

# JoLLE@UGA

JOURNAL OF LANGUAGE & LITERACY EDUCATION

Activist Literacies: Inspire, Engage, Create, Transform  
February 22-23, 2013  
Athens, GA

## Friday, February 22, 2013

- 3:00pm      Registration opens at Georgia Center
- 5:00-6:00pm      Gallery Walk and Reception, Dogwood Hall, Georgia Center  
Complimentary hors d'oeuvres, cash bar, and live music
- 6:00pm      Welcome: Tobie Bass & Lindy Johnson, Conference Co-Chairs
- 6:00-7:30pm      Keynote Speakers

*Life in Rhyme: Literacy, Art, and Survival*  
Glynda Hull  
University of California, Berkeley

*Youth Activist Literacies: The Transformative Power of Multimodal Arts-for-Change Programming*  
K.C. Nat Turner  
University of Massachusetts, Amherst

*Inquiry with Art: Critical Reflections on Art and Changing School Contexts*  
Christian Faltis  
University of California, Davis

The JoLLE Editorial Board  
Lindy Johnson, Tobie Bass, Stephanie Shelton, Deavours Hall, Gabriela del Villar, Shim Lew, Karen Graham, Xiaoli Hong, Stephanie Jones, Tory Adkisson, Sheila Brennan, JoAnna Anglin  
Faculty Advisor, Peter Smagorinsky

# Saturday, February 23, 2013

**8:00-8:45 am:** Pick up folders and nametags on the Kellogg Concourse (2<sup>nd</sup> floor).  
Complimentary coffee bar

**9:00-10:30**

**Room K/L**

**1. *Can My Video be in YouTube? Visual Ethics and Digital Afterlife***

Silvia Nogueron-Liu, The University of Georgia  
Deavours Hall, The University of Georgia

Abstract: This session will address the competing forces of ethics, privacy and wide circulation of digital texts produced by culturally diverse students. We intend to raise awareness of the digital afterlife of texts, with attention to concerns about visual representation and identifying information of students when digital projects go “public.”

**2. *Contemporary Literacies Collaborations: Movies that “Move”***

Jenifer Jasinski Schneider, University of South Florida  
James R. King, University of South Florida  
James Welsh, University of South Florida  
Deborah Kozdras, University of South Florida

Abstract: We display evidence of student *agency* and *advocacy* through a series of multi-media products that resulted from nine iterations of a writing-methods, field experience. Pre-service teachers and K-6 students worked in small groups to create, compose, film, and share solutions to discipline-specific problems. We present highlights of their movies that “moved” their agendas.

**9:00-10:30**

**Room Y**

***Critical Inquiry and Action through the UN Rights of the Child***

JoBeth Allen, The University of Georgia  
Lois Alexander, Clarke County Schools  
Lindy Crace, Greenville County School District  
Stephen Lush, Jackson County Schools  
Lindsey Lush, Jackson County Schools

Abstract: A critical action research team employed the UN Rights of the Child to frame an elementary teacher-parent group advocating for Latin@ families marginalized by ethnicity, language, and culture; to inquire into racism and poverty in a 10<sup>th</sup> grade literature class; and to support high school PeaceJam activists addressing social issues.

**9:00-10:30**

**Room Z**

***Expanding teachers’ literacy: Playing with digital texts and media in school***

Danling Fu, University of Florida  
Barbara G. Pace, University of Florida  
Kathy Garland, University of Florida

Abstract: Two English Educators from a “Race to the Top” state describe their efforts to honor teachers’ voices, and their own, in a context increasingly crowded by authoritative, top-down edicts about teaching and learning. They share research and assignments in an interactive panel focused on dialogic resistance in literacy teacher education.

**9:00-10:30**

**Room J**

**1. *Transforming Teacher Education: Multimodal Literacy Instruction to Prepare New Teachers***

Julia Hagge, University of South Florida

Margaret Krause, University of South Florida

Abstract: Participants will explore how to embed multimodal literacy instruction into teacher education courses. The presenters will share how they have infused multimodal instruction and activities into coursework and field placement. Participants will experience student artifacts and engage in dialogue about specific ways to imbed multimodal instruction into their coursework.

