



College of Education
UNIVERSITY OF GEORGIA

JOLLE@UGA 2018 WINTER CONFERENCE

FEBRUARY 2-4, 2018 | UGA HOTEL AND CONFERENCE CENTER, ATHENS, GA



CONFERENCE AGENDA

FRIDAY, FEBRUARY 2

6-9 p.m. Opening Reception and Social Event The Rook and Pawn

SATURDAY, FEBRUARY 3

8-9 a.m. Registration Pecan Tree Galleria

9-9:20 a.m. Opening Plenary Session
Welcome and Introduction Masters Hall
S.R. Toliver, JoLLE Co-Conference Chair
T. Hunter Strickland, JoLLE Co-Conference Chair

9:30-10:20 a.m. Breakout Session 1 Second Floor Breakout Rooms

10:30-10:50 a.m. Refreshment Break Kellogg Concourse

10:55-11:45 a.m. Breakout Session 2 and Round Tables Second Floor Breakout Rooms

Noon-1 p.m. **Lunch** Magnolia Ballroom
*A ticket is provided in the registration packet.
Please bring this with you to enter.*

SATURDAY, FEBRUARY 3 (cont.)

1:10-2:10 p.m. **Keynote Speaker: Ebony Elizabeth Thomas** Masters Hall

“The Dark Fantastic: Race and the Imagination in Youth Literature, Media, and Culture”

A sense of the infinite possibilities inherent in fairy tales, fantasy, science fiction, comics, and graphic novels draws children, teens, and adults from all backgrounds to speculative fiction—also known as the fantastic. However, when people of color seek passageways into the fantastic, we often discover that the doors are barred. “The Dark Fantastic: Race and the Imagination in Youth Literature, Media, and Culture” (forthcoming, New York University Press) argues that the presence of Black characters in speculative fiction creates a dilemma. The way that this dilemma is most often resolved is by enacting violence against the character, who then haunts the narrative. This is what readers of the fantastic expect, for it mirrors the spectacle of symbolic violence against dark-skinned people in our own world. Yet, through emancipated imaginations, endarkened and made whole, the literary landscape for our young people can indeed be made anew—and turned upside down.

2:20-3:10 p.m. Breakout Session 3 Second Floor Breakout Rooms

3:10-3:20 p.m. Refreshment Break Kellogg Concourse

3:25-4:15 p.m. Breakout Session 4 Second Floor Breakout Rooms

4:15-5 p.m. **Featured Presentation: Eurydice Stanley, Elizabeth Eckford, and Grace Stanley** Masters Hall

Reframing Anti-Bullying Education: Leveraging History and Prose to Increase Student Awareness and Resilience

Elizabeth Eckford, an original member of the Little Rock Nine, shares insights from desegregating Central High in 1957. This workshop creates synergy between anti-bullying education, history, and literature by leveraging lessons from her traumatic experiences at Central High, showcasing the power of allies in her young adult autobiographical book, “The Worst First Day: Desegregating Central High School.” The book utilizes informative prose, engaging graphic artwork, and award-winning photography to increase youth perspective, awareness, and resilience.

CONFERENCE AGENDA

SUNDAY, FEBRUARY 4

8-9 a.m.	Registration	Kellogg Concourse
9:15-10:05 a.m.	Breakout Session 5	Second Floor Breakout Rooms
10:15-11:05 a.m.	Breakout Session 6	Second Floor Breakout Rooms
11:05-11:25 a.m.	Refreshment Break	Kellogg Concourse
11:30-12:30 p.m.	Keynote Speaker: Donalyn Miller Invest in Children's Reading Lives All Year The institutional emphasis on standardized testing places students' reading test scores in front of children's reading lives. Extensive research proves that children with positive reading identities and the opportunity to read independently at school and home achieve at higher levels on reading tests. In this presentation, Donalyn Miller describes the factors that engage children with reading both at school and home—ensuring both their academic success and their lifelong reading habits.	Masters Hall
12:30-12:45 p.m.	Closing Remarks S.R. Toliver, JoLLE Co-Conference Chair T. Hunter Strickland, JoLLE Co-Conference Chair	Masters Hall

SESSION 1

SATURDAY, 9:30-10:20 A.M.

TRANSLANGUAGING AS A PROMISING APPROACH TO LITERACY EDUCATION IN THE 21ST CENTURY

Xiaodi Zhou (Georgia Southwestern State University)

Danling Fu (University of Florida)

Teresa Wang (Henry County School Board)

Keywords: Translanguaging, Plurilingualism, English Learners

Primary Audience: E, M, H

Translanguaging as a literacy practice can facilitate the writing development of non-native English speakers in our classrooms. They can use their diverse repertoire of languages to interact with the English curriculum. We contrast this pedagogical approach with monolingual, English-only contexts. Not only are diverse languages honored and used as scaffolds for English learning, but other perspectives are validated. We introduce the concept of plurilingualism as alternative to simple bilingualism or multilingualism to describe the situation.

Room B

SUPPORTING STUDENT TEACHERS IN THE AGE OF TRUMP

Cody Miller (University of Florida)

Jen Cheveallier (University of Florida)

Emma Light (University of Florida)

Keywords: English Education, Social Justice Pedagogy, Donald Trump, Election 2016

Primary Audience: M, H, C

The campaign of Donald Trump resulted in a rise of hate speech across American K-12 schools. This rise has been dubbed the “Trump Effect” by the Southern Poverty Law Center. Enacting social justice English pedagogy has never been more necessary or more difficult. Teacher candidates feel this pressure. This presentation will feature mentor teachers and teacher candidates discussing how they collaborated to prepare teacher candidates for social justice teaching during the age of Trump.

