



JOLLE@UGA 2020 WINTER CONFERENCE

JAN. 31-FEB. 2, 2020 | ZELL B. MILLER LEARNING CENTER





CONFERENCE AGENDA

FRIDAY, JAN. 31

12:45-4 p.m.	Pre-conference workshop	Aderhold Hall
6-8 p.m.	Opening social	1000 Faces Coffee

SATURDAY, FEB. 1

8-9 a.m.	Registration	Miller Learning Center Room 101
9-9:20 a.m.	Opening plenary session	Miller Learning Center Room 101
	Welcome and introduction Tamara Moten, JoLLE conference co-chair	
	Black History Month Dedication Demetrius Keller, MSW, University of Georgia	
	Land Dedication Merida Lang, JoLLE managing editor	
	"Lift Ev'ry Voice and Sing" Sierra Francois, singer Ronald Moten, pianist	
9:35-10:25	Breakout sessions 1	Miller Learning Center First and second floor meeting rooms
10:30-10:50 a.m.	Refreshment break and poster session	Miller Learning Center Room 101
10:55-11:45 a.m.	Breakout sessions 2	Miller Learning Center First and second floor meeting rooms

CONFERENCE AGENDA

SATURDAY, FEB. 1

Fourth floor rotunda Noon-1 p.m. Lunch Please bring the ticket provided in your registration packet. 1:10-2:10 p.m. Keynote Speaker: April Baker-Bell Miller Learning Center Room 101 "'We Been Knowing!" Toward an Antiracist Language and Literacy Education" In this talk, April Baker-Bell, Ph.D., will share her journey as a teacher, scholar, and activist to explore how she has used language and literacy research and teaching to work against racial, cultural, and linguistic inequities in communities and classrooms. She will share stories and highlight examples from her personal experiences with injustice and her work with students and teachers to reflect on what has been and what is now in language and literacy education. Baker-Bell will share her framework of Anti-Racist Black Language Pedagogy to reflect on how she's built upon anti-racist theories and successes of the past to push boundaries and reshape what is possible for the present and future. Her talk will emphasize the need for an anti-racist language and literacy education and how theory, research, and practice can operate in tandem with pursuit of justice. 2:25-3:15 p.m. Miller Learning Center Breakout sessions 3 First and second floor meeting rooms 3:25-3:55 p.m. Refreshment break Miller Learning Center Room 101

Miller Learning Center

First and second floor meeting rooms

Breakout sessions 4

4:10-5 p.m.

SUNDAY, FEB. 2

8-9 a.m.	Registration	Miller Learning Center Room 101
9-9:50 a.m.	Breakout sessions 5	Miller Learning Center First and second floor meeting rooms
10:05-10:55 a.m.	Breakout sessions 6	Miller Learning Center First and second floor meeting rooms
11:10-11:40 a.m.	Refreshment break and meet the editors	Miller Learning Center Room 101
11:50-12:50 p.m.	Keynote Speaker: David Stovall "We Know What to Do, but Will We Do It? Embracing Legacies of Fugitivity in K-20 Education" Education for Black people in the Western Hemisphere has always been contested. Given the struggle by state and individual actors to prevent Black people—and other people of color—from self-determination, there has always been resistance. Stovall considers these struggles to be fugitive in the sense that they are less concerned with rules and compliance and are centered in the needs of those committed to resist oppression and marginalization. Given that literacy is foundational in this tradition of fugitivity, researchers and scholars need to concern themselves with remaining connected to the historical legacy of resisting White supremacy in education.	Miller Learning Center Room 101
12:50-1 p.m.	Closing remarks	Miller Learning Center Room 101
	Final reflection and gratitude Stacia L. Long, JoLLE conference co-chair	
	Call for manuscripts Alexandra Lampp Berglund, JoLLE principal editor	



MEET RONALD MOTEN, keyboardist

Ron Moten is a graduate of Chicago Vocational High School and Grambling State University. Ron has played extensively in the gospel field since age 8 and has shared the stage with such Blues Artist as BB King, Albert King, Buddy Guy, Willie Clayton and the late Eric "Guitar" Davis. Ron is currently touring with Carl Weathersby and Vital Support. When he is not touring, Ron plays for the First Iconium Baptist Church in Atlanta.



PRE-CONFERENCE WORKSHOP

FRIDAY, JAN. 31

TIME	ROOM	WORKSHOP TITLE	WORKSHOP LEADER
12:45-12:50 p.m.	401	Welcome/Introduction	Tamara Moten and Stacia L. Long
1 - 2 p.m.	401	"Bilingual Picture Books: Why the Layout Matters"	Nicola Daly, School of Education, University of Waikato
	411	"Beyond Academics: The Intersection of Disability and Literacy"	Allison Nealy Department of Language and Literacy Education, University of Georgia
	412	"Imposter Syndrome"	Sherell A. McArthur Department of Education Theory and Practice, University of Georgia
	418	"Job Talk"	David Chiesa Department of Language and Literacy Education, University of Georgia
	430	"Critical Literacies and the Body: Bodily Autonomy, Consent, and Young Children"	Stephanie Jones Department of Educational Theory and Practice, University of Georgia
2 – 4 p.m.	401	Keynote Speakers Session "Mentorship for the Graduate Soul: Belonging, Authenticity and	April Baker-Bell Department of English, Michigan State University
		Thriving as a Graduate Student of Color" Co-hosted by the Office of Diversity, Equity, and Inclusion	David Stovall Department of African American Studies, University of Illinois at Chicago

