



JoLLE@UGA 2014 Spring Conference

February 14-15, 2014



THE UNIVERSITY OF GEORGIA

College of Education

The University of Georgia
Hotel and Conference Center



Agenda - Friday, February 14, 2014

All events are located in Mahler Hall

4:00-5:00 p.m.	Registration
5:00-5:45 p.m.	Reception: Heavy Hors d'oeuvres
5:45-6:00 p.m.	Welcome Recognition of JoLLE Editorial Board and Conference Sponsors
6:00-6:05 p.m.	Introduction of Coile Serves Youth Storytellers: Dr. Ruth Harman
6:05-6:50 p.m.	Coile Serves Youth Storytellers
6:50-7:00 p.m.	Introduction of Paul Ayo: Meghan B. Thornton
7:00-7:45 p.m.	Paul Ayo, Poet/Art Activist; Art as an Agent for Change, Atlanta, GA
7:45-7:50 p.m.	Introduction of Conference Keynote Speaker Dr. Mollie V. Blackburn: Stephanie Anne Shelton
7:50-8:50 p.m.	Dr. Mollie V. Blackburn, The Ohio State University, Columbus, OH, Conference Keynote Speaker <i>Title: (Re)Writing One's Self as an Activist Across Schools and Sexual and Gender Identities: An Investigation of the Limits of LGBT and Queer Discourses</i>
8:50-9:00 p.m.	Closing Remarks: Stephanie Anne Shelton

Optional Event Included in Registration:

9:20 p.m.	Meet in conference hotel lobby to walk to Aderhold Hall for viewing of documentary <i>Precious Knowledge</i>	GA Center Lobby
9:30-10:15 p.m.	<i>Precious Knowledge</i> , http://www.preciousknowledgefilm.com/	Aderhold Hall

Agenda - Saturday, February 15, 2014

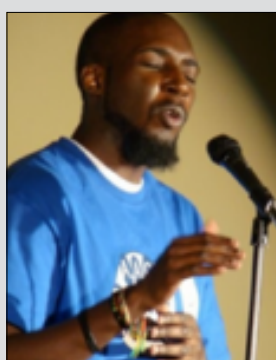
7:00-11:00 a.m.	Registration Coffee, Juice, Hot Tea Available for Registrants	Kellogg Concourse
All sessions are located on the second floor of the UGA Hotel and Conference Center		
8:00-9:00 a.m.	Session 1	
9:10-10:10 a.m.	Session 2	
10:10-10:30 a.m.	Refreshment Break	Kellogg Concourse
10:30-11:30 a.m.	Session 3	
11:40 a.m.- 12:40 p.m.	Session 4	
12:40-2:00 p.m.	Boxed Lunches	Pecan Tree Galleria
	Introduction of Conference Speaker: Karen Graham, LLEGO President	Masters Hall
	Conference Speaker: Dr. Deborah Hicks, Duke University, Durham, NC <i>Title: The "Girl Effect" in Rural Appalachia</i>	
2:10-3:10 p.m.	Session 5	
3:10-3:30 p.m.	Refreshment Break	Kellogg Concourse
3:30-5:00 p.m.	Session 6	
5:00-5:45 p.m.	Closing Session Interactive performance session with Paul Ayo, Poet/Art Activist; Art as an Agent for Change, Atlanta, GA	Masters Hall

See Pages 4-12 for session information and location.

JoLLE Conference Speakers



Mollie V. Blackburn is Associate Professor of Teaching and Learning at The Ohio State University. Recent research projects include a teacher inquiry project with a group of teachers committed to combating heterosexism and homophobia in classrooms and schools and a book discussion group with those teachers' students who come together to read and discuss LGBT-themed young adult literature. She has also studied the ways local LGBTQ youth experience gender rules and regulations in schools. Publications include articles in *Teachers College Record*, the *Journal of Adolescent and Adult Literacy*, and the *Journal of Gay and Lesbian Issues in Education*.



Paul Ayo is the Founder/Director of **Art as an Agent for Change**. As the result of a freak educational experiment, Paul Ayo was born. By day, he is a mild mannered educator. By night, he is a nightmare to injustice, an ally to civic engagement, and a relentless crusader in his pursuit of a better world. In 2006, Paul along with two other GCSU students founded the award winning Nonprofit Organization, Art as an Agent for Change, Inc., which works to build lasting human connections through art. Paul Ayo was born and raised on the Southside of Atlanta, GA. Paul received his M.A.T. in Secondary Education, B.A. in Creative Writing, minor in African American Studies and certification in Nonprofit Management from Georgia College and State

University. Paul has devoted his life to activism, poetry, and the relentless pursuit of a better world. He believes that when the time is right, we all find and fulfill our purpose in life.



Deborah Hicks is the author of *The Road Out: A Teacher's Odyssey in Poor America*. She has been a teacher, researcher, and writer for over two decades, focusing on the lives of children in poor and working-class America. Hicks is the author of two previous books, including *Reading Lives*, and numerous research journal articles as well as articles for magazines such as *The Progressive*. Deborah currently works as a Research Scholar in the Social Science Research Institute (SSRI) at Duke University and is the founding director of PAGE, a partnership supporting education for girls and young women in Appalachia. She also directs a project on education and economic inequality in Appalachia through Bass Connections — Education

and Human Development, an interdisciplinary initiative at Duke University.

