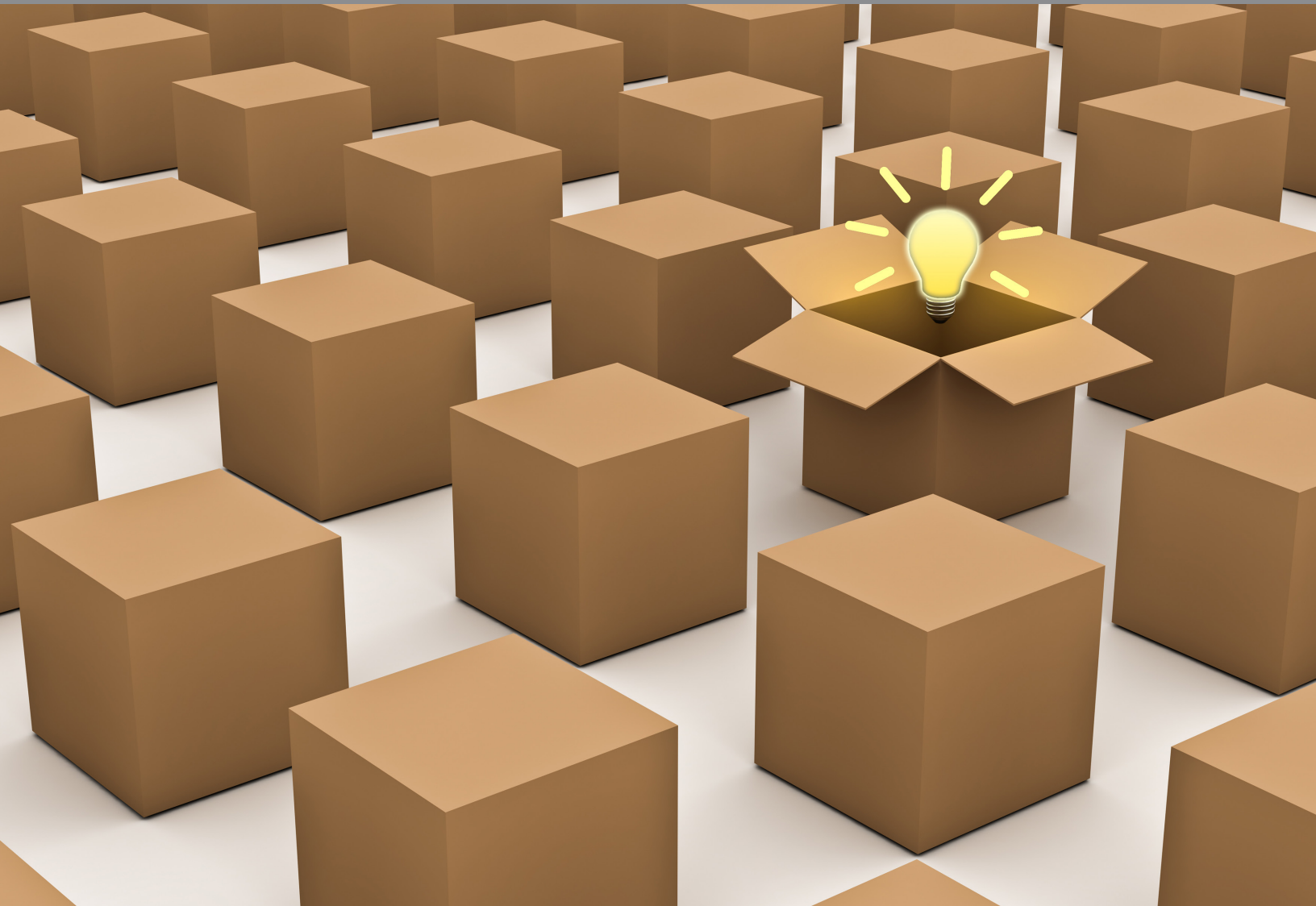




College of Education  
UNIVERSITY OF GEORGIA

# JoLLE@UGA 2017 Winter Conference

Out of the Box and Into the Margins



February 3-4, 2017

UGA Hotel & Conference Center, Athens, GA

[jolle.coe.uga.edu](http://jolle.coe.uga.edu) Twitter: @Jolle\_uga #jolle2017

# Conference Agenda

## Friday, February 3 **Conference Kick-Off @ River's Crossing**

12:45 p.m.-3:30 p.m.	Shuttle Transportation from UGA Hotel & Conference Center to/from Rivers Crossing	
1:30 p.m.	Workshop Session A: Nick Sousanis	<b>Room 143</b>
3:00 p.m.	Workshop Session B: UGA Faculty	<b>Rooms 135, 136, 156</b>
4:30 p.m.	Shuttle Transportation from Rivers Crossing to UGA Hotel & Conference Center to Stan Mullins Art Studio	
5:00 p.m.	Opening Social Event and Dinner <i>Join us for dinner, conversation, and inspiring words from guest speaker Eric Velasquez. This event takes place at the breathtaking 7,000 square-foot studio of Athens visual artist and sculptor Stan Mullins. Stan Mullins Art Studio is located at 650 Pulaski Street, Athens, Georgia 30601. Transportation provided.</i>	<b>Stan Mullins Art Studio</b>
7:00 p.m.	Shuttle Transportation from Stan Mullins Art Studio to UGA Hotel & Conference Center	