TIME	ROOM	WORKSHOP TITLE	WORKSHOP LEADER
2 - 3 p.m.	411	"Games and Gamification"	Nic Holt Innovation in Teaching and Technology, University of Georgia
	418	"Whitewashed critical perspectives: Restoring the edge to edgy ideas in literacy education"	Catherine Compton-Lilly Department of Instruction and Teacher Education, University of South Carolina
			Kristen Perry Department of Curriculum and Instruction, University of Kentucky
			Peter Smagorinsky and Tisha Lewis Ellison Department of Language and Literacy Education, University of Georgia
	430	"Humanizing Education Research on Both Sides of the Desk"	Sakeena Everett Department of Language and Literacy Education, University of Georgia
3 - 4 p.m.	411	"Arts Integration for Secondary English and Preservice Teacher Education"	Michelle Zoss Department of Middle and Secondary Education, Georgia State University
	412	"Developing Yourself as a Reader of YAL: Methods and Essential Texts in Secondary English Teacher Education"	Hunter Strickland Department of Language and Literacy Education, University of Georgia
	418	"Comics in the Realm of LLE: A Map, with Some Gaps"	Christopher Pizzino Department of English, University of Georgia
	430	"Grants and Fellowship Funding"	Tisha Lewis Ellison Department of Language and Literacy Education, University of Georgia

Co-hosted with the University of Georgia College of Education Office of Diversity, Equity, and Inclusion

Sponsored by LLEGO

PAPER PRESENTATIONS

"Theorizing the Reading Brain: An **Integrative Approach to Reading** and Neuroscience"

Ayan Mitra, University of South Carolina Lucy K. Spence, University of South Carolina Catherine Compton-Lilly, University of South Carolina Mary Guay, University of Georgia Keywords: Reading, brain, reading theory, reading instruction, neuroimaging

Reading involves a complex orchestration of the semantic, lexical, orthographic, syntactic and phonological processes. We review these components of reading and connect this literature to reading theory. We conclude with a tentative exploration of reading instruction that considers what we know about reading from brain research, cognitive psychology, and educational studies.

Room 267

"Newcomer or Multilingual? **Negotiating Linguistic Identities in** Student-Led Spaces"

Alexander Feliciano Mejía, Stanford University Keywords: Linguistic identity, linguistic labels, discourse analysis, ethnography, newcomer students

Recent immigrants are often labeled as newcomers, English learners, and other labels that center their presumed deficits (Mehta 2016; Martínez 2018; Valdés 2017). This session will explore how students provide counter-perspectives to this framing, as evidenced in the findings of an ethnographically

oriented analysis of immigrant students engaging in discussion during meetings of a student-led club. We will review unpack the complex work that students engaged in to construe their linguistic personae in the face of deficit labels. **Room 275**

"Teachers as Chameleons in **Social Justice Teaching**"

Charity T. Gordon, Georgia State University

Keywords: Critical literacy, social justice teaching, praxis, English education

Vague conceptualizations of social iustice and few examples of social action in schools have attenuated our collective ability to transform oppressive educational systems. This paper provides a spectrum that outlines the foundational tenets of social justice education. Drawing on ethnographic data, the presenter examines how an English teacher vacillated between different colors on this social justice spectrum. This study serves as a model for understanding the factors that cultivate critical awareness and praxis in education.

Room 147

"Asian American Children (Re) negotiate Bicultural Identity in a Chinese Culture Book Club'

Wenvu Guo, University of South Carolina

Yuechen Sun, University of South Carolina

Keywords: Asian critical race theory, literacy, identity, children's literature

Building on the Asian critical race theory, this one-year qualitative study explores how a teacher includes Asian American histories in a book club and scaffolds Asian

American children's understanding by reading aloud, discussing, and sharing Asian American children's literature. The study also explores how two Chinese American children (re)negotiate their bicultural identity in the book club.

Room 153

PROFESSIONAL DEVELOPMENT **PRESENTATIONS**

"Doing the Work: Anti-Racist Pedagogy in the Secondary Classroom Using YA Lit"

Kimora Daniel, student, Athens Community Career Academy/Clarke Central High School

Dabria Fleming, student, Athens Community Career Academy/Clarke Central High School

Tanisha Johnson, student, Athens Community Career Academy/Clarke Central High School

Zariah Rocker, student, Athens Community Career Academy/Clarke Central High School

Jennifer Jackson Whitley, teacher, Athens Community Career Academy Keywords: Anti-racist pedagogy, secondary ELA, culturally responsive pedagogy, workshop, YA literature

This session unpacks the use of anti-racist and culturally responsive pedagogies to address Sims Bishop's metaphor of books as "windows, mirrors, and sliding glass doors." In this session, high school students and their ELA teacher will workshop projects they did in response to Dear Martin by Nic Stone and Children of Blood and Bone by Tomi Adeyemi. This hands-on session will offer many take-home ideas for secondary teachers and teacher educators alike.

SATURDAY, 9:35-10:25 A.M.

"Storytime for Everyone: Inclusive Literacy Practices in Early Childhood Settings"

Alexandra Lampp Berglund, University of Georgia Bhairvi M. Trivedi, University of Georgia

Keywords: Early childhood, preschool, children's literature, (dis)ability

This presentation will explore possibilities for story time practices in inclusive early childhood settings. The audience will have an opportunity to reflect upon interprofessional collaboration, wavs to increase students' understanding of (dis)ability, and means to promote positive peer interactions. The audience will also engage in various activities to promote meaningful story time practices in their own educational contexts.

