



# JoLLE@UGA 2015 Winter Conference

February 6-8, 2015

The University of Georgia  
Hotel and Conference Center



THE UNIVERSITY OF GEORGIA

**College of Education**

Embodied and Participatory Literacies: Inspire, Engage, Create, And Transform



# Agenda - Friday, February 6, 2015

8:00-10:00 p.m.

Social event at The Globe (Downtown Athens) sponsored by LLEGO (Language & Literary Education Graduate Organization) – For anyone attending the conference

Appetizers will be provided; other food and beverages available for purchase

# Agenda - Saturday, February 7, 2015

8:00-8:45 a.m.

Registration  
Coffee

Conference Registration Desk  
Pecan Tree Galleria

8:45-9:45 a.m.

Welcome Plenary Session

Masters Hall

Welcome and Introduction: Michelle Falter, Conference Chair

Special Presentation: **Teachers Tell All: Turning Teacher Retention into Teacher Joy Through Embodied Professional Development**

Presenters: Teachers Tell All Performance Troupe, Directed by Dr. Melisa Cahnmann-Taylor, Professor of TESOL & World Language Education and Michelle Thorne, Doctoral Candidate, University of Georgia and Theatre Educator, Heritage High School Academy for Performing and Visual Arts.

9:45-10:00 a.m.

Refreshment Break

Pecan Tree Galleria

10:00-10:50 a.m.

Breakout Session 1

Second Floor Meeting Rooms

11:00-11:50 a.m.

Breakout Session 2

Second Floor Meeting Rooms

12:00-1:00 p.m.

Lunch

Magnolia Ballroom

1:00-2:00 p.m.

Keynote Speaker: Dr. Lalitha Vasudevan  
**“Being, Becoming, and Belonging: The Multimodal Play of Adolescents”**

Masters Hall

2:10-3:00 p.m.

Breakout Session 3

Second Floor Meeting Rooms

3:00-3:30 p.m.

Refreshment Break

Pecan Tree Galleria

3:30-4:20pm

Breakout Session 4

Second Floor Meeting Rooms

4:30-5:20pm

Breakout Session 5

Second Floor Meeting Rooms

**Social Event Options (See Descriptions listed on page 3.)**

See Pages 5-17 for session information and location.



# Saturday Night Social Event Options

Saturday night is full of optional events for JoLLE conference attendees. After a long, invigorating day at the conference, feel free to relax and have fun at one of the following places:

## **Avid Bookshop**

493 Prince Ave  
Athens, Georgia 30601  
706-352-2060

Avid Bookshop, a locally-owned business, will be hosting part of its music and literature series Saturday evening, New Town Revue, from 6:30 to 7:30 p.m.

## **Georgia Theatre**

215 North Lumpkin St.  
Athens, GA 30601  
706-850-7670

The Georgia Theatre is a prominent music venue that hosts a range of folk, popular, and country acts. BoomBox, an electronic duo, is playing Saturday at 10:00 p.m.

## **Hendershot's**

237 Prince Ave.  
Athens, GA 30606  
706-353-3050

Hendershot's is a coffee house, bar, and music venue. It is a local favorite for an intimate, affordable show.

## **Little Kings Shuffle Club**

223 W. Hancock Ave.  
Athens, GA 30601  
706-369-3144

Little Kings is a local bar and dance venue--there is almost always a DJ on Saturday nights.

## **Terrapin Beer Company**

265 Newton Bridge Road  
Athens, GA 30607  
706-549-3377

Terrapin is a local, award-winning microbrewery that hosts brewery tours, beer tastings, and live music from 5:30 to 7:30 p.m.

## **UGA Performing Arts Center**

Hodgson Concert Hall  
30 River Road  
Athens, GA 30605  
Musical: A Night in Old New Orleans  
February 7, 2015 at 8:00 pm  
\$25-\$35 Tickets available online

## **Seney Stovall Chapel**

201 N Milledge Ave, Athens, Georgia 30602  
Play: As I Lay Dying  
February 7, 2015 at 8:00 pm  
\$12 Tickets Available online

# Agenda - Sunday, February 8, 2015

8:00-8:45 a.m.

Registration  
Coffee

Conference Registration Desk  
Hill Atrium

8:45-9:45 a.m.

Keynote Speaker: Dr. Christine Woodcock  
"The Power of Our Words and Flesh"

Mahler Hall

10:00-10:50 a.m.

Breakout Session 6

Second Floor Meeting Rooms

10:50-11:20 a.m.

Refreshment Break

Hill Atrium

11:20-12:10 p.m.

Breakout Session 7

Second Floor Meeting Rooms

12:20-1:00 p.m.

Closing Plenary: **Inspire(d) + Engage(d): Turning Our Conference Experience into Participatory Practice**

Mahler Hall

In this closing PechaKucha session, four presenters will use images to reflect upon their JoLLE conference experiences. The speakers will discuss possibilities for putting these ideas into practice as both teachers and researchers. The session will end with a hands-on activity where all participants are invited to share their takeaways from the conference.

# JoLLE Conference Keynote Speakers



If literacy educators want to create positive change in the lives of their students, then they must first be able to create positive change in their own lives. In the opening plenary, **Melisa Cahnmann-Taylor** and **Michelle Thorne** offer an interactive presentation that will immerse conference attendants in creative approaches to teaching and learning in diverse communities. Based on Cahnmann-Taylor's coauthored book, *Teachers Act Up! Creating Multicultural Learning Communities Through Theatre* (Teachers College Press, 2010) attendants will learn a repertoire of theatre

exercises that are useful for teaching “embodied” language and content instruction. No theatre experience required. Conference participants will also acquire strategies to promote educational advocacy and efficacy. Michelle Thorne will illustrate how she uses theatre activities for social change in a Georgia high school program. Our primary goal will be to learn to work creatively and dialogically within educational institutions, to “rehearse revolution” (Augusto Boal), and further the democratic goals of public schooling.



**Dr. Lalitha Vasudevan** is Associate Professor and Coordinator of the Program in Communication, Media, and Learning Technologies Design at Teachers College, Columbia University. For nearly twenty years, she has worked as a researcher, educator, and collaborator with adolescents in a variety of settings, and with court-involved youth in particular. She is interested in how youth craft stories, represent themselves, and enact ways of knowing through their engagement with literacies, technologies, and media. She has conducted a variety of studies with court-involved youth including: a longitudinal, ethnographic study with youth in an alternative to incarceration program; an oral history based qualitative research project with young men at Rikers Island; and an ongoing multi-sited study of participatory, arts-based, multimedia storytelling with adolescents at after school program located in an alternative to detention program. In addition to working with court-involved youth, she has explored the pedagogical practices

of inclusive and special education teachers, the multimodal literacy and media engagements of adolescent boys. She is co-editor of two volumes that explore the intersections of youth, media, and education: *Media, learning, and sites of possibility* (2008, Peter Lang) and *Arts, Media, and Justice: Multimodal explorations with youth* (2013, Peter Lang) and is currently writing a book about education, multimodal play, and belonging in the lives of court-involved youth.



