



LITERACY™
RESEARCH
ASSOCIATION

70th LRA Annual Conference (Virtual)

NOV 30–DEC 5, 2020



All of Us are Smarter than Each of Us:
Collaborate for **IMPACT**



TABLE OF CONTENTS

General Information	3
Welcome	5-6
In Memoriam	7-11
2020 Area Co-Chairs	12-13
<i>Literacy Research: Theory, Method, and Practice (LR: TMP)</i>	
Call for Manuscripts and Reviewers	14
Plenary Sessions.....	15-20
Events at a Glance.....	21-25
Study Groups.....	26-33
Monday Schedule	35-36
Tuesday Schedule	37-41
Wednesday Schedule.....	42-76
Thursday Schedule	77-110
Friday Schedule.....	111-137
Saturday Schedule	138-140
LRA Leadership and Honorees.....	141-145
LRA Committees	146-150
Past Presidents List.....	151
Award Recipients.....	152-155
2020 Proposal Reviewers	156-158
STAR Fellows & Mentors	159-160
Participants Index.....	161-171
On the Cover.....	172

ABOUT LITERACY RESEARCH ASSOCIATION (LRA)

The Literacy Research Association is composed of scholars who share an interest in improving literacy research and practices. LRA advocates research that enhances knowledge, understanding, and development of lifespan literacies in a multicultural and multilingual world. LRA sponsors a conference each year consisting of plenary addresses, paper sessions, roundtable discussions, alternative format sessions, and symposiums.

In addition to sponsoring the annual conference, LRA publishes a quarterly journal, *Journal of Literacy Research*, and an annual conference proceedings, *Literacy Research: Theory, Method, and Practice (LR: TMP)*, which contains peer-reviewed papers selected from the previous year’s conference. LRA also publishes a newsletter, and sponsors a website and listserv.

LRA maintains a full-time administrative staff in Lagrange, GA, to support organizational activities.

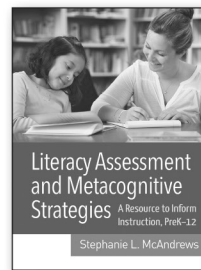
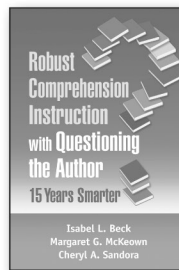
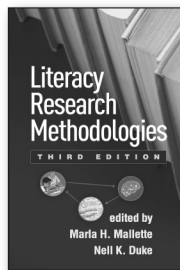
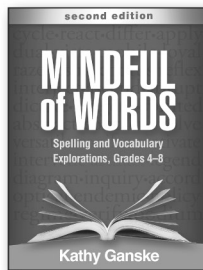
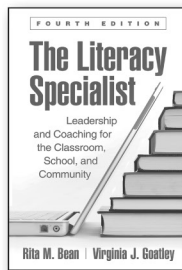
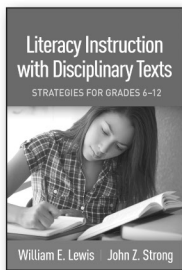
For more information contact the LRA Headquarters at P.O Box 3105 Lagrange, GA 30241.

Phone: 706-443-1334, Fax: 706-883-8215,

<http://www.literacyresearchassociation.org>

NEW FROM GUILFORD

**25% OFF PLUS
FREE SHIPPING**



New

Literacy Instruction with Disciplinary Texts

Strategies for Grades 6-12

William E. Lewis, PhD
John Z. Strong, PhD

Foreword by **Lyn Long, MEd**
and **Bilinda Sikes, MA**

“This book emphasizes ways to increase literacy development and content learning using science-based strategies, while recognizing that all children bring valuable knowledge and experiences to the classroom.” —**Sarah M. Lupo, PhD,**
James Madison University

Includes Reproducible Materials

Nov. 2020, 7" x 10" Paperback, 288 Pages
ISBN 978-1-4625-4468-4, \$32.00, **\$24.00**

New Edition—Revised & Updated!

The Literacy Specialist


FOURTH EDITION

Leadership and Coaching for the Classroom, School, and Community

Rita M. Bean, PhD
Virginia J. Goatley, PhD

“A touchstone text for my students since the first edition. Current and future reading specialists, literacy coaches, and literacy leaders of every kind will appreciate the important updates in the fourth edition.” —**Jacy Ippolito, EdD,**
Salem State University

Includes Reproducible Forms & Worksheets

 Nov. 2020, 6" x 9" Paperback, 374 Pages
ISBN 978-1-4625-4455-4, \$40.00, **\$30.00**

☆ *New Edition of a Bestseller—
Revised & Updated!*

Mindful of Words

SECOND EDITION

Spelling and Vocabulary Explorations, Grades 4-8

Kathy Ganske, PhD

“Providing concrete strategies and a rich array of instructional tools, this accessible resource for teachers and teacher educators expands our knowledge about what makes vocabulary so important.”

—**Pamela A. Mason, EdD,**

Harvard Graduate School of Education

 **Large, Easy-to-Reproduce
Format + Downloadable Materials**

Sep. 2020, 8" x 10½" Paperback, 406 Pages
ISBN 978-1-4625-4427-1, \$40.00, **\$30.00**

New Edition—Revised & Updated!