Room 247

10:30 - 10:50 A.M.

REFRESHMENT BREAK AND POSTER PRESENTATIONS Room 101

"Critical Literacy in the Elementary Classroom: A Selection of Practices"

Katharine Hull, University of South Florida

Keywords: Critical literacy, classroom practices, elementary

Although literacy teaching can highlight the critical consciousness of learners, elementary teachers are often unsure of how critical literacy can be enacted in the classroom. This poster seeks to

illustrate critical language and praxis in the elementary grades, and demonstrate the effectiveness of critical literacy practices when they are implemented. Participants are invited to share their experiences with critical literacy topics and strategies in the classroom.

"Decolonizing Education Through **Historical Examination & Interdisciplinary Practice**"

Jordan Henley, University of Georgia Keywords: Science education, decolonizing education. interdisciplinary practice

This session seeks to reexamine the history we know of science and other subjects in an effort to allow minoritized students to recognize the contributions of their culture to the accomplishments in that subject area. The goal of this reexamination is to encourage minority students to feel more connected to the subject areas. Further, this session seeks to explore how interdisciplinary practice can contribute to this practice through collaboration to decolonize education.

"Discovering Critical Literacy: A **Journey to Brownness**"

Angela Pack, Montclair State University Keywords: Critical literacy, teacher education

Preparing preservice teachers to teach critical literacy in their classroom requires that the preservice teachers unpacks their relationship with literacy and power. This presentation documents one preservice teacher's experience in a critical literacy workshop, where she investigated how texts influenced her understanding of self and the

world around her. The preservice teacher, redefined herself as Brown, let go on the label Hispanic, and developed a rich understanding of the concept of critical literacy.

"Scaffolding Middle School ESOL **Students' Academic Writing Skills** Through Theater Games"

Yixuan Wang, University of Georgia Keywords: ESOL, art-based approaches, theater games, academic

The presenter shares a study that used theater games to improve middle school ESOL students' academic writing skills and other helpful functions achieved in classes as an art-based approach. The presenter also displays specific theater games and strategies that teachers could further implement in their classes to offer scaffoldings in ESOL classrooms.

PAPER PRESENTATIONS

"The Importance of Teacher Perspective in the Struggle for Social Justice"

Daniel Stockwell, Clemson University

Elizabeth McDonald, Clemson University

Keywords: Culturally sustaining pedagogy, raciolinguistics, critical language awareness, social justice

Language-minoritized students' literacy practices are often viewed from a deficit perspective, which causes teachers to overlook the linguistic strengths these students bring to the classroom. Teachers need to adjust their perspectives so they can teach in ways that honor the students' culture and language practices. During this session, participants will practice culturally sustaining classroom activities based on a raciolinguistic perspective in order to learn practical ways that they can help their students succeed.

Room 267

PROFESSIONAL DEVELOPMENT **PRESENTATIONS**

"Trigger Warning! N**ger as Text/N**ga as Speech: Contradiction(s) and the Canon"

Jovce A. Maxwell, Teachers College Columbia University, Union County College

Keywords: Pedagogy, language practice, racialized speech

In the teaching of literature, educators continue to grapple with discussions and usage of

nigger/nigga in the American literary canon. While it has become fashionable for students to utter nigga in public spaces on college campuses, its usage and discussion within the academic classroom has ranged from silence, to outrage, to confusion. This session will challenge sensibilities as it pushes educators to think about strategies which promote critical inquiry and intellectual dialogue about this "truly American word."

Room 268

"Neurodiversity, Performance, and Identity Construction in Youth Spoken Word"

Anna E. Howard, University of South Carolina

Keywords: Neurodiversity, performance, identity construction in vouth spoken word

Today's schools are striving to provide a greater voice for students who have been underrepresented in the traditional curriculum. This can be a particular challenge when trying to represent and inculcate neurodiverse learners in the traditions of reading, writing, and speaking. Spoken word poetry as a school and community literacy can be an empowering tool for educators that seek to increase inclusivity and support the formation of positive literate identities in their most vulnerable students.

Room 275

"Equity in Literacy Coaching: Two Lenses. One Vision"

Mellissa Teston, University of South Florida

Kristin Valle, University of South Florida

Keywords: Literacy coaching, equity, professional development, policy

Pressures for student performance during an era of high accountability often include instructional coaching as a component of support for teachers and a driving force for school reform. When coaches are utilized in a deficit model to "fix" literacy issues, the impact of building capacity of teachers is diminished. These pressures position coaches to prioritize policy implementation instead of supporting teacher goals. This session seeks to explore issues of equity in literacy coaching.

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

ROUNDTABLE SESSIONS

TABLE 1

"Becoming a Producer of **Knowledge**, not a Consumer: **Developing Knowledge-Producing Literacy Skills Amongst Elementary Black Boys'**

Tamara Moten, University of Georgia Keywords: Knowledge producers, Black boys, Black females, literacy lessons

There have been several scholars focused on advancing the reading and writing levels of Black boys. To expand on their studies, how do we keep them there long after elementary school? Investigating how to create producers of knowledge is fundamental in sustaining the reading and writing levels of Black boys. Reflecting on a previous literacy project, I will examine how this project created producers of knowledge.