Growing up a working-class girl, with a mentally ill dad, **Dr. Christine Woodcock** knew something better was around the corner for her, and she gave all the credit to her teachers and to literacy. Through the inspiration of great teachers, and the transformative lens of literacy, those experiences helped mold her into the professional educator she is today. After teaching special education in a variety of urban, rural, and suburban environments in K-8th grade settings, Christine served as a professor for the Massachusetts College of Liberal Arts, Towson University, and Southern New Hampshire University. With a PhD in Reading from the University at Albany, her research interests focus on the roles of literacies in negotiations of gender and embodied knowing, the roles of children's literature in promoting social justice, and the role of portraiture methodology in understanding school literacies. Christine is currently an adjunct instructor for American International College, while devoting time at home to write YA fiction

and narrative non-fiction. She is also currently working on a co-authored book about the Listening Guide, a feminist, voice-centered, relational methodology. Most importantly, Christine is now a full-time mother to her young daughter, Eve.



# Session Information

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

### Room B: Remixing Gender and Race: Feminism, Critical Media Literacy, and Contemporary Texts (Transform Strand)

Margaret Robbins & Jennifer Whitley, The University of Georgia, GA

Science fiction, fantasy, and comic/graphica genres captivate their audiences because they provide room to explore uncharted territories. Moreover, these texts recently portray females as leads. In order to address the representation of female bodies in texts for JoLLE's audience, this session will explore the depiction of popular YA dystopian and comic superhero characters, as well as society's response to them through online media texts.

### Room C: Reading Spaces, Writing Maps: Mapping as a Literacy Practice (Create Strand)

Erin Adams, The University of Georgia, GA

Map making and map reading are recursive literacy practices in which space is "read" and then "written" as a visual story for others to then read. In this interactive session, I will share findings from a study in which children drew maps of their schools. Then, participants will have the opportunity to create their own maps as a way to inquire into the embodied experience of being in schools.

### Room D: Participatory and Embodied Literacies as a Means of Resistance: Re-Imagining Methods Instruction in an Era of Neoliberal Reform (Engage Strand)

Katherine Crawford-Garrett & Kathleen Riley, University of New Mexico, NM & West Chester University, PA

Because the majority of the pre-service teachers currently entering the profession came of age during the era of NCLB, teacher educators face unique challenges. Given that many of these aspiring teachers have not experienced the transformative potential of schooling, how might teacher educators offer them opportunities to re-imagine school as a place where students can explore their own interests and identities, question the status quo, and use literacy for social change? And, how do pre-service teachers respond to these invitations? This presentation will aim to engage these questions by demonstrating how we (as teacher educators in two distinct regional contexts) collaborate to employ embodied and participatory literacies in our methods courses as a means of encouraging pre-service teachers to resist dehumanizing reading instruction in schools and begin to imagine what bell hooks called "education as the practice of freedom" (hooks, 1994)

### Room T/U: Poetry as an Aesthetic Experience (Create Strand)

Rebecca Stortz & Margaret Arnold, The University of Texas at San Antonio, TX

This session touches on the concept of embodied literacies in a direct manner, encouraging hands-on analysis through multimodal and multiliterate means. We are interested in how poetry and technology are used for the "process of meaning-making as an aesthetic experience" (Blumenfeld-Jones, 2012). Using technological tools such as Prezi, Weebly, and web-based media, participants will deconstruct and transform Billy Collins' poem "Introduction to Poetry" in order to examine their own pedagogical notions of teaching poetry. They will then use both the poetic language and their own reflections to design digital poetry via web-based tools, sharing their creations with one another. We will also share our experience implementing this project in the classroom with pre-service teachers, providing examples as models of instruction.

### Room V/W: "Who are the Mockingbirds?": Artistic Collaboration in a Community Literacy Project (Inspire Strand)

Deborah Van Duinen & Kathryn Schoon Tanis, Hope College, MI

In this participatory session, we will discuss, give examples of, and lead audience members in an art project that was originally part of a community-wide reading program on Harper Lee's *To Kill a Mockingbird*. Using "Who Are The Mockingbirds?", a collaborative art project that involved high-school students, teachers, community members and a professional artist, we will examine how art can be used to help participants embody a piece of literature in performative, hands-on, artistic ways as well as in ways that encourage community participation and action. Audience members will be encouraged to think of similar projects in their own contexts.

# Session Information

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## **Room Q: Kiln Formed Literacies and Other Artistic Adventures: Embodied Literacy Practices Emerging From the Art Studio (Inspire Strand)**

**Csaba Osvath**, The University of South Florida, FL

The artist's studio is a place for transformative processes, where innovation, experimentation, and creativity generate new forms of meaning through artifacts that have the potential to generate change when shared with audiences. Working with artistic mediums (e.g. glass) and engaging in a transformative process regulated by tools and techniques may serve as a depository of ideas and insights that can impact literacy education. Both art-making and embodied literacy share common features and processes. This presentation will demonstrate how a working artist translates lessons learned from the creative process into literacy education.

## **Room R: Technology in Teacher Education (Roundtables):**

### **Multimodal Literacy in the Pre-Service Classroom**

**Elizabeth Murray**, The University of Alabama, AL

This presentation stems from a larger research project on the effectiveness of teaching critical and multimodal literacy strategies to a mixed content area pre-service teaching class. The students came from ELA, Music, Social Science, Math, and Biological Science content areas. The students were exposed to multiple critical and multimodal literacy strategies throughout the semester, and then asked to create a multimodal text sets and critical literacy units. In addition to their individual units, the students worked together in nonfiction book clubs to create cross-content literacy activities.

### **From Pre-Service and In-Service Teachers to Teacher Educators: An Examination of Multimodal Practices Within Discourse Communities**

**Pamela Banks, Marilyn Stephens, & Crystal Kaczor**, The University of Alabama, AL

The study examined multimodal literacies as they apply to pre-service, in-service and teacher educators in their day-to-day practice of teaching 21st Century learners. The overarching research question was, "What differences exist between different Discourse communities in their use of multimodal literacies?" By adopting a culturally relevant pedagogy that leads to a socially just environment for the learners/designers, teachers were observed as they created a shared space where students engaged as active designers and expressed learning through body movements, oral expression, visual displays, and other types of critical literacy.

