College of Education
UNIVERSITY OF GEORGIA

JOLLE@UGA 2019 WINTER CONFERENCE

FEBRUARY 2-3, 2019 | UGA TATE STUDENT CENTER, ATHENS, GA

Artwork by Jerome Harste

CONFERENCE AGENDA

FRIDAY, FEBRUARY 1

Noon-4:30 p.m.	Pre-conference workshop	Aderhold Hall
6-9 p.m.	Opening social event	The Rook & Pawn

SATURDAY, FEBRUARY 2

8-9 a.m.	Registration	Grand Hall Prefunction
9-9:20 a.m.	**Welcome and introduction** Tairan Qiu, JoLLE conference chair	Grand Hall A-C
9:35-10:25 a.m.	Breakout session 1	Grand Hall D, E First and Fourth Floor Breakout Rooms
10:30-10:50 a.m.	Refreshment break	Grand Hall Prefunction
10:55-11:45 a.m.	Breakout session 2	Grand Hall D, E First and Fourth Floor Breakout Rooms

SATURDAY, FEBRUARY 2 (cont.)

Noon-1 p.m.	**Lunch**	Grand Hall F-G

1:10-2:10 p.m.	**Keynote speaker: Kakali Bhattacharya**	Grand Hall A-C

"Laughing Across the Borders: Playful Possibilities in Teaching and Inquiry"

Sometimes in the midst of engaging in pedagogy and inquiry, justice work, and being serious about work, we forget that playfulness, absurdity, and humor can be effective approaches to address difficult issues within and outside the classroom. The court jester was often known to be the trickster, deconstructivist, and critically smart advisor. Humor and absurdity allow us to take the fangs out of difficult issues so we may address them intimately without fear. In this talk, Bhattacharya will discuss how we might tap into humor, absurdity, and playfulness to engage in border crossing work both in teaching and inquiry.

2:25-3:15 p.m.	Breakout session 3	Grand Hall D, E First and Fourth Floor Breakout Rooms
3:25-3:55 p.m.	Refreshment break	Grand Hall Prefunction
4:10-5 p.m.	Breakout session 4	Grand Hall D, E First and Fourth Floor Breakout Rooms

CONFERENCE AGENDA

SUNDAY, FEBRUARY 3

8-9 a.m.	Registration	Grand Hall Prefunction
9-9:50 a.m.	Breakout session 5	Grand Hall D, E First and Fourth Floor Breakout Rooms
10:05-10:55 a.m.	Breakout session 6	Grand Hall D, E First and Fourth Floor Breakout Rooms
11:10-11:40 a.m.	Refreshment break and meet the editors	Grand Hall Prefunction
11:50-12:50 p.m.	**Keynote speaker: Dr. Jerome Harste** **"Beautiful Oops!: Some Parallels Between Written and Visual Literacy Learning"** As both an artist and a literacy scholar, Harste will share what he sees as principles operating across literacy learning in both art and written language. These principles involve taking risks, seeing problems as potentials, and trusting the learning process. Using stories from his career as a writer and pieces of art from his career as an artist, Harste will illustrate each point via a PowerPoint presentation.	Grand Hall A-C
12:50-1 p.m.	**Closing remarks**	Grand Hall A-C

PRE-CONFERENCE WORKSHOP

Time	Room	Workshop Title	Workshop Leader
Noon-1 p.m.	409	"Obtaining Grants (Post)Doctoral Fellowships"	**Tisha Lewis Ellison** *Department of Language and Literacy Education, University of Georgia*
Noon-1 p.m.	411	"Overcoming Challenges throughout Graduate School and Dissertation Completion Process/ Obstacles as a New Faculty"	**Sofia Ivanova** *Department of Language and Literacy Education, University of Georgia*
Noon-1 p.m.	401	"Using Family Engagement and Critical Consciousness to Enhance Academic Achievement for English Learners"	**Kristen Perry** *Department of Curriculum and Instruction, University of Kentucky*
Noon-1 p.m.	418	"Agency, Identity, and Social Imagination in/through Local and Global Literature for Children and Young Adults"	**Petros Panaou** *Department of Language and Literacy Education, University of Georgia*
1:10-2:10 p.m.	409	"The Power of Discourse: Critical Media Literacy and a Children's Book on Global Warming The Tantrum that Saved the World"	**Donna Alvermann** *Department of Language and Literacy Education, University of Georgia*
1:10-2:10 p.m.	411	"Literacy Justice: Cultivating Writers and Writing Pedagogies"	**Sakeena Everett** *Department of Language and Literacy Education, University of Georgia*

Time	Room	Workshop Title	Workshop Leader
1:10-2:10 p.m.	401	"Examining Interaction in Qualitative Research Interviews"	**Kathy Roulston** *Department of Lifelong Education, Administration, and Policy, University of Georgia*
1:10-2:10 p.m.	418	"Don't Break That Wall Down Yet; It Might Have a Mural on it: Public Art as Community Literacy"	**Peter Smagorinsky** *Department of Language and Literacy Education, University of Georgia*
2:20-3:20 p.m.	409	"Leading and Learning in a Space That's Not a Boundary After All: Thoughts from an Adopted Department Head"	**Anne Marcotte** *Department of Language and Literacy Education, University of Georgia*
2:20-3:20 p.m.	411	"Youth Participatory Action Research: Failures, Failings, and Reframing"	**Kevin Burke** *Department of Language and Literacy Education, University of Georgia*
2:20-3:20 p.m.	401	"Conceptualizing, Planning, Conducting, and Reporting a Formative Experiment as an Approach to Design-Based Research"	**David Reinking** *Department of Language and Literacy Education, University of Georgia*
2:20-3:20 p.m.	418	"Critical and De/colonial Approaches to Designing Qualitative Inquiry"	**Kakali Bhattacharya** *Department of Adult Learning and Leadership, Kansas State University*

PRE-CONFERENCE WORKSHOP (cont.)

Time	Room	Workshop Title	Workshop Leader
3:30-4:30 p.m.	409	"The Intersection of Being a Clinical Faculty and Reading Instructor"	**Mary Guay** *Department of Language and Literacy Education, University of Georgia*
3:30-4:30 p.m.	411	"Enacting Engaged Scholarship with Multilingual Youth and Educators: Challenges and Affordances"	**Ruth Harman** *Department of Language and Literacy Education, University of Georgia*
3:30-4:30 p.m.	401	"Meta-Syntheses of Qualitative Research: Possibilities and Potential"	**Cathy Compton-Lilly** *Department of Instruction and Teacher Education, University of South Carolina*

BREAKOUT SESSIONS 1

PAPER PRESENTATIONS

"THE MULTIPLE FACETS OF STUDY ABROAD EXPERIENCES"

Monica Neshyba, Texas A&M University
Sarah Crawford, Texas A&M University
Laura Woodson, Texas A&M University
Jasmine Vela, Texas A&M University
Keywords: Transformative learning, English teaching, study abroad, intercultural competence, pre-service teachers

Through this paper presentation, we will discuss the literature review of our comparative case study through a collaborative discussion. Our study seeks to address how students define transformative learning in study abroad programs for pre-service teachers to enhance their language and literacy pedagogical knowledge. The literature review looks into transformative learning, intercultural competence, and critical reflection, as related to learning and teaching English abroad.
Grand Hall D