Room 251

"Black Girls Need Joy Too: A Hip-**Hop Feminist Lens**"

Damaris Dunn, University of Georgia Keywords: Joy, Black, girls, hip-hop, feminism

This roundtable discussion will use hip-hop feminism to explore Jamila Woods (2016) album, Heavn. The album centers on Black girlhood and joy. Implications for creating space and place for Black girls as well as self-expression are offered for learning spaces in and out of schools. **Room 251**

TABLE 2

"Representations of Transgender and Gender Nonconforming **Children in Picture Books'**

Joshua Hill, University of South Carolina

Keywords: Picture books, transgender children, critical content analysis

This critical content analysis of children's picture books about transgender children illuminates the ways that these texts can highlight the fluidity of gender for children. Drawing from both trans studies and queer theory, this research shows how picture books about transgender can provide ways for transgender, gender nonconforming, and cisgender children to see the multiplicity of gender expression in picture books.

Room 251

"Globalization and the Dynamic Agency of Gay Language Speakers in Indonesia

Wisnu Agung Pradana, University of Georgia

Keywords: Agency, globalization, queer languages, LGBTQ+

Bahasa Binan is a gay language for Indonesian gay community. This qualitative study aimed to unravel the speakers' agency in using the language through language and globalization lens. The interview with the participants showed that the settings, the presumed ideology background of interlocutors, and the metalinguistic label of Bahasa Binan influenced the agency of the speakers in using the language. The study also illuminated the extended allies of the community that included their heterosexual comrades.

Room 251

TABLE 3

"Arabic Literature as a Site for Engagement with Alterity"

Ebtissam Oraby, George Washington University

Keywords: Foreign language, literacy, literature, alterity, ethics

This paper reports a classroom ethnography that investigates the reading of Arabic literature in U.S. foreign language collegiate education as a site for engagement with alterity. The study explores how students in foreign language literature courses encounter alterity, how they construct the other and reconstruct themselves as they read modern Arabic literary texts, and how the political, historical, geographical, and cultural contexts in which students read shape their reading.

Room 274

"Reading Assessments in Arabic and English: Insights from Students' Perspectives"

Ali Alzughaibi, University of South Carolina

Katherine I. Martin, Southern Illinois University

Kamden Summers, Southern Illinois University

Keywords: Reading assessment, Arabic, ESL

Interviews were conducted with 11 Saudi Arabic-English bilinguals regarding their experiences with reading practices and assessments in Arabic and English. Consistent with past work, results show an emphasis on decoding and memorization, and an assessment approach more aligned with content than skills. Limitations and comparisons to best practice are considered.

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

ROUNDTABLE SESSIONS

TABLE 4

Engaging Preservice ELA Teachers in Critical Dialogue with YouTube Remixes

William Wright, University of Georgia) *Keywords: Preservice teachers, remix, popular culture,* YouTube, critical dialogue

I discuss leading preservice English language arts (ELA) teachers in the creation of video mash-ups that consist of carefully juxtaposed clips from popular YouTube videos in order to elicit critical commentaries about a range of educational issues. I showcase how projects that make use of popular culture and remix literacy (Stedman, 2012) — such as this one — provide innovative entry points to engage preservice teachers in dialogue about critical issues in education.

Room 274

>PICK UP BOOK< Gamifying Literacy through Text-**Based Adventure Games**

Csaba Osvath, University of South Florida Keywords: Gaming and play, writing, reading, designthinking, creativity

Text-based adventure games offer unique opportunities for stimulating critical reading, writing, and problemsolving skills. This presentation advocates for the designing and making of text-based adventure games to strengthen multimodal literacy knowledge and skills. **Room 274**

BREAKOUT SESSIONS 3

PAPER PRESENTATIONS

"Review of Translanguaging Practices in ESL Classrooms"

Eun Young Yeom, University of Georgia

Keywords: Translanguaging, ESL, literature review

Translanguaging, in ESL contexts in particular, is still an evolving theoretical concept. And a growing number of empirical studies are added to the fledgling body of literature. With this trend in mind, this presentation will examine the current literature of translanguaging in ESL. This literature review ultimately aims to briefly go through the still-evolving theoretical concept and its empirical implications particularly in ESL classroom contexts from Pre-K to college level.

Room 267

"Furthering Research Through **Collaboration: Findings from A Summer Literacy Program**"

Sanjuana Rodriguez, Kennesaw State University

Megan Adams, Kennesaw State University

Keywords: Teacher candidates, summer programs, federal work study, literacy

Federal work study (FWS) programs are designed to assist college students from economically marginalized communities in finding work while attending classes (Marzick, 2003). This study describes a summer field experience for teacher candidates entering their final two years of study in elementary education. The candidates are all FWS recipients who are paid during a four-week

SATURDAY, 2:25-3:15 P.M.

summer program to tutor children who are economically marginalized and performing below grade level in reading. Details of program funding and opportunities for collaboration will be discussed.

Room 268

"Recreational Reading as a Graduate Student: **Escape or Sustenance?**"

Gretchen Dodson, University of South Florida Keywords: Reading attitudes, recreational reading, reading culture

The lives of academics and educators are cognitively demanding and often draining. Though we spend many hours a day involved in academic literacy activities, our personal literate lives are often neglected. In this autoethnographic paper, I explore my personal literate life and the changes it has undergone as a teacher, researcher, and Ph.D. student. I examine the tension between guilt and pleasure, and the privilege inherent in a struggle over when and what to read.