Room F/G

(RE)MAKING THE ROAD BY TWEETING: INVESTIGATING THE PUBLIC INTELLECTUAL PRACTICES OF YOUNG ADULT LITERATURE AUTHORS AND THEIR READERS

Nora Peterman (University of Missouri, Kansas City)

Connor Warner (University of Missouri, Kansas City)

Keywords: Young Adult Literature, Digital Literacies, Multiliteracies, Cultural Studies

Primary Audience: M, H

This paper examines the digital literacy practices of four well-known authors of young adult literature. Drawing from methods of grounded theory and critical content analysis, we describe, analyze, and compare authors’ contributions and interactions on Twitter, theorizing their work as a participatory practice in which they are positioned as public intellectuals. We consider the ethical and political implications of authors’ interactions with youth and offer recommendations for literacy educators integrating these texts into their classrooms.

Room J

BEING AND BECOMING: A YOUNG-ADULT EMERGENT BILINGUAL’S VOICE AND IDENTITY EXPLORATION THROUGH MULTIMODAL READING AND WRITING

Tairan Qiu (University of Georgia)

Xiaochen Du (University of Florida)

Keywords: Identity, Voice, Agency, Multimodal Reading and Writing, Emergent Bilinguals, Language and Literacy Education, Content-Area Education

Primary Audience: H

This interactive presentation will focus on findings of a part of a narrative study with Jay, a newcomer to an American high school from China. By sharing his engagement with reading and writing tasks across various modes and genres, we aim to provide audiences with options of re-framing pedagogy that can benefit emergent bilingual students’ subject matter learning, language and literacy development, voice expression, and identity construction.

Room T/U

Key for Primary Audience: E Elementary M Middle School H High School C College/Adult

SESSION 1 (cont.)



'YOU START WHERE YOU ARE': REFRAMING LITERACY PEDAGOGICAL PRACTICES FOR GLOBAL COMPETENCIES IN A STUDY ABROAD CONTEXT

Sherridon Sweeney (University of South Florida)

Danielle Dennis (University of South Florida)

Stephanie Branson (University of South Florida)

Allison Papke (University of South Florida)

Megan Jones (University of South Florida)

Keywords: Global Competencies, Literacy Teacher Education, Study Abroad

Primary Audience: C

This session shares findings from a study of preservice teachers' experiences in a clinical study abroad placement to re-frame pedagogical practices in the literacy classroom through the lens of the English Language Arts Global Competencies Matrix. Using a range of texts, including children's literature, current event artifacts, videos, and social media sites, participants will have the opportunity to apply the matrix.

Room V/W

RAISING CRITICAL CONSCIOUSNESS THROUGH CLASSROOM DIALOGUE: EXPLORING DISCUSSIONS OF RACE IN A SECONDARY ENGLISH CLASSROOM

Charity Gordon (Georgia State University)

Thais Council (Georgia State University)

Keywords: Dialogic Teaching, Critical Literacy, School-to-Prison Pipeline, Critical Discourse Analysis

Primary Audience: H

During this session, we will present findings from an ethnographic case study in which we explored dialogic teaching in an urban high school English classroom. We will share tools from critical discourse analysis to examine critical conversations during our study and then invite participants to discuss critical dialogue in the classroom. Our aim is to advocate for more inclusive and powerful ways of teaching culturally and linguistically diverse students across disciplines and contexts.

Room Q

SESSION 2

SATURDAY, 10:55-11:45 A.M.

MAKING LANGUAGE LEARNING (FUN)CTIONAL: INTRODUCING COMPREHENSIBLE INPUT STRATEGIES IN THE LANGUAGE CLASSROOM

Rhia Moreno-Kilpatrick (University of Georgia)

Melisa Cahnmann-Taylor (University of Georgia)

Philip Ian (University of Georgia)

Keywords: World Languages, ESOL, Comprehensible Input, TPRS

Primary Audience: E, M, H, C

Do you feel you “missed” the opportunity to learn a second language? Do you wonder if you were a “bad” student or had a “bad” teacher? This session focuses on a new approach to L2 learning. Traditional methods—grammar drills, memorized vocabulary lists—give way to communicative and comprehensible practices that make language learning fun and functional. Participants will learn strategies for implementation and will experience comprehensible input methods first hand.

Room B

BEYOND INCLUSION: THE RAINBOW OF MASCULINITIES IN PICTUREBOOKS

Brandon Epstein (Cours de Civilisation Française de la Sorbonne)

Keywords: Picturebooks, Gayness, Male, Gender, Heteronormativity, Culturally Relevant Pedagogy, Culturally Sustaining Pedagogy, Masculinities, Queer, LGBT

Primary Audience: E, M, H, C

Who is the envisioned male protagonist? He looks like some boys, but can no longer represent all boys. We must consider alternatives to heteronormative gender and sexuality by showing instead a multiplicity of maleness, masculinity, and queerness. The rainbow of masculinities allows boys options of looking, talking, walking, and thinking through a gradient. This nods to a culturally sustaining and relevant pedagogy inclusive of non-heteronormative boys who must find themselves more explicitly in curricula.

Room F/G

TEXTMAPPING: A NONTRADITIONAL METHOD PROMOTING LITERACY INNOVATION

Lesley Noel (University of South Florida)

Brian Flores (University of South Florida)

Jenner Barreto (University of South Florida)

Karyn Zalman (University of South Florida)

Keywords: Textmapping, Reading Comprehension, Culturally Relevant Text, Digital Literacy, Differentiated Instruction, Identity, Agency

Primary Audience: E

Textmapping is an explicit graphic organizer method used to improve reading comprehension, explain text organization, model strategic reading, create a model for writing, encourage active reading, provide a platform for learning centered collaboration, and accommodate all learning styles including students with learning disabilities. This method offers the opportunity to include culturally relevant texts in the classroom, address identity and agency, and incorporate digital literacy in the classroom.