# Conference Agenda

## Saturday, February 4 Conference

8:00 a.m.-8:45 a.m.	<b>Registration</b>	<b>Conference Registration Desk</b>
	<b>Coffee</b>	<b>Pecan Tree Galleria</b>
8:45 a.m.	<b>Opening Plenary Session</b>	<b>Masters Hall</b>
	<b>Welcome and Introduction: Rachel Kaminski Sanders, JoLLE Conference Chair</b>	
	<b>Special Presentation: Camp DIVE with local students from Clarke Middle School</b>	
	<i>Presenters: Kevin Burke (University of Georgia), Heidi Hadley (University of Georgia), Ruth Harman (University of Georgia), and Jason Mizell (University of Georgia)</i>	
9:45 a.m.	<b>Refreshment Break</b>	<b>Pecan Tree Galleria</b>
10:00 a.m.	<b>Breakout Session 1</b>	<b>See Session Information</b>
11:00 a.m.	<b>Breakout Session 2 &amp; Roundtable Sessions</b>	<b>See Session Information</b>
11:50 p.m.	<b>Lunch</b>	<b>Magnolia Ballroom</b>
	A ticket is provided in the registration packet. Be sure to bring this with you to enter.	
1:00 p.m.	<b>Keynote Speaker: Nick Sousanis, San Francisco State University</b>	<b>Masters Hall</b>
	<b>“Unflattening: Revolutionizing Thought in Comics”</b>	
	<b>Abstract:</b> <i>Internationally acclaimed comic artist and educator Nick Sousanis will discuss his award-winning 2015 book Unflattening, originally his dissertation written and drawn entirely in comics form, and now published by Harvard University Press. In his talk, Sousanis will call attention to the dominance of the written word, encouraging instead an interconnected production of knowledge created from both verbal and visual forms. The presenter will draw on extensive visual examples from his own work and other comics authors to demonstrate how the visual thinking process challenges the forms of learning traditionally found in academic settings.</i>	
2:10 p.m.	<b>Breakout Session 3</b>	<b>See Session Information</b>
3:00 p.m.	<b>Refreshment Break</b>	<b>Pecan Tree Galleria</b>
3:20 p.m.	<b>Breakout Session 4</b>	<b>See Session Information</b>
4:20 p.m.	<b>Breakout Session 5</b>	<b>See Session Information</b>
5:20 p.m.	<b>Closing Plenary Session Social Event</b>	<b>Masters Hall</b>
	<i>We invite everyone to rejoin before the end of the conference for reflection and entertainment in the company of friends. The closing session is a chance to disconnect and interact with people over the camaraderie that board games provide, the idea behind The Rook &amp; Pawn's board game cafe. Winners of the JoLLE scavenger hunt will be announced and prizes awarded accordingly.</i>	

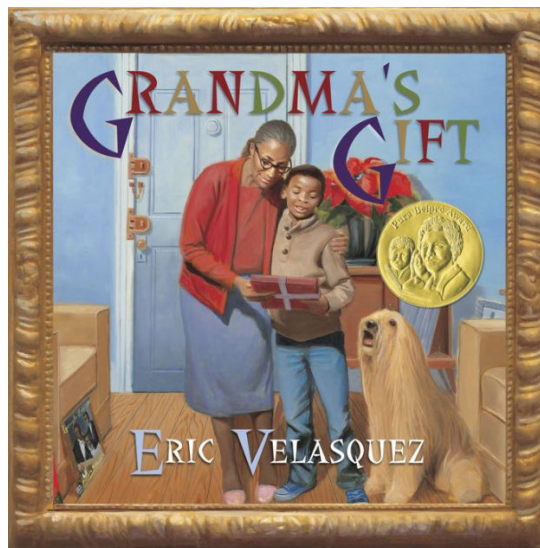
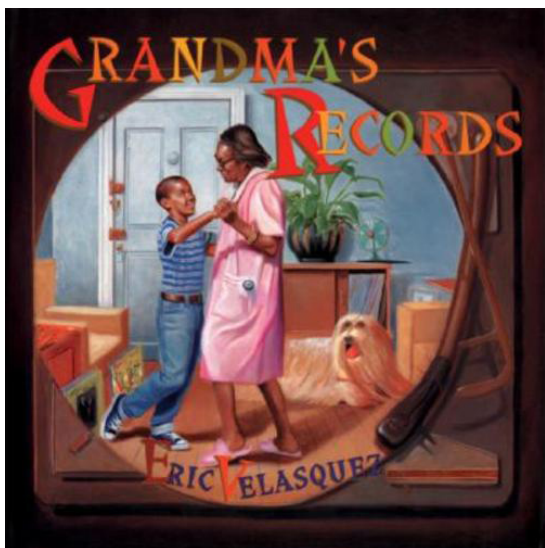


# Friday Opening Event Speaker

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## Eric Velasquez

Children's book illustrator and author Eric Velasquez, the son of Afro-Puerto Rican parents, grew up in Harlem. His dual heritage coupled with the experiences of living in New York City gave Eric a rich and unique cultural perspective.

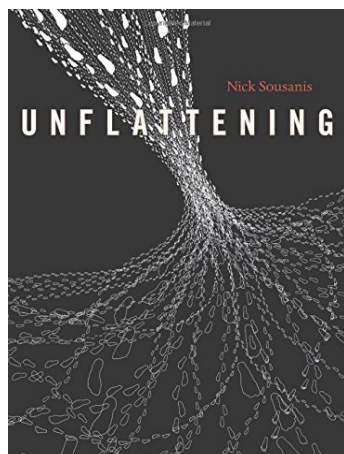


# Keynote Speaker

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## Nick Sousanis

Nick Sousanis is an assistant professor at San Francisco State University. His book, *Unflattening* (Harvard, 2015), won the 2016 American Publishers Association Humanities award, the 2016 Lynd Ward prize for "Graphic Novel of the Year", and was nominated for a 2016 Eisner Award. *Unflattening* was featured in the New York Times, The Paris Review, the LA Review of Books, and named the best graphic novel of 2015 by numerous critics. The Boston Globe and Nature have commissioned original comics by Sousanis. More at [www.spinweaveandcut.com](http://www.spinweaveandcut.com).



# Session Information

**Friday, Session A, 1:30 p.m.-3:00 p.m.**

## **Room 143: Comics and Education: A Workshop on Using Comics in the Classroom**

**Dr. Nick Sousanis** (University at San Francisco)

**Topic:** Comics

Explore the pedagogical possibilities of comics in this hands-on workshop—no drawing experience required! Through several interrelated exercises that are engaging and fun, examine how comics makers organize and construct meaning, and rediscover your own drawing ability.

**Friday, Session B, 3:00 p.m.-4:30 p.m.**

## **Room 135: Creating Forward, Looking Back: Ten Years of Arts-Based Research**

**Dr. Misha Cahnmann-Taylor** (University of Georgia)

**Topic:** Art-based Inquiry

In this workshop I share four principles that guide my own advisement when working with arts-based research: Principles of Public Good; Ethical Good; Aesthetic Good; and Scientific Good. Sharing a preview of the second edition of *Arts-Based Research in Education* (Routledge, In Press; 2008), we will practice exercises for excellence.

## **Room 136: Remix: See it. Think it. Wear it. Write it.**

**Dr. Donna Alvermann** (University of Georgia), **Crystal Beach** (Buford High School/UGA), **Stephanie Loomis** (Georgia State University)

**Topic:** Remixing

This session will include participants in activities that demonstrate how most communication requires a level of creativity many people (you, your students, friends, clients) don't realize they have. Bring something—anything—that inspires you to the session! Remixing will do the rest.

## **Room 156: Making and Makerspaces: STEAM Connections**

**Dr. Theodore J. Kopcha** (University of Georgia), **Kalianne L. Neumann** (University of Georgia)

**Topic:** Makerspaces

This workshop will involve both hands-on and whole group activities that explore the ways making and makerspaces

can support writing and the arts while engaging in STEM concepts.

**Friday, Opening Special Event, 5:00 p.m.-7:00 p.m.**

*Stan Mullins' Art Studio* Join us for refreshments, conversation, and inspiring words from guest speaker *Eric Velasquez*. This event takes place at the breathtaking 7,000-square-foot studio of Athens visual artist and sculptor *Stan Mullins*.

## **Becoming an Illustrator**

**Eric Velasquez**

This presentation will share Eric Velasquez's most recent books, his best selling *Grandma's Records* and the award winning *Grandma's Gift*. Attendees will be introduced to the culture by hearing music, as well as seeing photos and video of the actual band mentioned in these books. He will explain and show his process from rough sketch, to book dummy, to finished art.

# JoLLE Game Room

**Sponsored by The Rook & Pawn:  
Located in Room F/G**

*"Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood."* Fred Rogers

Offered during each breakout session. The JoLLE Conference embodies the qualities of games and play. During each of our sessions, you will have the chance to relax, engage with new friends, and inspire your own creativity. Please join us for a variety of games provided by The Rook & Pawn, a board game café at the heart of downtown Athens.

# Session Information

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## Saturday, Session 1, 10:00-10:50 a.m.

### Room Q: The Possibilities of Community Engagement through Asset Maps and Oral History Assessments in an Online Program for Inservice Teachers of Multilingual Learners

Felice Russell (Ithaca College), Amanda Richey (Kennesaw State University),

**Session:** Individual Presentation

**Keywords:** Inservice teachers, Multilingual learners, Community asset maps, Oral histories, Asset-based framework

**Topics:** Additional

**Primary Audience:** Elementary School, Middle School, High School, Undergraduate, Graduate

Teachers in P-12 schools are often unprepared to leverage the assets that a growing multilingual student population brings. As teacher educators in a Master of Education program in Teaching English to Students of Other Languages (TESOL), recently converted to an online format, we present findings from our self-study. Reflecting on the development and implementation of community asset map and oral history assessments, we will facilitate an interactive discussion through case study analysis of teacher-created websites.

### Room R: Speaking with the Sketchpad: Art as an Expressive Practice in the Life of an Adolescent with Autism

Serena Troiani-Cavolo (Queens College, NY)

**Session:** Individual Presentation

**Keywords:** autism, literacy practices, multimodalities, semiotics, identity, narrative

**Topics:** Artists, Gamers

**Primary Audience:** Middle School, High School

In this presentation, the speaker will share the methods and results of research for her doctoral dissertation. The research consisted of content, narrative and visual analysis of artwork created by an adolescent with autism. Results of the research revealed that the adolescent utilized both visual and language art to frame his thinking, to transform his comprehension and knowledge, to reveal and reflect upon his multilayered identities, to tell stories and to share his experiences autobiographically.

