

Finding Ways to Communicate Your Research to the World

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Be Strategic

- YOUR GOALS – short- and long-term
- WHAT COUNTS
 - in your institution
 - with your key audience(s)
- RELEVANCE
- YOUR CREDIBILITY
 - are you ready?

If Yes,

- Focus
 - on your niche
 - on writing
- Build
- Address audience concerns
- Weigh opportunities
- Don't be afraid to say no
- WRITE

3 parts

- Example
- Sample language
 - same topic, different audiences (handout)
- Sample journal articles to brainstorm about

Sandra M. Vergari

- Associate Professor, 2004
- Educational Administration and Policy,
School of Education, University at Albany
- PhD Political Science, Michigan State, 1996

1995, 1996, 1998

- *Charter School Laws Across the United States.* M. Mintrom & S. Vergari. MSU.

1995

- "School Finance Reform in the State of Michigan." *Journal of Education Finance.*

1996-7

- 3 others (w/ Mintrom)

1999

- B. Hassel and S. Vergari. "Charter-Granting Agencies: The Challenges of Oversight in a Deregulated System." *Education and Urban Society*.

2000

- "The Regulatory Styles of Statewide Charter School Authorizers: Arizona, Massachusetts, and Michigan." *Educational Administration Quarterly*.

2001

- "Charter School Authorizers: Public Agents for Holding Charter Schools Accountable." *Education and Urban Society*.

2002

- *The Charter School Landscape*. University of Pittsburgh. Editor and contributor of 3 chapters.

2003

- Invited participant, panel on school choice at NYU. Plus "Charter Schools: A Significant Precedent in Public Education." *NYU Annual Survey of American Law*.

2004

- "Funding Choices: The Politics of Charter School Finance," DeMoss and Wong (Eds.), *Money, Politics and Law*. Yearbook of the American Education Finance Association.

2005- 2007

- Federal contract to evaluate local charter school.
- Also collected data on supplemental educational services.
- Contracted report (deliverable) +
- “Federalism and Market-Based Education Policy: The Supplemental Educational Services Mandate.” *American Journal of Education*.

The World Beyond Academia

2002

- S. Vergari and F. Hess. "The Accreditation Game," *Education Next* 2. Opinion and research. Public audience. Find in Barnes & Noble.
- Queries from an array of folks over the years, including state legislators.

Some Tips

- Pay attention to the media – trade, popular
- Write about what concerns your audience
- Write to various segments of your audience
- Use early publication in solid journals to establish your reputation
- Foster collaborations
- Address the general as well as the specific

Judith A. Langer

- Distinguished Professor
- Educational Theory and Practice, UAlbany
- National/International reputation re literacy teaching and learning
- Director, National Research Center on English Learning & Achievement

For Each

- Who is the audience?
- Where might it have been published?
- How does it differ from the others – language use, style, etc.?

1. Reading is sense-making, an act of becoming—where new questions, insights, and understandings develop as the reading progresses, while understandings that were once held are subject to modification, reinterpretation, and even dismissal (Anderson, Spiro, & Montague, 1977; Goodman, 1970; Iser, 1978; Rumelhart, 1975; Spiro, Bruce, & Brewer, 1980; Suleiman, 1980). At any point in a reading, the individual has a local envisionment, a personal text-world embodying all she or he understands, assumes, or imagines up to that point in the reading (see Fillmore, 1981; Kay, 1987; J.Langer, 1985, 1986, 1987). . . .





2. A process view of reading suggests that reading involves envisionment-building, where understanding changes and grows over time (Langer 1985, 1987a,b; Spiro, Bruce & Brewer 1980). I use the word envisionment to refer to the understanding a reader has about a text—what the reader understands at a particular point in time, the question she has, as well as her hunches about how the piece will unfold. Envisionments develop as the reading progresses. Some information is no longer important, some is added, and some is changed.

. . .

3. Envisionments are understandings—the wealth of ideas that people have in their minds at any point in time. Envisionments include related ideas and images, questions, hunches, anticipations, arguments, disagreements, and confusions that fill the mind during every reading, writing, speaking, or thinking experience.

4. . . . We began to identify the steps in that mental process, a process I call envisionment building. Although the term envisionment may be foreign to you, the process surely isn't. In fact, you create envisionments everyday, when you see a broken down car on the side of the road, when you eavesdrop at the bus stop, anytime you try to make sense of the events around you . . .

Different Audiences Different Language

-  Research in the Teaching of English.
-  Language Arts.
-  Practitioner booklet. Improving Literary Understanding through Classroom Conversation
-  Public TV professional development.

More Tips

- Address your audience concerns
- Use language and examples that they will relate to
- YOUR GOALS – short- and long-term
- Capitalize on previous work
- Sometimes the way to policymakers is through the mainstream media
- Let your institution know of your expertise

- **The Production of Achievement Inequality in High School English**
- **Never Hold a Pencil: Rhetoric and Relations in the Concept of "Preliteracy"**
- **"There It Was, That One Sex Scene:" English Teachers on Censorship**
- **In Search of a Profound Answer: Mainstream Scripts and the Marginalization of Advanced-Track Urban Students**

Who Else Might Want to Know?

- Current audience
- Other potential audiences – their issues/concerns
- Their publications
- Language issues
- Examples that might work

The Production of Achievement Inequality in High School English

Examines quantity of assignments, coherence of instruction, student voice, and course content to see whether each aspect affects growth in reading achievement. Overall, these measures of instructional practices partially explain why students' track position and reading achievement are related.

AERJ, 2002. W. Carbonaro, A. Gamoran

Never Hold a Pencil

Argues that preliterate can be understood as a socially constructive narrative that devalues the cultures and peoples to whom it is applied by situating them within a 19th-century narrative of primitiveness and mystifies understandings of how literacy develops by representing the absence of literacy as an expression of inherent cultural values rather than an outcome of relationships among cultures of unequal power. The Hmong of Laos.

Written Communication, 2000 J. Duffy

"There It Was, That One Sex Scene"

Presents the perspectives of five experienced high school English teachers on how the threat of censorship influences their selection of literary works and their teaching methods. Claims teachers need strong support from administrators and professional organizations in order to present a culturally diverse literature curriculum.

English Journal, 1999. J. Agee

In Search of a Profound Answer

Microethnographic study examines talk among non-mainstream urban students (jrs, srs) and their mainstream teachers in two advanced-track classrooms. Analysis focuses on the student contributions praised by teachers and shows that student contributions that do not follow dominant linguistic and cultural codes are not rewarded, and that although students ask their teachers for guidance in using these codes appropriately, their requests are not effectively addressed.

Linguistics and Education, 2003. C. Higgins, M. Thompson,
R. Roeder