JoLLE@UGA[®]
JOURNAL OF LANGUAGE & LITERACY EDUCATION

Session Information

Session 1, 8:00-9:00 a.m.

Room A: Flip-side: The divergent embodied literacies of one school wall (Inspire Strand)

Benjamin D. Parker, The University of Georgia, Athens, GA

This presentation will explore the symbolic significance of one component of a public school (K-8) located in Philadelphia, PA. Using photographs of the northern wall of the building, the presenter and participants will discuss the messages conveyed by the subjects of these pictures as they relate to social justice. The discontinuity between the educational iconography located on the exterior of the wall as compared to the condition of the interior wall raise questions regarding the intended audiences and implicit communicated messages.

Room B: Trayvon's Dream: American Literature through the Eyes of Social Justice (Transform Strand)

Jennifer Jackson Whitley, The University of Georgia, Athens, GA

The news of Trayvon Martin shocked our country -- not because his death represents an anomaly, but because it ripped open an already seeping wound. However, one thing that came out of his story is a new definition of American dream. My students developed this definition through a close reading of historical and contemporary texts. In this session, participants will trace the development of the American dream through those texts while also reviewing my students' work. This session will be a blended model of discussion and hands-on activities.

Room C: Social Justice through Service-Learning (Transform Strand)

Meghan B. Thornton, The University of Georgia, Athens, GA

In this session, teachers will learn how to incorporate service-learning into their curriculum as a means to addressing issues of social justice through critical literacy and action. Participants will enter into discussions about the benefits, criticisms, and opportunities for social justice in service-learning. Through interactive techniques including a quotation walk, journal reflection, small group service-learning lesson development, and tableau, participants will experience the nexus between service-learning, critical literacy, and social justice. Participants will leave the session with concrete ideas to help them incorporate service-learning for social justice into their own classrooms.

Room D: Creating Black Superheroes: Engaging students to create images and identities that reflect them and their experiences (Transform Strand)

Melissa Perez-Tucker, The University of Georgia, Athens, GA

Images and representations of minorities have historically been absent from traditional textbooks and classroom materials. For African American and Latino students, the lack of figures with which to identify can lead to student apathy, disconnectedness, and further marginalization. In this session I examine the effects teacher created materials in a foreign language classroom which incorporate images and role models in their likeness has on student work and engagement. We will examine an example of a unit, the work students produced at the end of the unit and their reflections on both the materials used to present the material and the work they produced.

Room F/G: Social Justice Through Literacy: Integrating Digital Video Cameras in Reading Summaries and Responses (Engage Strand)

Rong Liu and John A. Unger, Georgia Gwinnett College, Lawrenceville, GA

Drawing data from an action-oriented research project for integrating digital video cameras into the reading and writing process in pre-college courses, we propose using digital video cameras in reading summaries and responses to address social justice. We adopt Vygotskian and semiotic theoretical approaches. After we present a summary of exemplar cases to demonstrate the process and potential of these methods, participants will try it out. Social justice is addressed through literacy because students examine editorials from newspapers and respond to state a position and provide support. This process deeply involves students' metacognition as empowerment in social justice issues.

Room J: Invitation to Critical Reading for Social Justice (Engage Strand)

Patrick Graham, Shakhnoza Kayumova, and Becky Smith, The University of Georgia, Athens, GA

This session is about connecting reading literacy in the classroom to critical conversations about diversity. To this end, we will be critically working with sample award winner reading texts based on diversity and multiculturalism. Discussions and activities will be centered around several books chosen, along with several scenarios to allow conference participants to see how social justice teaching can be incorporated in the classroom.

Session Information

Session 2, 9:10-10:10 a.m.

Room A: Disrupting Genderism in Schools: A Critical Analysis of Transgender Trade Books (Engage Strand)

Scott Ritchie and Dudgrick Bevins, Kennesaw State University, Kennesaw, GA

The recent publication of children's and young adult literature with transgender characters create new possibilities for disrupting essentializing gender discourses and moving beyond male-female binaries. This session offers participants a framework for analyzing texts with transgender characters, an opportunity to practice applying the framework using children's and young adult trade books, and a space for generating ways to take action to make classrooms spaces for enacting literacies for social justice.

Room B: Who are WE?: A Multimodal Way to Understand Ways of Being (Transform Strand)

Susana Alvarado, Elizabeth Bemiss, and Emily Whitecotton, University of South Carolina, Columbia, SC

In this interactive session participants will explore the power of multimodal learning engagements in order to debunk stereotypes about other cultures and peoples. In our classrooms we create spaces to promote social justice by encouraging children to explore their own cultures as well as those of others. We will discuss the role of community members in supporting learners' self-recognition by guiding them toward finding their place in a global society. In this way classrooms transform into communities of learners where students have the opportunity to gain knowledge of themselves as they develop awareness of other ways of being.