Room J

REWRITING OUR WORLD: FORGING FEARLESS, CULTURALLY RELEVANT, YOUTH-LED LITERACY INSTRUCTION

Keith Miller (Deep Center)

Trelani Michelle (Deep Center)

Ndey Niang (Deep Center)

Chris Mattson (Deep Center)

Keywords: Youth-Centered, Participatory Action Research, Community, Social Justice, Ethnography, Advocacy

Primary Audience: H, C

What does the future classroom look like? Is it in a school? Are teachers at the front of the classroom, students passively waiting? Or has the role of “educator” been remixed by the philosophy of “co”—co-creator and co-researcher? In our after-school program for public high-school students, youth and educators co-construct spaces that use culturally relevant teaching and a caring pedagogy to re-imagining literacy instruction, engagement, and community impact through multi-modal creative play and ethnography.

Room T/U

SESSION 2 (cont.)

EXPLORING #BLACKLIVESMATTER AND SOCIOPOLITICAL RELATIONSHIPS THROUGH KINSHIP WRITING

Gholneshar Muhammad (Georgia State University)

Glenda Mason Chisholm (Georgia State University)

Francheska Starks (Georgia State University)

Keywords: Kinship Writing, Protest Poetry, Social Justice

Primary Audience: M, H

This empirical study moves beyond examining mere writing activities to a historically responsive approach to engage youth in literacy practice. Through Black Youth Write!, a summer literacy program for middle and high school students, participants engaged in kinship writing and reflection. Research findings have implications for advancing teacher practices in English classrooms, teacher education, and what we acknowledge as worthwhile for pedagogy.

Room V/W

SCIENCE AND READING IN SYNCH: PRESERVICE ELEMENTARY TEACHERS DESIGN INTEGRATED SCIENCE/ READING LESSONS HIGHLIGHTING SIMILAR COGNITIVE PROCESSES

Carolyn Wallace (Kennesaw State University)

Debra Coffey (Kennesaw State University)

Keywords: Elementary Reading, Innovation, Science Integration

Primary Audience: E, C

This presentation highlights research on the ways elementary preservice teachers designed integrated science and reading lessons for diverse students in grades 1-5 in small group or tutorial settings. The candidates were provided with a lesson plan template intended to scaffold lesson design around a similar scientific and reading thinking skill, for example, prediction or inference. Results indicated that the candidates evoked additional reading strategies to leverage children's reading and science thinking for greater comprehension.

Room Q



ROUNDTABLE 1: ROOM R

ROUND 1

MONOLINGUAL LITERACY PRACTICES IN A BILINGUAL AFTER-SCHOOL PROGRAM: DISCONNECTEDNESS, LANGUAGE IDEOLOGY, AND LANGUAGE POLICY

Stephanie Abraham (Rowan University)

Keywords: Literacy, Biliteracy, Bilingualism

Primary Audience: E, M

This paper analyzes the language and literacy pedagogies and practices of teachers and bilingual, Latino children at a free, bilingual, after-school writing center in Philadelphia. Using a combination of qualitative inquiries, including educational ethnography, critical discourse analysis, and participatory action research, I am investigating how bilingual children used their linguistic repertoires at an out of school/after school, learning space.

VOICES, IDENTITIES, AND INSTITUTIONAL PRACTICES: A FRESH PERSPECTIVE

Majed Alharbi (University of New Mexico)

Dania Ammar (University of New Mexico)

Keywords: Voice, Identity, Policy

Primary Audience: E, M, H

This paper examines the voices of multilingual students as they resist and/or perpetuate educational and socio-political practices in their home country or in the U.S. when writing in their L2. This study is, thus, key for reforming the educational language policies and socio-political situations that shape these voices. Findings of this study reflect how institutionalized powers, ideologies, and practices are vital factors, which have significant effects on L2 writers' voices.

ROUND 2

EDUCATORS SHOULD ATTEND TO THE 3 R'S: RACE, READING AND RESILIENCE

Natasha Swann (University of South Florida)

Keywords: Reading, Resilience, Race, Black Youth

Primary Audience: M, H

The magnitude of empirical research of black youth reading achievement provided themes of a deficit stance, despite socially and academically constructed borders that might have hindered such achievement. A call for additional research to examine the attitudes and beliefs of black youths must be explored. Many black youth are resilient and successful. Looking through the theoretical lens of critical literacy, self-deterministic, and resilient theories, I examine how educators might attend to race, resilience, and reading.

LANGUAGE AS A MIRROR: LINGUISTIC ANALYSIS OF FIVE PICTURE BOOKS THAT USE AFRICAN-AMERICAN LANGUAGE

Josh Hill (University of South Carolina)

Keywords: African American Language, Children's Books, Linguistics, Diversity

Primary Audience: E

This presentation examines five picture books to examine elements of African American Language usage within these texts. Following the ideas of Rudine Sims Bishop, the ability for language to reflect a specific speech community allows for young students to see themselves in these texts. This ability to see themselves in texts is important for students who do not see their own lives and language in books that they read or others read to them.

SESSION 3

SATURDAY, 2:20-3:10 P.M.

LEARNING FOR ENGLISH LEARNERS: STRENGTHENING LITERACY AND LANGUAGE THROUGH BILINGUAL TEXTS

Amanda Giles (University of Alabama)

Keywords: English Learners, Collaboration Between Content and EL Teachers, Common Core Standards, Bilingual Texts

Primary Audience: M

English learners (ELs) must develop language and literacy in secondary schools. Using Engeström's (2001) Cultural Historical Activity Theory, this collaborative study involved the creation and teaching of two lessons designed to meet the Common Core standards. An outgrowth of this collaboration produced two lesson plans that emphasized the use of bilingual texts to promote ELs' literacy and language learning in a seventh-grade language arts classroom, which will be the focus of this presentation.

Room B

ALL LINES LEAD TO WHITENESS: A CRITICAL AUTOETHNOGRAPHY ON THE COLOR AND LANGUAGE LINES IN HIGHER EDUCATION

Danielle Walker (University of Colorado, Denver)

Junior Reina (University of Colorado, Denver)

Keywords: Culture, Identity, White Supremacy, Whiteness

Primary Audience: M, H, C

The purpose of this presentation is to examine how societal expectations in the U.S. are placed on language leading towards the normalization and absorption of whiteness standards through the hegemony of English. We are responding to the question of what does the future of language and identity look like in urban educational systems where students' first language is other than English. We will address how currently language and identity are ascribed under whiteness.

