



THE UNIVERSITY OF GEORGIA

College of Education

JoLLE@UGA 2016 Winter Conference

Lived Words and Worlds: Community Engaged Literacies



January 29-31, 2016

UGA Hotel & Conference Center, Athens, GA

jolle.coe.uga.edu

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#jolle2016

Conference Agenda

Friday, January 29

6 p.m. - 8 p.m.

Conference Kick-Off

Ciné

Please join us for a social and educational event with a light dinner and interesting discussion.

Speakers: sj Miller and Michael Wenk: *Queer YA Literature: Honoring, Affirming and Trans*forming Education*

Dr. Miller and Dr. Wenk will share their documentary about four Queer YA authors and individuals who talk about the critical power queer YA literature has to affirm and empower queer youth through their mirrored realities. Both speakers will discuss the impetus for this work and their extensive knowledge of this important topic and will also allow plenty of time for discussion.

Saturday, January 30

8 a.m.

Registration
Coffee

Conference Registration Desk
Hill Atrium

8:45 a.m.

Welcome Plenary Session

Mahler Hall

Welcome and Introduction: Meghan Barnes, Principal Editor

Special Presentation: *Community Through Poetry*

Students from Chess and Community of Athens describe their understandings of their communities through original poems. After, conference participants will create their own found poems in order to share the diverse and connected ways we think of our own community engaged literacies.

9:45 a.m.

Refreshment Break

Hill Atrium

10 a.m.

Breakout Session 1

11 a.m.

Breakout Session 2

12 p.m.

Lunch

Magnolia Ballroom

1 p.m.

Keynote Speaker: David Kirkland

Mahler Hall

"Matters of the Heart: An Intimate Conversation on Black Males and Literacy"

2 p.m.

Breakout Session 3

3 p.m.

Refreshment Break

Hill Atrium

3:20 p.m.

Breakout Session 4

4:20 p.m.

Breakout Session 5

Conference Agenda

Sunday, January 31

8 a.m.	Coffee	Hill Atrium
8:45 a.m.	Special Presentation: <i>Connecting Through Stories</i> Storytelling builds community. In our opening Sunday session, join us as several students from Athens and three of our own participants share personal narratives reflecting their own journeys. These entertaining and inspiring stories will prepare you to write your own short story and to enjoy our final day together.	Mahler Hall
10 a.m.	Breakout Session 6	
10:50 a.m.	Refreshment Break	Hill Atrium
11:15 a.m.	Breakout Session 7	
12:10 p.m.	Closing Plenary Session: <i>Networking and Giving</i> Casual and informative, our final time together is designed to let you mix and mingle with other participants and presenters as well as representatives from local community organizations that support the engagement of different literacies. Participants will add inscriptions and messages to children's and young adult's books that will be donated at the end of the conference to Family Literacy Partnership (FLiP) and Chess and Community.	Mahler Hall



Keynote Speakers



sj Miller is an Associate Professor of Literacy at the University of Colorado, Boulder and affiliate faculty for CU's Center for the Study and Prevention of Violence (CSPV), LGBTQ Studies, Culture, Language and Social Practice (CLASP), and Women and Gender Studies. sj's research is framed around social justice, which

cuts across theory, epistemology and pedagogy and links across socio-spatial justice, Urban Education, preservice and inservice secondary language arts teacher dispositions, and marginalized/undervalued student literacies and identities.

sj won the 2005 Article of the Year Award from the English Journal for "Shattering Images of Violence in Young Adult Literature: Strategies for the Classroom," and co-authored "Unpacking the Loaded Teacher Matrix: Negotiating Space and Time Between University and Secondary English Classroom" which received the Richard A. Meade award from NCTE. sj helped draft the Beliefs Statement about Social Justice in English education and helped pass the NCTE Resolution on Social Justice in Literacy Education, which informed the newly-vetted CAEP Social Justice Standard 6. sj also co-created the newly vetted CEE Commission and NCTE Resolution on Commission for Dismantling the School-to-Prison Pipeline. sj co-authored Generation BULLIED 2.0: Prevention and intervention strategies for our most vulnerable students, has been awarded "Essential Book for Professionals Who Serve Teens," by Voices of Youth Advocate Magazine. Just recently, sj was named the 2015 recipient of the Joanne Arnold Courage and Commitment Award for contributions to advocacy and education in the lives of LGBTQ people at CU and beyond.

sj's works have appeared in a number of journals including English Education, English Journal, Alan Review, Teacher Education and Practice, Scholar-Practitioner Quarterly, Journal of Curriculum Theorizing, International Journal of Critical Pedagogy, the Educational Leadership Quarterly, and Teachers College Record.



Michael Wenk earned his PhD in Curriculum and Instruction (Literacy) at the University of Colorado Boulder in 2015, where he taught undergraduate and graduate language and literacy courses for elementary and secondary teacher candidates. He also is a graduate of the University of Michigan (B.A. English, 1990) and

the University of Colorado Denver (M.A. Information and Learning Technologies, 2000). Since 1988, Michael has worked in public schools as a secondary English teacher, instructional coach, athletic coach, and curriculum specialist. He has been honored by students and colleagues for his work in the classroom, with a highlight of being selected by students to deliver a high school commencement

address at Red Rocks Amphitheater in Morrison, Colorado. His research interests include cross-content literacy instruction; STEM education; professional development; instructional technologies; reading and writing workshop; and critical literacies. He has been published in English Journal, Statement, and The Colorado Reading Journal, and has a chapter in the forthcoming book, *Teaching, Affirming, and Honoring Trans and Gender Creative Youth: A Queer Literacy Framework* (2016). Michael is an active member of the Colorado Language Arts Society (a state affiliate of the National Council Teachers of English), serving over the past 10 years as president, webmaster, and affiliate journal editor. In his spare time he volunteers for his neighborhood association as well as a teen suicide prevention nonprofit. Michael can be reached at mjwenk@hotmail.com.