### **Making the Embodied Practices of Pre-Service Teachers Visible: Video and Initial Teacher Assessment**

**Bing Xiao**, The University of Georgia, GA

As student teachers move through their teacher education programs, they acquire new "techniques of the body" (Mauss) and a new, evolving, "body habitus" (Bourdieu). I use videos filmed in pre-service teachers' placements in Pre-K and lower elementary classrooms as data for microanalysis of student teachers' embodied practices and as video cues for interviewing student teachers and their university teachers and supervisors about their progress. I explore how the video requirement of the EdTPA portfolio for initial teaching certification is impacting notions of teaching and teacher preparation, both positively and negatively, by placing more attention/scrutiny on visible/filmable aspects of teaching.

### **Pre-Service English Teachers Flip the Classroom**

**Amy Piotrowski & Shelbie Witte**, Florida State University, FL

This session will discuss the results of a case study focusing on two preservice English teachers as they learned about the flipped classroom in an English Education course. The presenters will share how participants built their Technological Pedagogical Content Knowledge by learning about different technology tools and using some of these tools to create flipped lessons.



# Session Information

## JoLLE Game Room

**Offered during each breakout session**

**Located in Room F/G**

Welcome to the Game Room. The 2015 JoLLE Conference Game Room is created to represent the ways that we embody and participate in the literacy process structurally and post structurally in a fun and engaging environment. These games are designed to help promote the mutual understanding among participants in the conference. The games help inspire participants' creativity, engage literacy modes of expression, create an atmosphere of enjoyment and transform our views in the field. Enter the Game Room and experience embodiment and participatory collaboration through The Alphabet Game, Jumbo Mad Libs, Jumbo Scrabble, Jumbo Word Search, Magnetic Poetry, Collaborative poems, Painting Journeys, and Word Jumbles. Let's join JoLLE Conference Game and let the games begin.

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

#### **Room B: Engage, Explore, Embody: The Exciting World of Digital Literacy (Create Strand)**

**Brooke Langston-DeMott & Melissa Adams-Budde**, University of North Carolina at Greensboro, NC & West Chester University, PA

Participants in this workshop will have the opportunity to dive into digital literacy! After briefly hearing about findings from research conducted with elementary students at a digital writing camp, workshop leaders will guide participants as they create their own digital products using some of the same online tools students used in the camp. By creating their own Popplets and VoiceThreads, attendees will gain hands on experience that can then be used in their own classrooms. Additional online resources will be explored.

#### **Room C: Developing an English Musical Theater Course for Pre-service Elementary School Teachers (Transform Strand)**

**Yung Suk Jung**, Cheongju National University of Education, The Republic of Korea

The session deals with the development a teaching model for an English musical theater course for pre-service elementary school teachers in Korea and suggests effective teaching procedures and teaching activities. They were designed based on the needs, beliefs and reactions of the pre-service elementary school teachers who took my English musical theater course in the spring semester of 2014. In addition to sharing the ideas that worked, the presentation will include the demonstration of essential techniques for teaching musical theater such as muscle relaxation exercises, breathing, vocalization, teaching pronunciation through songs, readers' theater, director's notes, and voice acting.

#### **Room D: Using arts-based literacies to develop, embody, and transmediate empathy in middle grades ELA classrooms (Engage Strand)**

**James Chisholm, Kathryn Whitmore, Irina McGrath, & Ashley Shelton**, The University of Louisville, KY

This session examines the ways in which middle grades English language arts students engaged in an arts-based approach to studying literature and history. Drawing on sociocultural and multimodal social semiotic theories of learning, we highlight the ways in which students used human and symbolic tools to transmediate their understandings of the play *Diary of Anne Frank*. Data consisted of classroom observations, pre- and post-surveys, field notes, teacher interviews, and an innovative arts-based approach to focus group interviews on photo analysis. Implications for arts-based approaches to literacy learning in a skills-based policy climate will be foregrounded.

# Session Information

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## **Room T/U: Imperfect Tense: Using Poetry To Understand What It Means To Be “Fluent” In A Second Language (Inspire Strand)**

**Melisa Cahnmann-Taylor & LaTasha Price, The University of Georgia, GA**

In this presentation “Imperfect Tense,” JoLLE participants will listen to a selection of ethnographic poems about the non-native and imperfect “body,” based on 9 months of research with American Spanish language learning adults in Oaxaca, Mexico. We will discuss the transformation of the data “corpus” into poetic form. The session will conclude with poetry exercises to inspire participants’ own considerations of what it means to be identified as “fluent,” imperfectly so, in any language, in any body.

## **Room V/W: What’s Your Aura?: Exploring ways Augmented Reality can be used in the Literacy Classroom (Create Strand)**

**Chelsey Bahlmann, Xiaoli Hong, & Ying Cui, The University of Georgia, GA**

In our session, we would like to show the potentials of using augmented reality apps in classrooms by focusing on the app Aurasma as a way to integrate technology purposefully into teaching and learning. We will guide the audience through ways Auras could be used, encourage the audience to experiment with the app and create their own auras. We will end the session by brainstorming classroom ideas with the app and a gallery walk of the auras the audience have created. Please bring apple or android devices to our session, but we will have devices available for people to use.

## **Room Q: Increasing Participation by Engaging Students with Effective Questions while Reading Aloud (Engage Strand)**

**Kristina Rouech, Central Michigan University, MI**

One of the simplest ways to engage students in participatory learning is by asking effective questions. The purpose of this research was to examine the interactions between teaching and students during whole group read-alouds, specifically by examining questions posed to engage students in conversation. By having students engage in conversations about text, teachers can increase student participation in their own learning thereby increasing comprehension of text. Results of current research and recommendations for effective questioning will be shared through an interactive presentation.

## **Room R: Family & Home Literacies (Roundtables):**

### **Participatory Literacy Learning in an African Context: Perspectives from Omaderuku Primary School in Arua District, Uganda**

**Willy Ngaka, Centre for Lifelong Learning, College of Education and External Studies, Makerere University, Uganda**

This rountable presents the experiences of volunteer teacher researchers in a project which sought to document informal literacy practices of pupils and their parents in homes as a way of improving literacy instruction and learning among teachers and pupils and producing local reading materials in a village primary school in North western Uganda. It argues that encouraging teachers, pupils and their parents to interact with texts embedded in homes and bringing them for teaching literacy in class helps pupils learn literacy skills faster and leads to creation of real literacies materials that are useful for Uganda’s mother tongue education policy.