Literacy Research Methodologies


THIRD EDITION

Edited by **Marla H. Mallette, PhD**
Nell K. Duke, EdD

Foreword by **Seth A. Parsons, PhD**

“This is a great text for any course in research methods or design because it addresses the fundamental importance of matching the research methodology to the research questions and resulting claims. A bonus is the exposure to exemplar studies from a variety of research paradigms.”

—**Marcia Invernizzi, PhD,**
University of Virginia

 Nov. 2020, 6½" x 9½" Paperback, 470 Pages
ISBN 978-1-4625-4431-8, \$50.00, **\$37.50**

New

Robust Comprehension Instruction with Questioning the Author

15 Years Smarter

Isabel L. Beck, PhD
Margaret G. McKeown, PhD
Cheryl Sandora, PhD

“The pioneering developers of Questioning the Author (QtA) have examined the research, observed classroom discussions, and talked with teachers using QtA to further develop their effective approach.”

—**Timothy Rasinski, PhD,**
Kent State University

Includes Reproducible Materials

Nov. 2020, 7" x 10" Paperback, 192 Pages
ISBN 978-1-4625-4479-0, \$30.00, **\$22.50**

New

Literacy Assessment and Metacognitive Strategies


A Resource to Inform Instruction, PreK-12


Stephanie L. McAndrews, PhD

“McAndrews provides...practical strategies that enhance student learning and can be readily implemented into classroom practice and clinical settings. The book is full of great, research-based ideas that I intend to use in my graduate courses.”

—**Debra Gurvitz, EdD,**
National Louis University

 **Large, Easy-to-Reproduce
Format + Downloadable Materials**

 Jul. 2020, 8" x 10½" Paperback, 508 Pages
ISBN 978-1-4625-4370-0, \$40.00, **\$30.00**

 **Professors:** Books with this symbol are Free for Adoption Consideration. All other titles in this ad are available for 60-day review. Visit www.guilford.com/professors for details and to request copies.

GUILFORD PRESS

370 Seventh Avenue, Suite 1200, New York, NY 10001-1020
www.guilford.com • Promotional Code 7FR for 25% Off + Free Shipping
Both Print & E-Books Available



WELCOME

Colleagues,

WELCOME to our 70th Annual LRA Conference (*Virtual*). It is with heartfelt gratitude and a spirit of great expectancy that I write this welcome letter. Together, we are making history! This is the **70th Annual LRA Conference** and the **1st LRA Virtual Conference!**

As you know, 2020 has been a year of uncertainties. Political strife, social injustices, and a health crisis in the form of a global pandemic, have changed the landscape of our professional and personal lives. Yet, the Literacy Research Association has risen above our circumstances, and chosen to come together to share our research ideas, network with familiar and unfamiliar colleagues, and conduct the business of LRA. Why? The answer is simple. Because we love what we do, we love who we are, and value the opportunity to connect with others who are passionate about literacy research that will ultimately impact the students, families, teachers, schools, and communities we serve.

Those of you who know me understand that I must begin my list of thanks with praising God for answering my prayers and the prayers of everyone who joined with me by praying for LRA. When we did not know the answer to many questions, my response has simply been, “Let’s pray about it”. To some, it may seem inappropriate, but we bring our whole selves to the table when making decisions, and praying allowed me to have peace about making plans to do something that none of us had done previously. Next, I want to send virtual hugs to every person who offered their assistance. Planning a conference entails managing numerous moving parts, and it is simply impossible to complete the work alone. First of all, I want to express special thanks to our esteemed Board of Directors, who usually meet bi-annually, but willingly met almost monthly (and sometimes bi-monthly) to complete the necessary work. Thank you LRA Board for going above and beyond your listed responsibilities, to strategize and execute plans that resulted in successfully cancelling a major hotel contract, securing contracts with virtual vendors, disseminating and analyzing membership data, assisting with conference plans, filling in as discussants/chairs and conference monitors, and for setting a collegial atmosphere for LRA. We came together as a team and cohesively addressed our organizational needs while balancing personal and professional responsibilities.

Secondly, I appreciate our dream team of area chairs, who planned a face-to-face and virtual conference simultaneously, until final decisions were made

to go virtual. I have never worked with a more dedicated, hard-working group of people, and I am eternally grateful. **#LRA2020 Area Chairs are simply phenomenal!** The Technology Committee stepped in early to assist with conference planning. Their skill set was invaluable as we met with virtual vendors, and they willingly provided guidance and support throughout the process; and e-Editors organized social media communications to market the conference and gave us the boost that we needed to increase our conference attendance. I would also like to thank the Field Council who assisted with marketing our Call for Proposals and #LRA2020 planning throughout the year, and organized the Welcome Reception - one of our new conference events. I am also grateful to LRA past presidents, who responded to every email, text message, and phone call, as well as proactively contacted me to offer support. Also, our ASG partners have worked tirelessly to ensure a successful virtual conference. I sincerely appreciate you Kendra, Caitlin, Kelley, and VJ. Finally, I have to personally thank my amazing Associate Chair, David Yaden, who made this journey with me every step of the way, asking critical questions, offering suggestions, and willingly attending numerous meetings that were scheduled in Eastern Time. 😊 In other words, the #LRA2020 Team is a fine-tuned, well-oiled virtual machine!