David Kirkland is an associate professor of English and Urban Education in the Department of Teaching and Learning at New York University's (NYU) Steinhardt School of Culture, Education, and Human Development. He also serves as Executive Director of The Metropolitan Center for Research on Equity and The Transformation

of Schools. His transdisciplinary scholarship explores intersections among race, gender, and education. In so doing, he analyzes culture, language, and texts, and uses critical literary, ethnographic, and sociolinguistic research methods to answer complex questions at the center of equity in education. Dr. Kirkland taught middle and high school for several years in Michigan. He's also organized youth empowerment and youth mentoring programs for over a decade. Dr. Kirkland has received many awards for his groundbreaking work in urban education, including the 2008 American Educational Research Association (AERA) Division G Outstanding Dissertation Award. He was a 2009-10 Ford Foundation Postdoctoral Fellow, a 2011-12 NAEd/Spencer Foundation Postdoctoral Fellow, and is a former fellow of the National Council of Teachers of English (NCTE) Research Foundation's "Cultivating New Voices among Scholars of Color" program. Dr. Kirkland has published widely. His most recent publications include: *Black Skin, White Masks: Normalizing Whiteness and the Trouble with the Achievement Gap, English(es) in Urban Contexts: Politics, Pluralism, and Possibilities*, and *We Real Cool: Examining Black Males and Literacy. A Search Past Silence: The Literacy of Black Males*, the fifth book that Dr. Kirkland has authored, co-authored, edited, or co-edited, is a TC Press bestseller and winner of the 2014 AESA Critics Choice Award and the 2014 NCTE David H. Russell Award for Distinguished Research in the Teaching of English. He is also co-editor of the newly released *Students' Right to Their Own Language*, a critical sourcebook published by Bedford/St. Martins Press.

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Saturday, Session 1, 10 -10:50 a.m.

Room Q: Using Social Media to Facilitate Academic Argument Writing at the Secondary ELA Level

Jill Perttula (University at Buffalo)

Social media is an effective tool in the process of academic writing and understanding at the secondary school level. As an acting literacy instructor/secondary ELA teacher, I have had the opportunity to use different technologies to support student writing. These strategies have included writing exercises supported by applications like Edmodo, blogging and Twitter. In my presentation, I will demonstrate how to use the New Literacies pedagogy to increase student engagement and support academic argument writing. A social media writing activity with the audience will be part of the presentation.

Room R: Writing with friends: How communities can rhetorically support writing in specific genres

Heidi Hadley (University of Georgia), Will Fassbender (University of Georgia), Nick Thompson (University of Georgia)

In this session we will explore how writing with others affects writing in a specific genre. Participants will engage in a writing activity originally delivered to preservice teachers in an undergraduate "Teaching Writing" course. We will write, rewrite, and discuss the affordances and constraints of participating in a writing community to explore genre. We will also weigh the differences between pen-and-paper vs. shared Google Docs.

JoLLE Game Room

Offered during each breakout session - Located in Room F/G

A play-community generally tends to become permanent even after the game is over. —Huizinga

The JoLLE Conference embodies the qualities of games and play. During each of our sessions, you will have the chance to engage in mimicry, or simulations, and ilinx, the physical movements that transport you into a different place and time. Becoming absorbed in these experiences binds us to the other participants as we form micro-communities in our sessions as well as the larger community that is the JoLLE Conference. Our Game Room is available for you to relax, make new and lasting friendships, and inspire your own creativity. Please join us for Jumbo Scrabble, Mad Libs, Word Searches, Magnetic Poetry, and Painting.

Room T/U: Shared Responsibility and Reward: K-20 Partnerships in Professional Learning

Laura Straus (University of Montana Western), Dana Cotton (University of Montana Western)

Our education faculty recently partnered with a local middle school to offer professional development sessions focused on responsive teaching and content-area literacy. These sessions are co-presented by university and middle-school faculty to a widely blended audience of educators (K-20). In this presentation, we will tell the story of our innovative approach to professional learning, and invite our audience to join us in exploring, imagining, and wondering about ways that we can extend this new partnership.

Room V/W: Engaging Literature through Reader Response, Social Networking, and Interactive Role-playing

Christina McClain (East Lincoln High School), Alan Brown (Wake Forest University), Geoff Price (Wake Forest University)

In this interactive presentation, attendees will consider the impact of Web 2.0 tools on reader response, role-play, and student collaboration by learning about an action research project that used a social networking site—Edmodo—to increase student engagement with literature during the reading of Arthur Miller's *The Crucible*. Attendees will also connect short fiction with social networking by participating in a digital role-playing activity intended to increase community development through textual interpretations and character interactions.