"A USAGE-BASED APPROACH, SENTENCE COMPLETIONS, AND DIGITAL VIDEO: THEORY TO PRACTICE"

John Unger, Georgia Gwinnett College
Sarah Schuleter, Georgia Gwinnett College
Keywords: Usage-based approach, Tomasello, digital video, sentence structure

This theory-to-practice paper involves participants in applying Michal Tomasello's (2003) usage-based approach to language acquisition to sentence-level vocabulary, sentence-level structure and grammar, and sentence cohesion. Exemplar data from adult ELL learners and applications for those who have English as their primary language will be presented. Moreover, ways to bring Tomasello's ideas across academic borders into the math classroom will be presented along with the units of analysis of speech, visual, and act of pointing.
Room 473

"REPRESENTATION OF LATINX IMMIGRANTS AND IMMIGRATION IN CHILDREN'S LITERATURE"

Sanjuana Rodriguez, Kennesaw State University
Eliza Braden, University of South Carolina
Keywords: Children's literature, immigration, picture books

In this qualitative study, the authors examined 13 children's picture books published from 2010 to 2016 using Latina/o critical race theory (LatCrit) that depict Latinx immigration experiences in the United States. The authors will share children's books that focus on Latinx immigration and also make recommendations for how teachers may use these books in classrooms.
Room 479

SESSION 1 (cont.)

PROFESSIONAL DEVELOPMENT PRESENTATIONS

"ADDRESSING LITERACY NEEDS IN THE MULTILINGUAL AND MULTIDIALECTAL CLASSROOM"

Jill Hallett, Northeastern Illinois University
Keywords: English learners, teacher education, literacy, language, dialect

This session highlights methods for training teachers to look for sounds and structures in student speech and writing as well as how to target specific problem areas for student learners of classroom English from various language backgrounds. Teachers will leave this presentation with resources and sample lesson plans targeting student errors and patterns in academic American English, without denigrating students' identities or home languages.
Room 480

"THE CASE FOR TEACHER CASE REPORTS: CONNECTING TEACHER EXPERIENCES TO TEACHER RESEARCH"

Kyle Jones, Gwinnett County Public Schools
Nick Thompson, University of Georgia
Keywords: Teacher case report, education research, teacher writing, professional development

Teachers can feel their experiences in classrooms and schools are isolated, unique, or disjointed from the experiences of others. Bringing educators' stories and experiences into an open, public forum, this session introduces participants to teacher case report writing. These cases share teachers' lived experiences in lesson planning, teaching, and relationships, couching these experiences in current education research. Participants will have an opportunity to write their own case and learn more about the ongoing project.
Room 144

PANEL

"DISRUPTING (DIS)ABILITY: PERSPECTIVES FROM LANGUAGE AND LITERACY"

Usree Bhattacharya, University of Georgia
Lei Jiang, University of Georgia
Alexandra Lampp Berglund, University of Georgia
Bhairvi Trivedi, University of Georgia
Keywords: (dis)ability, peer-mediated intervention, Rett syndrome, communication, language

We engage with complex articulations and theories of (dis)ability, examining three diverse contexts. Bhattacharya and Jiang explore the nascent literature on eye-tracking communicative technology used by children with Rett syndrome, showing how it glosses over language. Lampp Berglund offers an overview of different models of (dis)ability and their impact on perceptions of educational stakeholders. Finally, Trivedi investigates the significance of peer-mediated interventions in fostering social communication skills in preschoolers with disabilities, offering implications for practice.
Room 137

BREAKOUT SESSIONS 2

PAPER PRESENTATIONS

"FEEDBACK BY PRESERVICE TEACHERS IN SIMULATIONS: THE ROLE OF KNOWLEDGE AND BELIEFS"

Rosalie Hiuyan Chung, University of Virginia
Keywords: Teacher education, making inferences, simulations, beliefs, text-based discussions

This exploratory study examines how English subject content knowledge and the beliefs about one's role in teaching literature might be associated with the types of feedback that preservice English teachers provide. The data is collected halfway through a one-year teacher preparation program and analyzes the feedback that candidates provide during a simulation of text-based discussion with a small group of virtual students. This simulation allows candidates to experience the same scenario with similar student responses.
Grand Hall D

"EMBODIED LITERACIES: TOWARD A THEORIZATION OF BLACK YOUTH AS TEXTUAL SITES"

Justin Coles, Fordham University
Keywords: Antiblackness, urban education, literacy

Language and literacy research has yet to fully account for the specificity of antiblackness as a prime barrier to urban youth's marginalization in the realms of literacy teaching and learning. In this research, I reject imagined literacy deficits of urban black youth and explicate and center the ways they exist as embodiments of literacy that destabilize the borders of antiblackness in their social and academic lives. Implications for literacy and urban education are discussed.
Grand Hall E

"TRANSNATIONAL LITERACIES AND COSMOPOLITANISM: EXPLORING FUNDS OF KNOWLEDGE IN IMMIGRANT FAMILIES"

Catherine Compton-Lilly, University of South Carolina
Keywords: Longitudinal, immigrant families, transnational, cosmopolitanism

This presentation explores powerful connections between children's transnationalism literacy practices and the development of cosmopolitanism views about the world for some children in immigrant families. We explore funds of knowledge that result from transnational and often digital literacy experiences of young children and the long-term humanizing effects these experiences have on children as they move into high school.
Room 473

"USING SOCIAL EMOTIONAL RESOURCES TO GO BEYOND SCRIPTED LITERACY CURRICULUM IN HAITI"

Anasthasie N. Liberiste-Osirus, University of Notre Dame
Keywords: Social emotional learning, Haiti, literacy

Known for being the poorest country in the western hemisphere, political instability, and a 49% literacy rate, Haitian students have to overcome tremendous challenges to succeed in and out of the classroom. With emerging body of evidence regarding what works to improve student learning, this session will take you through the challenges and considerations of developing a social emotional literacy intervention in Haiti.
Room 144

SESSION 2 (cont.)

PROFESSIONAL DEVELOPMENT PRESENTATIONS

"CUSTOMIZATION OF WORLD LANGUAGE CURRICULUM WITH THE INCORPORATION OF TELECOLLABORATION"

Viviane Klen-Alves, Portuguese Flagship Program
at the University of Georgia
Robert Moser, Portuguese Flagship Program
at the University of Georgia
Victoria Hasko, Russian Flagship Program
at the University of Georgia
Keywords: Teacher Education, Student Learning,
Telecollaboration, Curriculum Design

Telecollaboration has a lot of pedagogical potential
in language education. In the push to increase oral
proficiency and provide in-class opportunities for
students to participate in meaningful social interactions
with speakers of other languages, teachers and
administrators feel the need to incorporate inexpensive
technology into the language curriculum. In this session,
we will demonstrate how we have fused Teletandem with
two Portuguese courses at the University of Georgia and
how we have been learning to use telecollaboration as a
useful medium for student learning and possibilities for
teacher training based on learning-driven data.
Room 479

"BEYOND WHAT'S ALREADY THERE: EXERCISES TO PROMOTE COURAGE AND CREATIVITY IN COMPOSITION"

William Wright, University of Georgia
Keywords: Writing instruction, teacher education,
meaning-making, agency, creativity

