Stanford



Antero Godina Garcia

Professor of Education

Graduate School of Education

CONTACT INFORMATION

- **Admin. Support**

  Melissa Cromosini

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Bio

BIO

Antero Garcia is Professor in the Graduate School of Education at Stanford University and President of the National Council of Teachers of English. His research explores the possibilities of speculative imagination and healing in educational research. Prior to completing his Ph.D., Garcia was an English teacher at a public high school in South Central Los Angeles. He has authored or edited more than two dozen books about the possibilities of literacies, play, and civics in transforming schooling in America. His recent books include All Around the Town: The School Bus as Educational Technology and Civics for the World to Come: Committing to Democracy in Every Classroom. Antero currently co-edits La Cuenta (lacuenta.substack.com), an online publication centering the voices and perspectives of individuals labeled undocumented in the U.S. Antero received his Ph.D. in the Urban Schooling division of the Graduate School of Education and Information Studies at the University of California, Los Angeles.

ACADEMIC APPOINTMENTS

- Professor, Graduate School of Education

ADMINISTRATIVE APPOINTMENTS

- Professor, Graduate School of Education, (2025- present)
- Assistant Professor, Stanford Graduate School of Education, (2017- present)

PROGRAM AFFILIATIONS

- Center for Comparative Studies in Race and Ethnicity (CCSRE)

PROFESSIONAL EDUCATION

- BA, University of California, Los Angeles , English (2004)
- MEd, University of California, Los Angeles (2006)
- PhD, University of California, Los Angeles , Education-Urban School (2012)

LINKS

- La Cuenta: https://lacuenta.substack.com/
- Twitter: https://twitter.com/anterobot

Research & Scholarship

RESEARCH INTERESTS

- Civic Education
- Collaborative Learning
- Critical Pedagogy
- Culturally Responsive Pedagogies
- Digital, Media & Multimodal Literacies
- Learning Technologies
- Play, Games, and Learning
- Qualitative Methods
- Race, Culture, and Identity
- Youth Identity, Agency, and Voice

CURRENT RESEARCH AND SCHOLARLY INTERESTS

Antero's current research focuses on learning practices in gaming communities; critical literacies and civic identities in ELA classrooms; youth participatory action research; and sociocultural approaches to care and healing in classrooms.

Teaching

COURSES

2026-27

- Beyond Equity: EDUC 299A (Spr)
- Doctoral Seminar in Curriculum Research: EDUC 466 (Aut)
- RILE Colloquium on Race, Inequality, and Language in Education: EDUC 489 (Spr)

2025-26

- Beyond Equity: EDUC 299A (Sum)
- Doctoral Seminar in Curriculum Research: EDUC 466 (Aut)

2024-25

- Beyond Equity: EDUC 299A (Sum)
- Proseminar 2: EDUC 325B (Win)
- The Centrality of Literacies in Teaching and Learning: EDUC 289 (Spr)

2023-24

- Beyond Equity: EDUC 299A (Sum)
- Proseminar 2: EDUC 325B (Win)
- The Hidden Curriculum of Scholarly Writing: EDUC 395 (Win)

STANFORD ADVISEES

Doctoral Dissertation Reader (AC)

Brandi Cannon

Doctoral Dissertation Advisor (AC)

Nallely Aceves, Kristen Jackson, Geraldine Mukumbi, Miroslav Suzara

Doctoral Dissertation Co-Advisor (AC)

Rita Kamani-Renedo, Lena Phalen

Doctoral (Program)

Nallely Aceves, Kevin Anderson, Alexandrea Henry, Kristen Jackson, Rita Kamani-Renedo, Rosalilia Mendoza, Geraldine Mukumbi, Lena Phalen, Estefania Rodriguez Sanchez, Miroslav Suzara, Anisa Yudawanti