### **Parents as disembodied outcasts in literacy education? Blocked, barred, and battered by discourse**

**Anne W. Anderson, The University of South Florida, FL**

One of the most pervasive myths in American public education today may be that parents are in control of or are partners in their children’s education. An examination of academic literature suggests instead that, at least from educators’ perspectives, parents are tolerated, patronized, ignored, or demonized. After providing a brief review of the historical context surrounding the professionalization of education, I use discourse analysis to examine examples of the amount and the type of language used in reference to parents in three official Web sites and in two different academic publications.



# Session Information

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

### **Room B: Science in Motion: Enhancing Science Literacy with Dance (Create Strand)**

**Nathan Windel**, Deer High School, AR

In our world today, science literacy is an essential skill and is one that can be enhanced through arts integration. In this presentation, participants will learn about the process of integrating the art of dance in teaching science literacy and will take part in a creative process, working in small groups to develop their own creative movement from their analysis of a scientific text.

### **Room C: Pedagogical Possibilities: Literacies, Learning, and the Body (Engage Strand)**

**Christine Mallozzi, Elisabeth Johnson, Stravourla Kontovaourki, Grace Enriquez, Hilary Hughes, Christian Ehret, & Jaye Thiel**, The University of Kentucky, KY; St. Edward's University, TX; University of Cypress, The Republic of Cypress; Lesley University, MA; The University of Georgia, GA; Vanderbilt University, TN; University of Tennessee at Knoxville, TN

This symposium engages audience members in thought, talk, and hopeful action toward pedagogies of literacies as embodied. Research presentations on pre-service teacher images of teachers, an analysis of an afterschool writing program, data from a youth multimedia project, and a study on literacy teacher educator first-person descriptions draw attention to how the body constitutes both a counter-and a hetero-narrative to existing perspectives on researching, teaching, and learning literacy – a direct critique against dominant understandings of literacy that drive policy and practice.

### **Room D: Finding Yourself in a Book: Non-dominant adolescents engage literacy as identity work (Engage Strand)**

**Anthony Johnston**, The University of Saint Joseph, CT

Saddled with limited and limiting self-narratives and trajectories of practice, non-dominant youth benefit from access to practices and alternative identities through engagements with literature. An ethnographic and multi-case study approach was carried out in a small, urban high school in the San Francisco Bay Area. Twenty-two 11th grade students of color engaged in a curriculum designed to engage literature as an examination of the self. This presentation examines the ways that three focal participants used literacy based narratives, both found and produced in the situated activities of the ELA classroom, to provide resources for leveraging identity work that serves to challenge marginalizing discourses of self, consider counter narratives of self, and bolster enduring academic identities.

### **Room T/U: Multimodal explorations: Negotiations of youth's storytelling practices (Engage Strand)**

**Alex Thomas, Christina Salazar Gallardo, Ahram Park, Emily Bailin**, Teacher's College, Columbia University, NY

In this session discussion, four scholar-activists will present their action-research on the ways in which media texts and media-making can help teachers, teacher educators, and scholars better understand the lives of young people. Focused specifically on youth of color, whose forms of knowledge are oftentimes overlooked in traditional classrooms, panelists will share projects that endeavor to create access points for youth to make deeper connections between their individual identities, their communities, and their worlds.

### **Room V/W: From Assistive to Transformative Technology: Using Microsoft PowerPoint to Revolutionize Student Learning (Transform Strand)**

**Michelle Fowler & Tracy Butler**, Clemson University, SC

Microsoft PowerPoint possesses great appeal for students: as recipients, students glean more information from the visualized notes than from lecture alone; as creators, they enjoy using technology to design something original and imaginative. Such high levels of interest and engagement render PowerPoint an optimal learning tool, and the purpose of this presentation will be to elucidate research- and practice-based strategies for converting PowerPoint from a passive, assistive realm to an active, transformative dimension. The presenters will demonstrate, with student examples, how PowerPoint can be transformed from a typical visual aid to a technological tool for projects that engender creativity, critical thinking, and content reinforcement, and it will target both researchers and educators of all content areas and grade levels. The presenters will also facilitate attendee participation as they concoct and share their own transformative PowerPoint project ideas.

# Session Information

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## Room Q: Choreographing the Story: Action Theatre meets Literacy (Create Strand)

Niki Tulk, The New School, NY

Choreographer and teacher Ruth Zaporah pioneered Action Theater improvisation as an ever-pliable combination of sound, physical movement and text. In this accessible form, students discover transformative stories; fluency and risk-taking consistently emerge in student writing. Participants explore simple, effective and fun improvisational structures paired/embedded with writing activities.

## Room R: Supporting Young Adult Literacy (Roundtable):

### Portrayal of Disabled Characters in Young Adult Literature

Tessa Bishop, Tennessee Technological University, TN

There is a dearth of children's and young adult literature that includes disabled characters. Further, in those books that do portray these characters, oftentimes they are defined by their disabilities and thus lack multidimensional qualities that are typically reflected in non-disabled characters. This presentation discusses how characters who are disabled are portrayed in young adult literature and ways that these portrayals affect young adult readers.

## Teaching Multi-Literacy at the High Schools through the Harlem Hellfighters and Dark Room: Transformation for Social Justice

Sonia Sharmin, The University of Georgia, GA

Graphic novels such as *The Harlem Hellfighters* and *Dark Room: A Memoir in Black and White* can help to remove stereotyping among the students in a multicultural classroom. Teachers in the class can help the minority students to write their personal stories through the stories of these books promoting creativity. Students can draw images with dialogues of their stories as well. This rhizomatic approach can be a great way to transform the teaching approaches of the mainstream teachers in promoting social justice and equity in classrooms.

## Embodied Literacy(s) in the Middle School Classroom: Activating Social Justice through Identity

Nicholas Santavicca & Maureen Hall, University of Massachusetts Dartmouth, MA

This presentation will provide a vision for actively pursuing an authentic "vocal identity" through multiple modes of literacy; examples are modeled on the presenters' classroom-based research experiences in a middle school. Presenters will share examples of reading, writing, listening, speaking exercises that bridge literacy practices with identity construction. Utilizing deep reading and embodied literacy in the classroom can help young people to become empowered agents of change through a process that also addresses larger issues of social inequality. New ways of thinking and developing awareness of identity(s) in the classroom will be shared in terms of both theory and practice.