Room F/G

BLACK GIRL IN OM: A VIRTUAL ETHNOGRAPHY OF BLACK WOMEN'S SELF CARE PRACTICES IN DIGITAL SPACES

Autumn Griffin (University of Maryland, College Park)

Melanie Kirkwood (University of Illinois, Urbana Champaign)

Keywords: Digital Literacy, Community Literacy, Innovative Teaching, Black Women's Literacies

Primary Audience: M, H, C

In an increasingly digital era, people are actively community building in remote, yet meaningful ways. We discuss the formation and development of digital communities of Black women, focusing on the ways they utilize critical literacy to engage in radical and collective acts of self-care. We consider implications for how digital practices can assist researchers and practitioners in (re)imagining pedagogical practices for educators of young, Black girls specifically, and for students facing challenging circumstances more broadly.

Room J

REIMAGINING LITERACY METHODS THROUGH PLAYFUL PRACTICE

Lindy Johnson (William & Mary)

Grace Kim (University of Texas, Austin)

Keywords: Literacy Methods, Teacher Education, Innovative Methods, Play

Primary Audience: M, H, C

Come play "Connect-a-text!" In this session, we share a playful practice that we designed and prototyped for English education preservice teachers. Using game-like elements, our playful practice asks preservice teachers to draw on student interests for designing curriculum. After an introduction to playful practice, participants will create their own playful practice to use with their students as a way to re-imagine literacy instruction.

Room T/U

SESSION 3 (cont.)

MAPPING OUR MOVES: HOW TWO TEACHER EDUCATORS LEARN TO TAP DANCE AROUND AND THROUGH EDUCATIONAL POLICY

Meghan Barnes (University of North Carolina, Charlotte)

Michelle Falter (North Carolina State University)

Keywords: edTPA, Curriculum, Teacher Education, Teacher Reflection

Primary Audience: C

During this interactive session, we aim to create a space where educators at all levels can expand, re-imagine, and reshape the boundaries that may constrain their work. Session attendees will create visual time lines that display the forces that have shaped their teaching histories. Presenters will draw from their own timelines to analyze how edTPA and scripted curricula have shaped their work as teacher educators and will offer strategies for pushing back and reshaping teacher preparation.

Room V/W

LECTURE, TEACHER TALK, AND DIALOGICAL DISCOURSE: A DIALOGICAL, INTERACTIVE PRESENTATION ON CLASSROOM SPEECH

Christian Gregory (Teachers College, Columbia)

Keywords: Dialogue, Dialogical, Bakhtin, Flash Dialogue

Primary Audience: M, H, C

This interactive presentation considers the history of dialogue in the English classroom, from early recitation practices to the teacher as a “sage on the stage,” the subsequent role of “guide on the side,” and more refined dialogical practices. The presentational methodology will deliver framing questions, inviting participants into an online “flash dialogue,” allowing participant exchange. Questions will invite personal, empirical and/or theoretical knowledge to create a dialogical inquiry intermingled with the presentation.

Room Q



SESSION 4

SATURDAY, 3:25-4:15 P.M.

RE-CONCEPTUALIZING DIGITAL LITERACY: ADDRESSING CHALLENGES WITH EQUITY AND ACCESS TO TECHNOLOGY IN THE MIDST OF LARGE SCALE IMPLEMENTATION

Lilly Lew (University of California, Santa Barbara)

David Liu (University of California, Irvine)

Keywords: Digital Literacy, Equity and Access, Technology-Enabled Learning, Social Justice

Primary Audience: E, M, H

This paper challenges previous conceptions of digital literacy and makes visible the complexities involved when grappling with equity and access to technology across multiple sites. In addition, this paper suggests a reformulation of digital literacy as a fundamental construct and debunks myths regarding technology-enabled learning. Furthermore, this paper will also address the disparities of resources among underrepresented groups and expand to implications for social justice.

Room B

KNOWING THROUGH STORY, KNOWING THE SELF: CROSSING GENRES AND DISCIPLINES IN THE CLASSROOM WITH VIRGINIA HAMILTON

Autumn Allen (Simmons College)

Keywords: African American Literature, Virginia Hamilton, Cultural Studies, Secondary Education, English Education

Primary Audience: M, H

Virginia Hamilton's work exemplifies both the African American literature Thomas describes as a liminal or in-between space for exploring strategies of selfhood, and that which Bishop describes as honoring the tradition of story as a way of teaching and as a way of knowing. With Hamilton's work as a model, students can practice stretching the boundaries of literary genres, academic disciplines, and knowledge, as they explore selfhood in familial and cultural contexts.

Room F/G

THE POWER OF PARODY: FOSTERING CRITICAL STUDENTS IDENTITY THROUGH POP CULTURE

Brittany Adams (University of Florida)

Gillian Mertens (University of Florida)

Keywords: Multiliteracies, Popular Culture, Genre Writing

Primary Audience: M, H

In today's text-dense world, students are inundated with media that carry messages about cultural norms. Building upon the media literacy skills demanded in modern classroom, this lesson will expand student conceptions of how music can carry cultural messages to include implicit power dynamics. This presentation re-imagines a traditional classroom practice and genre writing, with the aim to promote critical perspectives that students can apply in their daily lives and use to deepen their understanding of texts.