Room D: Beyond Integration: A Critical Humanities Approach

Paul Treesuwan (School of Arts and Enterprise, Pomona, CA), Brittney Rodriguez (School of Arts and Enterprise, Pomona, CA), Lauren Adams (School of Arts and Enterprise, Pomona, CA)

The School of Arts and Enterprise is a 6-12, Title 1 school that serves a predominantly Latin@ student population. In 2014-15, the school took the first Smarter Balanced Assessment Consortium test for Common Core State Standards. The 11th grade students had impressive results on the English portion of the test, significantly higher than the state average. Inspired by critical theory and pedagogy, the 11th grade English and U.S. History teachers created integrated units of study for both classes, being explicit in providing tasks and assessments that mirrored the format of the SBAC. Students were exposed to a coherent curriculum that promoted critical inquiry and depth of study. Students reported that they appreciated having the two classes support one another and that the amount of time spent on

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certain topics and themes aided their understanding and mastery as a consequence of deliberate course design, critical analysis of texts and topics, literacy strategies, and modeling of SBAC assessments. Working in small groups, attendees will review a sample critical integration project using a discussion protocol and create a brief professional development plan for their school or district using a backwards-planning map.

Room C: Roundtable Session

#girls4change through PhotoVoice: Living Words and Worlds in a Southern Historic Black Town

Michelle Bachelor Robinson (University of Alabama), **Margaret Holloway** (University of Alabama), **Khirsten Echols** (University of Louisville), **Candace Chambers** (University of Alabama), **Michael Robinson** (University of Georgia)

This roundtable will discuss a PhotoVoice project conducted with adolescent girls in a historically Black town in the south. Roundtable participants will discuss the decision for selecting this research modality, participant recruitment, fostering community partnerships, accessing appropriate resources, project design and management, and preliminary findings. This session will culminate in a PhotoVoice demonstration where session attendees will use cell phone images to engage in a PhotoVoice experience.

It's Not About Me, It's about We: Cultural Responsiveness in Literature

Esther Clark (Tennessee Technological University)

As the number of diverse students increases in schools across the country, it becomes increasingly important to examine how teachers are prepared to inspire and motivate students of diverse backgrounds. Teachers of all backgrounds are responsible for teaching all students effectively, with or without the experience with diversity. Understanding the various barriers that get in the way of an equal education will be discussed within a framework of cultural responsiveness. Teachers can learn to improve achievement for all students while building strong nurturing connections with their students. Teachers will learn how to identify deficit ideas and behaviors that become barriers to student learning. Implement changes in resources and environment to facilitate cultural responsiveness. Participants will gain new insights into building strong connections with their student communities.

Saturday, Session 2, 11-11:50 a.m.

Room Q: The Transformative Experience of Pre-Service Teachers Using Writer's Workshop in a Language Arts Methods Course

Maureen Fennessy (University of Florida), **Caitlin Galligane** (University of Florida), **Suzanne Chapman** (University of Florida), **Soowon Jo** (University of Florida)

We will discuss the experience of pre-service teachers' use of writer's workshop to create a multi-genre book on a topic of their choice. Conferees will learn how creating one's own multi-genre story books can lead students to multiple ways of knowing and learning, gain insight into the benefits the process has on the self-perceptions of preservice teachers as writers, and discuss how they might incorporate a similar experience into their own teacher preparation programs.

Room R: Examining and Creating Artifacts: (Re)narrating Our Lives as Teachers

Audrey Lensmire (Augsburg College), **Anna Schick** (University of Minnesota), **Samantha Scott** (Bloomington MN Public Schools), **Amanda Mohan** (Minneapolis MN Public Schools), **Aubrey Hendry** (St. Paul MN Public Schools)

We are a small community of women who have been meeting monthly for over three years to talk about our experiences in teacher education, student teaching, and our first years of teaching. In this presentation, we will share what happened when we engaged in a summer writing project to wrestle with the notion of becoming a teacher. We'll show how we created new and empowering narratives about what it means to be a teacher by engaging with artifacts -- objects, texts, or photographs. We'll invite our audience to view and respond to our work and participate in an artifact writing activity.

Room T/U: University-Community Partnerships: Youth Empowerment, Undergraduate Coursework and Changing Urban Landscapes

Kevin Burke (University of Georgia), **Stuart Greene** (University of Notre Dame), **Maria McKenna** (University of Notre Dame), **Megan Schilling** (University of Notre Dame), **Trini Bui** (University of Notre Dame)

This presentation, led by undergraduates, reflects the possibilities and pitfalls of a community-based course on youth-civic engagement and multimodal literacies, incorporating youth partners and taking place partly off-campus. We think about the unique possibilities of working with youth as learning and research partners in a course centered on art as a modality for neighborhood change while holding in tension the inherent logistical, theoretical, and methodological challenges, to this kinds of (course)work.

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Room V/W: Bridge-Building: From Page to Screen to Bodies

Julie Rust (Millsaps College)

By sharing the story of a multi-faceted collaboration between college students and a diverse range of K-12 partners, this presentation will engage participants in an exploration of traveling literacies: from page, to screen, to body. Audience members will reflect upon the affordances of a VoiceThread platform for sharing multimodal stories and connections between writing on the page, digital storytelling, and physical embodiment. Participants will also experience Image Theater as a collaborative interpretive literacy practice.

Room J: Using Family Dialogue Journals to Connect with Community

Amber Simmons (National Writing Project), **Jennifer McCreight** (National Writing Project, Hiram College), **Angela Dean** (National Writing Project), **Joseph Jones** (National Writing Project)

This session addresses the challenge of bridging home-school gaps by detailing how Family Dialogue Journals (FDJs) can engage families in students' literacy activities and enhance family-school relationships. Supplying specific examples and artifacts from teachers' experiences using FDJs in grades Kindergarten to 12th grade, this session addresses the benefits of incorporating FDJs, the details of implementing FDJs, and the results and struggles of actively including families, and their out-of-school lives, in classroom instruction. Participants will spend time exploring FDJs and planning how they might incorporate them into their own educational spaces.

Room D: Culturally Relevant Pedagogy: Study Abroad to Teaching Internship

Melanie Keel (Wingate University)

Culturally relevant pedagogy (Ladson-Billings, 1995) and culturally sustaining pedagogy (Paris, 2012) are classroom needs. This qualitative study is grounded in critical race theory (Bell, 1995) and culturally relevant pedagogy (Gay, 2010; Ladson-Billings, 1995) as lenses to interrogate a White pre-service teacher's internship in the United States and study abroad in Ecuador. Findings evidence culturally relevant pedagogy development while sustaining children's culture. Concluding implications involve those in teacher preparation and the development of culturally relevant pedagogy. Strategies for university faculty, classroom teachers, supervisors, and others connected to pre-service teachers; challenges faced by the researcher; and helpful resources for those involved in teacher education will be shared. In addition, discussion with audience members based on personal understanding from their own culturally sustaining classroom engagements and study abroad experiences will assist participants in discovering new possibilities for their teacher education programs and practices.

Room C: Roundtable Session

Conflicted Worlds of Multilingual Communities in Africa: Literacy Tangled in Words

Dainess Maganda (University of Georgia)

Educators show the importance of using African native languages in school to raise the quality of education in Africa. This participatory action research involved 119 6th grade students, 19 teachers and 19 parents who collaborated to write supplemental books in one multilingual school community in North West Tanzania. Data seems to suggest that students' social contexts, national-identity solidarity as well as local, national and international literacy issues determined students' language choice for their texts.

Generational, Cultural and Linguistic Integration for Literacy Learning and Teaching in Uganda: Pedagogical possibilities, challenges and Lessons from one NGO

Willy Ngaka (Makerere University Center for Lifelong Learning)

This paper which draws from social practices approach to literacy and socio-cultural perspectives on literacies aims to share experiences and pedagogical possibilities, challenges and lessons gained from an innovative project a Ugandan NGO conceived to mobilize ethnically diverse communities to complement government's efforts to promote literacies through integration of different dimensions of the society namely: generations, cultures, languages; homes, schools, communities; and forms of learning to confront the challenges of a globalized and fragmented world.

Saturday, Session 3, 2-2:50 p.m.

Room Q: Blending Social Worlds: Using Pop Culture to Engage with Multicultural Literature

Chaz H. Gonzalez (University at Buffalo), **Nichole Barrett** (University at Buffalo)

Grounded in research of pre-service teachers in a methods-based literature class, it was discovered that these future teachers need to use multiple perspectives in order to create an authentic learning community. Multicultural literature is one tool that can be used to bring accurate and genuine voices into the English/Language Arts classroom. Although some multicultural texts can be difficult to understand, the use of popular culture could act as the connection many students need with these unfamiliar voices. By creating popular culture artifacts in groups, participants in this session will explore the voices of others as they weave together perception and experience.

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Room R: Reflective Teaching Practices: Working with Struggling Writers

Nicole Sieben (SUNY College at Old Westbury), **Danielle Lee** (SUNY College at Old Westbury/St. John's University)

This session will address ways to approach writing instruction in classes with reluctant and struggling writers to provide students with meaningful writing experiences that allow them to engage with their worlds in a variety of ways. Attendees will participate in a series of interactive heuristic activities that can be reenacted in college and K-12 classrooms. This session will be hands-on and will model how to design writing instruction through writing experience workshops and identity explorations.

Room T/U: Now I've Got a Story to Tell: The Power of Community Engagement Experiences for Internal and External Literacy Development

Billy Osteen (University of Canterbury), **Lane Perry** (Western Carolina University)

John Dewey posited that education is life itself and not preparation for it (1933). This is particularly true for literacy development through community engagement experiences. Because students and teachers doing community engagement are involved in authentic contexts, their external (communication skills) and internal (self-narrative) literacy development can occur and be cultivated naturally. This interactive presentation will immerse attendees in a community engagement experience to share research from this approach in the post-earthquake context of Christchurch, New Zealand. This presentation will be interactive in that attendees will be asked to participate in and reflect on a real-time community-engagement experience (A Guerrilla Community-Engagement Activity) that will demonstrate findings related to this research through the participants own discovery of similar findings from their experiences.

Room V/W: Remix and Play: Making Connections in Digital Media Spaces

Donna Alvermann (University of Georgia), **Crystal Beach** (University of Georgia), **Stephanie Loomis** (Georgia State University)

Connecting in media-rich spheres sets up expectations for valuing and making meaning of fragments—those random pieces we find that make us stop, think, and perhaps remix another's work. Yet it's the potential for participants in our session to experience firsthand how their personally created remixes spread through virtual space that excites us. The connections they make will likely challenge prevailing frameworks for working with children and youth in formal and informal learning environments.

Room J: Local Community Support for Under-documented Students: U-Lead Athens

Betina Kaplan (University of Georgia, U-Lead Athens), **Melissa Perez Rhym** (University of Georgia, U-Lead Athens, Cedar Shoals High School)

We will discuss U-Lead Athens' work and outcomes in support of immigrant or first generation students gaining access to higher education. Since August 2014, U-Lead Athens has offered support at various levels for "under-documented" students to improve their educational opportunities. Our students have been raised in immigrant families and are often immigrants themselves. They are college bound and committed to furthering their education. Though they consider Georgia their home state, most cannot receive State or Federal financial aid. Students classified as Deferred Action for Childhood Arrivals are not considered by the state Regents for financial aid or in-state tuition, and are banned from the state's 5 competitive-admissions universities. Students with Temporary Protective Status face the same discriminatory admissions policies, including lack of access to federal aid and no in-state tuition rights. Students born in the US from mixed status homes have access to all of the state schools and are eligible for in-state tuition but yet are subject to the misinterpretations of resolutions that complicate their situation.