Room C: Introducing Social Justice Concepts to the Reluctant Classroom (Transform Strand)

Peter Reitz, Commerce City High School, Commerce, GA

Social issues can be difficult to engage even in the most open-minded environments; in a school that actively combats change, the task can feel daunting. These resistant communities, however, are frequently among those that could most benefit from such a dialogue. This session will include an opportunity to participate in a workshop aimed at developing a lesson focused on a social justice issue of concern to your school community.

Room D: Social Justice Book Clubs - Promoting Activism Using Young Adult and Children's Literature (Create Strand)

Susie Baker-Lapp, Louise Pisano Simone, Lyle Link, and Noel Sheppard, Sheridan School, Washington, D.C.

Looking for ways to inspire your students to "be the change" they want to see in the world? In this session we share our experiences exploring social justice, critical thinking, and multicultural global awareness with students in 6th grade using picture books, short stories, and book clubs. Bring a laptop or other device. Together we will read, discuss, and create our own book trailers or other digital media presentations to help you carry social justice activism back to your classrooms, and to create social justice book clubs and activism lessons with your students

Room F/G: Literacy for Social Justice: Teaching the Common Core as a Subversive Activity (Create Strand)

Meg Petersen and Megan Birch, Plymouth State University, Plymouth, NH

In this session, we will share planning tools which will place social justice and socio-political perspectives at the center of curriculum. We will show how standards can provide a wedge to force discussion of equity issues and problematize content. Participants will practice planning using these tools.

Room J: We Can Be A Change Agent. Bilingual Adolescents Express Identity and Agency Through Persuasive Writing (Engage Strand)

Stella M. Rwanda and Louise C. Wilkinson, Syracuse University, Syracuse, NY

Robin L. Danzak, Sacred Heart University, Fairfield, CT

The session focuses on bilingual adolescents' responses to a critical literacy project on immigration, integrated with persuasive writing strategy instruction, as expressed through interviews about identity, agency, and the transformative power of writing. Findings revealed students' conflicted feelings about their identities as bilinguals and immigrants, their sense of agency as related to writing as a means for social change, and how writing strategically made them feel empowered. This session will engage the audience in an extended conversation about conceptualizing critical literacy projects to include design, implementation, and engagement of all students.

Session Information

Room Q: A Hitch-hiker's Guide to the Blogosphere: #socialmedia #bloggingforpraxis #transformation #multimodality (Transform Strand)

S. Joseph Johnson and Steven Landry, The University of Georgia, Athens, GA

This session will be a sort of hitch-hiker's guide through the world of social media as a tool for educators to transform their own practice and world by becoming critical consumers, producers, and distributors of social media (SM). We will share our stories of transformation through SM and how it shapes our practice. It is our goal to help participants engage critically in SM at whatever level they're comfortable (newbies welcome!).

Room T/U: Children's Literature, Social Justice, and Arts-Based Responses: Conversations that Matter (Create Strand)

Aimee Frier, Rebecca Powell, Jenifer Schneider, and Julia Hagge, University of South Florida, Tampa, FL

Our classrooms and schools consist of a variety of diverse learners. Additionally, schools and classrooms represent a greater range of ethnic groups, languages, socioeconomic status, sexual orientations, and abilities than ever before in our history (Darling-Hammond, 2002, p. 1). Children's literature can be used as a powerful tool to incorporate the work of social justice in the classroom (Sims-Bishop, 1990). This session will focus on the use of children's literature to begin conversations related to social justice issues through arts-based responses. We will discuss how children's literature promotes awareness, facilitates conversations, and encourages action in the classroom.

Room V/W: Too Many White, Female Teachers (Engage Strand)

Jamie Harrison, Auburn University, Auburn, AL

This session will explore one white female teacher's experiences delving into the realm of social justice and lessons learned from being the other. Participants will explore issues related to the current state of the teaching field being predominantly white and female, while classrooms are increasingly diverse. The session will employ methodologies related to popular education including conversation circles, drawing our lives, and problem-solution brainstorming.

Session 3, 10:30-11:30 a.m.

Room A: Turning Schools Inside Out: Teacher Voices, Community Engagement, and Intentional Relationship Building (Engage Strand)

Brian Charest, DePaul University, Chicago, IL and University of Illinois at Chicago

Veronica Parker, Alexandra K. Wiesyk, Drew Manor, Lauren Bell, University of Illinois at Chicago

Marialuisa Gonzalez, Benito Juarez Community Academy, Chicago, IL

This presentation and workshop will highlight an example of preservice teachers working together with inservice teachers and community organizations to bring teacher voices to a community. The purpose of our project, Chicago Teachers: Inside Out, is to use public art to underscore the important role that teachers play in our communities. We partnered with a local high school in Chicago and used larger-than-life teacher portraits, printed in black and white and accompanied by teacher statements about teaching and learning, to reframe the conversations about the value of public schools and teachers.

Room B: When School Literacy and School Discipline Practices Intersect: Why Schools Punish Student Writing (Inspire Strand)

Cathy Amanti, University of Arizona, Tucson, AZ

This presentation explores the practice of punishing student writing in K-12 schools. Photographs of unauthorized student writing collected in a public middle school over a two-month period are shared and discussed with a focus on how literacy aspects of the samples, which include writing on backpacks, bodies, and public spaces, are erased when viewed through the lens of current school disciplinary practices. Participants will be challenged to expand their understanding of what counts as literacy in schools and reflect on what we can learn from unauthorized student texts.

