2022

Book review -The struggles of identity, education, and agency in the lives of undocumented students: The burden of hyperdocumentation

Arli Mohamed
Loyola University Chicago

Follow this and additional works at: https://ecommons.luc.edu/jcshesa

Part of the Adult and Continuing Education Commons, Bilingual, Multilingual, and Multicultural Education Commons, Curriculum and Instruction Commons, Curriculum and Social Inquiry Commons, and the Higher Education Commons

Recommended Citation
Available at: https://ecommons.luc.edu/jcshesa/vol6/iss2/3

This Book Review is brought to you for free and open access by the Journals and Magazines at Loyola eCommons. It has been accepted for inclusion in Journal of Critical Scholarship on Higher Education and Student Affairs by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.

This work is licensed under a Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License.
Book Review

The Struggles of Identity, Education, and Agency in the Lives of Undocumented Students

The Burden of Hyperdocumentation

RESEARCH-IN-BRIEF

Arli Mohamed, Loyola University Chicago
Research-in-Brief: Author Behind the Scenes of Book Review

**Arli Mohamed**
Loyola University Chicago

**Book Review:** The struggles of identity, education, and agency in the lives of undocumented students: The burden of hyperdocumentation by Aurora Chang

**Research Interests**
Access and retention among underrepresented populations including first generation, students of color, black and Latinx male students of color in postsecondary education.

**Writing the Article**
When I first began the writing process of this article, I wrote it freely in a text format with no headings except for the title of the book which appeared at the top of my document, with only a separation between paragraphs. I divided the article into chapters from the book with each paragraph composed of a summary including main points of analysis from each chapter. I realized that after receiving feedback from my instructor, I had a lot more summary than analysis of the text, so I began the editing process, focusing on analyzing salient critical theories and methodologies discussed in the text.

**Challenges**
- Developing a focus on the content as I tend to overwrite in my first drafts.
- Centering only on certain parts of the chapter in order to emphasize certain ideas from the text.

**Take Away & Advice**
Something I took away from writing this article is that writing is a work in progress, meaning that I’m always in between stages and that there is no right or wrong way to get to the end because there is no end in writing; just drafts which continue to be edited for future usage. The most important take-a-way from writing this article is that it allowed me to believe in myself and in my writing to be worthy of being published.
Author Biography

Arli Mohamed is a Ph.D. candidate in the higher education program at Loyola University Chicago. Mohamed received her BA and M.S. from the University of Wisconsin-Milwaukee. Her research focuses on retention and success of underrepresented populations. She currently serves as a research assistant, working with Dr. Lorenzo Baber. Notable projects she led and facilitated include examining enrollment and credential attainment among underrepresented males of color within the City Colleges of Chicago and exploring the roles of advisors and counselors in health profession pathways for students of color within community colleges, while collaboratively working on examining the experiences of faculty women of color in Jesuit institutions and healing centered practices among faculty of color. Her current research focuses on examining and understanding the educational experiences of Somali-Jareer Bantu students in higher education.

Recommended Citation:
