platform where scholars and educators can share their findings about the learning experiences of Indigenous Latinx learners in U.S. learning environments. Consistent with the *Diaspora, Indigenous, and Minority Education (DIME) Journal's* aim and scope, my vision is to provide a space in this special issue to cutting-edge work that gives visibility to the Indigenous Latinx communities in the United States as they continue to be “underrepresented within scholarly research and literature” (DIME, 2019). As such, this special issue is interested in the non-exhaustive list of topics shared below and welcomes submissions that help in the conceptualization of what constitutes equitable, successful, and fair education for Indigenous Latinx communities in the United States.

Possible Topics Include:

- Indigenous Latinx students in P-12, adult, and higher education U.S. classrooms
- Learning experiences in Indigenous Latinx households in the U.S. 2 In this special issue, learning environments refer to formal, informal, traditional, and nontraditional educational settings to include family, households, P-12, community centers, non-profit organizations, and higher education institutions, among others.
- Adult Indigenous learners in community and non-profit organizations
- Best practices for teaching Indigenous Latinx learners in diverse learning environments
- Culturally fair and sustaining practices/pedagogies for Indigenous Latinx learners
- Lessons learned from educators teaching Indigenous Latinx learners
- Linguistic, cultural, and identity negotiations of Indigenous Latinxs in learning environments
- Literacy teaching and learning for Indigenous Latinx learners
- Indigenous Latinx customs and traditions in learning environments
- Empowering Indigenous Latinx learners
- Effective forms of advocacy for Indigenous Latinx learners and communities
- Integrating, celebrating, and valuing Indigenous Latinx students' ways of being and learning
- Educational policies impacting Indigenous Latinx learners

Submission Process:

We are accepting submissions for original research publications only (5,000 words for main text and references). To be considered, please submit an abstract (200-300 words) accompanied by a short bio for each author by July 15th, 2019. All abstracts should introduce and explain the topic, research question(s), and/or hypotheses,

sample, methods utilized, and the implications for this work for our understanding of the topic. Note that the acceptance of your 200-300-word proposal does not guarantee publication. There will be a regular peer review process (of at least 3 reviewers) for all manuscripts submitted to the special issue.

[For more information on how to submit, please see the Diaspora, Indigenous, and Minority Education author guidelines.](#)

Please email all proposals and questions to luis.penton@gmail.com

Proposed Deadlines

April 22nd, 2019	Call for papers
July 15th, 2019	Abstract submission due (200-300 words) - Include short bio for each author
August 15th, 2019	Notification sent for inviting full articles (guest editor contacts potential reviewers)
January 1st, 2020	Full manuscripts due (5,000 words)
January 15th, 2020	Manuscripts out to reviewers
March 15th, 2020	Manuscripts are back with reviewer comments
March 20th, 2020	Guest editor sends reviewer comments to authors (1st round)
May 15th, 2020	Authors submit revision and detailed explanation/response to guest editor
May 20th, 2020	Guest Editor sends responses from authors to reviewers and reviewers revise the manuscript again
July 15th, 2020	Manuscripts are back with reviewer comments
July 20th, 2020	Guest editor sends reviewer comments to authors (2nd round)
August 15th, 2020	Authors submit revision and detailed explanation/response to guest editor
September 15th, 2020	Reviewers accept last revision and notify guest editor
September 30th, 2020	After doing a final read and edit of the manuscripts, guest editor submits the issue to the Diaspora, Indigenous, and Minority Education Journal editor

CALL FOR PAPERS

Book: "Early Years Education and Transition from Preschool to School in Latin America"

We are a group of academics editing a book which aims to show how children, parents and teachers experience the transition from preschool to first grade in Latin American countries, in addition to showing what educational policies and pedagogical approaches prevail in different countries in Lat Am. The editors are highly experienced and well-known academics from Australia (Professors Bob Perry and Sue Dockett), Scotland (Professor Divya Jindal-Snape), Mexico (Professor Benilde Garcia-Cabrero) and the United Kingdom (Dr. Angel Urbina-Garcia). We are particularly interested in showcasing how this transition is viewed and experienced by children, parents and teachers and how the early years education provision in your country, shapes this transition to first grade of primary school.

Springer Nature Pub. Co. will publish this book in English language which will provide an important platform to broaden the pool of interested readers, stakeholders, policymakers, researchers, academics etc., from around the world, which could potentially lead to the development of several collaborative international research projects in Lat Am countries. This book will be an opportunity to display empirical research, literature reviews and/or theoretical research from an overall perspective about this transition and early years education provision for children aged 3-8. Likewise, we are keen to place a great emphasis on the socio-emotional components during this transition and how the education system in your country (e.g., curricula, pedagogy, policies), shapes this period in school-aged children. This book will contain ten chapters analysing this topic in nine Latin American countries and the US, along with introductory and concluding chapters written by the editors.