The conference theme for #LRA2020, **All of Us are Smarter than Each of Us: Collaborate for IMPACT**, challenges literacy researchers to intentionally seek out colleagues with similar interests, who conduct research from diverse paradigmatic, theoretical, and/or methodological perspectives. We summon all to sit at a welcome table where we capitalize on the expertise, ingenuity, and experiences of our fellow colleagues. The



Gwendolyn Thompson McMillon

continued on next page



proverb “iron sharpens iron” is made manifest when we share ideas and challenge one another as critical friends. The goal for each collaborative effort is to identify “pockets of hope” where effective work is being done in individual spaces, and collectively develop and implement plans and projects that will **IMPACT** the field.

It is with this spirit of collaboration that my artist, Patrick Jackson of NileRiverGrafix, approached the conference logo design. As you can see, diverse individuals are gathered together, hand-in-hand. On the side of the platform, someone is pulling another person up, while the person below gives them a boost. The idea is that everyone can make it if we help one another. Once on the platform, the characters raise up their collective strength, as an entity of collective power crashes through a glass ceiling, and shatters it. All of Us are Smarter than Each of Us: Collaborate for Impact!

The conference has been planned to include topics that are of keen interest and importance in the field of literacy. I invite you to attend all of the plenary sessions. They were planned to broaden our horizons and include diverse voices in the field. Specifically, be sure to attend:

SPECIAL EVENTS

Wednesday: *Wag the Dog: A Digital Literacies Narrative*,
President Betsy Baker

Presidential Address (pre-recorded) &
Reception (“live” activities)

Thursday: Dr. Rudine Sims-Bishop, Distinguished
Lifetime Achievement Scholar

Thursday: STAR Fellows Showcase

Thursday: *Black Lives Matter in Literacy Research*
Panel

Friday: *Critical Issues in the Science of Reading – A
Wide-Angle View* Panel

Saturday: Literacy Research Report Panel
Presentations & Collaborative Discussions:
*An Examination of Dyslexia Research with
Policy Implications*
The State of Black Boys in Literacy Research
*Advancing Anti-Racism in Literacy
Research*

The Saturday Literacy Research Report Panel Presentation is designed to provide time for us to plan collaborative research studies and policy briefs that will provide critical information to diverse audiences from our organization. Please attend! We need your voice at the table. All of us are smarter than each of us. Let’s collaborate for impact.

Several new events have also been planned and I encourage you to join the #LRA2020 Team at each event:

- **Welcome Reception** (organized by Field Council and the Technology Committee to welcome attendees, help attendees understand how to navigate the virtual conference, and provide an opportunity for attendees to learn how to become involved in LRA. (Monday, Nov. 30th @ 5:00 p.m.)
- **A Space to Collaborate** (designated cross-collaboration period for committees & ICGs & members) (Tuesday, Dec. 1st @ 3:00 p.m.)
- **Awards Ceremony**- (LRA award winners will be recognized) (Tuesday, Dec. 1st @ 4:45 p.m.)
- Study Groups – (concurrent “live” sessions Wed. – Fri., Dec. 2nd – 4th @ 9:00, 10:00 & 11:00 a.m. to allow participation in several study groups)
- Poster Sessions – (available throughout the conference in the **Poster Gallery**, with pre-recorded presentations)
- **Coffee Café & After Glow Discussions** – stop by to network with new and old friends and/or participate in collaborative and/or informational sessions to start and/or end your day. (Wed. – Fri., Dec. 2nd – 4th @ 8:00 a.m. and 6:45 p.m.)

See you at #LRA2020! Let’s Collaborate for Impact!

Blessings,

Gwendolyn Thompson McMillon, *Oakland University*
2020 Conference Chair and President-Elect

IN MEMORIAM



Dolores Durkin 1927 - 2020

Dr. Mary Dolores Durkin, age 92, passed away peacefully on Monday, July 6, 2020, following a brief illness. She was born in Chicago on July 28, 1927, to Nora T. (Deacy) and William H. Durkin. She is preceded in death by her siblings Herbatine (Hartray), Reverend Eugene, William, and Rosemarie (Cargie). She is survived by her sister-in-law, Mary Durkin (Dunne), and three generations of nieces and nephews.

Dr. Durkin was a widely respected educational researcher whose work significantly impacted the ways in which reading is taught in the early elementary grades. She attended the University of Illinois, Champaign Urbana, where she earned a B.S. degree and completed her Ph.D. in 1957. Her career began at the University of California, Berkley. She then joined the faculty at Columbia University, New York, and ultimately returned to the University of Illinois, Champaign Urbana, where she served as Professor in the Department of Elementary and Early Childhood Education and Senior Scientist of the Center for the Study of Reading.

Her extensive research on what came to be known as reading comprehension instruction led to the publication of journal articles, book chapters, and multiple textbooks on the topic. Dr. Durkin also served as an educational consultant for the Carnegie Corporation on the project contributing to the development of Sesame Street. She received the prestigious William S. Gray Citation of Merit, awarded to members of the International Literacy Association who have made outstanding contributions to multiple facets of literacy development, and was inducted into the Reading Hall of Fame in 1985.

She retired from academia in 1993, but continued to consult on educational textbooks and accept speaking engagements. She was a devoted daughter who spent many years caring for her mother, and a devout Catholic who lived a life of faith. Dr. Durkin attributed her professional success to the intercession of the Holy Spirit, and she considered herself blessed to have been called to a profession which she loved so dearly, “that never, not even for a day, ever felt like work.”



IN MEMORIAM



Ken Goodman, Professor Emeritus 1927 - 2020

Ken Goodman founded the field of Miscue Analysis. He organized miscue research laboratories first at Wayne State University and later at the University of Arizona. He cultivated a community of teacher educators and researchers exploring language and thinking, a developing field known as psycholinguistics. Ken Goodman joined the Department of Language, Reading and Culture in 1975. His socio-psycholinguistic transactional theory of reading is widely cited in the world.

His research documented a range of communities, languages and dialects of readers as they read aloud and then retold what they read. By analyzing readers unexpected responses to print while reading and later examining their eye movements as they read, Ken's research shifted basic understandings regarding the centrality of meaning making with its dependence on predicting and the nature of written language. Goodman's model informs practice and provides teachers with accessible means of learning about their students as readers and a theoretical grounded way of influencing their own teaching. It encouraged kids to read real books and the increasing popularity of children's literature. And it was foundational in the theory of practice known as Whole Language.

He published, participated in professional conferences, took part in leadership experiences in literacy organizations around the world including LRA. He was awarded the LRA Oscar Causey Award in 1993 for distinguished research.

IN MEMORIAM



Julie Justice 1972 - 2020

On Wednesday, February 26, 2020, Dr. Julie Ellison Justice passed away after a prolonged illness. Dr. Justice received her B.A. from the University of North Carolina at Wilmington, and her M.Ed. in Reading Education and Ph.D. from Vanderbilt University.

Dr. Justice was an assistant professor of Literacy Education at Elon University since 2014. Prior to her position at Elon University, she was an assistant professor of education at the University of North Carolina at Chapel Hill. Dr. Justice's research was focused on preservice teacher education, literacy policy, and literacy development, and was the co-editor of the book *Becoming Critical Teacher Educators*. Julie served on the Student Outstanding research Award Committee from 2013 – 2016. Dr. Justice led a study group at the Literacy Research Association for Approaches to Discourse Analysis.

IN MEMORIAM

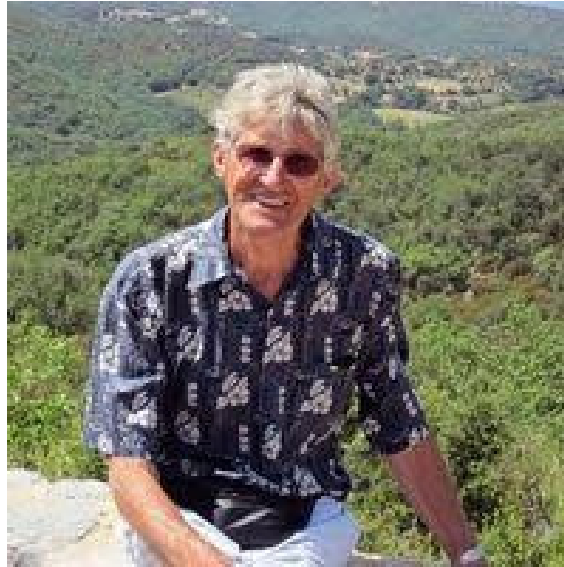


Dorothy S. Strickland 1933 - 2020

Dorothy S. Strickland, Ph.D., was a Samuel DeWitt Proctor Professor of Education, Emerita, Rutgers University; New Brunswick, New Jersey. Dr. Strickland was the former president of the International Reading Association and Reading Hall of Fame. She received the International Reading Association's Outstanding Teacher Educator of Reading Award, the National-Louis University Ferguson Award for Outstanding Contributions to Early Childhood Education, and the William S. Gray Citation of Merit. She served on the Common Core State Standards Validation Committee.

Dorothy's publications include: *Essential Readings on Early Literacy*, *Literacy Leadership in Early Childhood*, *Bridging the Literacy Achievement Gap: 4—12*, and *Administration and Supervision of Reading Programs*.

IN MEMORIAM



Gordon Wells 1935 - 2020

On Monday, July 13, 2020, Gordon Wells, was cycling near his home in State College, Pennsylvania, when he was struck by a motorist and killed.

Many of us who were educated in the 1980s and 1990s read Gordon's book, *The Meaning Makers: Children Learning Language and Using Language to Learn*, as a matter of course. The book was based on *The Bristol Study*, which Gordon directed, and followed children's development of language from their first years through elementary school. Gordon was a Professor Emeritus at the University of California at Santa Cruz.

Gordon's wife, Mari Haneda, is a professor English Language Learning and World Languages and is affiliated with the Language, Culture, and Society program at Penn State. Gordon moved with Mari to State College 10 years ago and has spent his time keeping fit, reading and writing, engaging with friends, colleagues, family, and students, and creating an absolutely spectacular garden in his back yard.

We are all in shock about Gordon's passing. He was in great health and full of life and he and Mari had many plans for the future.

2020 AREA CO-CHAIRS

Program Chairs

Chair, Gwendolyn Thompson McMillon – *Oakland University* – mcmillon@oakland.edu

Associate Chair, David Yaden – *University of Arizona* – dyadenjr@email.arizona.edu

Area 1: Preservice Teacher Education in Literacy

- Jennifer Danridge Turner – *University of Maryland College Park* – jdtturner@umd.edu
- Darrell Hucks – *Keene State College* – dhucks@keene.edu
- Noah Golden – *California State University, Long Beach* – noah.golden@cslub.edu
- Mary McVee – *University at Buffalo - SUNY* – mcvee@buffalo.edu
- Jason Moore – *Oakland University* – jasonmoore@oakland.edu

Area 2: In-Service Teacher Education/Professional Development in Literacy

- Kristen Hill – *University of Michigan-Dearborn* – kirdara@umich.edu
- Emily Hayden – *Iowa State University* – ehayden@iastate.edu
- Pelusa Orellana – *Universidad de los Andes* – prellan@uandes.cl
- Vicky McQuitty – *Towson University* – vmcquitty@towson.edu

Area 3: Literacy Instruction and Literacy Learning

- Evan Ortlieb – *St. John's University* – ortliebe@stjohns.edu
- Jennifer Rowsell – *Brock University* – jrowsell@brocku.ca
- Sheri Vasinda – *Oklahoma State University* – sheri.vasinda@okstate.edu
- Zhihui Fang – *University of Florida* – zfang@coe.ufl.edu
- Susan Piazza – *Western Michigan* – susan.piazza@wmich.edu

Area 4: Literacy Assessment, Evaluation, and Public Policy

- Bobbie Kabuto – *Queens College* – Bobbie.Kabuto@qc.cuny.edu
- Elizabeth Stevens – *Roberts Wesleyan College* – Stevens_Elizabeth@roberts.edu
- Kelly Puzio – *Washington State University* – kelly.puzio@wsu.edu
- Patriann Smith – *University of South Florida* – psmith4@usf.edu
- Arlette Willis – *University of Illinois-Urbana Champaign* – aiwillis@illinois.edu

Area 5: Early and Elementary Literacy Processes

- Jacquelynn Malloy – *Clemson University* – malloy2@g.clemson.edu
- Ashley Patterson – *Penn State University* – anp5404@psu.edu
- Sonia Cabell – *Florida State University* – scabell@fsu.edu
- Celeste Bates – *Clemson University* – celestb@clemson.edu
- Rebecca Norman – *Mount St. Mary's College* – rebecca.norman@msmc.edu
- Kathryn Roberts – *Wayne State University* – eo9096@wayne.edu

Area 6: Adolescent, College and Adult Literacy Processes

- Jody Polleck – *Hunter College* – jody.polleck@gmail.com
- Jill Castek – *University of Arizona* – jcastek@email.arizona.edu
- Kristine Pytash – *Kent State University* – kpytash@kent.edu
- Phillip Wilder – *Clemson University* – pwilder@clemson.edu

continued on next page

2020 AREA CO-CHAIRS

Area 7: Social, Cultural, and Political Issues of Literacy Practices in and Out of School

- Melody Zoch – *University of North Carolina at Greensboro* – mzoch@uncg.edu
- Jen Curwood – *The University of Sydney* – js.curwood@sydney.edu.au
- Christina Dobbs – *Boston University* – cdobbs@bu.edu
- Christian Ehret – *McGill University* – christian.ehret@mcgill.ca
- Grace Enriquez – *Lesley University* – enrique@lesley.edu

Area 8: Literacy Learning and Practice in Multilingual and Multicultural Settings

- Ting Yuan – *CUNY College of Staten Island* – ting.yuan@csi.cuny.edu
- P. Zitlali Morales – *University of Illinois at Chicago* – zitlali@uic.edu
- Ana Christina da Silva Iddings – *Vanderbilt University* – chris.dasilva@vanderbilt.edu
- Maria Selena Protacio – *Western Michigan University* – selena.protacio@gmail.com
- Huili Hong – *Towson University* – hilary0504@gmail.com
- Rachel Salas – *University of Nevada-Reno* – rgsalas@unr.edu

Area 9: Text Analysis/Children's Young Adult, and Adult Literature

- Mark Lewis – *James Madison University* – lewis6ma@jmu.edu
- Amanda Thein – *University of Iowa* – amanda-haertling-thein@uiowa.edu
- Lisa Domke – *Georgia State University* – ldomke@gsu.edu

Area 10: Literacy Technology and Media

- Poonam Arya – *Wayne State University* – parya@wayne.edu
- Tanya Christ – *Oakland University* – christ@oakland.edu
- Jon Wargo – *Boston College* – wargoj@bc.edu
- Beth Beschroner – *Minnesota State University-Manakato* – elizabeth.beschorner@mnsu.edu

Area 11: Research Theory, Methods, and Practices

- Danny Martinez – *UC Davis* – dcmr@ucdavis.edu
- Joseph Rumenapp – *Concordia University - Portland* – jrumenapp@cu-portland.edu
- Jamie Colwell – *Old Dominion University* – jcolwell@odu.edu
- Seth Parsons – *George Mason University* – sparson5@gmu.edu

Area 12: International Research on Literacy, Teaching and Learning

- Jacqueline D'warte – *Western Sydney University* – j.dwarte@westernsydney.edu.au
- Claudia Finkbeiner – *University of Kassel-Germany* – cfink@uni-kassel.de
- Jiening Ruan – *University of Oklahoma* – jruan@ou.edu

Area 13: Study Groups

- Keisha Green – *University of Massachusetts Amherst* – klgreen@umass.edu
- Meghan Barnes – *University of North Carolina at Charlotte* – meghan824@gmail.com
- Rebecca Woodard – *University of Illinois-Chicago* – beccawoodard@yahoo.com
- Aaron Johnson – *Farmington Public Schools* – amdj9265@gmail.com

Area 14: Other topics

- Bridget Dalton – *University of Colorado* – bridget.dalton@colorado.edu
- Kisha Bryan – *Tennessee State University* – kbryan@tnstate.edu



LITERACY RESEARCH: THEORY, METHOD, AND PRACTICE, VOL. 70

Call for Manuscripts

Editors of the 70th volume of *Literacy Research: Theory, Method, and Practice (LR: TMP)* are accepting manuscripts presented at the 2020 Annual Meeting for consideration for publication. Manuscripts must be prepared according to the style guide, submitted electronically, and received by 11:59 pm Pacific Standard Time. The style guide can be accessed under the Research and Publications tab on the Literacy Research Association website: literacyresearchassociation.org. For any questions, please email the editors at lrtmp@ua.edu.

MANUSCRIPTS DUE: Friday, February 5, 2021

Submit manuscripts to Scholar One (<https://mc.manuscriptcentral.com/lrtmp>).

View the Style Guide:



Call for Reviewers

Reviewers are needed! *Literacy Research: Theory, Method, and Practice (LR: TMP)* is a peer-reviewed publication that reports on contemporary research and theory in literacy and literacy education. Each year we invite professors and doctoral students to serve as reviewers. Your involvement is important. To review, please create or update your account on ScholarOne (mc.manuscriptcentral.com/lrtmp) and email verification to lrtmp@ua.edu. Thank you!

To find out more about this publication
and access the current issue, go to: <http://lrtmp.sagepub.com>



@lra_lrtmp

MAJOR PLENARIES

2020 Presidential Address – Elizabeth (Betsy) A. Baker

Wednesday, December 2, 2020, 4:30 – 6:00 p.m.

Title: Wag the Dog: A Digital Literacies Narrative

Abstract:

The abilities to communicate and gather information are fundamental to the human experience. Since 1990, communication and information have become increasingly digital. On any given day, it is likely that you will use a digital device to communicate or find information. In an attempt to grapple with the tectonic shifts that have occurred during the digital revolution, in her LRA Presidential Address, Dr. Betsy Baker will propose four characteristics of digital literacies, make bold predictions about the future of literacy, and explore implications for literacy research and pedagogy.



Case in point: LRA 2020, including the Presidential Address, will be online.

Wednesday, December 2, from 4:30-6:00 p.m. C.T. You are invited.

Biography:

Dr. Elizabeth (Betsy) A. Baker is President of the Literacy Research Association, Executive Producer & Co-host of the *Voice of Literacy* podcast, professor of Literacy Studies at the University of Missouri, and former editor of *LR:TMP*. She began her career as a second-grade teacher in Greenville, SC where she became fascinated by literacy acquisition and development. She holds a BA in Elementary Education from Furman University, an MEd and EdD in Reading/Literacy Education from Vanderbilt University.

Her research agenda takes place at the substantive crossroads of literacy, technology, and teacher education while drawing from sociocultural, cognitive and systems theories. She seeks to harness the affordances of varied technologies while mitigating challenges to teaching and learning. Research projects include the federally funded development of *ChALK (Children as Literacy Kases)*, naturalistic explorations of the nature of literacy in digital environments, analyses of the literacy learning and pedagogy supported by classroom web sites, as well as *Talk to Read*: a speech recognition app project.

Among others, her research appears in *Reading Research Quarterly*, *Journal of Literacy Research*, *Language Arts*, *Journal of Early Childhood Literacy*, *NRC Yearbook* (now *LR:TMP*), *Journal of Reading Education*, *Reading and Writing Quarterly*, *Journal of Technology and Teacher Education*, *Journal of Educational Multimedia and Hypermedia*, *Handbook of Research on the Societal Impact of Digital Media*, *Teacher Education Quarterly* and her edited book, *The New Literacies: Multiple Perspectives on Research and Practice* with Guilford Press.