Room J

LET'S GET CRITICAL: AN EXAMINATION OF THREE TEACHERS' ATTEMPTS TO EMBED CRITICAL RACIAL LITERACY IN THEIR CLASSROOMS

Reshma Ramkellawan (Equity Consulting Group)

Jacobe Bell (Equity Consulting Group)

Keywords: Racial Literacy, Critical Pedagogy, Curriculum and Instruction, Critical Racial Literacy, Teacher Identity, and Pedagogy

Primary Audience: M

As instructional coaches, we wanted to examine the following question: What happens to instruction when educators choose to adopt a critical racial literacy lens? We wanted to probe the numerous variables that can impede the influence of critical racial literacy on students in urban settings. This includes, but is not limited to: teachers' mindsets and implicit biases, school contexts, and curricular expectations of teachers.

Room T/U

SESSION 4 (cont.)

RECONCEPTUALIZING THE PERSONAL ESSAY IN THE MIDDLE GRADES: LEARNING FROM THE HISTORIC WRITING PRACTICES OF BLACK WOMEN

Kristy Girardeau (Georgia State University)

Gholneshcar Muhammad (Georgia State University)

Keywords: Adolescents, Writing, Literacy, Essay, Historical Practices

Primary Audience: M

A student's writing should reflect their personal lived experiences while connecting to larger societal issues. Challenging the conventional, linear style, and purpose of essay writing, we argue that traditional essay writing in schools need to be re-imagined—to one that is framed around the literary traditions of personal essay writing of Black women. The authors discuss implications and practices for teachers to (re)conceptualize their approach to essay writing while honoring the students' complex literacies.

Room V/W

TALKING IS LEARNING!

Helene Halstead (University of Georgia)

Keywords: Reading, Book Club, Discourse, Social Constructionism

Primary Audience: E, M

Talking is learning! Reading stories and non-fiction provides a starting point for classroom discourse. Such discourse socially constructs how students and teachers understand their many communities. Participants in this presentation will first discuss their own ideas about reading instruction, book clubs, and comprehension before the author shares her study's premise, methodology, and results. Participants will listen to a read-aloud, document questions, engage in small group discussion, and come together for a whole group share.

Room Q



ROUNDTABLE 2: ROOM R

ROUND 1

REDESIGNING AND RETHINKING ONLINE COURSE DELIVERY THROUGH THE DEVELOPMENT OF AN OPEN-ACCESS TEXTBOOK AND CORRESPONDING MULTIMEDIA CONTENT

Jenifer Jasinski Schneider (University of South Florida)

Keywords: Online Instruction, Digital Literacies, Multimedia Texts

Primary Audience: E

In this session, I share examples from an open-access e-textbook, demonstrate the phases of its production, and reveal the logistics of content creation to showcase the ways in which I redesigned an online course in children's literature to capitalize on the affordances of digital texts. Through discussion of this e-textbook, I focus on my instructional shifts and how I re-imagined teaching in online spaces, while also experiencing the constraints of digital delivery and experimental texts.

RETHINKING CHILDREN'S LITERATURE INSTRUCTION: EXPLORATION OF TEACHING WITH NEW LITERACIES AND DIVERSE CULTURAL IDENTITIES

Buyi Wang (University of Florida)

Rongrong Dong (University of Florida)

Lin Deng (University of Florida)

Xuezi Zhang (University of Florida)

Fnu Dawayangzong (University of Florida)

Keywords: English Education, Digital literacy, Multicultural Literature

Primary Audience: E

Literature is an authentic resource that can be the foundation of a literacy program, as well as a major fund for other curriculum areas. Meanwhile, the changing notion of literacy calls for pedagogical innovations to teach literature that cultivates students' multiliteracy skills. This roundtable session presents our exploration of how to coach pre-service teachers to make multicultural and multimodal children's literature accessible to diverse learners.

ROUND 2

USING MULTIMODAL LITERACIES TO EMPOWER FIELD TRIP EXPERIENCES FOR KINDERS

Damiana Pyles (Appalachian State University)

Beth Buchholz (Appalachian State University)

Keywords: Literacies, Science, Identities, Pedagogy, Multimodality, Kindergarten, Rural, Appalachia

Primary Audience: E

In this presentation, we aim to engage with the question "How can we expand, reimagine, and reshape the boundaries that may constrain progress in language and literacy education?" by exploring how two teachers pushed past their own pedagogical boundaries to co-teach lessons that blended literacies with science using multimodal tools as a way to foster the identity of scientists with rural kinders.

(RE)VIVING READING FOR PLEASURE ACROSS THE DISCIPLINES

Pamela Banks (University of Alabama)

Keywords: Supported Sustained Silent Reading (SSR), Content Area Literacy, Culturally Sustaining Pedagogy

Primary Audience: M, H

There is ample support from literacy research on the benefits of supported independent reading, but one important benefit is that students gain a love of reading for pleasure which promotes enjoyment of literacy learning in the areas of reading, writing, thinking, and speaking skills (Gardiner, 2005; Krashen 2001). Not only do students enjoy self-selecting their reading based on their interest, but students also enjoy celebrating what they prefer in regards to their unique identity.

SESSION 5

SUNDAY, 9:30-10:20 A.M.

TEACHER EDUCATION FOR ESL TEACHER CANDIDATES: BEYOND PEDAGOGICAL METHODS

Christine Leider (Boston University)

Keywords: Teacher Education, English as a Second Language, English Language Learners, Bilingual Education, Discourse, Current Events, Difficult Conversations

Primary Audience: E, M, H

Understanding relationships between sociopolitical perspectives/climate and education is a crucial component of the teaching profession. This session presents an assignment where teacher candidates critically discuss and apply current events, policies, and perspectives on teaching bilingual students. Participants will complete a sample assignment and discuss its utility in teacher education.

Room B

SUPPORTING IMMIGRANT-ORIGIN STUDENTS IN THE TRUMP ERA

Tobie Bass (University of Georgia)

Melissa Kurtz (University of Georgia)

Keywords: Educators, Supporting, Immigrant, Students

Primary Audience: E, M, H

This session combines experiences of practicing teachers, research on educators' understandings of immigration policy, and the emerging dialogues of participants to seek ways to support students from immigrant families in the era of Trump. As practitioner-scholars, we ask, "How are teachers navigating divisive politics while supporting immigrant students?"