Session Information

Room C: The Blindfolded Lady Justice: Experiencing Healing Through the Invisible Theatre (Inspire Strand)

Csaba Osvath, University of South Florida, Tampa, FL

How can we share stories in ways that the experience of telling and listening leads to action, healing, or restoration? Do stories have the power to become the catalyst of social change, or embodied wisdom that leads to the elimination of suffering and injustice? This presentation will introduce a unique and powerful way of storytelling. The Invisible Theatre is an extraordinary stage where the audience becomes active participants of a story that is being told. This way of storytelling creates a special community engagement where the actors and the audience embody a story together.

Room D: Can (Should?) Classroom Discussions of Race and Racism Facilitate Racial Reconciliation? (Engage Strand)

Dorothea Anagnostopoulos, University of Connecticut, Storrs, CT

Engaging high school students in critical discussions of race and racism in and through American literature is difficult work. Why do we engage in such work? What purposes and whose interests do these discussions (mis)serve? This interactive session engages participants with these questions first, historically through examining the changing purposes of such discussions as evidenced in selected texts from the English Journal, 1960 – 2010. Participants will then jointly examine a transcript of a discussion in a contemporary, multi-racial US classroom to consider the potential and limitations such discussions hold for social justice work and, in particular, racial reconciliation.

Room F/G: Did You Know You Can Become a More Socially Just Teacher by Reading and Discussing Children's Literature With Other Educators? (Transform Strand)

Nadjwa E. L. Norton, The City College of New York (CUNY), New York, NY

In this presentation participants will use timelines, children's books, and images to reflect on the ways they have and have not used literacy to promote social justice. The session includes interactive children's literature explorations where participants will use children's literature as avenues for transformation. Participants will receive resources to promote social justice in relation to: selecting books without overt social justice themes, using children's literature with colleagues, and implementing children's literature in classrooms. Additionally, they will be exposed to research about urban educators who used children's literature to develop more culturally relevant and socially just practices.

Room J: Critical Conversations: Uncovering Cultural Identity Through Multigenre Inquiry (Engage Strand)

Laura E. Slay, University of North Texas, Denton, TX

Adolescence is a crucial age for engaging students in critical literacy practices that inspire a sense of activism and social justice. In particular, uncovering cultural identity requires critical conversations about authentic texts, history, and contemporary society. Framed by transactional theory and critical literacy theories, this session offers works from a multigenre research and writing project focused on student inquiry about cultural identity in a 7th grade English language arts class. Featured texts include multicultural literature and student products in multiple genres.

Room Q: Learning to teach for social justice: Fostering dialogic resistance in literacy teacher education (Engage Strand)

Barbara G. Pace and Jane S. Townsend, University of Florida, Gainesville, FL

Social justice education begins with the recognition of need and a critique of the status quo. However, without action, the ideals of social justice fade. In this session, two English Educators share how assignments and in-program dialogue foster prospective teachers' agency and support a focus on active social justice. Drawing on sociocultural perspectives, we explain how dialogue and the ever-present process of negotiating competing discourses inform the teacher education program that we coordinate. We explain how two key program experiences foster dialogic resistance to practices that marginalize and silence students. (90 words)

Room T/U: Photographing Change: Service Learning and Multi-Literacies (Transform Strand)

Rebecca L. Powell, Allison Papke, Jenifer Jasinski Schneider, and Leisha Peek, University of South Florida, Tampa, FL

Join us as we showcase a project completed by a pre-service teacher in the Urban Teacher Residency Partnership Program for Elementary Education undergraduates. The pre-service teacher actively engaged learners in her classroom through the use of service learning, multi-literacies, and digital photography. As she facilitated the lessons, students identified a need within their school, made a plan to improve this area of need, and implemented their plan. During the process, students documented their experience through writing and photography. The end result, a digital book, showcased the process from beginning to end. Participants will replicate this process in this interactive session.

Session Information

Room V/W: Digital Writing: Tech Talks, Tools, and the Participation Gap (Engage Strand)

Emily Howell, Clemson University, Clemson, SC

This session addresses how digital tools may be used to better writing instruction for students. Using a case study of teachers who received tech talks on digital tools and writing instruction, the presenter will review the teachers' reactions to how this technology might be used in writing instruction and the affordances and challenges of using such technologies. This feedback will be discussed to address how digital writing tools relate to the issue of the participation gap (Jenkins et al., 2006) and obtaining equal opportunities for students to learn about and engage with technology.

Session 4, 11:40 a.m.-12:40 p.m.

Room A: Don't Talk...Text (Engage Strand)

Emily Breen and Donna Alvermann, The University of Georgia, Athens, GA

Today's generation of students engages in a multitude of literary practices, often creating new literacies. The increased use of these new forms of literacy, in conjunction with frequent advancements in technology, has resulted in an emerging privileged form of communication. The use of text messaging as a favored means of communication as opposed to face to face interaction has shifted power from the educator to the student, as the educator then has to engage in the text messaging interaction to respond.

Room B: Surveying Social Justice Issues Through Indigenous (First Nations, Métis, and Inuit) Children's Literature (Inspire Strand)

Spy Dénommé-Welch, University of Regina, SK, Canada

Kristiina Montero, Wilfrid Laurier University, ON, Canada

Decolonization has become a hot topic over the years, and many scholars have contributed important discourse and research on this issue (Smith, 1999; Baptiste, 2000, 2011). But what implications does all of this have on Indigenous (specifically, First Nations, Métis, and Inuit) children's and young adult literature? Can this literature present different ways of decolonizing teaching and learning practices? This session examines a range of children's and young adult literature, and investigates how this can be used as a strategy for decolonizing the classroom.

Room C: Teaching Students with a Social Justice Lens Through Close Reading and Text Mapping (Engage Strand)

Brian M. Flores and Lesley Noel, University of South Florida, Tampa, FL

In the name of social justice teachers need to instruct students to question, research, find answers, and question more. Information alone is mute and no longer relevant due to the massive amount of it at our fingertips; leaving the question, what is fact and what is fiction? Through close reading and text mapping our students were able to synthesize nonfiction texts, text features, and communicate their findings with detailed answers to essential questions and performance tasks. The texts we mapped and synthesized had social justice roots and student generated performance tasks based social justice themes which were personal to them.

Room D: Social Justice through Children's Literature: Can Books Transform the World? (Transform Strand)

Marianne I. Baker, James Madison University, Harrisonburg, VA

Just how far can children's books go in transforming the world to one of social equity? Participants will receive resources and determine personal responses to children's award winning books that feature themes of overcoming cycles of fear, prejudice and oppression as they hear student and author literature responses. This session of learning, creating and sharing is for all teachers, students, administrators, community activists, anyone university-affiliated and artists as participants determine their role in claiming social justice.

Room F/G: Writing Hope: A Matter of Social Justice (Transform Strand)

Nicole Sieben, Adelphi University, Garden City, NY

This session will engage attendees in an interactive writing hope workshop that includes strategies for developing students' writing competencies by building writing hope pathways and agency levels. The heuristics demonstrated can be recreated in college courses, secondary classrooms, pre-service teacher training classes, and professional development workshops for secondary teachers. The session will bridge theory and practice by (1) providing a framework for the newly theorized pedagogy of writing hope and (2) engaging participants in a workshop that illustrates how writing hope is a trait worth cultivating in students in order to establish more equitable educational systems for all.

Session Information

Room J: I Used to Have a House in this Neighborhood: Creating Spaces for Youth, Voice, and Social Action through Literacy (Transform Strand)

Stuart Greene, Kevin Burke, and Maria McKenna, University of Notre Dame, Notre Dame, IN

This session will address the ways teachers, teacher educators, and researchers can reframe pedagogical practices and research agendas to include the lived experiences, perspectives, and identities of students in urban settings. Our presentation with youth, Raini Fleming, Anastasia Smith-Davis, and Anyjah Perkins, who participate in our after-school literacy program will show how Photovoice helped them see familiar spaces in new ways by re-imagining possibilities of what can be conceived of as youth's performance of literacy. They have learned strategies for deliberating, arguing, inquiry, and using evidence to create more equitable conditions for youth living in neighborhoods fragmented by economic development and displacement.

Room Q: Activating Voice in the Secondary Classroom: A Matter of Equity (Engage Strand)

Rachel E. Nichols and Leslie R. Pratt, Lower Merion School District, Ardmore, PA

We must work to ensure that our students' voices are privileged in our classrooms and, accordingly, that student writing is afforded the same critical attention as professionally published work. In the Freirean sense, we believe that pedagogical practice is a political act, and that classroom writing practices are acts of social justice. Students' voices have become marginalized and, as classroom teachers, we envision ourselves as change agents. This session will encourage participants to envision themselves—and their students—as authors.

Room T/U: Expanding the social imagination inside and outside of texts (Engage Strand)

Gay Ivey, University of Wisconsin, Madison, WI

Peter Johnston, University at Albany (SUNY), Albany, NY

Engaged reading is not merely academic; it produces important social consequences. This session highlights research on how engaged reading of compelling young adult literature and student conversation expanded adolescents' social imagination, and consequently, their sense of social responsibility and moral reach. The presenters spent two years studying engaged reading among 8th grade students in English classrooms focused centrally on student engagement. Although students made conventional achievement gains, more notable was their social and moral development mediated by deep dialogical engagement in texts and engagement with multiple perspectives through student-initiated conversations with peers, teachers, and family.

Session 5, 2:10-3:10 p.m.

Room A: Books as Generative Forces: Two Frames for Understanding How Literature for Young People Can Inspire Action toward Social Justice Agendas (Inspire Strand)

Lauren L. Causey, University of Minnesota: Twin Cities, Minneapolis, MN

From the purview of Reader Response scholarship (Rosenblatt, 1978/1994), this session seeks to highlight ways in which children's/young adult literature can provoke readers toward taking up socially just causes. Two primary approaches to generating action as a response to literature are (1) shunting between contemporary and historical vantage points, and (2) shifting compassion into advocacy. Participants will engage with picturebooks and excerpts of novels in order to make the conversation more vivid, and outstanding examples of youth advocates who were inspired by literature will be presented in video and other formats.