From coloring inside the lines to the ubiquitous five-
paragraph essay, today's students are too often taught
to confine their thinking into certain spaces. This
presentation will share two of the author's "pre-writing
activities," which seek to encourage students to think
beyond impositional boundaries when composing written
work. Playing along, the author will simultaneously
discuss the implications of resisting "microwaveable
thoughts" by inviting students to categorize their thinking
and pioneer into implicitly off-limit ranges of possibility.
Room 480

ROUNDTABLE SESSIONS

TABLE 1

"CULTIVATING INTERCULTURAL MATURITY: INFORMAL LEARNING AMONG VOLUNTEERS IN IMMIGRANT EDUCATION PROGRAMS"

Beixi Li, University of Georgia
Keywords: adult ESL, immigrant education, volunteer teacher, informal learning, adult education

Volunteers are widely utilized to meet the growing instructional demands of immigrant population. Formal training for volunteer teachers is often limited. Most learning associated with volunteering is informal and self-initiated. Volunteers report gaining a variety of knowledge and skills from the experience. This study aims to examine the relationship between informal learning activities experienced by volunteers in immigrant education programs and individual development of intercultural maturity.
Room 137

"USING CHILDREN'S LITERATURE TO TEACH ENGLISH LANGUAGE LEARNERS"

Mihaela Gazioglu, Clemson University
Rachelle Savitz, Clemson University

English language learners are dealing with many complex obstacles, such as learning curricula in another language, not understanding instruction, struggling with academic vocabulary, and learning the ropes of new social demands. Children's literature delivers a way to address these obstacles as pictures and language provide a unique richness, allowing students to comprehend and learn a new language. This session provides practical teaching ideas on accessing and using high-quality excerpts of children's literature to instruct ELLs.
Room 137

TABLE 2

"INCREASING RETENTION AND CULTURAL COMPETENCIES THROUGH THE USE OF LEARNING COMMUNITIES"

Jamie Caudill, Georgia Gwinnett College
Christine Reilly, Georgia Gwinnett College
Keywords: Learning communities, retention, culture

Learning communities have become an important tool as colleges seek to actively engage and retain their student populations. These learning communities are not just a place for academic learning, but are also important places where cultural learning takes place. In a qualitative study, researchers found that students who participated in connected learning communities were able to articulate cultural concepts more readily that those who had not been a part of the learning community.
Room 137

"DIFFERENT STROKES FOR DIFFERENT FOLKS: DIGITALLY DIFFERENTIATING INSTRUCTION FOR LEARNERS WITH DIFFICULTIES"

Hayley Hoover, Clemson University
Rachelle Savitz, Clemson University
Keywords: Differentiating instruction, reading and writing, digital tools, differentiating with technology, learners with difficulties
Differentiating instruction can be challenging for many classroom teachers. This session will discuss and demonstrate digital tools and resources that teachers can use to differentiate reading and writing instruction for students in their class, particularly readers and writers with difficulties.
Room 137

POSTER PRESENTATION

"USING MOVIES TO TEACH ORGANIZATIONAL CHANGE"

Cheryl Kennedy, University of Georgia
Nia Matherson, University of Georgia
Keywords: Organizational change, reflection, arts-based learning

Learning through movies allows everyone the opportunity to expand their knowledge regardless of their reading ability or their access to formal education. By viewing the film, "Wonder Woman," graduate students were able to understand the application of organizational change theories. This poster will seek to show how the experience of viewing movies can be used to illuminate organizational change models.
Grand Hall Prefunction

BREAKOUT SESSIONS 3

PAPER PRESENTATIONS

"INSTALLATIONS FOR IMPACT: ACTUALIZING CRITICAL INQUIRY, MULTIMODAL MEANING-MAKING, AND SOCIAL JUSTICE LITERACIES"

Cathrene Connery, Salisbury University
Althea Pennerman, Salisbury University
Keywords: Art, multimodal literacies, cultural-historical theory, social justice

Drawing on cultural-historical theory, a transformative activist stance, and the Teaching Works framework, presenters will highlight theoretical, pedagogical, and pragmatic dimensions associated with the creation of art installations as a critical teaching-learning dynamic for learners and communities. Participants will appropriate protocols for implementation by contributing their own individual, multimodal, and activist literacies to co-construct an example of this collective, hybrid, 21st-century genre capable of actualizing social justice within and beyond the K-21 classroom**.**
Grand Hall D

"SCIENCE FICTION AND SOCIAL JUSTICE: A MATCH MADE IN THE FUTURE"

S. R. Toliver, University of Georgia
Keywords: Science fiction; social justice; writing; secondary

SF is not common in English education programs and is often considered an academic intruder. Yet, change and growth exist within the imagination. Without it, progress would never occur. Thus, infusing SF writing in K-12 English courses is vital. This paper presents science fiction (SF) writing as crucial to K-12 education because it is a tool for world-building and creative problem-solving, and it can give youth a new lens through which to see their world.
Grand Hall E

"CROSSING PEDAGOGICAL BOUNDARIES TO TEACH ESL STUDENTS IN THE SECONDARY CONTENT CLASSROOM"

Amanda Giles, University of Alabama
Keywords: ESL instruction, literacy, ESL and content teachers' collaboration, language strategies, qualitative research

ESL and content teachers' collaboration crosses the boundaries of traditional language and literacy instruction because it promotes a collective effort in providing instruction to ESL students in the secondary content classroom. This presentation reports on a qualitative case study that relies on Davies & Harre's (1990) positioning theory as a theoretical lens to scrutinize an eighth-grade language arts teacher's positions in collaboration with an ESL teacher.
Room 473

"CROSSING THE BOUNDARY SEPARATING THEORY AND INSTRUCTIONAL PRACTICE"

David Reinking, University of Georgia
Keywords: Theory, research to practice, professional perspectives

This session will confront the role of theory and its relevance to instructional practice and address questions such as: What is theory and what should it do? What do we know about how literacy researchers use theory? Do some theories more productively inform practice? Do researchers bear a responsibility to cross a boundary between theory and practice? Would theories be more productive if framed as a dialectic between researchers and practitioners?
Room 479

SESSION 3 (cont.)

PROFESSIONAL DEVELOPMENT PRESENTATIONS

"BEARING WITNESS: ORAL STORYTELLING IN THE CLASSROOM"

Christine Gentry, New York University
Keywords: Oral storytelling, speaking and listening, classroom community, identity development, student investment

Student stories are a rich natural resource running through the veins of our schools that often go untapped. In this workshop, a former Moth employee will give you tools to unearth this resource by bringing oral storytelling into your classroom—explicitly teaching students how to choose and craft stories from their lives and allowing them to publicly perform those stories, thereby strengthening the academic with the personal.
Room 480

"ENACTING SOCIAL CHANGE WITH THE LIVING NEWSPAPER"

Lisa Siciliano, University of Illinois at Chicago Learning Sciences Research Institute
Jeremy Guidry, Chicago Public Schools
Keywords: professional development, theatre, social change

Participants in this session will become theatre-makers, working collaboratively to read newspaper articles, discuss current events, and create performances utilizing "The Living Theatre" premise brought to the U.S. in the 1930s as part of the Federal Theatre Project. We challenge our participants to use dramatic techniques in their own classrooms so that students make choices about the state of our society and how they want to interact with it, the media, and each other.
Room 144

ROUNDTABLE SESSIONS

TABLE 1

"TRANSLANGUAGING: NEW POSSIBILITIES FOR ENGLISH LANGUAGE INSTRUCTION"