A framework of humanizing research with youth and communities (Paris & Winn, 2014) guides our commitment as researchers and practitioners toward advocating with and for immigrant-origin students.

Room F/G

RACIAL INEQUALITY, POLITICAL DISCORD, AND GUN CONTROL: ENGAGING YOUNG ADOLESCENTS IN DISCUSSIONS SURROUNDING CONTROVERSIAL ISSUES IN THE CLASSROOM

Danjela Maslesa (University of Georgia)

Keywords: Controversial Issues, Classroom Discussions, Political Discussions, Navigating Discussions, Discourse, Young Adolescents

Primary Audience: M

Controversial issues affect the lives of every teacher and student, but seldom find their way into classrooms. Without a frame of reference or experience conducting these discussions, many teachers likely avoid them entirely due to their anxiousness, hesitation, and fear. Research has shown the tremendous benefits these discussions have on students, and it is imperative that teachers explore ways to facilitate these conversations in their classrooms.

Room J

TECHNOLOGY AND CONSTRUCTIVISM IN MIDDLE SCHOOL ENGLISH: A CASE STUDY

Christina Santoyo (Young Harris College)

Keywords: English Education, Constructivism, Digital Literacy

Primary Audience: M

This case study used interviews and observations to understand how and to what extent two preservice-turned-novice English teachers incorporated technology in their teaching to enact constructivist beliefs. Focusing on one of six domains and student-centered practices, the findings suggest that technology use should be included in the definition and study of constructivist education in order to meet the changing needs of 21st-century students.

Room T/U

SESSION 5 (cont.)



FROM TRAUMA TO TRIUMPH: USING STORYTELLING AS A PATHWAY TO BETTER HEALTH

Dywanna Smith (Clayton University)

Kenric Ware (South University)

Keywords: Literacies, Storytelling, Health Outcomes, Adolescents, Higher Education

Primary Audience: M, H, C

This presentation investigates, analyzes, and interprets how story-telling can be used as a pathway to strengthen literacy practices and better health outcomes. Such collaborations have dual benefits. For storytellers, it provides a healing outlet to critically reflect on difficult moments and find support within various communities. For those reading the stories, storytelling serves as a counter-narrative to dominant tales which make healthcare and literacy practices seemingly inaccessible.

Room V/W

MEET THE EDITORS SESSION

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

Room C

ROUNDTABLE 3: ROOM R

ROUND 1

REFRAMING “STRUGGLING READER”: HOW HAS IT BEEN CONCEPTUALIZED IN LITERACY RESEARCH?

Soojin Lee (University of North Carolina)

Bong Gee Jang (Syracuse University)

Keywords: Reading Difficulties, Deficit Views of Reader, Systematic Literature Review, Literacy Research Review

Primary Audience: M, H

This systematic review explores the usage of the various terms referring to learners with reading difficulties in literacy research focusing on their definition in research contexts in the hope of reframing the deficit views. Ten years of publications from five representative peer-reviewed literacy research journals were reviewed. Findings from this study reveal that the deficit approach to students with reading difficulties are still prevalent in defining and identifying them in literacy research.

BETWEEN MIND AND SOCIETY: A SYSTEMATIC LITERATURE REVIEW

Juan Li (Clemson University)

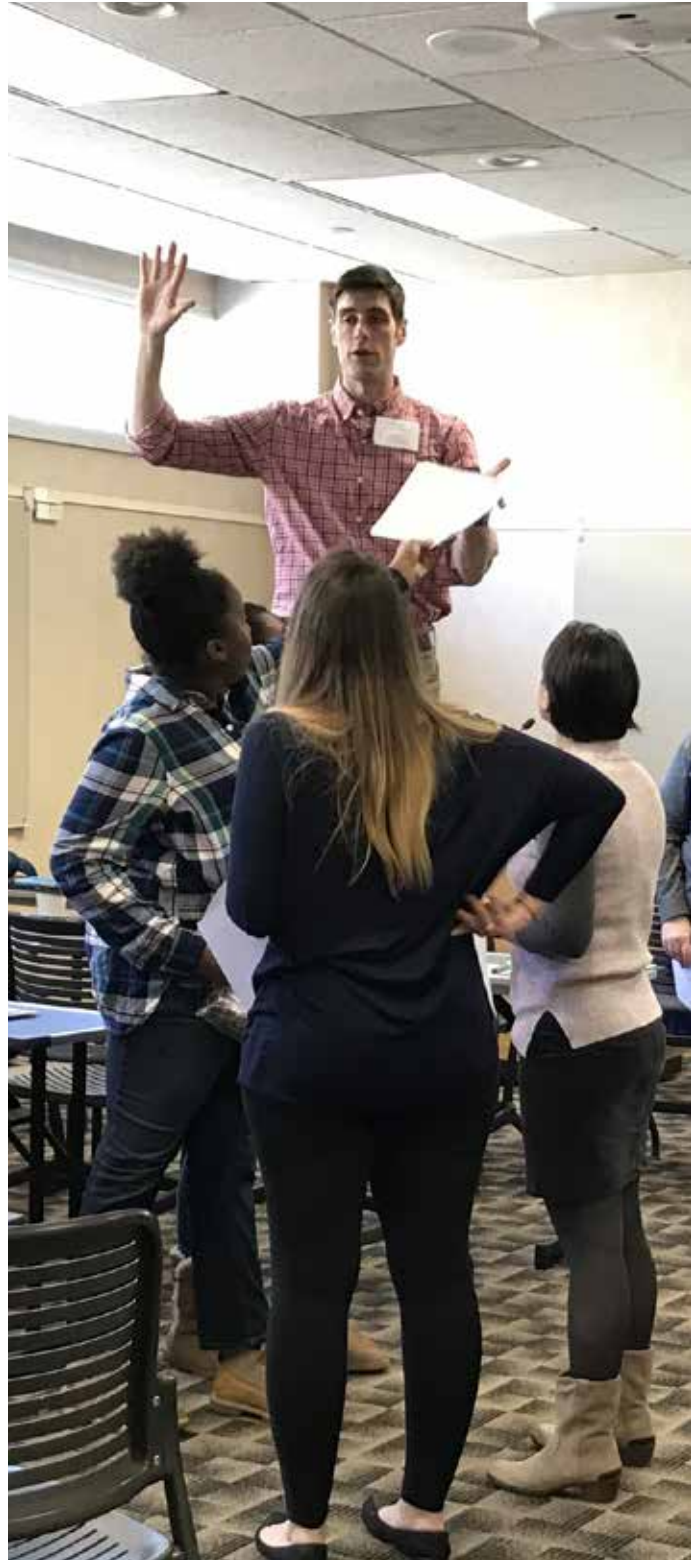
Mikel W. Cole (Clemson University)