Her research, teaching and service have been recognized by college, campus, state, national and international awards including the *Computers in Reading Research Award* (International Literacy Association), *Ernest L. Boyer International Award for Excellence in Teaching, Learning, and Technology* (International Conference on College Teaching and Learning), *Thomas Jefferson Award* (President of the University of Missouri System), and the *William T. Kemper Fellowship for Teaching Excellence* (Kemper Foundation).

continued on next page

Distinguished Scholar Lifetime Achievement Award Session

Rudine Sims-Bishop – Thursday, December 3, 2020, 12:00 p.m. – 12:45 p.m.

Biography:

Rudine Sims Bishop is Professor Emerita at *The Ohio State University*, where she had been Professor of Education since 1986. She specialized in children's literature with a particular interest in works by and about underrepresented groups, especially African Americans. Professor Bishop received a B.S. in Elementary Education from West Chester University, an M.S. in Education from the University of Pennsylvania, and an Ed.D. in Curriculum Development from Wayne State University. She taught elementary school in Bucks County Pennsylvania and was later on the faculty of the University of Massachusetts, where she directed a graduate teacher education program in Reading, Writing, and Literature. Professor Bishop has held a number of leadership positions in the National Council of Teachers of English (NCTE) and has also been active in the International Reading Association. As a member of the American Library Association, she has served on the selection committees for the prestigious John Newbery Medal and the Randolph Caldecott Medal, and she is past Chair of the Coretta Scott King Awards Jury.



Professor Bishop has been a speaker at numerous conferences nationally and internationally, and is the author of several articles and chapters in professional books and journals. She is the author of three professional books: *Shadow and Substance: Afro-American Experience in Contemporary Children's Fiction*; *Presenting Walter Dean Myers*, and *Free Within Ourselves: The Development of African American Children's Literature*. For children, she has published *Wonders: The Best Children's Poems of Effie Lee Newsome*, and *Bishop Daniel A. Payne: Great Black Leader*. Currently her most frequently cited work is "Mirrors, Windows, and Sliding Glass Doors," an essay on the need for diversity in children's books. She was the recipient of the 1996 **Arbuthnot Award**, given by the International Reading Association to an outstanding college or university teacher of children's literature. She has also received the National Council of Teachers of English Distinguished Service Award, the NCTE Outstanding Elementary Language Arts Educator Award, and the 2013 NCTE James Squire Award. She is a member of the Reading Hall of Fame. In June 2017 Prof. Bishop received the Coretta Scott King-Virginia Hamilton Lifetime Achievement Award from the American Library Association. She has received the Distinguished Service Award from The Ohio State University. She is past president of the Board of Trustees of the Ohioana Library Association and serves on the Board of Trustees of the Ohio Council of Churches Foundation. She also serves on the St. Paul AME Church Board of Trustees.

continued on next page

Series of Collaborative Panel Discussions

Eurydice Bauer, Marcus Croom, Vivian Gadsden, Carol Lee, Kamania Wynter-Hoyte, and Vaughn W. M. Watson

Thursday, December 3, 2020, 4:45 p.m. – 5:45 p.m.

Title: Black Lives Matter in Literacy Research Panel



Eurydice Bauer

Moderator

University of South Carolina



Marcus Croom

Indiana University Bloomington



Vivian Gadsden

University of Pennsylvania



Carol Lee

Northwestern University



Kamania Wynter-Hoyte

University of South Carolina



Vaughn W. M. Watson

Michigan State University

continued on next page

Series of Collaborative Panel Discussions

Sandra Barrueco, Sonia Cabell, James Hoffman, Etta Hollins, and P. David Pearson

Friday, December 4, 2020, 5:00 p.m. – 6:00 p.m.

Title: Critical Issues in the Science of Reading: Striving for a Wide-Angle View in Research



Sandra Barrueco
Catholic University of America



Sonia Cabell
Florida State University



James V. Hoffman
University of North Texas



Etta Hollins
*University of Missouri
Kansas City*



P. David Pearson
*Moderator
UC Berkeley*

continued on next page

Series of Collaborative Panel Discussions
Peter Johnston and Donna Scanlon

Saturday, December 5, 2020, 9:30 a.m. – 11:30 a.m.

Title: An Examination of Dyslexia Research with Policy Implications



Peter Johnston
University at Albany



Donna Scanlon
University at Albany

Series of Collaborative Panel Discussions
Alfred Tatum, Aaron Johnson, and David McMillon

Saturday, December 5, 2020, 9:30 a.m. – 11:30 a.m.

Title: The State of Black Boys in Literacy Research



Alfred Tatum
University of Illinois



Aaron Johnson
Wayne State University



David McMillon
University of Chicago

continued on next page

Series of Collaborative Panel Discussions

Patriann Smith and Arlette Willis

Saturday, December 5, 2020, 9:30 a.m. – 11:30 a.m.

Title: Advancing Anti-Racism in Literacy Research



Patriann Smith

University of South Florida



Arlette Willis

University of Illinois

Saturday Collaborative Panel Discussions are Literacy Research Reports with topics submitted by LRA members and sanctioned by the Board. Authors will share the reports and receive feedback from participants. Based on collaborative discussions, revised Literacy Research Reports and Policy Briefs will be submitted to the Board for final approval before dissemination. LRA membership participation in this process is critical. Let your voice be heard.