Judith Johnson, University of Georgia
Keywords: Translanguaging, translingual pedagogy, multilingual literacies, English instruction

Teachers of English are constantly asked to support their students in developing a global perspective from their learning experiences. A translingual pedagogy presents an expanded understanding of literacy that welcomes broader conceptions of language use by both teachers and students. By considering current research in translanguaging instructional approaches in English education, both here and abroad, teachers will engage in discussions regarding how they may implement translanguaging in their own classrooms.
Room 137

"RESISTING THE MASTER'S TOOLS: DECOLONIZING LANGUAGE AND LITERACY IN THE ESL CLASSROOM THROUGH TRANSLANGUAGING"

Amber Neal, University of Georgia
Keywords: translanguaging, decolonization, ESL, language, literacy

Language has been described as the foremost important vehicle through which colonial power has held the soul prisoner. Likewise, diverse students in ESL classrooms are often subjected to the nation's ethos of assimilation, persistently privileging monolingual and monocultural identity. One mode of resistance against anglonormative institutional policies and English-only pedagogical practices is the usage of translanguaging. This session seeks to showcase practices to center students' indigenous languages as a resource for reading, writing, speaking, thinking, and being in the classroom.
Room 137

TABLE 2

"#THEREADERMAKER"

Csaba Osvath, University of South Florida
Keywords: Makerspace, reading to create, close reading, embodied reading, creativity

What if we approach and treat books as raw materials to create form? What if the act of reading becomes the foundation for creative actions, leading to tangible, innovative products? A maker-centered reading calls for reimagining, blurring, and expanding the known boundaries of how individuals or groups may interact with text and stories. It invites readers into maker-spaces where books and stories are transformed, repurposed, and embodied.
Room 137

"TEAMWORK MAKES THE DREAM WORK: YOUNG ADULT LITERATURE CIRCLES IN SECONDARY CLASSROOMS""

Kaitlyn Carpenter, Beck International Academy
Rachelle Savitz, Clemson University
Keywords: middle grades, YA literature, thematic units

English language arts teachers are consistently teaching from the canon without providing space for young adult literature. Often, the reasons provided include not knowing how to incorporate YA literature or that their curriculum is not inclusive. This session will discuss how one teacher took on this challenge and fought against current curricula requirements to include YA literature as the focus for instruction.
Room 137

POSTER PRESENTATION

"CATCHING A GLIMPSE OF TEACHERS OF EMERGENT BILINGUALS IN RURAL SCHOOLS"

Huseyin Uysal, University of Florida
Keywords: cultural asset, emergent bilinguals, funds of knowledge, mainstream classroom, rural education

Due to the recent increase of the bilingual student population in rural areas, a focus on teacher preparation is of priority. Recognizing students' resources rather than adopting a deficit view is a key strategy that I will highlight in this presentation. Providing themes from the literature, I will offer a discussion about the ways in which rural content-area teachers can address emergent billingual students' needs.
Grand Hall Prefunction

BREAKOUT SESSIONS 4

PAPER PRESENTATIONS

"NEGOTIATING TEACHER POSITIONALITIES: PRESERVICE MIDDLE SCHOOL TEACHERS CONFRONT ASSUMPTIONS THROUGH BOOK CLUBS"

Nina Radakovic, North Carolina State University
Ashley Atkinson, North Carolina State University
Casey Holmes, North Carolina State University
Keywords: Teacher positionality, preservice teachers, book clubs, identities, methods

This case study aims to explore how collaborative book clubs using texts that expose educational inequalities may influence preservice teacher positionality in a middle school social studies teacher education methods course. Developing a structured collaborative dialogue for reflection and discourse about educational inequalities offers preservice teachers a chance to confront their assumptions and negotiate their positions, illuminating how preservice teachers grapple with their existing beliefs and self-identified positionalities.
Grand Hall D

"USING MODELS AND MULTIPLE REPRESENTATIONS TO PROMOTE SCIENCE LITERACY FOR ALL STUDENTS"

Laura Eicher, Clemson University
Rachelle Savitz, Clemson University
Keywords: science literacy, disciplinary literacy, teacher education

For students to become productive science citizens, they must develop science literacy. Using models in the science classroom is an effective instructional method that promotes science literacy by making science learning more meaningful and accessible for all students and encouraging students to communicate their scientific thinking. This session will demonstrate how using models and multiple representations facilitate students' ability to articulate their thoughts and engage in productive science discourse.

Grand Hall E

"TRANSLINGUAL STRATEGIES FOR COMMUNITY CLASSROOMS AND PUBLIC PEDAGOGY"

Sharon Nuruddin, University of Georgia
Melisa Cahnmann-Taylor, University of Georgia
Tairan Qiu, University of Georgia
Keywords: contact zones, cross-cultural, literature, trans, translingual pedagogy

This paper presentation and workshop is intended for practitioners, scholars, and students of all age groups in multilingual contexts. Our interactive presentation invites attendees into translingual/transcultural contact zones, where we guide them in discussions and activities useful for English learners as well as U.S.-born learners of language and literacy to engage in difficult, cross-cultural, and cross-linguistic conversations.
Room 473

"'OF COURSE I HAVE A CHOICE:' STUDENT AGENCY IN VIRTUAL WRITING FEEDBACK"

Alicia Kelley, Clemson University
Keywords: Secondary students, writing feedback, design, digital literacy

This session explores how student agency is present in virtual writing feedback from their teachers through the theoretical lens of design. Empirical qualitative results from an online survey suggest that students engage with and push back on academic discourses through the feedback cycle. Participants will engage in the writing and feedback cycle themselves to facilitate discussion around the theoretical idea of designs of meaning and how it applies to writing feedback.
Room 479

"MEET THE EDITORS"

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 the submission process. In addition, you could also learn about JoLLE's different features, including Academic Book Reviews, Children's and Young Adult Literature Book Reviews, Poetry, Fiction and Arts, and Scholars Speak Out. information on how to become a reviewer for Jolly will also be provided. Come ask questions about JoLLE!
Room 145

SESSION 4 (cont.)

PROFESSIONAL DEVELOPMENT PRESENTATIONS

"IHEART-TO-HEART: HELPING GEN-Z GROW THROUGH INTENTIONAL CLASSROOM CONVERSATIONS"

Amanda Rigell, University of Tennessee, Knoxville
Elizabeth Knode, University of Tennessee, Knoxville
Keywords: Dialogic pedagogy, culturally responsive teaching, digital literacy

This hands-on workshop will introduce activities to increase dialogic literacy instruction. Participants will join in abbreviated activities, then discuss and reflect on how to successfully implement them in their own classrooms. While we explore the best way to build engaged dialogic communities, we will place a special focus on the increasing diversity and digital nativism in the current generation of literacy learners. Educators will leave the workshop with new tools for standards-based dialogic literacy instruction.
Room 480

"AN INNOVATIVE WAY TO FIND THE READER IN EVERY CHILD"

Christopher Morris, Morrissey Model
Keywords: Innovative teaching methods, reading and writing, teacher pedagogy, teacher education

Teachers are always looking for ways to foster a love of reading. They begin with a classic work of literature and attempt to inspire students from the wrong starting point. Learn how starting with a student's why is much more effective. This session will provide a unique way of approaching our students that taps into another portion of their brains. This section drives behavior and brings relevance to reading in the minds of today's youth.
Room 144