## Saturday, Session 4, 3:30-4:20 p.m.

## Room B: Using Voices to Change Minds: Oral Performance and Poetry in the English Classroom (Create Strand)

Erika Bunpermkoon, Bailey Pittenger, & Alan Brown, Wake Forest University, NC

Poetry instruction often finds teachers deferring to old-fashioned models of literary exploration where identification and classification take precedence. The purpose of this "Create" session is to help teachers consider how reorienting the study of poetry from a visual to an oral medium can cause them to reevaluate their own beliefs about how poetry as an art and poetry as a studied text function in the English classroom. By having students listen, emulate, and create dynamic performances of poetry through music, slam poetry, and other oral performances, students have opportunities to re-examine their beliefs about and reactions to the study of poetry.

## Room C: What I know is book knowledge: ELLs reading multicultural literature books (Transform Strand)

Yang Wang, University of South Carolina, SC

A group of thirty college English language learners in the mainland of China were introduced to authentic multicultural picture books. They read and discussed about the Chinese American and American picture books, selected by the teacher and research, through cultural authenticity lens. In this way, they learned about their culture from the outsiders' perspective and American culture from the insiders' perspective. They embraced global literacy and culture while acquiring English language.



# Session Information

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## Room D: Students' Voices in Digital Storytelling: Effortless, Identity-Based, and Joyful (Engage Strand)

Sarah Turnbull, Georgia State University, GA

This presentation focuses on how digital storytelling is a powerful pedagogical tool in promoting students' positive literate identities. Through interactive discussions and analysis of discourse and artifacts, participants will focus on the 4 A's of digital storytelling: affect, ability, agency, and audience. Participants will first engage with student-created artifacts and then explore how positive literate identities can be further promoted in the classroom. The goal is to offer a glimpse into how a transformative pedagogical tool can shape and cultivate students' voices in remarkable ways.

## Room T/U: Exploring the Potential of Participatory Culture: Social Annotation of Multimodal Texts with Physical and Digital Tools (Create Strand)

Derek Wright & Ryan Rish, Alpharetta H.S, GA; Kennesaw State University, GA

In this participatory Create session, participants will engage in social annotation (analog, digital, and multimodal) of a range of texts using writing and found pictures. Using this experience, the presenters will lead a discussion of the social annotation relating to the promise of reading and making meaning in a participatory culture. The presenters will use these activities to lead participants in the exploration of online social annotations tools (e.g., Genius, Annotation Studio, VideoANT, Thinglink). The session will consider using different tools for different social spaces to support participatory meaning making with a shared text.

## Room V/W: These Heads Are Packed With Stories (Inspire Strand)

David W. Brown Jr., Still Elementary School/Georgia State University, GA

"These Heads Are Packed With Stories" is an ethnodrama that explores the out-of-school writing experiences of elementary age boys. The audience will participate in a reading of the ethnodrama and invited to reflect and discuss their thoughts and feelings.

## Room Q: Remixing and Re-envisioning: Teaching Literature in a Participatory Culture (Engage Strand)

Rikki Roccanti, Florida State University, FL

This session will dialogue with Henry Jenkins and Wyn Kelley's new book *Reading in a Participatory Culture: Remixing Moby-Dick in the English Classroom* by exploring how we can re-envision the practice of teaching literature in light of the emergence of participatory culture and the practice of remixing. In particular, this session will explore how the practice of remixing challenges traditional conceptions of literature as well as the conventional ways we ask our students to respond to literature.

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## Meet with JoLLE Editors

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**Offered during:**

**Saturday, Session 4, 4:30-5:20 p.m.**

**Sunday, Session 2, 11:20-12:10 p.m.**

**Located in Room J**

In this session, you will have the opportunity to meet with some of the 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.

# Session Information

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## **Room R: Technology in the K-12 Classroom (Roundtables):**

### **Get moving with QR codes**

Christine Reilly, Georgia Gwinnett College, GA

We will explore some of the uses of QR codes in the elementary classroom to foster active and engaged learning. Book talks will come alive, works of art will have a voice, and scavenger hunts and interactive notebooks will get students moving. Kinesthetic learners will benefit from this active engagement while using 21st century technology.

### **The power of remixing: Collaborating to transform literacy practices**

Crystal Beach, Donna Alvermann, Joe Johnson, Buford High School, GA; The University of Georgia, GA

A group of researchers discusses how a collaborative, multimodal, online, community transforms the future of literacy practices by moving participants to re-think how they write and create in online spaces, specifically through “remixing.” From discussing Creative Commons to the ethical considerations of remixing, the researchers hope this session will open up the possibilities of what we can all create and share that extends beyond classroom walls, as well as question the human/nonhuman interfaces that are a part of the online realm.

### **K-2 Teachers’ use and perceptions of iPad use in the classroom: A survey of one mid-western state**

Denise Frazier, Purdue University North Central, IN

Technology is not new to the classroom. However, iPads appear to be the most coveted digital device in classrooms today. Twenty-first century technologies, such as the iPad, are changing the way students participate in the world. The purpose of this study was to examine K-2 teachers’ use of iPads during classroom instruction in one mid-western state. It specifically sought to see if, how, and when K-2 teachers were using iPads in their classrooms. In addition, this study analyzed teacher perceptions in regard to the use of iPads in the classroom, and examined demographic data to determine relationships between these variables.

## **Saturday, Session 5, 4:30-5:20 p.m.**

### **Room B: Draw My Life: Using Stick Figure Storytelling to Foster Participatory and Digital Literacies (Create Strand)**

Rebecca Morris, University of North Carolina at Greensboro, NC

Based on the popular “Draw My Life” Youtube videos, this session will guide participants in a drawing and digital storytelling experience applicable for professional reflections and student learning. Garnering millions of Youtube views, Draw My Life videos and related conversations exemplify the participatory content creation that today’s learners seek out and enjoy. Participants will identify and discuss the literacies that these stories require and foster, including technology and storytelling skills and dispositions of self-reflection and metacognition. Attendees will view and discuss sample videos, learn about tools, and create the basics of a story, including concept, storyboard, drawings, and digital compilation.

### **Room C: Debate as critical participatory literacy (Engage Strand)**

Susan Cridland-Hughes, Jacqueline Malloy, & Angela Rogers, Clemson University, SC

This proposal explores the intersection between critical literacy, participatory literacy, and dialogism as a space for exploration of what the authors term critical participatory literacy (Shor, 1992; Fishman et al., 2005; Reznitskya, 2012). Academic debate asks participants to engage in an iterative process between research, presentation of an argument, cross-examination, and response to the ideas of others. This proposal takes as its space of analysis the questions asked by youth engaging in debates on retributive justice, the unionization of college athletes and equitable school funding. In doing so, the authors focus on the movement from factual questions to philosophical engagement with ideas and how such movement can inform our understanding of adolescent participatory literacy.