**2. *"It's Easy. You Can Use Pictures": A Discussion on Multimodal Assessments***

Ryan Nixon, The University of Georgia

Abstract: Creating assessments to which students respond using multiple modes of representation can be challenging (McDermott, 2009; Nixon, 2012). I argue that the most valuable multimodal assessments should be a) discourse appropriate, b) embedded/cohesive, c) equitable, and d) practical. Participants in this interactive session will discuss potential solutions to this challenge.

**9:00-10:30**

**Room Q**

**1. *Visualizing Gender with Fifth Grade Gifted Students***

David W. Brown, Jr. Murdock Elementary, Marietta, GA

Abstract: In this session, we will share collages and writings of how a group of students understood identity and gender, present our findings artistically, and offer suggestions for teaching that include integration of the visual arts for a more complex understanding of students' perceptions of social markers of identity like gender.

**2. *Cover Me?: Representations of Gender in Students' Reading Choices***

Kate Colantonio Yurko, University of Florida

Desi Krell, University of Florida

Abstract: This session seeks to examine the representations of gender in YAL book covers and the possible implications these representations have on adolescent readers. Additionally, the presentation offers suggestions for teachers utilizing YAL and critical literacy in their own classroom practice.

**9:00-10:30**

**Create Session**

**Room V**

**1. *Post Stereotypes: Deconstructing Racial Assumptions and Biases through Visual Language***

Yuha Jung, The University of Georgia

*Post Stereotypes* is an arts-based critical public pedagogy that involves postcard art-making using visual language designed to deconstruct students' racial, ethnic, and cultural stereotypes, biases, and assumptions. I present purposes, processes, and results of *Post Stereotypes* and how this project can be applied to broader issues in different settings.

**9:00-10:30**

**Create Session**

**Room W**

**1. *Your Utopia is My Dystopia: Feminist Activism in Young Adult Dystopias***

Robin Parent, Utah State University

In this session participants will create a zine that pushes conceptual ideas of action as portrayed by protagonists in young adult literature. Constructing a zine will give the audience an opportunity to use the analysis tools of Propp and Keating to examine how a more socially conscious awareness of agency and activism can come from engaging with text in multiple ways.

11:00-12:30PM Sessions

11:00-12:30

Room V

1. *Inspiring Child Activism with Award-Winning Translated Literature*

Danielle Forest, Old Dominion  
Sue Kimmel, Old Dominion

Abstract: This presentation includes discussion of child activism in award-winning translated books published since 2000. Session goals include acquainting educators with outstanding translated books for children, sharing examples of activism in this literature, and identifying ways of translating activism depicted in the books to student activism.

2. *Activating Allies: How Characters in LGBTQ Themed Literature Inspire Action*

Megan S.Kennedy, Westfield State University  
Kimberly Slusser, Mansfield University

Abstract: This session explores how character analysis in LGBTQ themed literature can be an effective way to engage learners into conversations around allyship. Multiple modes of expression will be utilized to examine and engage with characters in LGBTQ texts while participants simultaneously reflect on their personal ally identity.

11:00-12:30

Room W

1. *Gaming as a Portal to Understanding Science*

Logan Leslie, The University of Georgia

Abstract: In this interactive session, participants will play through a small portion of *Portal 2*. *Portal 2* is a game in which the player is situated as a test subject in a privately run laboratory. Questions arise related to the reinvigorating powers of art, what it means to be an object of testing, and what it means to be brain damaged. Participants will be led in a discussion of how *Portal 2* presents science as well as how game players create meaning.

11:00-12:30

Room Q

1. *“Feria de Libros”: Building Community Literacy in a Oaxaca village*

Jackie Saindon, The University of Georgia

Abstract: This presentation will first describe a community literacy fair in a small rural town in Oaxaca. Second it will involve the audience in creative literacy activities that I observed, and finally we will consider through dramatic activities, creative ways to build literacy in our schools and communities.

2. *The Literacy Practices of People in the Parks—The ALP*

Gertrude Tinker Sachs, Georgia State University  
Nicole Dukes, Georgia State University  
Kathleen Zackery, Georgia State University  
Tisha Lewis, Georgia State University  
Ewa McGrail, Georgia State University

Abstract: The Atlanta Literacies Project takes place in the parks near the state capital and university. In this presentation we will report our findings on the literacy practices of the people who work, play or study in the park or who are passing through the park.