Room 275

"Deficits. Dominance, and the **Eradication of Culture: Toward Imaginative, Access-Promoting** Pedagogies"

Jenifer Jasinski Schneider, University of South Florida **Patriann Smith.** University of South Florida Meg Jones, University of Rhode Island Keywords: Digital literacy, digital access, culturally relevant pedagogy

In this theoretical paper, we explore technological illiteracy and digital indifference as prohibitive to culturally responsive pedagogy.

Dismissive attitudes towards gaming, pop culture, and media promote hegemonic practices that contribute to cultural dominance of particular groups over others. We argue that the impact of culturally relevant pedagogy is nullified if educators do not consider what is culturally relevant to students. **Room 153**

"School Integration to **#BlackLivesMatter: Experiencing** History, Teaching about Racism, **Building for Justice**"

Naitnaphit Limlamai, University of Michigan-Ann Arbor Keywords: Secondary English language arts, justice, historicizing, anti-racism

English Language Arts has great potential for teaching students for and about justice, yet different understandings of justice can prevent robust exchange of ideas. In this presentation, participants will explore transcripts of how experiencing historical moments can influence discourses of justice in secondary English methods. Surfacing particular historical moments in which preservice teachers and their instructors come to understand justice can help researchers understand what mediates preservice teachers' uptake of justice in their teaching. Room 245

PROFESSIONAL DEVELOPMENT **PRESENTATIONS**

"hAPPiness: Choosing Quality Apps that Facilitate Emerging Literacies"

Amy Pulliam, University of Georgia Keywords: Apps, iPads, emergent literacy, early childhood

We will explore how to choose appropriate apps for early childhood through high school ages using Hillman and Marshall's (2009) criteria guide for selecting appropriate apps and Israelson's (2015) App Map. Teachers will get a list of highly-rated classroom apps and a new vision for supplementing current curriculum with rich, digital experiences that will further their students' thirst for learning and ultimate impact on the world.

Room 247

"Education-ku: Using Theory and Micro poetry to Address and **Redress Inequity in Education**"

Gliset Colon, SUNY Buffalo State Jevon Hunter, SUNY Buffalo State Keywords: Critical race theory, poetry,

We will provide a practical example of how teachers can apply critical race theory in the classroom to allow students to critique their educational experiences. Students engage in critical discourse about the challenges they face in their education and use micro poetry as the literary device and platform for expression. It is through this lens that they can provide a critique of education through their lived experiences as young adolescents of color.

3:25 - 3:55 P.M.

REFRESHMENT BREAK **Room 101**

PAPER PRESENTATIONS

"What Is Next for Educational Cosmopolitanism?"

Kelli A. Rushek, University of Iowa Keywords: Educational cosmopolitanism, ELA classrooms, cosmopolitan literacies

Recently there has been a call to reconceptualize educational cosmopolitanism as a framework for educational and literacy research. The cosmopolitan idea has spanned throughout history, resurging when sociopolitical climates are reinvigorated by nationalist and patriotic ideologies. This presentation describes and synthesizes current research on the bridging of educational cosmopolitanism and classroom practice in the ELA classroom, in a seminar discussion style, before using an interactive gallery walk/ jigsaw strategy to discuss Scheja's (2015) tenets of cosmopolitan literacies: dialogicity, reflexivity, criticality, relationality, and historicity.

Room 267

"Academic Literacy through the Lens of Internationalization and **Academic Capitalism**"

Andressa Molinari, Londrina State University Samantha Ramos, Londrina State University Keywords: Academic capitalism, academic literacy, internationalization

Increasing interconnectedness and global activities have created possibilities of internationalization of education in emerging countries. In Brazil, undergraduate and graduate students have been driven to a series of standardization and examinations concerning their written and oral skills in English. This scenario has created a large demand in the development of preservice teacher education. Thus, this session will seek to present how the internationalization advancement and the challenges in academic literacy has impacted the training of pre-service ESL teachers and its relation to academic capitalism.

Room 268

"Literacy in Virtual Reality: **Reflections on Immersive Gaming** and Storytelling from a Literacy Perspective"

Csaba Osvath, University of South

Keywords: Virtual reality, gaming, multimodal literacy, play, immersive

Virtual reality (VR), as a medium for immersive experiences, will continue to impact education and numerous aspects of human existence. It is vital for educators, learners, and scholars to actively engage with this new technology and to participate in the creation, development, and evaluation of VR use in classrooms and beyond. I explore the potentials of VR and how this technology may impact or change literacy education.

Room 153

PROFESSIONAL DEVELOPMENT PRESENTATIONS

"Modeling Culturally Sustaining Pedagogy in Teacher Education: A Strategy Showcase"

Tairan Qiu, University of Georgia Keywords: Teacher education, culturally sustaining pedagogy, writing classroom strategy

Culturally Sustaining Pedagogies (CSP) is a framework for educators to transform their classrooms into generative spaces and focus on issues of diversity, equity, and inclusion. This discussion-based presentation will showcase how CSP was embodied and modeled in a teacher education classroom focusing on writing strategies in the p-5 context. Session attendees will also be engaged in multimodal and multilingual writing and explore how CSP could be modeled in their own classrooms.

Room 245

"Meet the Editors"

Alexandra Lampp Berglund, University of Georgia Merida Lang, University of Georgia Keywords: Publishing, academic writing life, JoLLE love

Meet with some of the IoLLE editors to learn about the types of manuscripts we accept, the submission process, and joining the external review board. Discover JoLLE's different features, including academic book reviews, children's and young adult literature book reviews, poetry, fiction and visual arts, and scholars speak out. Come and ask questions about JoLLE!