### Room T/U: ArtYouth (AYI) Summer Camp: Reclaiming school spaces through drama, art, and play

Ruth Harman (University of Georgia), Kevin Burke (University of Georgia), Heidi Hadley (University of Georgia), Jason Mizell (University of Georgia)

**Session:** Individual Presentation

**Keywords:** YPAR, Art-based Research, Middle school

**Topics:** Additional, Artists

**Primary Audience:** Middle School

Using YPAR principles to guide the project, adult and youth co-researchers in a summer day camp setting engaged in artmaking, performance, and culturally sustaining literacy practices. These multiple modalities supported participants in conveying their beliefs about and hopes for their communities. This experiential workshop invites participants to engage with youth in artistic activities to consider how youth and adult researchers might engage and shape communities in the future.

### Room V/W: The Bakhtinian Backchannel: Creating a Dialogic Classroom at the Textual Margins

Bradley Robinson (University of Georgia)

**Session:** Individual Presentation

**Keywords:** Bakhtin, backchannel communication, dialogic classroom

**Topics:** Techies

**Primary Audience:** Middle School, High School, Undergraduate

Backchannel communication occurs at the textual margins—in the socio-digital spaces constructed around presentations, lectures, films et cetera. For this session, we will consider how meaning emerges through and is shaped by classroom backchannel communication in light of Bakhtin's concept of "dialogism." How does the emergent, polyphonous nature of backchanneling influence the way a community of learners constructs meaning through real-time dialogue? To find out, bring a connected device and join us in the Bakhtinian backchannel.

### Room C: Implementing a Flipped Learning Classroom Method for Pre-service Teachers' English Language Learners Preparation Course

Jo Kozuma (University of Florida), Yong Jik Lee (University of Florida)

**Session:** Individual Presentation

**Keywords:** Flipped Learning Classroom Method, Elementary Pre-service Teachers, English Language Learners, ESOL



# Session Information

**Topics:** Pre-service Teachers' ESOL Preparation Course

**Primary Audience:** Elementary School, Undergraduate, Teacher Educators

This pilot study explores what is conveyed to pre-service teachers about being a teacher of English language learners when implementing a flipped learning classroom. Through analysis of an instructor's interview and pre-service teachers' microteaching videos, the study examines the strengths and challenges of using a flipped classroom for elementary teachers.

## Room D: Devising: Collaboratively Created Theater in the Multilingual Classroom

**Kathleen McGovern** (University of Georgia)

**Session:** Individual Presentation

**Keywords:** Drama/Theater, Identity, Multilingual Classrooms

**Topics:** Artists, Individual Presentation,

**Primary Audience:** Middle School, High School, Undergraduate, Graduate

How can teachers use drama to enable students to explore their lived experiences and engage in meaningful dialogue? Attendees will learn how devised (collaboratively created) has been and can be used in multilingual language and literacy classrooms. In this interactive presentation, attendees will not just learn about devising, but be guided through the process themselves, creating pieces to share with the group and reflecting on how such techniques might fit into their own contexts.

## Saturday, Session 2, 11:00-11:50 p.m.

### Room Q: Resisting the Dominant Narratives, Moving Beyond Counter-Narratives through Intersectional Lens

**Gloshanda Lawyer** (University of Tennessee-Knoxville) and **Leala Holcomb** (University of Tennessee-Knoxville)

**Session:** Individual Presentation

**Keywords:** intersectionality, education, counter-narratives, identities, social justice

Students enter the education system with diverse backgrounds and identities, making it imperative that teachers become versed in different ways of leveraging the rich experiences students bring to the classroom to facilitate language and literacy development. In this interactive experience, we explore ways to bring mediums of diverse cultures and identities (intersectionality within

Deaf, Disabled, and hearing communities) into the classroom as tools for resisting dominant narratives and moving beyond counter-narratives.

### Room R: Games, critical thinking, and other creative approaches to language education

**Nathaniel Murray** (University of Florida)

**Session:** Individual Presentation

**Keywords:** creativity, language games, active learning, critical thinking, educational technology

**Topics:** Artists, Gamers, Techies

**Primary Audience:** Elementary School, Undergraduate

How can English teachers use games and other creative teaching approaches to develop their students' practical communication skills in the face of standardized teaching requirements? This session discusses how a group of teachers redefined their role, thought outside the box, and inspired their students to become creators, game players, and critical thinkers. This session includes an opportunity for audience members to create their own language learning games.

### Room T/U: The Women in the mirror: A heritage African language learner framework to heal intergenerational trauma

**Veronica Quillien** (University of Minnesota)

**Session:** Individual Presentation

**Keywords:** Heritage language, Cultural heritage, Theater, Music, Healing, Intergenerational, trauma, Language revitalization, Preservation of cultural heritage, heritage language learner, adult learner, language learning, loco image

**Topics:** Artists, Fandoms, Remixers

**Primary Audience:** Elementary School, Middle School, High School, Undergraduate, Graduate

This autoethnographic presentation recounts the accidental healing that occurred during a self-directed language study. The author, concerned with the loss of her heritage language within her generation is determined to bring her language back into use. At age 34, she resolved to relearn her heritage language. Stimulated by a recommendation to approach heritage language learning process in a fun way, the adult learner set out to adapt Spike TV Lip Sync Battle to language learning.