**11:00-12:30 pm**

**Room J**

**1. *Liberation of the Mind: A Dialogue between Peers***

Mary Stuart Hall, The University of Georgia  
Sara Scott, University of Georgia

Abstract: In this session graduate students perform their conversation about the present-day relevance of dialogue within Paulo Freire's *Pedagogy of the Oppressed* (1970). Through our performance we hope to encourage an expanded discourse surrounding the Freirian concept of liberated minds in contemporary education.

**2. *Using Drama to Reflect, Question and Transform***

Margaret Branscombe, University of South Florida

Abstract: The session is based on recognizing the ability to reflect and ask questions as vital for ongoing professional development. Reflections are usually written but in this session participants will be engaged in using drama as an alternative mode for reflecting, questioning and transforming the teaching and learning process.

**11:00-12:30 pm**

**Room K/L**

**1. *Aboriginal Identity Texts: Exploring Aboriginal identity through arts-based civic dialogue***

Kristiina Montero, Wilfrid Laurier University, Waterloo, Ontario  
Jim Cummins, Ontario Institute for Studies in Education, Toronto, Ontario  
Elder Rene Meshake, Ojibwe artist and storyteller, Guelph, Ontario  
Elizabeth A. McQueen, Sir John A. MacDonald Secondary School, Hamilton, Ontario  
Cassandra Bice-Zaugg, Sir John A. MacDonald Secondary School, Hamilton, Ontario

Abstract: This is a collection of visual and literary identity texts that explore Aboriginal worldviews, teachings, and expressions. The community-engaged project engaged Aboriginal students, Elders, and non-Aboriginal preservice teachers in an urban setting in Ontario, Canada. The exhibit serves to engage non-Aboriginals in arts-based civic dialogue about Aboriginal issues in education.

**2. *Building affinity and mobilising civic action through performative literacies***

Sally Humphrey, Catholic University, Australia

Abstract: To achieve participatory action, a vigorous civil society needs both deliberative and performative discourse styles. In this paper I explore the literacies of adolescent e-activists focussing on how they build affinity with and persuade different audiences. This requires rhetorical resources beyond the repertoire typically developed in the school curriculum.

**11:00-12:30**

**Room Y**

**Create Session**

***Creating Theatre for social change***

Talia Pura, The University of Winnipeg

Abstract: Collage Collectives offers a way of engaging students in social justice issues. Through the spoken word, tableau, improvisation and movement, material is generated that can culminate in a cohesive performance piece. Issues are dealt with in ways that become meaningful for the participants and the audience.

**11:00-12:30**

**Create Session**

**Room Z**

***Speed Dating with iPads: Creating Discipline-Specific Films in 90 Minutes***

Jenifer Jasinski Schneider, University of South Florida

Aimee Frier, University of South Florida

Rebecca Powell, University of South Florida

Margaret Krause, University of South Florida

Abstract: Participants will engage in an abbreviated multi-media production process to create stop-motion animation films for discipline-specific purposes. Working alone, in pairs, or in small groups, attendees will work through phases of filmmaking (script development, pre-production, production, post-production) using artistic media to digitally share information. iPads provided or BYOD (bring your own device).

**12:30-1:30: Boxed Lunch (free with registration)**

Pick up your boxed lunch (vegetarian options available) on the Kellogg Concourse. You are welcome to stay and eat in the K/L room, or if you prefer some fresh air, take your lunch and eat outside in the courtyard.

**1:30-2:45PM Sessions**

**1:30-2:45pm**

**Room J**

**1. *Teaching LGBTQ Topics through Activist Literacies in Secondary ELA Classrooms***

Nicole Sieben, Hofstra University

Abstract: This session will include pedagogy and activist literacy strategies for teaching LGBTQ topics in teacher education programs and secondary ELA classrooms. Attendees at this session will participate in interactive activities that can be recreated in secondary classrooms, pre-service teacher training classes, and professional development workshops for secondary ELA teachers.

**2. *Promoting Critical Literacy through Extra-Curricular Interests***

Alan Brown, Wake Forest University

Abstract: In this interactive presentation, attendees will be introduced to an after-school sports literacy program that pushes at-risk middle schoolers to (re)consider our country's societal emphasis on sports through the use of young adult literature and critical literacy while building the necessary skills to meet their respective Common Core State Standards.