We are currently looking for potential authors who may be interested in this project and whose expertise in the field, will make a great contribution to our book. We are keen to hear from academics interested in this project from a range of Lat Am countries such as: Argentina, Brazil, Mexico, Chile, Cuba, Peru, Costa Rica, Ecuador, Colombia and US (only working with Latino Families), however if you are based and/or are an expert in a country which is not mentioned in this list, we are happy to discuss the inclusion of such country.

Procedure: This is a two-stage process: Firstly, the publisher requests a 250-words abstract outlining the contents of the chapter. Secondly and once the publisher approves the proposal and abstracts, you will be given 6 months to write the chapter of around 6000 words plus references. Specific directions regarding the suggested content for the chapter is provided at the end of this letter.

Content of the Abstract: The abstract should give the reader a concise summary of the content of the chapter and should be a guide for the most important parts of your

chapter**.

Language: You are encouraged to write your abstract in English language. However, the chapter can be written in English, Spanish or Portuguese.

Peer-review: The abstracts will be reviewed by the editors who will provide specific recommendations for further improvement. The abstract will have to be delivered in a timely manner and ready to be sent to the publisher.

Writing style: An academic writing style should prevail in the abstract and should not include reference citation or undefined abbreviations in the abstract, given that abstracts are read independently of the chapter and without access to the reference list. The abstract should be written using Microsoft Word and using Times New Roman No. 12, singled-space.

Timeframe: Authors will be given one month to write the abstract. The editors will let you know about the beginning and end of this period.

Support and peer-review: Throughout the process of writing the abstract (and chapter once the publisher approves the proposal), you will be assigned an editor who will accompany you and help you in the writing process. The editor will provide clear guidance and feedback.

Once the abstracts have been approved

****Suggested content of chapter:** It is important to note that this is the format and topics suggested by the editors, however we are also aware that you may have additional and/or different themes or data which could be publishable and thus included in your chapter. The editors are happy to discuss any additional topics you may be interested in including in your chapter. Please note that your chapter must have a strong theoretical basis which frames the analysis and content of the chapter. The suggested format and content of each chapter is as follows:

Chapter X: Early Years & Transitions in (XXX Country)

- Early Years Education Provision for Children 3-8 years old: A general overview
- Preschool and Primary School Curriculum
- Pedagogical Frameworks used in Preschool and Primary School
- Recent research on the Transition from Preschool to Primary School: How do children, teachers and parents live this transition?
- Children's voices & wellbeing in schools
- Implications for Practice
- Future directions for Research
- References

We are looking for researchers/academics with expertise in this field who can

significantly contribute to this book. We firmly believe that this book will have the potential to trigger the development of strategic, collaborative and international research projects with researchers from different parts of the world. This is an opportunity to showcase and expose the research that has been done in Lat Am countries to an English-speaking audience: namely, academics, stakeholders, researchers and policymakers around the world who will also get to know the work of those working in the Lat Am region.

We would kindly ask you to assess the time this task require considering your current job-related commitments and to reply to this invitation as soon as you have made a decision about contributing to this book.

If you are interested in this project, please contact Dr. Angel Urbina-Garcia: M. Urbina-Garcia@hull.ac.uk

If you know someone who may be interested in writing a chapter for our book, please feel free to share this email.

We look forward to hearing back from you
The editors

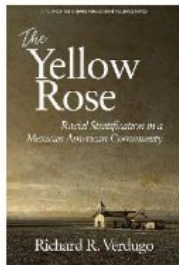
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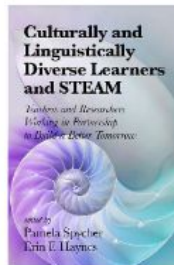
**New Books
on
Hispanic and Multicultural Education and Research**



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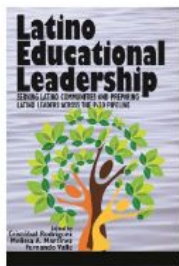
**The Yellow Rose:
Racial Stratification in a Mexican
American Community**

By: Richard R. Verdugo,
UAB—Centre for Demographic Studies,
Barcelona, Spain



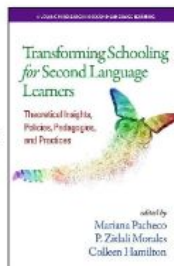
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Diverse Learners and STEAM:
Teachers and Researchers Working
in Partnership to Build Better
Tomorrow**

Edited by: Pamela Spycher, WestEd;
and Erin F. Haynes, Engage Language, LLC



**Latino Educational Leadership:
Serving Latino Communities
and Preparing Latinx Leaders Across
the P-20 pipeline**

Edited by: Cristóbal Rodríguez, *Howard University*;
Melissa A. Martínez, *Texas State University*;
and Fernando Valle, *Texas Tech University*



**Transforming Schooling for Second
Language Learners:
Theoretical Insights, Policies,
Pedagogies, and Practices**

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