# Session Information

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## **Room D: We are the Canvas: Making Connections to Literature through Tableau (Transform Strand)**

**Katy Buehrer & Kenya Windel**, Hackett High School, AR, ARTeacher Fellowship; Deer High School, AR, ARTeacher Fellowship

Guiding students in making connections to reading is one of the most important yet most challenging tasks for English teachers. In this session, we will describe how the arts integrated strategy of tableau has transformed our teaching practices and transformed the ways in which students develop personal connections with class texts. More specifically, we will describe our successes with two specific adaptations we have used called Living Comics and Living Paintings.

## **Room T/U: Lights, Camera, Action: Participatory Culture, Embodied Learning, and Media Literacy through Filmmaking (Inspire Strand)**

**Allison Papke, Brian Flores, & Nathan Wolkenhauer**, University of South Florida, FL, University of South Florida, FL, & Learning Gate Community School, FL

Each summer, through a digital filmmaking summer camp, we engage students in a participatory culture as they partake in an embodied learning experience that fosters new media literacy skills. We would like to inspire classroom teachers to embed these practices in their own classroom teaching by offering students the opportunity to work collaboratively to create films.

## **Room V/W: Exploring Embodied Literacies through Aesthetic Material Biographies (Create Strand)**

**Jaye Johnson Thiel & Brooke Hofsess**, The University of Tennessee at Knoxville, TN & Appalachian State, NC

In this interactive session, the presenters will share the exploration of using aesthetic experiential play to think about the embodied practices of the social self. Participants will explore and engage in visual and verbal creative processes designed to evoke memories, sensations, and stories through material/object encounters.

## **Room Q: The Role of the Body As We Talk in Online Games (Engage Strand)**

**Patrick Tiedemann**, Georgia Gwinnett College, GA

This session explores the role of the body in the new literacies of virtual worlds. Using Rosenblatt's transactional theory of writing and reading we will analyze what is new in virtually embodied communication within Massively Multiplayer Online Games. Participants are encouraged to bring laptops and pads so we can log into an online game to do some ethnographic study of our own.

## **Room R: Building Reading Comprehension (Roundtables):**

### **An analysis of a teacher created phonics program in 2 rural midwestern schools**

**Amy Mullins**, Bluffton University, OH

This presentation will examine an innovative teacher created phonics program that engages students through the use of multiple modalities such as bodily kinesthetic, graphic representations and chants. Participants will experience the dimensions of the program as the presenter provides an analysis of the teacher created program compared to a more popular basal program.

### **Improving expository text comprehension through fluency oriented reading instruction and genre-specific instruction**

**Matthew Westmoreland, Paula Schwanenflugel, Megan Brock, Nicole McCluney, and Justin Dooly**, The University of Georgia, GA

This presentation highlights the transformation of years of research into a unique after school program, Physical Activity Learning Program (PAL Program). Specifically, the reading enrichment portion of the program that is designed to give 2nd through 5th graders the tools they need to fluently read and comprehend expository passage in accordance with the Common Core Standards. Depending on grade level, children participate in one of two groups (2nd and 3rd graders, N=15; and 4th and 5th graders, N=15) so the students can read grade-level passages and receive grade-level instruction. The results from first-semester reading comprehension benchmarking are discussed.

# Session Information

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## Transformational reading comprehension strategies: Bridging paper to online assessments

Brandi Fletcher-Daniels, Laureen Adams-Lateef, SBE-School of Arts and Enterprise, GA

This session is designed to show educators how to scaffold paper and pencil reading comprehension strategies to online reading comprehension. Through transformational reading comprehension strategies, the presenter offers a viable practice for educators who work with students who may or may not have regular access to technology and/or are not yet computer literate.

## Other' in the black belt of Alabama: Race & Identity among developmental readers

Esther Taj-Clark, Tennessee Technological University, TN

Student attrition plagues an urban community college in the South East United States. This study's purpose was to examine how a shift in student identity can affect retention. The mentor text, *Darkroom: A Memoir in Black and White* by Lila Weaver, was used in four discussions examining issues of racism, intersectionality, interest convergence, and white supremacy. Each discussion was audio taped for analysis. The 18 developmental readers were given an identity survey prior to and at the study's culmination. Participants were expected to gain greater self-identification, helping them progress towards graduation.

## Sunday, Session 6, 10:00-10:50 a.m.

### Room B: Understanding Poetry: Multimodalities in Action (Create Strand)

Allison Upshaw, Classroom OPERAtunities, GA

Poetry in Motion! In this workshop, we'll explore poetic meaning through drama and movement. Participants will work in large and small groups as we make meaning for ourselves. We'll script (who's speaking) and score (what are their actions) each piece before learning some drama basics that will help us act out the poems as small theater pieces. Later, we'll use movement as a way to provide insight into less concrete ways of understanding poetic expressions. Participants should be prepared to be active and dress comfortably for movement.

### Room C: Creative and Progressive Storytelling/Telephone Game—Moving from Storytelling to Poetry to Song (Create Strand)

Maureen Hall & Catherine Hoyser, University of Massachusetts Dartmouth, MA & University of St. Joseph, CT

This panel will engage participants in a game of creative telephone that will result in stories, poems, and songs. Based on our own experience as creative writers, we will share the process that results in surprise after surprise as the creative process evolves from one genre to another. It teaches close listening, imagination, and creative production that our students as well as ourselves can use for self-expression and communication with others.

### Room D: An Affective Wandering through Poststructural Engagements with Literacy Research (Engage Strand)

Christian Ehret, Kevin Leander, Ty Hollett, Ben Shapiro, Britnie Kane, Caitlin Eley, Dan Reynolds, Isaac Nichols, Laura Piestrzynski, and Mary Miller, Vanderbilt University, TN

In this session, we will "Engage" participants in a walk through our research group's recent poststructural engagements with literacy research. We will begin with a fifteen-minute overview from the group leaders, in which we will discuss our approaches as a group to the conference theme of embodied literacies, and the ways in which we have attempted to engage this "field" through embodied experiences as well as through academic study. We will frame the remainder of the session as a set of round tables that will take up methodological and theoretical problems of "gathering" and "expressing" human life (our lives and those of others) as we are engaged in literacy learning. Two of the roundtables will wander through problems and issues of "data collection" (gathering), while two will wander through problems and possibilities of representation.

