

Emerging Scholar Recipient

ISLS 2021-22

Tiffany M. Nyachae

(she/her/hers)

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GENERAL RESEARCH INTERESTS

Informed by her experiences as a classroom teacher, Dr. Nyachae's research focuses on: (a) supporting urban teachers committed to social justice through "race space" critical professional development; (b) social justice literacy workshops for youth of Color; (c) and extracurricular programming and curriculum for Black girls. She is broadly interested in: urban education for students of Color; social justice teaching and education; critical dialogue; radical listening; critical literacy; literacy workshop; literacy support; critical multimodality; Black feminism; Black girlhood; curriculum; extracurricular programming; teacher professional development; critical race theory; racial literacy; teacher learning; student learning.

BIOGRAPHY

Dr. Nyachae earned her Ph.D. in Literacy Education: Curriculum, Instruction, and the Science of Learning at the University at Buffalo (SUNY). Previously, she was a seventh and eighth grade social studies teacher and language arts teacher at a Buffalo-based K-8 urban charter school. There, she helped to create Sisters of Promise, an after-school program for Black girls.

EMERGING SCHOLAR PROJECT

My design-based research study of Social Justice Literacy Workshop (SJLW) will examine the extent to which learning environment design assists literacy development and contextualized social justice learning and action among adolescent students of Color labeled as "struggling" readers and writers in schools. This project will interrogate teacher and student learning through their co-design and redesign of the SJLW learning environment. Employing culturally diverse literature and other texts, SJLW is a dialogic space where literacy support, text creation, and justice-centered learning and action happen concurrently. This project offers more intense cycles of re-design, design assessment, and unlike my previous work, includes students in (re)design processes.



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