Guoyong Wu (Clemson University)

Keywords: Interaction, Second Language Acquisition, Sociocultural Perspective, Mind-Body Divide, Inter-Rater Reliability, Social and Cognitive Processes

Primary Audience: E, M, H, C

Interaction is considered a fundamental component of second language acquisition, but the last two decades have witnessed a theoretically bifurcated debate within the field. The initial findings from our systematic synthesis of empirical research presents a theoretical and empirical middle ground between the cognitive and social splits. We hope to continue the work of Vygotsky (1978) to bridge the interplay of social and the cognitive processes during language and literacy development.



SESSION 6

SUNDAY, 10:15-11:05 A.M.

HELPING STUDENTS “EXPERIENCE” CULTURE: BRINGING DEWEY AND ETHNOGRAPHY INTO THE CURRICULUM

Rhia Moreno-Kilpatrick (University of Georgia)

Keywords: John Dewey, Ethnography, Curriculum Design, Experiential Learning, Study Abroad, Culture, Language

Primary Audience: E, M, H, C

Drawing upon Dewey’s theory of education, this study focused on innovating a traditional foreign language curriculum within the study abroad context to use the community as a source of experiential learning. Students employed ethnographic strategies to work through the notion of “culture” and developed a deeper awareness of the various nuances found within this concept. The presentation will use this specific study as a springboard to discuss the incorporation of ethnography in teaching across disciplines.

Room B

CLASSICS PEDAGOGY AND THE “HAPPY SLAVE” NARRATIVE: A MULTIMODAL ANALYSIS OF BEGINNING GREEK AND LATIN TEXTBOOKS

Kelly Dugan (University of Georgia)

Keywords: Classics, Slavery, Multimodal, Systemic Functional Linguistics, Appraisal, Positionality, Racism

Primary Audience: H, C

This paper is a multimodal analysis that examines the positionality and appraisal of slaves in Greek and Latin textbooks. After providing background regarding the “happy slave” narrative, I will engage the crowd in a comparative analysis of text and images, juxtaposing anti-abolitionist propaganda from the 19th century American South to the content of Greek and Latin textbooks used in classics classrooms today.

Room F/G

PLAYING IN DIGITAL SPACES: REFRAMING THE ENGLISH CLASSROOM WITH APPS

William Fassbender (University of Georgia)

Sara Kajder (University of Georgia)

Keywords: Digital Literacy, Teacher Education, Teacher Preparation, Secondary English Education, Technology, Digital Tools

Primary Audience: M, H, C

As technology becomes more pervasive in society, the need for adolescents and young adults to be digitally literate becomes increasingly important. However, few university-level teacher preparation programs address the need for future educators to be digitally literate. During this presentation, we share our experiences teaching the first iteration of a Digital Tools for English Educators course, describing our rationale in crafting the course and providing participants with opportunities to tinker with digital tools.

Room J

AUTHENTIC USES OF ‘TECHNOLOGY’ IN THE CLASSROOM: BOOK TALKS AS DIGITAL LITERACY

Christine Reilly (Georgia Gwinnett College)

Patrick Tiedemann (Georgia Gwinnett College)

Keywords: Digital Literacy, Teacher Education, Technology

Primary Audience: C

As teacher candidates prepare to teach 21st-century students, they are challenged with effectively using technological applications in their teaching and learning. Moving toward growing a digital literate community, we will investigate one approach within a teacher education course. We will present various digital platforms used to create book talks. These book talks will serve as an authentic way for students to learn how to use multimodal communication technologies to express themselves and communicate with others.

Room T/U

LINKING EMOTIONS AND SCHOOL READINESS: DOES THE IMPLEMENTATION OF AN INNOVATIVE APPROACH TO EMOTIONAL INTELLIGENCE IMPACT LANGUAGE AND LITERACY?

Andrea Adelman (Florida International University)

Daniela Foerch (Florida International University)

Keywords: Emotional intelligence, teacher training, emotional intelligence and language, emotional intelligence and literacy, early childhood

Primary Audience: E, C

This session focuses on the implementation of an Emotional Intelligence approach in combination with the Visible Thinking and Global Thinking Routines, currently utilized throughout a Southeastern county in order to evaluate and advance student progress with language and literacy, as measured by state assessments. The curriculum will be discussed in detail and solidified through interactive group activities; participants will leave the session with the skills to apply these strategies in their classrooms.

Room V/W

MODERN-DAY PORTRAIT PAINTING

Cecelia Joyce Price (University of North Texas)

Keywords: Innovative Research Methods, Multimodal Literacy, Portraiture, Arts-Based Research

Primary Audience: M, H

The author proposes portraiture to examine one English teacher's conceptions of and designs for multimodal literacies as implemented in an urban, arts-magnet high school. The author will present the teacher's designs and then consider the impact of her own intellectual framework on her conceptions of multimodal literacies and on her "painting" of the teacher's portrait. This multimodal presentation will also demonstrate ways in which portraiture remains an innovative approach to reframing pedagogical practices.