SATURDAY, 4:10-5 P.M.

PANEL PRESENTATIONS

"Engaging in Critical Content Analysis of Children's Books to Counter the Curricularization of Racism"

Eliza Braden, University of South Carolina Roberta Price Gardner, Kennesaw State University Sanjuana Rodriguez, Kennesaw State University Natasha Thornton, Kennesaw State University

Kamania Wynter-Hoyte, University of South Carolina Keywords: Critical analysis, children's literature, sociopolitical topics, racial literacy

This panel will focus on how literature can be used as a tool for children to address and make sense of layers of privilege and inequity in our society. Panelists will explore critical multicultural picture books that center on diversity and sociopolitical topics related to current events. The participants will examine the texts and reflect on how to engage children in conversations around critical texts and topics.

Room 253

ROUNDTABLE SESSIONS

TABLE 1

"Using Narrative and Community-**Based Curriculum to Facilitate Agency and Empowerment in** Teenage Refugees"

Bridget V. Kearney, University of Louisville Keywords: Identity, perspectives, TESOL, multicultural education, social context and community, experiential education

The structures of the Western education system can be overwhelming to newcomer refugees. One way to facilitate reconnection with cultural identity, as well as a sense of empowerment, agency and belonging, is through storytelling. This project explores the experiences of refugee youth writing narratives of water insecurity in their native countries. The students' stories will be published in a book that a community nonprofit, WaterStep, intends to circulate to schools across the district and beyond.

Room 251

"¿Who soy yo? Positioning and Thickening the Identities of **Emerging Spanish Speakers**

Erin Gilreath Carlson, University of South Carolina Keywords: Identity, bilingualism, adult learners, photovoice

How do honors students in a first-semester universitylevel Spanish course identify themselves during their semester — as 'students in a Spanish class' or as 'emerging Spanish speakers'? Referencing interviews, students' written reflections and students' photographs, this study explores how students transition from positions as non-Spanish speakers into the positionality of Spanish-speakers and if, how, and where that change affects ideas about their identities: three students served as coresearchers in the project, as well.

TABLE 2

"Parents' Perspectives on the Use of Multimedia in Early Childhood Education"

Ling Hao, University of South Carolina

Keywords: Early childhood, language and literacy education, multimedia

With the development of technology, the use of multimedia in education is becoming increasingly popular. While most teachers believe multimedia plays an important role in education, some parents have concerns and prefer not to use multimedia. This creates a gap between teachers and parents. This session will present parents' perspectives on the use of multimedia in early childhood education and show how teachers could fill the gap.

Room 251

"Why Wouldn't We?": African **American Parent Perspectives on Dual Language Immersion**"

Sharon M. Nuruddin, University of Georgia

Keywords: Dual language, immersion, African American families, Spanish language acquisition, bilingualism

African American students have long been excluded from dual language immersion (DLI) programs based on racialized, deficit perspectives of second language ability and potential. Since 2014, a Southeastern U.S. county — serving a large population of African American students — has continued to expand its DLI program. The author will present auto/ ethnographic and interview research on AA parents of children in DLI and whose perspectives disrupt racist notions concerning African American bilingualism.

PAPER PRESENTATIONS

"The Longitudinal Construction of Inequality in Schools: Micro/ **Macroaggressions over Time**"

Catherine Compton-Lilly, University of South Carolina Keywords: Microaggression, critical race theory, longitudinal

Catherine Compton-Lilly explores the cumulation of micro/macroaggression through the experiences of her former students as they moved from elementary school to high school. After identifying forms of micro/ macroaggression that have been identified in scholarly research, she uses critical race theory to make sense of the micro/ macroaggressions reported by the children and families, including a set of particularly disruptive mega-aggressions. This research reveals one way in which inequity is constructed for children in historically underserved communities.

Room 267

"Embodied Multimodal Curriculum and Design-Based Research in an ESL classroom"

Maverick Zhang, University of Georgia Ruth Harman, University of Georgia Sahar Aghasafari, University of Georgia Melissa B. Delahunty, Cedar Shoals High School Keywords: Embodied multimodal curriculum, design-based research, immigrant multilingual learners, multimodal composing

The research documents how an ESOL teacher and three university educators, with the help of

design-based research, worked collaboratively to develop and implement a two-month embodied multimodal curriculum to support immigrant multilingual learners in multimodal composing. The research was conducted at a public high school in northern Georgia. Data analysis included intertextual exploration and SFL-informed discourse analysis on students' written and art work, as well as a range of classroom activities. **Room 268**

"Blackness is not Monolithic:

Black Immigrant Women Scholars Enacting Change through Storytelling?"

Olabisi Adenekan, Judson University Mellissa Gyimah-Concepcion, **Judson University** Keywords: African immigrant, Black

feminism, storytelling

Blackness is not monolithic — our identity as Black immigrant women researchers shapes our learning and instruction. Using position theory (Harré, 1998) and Black feminist thought (Collins, 1990), we argue the necessity for Black immigrant researchers to intentionally engage their multiple identities when interacting with students. We eschew concepts of single stories of Blackness and Black womanhood through storytelling, challenging students to think about African diaspora more broadly.