PANEL

"ACADEMIC AND SOCIAL CHALLENGES EXPERIENCED BY INTERNATIONAL STUDENTS IN U.S. CLASSROOMS"

Fnu Dawayangzong, University of Florida
Nathaniel Murray, University of Florida
Huan Gao, University of Florida
Zexu Xi, University of Florida
Keywords: Culture, identity, multimodality, English education, literacy practice

The number of international students has visibly increased in the past decades on university campuses across the United States. Although these students may possess high English fluency (given their passing of the TOEFL or IELTS), they often encounter numerous academic struggles in their second language reading and writing during their U.S. studies. This panel will discuss the challenges encountered by these students and the ways that instructors and students adapt to adjust their teaching and learning and ensure the success of both sides.
Room 137

BREAKOUT SESSIONS 5

PAPER PRESENTATIONS

"UNDERSTANDING L2 GRADUATE STUDENTS' WRITING PERFORMANCE ON ONLINE DISCUSSION BOARD"

Huan Gao, University of Florida
Keywords: L2 graduate students, online discussion board, writing

Online Discussion Board (ODB) is increasingly used as a platform for writing in university courses, but not enough research examines L2 graduate students' writing on ODB. This qualitative inquiry aims to understand how using ODB affects L2 graduate students' sense of audience, authorship, and writing performance in a doctoral seminar with ODB integration. Findings suggest that a different sense of audience and authorship in writing on ODB helps enhance L2 writing performance.
Grand Hall D

"MULTI-SEMIOTIC MEANING MAKING AND CROSS-CULTURAL AWARENESS IN AN ESL CLASSROOM"

Maverick Zhang, University of Georgia
Melissa Delahunty, Cedar Shoals High School
Keywords: systemic functional linguistics, multi-semiotic meaning-making, immigrant EBL students

This classroom case-study documents how an English teacher and researcher worked collaboratively to incorporate SFL-informed multi-semiotic meaning-making approach in an ESL class with Latino immigrant students in the United States. The research was conducted at a high school in Northern Georgia. Data analysis will include an intertextual and SFL exploration of images and texts from teaching materials, the classroom settings, and written discourse of students and teachers in class.
Grand Hall E

"TAXONOMY OF A KEYWORD: NEW METHODS AND DIGITAL TOOLS FOR SYSTEMATIC LITERATURE REVIEWS"

Jenifer Schneider, University of South Florida
Meg Jones, University of South Florida
Keywords: Literature reviews, keywords, research process

Words blur or define the borders of inquiry. Within fields of study, consistent disciplinary terms establish the parameters of knowledge and allow for scholarly convergence around essential meanings. When keywords are erratically used, the identification of relevant research, the systematic review, and the conceptualization of new theories are impeded. In this session, we present strategies to reconcile inconsistent keywords in the search process, and we offer new methods and tools for conducting literature reviews.
Room 473

SESSION 5 (cont.)

PROFESSIONAL DEVELOPMENT PRESENTATIONS

"IN MY FEELINGS: USING NATIONAL SCHOOL REFORM FACULTY'S PROTOCOL, CRITICAL INCIDENTS, TO ADDRESS CONFLICT IN THE CLASSROOM"

Merida Lang, University of Georgia
Keywords: Community, NSRF, conflict, student relationships

This participatory session is an opportunity to discuss and troubleshoot issues of community and conflict in the classroom. We will use the critical incidents protocol, published by the National School Reform Faculty, to address and discuss challenges related to student relationships, communication, teacher positionality, or any other community-related issue that participants are having in their classrooms. The session is designed for secondary and higher education teachers, although it can be appropriate for teachers of any age group.
Room 479

"#NAH: LIBERATION PEDAGOGY AND CULTURAL LITERACY"

Latashia Harris, University of Portland
Keywords: liberation, pedagogy, curriculum development, decolonization, heterotopias

This presentation focuses on the ways in which the kinetics of liberatory pedagogy is catalyzed, navigated, and implemented among marginalized formal and non-formal educational activists and how these findings can be useful for educators, researchers, and teacher educators to dismantle oppression and create new ways of being.
**Room 480**

"WHAT'S IN A NAME?: USING SFL TO DECONSTRUCT DIVERSE CHARACTERS IN LITERATURE"

S. R. Toliver, University of Georgia
Keywords: Systemic functional linguistics, social justice, literature, secondary

Social justice conversations about literature in English classrooms often focus on the presence of characters with diverse identities. However, the depiction of a diverse character does not mean they are shown with complexity. Thus, it is necessary to increase the tools in the critical literacy toolbox to help students conduct examinations of text that go beyond character identification. This presentation will present systemic functional linguistics as one of those tools.
Room 145
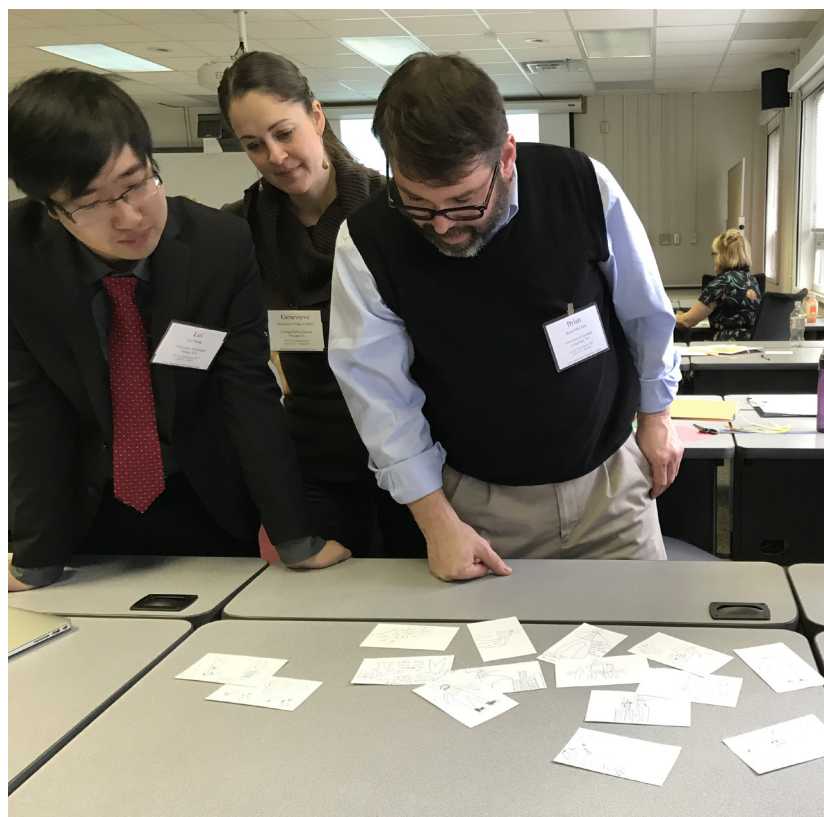
SESSION 5 (cont.)