# Session Information

## Room V/W: Reimagining Shakespeare: Using Remix to Foster Meaningful Connections to Shakespeare's Texts

**Nichole Barrett** (University at Buffalo)

**Session:** Individual Presentation

**Keywords:** Shakespeare, Remix, Identity

**Topics:** Additional, Artists, Fandoms, Remixers

**Primary Audience:** High School

Encouraging students to make personal connections to canonical texts like Shakespeare can be challenging if we fail to recognize that students make meaning by attempting to place themselves within the texts they are reading. By framing Shakespeare's works as narratives, rather than historical texts and engaging students in remix practices we provide them with an opportunity to find a place for their voice within four-hundred-year old texts.

## Room C: The Absolutely True Diary Of A Part-Time Gardener: How Organic Farming Shapes My Literacy Practices And Research

**Csaba Osvath** (University of South Florida)

**Session:** Individual Presentation

**Keywords:** Garden Literacy, Organic Farming, Autoethnography, Ecological Literacy, Sustainability, literacy education

**Topics:** Additional, Artists

**Primary Audience:** Elementary School, Middle School, High School, Undergraduate, Graduate

How would an organic farmer or a gardener teach literacy or engage in academic research? In what ways can the tools, methods, and practices of farming could serve literacy education? Through a performance autoethnography, accompanied with a visual diary, I will share how my life as an organic farmer influences my pedagogy and research in the larger context of literacy education.

## Room D: Stepping Out of the Box to Promote Revision and Revision Instruction with a Google Docs Add-on

**Kalianne L. Neumann** (University of Georgia)

**Session:** Individual Presentation

**Keywords:** Technology, Writing Instruction, Secondary Education, Google Doc, sample paragraph

**Topics:** Techies

**Primary Audience:** Middle School, High School

This presentation showcases a Google Docs add-on that can transform the way teachers instruct students about revision and revamp the way students conduct revision. The presenter will provide an overview and demonstration of the key features while also showcasing ways the add-on is being used in the classroom. Participants will engage with the add-on to provide feedback to a sample paragraph and make changes to sample paragraph that is already marked up with the add-on.

## Saturday, Roundtable Session, 11:00-11:50 p.m.

### Room J

*In this roundtable session, presenters will switch roles from facilitator and participant. During the first round, Round #1 presenters will facilitate their individual sessions while Round #2 presenters participate in the first part of the session. During the second round, Round #2 presenters will*





# Session Information

*facilitate their individual sessions while Round #1 presenters participate in the second part of the session. Each round will receive 20-minutes for discussions as the 50 minute timeframe will be divided between both Round #1 and Round #2, leaving roughly 10 minutes for an open discussion at the end.*

## Round 1

### **Incorporating Neurodiverse Literature in the Exclusive Inclusion Classroom**

**Chris Bass** (University of Illinois at Chicago)

**Session:** Roundtable Discussion

**Keywords:** disability studies, critical pedagogy, divergent genres of narrative, participant reflection, inclusion classrooms, disability study, inclusion classroom

**Topics:** Additional, Artists

**Primary Audience:** Middle School, High School, Undergraduate

Over the past two years, I have applied Disability Studies theory to make the classroom a more inclusive space for all students. This form of critical pedagogy has impacted student writing; their topics have become more personal, and the pieces appear more nuanced in both style and structure. This paper suggests that Disability Studies in Education leads to subversive teaching that creates the space for students to exert agency within the inclusion classroom.

### **Already in the Box and How Can we Move into the Margins? Voices from the unschooled Ugandan Lugbara women Bible readers**

**Willy Ngaka** (Makerere University Centre for Lifelong Learning in Uganda)

**Session:** Roundtable Discussion

**Keywords:** Bible, Literacies, Lugbara women, Margins, Numeracies, Schooling

**Topics:** Additional, Remixers

**Primary Audience:** Undergraduate, Graduate

This study explores the experiences of unschooled Anglican Lugbara women in Uganda who can read the Bible fluently in their mother tongue, but not other contexts than the Bible, with a view to establishing how they acquired such reading skills, what their motivation were; and whether such experiences cannot really be promoted to facilitate the realization of the 2030 agenda for Sustainable Development since they are already seemingly contributing to target 4.6 of SDG 4.

### **Chinese Male Engineering graduate students' Oral English Proficiency after Passing High-Stakes Foreign Language Test in the US**

**Xuezi Zhang** (University of Florida) and **Zeyuan Jing** (University of Florida)

**Session:** Roundtable Discussion

**Keywords:** High-stakes foreign language test, International students, Chinese Male Engineering students, Oral English, Conversation, Expression variation, Metacognition, Cultural backgrounds, Activated knowledge, Disciplinary literacy, effective ESL language instruction, international student actual language

**Topics:** Additional

**Primary Audience:** Graduate

This mixed study will show how high-stakes foreign language test cannot accurately demonstrate international students' actual language ability. Surveys and interviews of 10 Chinese male engineering graduate students will be used to illustrate how cultural conventions, activated knowledge, gender difference and academic background impact on their habit of mind and metacognition, thus result in their inability of conducting a smooth conversation. Effective ESL language instruction will be discussed as well.