Publications

PUBLICATIONS

- **Teach like a Luddite** *PHI DELTA KAPPAN*
  Logan, C., Nichols, T., Garcia, A.
  2025; 107 (3-4): 37-41
- **Epistemological/Ontological Interview: Magnitudes of Creativity: Clarifying Our Commitments to Solidarity in Educational Research and Practice: An Interview with Shirin Vossoughi and Jonathan Rosa** *RESEARCH IN THE TEACHING OF ENGLISH*
  Vossoughi, S., Garcia, A., Rosa, J., Mirra, N.
  2025; 60 (2): 236-247
- **Editors' Introduction: Freedom is a Strong Seed: Transforming Civics through English Language Arts** *RESEARCH IN THE TEACHING OF ENGLISH*
  Mirra, N., Garcia, A.
  2025; 60 (2): 133-142
- **Teaching About Palestine in US Schools From the 1980s to Present Day: A Systematic Review of Research** *EDUCATIONAL RESEARCHER*
  Garcia, A., Gonzalez, R. A., Jackson, K., Mirra, N.
  2025
- **Argument as Architecture: Constructing an Alternative K-12 Writing Paradigm for Collective Civic Futures** *RESEARCH IN THE TEACHING OF ENGLISH*
  Mirra, N., Turner, K., Garcia, A.
  2025; 59 (4): 473-495
- **Generative AI and the (Re)turn to Luddism** *LEARNING MEDIA AND TECHNOLOGY*
  Nichols, T., Logan, C., Garcia, A.
  2025
- **Examining Enactments of Project-based Learning in Secondary English Language Arts** *AERA OPEN*
  Boardman, A. G., Polman, J. L., Scornavacco, K., Potvin, A., Garcia, A., Dalton, B., Stamatis, K., Guggenheim, A., Alzen, J. L.
  2024; 10
- **All hands on deck: exploring how Latinx families in California supported child learning during the initial Covid-19 shutdown** *JOURNAL OF FAMILY STUDIES*
  Robillard, S. M., Reigh, E., Garcia, J. E., Suzara, M., Garcia, A.
  2023
- **One text, two worlds, third space: Design principles for bridging the two-worlds divide in teacher education** *TEACHING AND TEACHER EDUCATION*
  Trepper, K., Levine, S., Lomeli, K., Garcia, A.
  2023; 129
- **Other suns: Designing for racial equity through speculative education** *JOURNAL OF THE LEARNING SCIENCES*
  Garcia, A., Mirra, N.
  2023

- **Shifting pedagogy, shifting practice: teachers' perceptions of project-based learning in English language arts** *ENGLISH TEACHING-PRACTICE AND CRITIQUE*
  Trepper, K., Boardman, A., Garcia, A.
  2022
- **"I Don't Think Kids Nowadays Feel Like They Have a Lot of Power": Exploring Teacher Civic Commitments in a National Online Letter Writing Project** *JOURNAL OF TEACHER EDUCATION*
  Gargroetzi, E. C., Garcia, A.
  2022
- **Platform Studies in Education** *HARVARD EDUCATIONAL REVIEW*
  Nichols, T., Garcia, A.
  2022; 92 (2): 209-230
- **Datafcation Meets Platformization: Materializing Data Processes in Teaching and Learning** *HARVARD EDUCATIONAL REVIEW*
  Pangrazio, L., Stornaiuolo, A., Nichols, T., Garcia, A., Philip, T. M.
  2022; 92 (2): 257-+
- **Expanding digital citizenship education to address tough issues** *PHI DELTA KAPPAN*
  Mirra, N., McGrew, S., Kahne, J., Garcia, A., Tynes, B.
  2022; 103 (5): 31-35
- **Guns, Schools, and Democracy: Adolescents Imagining Social Futures Through Speculative Civic Literacies** *AMERICAN EDUCATIONAL RESEARCH JOURNAL*
  Mirra, N., Garcia, A.
  2022
- **Beyond fake news: Culturally relevant media literacies for a fractured civic landscape** *THEORY INTO PRACTICE*
  Mirra, N., Kelly, L., Garcia, A.
  2021
- **How youth use scientific argumentation in civic participation on climate change: polar bears, the Great Barrier Reef, and 'your job as president'** *INTERNATIONAL JOURNAL OF SCIENCE EDUCATION PART B-COMMUNICATION AND PUBLIC ENGAGEMENT*
  Zummo, L., Gargroetzi, E., Garcia, A.
  2021
- **Bus riding leitmotifs: making multimodal meaning with elementary youth on a public school bus** *ENGLISH TEACHING-PRACTICE AND CRITIQUE*
  Garcia, A., Robillard, S. M., Suzara, M., Garcia, J. E.
  2021
- **Futures bound: re-designing literacy research as a conduit for healing and civic dreaming** *INTERNATIONAL STUDIES IN SOCIOLOGY OF EDUCATION*
  Garcia, A., Mirra, N., Digital Democratic Dialogue 3d Tea
  2021
- **Continuity and Change? Reading Young Adult Literature Through a Technology-Focused Critical Lens** *JOURNAL OF ADOLESCENT & ADULT LITERACY*
  Glazer, J., Seglem, R., Garcia, A.
  2021
- **Civic dimensions of critical digital literacies: towards an abolitionist lens** *PEDAGOGIES*
  Garcia, A., de Roock, R.
  2021; 16 (2): 185-199
- **Chapter 1: "I piss a lot of people off when I play dwarves like dwarves": Race, Gender, and Critical Systems in Tabletop Role-Playing Games** *TEACHERS COLLEGE RECORD*
  Garcia, A.
  2021; 123 (13)
- **Digital platforms aren't mere tools -they're complex environments** *PHI DELTA KAPPAN*