Room 275

PROFESSIONAL DEVELOPMENT **PRESENTATIONS**

"'What Can We Do?" School Discipline and Restorative Justice. Institutionally and as a Mindset"

Merida Lang, University of Georgia Keywords: Restorative justice, discipline, teacher-student relationships

This presentation considers the phenomenon of restorative justice and school discipline, with a specific focus on what individual teachers can do in their classrooms, and whether their school has adopted a restorative justice model or not. Room 153

"When Life Hands You a Standardized Curriculum. You Make..."

Maria Van Allen, Westridge Middle

Keywords: Language arts, middle school, standardized curriculum

All you have to do is teach what they give you! Use the resources provided by the district to teach your students. It's easy! But what happens when the one-size-fits-all district curriculum that you laughed at in college is now what permeates your language arts department? This session will explore the classic saying in education: "when life gives you a standardized curriculum, you connect it to your students and hope to make some lemonade."

SUNDAY, 9-9:50 A.M.

"Coding for the Future: Teacher **Experiences Merging Computer** Science and ELA

Jessica Eagle, North Carolina State University

Laura Jacobs, North Carolina State University

Katherine Mitchell Smith, J.D. Clement Early College High School Keywords: CS First, critical digital literacy, critical pedagogy

This session will share why and how two researchers and a high school English teacher worked together to implement computer science in a literature analysis unit. We will engage participants with an interactive look at CS First. CS First provides students of any experience level with coding an opportunity to create and program live-action digital productions to demonstrate their literature learning. We will share lesson materials, content, our challenges and successes, and discuss future possibilities.

Room 247

ROUNDTABLE SESSIONS

TABLE 1

"Critical Discourse Analysis of Perspectives on New York **City Specialized High Schools' Admission Reform**'

Shuang Fu, University of Georgia Keywords: Discourse, NYC specialized high, schools, Asian American, admission, standardized test

This paper examines a political debate surrounding an educational proposal on the specialized high school admission process in New York City. By applying the methods of critical Discourse Analysis (CDA) and employing Fairclough's threedimensional framework (1989), texts are analyzed according to description (text), interpretation (pragmatics), and explanation (the social and cultural context). The analysis reveals the discourses that are taken up by different social actors and demonstrates how these discourses are functioning strategically for varied purposes. In particular, these discourses convey more than what the textualized and verbalized statements show at the surface level, but more importantly, reveal certain ideologies and specific concerns. After the critical examination of texts, it's found that these discourses, as a dynamic social practice, produce, convey, and diffuse social power, and are closely related to broader social, cultural, and political contexts as well. This paper contributes to our understanding of concerns and challenges for improving equity and diversity in the current U.S. education system, and demonstrates the movements of discourses taken up by different

racial and political groups in the broader society.

Room 251

"Epigenetics: Exploring Transgenerational Effects of Racism on African American Students"

Eli M. Davis, University of South Carolina

Keywords: African American students, healing, enslavement, transgenerational, trauma

African American students are commonly thought to underachieve. To address this issue, educators have developed strategies infusing authentic culture into teaching practices. But, is being culturally relevant enough? This session will push the boundaries of educators to imagine how the biological inheritance of trauma can possibly impact African American students. By contextualizing the African American experience, including the absence of healing from historical subjugation, educators will gain insights on the importance of school environments.

SUNDAY, 9-9:50 A.M.

TABLE 2

"Rupturing Expectations: A Case Study of One Teacher's Pedagogical Shifts in a 10th Grade ELA Classroom"

Alisha Smith Jean-Denis, UMASS Amherst Keywords: Contact zones, diasporic encounters, critical pedagogy, ELL learners, racialized texts

Foucault (1970) introduced knowledge as phenomena that can be studied, theorized, and more importantly, ruptured. He emphasized that ruptures are "interruptions" and/or "radical breaks" to prior ways of knowing and being and can always be challenged and departed from. This paper is an examination of one teacher's ruptures as she seeks to de-center the White gaze in a racialized "American Dream" literary unit with newly arrived youth from the African, Caribbean, and Latin diaspora.

Room 251

BREAKOUT SESSIONS 6

"Talking and Teaching in Response to Sexual Assault"

Stacia L. Long, University of Georgia

Keywords: Teacher emotions, teacher identity, literacy curriculum

School communities are, unfortunately, often affected by events like students' arrests for sexual violence. These incidents circulating in the media and community conversations trouble teachers and students. This session will report how seven teachers talked about and taught in response to the sexual violence perpetrated by a student at their school and provide opportunities to explore how to support teachers and talk with students in the wake of these events.

Room 153

"Literacy Research to Practice and Practice to Research: **Continuing the Conversation**"

David Reinking, University of Georgia Jenifer Jasinski Schneider,

University of South Florida Mellissa Alonso, University of South Florida

Keywords: Research and practice, professional development

This session summarizes the key perspectives and conclusions from a two-day forum on literacy Research to practice held after the December, 2019 meeting of the Literacy Research Association. The forum attracted approximately 80 researchers, doctoral students, and practitioners (teachers, administrators, and central office personnel) for an open dialog aimed at (a) determining how literacy research can enlarge its contributions to improving

SUNDAY, 9-9:50 A.M.

practice, (b) critically assessing existing literacy research in light of what practitioners identify as their and their students' most pressing needs, and (c) formulating guiding principles and possible actions toward uniting researchers and practitioners as partners in educational endeavors to enhance literacy. Participants in this JoLLE session will react to and extend the forum's discussion in light of their own views and experiences.