Room D: Supporting Social Studies Literacy in an Experimental After-School Program

Megan Brock (University of Georgia), **Justin Dooly** (The University of Georgia), **Nicole McCluney** (University of Georgia), **Paula Schwanenflugel** (University of Georgia), **Brianna Naessens** (University of Georgia), **Chandria Person** (University of Georgia)

As an alternative approach to providing after-school care, the Physical Activity and Learning program engages students in cognitively challenging, physical games before providing math and reading enrichment. Within this presentation, the empirical support for the intervention will be discussed before prompting audience members to participate in role-play activities. Attendees will be encouraged to model how instructors facilitate social studies literacy activities.

Room C: Roundtable Session

Sorry! Apology Strategies in ESL Learners

Kyla Harris (Columbus State University), **Kyong Seon** (Columbus State University)

This session shares an empirical investigation of apology strategies employed by advanced ESL learners and college-aged native speakers of English. Using both Discourse Completion Test and Multiple Choice Questionnaire, apologies were collected

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both from nonnative and native speakers of English and analyzed for comparison. The preliminary analysis showed that, although at advanced level of English proficiency, ESL learners differ significantly from their native speaker counterparts in their ways of implementing apology.

Coaching for Growth: Creating Professional Dialogical Communities

Heather Wall (University of Georgia), **Michelle Palmer** (Hall County Public Schools)

In this roundtable session participants will learn about an ongoing study into the effects of coach-teacher language in creating communities of practice within one school district. Paulo Freire's conditions for dialogue form a helpful structure for examining our lived words and worlds as we envision communities of empowered teachers.

Saturday, Session 4, 3:20-4:10 p.m.

Room Q: English Amplified: Research and Practice in a Critical ELA Classroom

Susan Weinstein (Louisiana State University), **Kaci McClure** (Louisiana State University), **Emily Borne** (Louisiana State University)

This panel features a professor and two pre-service teachers in an undergraduate English secondary education program. All panelists participate in an innovative local high school ELA class, and participants will explore multiple aspects of this classroom: overall design, participatory action research projects, choices around canonical literature, and post-secondary preparation. Panel attendees will participate in story circles and theater exercises while investigating possibilities and challenges for critical ELA in a public high school setting.

Room R: Collaboration Among Native and Nonnative English Teachers to Improve Written Communicative Competence in 21st Century East Asian Contexts

Jungyoung Park (University of Florida), **Yong-Jik Lee** (University of Florida), **Nathaniel Murray** (University of Florida)

This panel will propose their research design to investigate the use of collaboration among native and nonnative English teachers to improve students' written communicative competence with a focus on 21st Century East Asian contexts. Focusing on China, Korea, and Taiwan, the researchers are interested in exploring the current scope of NS-NNS teacher collaboration in writing instruction, and identifying the social, cultural, and linguistic factors that enable or hinder such teaching methods in each context.

Room T/U: Co-creating Space: Placemaking Literacies within a Community Setting

Jaye Johnson Thiel (University of Tennessee, Knoxville), **Stephanie Jones** (University of Georgia), **Shara Cherniak** (University of Georgia), **Kajal Sinha** (University of Georgia), **Sarah Swaney** (University of Georgia)

In this interactive presentation, the presenters will share their experiences of placemaking at a community center located within a working-class neighborhood. Participants will engage in lively discussion as they explore several of the placemaking literacies enacted by and for children as part of their everyday community practices.

Room V/W: Narrative Cartography: Storymapping and Mapping Stories

Erin Adams (University of Tennessee, Knoxville)

In this session, I will present narrative cartography as a bridging methodology bringing together geography and language arts. Participants will engage in making their own narrative maps and then using these maps to deconstruct traditional linear views of narrative structure. This session is for anyone who wants to think about new relationships between space, text, and the self in ways that do not have to conform to traditional methods. This approach utilizes a spatial rather than linear process to invite new relationships and connections with the world.

Room D: Be It Enacted by the Legislature!: What Happens When Politicians Define Literacy

Wioleta Fedeczko (Utah Valley University)

The speaker considers how a proposed legislative bill re-defines literacy requirements in public schools; participants, with the speaker, will analyze language used in the bill as well as the rhetoric of the bill sponsor at the State Senate General Session. The speaker will also provide reactions to the bill and propose a more careful definition of literacy, especially in reflection of President Obama's argument that "learning is more than just filling in a bubble."

Room C: Translanguaging Pedagogies for High School English Language Learners: How-tos for Teachers

Shuzhan Li (University of Florida), **Wenjing Luo** (University of Florida)

Translanguaging pedagogies as a reading strategy engage students in making sense of the text by capitalizing on English-learning students' holistic linguistic repertoire through collaborative inquiry. This presentation aims to give teachers a

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close-up look at how a group of Spanish-speaking students seek comprehension of literature through translanguage experiences in reading activities. The audience will engage in turn-and-talk and hands-on activities to make sense of the pedagogy and walk away with practical strategies for their classrooms.