Garcia, A., Nichols, T.
2021; 102 (6): 14–19

- **Writing Toward Justice: Youth Speculative Civic Literacies in Online Policy Discourse** *URBAN EDUCATION*
  Garcia, A., Mirra, N.
  2020
- **"Electric Word Life": Methodological Dignity in Equity-Driven Research** *EQUITY & EXCELLENCE IN EDUCATION*
  Garcia, A.
  2020; 53 (3): 399–411
- **When technology goes unnoticed: teacher beliefs and assumptions about technology use in three 9th grade English classrooms** *PEDAGOGIES*
  Garcia, A., Kelly, M., Stamatis, K.
  2020
- **Youth voice on climate change: using factor analysis to understand the intersection of science, politics, and emotion** *ENVIRONMENTAL EDUCATION RESEARCH*
  Zummo, L., Gargroetzi, E., Garcia, A.
  2020
- **"I Hesitate but I Do Have Hope": Youth Speculative Civic Literacies for Troubled Times** *HARVARD EDUCATIONAL REVIEW*
  Mirra, N., Garcia, A.
  2020; 90 (2): 295–321
- **In Search of the Meaning and Purpose of 21st-Century Literacy Learning: A Critical Review of Research and Practice** *READING RESEARCH QUARTERLY*
  Mirra, N., Garcia, A.
  2020
- **Glimmers of Care: Attending to the Affective Everyday in Ninth-Grade Literacy Classrooms** *READING RESEARCH QUARTERLY*
  Garcia, A., Guggenheim, A., Stamatis, K., Dalton, B.
  2020
- **Introduction: A Once and Future Pedagogy** *WITH GREAT POWER COMES GREAT PEDAGOGY: TEACHING, LEARNING, AND COMICS*
  Kirtley, S. E., Garcia, A., Carlson, P. E.
  edited by Kirtley, S., Garcia, A., Carlson, P. E.
  2020: 3–19
- **The Potential of Participatory Literacies to Challenge Digital (Civic) Divides** *STORIES FROM INEQUITY TO JUSTICE IN LITERACY EDUCATION*
  Mirra, N., Garcia, A.
  edited by Morrell, E., Rowsell, J.
  2020: 87-109
- **THE TRANSFORMATIONAL RESISTANCE OF MS. MARVEL IN AMERICA** *MS. MARVEL'S AMERICA: NO NORMAL*
  Carlson, P. E., Garcia, A.
  edited by Baldanzi, J., Rashid, H.
  2020: 133–51
- **Gaming Literacies: Spatiality, Materiality, and Analog Learning in a Digital Age** *READING RESEARCH QUARTERLY*
  Garcia, A.
  2020; 55 (1): 9–27
- **Civic Writing on Digital Walls** *JOURNAL OF LITERACY RESEARCH*
  Kalir, J. H., Garcia, A.
  2019; 51 (4): 420–43
- **Centering Analog Literacy in an Era of Digital Harm** *RESEARCH IN THE TEACHING OF ENGLISH*
  Garcia, A.

2019; 54 (2): 192–94

- **"Dear Future President of the United States": Analyzing Youth Civic Writing Within the 2016 Letters to the Next President Project** *AMERICAN EDUCATIONAL RESEARCH JOURNAL*
  Garcia, A., Levinson, A., Gargroetzi, E.
  2019
- **"Signifying Nothing": Identifying Conceptions of Youth Civic Identity in the English Language Arts Common Core State Standards and the National Assessment of Educational Progress' Reading Framework** *BERKELEY REVIEW OF EDUCATION*
  Garcia, A., Mirra, N.
  2019; 8 (2): 195–223
- **A Call for Healing Teachers: Loss, Ideological Unraveling, and the Healing Gap*** *SCHOOLS-STUDIES IN EDUCATION*
  Garcia, A.
  2019; 16 (1): 64–83
- **Invisible Potential: The Social Contexts of Technology in Three 9th-Grade ELA Classrooms** *RESEARCH IN THE TEACHING OF ENGLISH*
  Garcia, A., Stamatis, K., Kelly, M.
  2018; 52 (4): 404–26
- **The Politics of Reading, Agency, and Participation** *JOURNAL OF ADOLESCENT & ADULT LITERACY*
  Garcia, A., Christensen, L.
  2018; 61 (6): 701–3
- **Fitting Into the Franchise: Texts, World Building, and the Possibilities of Creative Expansion** *JOURNAL OF ADOLESCENT & ADULT LITERACY*
  Garcia, A.
  2018; 61 (5): 585–88
- **Listening, Literature, and the Sound of Text** *JOURNAL OF ADOLESCENT & ADULT LITERACY*
  Garcia, A.
  2018; 61 (4): 465–68
- **SCHOOLS FOR COMMUNITY ACTION Public School Design As a Revolutionary Act** *POWER, EQUITY, AND (RE)DESIGN: BRIDGING LEARNING AND CRITICAL THEORIES IN LEARNING ECOLOGIES FOR YOUTH*
  Garcia, A., Gomez, M., Briggs, K.
  edited by Mendoza, E., Kirshner, B., Gutierrez, K. D.
  2018: 131–47
- **Smoldering in the darkness: contextualizing learning, technology, and politics under the weight of ongoing fear and nationalism** *LEARNING MEDIA AND TECHNOLOGY*
  Garcia, A., Philip, T. M.
  2018; 43 (4): 339–44
- **Changing Literacies and Civic Pathways: Multiliteracies in Inquiry-Driven Classrooms** *THEORY INTO PRACTICE*
  Seglem, R., Garcia, A.
  2018; 57 (1): 56–63
- **Looking at the Next 20 Years of Multiliteracies: A Discussion with Allan Luke** *THEORY INTO PRACTICE*
  Garcia, A., Luke, A., Seglem, R.
  2018; 57 (1): 72–78
- **"DUDE UR GUNNA BE A GREAT TEACHER YO": Cultivating Diverse Englishes Through Chatroom Discussions Between Preservice Teachers and Urban High School Youth** *READING & WRITING QUARTERLY*
  Garcia, A., Seglem, R.
  2018; 34 (4): 291–305
- **Worlds of Inclusion: Challenging Reading, Writing, and Publishing Science Fiction- and Fantasy-Based Young Adult Literature** *JOURNAL OF ADOLESCENT & ADULT LITERACY*
  Garcia, A.
  2017; 61 (2): 221–24

