

Researcher

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**Title of Project**

Transmodal Zine-Making with Resettled Refugee Youth

Research Supervisor

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TIRF Research Topic Investigated

Migrants and Refugees: Teaching and Assessing English

Project Summary

Over one percent of our global population has been forcibly displaced, among them 20.7 million refugees (UNHCR, 2021). With the increase in forced migration has also come an increase in anti-refugee rhetorics, which in turn fuel policies that have life or death consequences for refugees (Gotlib, 2017). In this context, refugee voices are urgently needed in scholarly, public, and political realms, yet these perspectives are frequently neglected, overlooked, and silenced, even (and especially) in research around refugees' literacy and language practices (McDonald, 2013).

This study enacts a transmodal (Hawkins, 2018, 2020) pedagogy in a zine-making workshop for 25 refugee teens resettled in the United States, as part of a summer camp focused on English language learning and creative expression. By taking an agentive, asset-based approach to advanced literacies education, this study seeks to expand English language teaching with resettled refugee teens beyond monomodal, English-only paradigms and into a transmodal, anticolonial borderlands space (Licona, 2012) of equity and inclusion. The study draws upon autoethnographic observations, anonymous surveys, zine artifacts, and arts-based interviews with 5 focal participants, to address the overarching research question, "(How) do transmodal zinemaking workshops amplify the voices of resettled refugees?" By centering the creativity, insights, and assets of resettled refugee youth themselves in research around how they best learn and communicate, this study seeks to transform the public and scholarly narratives surrounding refugees, with the ultimate goal of changing pedagogies and policies that have embodied, tangible impacts on refugees' lives, to be more just, equitable, and affirming.