# Session Information

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## Room T/U: Infusing art into curriculum through digital storytelling as embodied literacy practices (Transform Strand)

Tuba Angay-Crowder, Georgia State University, GA

In this presentation, drawing upon the four components of a critical pedagogy (i.e., situated practice, overt instruction, critical framing, and transformative practice) (New London Group, 1996), I will demonstrate how K-12 teachers can incorporate art as embodied literacy practices into a multimodally-oriented curriculum. Through a digital storytelling project, teachers will engage in interactive strategies that use art with an aim of transforming literacy perspectives and fostering transnational understanding among K-12 students.

## Room V/W: Livescribe Smartpens and Middle School Literature Instruction (Engage Strand)

Shelbie Witte & Amy Piotrowski, Florida State University, FL

This session will share how a middle school teacher, a student teacher, and teacher educators partnered to bring Livescribe smartpens into the classroom. Sixth grade Language Arts students used Livescribe smartpens to record group discussions of the novel *Drums, Girls, and Dangerous Pie*. These recorded discussions encouraged student collaboration and served as an authentic means of assessment.

## Room Q: Multimodal Identity Work to Foster Participatory Literacies (Inspire Strand)

Emily Bailin & Jennifer Ammenti, Teachers College, Columbia University, NY

Two teacher educators will engage participants in a discussion and hands-on exploration of how we understand our identities and how we read identities onto the bodies of others. Drawing from their own identity work, the facilitators will share their mixed-media narratives and then invite participants to reflect on their own storied lives and consider the possibilities of multimodal storytelling as a participatory literacy practice. Participants will create mixed-media pieces exploring their identities. They will then create a collective mosaic to discuss the meaning of participatory literacies. In closing, the group will discuss how this process can inform their work as educators.

## Room R: What Teachers Bring to the Classroom (Roundtables):

### Teaching in a Time of Cancer: Analyzing Embodied Experiences

David W. Brown Jr. & Alisha White, Georgia State University, GA; Western Illinois University, IL & Georgia State University, GA

This study investigated why a teacher's experiences with a cancer diagnosis mattered to teaching. We examined embodied experiences during a year of recovery, framing her experiences as involving body, mind, and emotions. These experiences, combined with relationships with students, were tied to the teacher's self-evaluation of quality in her teaching.

### Capturing Dialogue and Editing Power: (Co)constructing cultural narratives through digital storytelling

Brian Flores & Allison Papke, The University of South Florida, FL

Digital storytelling gives educators an outlet to advocate for social awareness, social change, and social justice. In this session, participants will see two digital stories created with a social justice lens and discuss the social and political power exercised during the creation process.

### Content Area Teachers' Views of Literacy and Effects on Instruction

Mackenzie Johnson, Florida State University, FL

We know that teachers' beliefs directly affects their instruction. This study seeks to understand how content area teachers understand literacy in respect to their subject area and how this understanding is shown in their instruction. Since literacy is expanding in the 21st century, so are the ways teachers of all content areas include knowledge acquisition in the classroom. Results from this study show that teachers rely heavily on their pre-service teaching training, which hold closely to traditional views of literacy and learning. The findings from this study could be used to develop professional development and teacher-prep programs that assist pre-service and in-service teachers' understanding the complexities of literacies and how it could be used in their content area to empower students as active participants within a discipline.

# Session Information

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## Sunday, Session 7, 11:20-12:10 p.m.

### Room B: A second look: Using visual and other modes to re-present findings on the body and literacy (Inspire Strand)

Christine Mallozzi, Elisabeth Johnson, Stavroula Kontovourki, and Grace Enriquez, The University of Kentucky, KY; St. Edward's University, TX; University of Cyprus, The Republic of Cyprus; Lesley University, MA

Using a combination of visual media and other modes, findings from a multi-authored book project will be presented in ways that loosen and expand what can be understood from a highly lingual representation of the body (e.g. a print book on embodiment and literacy). Participants will be encouraged to share their experiences as they view a video and photo mini-show inspired by research on embodiment and literacy.

### Room C: Blocked at the Threshold: Three Stories of Identity and Participatory Education (Create Strand)

Anne Anderson, Margaret Branscombe, & Tara Nkrumah, University of South Florida, FL

Three autoethnographic narratives explore the trials of facing obstacles blocking particular doorways, through which the authors had to pass in order to fully and creatively participate in various areas of education and culture. While an eventual and embodied 'crossing of the threshold' occurred for each presenter, each crossing involved an internal rethinking of an external factor or factors. In recognition of the blockages we all experience, presenters and participants will co-create and share artifacts representing their own current obstacles, that once shared, can be discussed/examined as obstacles to be rethought and overcome.

### Room D: What does it mean to teach "here"?: Examining Place and Space in Literacy Research (Engage Strand)

Lindy Johnson, Ryan Rish, Julie Warner, Heather Pleasants, & Damiana Pyles, The College of William & Mary, VA; Kennesaw State University, GA; Georgia Southern University, GA; University of Alabama, AL; Appalachian State University, NC

In this engage session, the presenters will lead participants in a discussion about how space and place are conceptualized and taken up in literacy research. Participants will be asked to consider how place matters to their teaching and to their students' learning. The presenters will then share literacy research vignettes, in which conceptualizations of place and space were or were not taken up in their analysis. Each vignette will be followed by a round of discussion in which participants consider how local places and relevant social spaces are accounted for and represented in the research.

### Room T/U: The Magic of Indian Folklore in Transformational Learning, Global Collaboration and Participatory Culture (Transform Strand)

Nandita Gurjar, University of Central Florida, FL

Amar Chitra Katha- the graphic Indian novels based on Indian Folklore are great transformational learning tools that can lead to deeper understanding of cross-curricular areas of STEAM (Science, Technology, Engineering, Art and Math) and global collaboration by incorporating visual literacy, New Literacies brought on by new internet electronic technologies, and digital writing. The potential of Indian Folklore as a transformational tool of learning in the context of new literacies will be examined with ideas for curricular planning and implementation at the elementary school level.

### Room V/W: Body Language: Engaging with the Meaning Making Resources within the Body (Engage Strand)

Rachel Meads-Jardine, University of Utah, UT

This presentation will explore how research around Post Traumatic Stress Disorder and theories of third space, might help us unravel how bodily memory and felt sensations affect our navigation of an environment and influence our ability to utilize language. Through re-imagining the meaning making resources that comprise language to include felt sensation, emotion and bodily memory, we may be able to create space to engage with the meaning the body is making, rather than see the body as a canvas upon which meaning is laid. We will use yoga nidra to explore the meaning held within our own bodies.