**1:30-2:45pm**

**Room Z**

**1. *Theatre of the Oppressed & Youth Audiences: Performance & Conscientization as Radical Pedagogy***

Toby Emert, Agnes Scott, GA

Abstract: Using Boal's TO structures, college students created forum scenes to address the issue of "gay rights" through their work in a class titled "Radical Pedagogies: Educating for Social Justice." Developing theatre to represent their own lives felt, to the students, like a radical learning experiment. In the presentation, the course instructor explains the process, shows video clips of the scenes, and discusses the students' reactions to stepping into the unexpected class role of ensemble member and play-maker.

**1:30-2:45pm**

**Room K/L**

**1. *A Week at the Museum: Extending Literacy Through Creative Arts***

Rusty Clevenger, Urbana School District

Anne Sautman, Krannert Art Museum

Brad Thompson, Center for Education in Small Urban Communities

Haeny Yoon, University of Arizona

Abstract: This session describes a collaboration between the local art museum, a university-based professional development collaborative, and an elementary school. This week-long museum experience highlights the integration of art, writing, mixed media, mathematics, and printed texts (both written and artistic). The museum expanded options for literacy and learning in non-traditional ways.

**2. *Troublemakers, Agitators, Public World-makers: Testing Normative Concepts of Youth Activism***

Jennifer Clifton, University of Missouri

Yazmin Lazcano-Pry, Arizona State University

Elenore Long, Arizona State University

Abstract: Competing concepts of public life ascribe different values to the work of youth activists and call on youth activists to engage in very different kinds of public work. This panel explores this problem space with data from three sites of youth activism and offers a heuristic for scaffolding discussion.

**1:30-2:45pm**

**Room Q**

**1. *Building the Greater Community: Connecting University and Hispanic Communities through a Spanish Adult Literacy Project***

Betina Kaplan, The University of Georgia

Katherine Bundy, The University of Georgia

Savannah Pena, The University of Georgia

Abstract: This panel proposes an interactive perspective into the process of implementing a Spanish adult literacy curriculum within a community of Latino adults as a source of activism and community engagement. The presentation will include demonstration of methods, viewing of interviews with Latino adult literacy learners, and undergraduate service learning testimonies and reflections.

**2. *Co-creating opportunities for dialogue, discomfort, and transformation in an SLA course***

Dan Heiman, University of Texas, Austin

Lucía Cárdenas Curiel, University of Texas, Austin

Abstract: A critical qualitative study of a required Second Language Acquisition course at a large public university in Texas explores the ideologies of a white male instructor and a Latina female instructor and the way these influence pre-service teachers' classroom discussion about English Language Learners, Standard English, and language acquisition theories.

**1:30-2:45pm**

**Room Y**

**1. *Engaging in Dialogical Narrative Inquiry***

Ian Altman, Clarke County Schools

Paige Cole, North Oconee High School

Angela Dean, Mountain View High School

Michelle Falter, The University of Georgia

Abstract Using dialogical theory (Bakhtin, 1981; Hermans & Hermans-Konopka, 2010), this study explores dialogical teaching practices by examining narratives of secondary public school teachers in the US Southeast. The presentation examines dialogical events in these teachers' classrooms and engages participants in oral inquiry processes, unpacking common tensions among the events.

**2. *Literacy: Beyond the Here, Beyond the Now, Beyond the New***

Anne Anderson, University of South Florida  
Margaret Branscombe, University of South Florida  
Aimee Frier, University of South Florida  
Lindsay Persohn, University of South Florida  
Patriann Smith, University of South Florida

Abstract: This panel considers literacies beyond word-based texts and beyond traditional platforms, including 1) physical, spatial, symbolic, and aural; 2) composing in online, performance-based settings; 3) the linguistic landscapes of public signs; 4) cross-cultural language learners' uses of technological tools in digital writing; and 5) digital storytelling for 21st century learners.

**1:30-2:45**

**Create Session**

**Room V**

***Drawing in/on Math: Using Art to Support Spatial Literacy***

Karen Gerow, Oglethorpe County Schools

Abstract: Where do math and art merge? Both fields require spatial thinking in order to be successful in the field. In this *create* session, you will explore spatial ability and spatial literacy as you draw in one point perspective. No drawing skills required.

**1:30-2:45pm**

**Create Session**

**Room: Meet in Kellogg-Concourse**

***Topophilia and the Literacy of Space***

Hope Hilton, ATHICA: Athens Institute for Contemporary Art

Abstract: The literacy of space is rooted in a movement called Relational Aesthetics, which is "a set of artistic practices [that include the] whole of human relations and their social context" (Bourriaud, 1998). We all have the capacity for creativity when our lives involve active participation and engagement with what we encounter.