Room J: Representing Our Imbalances to Ourselves: Using Story to Create a Research Community

Michelle Falter (University of Georgia), **Bob Fecho** (Teachers College, Columbia University), **Xiaoli Hong** (University of Georgia), **Allisa Hall** (University of Georgia, Rockdale Career Academy), **Paige Cole** (North Oconee High School, Georgia), **Ian Altman** (Clarke Central High School, Georgia), **Angela Dean** (Madison County High School, Georgia)

This presentation highlights narratives generated by secondary teachers focused on classroom wobble moments as they negotiated dialogical practice in standardized schools. Using Bakhtin's concept of language in tension and also variations on oral inquiry processes (Carini), a collaborative research team of the aforementioned teachers, doctoral students, and a university educator coalesced as a research community. In the session, the teachers will share their narratives in groups, and attendees will have opportunities to write narratives.

Saturday, Session 5, 4:20-5:10 p.m.

Room Q: Discovering a World Between School and Home: How Selection of Children's Literature Impacts Diverse Communities

Rongrong Dong (University of Florida), **Xiaochen Du** (University of Florida), **Mario Worlds** (University of Florida), **Soowon Jo** (University of Florida), **Lin Deng** (University of Florida)

This presentation focuses on the selection and usage of children's literature for diverse learners. Presenters will discuss strategies for coaching preservice teachers in their selection of high quality children's books, and will explore values of exemplar books included in Common Core State Standard and English Language Arts. The presenters and

participants will further evaluate the benefits of using high quality children's books for underserved family literacy programs as well as African American boys in community based reading programs.

Room R: Plus-Minus-Interesting: Your way to a better argument

Rachel Sanders (University of Georgia)

Argumentative writing is essential to developing real world literacy skills that promote an active citizen in today's society. Through her work with the NWP College-Ready Writers Program, the presenter developed the PMI strategy to help 7th-12th grade writers use non-fiction text to develop and support their claim in argument writing. Participants will be engaged in this hands-on strategy to produce a well-planned and supported argument incorporating non-fiction texts. This strategy will enable writers to develop stronger formal arguments that not only use textual evidence to develop and support their claims but also acknowledge and refute counterarguments effectively.

Room T/U: Pedagogy and Play

Mary Beth Looney (Brenau University)

Initially conceived to break the lecture rut of a typical college level history classroom, the Reacting to the Past games-based pedagogy has now expanded to address a broad range of subjects. In over 350 colleges and universities here and abroad, unscripted role players familiarize themselves with relevant, seminal texts in order to stage debates over conflicting yet influential ideas. Designed to take place over 3 to 5 weeks, Reacting to the Past games are deeply immersive means for engaging 21st century students who often struggle to otherwise to connect with eras and matters outside their experience. This presentation is designed to acquaint attendees with the pedagogy via the play of a micro-game, and to learn about how a public school educator of English and history incorporated the game into a lesson plan about both past and current events involving the protection of cultural property.

JoLLE Submissions

JoLLE@UGA is currently accepting submissions to be considered for publication in the Spring 2016 issue, themed *Lived Words and Worlds: Community Engaged Literacies*, which invites teachers and researchers to examine ways in which communities and literacies inform one another in pedagogy and in scholarship. For details about manuscript submissions, please see our submission guidelines: <http://jolle.coe.uga.edu/about/submission-guidelines/>

Manuscript Proposals for our themed spring issue are due by February 21, 2016, 11:59 p.m. EST. Submissions of Poetry and Art for our themed spring issue are due by March 11, 11:59 p.m. EST.

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Room V/W: Preparing Teachers to Integrate Students' Online Communities into the School Curriculum

J. Patrick Tiedemann (Georgia Gwinnett College)

This session focuses on approaches for integrating school curricula with the digital literacies students use in their lives outside of the classroom, *while avoiding* re-purposing and 'schoolifying' the practices and communities students value. The group will discuss experiences with teaching new literacies and how to navigate the tensions between authentic participation in online communities and the risk of colonizing these spaces as we connect them with classroom learning. I will present an experiential approach to learning how to integrate new literacies into the curriculum.

Room J: Disrupting what we've been told about the Confederate Battle Flag: How do we inquire into controversial issues with students?

Jessica Kobe (University of Georgia), **Ashley Goodrich** (University of Georgia)

A red banner; a blue St. Andrew's cross; thirteen white stars. One flag. Flown across time and space. The presenters will share an inquiry lesson they designed to push high school students to explore how the Confederate battle flag has been culturally and historically produced. Presenters will discuss their planning and implementing of the lesson, highlighting what makes this work challenging yet powerful. Participants will be invited to share how they have done similar work with their students.

Room D: Culturally Responsive Literacy Learning with Indigenous Youth: Practitioner Insights into Story and Relationship

Anna Keefe (University of British Columbia)

This workshop will draw from Indigenous pedagogy and interviews with experienced practitioners to explore how a relational approach to literacy can support Indigenous students. We will engage with these principles through storytelling activities focusing on reciprocal relationships and multimodal art making. To close we will use graphic tools to brainstorm how these principles might have relevance for each of our educational contexts.

Room C: Navigating the Challenges of Creating Foreign Language Programming in Elementary Public Schools

Melisa Cahnmann-Taylor (University of Georgia), **Rhia Moreno Kilpatrick** (University of Georgia)

"Let's have an elementary Spanish program!" Sounds simple, right? Many primary schools offer "specials" such as art and music but world language education is rarely available in US

elementary schools. Why? Participants and facilitators will actively examine various language planning components, identifying and performing various stakeholders' views. Together, we explore the possibilities and challenges of widespread second language elementary education.

Sunday, Session 6, 10-10:50 a.m.