PANEL

"BEYOND INCLUDING DIVERSE BOOKS: GETTING SOCIOPOLITICAL WITH RACE, CLASS, AND GENDER TEXTS"

Scott Ritchie, Kennesaw State University
Jinhee Kim, Kennesaw State University
Sohyun An, Kennesaw State University
Erin Adams, University of Georgia
Keywords: Diversity, children's literature, social issues, homelessness, economics

This panel shares studies related to the panelists' critical content analyses of texts aimed at young children. Specifically, the panel highlights the ways important sociocultural issues (race, gender, immigration, homelessness, economics) are represented (or not) in texts used in classrooms with young children. We offer diverse perspectives and theoretical frameworks/methods of analysis, concluding that inclusion is not always boundary-breaking and may result in "skirting" important issues rather than critically engaging in them.
**Room 144**

POSTER PRESENTATION

"LANGUAGE ATTITUDES TOWARDS SPANISH OF KINDERGARTNERS ENROLLED IN A DUAL LANGUAGE PROGRAM"

Deborah Sanchez, George Mason University
Keywords: Language attitudes, dual language education, children

Children as young as five demonstrate language attitudes. While research has shown that children display negative attitudes toward non-standard varieties, they also display positive attitudes through solidarity with social groups. This poster questions kindergartners' attitudes toward Spanish speakers, focusing on a methodological gap: children's illustrations of language attitudes. Additionally, this poster is for educators who would like to intervene in disrupting the dominant narrative by helping children develop solidarity with Spanish speakers.
Grand Hall Prefunction
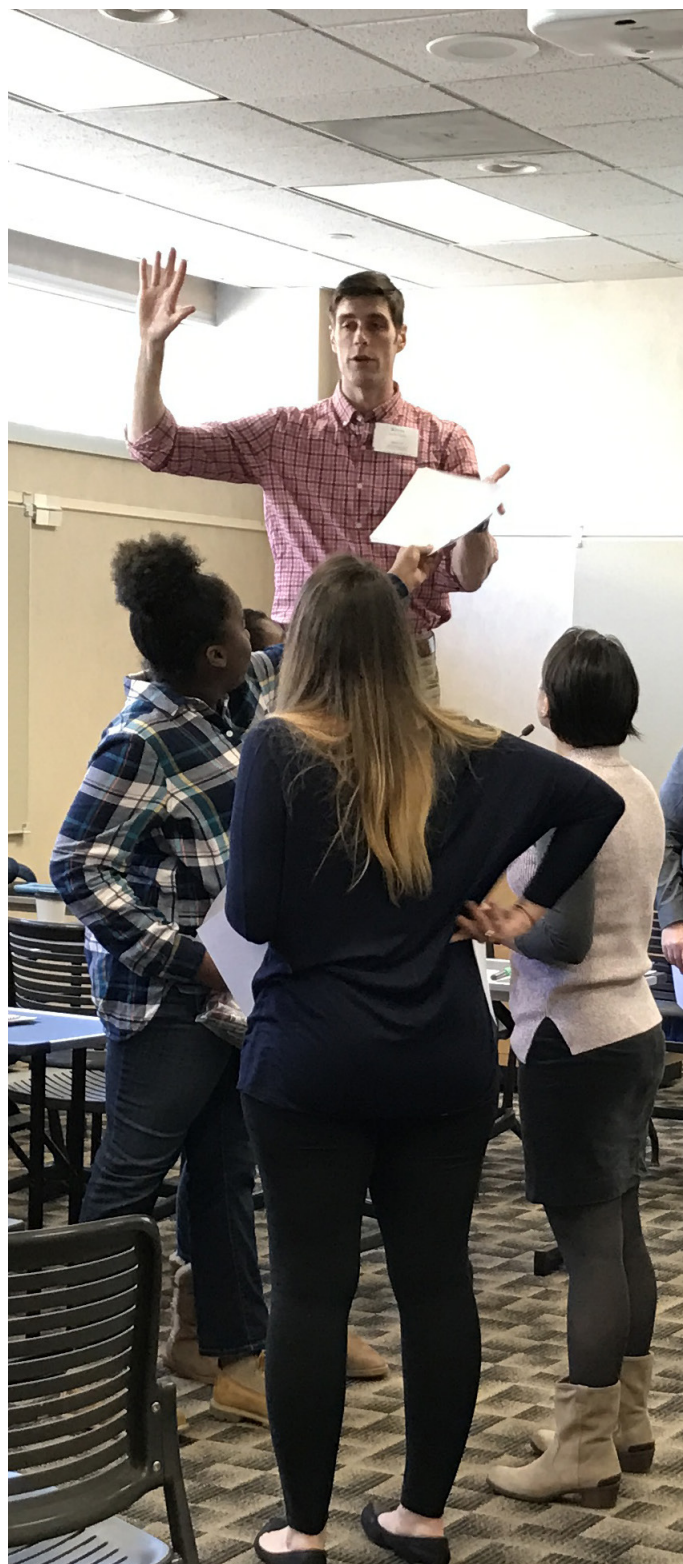
BREAKOUT SESSIONS 6

PAPER PRESENTATIONS

"WHERE IS THE MEASURE FOR SELF-CARE? PRACTICES OF CRITICAL REFLEXIVITY IN LITERACY"

Kinga Varga-Dobai, Georgia Gwinnett College
Marquita Jackson-Bradley, Georgia Gwinnett College
Keywords: Critical reflexivity, self-care, visual literacy, teacher education

In the face of performance-based assessments when both teacher educators and their students feel pressured to produce outcomes that are more analytical, more academic, more valid, and more measurable, we ask: Where is the measure for self-care? As a necessary act of resistance, this session will seek to show experimentations with a "pedagogy and methodology of self-care" and engage the audience in expressive writing and other practices of critical reflexivity, such as creating a self-care book.
Grand Hall D

"READING/WRITING MYSELF INTO EXISTENCE: LAYING THE FOUNDATIONS FOR AN INCARNATIONAL, EXISTENTIAL LITERACY"

Csaba Osvath, University of South Florida
Keywords: Literacy, embodiment, transformative education, existential literacy, incarnation

Literacy is an ongoing practice of being in the world. We're called upon to skillfully read the world, to make meanings, viable connections, and to achieve fulfillment. Through this presentation, I narrate the existential transformations, engendered by a synergistic practice of reading/writing and art making. Merging elements of a maker-centered literacy with the processes of evocative autoethnography, I explore human transformation and self-understanding through a purposeful orientation toward a desire for radical embodiment (incarnation).
Grand Hall E

"FEEDING STUDENTS' SENSE OF BELONGING THROUGH ENGAGEMENT WITH DIFFERENT ONLINE DISCUSSION CONTEXTS"

Jeonghyun Lee, University of Texas at Austin
Rachel Gaines, Kennesaw State University
D Team, University of Texas at Austin
Keywords: Adult education, digital literacy, reading and writing, computer-mediated discussion, sense of belonging

We will invite the audience to consider how students' sense of belonging in an academic course may reciprocally influence their discursive engagement in face-to-face discussion, as well as synchronous and asynchronous computer-mediated discussions. Our research showed that students experienced different levels of belonging in discussion modes. Case studies of students demonstrating contrasting patterns will be used to engage the audience in reflecting on why students experience different emotional and cognitive perceptions in different discussion environments.
Room 473

SESSION 6 (cont.)