Room B: Creating Equality in the Classroom: How to Invite All Students into the Dialogue using Aesthetic Responses (Engage Strand)

Marilyn Asquith, State University of New York (SUNY), Buffalo, NY

Teaching has a tradition of being asymmetrical in relation to teacher-student power in the classroom. This monologic (Bakhtin, 1963) banking model (Freire, 1970) principle of pedagogy excludes students from being part of the conversation. This paper argues that teaching with a multiliteracies approach (New London Group, 1996) using aesthetic response allows students to use their cultural tools for interpretation simultaneously informing their classmates' cultural identities. The paper demonstrates how this approach addresses social justice through literacy, promotes learning about social justice issues from literacies found in schools, and shapes literacy through forms of justice.

Session Information

Room C: The Effects of Peer Editing and Response in a First Grade Writer's Workshop (Engage Strand)

Kimberly E. Kopnitsky, University of South Florida, Tampa, FL

This study tested the effectiveness of peer partnerships for editing and response in a first grade Writer's Workshop. The research design was a mixed methods study comprised of qualitative and quantitative data. Expectations were modeled for peer partnership conversations and editing etiquette. The teacher employed the use of a writing attitude survey before and after the study and used a rubric to score a pretest, mid-lesson test and posttest. Repeat measures ANOVA was carried out for pre-, mid-lesson and posttests. The findings suggest that peer partnerships for editing and response are effective in enhancing first grade writing in Writer's Workshop.

Room D: Role-Playing and Cultural Stories: Arts-Based Activities in Literacy Education for Social Justice (Create Strand)

Kinga Varga-Dobai and Marquita Jackson-Minot, Georgia Gwinnett College, Lawrenceville, GA

The presenters of this workshop will showcase arts-based practices used in literacy instruction to engage pre-service teachers in intercultural learning. First, the presenters will define intercultural learning as a form of literacy for social justice, then, they will engage the audience in the learning process through role-playing and the activity of Cultural Stories. Additionally, presenters will discuss the pedagogical and methodological relevance of intercultural learning for literacy education as well as successes and struggles.

Room F/G: Developing Literacy and Social Justice: The Pedagogical Potential of Digital Cross-Cultural Communication (Engage Strand)

Jonathan S. Budd, Josef Donnelly, Whitney Holmes, and Andrew Ryan, Columbia University, New York, NY

This session will present an ongoing interactive online exchange among Teachers College English and social studies education students, their middle and high school students in New York City, and high school students and their teacher in Odintsovo, Russia. The panel of graduate students and their professor will detail the evolving digital exchange and its relationships to research of the third space for discourse, cultural literacy, and creativity in language and literacy education. Artifacts and electronic communications from the Russian students and their teacher will complement the conversation as all attendees engage in conversation about pedagogical possibilities.

Room J: Promoting critical literacy through the use of community-specific linguistic landscape in second language/dialect contexts (Inspire Strand)

Iris Hewitt-Bradshaw, University of Trinidad and Tobago, Port of Spain, Trinidad and Tobago

This session engages participants in the use of linguistic landscape to show how different community texts can be used to develop critical language awareness and aid literacy learning, especially when students' first language is not valued in schools. Linguistic landscape highlights the significance of words, images and artifacts represented and displayed in public spaces in students' communities. Classroom use of such identity texts provides opportunities to increase students' engagement, enhance literacy development, and promote success for all students.

Room T/U: "I Speak for the Trees": Environmental Action through Vocabulary Instruction (Create Strand)

Rich Novack, Fairfield Warde High School, Fairfield, CT and Columbia University, New York, NY

Environmental issues have a place alongside other arenas of social justice in an English classroom, and English teachers can play a specialized role in fostering awareness of such issues. This session will illustrate how outdoor experiences coupled with vocabulary instruction can allow students to act through their language. By experiencing the natural world through a brief outdoor expedition in the verdant courtyards of the Georgia Center, participants will capture their ideas inspired by nature in writing. They will then be asked to refine their understanding of the natural world by refining the vocabulary they use to express their ideas.

Session Information

Session 6, 3:30-5:00 p.m.

Room A: Multi-Modal Literacy, Critical Thinking, and Social Justice (Transform Strand)

Vicki Scullion and John Unger, Georgia Gwinnett College, Lawrenceville, GA

When teachers hear the word literacy, an image of a leather-bound tome springs to mind. Students visualize literacy differently. An image of literacy as a multi-modal construct must be embraced by educators who want to remain relevant. We have incorporated reading, internet research, writing, and student-produced video into engaging lessons that promote critical thinking about social justice topics. After all, it is not enough for students to believe in one side or the other concerning topics such as health care reform and gay marriage rights; they must offer arguments with supporting details if their voices are going to be heard. Participants in this conference session will watch a short video example of a lesson that was used in our classroom, work in small groups to create a poster-size visual of a social justice argument that includes both a thesis statement and supporting details, and then present their arguments to peers using the visual.