Room Q



ROUNDTABLE 4: ROOM R

ROUND 1

WHERE DID MY PROFESSION DISAPPEAR TO? A COLLEGE PROFESSOR RETURNS TO HER ELEMENTARY TEACHING ROOTS

Lisa Repaskey (Norfolk State University)

Keywords: Mentor Teacher, Teacher Candidates, Elementary Classroom

Primary Audience: C

After multiple conversations with teacher candidates, I decided to return to the elementary classroom to teach for a year. My hope going in was to gain a better understanding about the challenges current K-12 teachers face on a daily basis so that I might better prepare my teacher candidates for success in the classroom. What I discovered was a profession that I no longer recognized due to issues surrounding “non-negotiables” and the constant testing.

FOSTERING CRITICAL THOUGHT AND REFLECTIVE DIALOGUE IN POLITICALLY POLARIZED TIMES

Andrea Baer (University of West Georgia)

Keywords: Dialogue, Analytical Thinking, Information Literacy, Affect, Social Identity

Primary Audience: E, M, H, C

As educators across teaching contexts see the need for developing new responses to a politically polarized climate, we need more conversations among teachers across educational settings about the pedagogical challenges and possibilities of fostering critical, reflective thinking, and dialogue. This roundtable will be a space for opening such discussion, as teachers share experiences, ideas, and questions related to teaching about critical thinking and self-reflection when engaging with political and contentious issues.

ROUND 2

THE ADVANTAGES OF SPEAKING THE SAME NATIVE LANGUAGE OF YOUR STUDENTS WHEN TEACHING ENGLISH IN AN EFL ENVIRONMENT

Cristina Salazar (Yachay Tech University)

Keywords: Native, Teaching, EFL, Culture, Bilingual, Empathy

Primary Audience: C

There is the conception that native English speakers are the best teachers. However, my own experience has made me reflect on the fact that being proficient in students' first language, which is also my first language, has had great advantages. Empathy being the most important because I went through the exact same regiment and had the same obstacles that my students are experiencing.

LIVING IN THE POLARITY: A CONSTRUCTIVE- DEVELOPMENTAL APPROACH TO INVESTIGATE THE RELATIONSHIP BETWEEN LANGUAGE, IDENTITY, AND THE OWNERSHIP OF ENGLISH

Beixi Li (University of Georgia)

Keywords: Adult Education, Language and Identity, Nonnative English Speaker, Adult ESL Learner, Constructive Developmental Theory, Ownership of English

Primary Audience: C

This proposal presents an interdisciplinary approach to investigate adult nonnative English speaker's identity. By introducing polarity map, a tool developed using constructive developmental theory, this approach presents learner and owner as an interdependent pair of opposites that support language acquisition. Following the concept of identity as a site of struggle, the polarity map will guide the individual or the learning community to make sense of the struggle and learn to creatively exist in tension.

KEYNOTE SPEAKERS

DR. EBONY ELIZABETH THOMAS

*Assistant Professor in Literacy, Culture, and International Education
University of Pennsylvania*

Dr. Ebony Elizabeth Thomas' work synthesizes postcolonial, critical, and critical race theory with data from her empirical research in classrooms to examine the ways that literature is positioned in schooling and society today. Thomas graduated with a PhD in English and education from the University of Michigan and her research interests include children's and young adult literature, the teaching of literature, English education, African American education, and classroom interaction research.



ELIZABETH ECKFORD

Scholar/Activist

Elizabeth Eckford was the first member of the Little Rock Nine to arrive at Central High. She faced an incensed, segregationist mob alone. Images of her attack were seen internationally, sparking a national outcry. President Dwight D. Eisenhower sent the 101st Airborne Corps to ensure the Little Rock Nine's safe passage into Central High. Many assumed the issue concluded then, but that was only the beginning. The Little Rock Nine were essentially tortured for the entire school year while at Central High. Elizabeth has received numerous awards as a member of the Little Rock Nine for her courage and tenacity, to include the Congressional Gold Medal from President William J. Clinton in 1999, our country's highest civilian award.



DR. EURYDICE STANLEY

Founder, Amused Media and Productions, LLC

Dr. Eurydice Stanley is an international motivational speaker, author, trainer, and founder of Amused Media and Productions, LLC. She served nearly 28 years in the Army, retiring as a lieutenant colonel in 2014, and takes great pride in the fact that her career was primarily spent assisting and developing military leaders. She is the founder of Amused Media and Productions, LLC, an organizational development company. Her training focuses on the areas of leadership, diversity, inclusion, and a myriad of human relations topics, providing leaders with strategies to prevent and combat racism and discrimination.



GRACE STANLEY

Student

Grace Stanley is a gifted 15-year-old freshman who attends West Florida High School where she is majoring in biomedical sciences. A member of the freshman volleyball team, Stanley was selected as the team's "Most Inspirational" member. A budding historian, Stanley has advanced to the Florida State Finals of National History Day for three years in a row. In 2017, she advanced to the State of Florida semi-finals for her documentary about the 688th Central Postal Directory Battalion. She was awarded the State History Fair Day World War II award from the Florida State University World War II Museum. Stanley has received many prestigious awards at a young age, including the White House Presidential Award of Merit from President Obama for academic excellence (2014) and the NAACP Gloster P. Current Youth Leadership Award (Region V - 2015).



KEYNOTE SPEAKERS

DONALYN MILLER

*Middle School Teacher, Trinity Meadows Intermediate School
Fort Worth, Texas*

Donalyn Miller, an expert middle school teacher from Texas, is well known as an expert practitioner in English and language arts who believes in her students learning that they are readers and then reading ravenously. Affectionately known by those who have read her first book as “The Book Whisperer,” Miller has since published a follow up to her first book, “The Book Whisperer: Awakening the Inner Reader of Every Child” called “Reading in the Wild: The Book Whisperer’s Keys to Cultivating Lifelong Reading Habits.”



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