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<b>Discipline:</b>	Education
<b>Subdiscipline(s):</b>	Foundations of Education, Literacy
<b>Areas of Research Interests:</b>	Black Literacy Traditions, African Diaspora, Community Engagement, History of Black Education, Non-Western Pedagogies, Diasporic African Spiritual Traditions, Diversifying the Teacher Workforce
<b>Research Methodology Skills:</b>	Qualitative Theorist, Qualitative Methodologist including: Phenomenology, Ethnography, Focus Groups, Archival Historical Inquiry, Interviews, Meta-Analysis, Material Culture
<b>Skills:</b>	Teaching, writing, qualitative methodologies, community engagement
<b>Research Summary (current, performed in the past 5 year; 300 words or less)</b>	<p>My research agenda is aimed towards engaging the underlying question: “How have African people, across time and space, transmitted their culture and knowledge, using literacy and spirituality to their children and to others?” In response to this question. I am presently exploring (1) African Diaspora Participatory Literacy Communities, (2) diversity within the teaching workforce, (3) race work in education, (4) the dynamics of university-public school community engagement efforts.</p> <p>African Diaspora Participatory Literacy Communities (ADPLCs), as defined by Winn (formerly Fisher<sup>1</sup>), are those communities involved in literacy events outside of traditional school and work settings. ADPLCs provide unique opportunities to explore the literacy and pedagogical traditions used to foster relationships among African descendants in order to provide guidance for younger individuals’ development of literacy and community skills.</p> <p>I am continuing my dissertation’s examination of ADPLC pedagogies and practices. To further engage this research, I am presently working on an article that will describe the Black woman poet Lucille Clifton’s work as a spiritual medium, writer, and as an educator. The data suggest that Clifton’s pedagogy may have been shaped by her spiritual understandings and beliefs thus complicating existing understandings of ADPLC membership. My work with Clifton’s papers have also prompted my examination of the (lack of) diversity within the U.S. teaching force. Specifically, I am currently working on examining the role of race work as impetus for Black teachers’ occupational choices.</p> <p>I am also currently under contract as a co-editor of a text that explores a specific university-community engagement initiative. This work is due to come out in 2016.</p>
<b>Keywords (5 maximum)</b>	

Education, Literacy, Black Studies, Religious Studies, Community Engagement

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<sup>1</sup> Fisher, M. T. (2003). Open mics and open minds: Spoken word poetry in African Diaspora participatory literacy communities. *Harvard Educational Review*, 73(3), 362-389.