Room B: Climbing the Mountain (Inspire Strand)

Wendy Scott, Old Dominion University, Norfolk, VA

This project is an inspiring story about the journey of five urban students' courageous climb to find hope, freedom, and purpose. Each student was asked to collect traditional pictures from their day to day lives or digital images that represented ideas and experiences that motivated and/or hindered their success in a high-needs high school. Then the students and the researcher engaged in critical conversation based on the images to deconstruct misconceptions of urban youth and construct a more holistic view of the realities to share with educators how to engage urban youth in the learning process. The students and the participants will create a graffiti wall that portrays practical ways for educators to engage students that have been traditionally marginalized in the learning process. The graffiti wall will serve as a visual representation for all types of educators of the lessons learned that can be implemented for a more just future.

Room C: Can the Cuban Educational Campaign Contribute to Critical Literacy? (Engage Strand)

Rita Sacay, University of Illinois, Chicago, IL

This presentation intends to bring an awareness of the successful Cuban literacy campaign that eradicated illiteracy and transformed their whole society in 1961. After an overview of this literacy campaign, participants will be viewing short clips of the documentary, *Maestra*. A discussion in small groups will follow. The point of discussion will be to identify the aspects of social justice of the campaign and in today's educational setting. Group members will be able to include the perspectives of gender, class, race, and language. A sharing session will conclude this session.

Room D: Confronting Stereotypes Through Digital Collage (Create Strand)

Margaret Hilburn-Arnold and Rebecca Stortz, University of Texas, San Antonio, TX

Our session explores stereotypes perpetuated by visual culture. Through the examination of artifacts from art and literature, we will deconstruct these carefully crafted narratives. Participants will create digital collage prototypes, to be uploaded to a public Google site for use in the classroom as a tool to promote social justice.

Room F/G: The Dialogue Arts Project: Reinventing Diversity Education (Inspire Strand)

Adam Falkner, Columbia University, New York, NY

This interactive workshop consists of an inspiring performance by an award-winning artist and educator, and a model for how to implement the arts and the storytelling process into academic curriculum for the purpose of generating student and teacher dialogue around social identity and diversity. Reaching beyond the safe, cookie-cutter efforts common in many typical diversity training experiences, this session – an introduction to the presenter's larger Dialogue Arts Project initiative, developed and researched over a 7-year period in New York City public schools – combines performance, creative writing and intergroup dialogue practices to help teachers and students collaborate more effectively across lines of social identity and difference. Largely a demonstration of best teaching practices, this session will conclude with the dissemination of several critical DAP resources for participants to integrate into their own educational communities. www.dialogueartsproject.com

Session Information

Room J: Teaching Critical Identity Construction (Transform Strand)

J. Patrick Tiedemann and Kristi Bruce Amatucci, Georgia Gwinnett College, Lawrenceville, GA

Our session will engage participants in an activity that models and explores the possibilities of a critical identity design and approach to multimodal composing. Using critical questions regarding author intent and effect, participants will use self-provided technology to design their own multimodal 'About Me' Glogster page. Our goal is to explore the potential of gaining purposeful control of semiotic systems to negotiate power relationships of online identity and communication. Finally, we will explore what critical multimodal design can do to both foster greater understanding in a global society and to enrich our language and literacy classrooms.

Room K: Creating Shakespeare on Purpose: How The Bodies in The Classroom Matter (Create Strand)

Laura B. Turchi and Eve Zehavi, University of Houston, Houston, TX

This session will engage participants in the dynamic learning opportunities that come from theater-rehearsal-room exercises and (extremely) small-scale performances of selected scenes from Shakespeare plays. For the 90 minutes allocated to this session we will, in the ways promoted by the US Folger Shakespeare Library and the UK Royal Shakespeare Company, do Shakespeare: there will be excerpted scripts, tableau and movement, and no doubt some entertainment. But our purpose will be more than renewed appreciation of the Bard: the session will focus on our bodies, individually and collectively, and what our diversity brings to interpretation and expression.

Room L: Stitching Together Our Stories: Engaging Youth and Communities through Fabric Printing and Quilting (Create Strand)

Alexandra Santos Thomas, Columbia University, New York, NY

This session will engage participants in a collaborative storytelling and community-building project. Through the process of fabric printing and the exploration quilting circles, participants will learn new ways to engage youth, pre or in-service teachers, or research participants in a reflective activity. Participants will create a quilt square that represents a pivotal literacy experience in their lives. Piecing the quilt together, we will see how our stories and experiences connect in meaningful ways. Finally, participants will discuss how this process can be used to engage the literacies of both youth and adults for their specific goals.

Room T/U: Speak, Memory: Oral Storytelling in the Urban Classroom (Transform Strand)

Christine Gentry, Columbia University, New York, NY

A common educational assumption is that academic essays are more important, more rigorous, and more worthy of our class time than personal storytelling. But is this assumption misinformed? The Moth's oral storytelling workshops both capitalize on and sharpen the powerful literacy skills NYC public high school students bring to the classroom while providing opportunities for growth in student identity development and deepening of classroom relationships. This workshop explores how granting students the time and space to bear witness to each other's lives and go public' with stories that could otherwise go unheard might improve classroom community and therefore student motivation.