PROFESSIONAL DEVELOPMENT PRESENTATIONS

"FALLING THROUGH THE CRACKS: AN AUTOETHNOGRAPHY REGARDING AN ESL COMMUNITY COURSE"

Brian McDermott, University of Georgia
Keywords: English as a second language (ESL), community ESL courses, adult education

In rural areas across the U.S., English as a second language courses are often needed, but not found. There is a need to recognize what, and more importantly, who are falling through the cracks in our own communities. This presentation is an example of how such a crack was discovered, (i.e. the need to start an ESL course), and what the process was to fill it, along with what the results were once filled.

Room 479

"CULTIVATING SUCCESSFUL SECONDARY CRITICAL READERS AND WRITERS BY UTILIZING RHETORICAL ANALYSIS"

Jill Perttula, Longwood University
Keywords: Media and digital literacy, social justice, critical consciousness, content area literacy, writing activities, secondary students

Rhetorical analysis by teachers in 9-12 ELA can teach the skills that standardized learning objectives require while, most importantly, simultaneously teaching students how to think about and write about different media and texts in a critical way. This session will explore critical writing activities which include identifying purpose, audience, and message. Participants will leave with innovative writing assignment strategies that encourage their students to be critical thinkers.

Room 480

ROUNDTABLE SESSIONS

TABLE 1

"ADVOCACY: USING THEIR WORDS TO BUILD OUR VOICE"

Dorian Harrison, Belmont University
Deany Delaney, Belmont University
Bianca Mgbemere, Belmont University
Tom Bailey, Belmont University
Keywords: Advocacy, social justice, perspective, teacher preparation programs

We reflected on teacher candidates' experiences on advocacy during their licensure program. This study occurred during a one-year residency program and involved three candidates. This session will illustrate ways teacher candidates can make space for advocacy and social justice within their practice.
Room 137

"TEACHERS' PERCEPTIONS OF MULTICULTURAL LITERATURE AND ITS USAGE IN CLASSROOMS"

Xiufang Chen, Rowan University
Keywords: Multicultural literature, teachers' perceptions, teacher education

Multicultural literature provides opportunities for cross-cultural empathy allowing children to develop cultural awareness and sensitivity, so they can grow up with a more balanced view of their country and the world, which is especially critical in today's world. This session explores how teachers perceive multicultural literature and its usage in classrooms. Strategies and challenges before, during, and after using multicultural literature in classrooms will also be discussed.
Room 137

TABLE 2

"VISUAL PEDAGOGY: HOW DO WE USE IT TO READ THE WORLD?"

Suriati Abas, Indiana University Bloomington
Keywords: Visual pedagogy, visual literacy, multimodality

This roundtable session is meant to encourage discussions on visual pedagogy across grades and disciplines. Using a photograph taken by a renowned photographer, Basel Elmaqosui, that incorporated Edvard Munch's iconic image of "The Scream," I evince how visual analysis has been taught in a public university in the U.S. The three-part lesson was drawn from Frank Serafini's (2014) curricular and pedagogical framework for teaching multimodal ensembles or representations of language that comprise other modes such as audio, visuals, and video. My hope is that the discussions during this session will generate ideas on how visuals can be used to extend teaching and learning through and across boundaries.
Room 137

"VOICES FROM THE MARGIN: MEETING THE NEEDS OF ECONOMICALLY DISADVANTAGED, BLACK STUDENTS"

Nadine Duncan, Kennesaw State University
Keywords: Disproportionality, special education, social justice in education, critical theory, reading readiness

Disproportionality in special education is a topic that has been researched and discussed at length by educators, yet the voices of the children most commonly affected are often omitted. This session will facilitate a discussion framed by provocative statements on the state of education made by economically disadvantaged, black students who have been labeled as learning disabled due to deficits in phonemic awareness.
Room 137

KEYNOTE SPEAKERS

KAKALI BHATTACHARYA

Professor of educational leadership and qualitative research, Kansas State University

Kakali Bhattacharya is a full professor and program coordinator of the Qualitative Research Graduate Certificate at Kansas State University. Her research interests include contemplative and de/colonizing epistemologies, ontologies, pedagogies, and methodologies. She is the 2018 winner of AERA's Mid-Career Scholar of Color Award and the 2018 winner of AERA's Mentoring Award from Division G: Social Context of Education. She focuses on creativity in inquiry and transnational issues of race, class, gender in higher education, and has published widely, including articles in Qualitative Inquiry, International Journal of Qualitative Studies in Education, Cultural Studies, Critical Methodologies, and International Review of Qualitative Research. Her co-authored text with Kent Gillen, "Power, Race, and Higher Education: A Cross-Cultural Parallel Narrative" won a 2017 Outstanding Publication Award from AERA and a 2018 Outstanding Book Award from the International Congress of Qualitative Research. Bhattacharya has over 70 publications, including refereed articles, books, and book chapters, in addition to editorial responsibilities with a Routledge Book Series titled "Futures of Data Analysis in Qualitative Research." She is also the guest editor of four special issues of journals, such as Qualitative Inquiry, International Review of Qualitative Research, and International Journal of Qualitative Studies in Education. Her work has opened up new spaces in interdisciplinary de/colonizing work and qualitative research where creativity and contemplative approaches are legitimized and seen as necessary gateways for cultivating depth, expansive inquiry, and discovering critical insights.
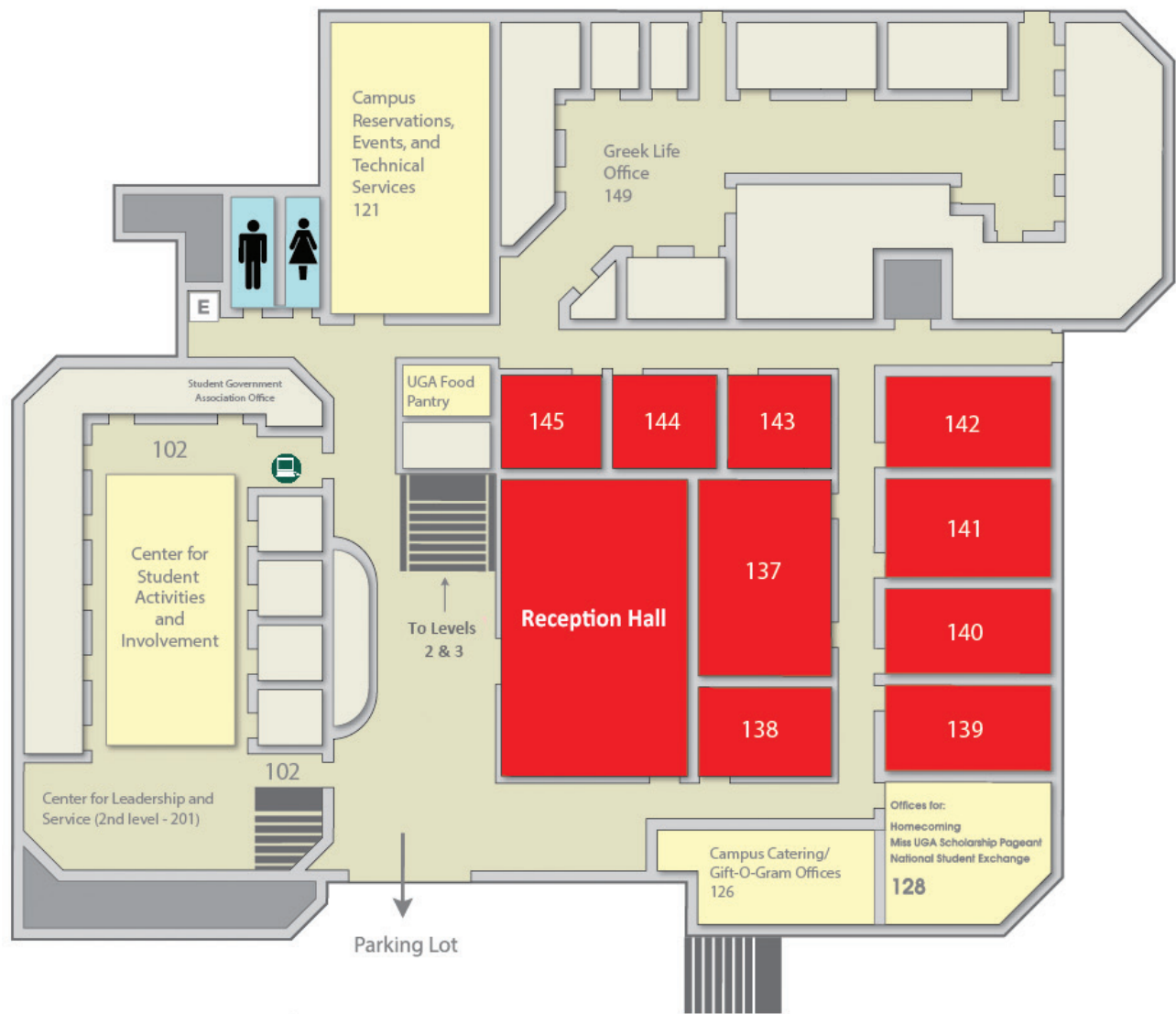
JEROME HARSTE