- **Player professional development: A case study of teacher resiliency within a community of practice** *TEACHING AND TEACHER EDUCATION*
  Garcia, A., Gomez, M.
  2017; 66: 349–59
- **Transmedia: Redefining Where and How Stories Are Told** *JOURNAL OF ADOLESCENT & ADULT LITERACY*
  Garcia, A.
  2017; 60 (6): 715–17
- **Privilege, Power, and Dungeons & Dragons: How Systems Shape Racial and Gender Identities in Tabletop Role-Playing Games** *MIND CULTURE AND ACTIVITY*
  Garcia, A.
  2017; 24 (3): 232–46
- **Alternate Reality Games and the Cusp of Digital Gameplay Conclusion** *ALTERNATE REALITY GAMES AND THE CUSP OF DIGITAL GAMEPLAY*
  Garcia, A., Niemeyer, G.
  edited by Garcia, A., Niemeyer, G.
  2017; 5: 311–22
- **Privilege, Power, and Dungeons & Dragons: How Systems Shape Racial and Gender Identities in Tabletop Role-Playing Games** *Mind, Culture, and Activity*
  Garcia, A.
  2017; 24 (3): 232-246
- **Good reception: Teens, teachers, and mobile media in a Los Angeles high school**
  Garcia, A.
  MIT Press.2017
- **Alternate reality games and the cusp of digital gameplay**
  Garcia, A., Niemeyer, G.
  Bloomsbury Publishing USA.2017
- **Alternate Reality Games and the Cusp of Digital Gameplay Introduction** *ALTERNATE REALITY GAMES AND THE CUSP OF DIGITAL GAMEPLAY*
  Garcia, A., Niemeyer, G.
  edited by Garcia, A., Niemeyer, G.
  2017; 5: 1–26
- **Wobbling With Writing: Challenging Existing Paradigms of Secondary Writing Instruction and Finding New Possibilities** *Literacy Research: Theory, Method, and Practice*
  Garcia, A., O'Donnell-Allen, C.
  2016; 65 (1): 348-364
- **Revolutionizing inquiry in urban English classrooms: Pursuing voice and justice through youth participatory action research** *English Journal*
  Mirra, N., Filipiak, D., Garcia, A.
  2015: 49-57
- **The council of youth research: Critical literacy and civic agency in the digital age** *Reading & Writing Quarterly*
  Garcia, A., Mirra, N., Morrell, E., Martinez, A., Scorza, D.
  2015; 31 (2): 151-167
- **Doing youth participatory action research: Transforming inquiry with researchers, educators, and students**
  Mirra, N., Garcia, A., Morrell, E.
  Routledge.2015
- **Pose, wobble, flow: A culturally proactive approach to literacy instruction**
  Garcia, A., O'Donnell-Allen, C.
  Teachers College Press.2015

- **Teaching in the connected learning classroom** *Irvine, CA: Digital Media and Learning Research Hub*
  Garcia, A., Cantrill, C., Filipiak, D., Hunt, B., Lee, C., Mirra, N., O'Donnell-Allen, C., Peppler, K.
  2014
- **Critical foundations in young adult literature: Challenging genres**
  Garcia, A.
  Sense Publishers.2013
- **Reading YA with ' Dark Brown Skin ': Race, Community, and Rue's Uprising** *ALAN Review*
  Garcia, A., Haddix, M.
  Submitted