Room 267

"Enacting a Summer Reading Camp Through the Lens of Positive Youth Development"

Hayley Jordan Hoover, Clemson University

Keywords: Summer reading camp, positive youth development theory, elementary students, striving readers, students with reading difficulties

While research has investigated summer regression, and summer reading programs and incentives are common practices in school districts, researchers have not fully examined summer reading camps (Gerst & Ozier, 2015). This session will discuss positive youth development theory (Benson, Scales, Hamilton, & Seems, Jr., 2006) and how this theory informed the practice of a summer reading camp hosted in a low socioeconomic status school district for students identified as having reading difficulties.

Room 268

"Creatively Responding to Social **Justice Texts with Preservice** Teachers"

Christine Reilly, Georgia Gwinnett College

Jamie Caudill, Georgia Gwinnett College

Keywords: Social justice, teacher education, reader response

Responding to literature, especially those with themes related to social justice, allows teacher candidates to develop compassion and empathy. With an approach to teaching writing course, we will present responses to social justice themed children's literature using traditional and technological tools. These creative responses including Twitter chats, mood rocks, cartoon strips, thought clouds, and more will add to the dialogue related to issues elementary students are facing today.

Room 275

PROFESSIONAL DEVELOPMENT **PRESENTATIONS**

"Voices from the Margin: De/ **Colonizing the Perception of Dis/ Ability in Urban Education**"

Nadine C. Duncan, Proof Project,

Keywords: Special education, urban education, economically disadvantaged, learning disabilities, linguistic diversity

The voices of the economically disadvantaged, Black children most commonly affected by the systemic devaluation of Black culture, is often omitted from scholarly discourse. This session will be framed by provocative statements on the state of education made by students who

have been labeled as disabled due to their rejection of White, middle class culture. We will open with an interactive activity that will challenge the way we commonly view engagement and ability.

Room 247

"Equity in Literacy: The Coffee and the Coconut Water"

Diana Staffieri Morris, Rowan University

Jennifer Rushton, director of curriculum, instruction and assessment for Greater Egg Harbor Regional High School District Keywords: Equity, implicit bias, White privilege, brave space, empathy

Equity in instruction is expected. Culturally-relevant teaching is expected. The use of multicultural literature is expected. This session will seek to show educators how to evolve past just having a multiculturally decorated classroom and a diverse classroom library. Teachers will begin to understand that everyone has implicit biases, implicit biases affect instruction, and why it is essential to be aware of our implicit biases.

Room 253

11:10 - 11:40 A.M.

REFRESHMENT BREAK AND **MEET THE EDITORS**

KEYNOTE SPEAKERS

DR. APRIL BAKER-BELL

Assistant Professor of Language, Literacy and English Education

Dr. April Baker-Bell is Assistant Professor of Language, Literacy, and English Education in the Department of English and African American and African Studies department at Michigan State University. An emerging national and international leader in conversations on Black Language, she investigates the



intersections of sociolinguistics, anti-Black racism, and antiracist pedagogies. As a transdisciplinary teacher-scholaractivist, Baker-Bell draws from and makes contributions to the fields of English Education, Composition-Literacies studies, and Raciolinguistics. The root of her research stems from her experience being ill-prepared to address her Black students' language and literacy needs when she worked as a high school English teacher in Detroit. As a result, she carved out a research and teaching agenda that creates a pathway to cultural, linguistic, and racial justice for Black students across educational spaces.

Baker-Bell is the recipient of many prestigious awards and fellowships, including Michigan State University's Innovation & Leadership in Teaching and Learning Award, the 2018 AERA Language and Social Processes Early Career Scholar Award, the Literacy Research Association's STAR fellowship, and the National Council of Teachers of English (NCTE) Cultivating New Voices Among Scholars of Color (CNV) fellowship. Her award winningresearch and 16+ years teaching has led to additional honors such as her role as incoming Vice-President elect of the Michigan Council of Teachers of English (MCTE) and summer faculty at the Bread Loaf School of English in Vermont.

Dr. Baker-Bell's research has recently been published in the English Education journal, the Journal of Literacy Research (JLR), and the Journal of International Review of Qualitative Research. Her first book, Linguistic Justice: Black Language, Literacies, Identity, and Pedagogy, will be published with NCTE-Routledge in February 2020. In addition to her language research, Baker-Bell's scholarly interests include: anti-racist writing pedagogies, critical media literacies, Black feminist-womanist storytelling, and the health & needs of women of color in academia, with an emphasis on early career Black women.

DAVID STOVALL

Professor of African-American Studies and Criminology, Law and Justice

David Stovall, Ph.D. is Professor of African-American Studies and Criminology, Law & Justice at



the University of Illinois at Chicago (UIC). His scholarship investigates three areas 1) Critical Race Theory, 2) the relationship between housing and education, and 3) the intersection of race, place and school. In the attempt to bring theory to action, he works with community organizations and schools to develop curriculum that address issues of equity and justice. His work led him to become a member of the design team for the Greater Lawndale/Little Village School for Social Justice (SOJO), which opened in the Fall of 2005. Furthering his work with communities, students, and teachers, his work manifests itself in his involvement with the Peoples Education Movement, a collection of classroom teachers, community members, students and university professors in Chicago, Los Angeles and the San Francisco Bay Area who engage in collaborative community projects centered in creating relevant curriculum. In addition to his duties and responsibilities as a professor at UIC, he also served as a volunteer social studies teacher at the Greater Lawndale/Little Village School for Social Justice from 2005-2018.

NOTES



MILLER LEARNING CENTER