Artist and Emeritus Distinguished Professor of Reading and Writing, Indiana University

Jerome C. Harste is a member of the Alliance of Distinguished Professors at Indiana University in Bloomington. His seminal research on what young children know about language and language learning changed the profession's notions about how to teach reading and writing. Since his retirement in 2006, Harste has taken up art, working in water-based mediums. He has earned "Signature Status" in several watercolor societies and his artwork has been featured in several issues of JoLLE. Harste uses his art, like he did his professional writing, to speak back to issues of injustice and inequality. As an advocate for an expanded definition of literacy, multimodality, critical literacy, ethnographic approaches to the study of language, semiotics, and socio-psycholinguistics, Harste has advocated crossing borders throughout his professional life.
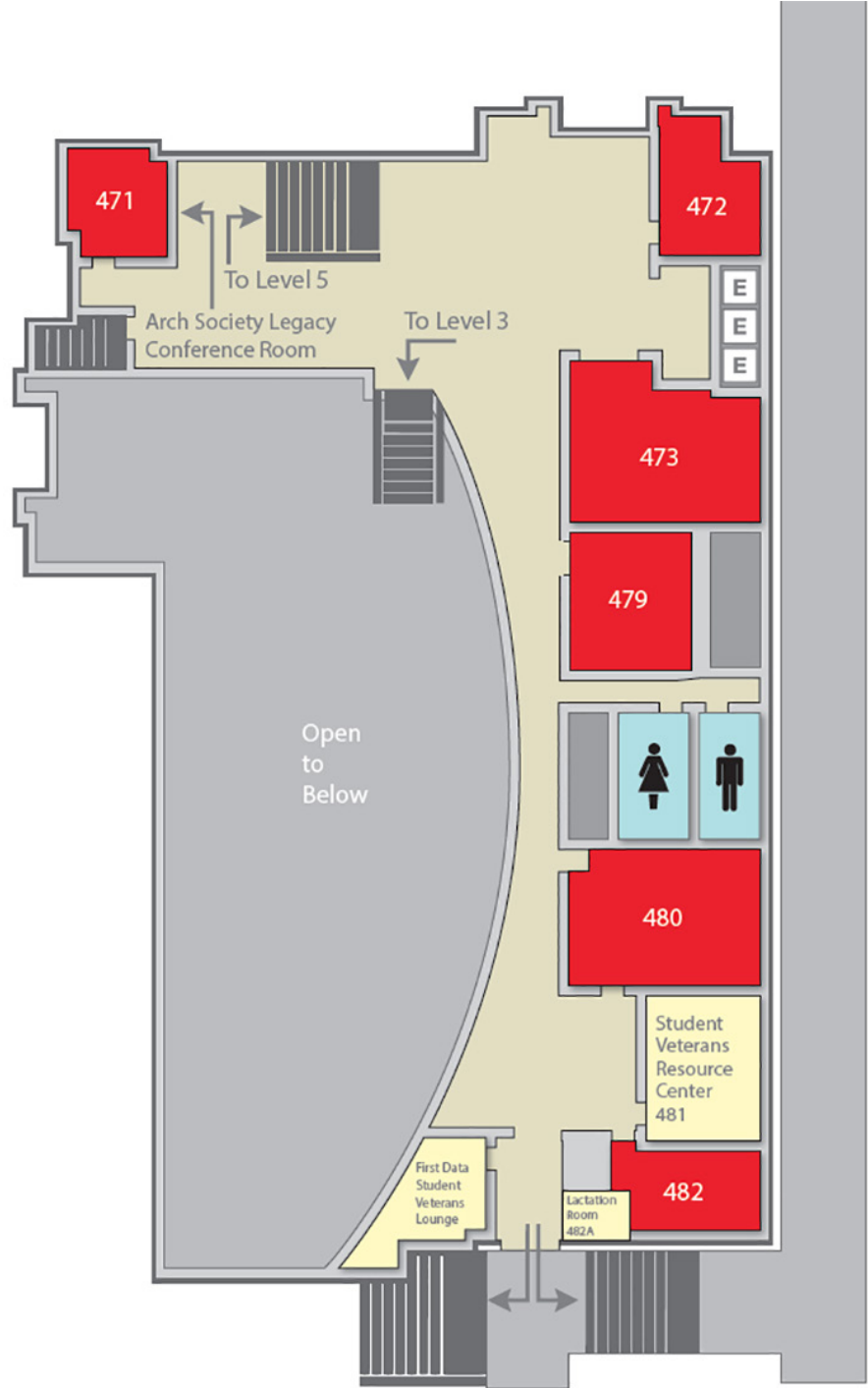
TATE STUDENT CENTER

LEVEL 1

Campus Reservations, Events, and Technical Services 121

Greek Life Office 149

Student Government Association Office

102

Center for Student Activities and Involvement

Center for Leadership and Service (2nd level - 201)

102

UGA Food Pantry

To Levels 2 & 3

Reception Hall

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137

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138

139

Campus Catering/ Gift-O-Gram Offices 126

Offices for: Homecoming Miss UGA Scholarship Pageant National Student Exchange 128

Parking Lot

TATE STUDENT CENTER

LEVEL 4

471

To Level 5

Arch Society Legacy
Conference Room

To Level 3

472

E
E
E

473

479

Open
to
Below

480

Student
Veterans
Resource
Center
481

First Data
Student
Veterans
Lounge

Lactation
Room
482A

482

TATE STUDENT CENTER

LEVEL 5

Bridge to MLC

To Level 4

Entry/Lobby

Pre-function Lounge

Tickets

E
E
E

C   B   A

Grand Hall

D   E

F   G

Pre-function Lounge

To Lower Floors

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