**1:30-2:45pm**

**Create Session**

**Room W**

***Expressing Social Justice Through Art: A Multimodal Approach***

Laura Darolia, University of Missouri  
Selena Van Horn, University of Missouri

Abstract: Presenters will discuss the power of literacy to promote social justice. Activism involves moving beyond the classroom, into the community. Participants will creatively respond to children's literature involving issues of silenced characters and will take part in a miniature showcase to share their work with the larger community.



## **2:45-3:00 Complimentary drink/snack break in Kellogg Concourse**

### **3:00-4:00PM Sessions**

**3:00-4:00pm**

**Room W**

**1. *Teaching Literature Supernaturally: Supernatural, Smallville, and Beyond***

Jada C. Genter, Walnut Grove High School

Sandy L Williams, Georgia State University

Abstract: By recognizing and using episodic television as an emerging form of literature in Language Arts, teachers access a powerful tool for student motivation, critical thinking, engaging reading, and stimulating writing. We will explore one teacher's experience with this methodology and how it can be implemented in other classrooms.

**3:00-4:00pm**

**Room Q**

**1. *New Literacies: Would Someone Please Just Tell Me What It Is?***

Elizabeth Allison, University of Alabama

Janet Bavonese, University of Alabama

Julio Gomez, University of Alabama

Khattiyanant Nonthaisong, University of Alabama

Deborah Schwartz, University of Alabama

Diane Sekeres, University of Alabama

Hao Wang, University of Alabama

Yan Zhao, University of Alabama

Abstract: Multiliteracies, new media, multimodal, new literacies: words for literacy styles, processes, and products that are changing, concurrently with or in response to changes in available communication technologies. This session describes a doctoral seminar, and how the audience can use our learning to help structure their own thinking about new literacies.

**3:00-4:00pm**

**Room Z**

**1. *Beyond Words: A Multimodal Learning Environment for Preservice Teachers with Reading Disabilities***

Margaret Krause, University of South Florida

Julia Hagge, University of South Florida

Abstract: Participants will engage in an interactive, panel-style discussion where multimodal literacy practices embedded within pre-service teacher education will be the focus. Two case studies involving pre-service literacy students with reading struggles will be highlighted. Participants will be encouraged to pose questions and suggest alternative ways of thinking about multimodal literacy.

**3:00-4:00pm**

**Create Session**

**Room J**

**1. *Documentary Photography as Writing Impetus***

Larry Nackerud, The University of Georgia

Deavours Hall, The University of Georgia

Abstract: Documentary photography has become an affordance advancing literacy; students can both become photographers and study great image-makers' works in order to advance a cause along with the written word. This participatory workshop examines how we view images about social issues, and how to elicit text from issue-related photographs in classrooms.

**3:00-4:00pm**

**Create Session**

**Room K/L**

***Challenging Immigration Policies and Practices through Critical Performative Pedagogy***

Ruth Harman, The University of Georgia

Kinga Varga-Dobai, Georgia Gwinnett College

Monique Newsome, The University of Georgia

Abstract: In developing our praxis of critical performative pedagogy, we have drawn from Boal's Theater of the Oppressed and from the Lincoln Center approach to arts in education. In this session, we plan to "demonstrate" our CPP through an interactive performance workshop.

**3:00-4:00pm**

**Create Session**

**Room V**

***Through the looking glass: Using two-sided collages to examine stereotypes***

Joanna Anglin, The University of Georgia

Abstract: For this activity, students used two-sided collages and a writing piece to analyze how their identities are constructed and how those identities impact them. In this session, teachers will create a collage and learn on how to use two-sided collages in the classroom, particularly to examine student identity and stereotypes.

**3:00-4:00pm**

**Room Y**

***Literacies for Social Justice: Bridging Global and Local Communities***

Sarah Fleming, Westhill High School

Abstract: Based upon current research in English education, motivation, urban literacies and activist research, this session will demonstrate two examples of inquiry-based projects that ask students to engage in literacy practices seeking to promote their awareness of and participation in their global and local communities as advocates for social justice.

**Closing Plenary**

**4:00-5:00pm**

**Room K/L**

**Closing Plenary: Interactive Panel**

Donna Alvermann

Christian Faltis

Ruth Harman

Glynda Hull