## Round 2

### **Lurking in the Margins: An Exploration of Facebook Internet Political Memes**

**Brian McClure** (University of Georgia)

**Session:** Roundtable Discussion

**Keywords:** Facebook Political Memes, Public Discourse, Media Literacy, internet political meme, public discourse

**Topics:** Additional, Artists, Fandoms, Remixers

**Primary Audience:** Undergraduate, Graduate

This paper considers the Internet Political Meme, as produced and distributed on Facebook political pages. Political memes are consumed and shared by millions of people every day, and they are intended to influence political belief and action. Participants at this roundtable will engage with a selection of these memes, and consider how they express meaning. We will ask what it means to be literate in the context of these memes.

# Session Information

## Designing and Constructing Museum Exhibits in Classrooms: Enacting Social Justice through Critical Literacy Practices

**Genevieve Caffrey** (Maplewood Richmond Heights Elementary)

**Session:** Roundtable Discussion

**Keywords:** design construct, multimodal, museum exhibit, classrooms, social justice, critical literacy, agency

**Topics:** Additional, Artists

**Primary Audience:** Elementary School, Middle School, High School, Undergraduate, Graduate

This study focuses on the role of museum based learning in the education and agency of people. Students at a public school learned to research, curate exhibits, and create docent-led tours. These artifacts became sources for our analysis. We asked, in what ways are students' stances represented in the artifacts, texts, and narratives of their exhibits? Our findings contribute to understanding how multimodal exhibits contribute to students' literacy learning and inform the wider public sphere.

## Saturday, Session 3, 2:10-3:00 p.m.

### Room Q: Your Voice Matters! Helping Diverse Students Find Their Voice in a Standardized Curriculum

**Leslie Roberts** (Clemson University)

**Session:** Individual Presentation

**Keywords:** Standard English, non-standard dialects, minority students, funds of knowledge

**Topics:** Additional

**Primary Audience:** Elementary School, Middle School, High School

There is a dissonance between the dialectal language many students use at home and the language expected at school. Traditionally, standard English dialect is expected in the classroom; however, non-standard dialect students may feel ostracized and more concerned with how they speak instead of the information they are expressing. This dialectical discord could be interrupting these students' engagement in the classroom. This presentation will demonstrate ways teachers can utilize all students' dialects in the classroom.

### Room R: Learning in the Communities of Practice of Virtual Worlds: Becoming a Companion in Skyrim

**Patrick Tiedemann** (Georgia Gwinnett College) and **David Kirschner** (Georgia Gwinnett College)

**Session:** Individual Presentation

**Keywords:** Situated Learning, Community of Practice, Videogames, discourse, identity

**Topics:** Fandoms, Gamers, Techies

**Primary Audience:** Elementary School, Middle School, High School, Undergraduate, Graduate

Some of the most "out of the box" work in language and literacy education explores the potential for video games to situate learning within the practical, authentic activities of the players. In this session, we present a research project that examines situated learning within a virtual community of practice in the video game Skyrim. We will discuss the possibilities of moving education into virtual realities peopled by AI communities.

### Room T/U: From Page Margins to Comic Panels: Explorations of Literary Texts and Events in Fandom Communities

**Margaret Ann Robbins** (University of Georgia)

**Session:** Individual Presentation

**Keywords:** fandom, comics, graphic novels, young adult literature, literacy education, feminism, Bakhtin's Theory of Carnival, book club, multimodal text

**Topics:** Fandoms

**Primary Audience:** High School, Undergraduate, Graduate

This presentation will derive from autoethnographic explorations of literary events in fandom communities, from the perspectives of Affect Theory, Feminist Theory, and Bakhtin's Theory of Carnival. In addition to research findings, I will explain how discussions of comics, graphic novels, and YA Literature at fandom events have implications for literacy education. I will include an interactive activity during which we examine covers of Young Adult novels and pages of comics using critical visual literacy skills.

### Room V/W: When Our Students Voice and Picture Their Truths: Remixing "This I Believe" Essays in Text, Sound, and Image

**Amber Jensen** (George Mason University), **Elizabeth Thackeray Nelson** (University of Utah)

**Session:** Individual Presentation

**Keywords:** Remixing, Multimodal Composition, Practitioner Research, Visual Literacy

**Topics:** Remixers

**Primary Audience:** Middle School, High School, Undergraduate

In an increasingly multimedia-driven society, how can we synthesize text, sound, and image to engage students, honor their voices and experiences, and help them become

# Session Information

critical consumers and composers of multimodal texts? We will model classroom strategies, analyze student samples, and explore the human connections and rhetorical possibilities afforded by remixing print, audio, and visual texts in the classroom.

## Room C: Communities of Practice in the Classroom: Developing Student Agency and Second-Language Identities through Language Socialization

**Kristen Schlapp** (University of Massachusetts, Boston)

**Session:** Individual Presentation

**Keywords:** Ethnography, Language Socialization, Communities of Practice, Agency Identity, second language identity

**Topics:** Additional, Artists, Remixers

**Primary Audience:** Middle School, High School, Undergraduate, Graduate

Immigrant students in English-dominant school or work discourses are subject to the hegemonic structures of the institution where they are positioned as discourse outsiders. Classroom “communities of practice” create a safe place for students to practice language, which socializes them into a language discourse. We will look at how building “communities of practice” within the classroom can give students agency to integrate into a discourse and provide the building blocks to their second-language identities.