Room Q: Using Movie and Book Trailers to Engage Reluctant Readers In and Out of School

Beau Michael Whitsett (University of Tennessee, Knoxville)

The purpose is to provide community members and teachers with a novel practice to engage reluctant readers by utilizing movie and book trailers. The objectives are to share viewing movie and book trailers as literacy communication tools and to share creating book trailers as a literacy communication practice. The audience will participate in creating a sample book trailer after experiencing a research-based rationale and examples of how movie and book trailers have engaged reluctant readers.

Room R: My Story, My Neighborhood, My World: the Relationship of Language, Community Awareness, and Power in One Afterschool Creative Writing Program

Dare Dukes (Deep Center), **Megan Ave'Lallemant** (Deep Center), **Keith Miller** (Deep Center)

Our nationally recognized afterschool program combines an ethnographic approach with creative writing and visual art practices to help students build literacy and leadership skills, identify community assets and inequities, and develop as agents of change. We present our curriculum and methods, designed for youth with few opportunities to tell their own stories. Presentation will include curriculum overview, examples of youth writing, and group writing and sharing modeled on one of our curriculum's core workshops.



Session Information

Room T/U: What it Means to Be: Community and Social Justice in a Rural Classroom

Jenn Whitley (University of Georgia)

This presentation will discuss how being and becoming in one's community is affected by the conversations and activities held in one's classroom. After a background discussion and introduction, participants will go on a gallery walk to sample student readings and responses that address issues of race, class, gender, and sexuality. Moreover, we'll discuss ways to challenge widely-held beliefs about what it means to be and how to address these issues in one's classroom.

Room V/W: Developing Adolescents' Awareness of Social Justice Issues through Literature

Cody Miller (University of Florida), **Kathleen Colantonio-Yurko** (University of Florida), **Jungyoung Park** (University of Florida), **Lin Deng** (University of Florida)

This panel will present research with a focus on how to help students develop their critical lenses to read and discuss literature, to expand their perspective of world views, and to deepen their awareness of social justice issues through connecting their reading and writing to current events. This research also shows how students respond to different community views and voices on social issues such as racial and cultural conflicts, undocumented immigrants, same-sex marriage, planned parenthood, poverty, and war refugees.

Room C: Roundtable Session

How Research Seeded – and Continues to Grow – A Grassroots Community Literacy Program

Leslie Hale (Books for Keeps), **Sheneka Williams** (University of Georgia)

An Athens-based non-profit organization was formed in 2011 following a simple, but powerful research-based model: allow children from low-income families to pick out 12 books each, just in time for summer, in order to combat summertime learning loss. As the program has grown and professionalized, it is using testing data from the schools served and working with university researchers to further uncover and verify the effectiveness of a community-grown literacy program.

An Online Critical Literacy Community: English Teachers Explore the Connections Between New Literacies and Critical Literacy

Kathryn Caprino (University of Florida)

This interactive presentation will reveal findings of a qualitative case study that examined how an online study group about the connections between new literacies and critical literacy served

as a community that moved four middle grades English teachers toward critical literacy understandings. This presentation aims to inspire discussions among conference participants about how to encourage teachers to embody critical literacy stances within new literacies practices and encourage their students to do the same.

Room B: Meet the Editors Session

In this session, you will have the opportunity to meet with some of the JoLLE editors to learn about the types of manuscripts we accept, along with our other features including academic book reviews, children's and young adult literature book reviews and poetry and art. Information on how to become a reviewer for JoLLE will also be available.

Sunday, Session 7, 11:15 a.m. - 12:15 p.m.

Room Q: Where I'm From and Where We Can Go: Engaging in Dialogical Pedagogy within the Standards-based Classroom

Steven Landry (University of Georgia)

The goal of the presentation is to provide participants with a series of activities that demonstrate the significance of using a dialogical pedagogy, community literacies, the cultures represented within the classroom, and the individual students to inform instruction, assessment, and feedback within the secondary Language Arts classroom. An implication from this research is that dialogical pedagogies can be enacted in the Standards Era classrooms with a few conscious shifts in instruction.

Room R: Picture This: The Impact of an Afterschool Creative Arts Program on Writing Skills and Community Belongingness in Elementary School Children

Leslie Cavendish (High Point University), **Sarah Vess** (High Point University), **Kirsten Li-Barber** (High Point University)

Nation-wide changes in the public school curriculum has forced many elementary school systems to cut experiences focusing on creativity and artistic expression. The purpose of this research was to explore the impact of a short-term afterschool creative arts program on the development of writing skills and sense of community belongingness among elementary school children. This program provided pre-service teachers a unique opportunity to work with children to develop and express their sense of community spirit. Audience members will be invited to view samples from the writing and photographic exhibition created by the participants in the After School Creative Arts program. Afterwards, discussion will be interactive with the audience about program implementation, and research findings.

Session Information

Room T/U: Cultural Selfie: Literacy, arts, and intercultural engagement

Kinga Varga-Dobai (Georgia Gwinnett College)

This presentation will showcase an arts-based literacy project, the Cultural Selfie, conducted in an early-childhood education literacy course. Through photography, object narratives, poetry, collage, pre-service teachers explored the relevance of Cultural Self as they captured various artifacts of their everyday life. The Cultural Selfie allowed them to explore their own cultural identities and discover literacy practices that extend beyond the classroom. In order to engage in similar intercultural learning experiences, participants of this session will explore the story of their names.