# Session Information

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## **Room Q: Our Borderlands: Mapping Our Journeys, Telling our Stories (Create Strand)**

Alexandra Santos Thomas & Annaliza Thomas, Teachers College, Columbia University, NY; Literacy Forsyth, GA

This session will engage participants in a “map murals” project, in which they use actual maps and collage materials to explore the physical and metaphysical spaces that they have occupied in their lives. Through this mapping project, participants will learn new ways to engage youth, pre- or in-service teachers, or research participants in a reflective activity. After discussing the process, the participants will create their own maps to take home and do a gallery walk. Finally, participants will discuss how this process can be used to engage the literacies of both youth and adults across contexts.

## **Room R: Writing/Working with Words (Roundtable):**

### **Liberation through concrete poetry: Radical experimentation, rule breaking, and nonconformity**

Csaba Osvath, The University of South Florida, FL

The utilization of concrete or visual poetry in the classroom offers a versatile medium to engage with the aesthetics of writing, offering a unique space for improvisation and for a playful experimentation with semiotics, letters, and other visual elements that emerge from the writing process. Concrete poetry invites both the readers/audience and authors of concrete poetry to break with the conventional uses or the established norms of the writing process in order to create new meaning and to articulate this meaning through a conscious interaction with a multidimensional/multimodal text.

### **Creating equitable, engaging, research-based professional learning communities to improve writing instruction**

Patrick Hales, University of North Carolina at Greensboro, NC

In response to rising teacher disengagement with the process of professional learning, a small, rural, innovative high school in partnership with a university researcher collaborated to improve the school culture of writing instruction. What resulted was a model for professional learning drawing upon participatory action research which had a reportedly profound effect on the participants practice with writing. This session attempts to share and engage with the experiences of this group as well as inspire practitioners to improve their own communities of practice and learning.

### **SHIFT: An innovative interdisciplinary freshman program**

Niki Tulk, The New School, NY

Using design, literature and writing, we forged an interdisciplinary curriculum—writing-as-making—to empower learners from varied cultural and linguistic backgrounds. Freshmen ESL students explored New York City and responded with deeply personal and political interventions in chosen sites. The effect for them, and me, has been life-changing.

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# Conference Notes





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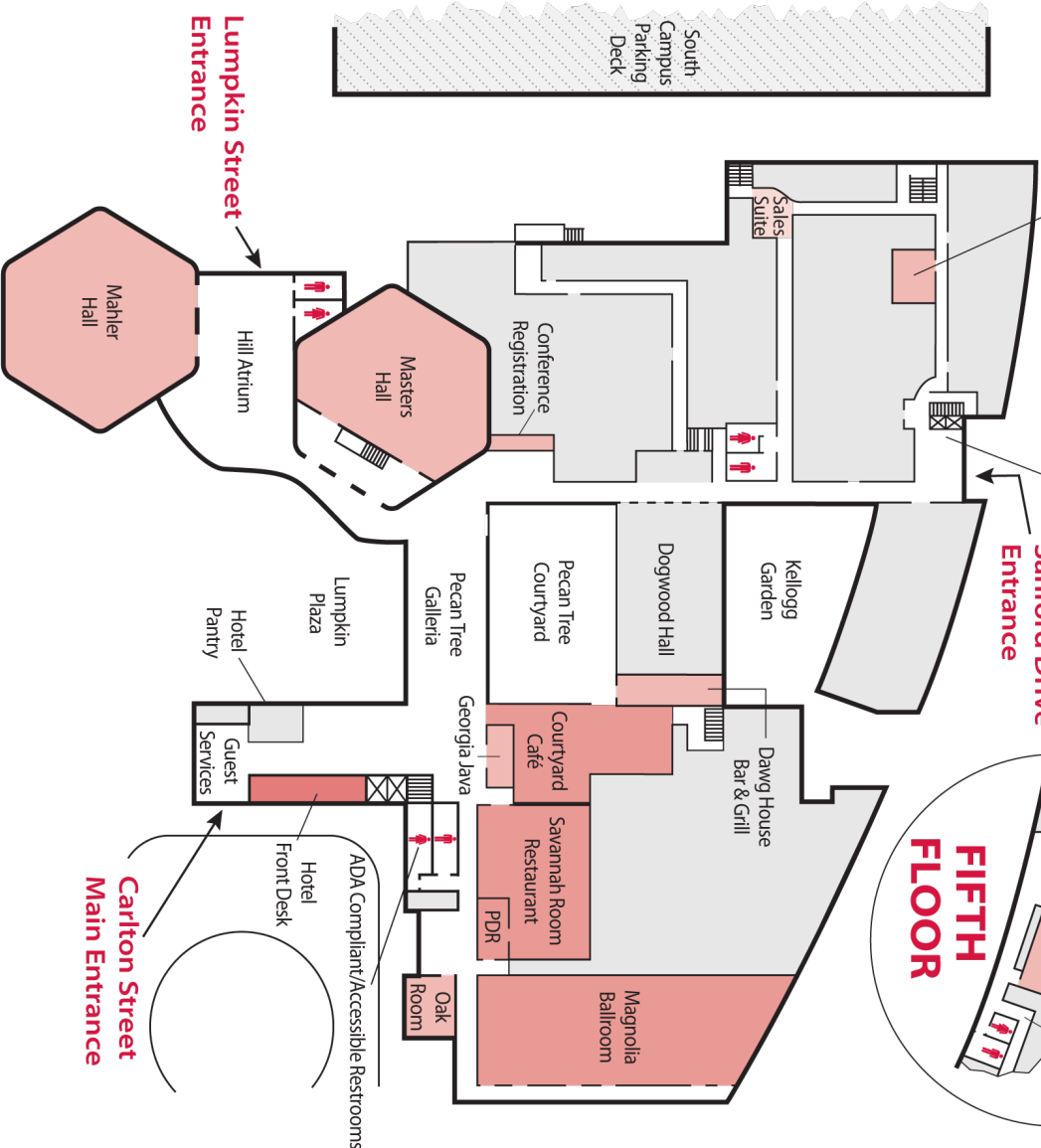
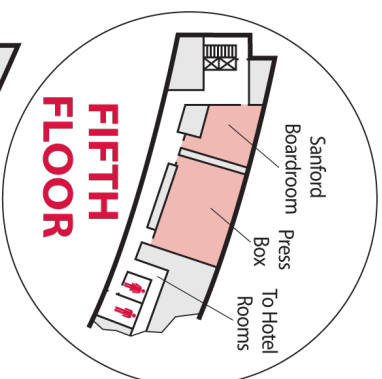
AT THE GEORGIA CENTER

## FIRST FLOOR

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

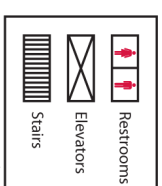
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Sanford Drive Entrance



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



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