## Room D: This Is Black Music? Students’ and Staff Performances as Cultural Critics within an After-School Program

**Jairus-Joaquin Matthews** (University of West Georgia)

**Session:** Individual Presentation

**Keywords:** Cultural Studies, After-School Education, Critical Pedagogy, Performance Ethnography, cultural study, literacy education

**Topics:** Additional, Artists

**Primary Audience:** Middle School, High School, Undergraduate, Graduate

The purpose of this presentation is to explore the cultural meanings of “black music” as analyzed by a group of adolescent students and staff members in an urban after-school center. This holds significance for how educators, mentors, parents, and others can incorporate culture studies into language and literacy education. Audience members will have the opportunity to analyze cultural codes within multimedia texts and discuss identity production within these texts.

## Room B: Writing Between Writing: A Model for Re-activating Writing Process Pedagogy

**Lindsey Harding** (University of Georgia)

**Session:** Individual Presentation

**Keywords:** writing process, writing instruction, active learning, instructional scaffolding, reflection, metacognition, instructional design

**Topics:** Additional, Remixers

**Primary Audience:** Middle School, High School, Undergraduate

Writing process pedagogy today often means students encounter writing instruction throughout their schooling as standardized activities and codified directions. During this session, the presenter and participants will explore metacognitive and metadiscursive interventions in the writing process. The model presented strives to facilitate student interaction with writing prompts, models, feedback, rubrics, and their own work. Such interactivity invites students to articulate what they understand about their writing and supports more meaningful feedback and assessment.





# Session Information

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

### Room Q: The Escape Room: Using Capers, Quandaries, and Theoretical Constructs to Explore Children's and YA Literature

Jenifer Schneider (University of South Florida), Csaba Osvath (University of South Florida)

**Session:** Individual Presentation

**Keywords:** Gamification, Role-play, Literature, Escape Room

**Topics:** Additional, Fandoms, Gamers, Remixers

**Primary Audience:** Elementary School, Middle School, High School, Undergraduate, Graduate

An Escape Room is a gaming context and interactive puzzle in which participants must seek clues and solve problems tied to a story or theme. In this session, we transform the presentation space into an Escape Room focused on children's and YA literature and we ask participants to play the game by solving riddles and puzzles that require them to read critically, think deeply, and view carefully.

### Room R: Our Love Knows No Boundaries

Darius Phelps (Child Development Lab at the McPhaul Center),

Anjanette Russell (Child Development Lab at the McPhaul Center)

**Session:** Individual Presentation

**Keywords:** Diversity, Dual Language Learners, Children's Literature, Innovation, Culture, Notable Books for Global Society

**Topics:** Additional, Artists, Fandoms

**Primary Audience:** Elementary School, Middle School, High School, Undergraduate, Graduate

This session will give an in-depth look on how to incorporate diverse children's literature into your classroom and make it interactive where it can be applied in a preschool or birth through five setting, but also a K-12 classroom as well.

### Room T/U: The Image in Academic Writing: Utilizing Multi-Modal Writing Assignments in the ELL Classroom

Jason Hinkley (University of Massachusetts Boston)

**Session:** Individual Presentation

**Keywords:** ELL, Multi-Modal, Graphic Novel, Academic Writing, writing assignment

**Topics:** Additional, Artists

**Primary Audience:** Middle School, High School, Undergraduate, Graduate

This presentation argues that it is time for instructors of academic writing to begin to explore ways in which students can produce more multi-modal works, incorporating the creation of both narrative and informational images into writing assignments. It will show that having students include visual modes of communication in their texts increases a number of academic literacy practices while providing students a chance to meaningfully ground their work in concrete representations of the world.

### Room V/W: Eliminating Extermination: Changing the Bleak Futuristic Outlook for Black Girls through Afrofuturism

Stephanie Toliver (University of Georgia)

**Session:** Individual Presentation

**Keywords:** Afrofuturism, Black Girl Literacies, Speculative Fiction, Fandoms, Multicultural Literature, Young Adult Literature

**Topics:** Additional, Artists, Fandoms

**Primary Audience:** Middle School, High School

The proliferation of futuristic film and literature proves that society is interested in the possibilities of the future world. But, even in these societies where possibilities abound,

# Submission Guidelines

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Manuscript proposals for JoLLE's themed spring issue are due by Tuesday, February 28, 2017 at 11:59 p.m. EST. Please see JoLLE's website ([jolle.coe.uga.edu](http://jolle.coe.uga.edu)) for more information about submission guidelines.

# Session Information

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Black women as protagonists are almost non-existent. Afrofuturism is a literary genre that teachers can use as a means to show young Black girls that they can be members of the future and not people relegated to roles that perpetuate the negative stereotypes that permeate popular culture.

## **Room C: Whose Literacy Matters? Exploring Methods for Navigating Tensions in Literacy Practice**

**Reshma Ramkellawan** (Teaching Matters Incorporated)

**Session:** Individual Presentation

**Keywords:** Literacy, Urban Literacy, Charter Schools

**Topics:** Additional

**Primary Audience:** Middle School, High School, Graduate

Literacy practices in charter schools are believed to be in alignment with neo-liberal educational practices. English or literacy teachers within charter school settings are tasked with engaging in a dialogical approach to their instruction. They must navigate the philosophical ideologies of their school while simultaneously utilizing pedagogical practices that reflect the constructs of their educator identity. The tension that arises from this juxtaposition manifests in the form of literacy instruction.