Room V/W: Developing Adolescents' Awareness of Social Justice Issues through Literature

Danling Fu (University of Florida), **Rongrong Dong** (University of Florida), **Jennifer Cheveallie** (University of Florida), **Lin Deng** (University of Florida)

This panel will present research with a focus on how to help students develop their critical lenses to read and discuss

literature, to expand their perspective of world views, and to deepen their awareness of social justice issues through connecting their reading and writing to current events. This research also shows how students respond to different community views and voices on social issues such as racial and cultural conflicts, undocumented immigrants, same-sex marriage, planned parenthood, poverty, and war refugees.

Room J: Participatory Culture as a Way to Engaging Literacy in Class

Sonia Sharmin (The University of Georgia)

Participatory culture in the classroom, especially for adolescent learners, can be motivating and engaging. Adapting classics such as Moby-Dick into the present context will be much more effective than studying the novel to learn literary devices. Participatory culture not only makes students feel important as people, but also increases the learning process to a great extent. Students remember activities that make them think creatively and that are different from traditional practices. During the presentation, the audience will be actively engaged in performing the classic novel in digital stories format and theater format.

Room D: Reconceptualizing Home Visits: How Schools can Promote Language Rights and Access for Latin@ Parents

Melissa Perez Rhym (The University of Georgia, Cedar Shoals High School), **Ariel Gordon** (The University of Georgia, Cedar Shoals High School)

Addressing family engagement in schools from a macro level allows schools and school districts to create culturally competent ways to increase parent participation. Among Latin@ family populations, home visits are one way educators can explore engaging families and fostering a sense of school connectedness. By reconceptualizing the home visit as a vehicle for positive outreach with families, schools can circumvent barriers, such as language and transportation, and work to reframe how we engage families.



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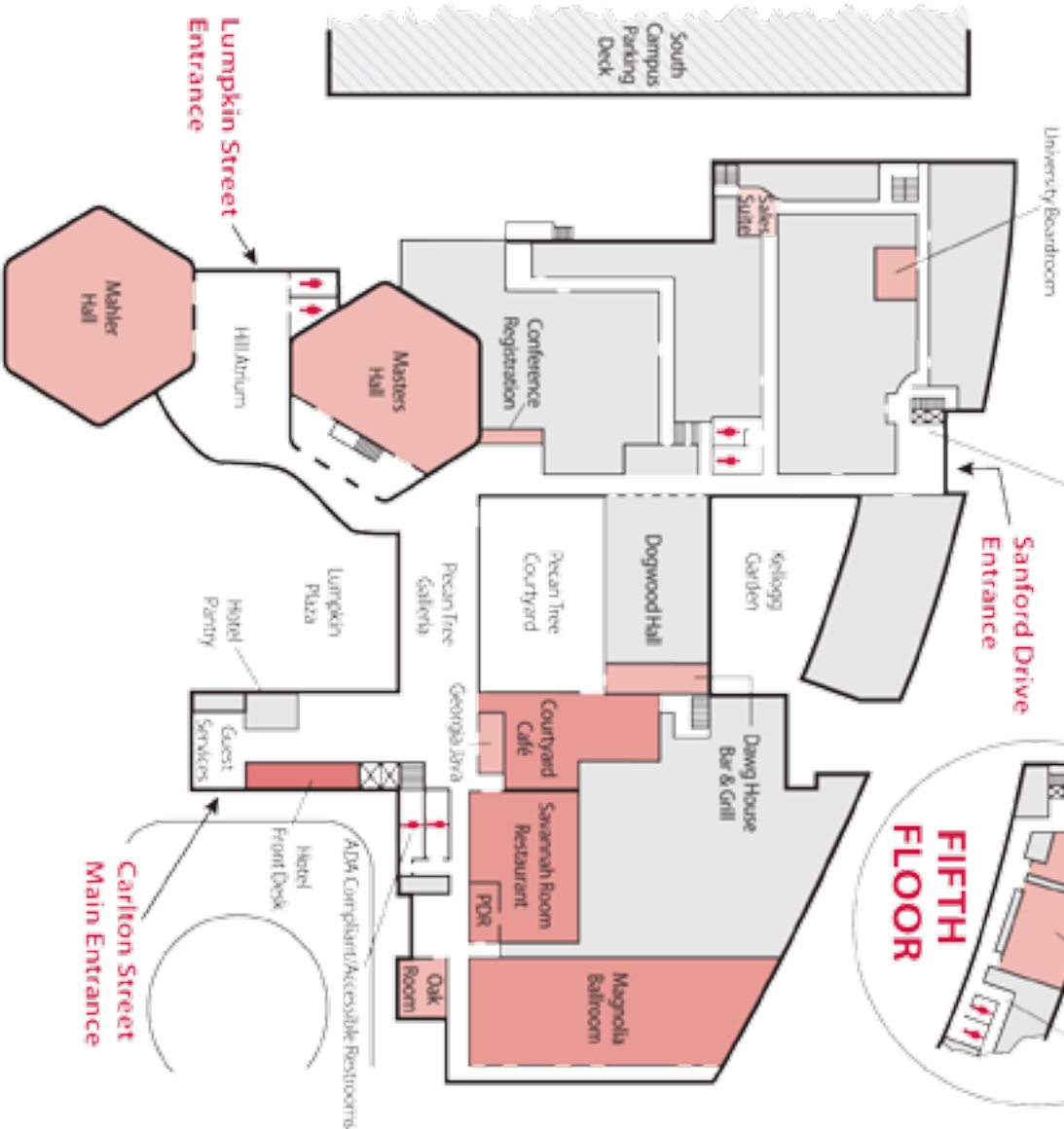
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