UGA HOTEL *and conference center*

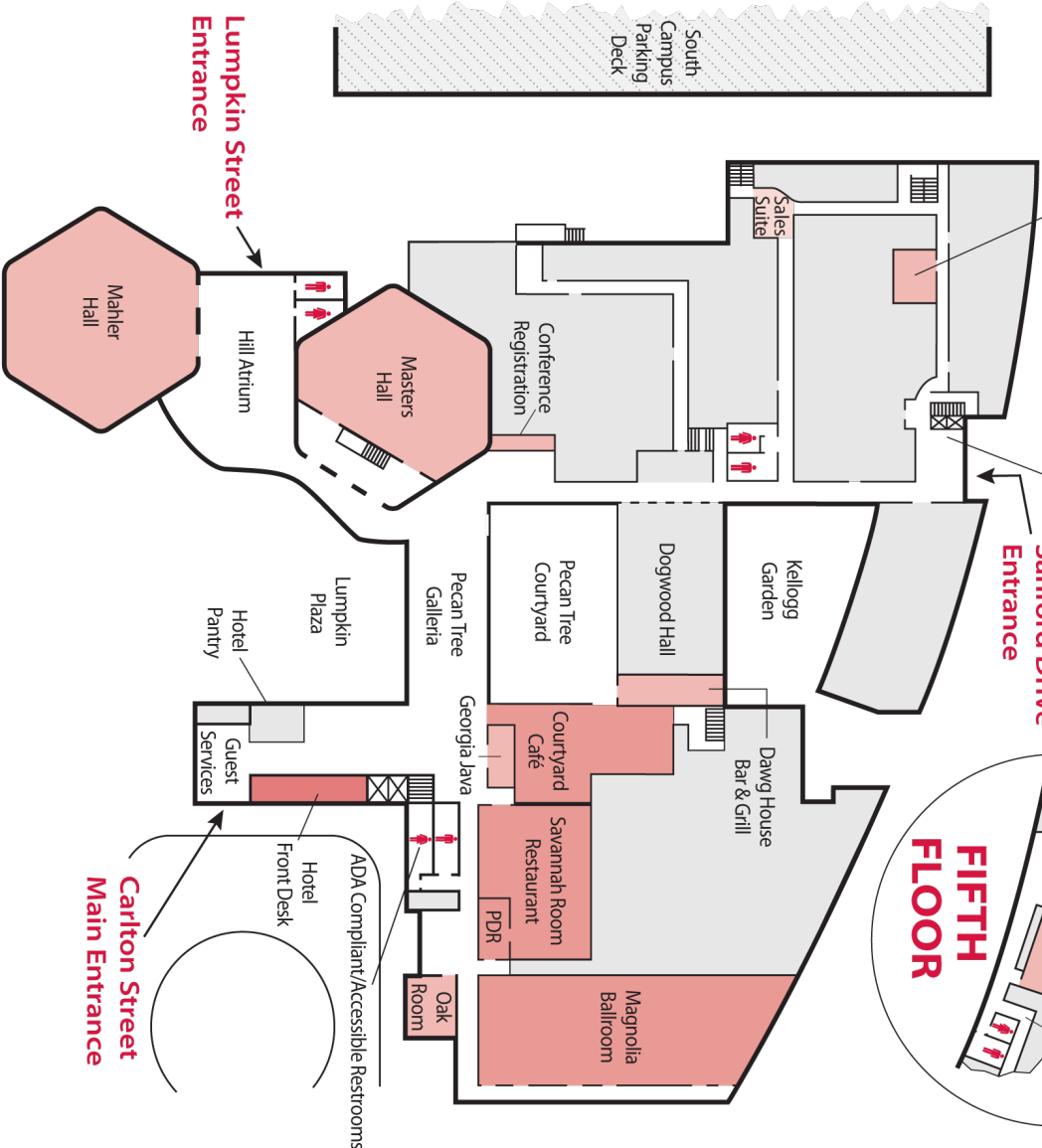
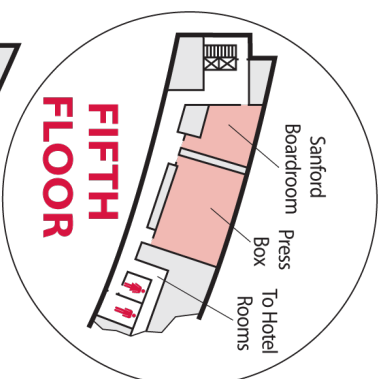
AT THE GEORGIA CENTER

FIRST FLOOR

Elevators to Conference Rooms, Hotel Rooms, Sanford Boardroom, and Press Box

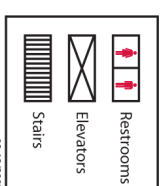
University Boardroom

Sanford Drive Entrance



SECOND FLOOR

Elevators to 1st Floor, Hotel Rooms, Sanford Boardroom, and Press Box



08-12/30070