## **Room D: Moving out of the standard. Spanish Varieties and the Foreign Language Classroom**

**Sandra Martinez-Franco** (University of Alabama)

**Session:** Individual Presentation

**Keywords:** Linguistic variation, Spanish as a foreign language, digital storytelling, Spanish variety, foreign language classroom

**Topics:** Additional

**Primary Audience:** High School, Undergraduate

Being aware of the fact that the United States is experiencing a growing population of immigrants from different language backgrounds in which Spanish has been predicted to increase greatly in the next 20 years, it is necessary to understand the language varieties behind these occurrences. In that regard, this research project and pedagogical practice aim to inform about the implicit or explicit practices of Spanish varieties in the foreign language classroom.

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

### **Room Q: Teachers as Readers and Writers of Young Adult Literature**

**T. Hunter Strickland** (University of Georgia)

**Session:** Individual Presentation

**Keywords:** Young adult literature, Reading, Writing, Teacher Education

**Topics:** Additional, Individual Presentation,

**Primary Audience:** Middle School, High School, Undergraduate, Graduate

Teachers are constantly asking what they can do to help their students want to read. In the push for standardized performance, teachers feel as if their hands are tied when providing literature for their students to read. This session will seek to show teachers how there is room available in the margin for them to model good reading and writing of young adult literature for their students.

### **Room R: Innovating Traditions, Widening Spaces: Reference from the Harvard Model of Chinese Language Pedagogy for Innovating College ESL Courses in the U.S.**

**Lei Jiang** (University of Georgia)

**Session:** Individual Presentation

**Keywords:** College English Education, Harvard Model, foreign language pedagogy, TESOL, Innovation, college ESL course, foreign language pedagogy, hba model, language education

**Topics:** Additional, Artists, Fandoms, Gamers, Remixers, Techies

**Primary Audience:** Undergraduate, Graduate

Research shows that traditional college ESL courses do not provide sufficient support for non-native English speakers. Faced with its typical problems, this study introduces a successful foreign language pedagogy—Harvard Model of Teaching Chinese language, analyzes its essence in effective language teaching and targeted inquire-based learning, and discusses its application to college ESL courses. The study will present outcomes, engage the audience in creative curriculum designing, and inspire ESL educators to learn from good foreign language pedagogies.

# Session Information

## Room T/U: Zine Culture: Identity and Agency Trajectories in an ELA Classroom

**Kyle Jones** (Lanier High School)

**Session:** Individual Presentation

**Keywords:** Zines, Participatory Culture, Identity, Agency, ELA classroom, identity exploration, zine making

**Topics:** Artists, Fandoms, Remixers

**Primary Audience:** Middle School, High School

Participants will experience zine making first hand and engage in a discussion about the possible impact such a tool might have on welcoming identity exploration and student agency in the ELA classroom. Anecdotes from a real high school classroom experience are told throughout the session from both the perspective of the teacher and the students.

## Room V/W: Remixing the Standards for 21st Century Literacies

**Jessica Van Cleave** (Mars Hill University)

**Session:** Individual Presentation

**Keywords:** 21st Century Literacies, Common Core, Curriculum Design, Remixing

**Topics:** Additional, Artists, Remixers, Techies

**Primary Audience:** Elementary School, Middle School, High School, Undergraduate

This presentation provides teachers and teacher educators with specific strategies to create flexibility in the ELA CCSS. Those strategies will help them advocate for their role as curriculum designers so that they can respond to the needs of 21st century learners. Participants will engage in a brief activity and discussion.

## Room C: Meet the Editors of the Journal of Language and Literacy Education (JoLLE)

**Nick Thompson** (University of Georgia), **Jennifer Jackson Whitley** (University of Georgia), **Heidi Hadley** (University of Georgia)

**Session:** Individual Presentation

**Keywords:** publication, academic writing, online journals, book reviews

**Topics:** Additional, Techies, Remixers

**Primary Audience:** Elementary School, Middle School, High School, Undergraduate, Graduate

In this session, you will have the opportunity to meet with Principal and Managing Editors of JoLLE 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.

## Room D: "More than words:" Social Digital Reading, Multimodal Annotation, and Reading Identity

**Will Fassbender** (University of Georgia), **Sara Kajder** (University of Georgia)

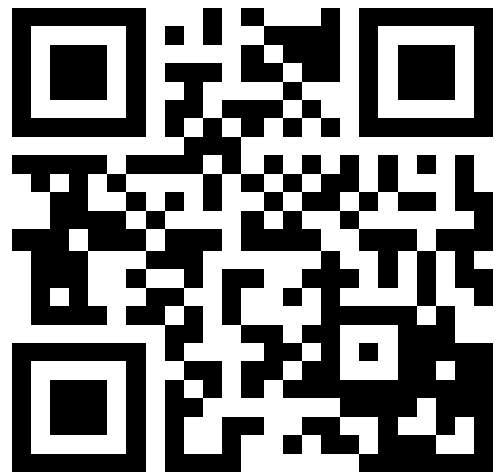
**Session:** Individual Presentation

**Keywords:** Digital reading, Social reading, New literacies, Adolescent Readers

**Topics:** Additional, Techies

**Primary Audience:** Middle School, High School, Undergraduate, Graduate

This hands-on session will challenge participants to engage in social digital reading in Google through tasks and activities useful in middle grades through graduate contexts. This session raises questions, challenges assumptions, and encourages both play and failure alongside the range of student readers who we serve as teachers and researchers.



Please follow the provided link or scan the QR code to access the conference website.

<https://sites.google.com/view/jolle2017>



## Conference Notes

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## Conference Notes

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