



## Antero Godina Garcia

Assistant Professor of Education  
Graduate School of Education

### CONTACT INFORMATION

- **Admin. Support**

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### Bio

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#### BIO

Antero studies how technology and gaming shape youth learning, literacy practices, and civic identities. Prior to completing his Ph.D., Antero was an English teacher at a public high school in South Central Los Angeles. His two most recent research studies explore learning and literacies in tabletop roleplaying games like Dungeons & Dragons and how participatory culture shifts classroom relationships and instruction. Based on his research, Antero co-designed the Critical Design and Gaming School—a public high school in South Central Los Angeles. Antero’s research has appeared in numerous journals including The Harvard Educational Review, Teachers College Record, and Teaching and Teacher Education. His most recent book—Good Reception: Teens, Teachers, and Mobile Media in a Los Angeles High School—is an ethnographic look at technology and gaming in an urban high school. Some of his other books explore critical research methodologies (Doing Youth Participatory Action Research: Transforming Inquiry with Researchers, Educators, and Students—with Nicole Mirra and Ernest Morrell), techniques for shifting English language arts pedagogy (Pose, Wobble, Flow: A Culturally Proactive Approach to Literacy Instruction with Cindy O'Donnell-Allen), and changes in the consumption of young adult literature (Critical Foundations in Young Adult Literature: Challenging Genres). 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

- Assistant Professor, Graduate School of Education

#### ADMINISTRATIVE APPOINTMENTS

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

#### 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

- Twitter: <https://twitter.com/anterobot>

## Research & Scholarship

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### RESEARCH INTERESTS

- Civic Education
- Literacy and Language
- Secondary Education
- Teachers and Teaching
- Technology and Education

### 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

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### COURSES

#### 2019-20

- RILE Colloquium on Race, Inequality, and Language in Education: EDUC 489 (Spr)
- The Centrality of Literacies in Teaching and Learning: EDUC 289 (Sum)

#### 2018-19

- Equity and Schooling: EDUC 299 (Aut)
- Language, Literacy, and Culture: CSRE 248X, EDUC 248 (Win)
- The Centrality of Literacies in Teaching and Learning: EDUC 289 (Sum)

#### 2017-18

- Equity and Schooling: EDUC 299 (Aut)
- The Centrality of Literacies in Teaching and Learning: EDUC 289 (Sum)

#### 2016-17

- The Centrality of Literacies in Teaching and Learning: EDUC 289 (Sum)

### STANFORD ADVISEES

#### Doctoral Dissertation Reader (AC)

Paolo Martin, Suki Mozenter, Chris Proctor, Kathleen (Katie) Remington, Kathryn Ribay

#### Master's Program Advisor

Angel Altamirano Jr., Shaan Asif

#### Doctoral (Program)

AJ Alvero, Maxwell Bigman, Jorge Garcia, Stephanie Robillard, Miroslav Suzara

## Publications

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### PUBLICATIONS

- **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
- **Reading YA with ' Dark Brown Skin ': Race, Community, and Rue's Uprising** *ALAN Review*  
Garcia, A., Haddix, M.  
Submitted
- **"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., 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., 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., 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., Pepler, K.  
2014
- **Critical foundations in young adult literature: Challenging genres**  
Garcia, A.  
Sense Publishers.2013