EVENTS AT A GLANCE

Time (Central) Event

MONDAY, NOVEMBER 30, 2020

- | | |
|------------------------|--|
| 9:00 a.m. – 12:00 p.m. | Executive Committee Meeting |
| 1:00 p.m. – 5:00 p.m. | Board of Directors Meeting (Open to LRA Members) |
| 5:00 p.m. – 6:30 p.m. | Welcome Reception (Come interact with all facets of LRA) |

TUESDAY, DECEMBER 1, 2020

- | | |
|-------------------------|---|
| 8:00 a.m. – 9:00 a.m. | Reading Hall of Fame (RHOF) Induction Ceremony (Closed) |
| 8:00 a.m. – 9:00 a.m. | The National Council of Research on Language and Literacy (NCRL) Meeting (Closed) |
| 8:00 a.m. – 9:00 a.m. | Journal of Literacy Research and Literacy Research: Theory, Method, & Practice (LR: TMP) Reviewer Meeting |
| 8:00 a.m. – 9:00 a.m. | Doctoral Student Innovative Community Group
Sara Bruce McGraw Networking Session |
| 9:00 a.m. – 10:00 a.m. | RHOF Inaugural Address |
| 10:30 a.m. – 12:00 p.m. | Reading Hall of Fame Mentoring Session |
| 10:30 a.m. – 12:00 p.m. | Scholars of color Transitioning into Academic Research institutions (STAR) Mentoring Session (Closed) |
| 12:00 p.m. – 1:00 p.m. | Concurrent Innovative Community Group (ICG) Meetings |
| 1:00 p.m. – 2:00 p.m. | Concurrent Award Committee Meetings |
| 2:00 p.m. – 3:00 p.m. | Concurrent Standing Committee Meetings |
| 3:00 p.m. – 4:30 p.m. | A Space to Collaborate |
| 4:45 p.m. – 6:00 p.m. | Awards Ceremony |

continued on next page

EVENTS AT A GLANCE

Time (Central) Event

WEDNESDAY, DECEMBER 2, 2020

8:00 a.m. – 9:00 a.m.	Coffee Café (come network and discuss the plans for the day)
9:00 a.m. – 4:30 p.m.	Don't forget to Visit the Poster Gallery and Chat with Presenters
9:00 a.m. – 9:45 a.m.	Study Groups
10:00 a.m. – 10:45 a.m.	Study Groups
11:00 a.m. – 11:45 a.m.	Study Groups
1:00 p.m. – 1:30 p.m.	Concurrent Sessions –Paper sessions/Roundtables
1:00 p.m. – 1:45 p.m.	Concurrent Sessions – Alternative/Symposium
2:00 p.m. – 2:30 p.m.	Concurrent Sessions – Paper Sessions/Roundtable
2:00 p.m. – 2:45 p.m.	Concurrent Sessions – Alternative/Symposium
2:00 p.m. – 2:45 p.m.	STAR Research Fellows Showcase
3:00 p.m. – 3:30 p.m.	Concurrent Sessions – Paper Sessions/Roundtable
3:00 p.m. – 3:45 p.m.	Concurrent Sessions – Alternative/Symposium
4:00 p.m. – 4:30 p.m.	Concurrent Sessions – Paper Sessions/Roundtables
4:30 p.m. – 6:00 p.m.	Presidential Address - Wag the Dog: A Digital Literacies Narrative
6:00 p.m. – 6:30 p.m.	President's Reception
6:45 p.m. – 7:30 p.m.	After Glow Discussions

continued on next page

EVENTS AT A GLANCE

Time (Central) Event

THURSDAY, DECEMBER 3, 2020

8:00 a.m. – 9:00 a.m.	Coffee Café (come network and discuss the plans for the day)
9:00 a.m. – 4:30 p.m.	Don't forget to Visit the Poster Gallery and Chat with Presenters
9:00 a.m. – 9:45 a.m.	Study Groups
10:00 a.m. – 10:45 a.m.	Study Groups
11:00 a.m. – 11:45 a.m.	Study Groups
12:00 p.m. – 12:45 p.m.	Distinguished Scholar Lifetime Achievement Award Session
1:00 p.m. – 1:30 p.m.	Concurrent Sessions – Paper/Roundtables sessions
1:00 p.m. – 1:45 p.m.	Concurrent Sessions – Alternative/Symposium
1:45 p.m. – 2:30 p.m.	STAR Program Cross-Cohort Research Showcase
2:00 p.m. – 2:30 p.m.	Concurrent Sessions – Paper Sessions/Roundtable
2:00 p.m. – 2:45 p.m.	Concurrent Sessions – Alternative/Symposium
3:00 p.m. – 3:30 p.m.	Concurrent Sessions – Paper Sessions/Roundtable
3:00 p.m. – 3:45 p.m.	Concurrent Sessions – Alternative/Symposium
4:00 p.m. – 4:30 p.m.	Concurrent Sessions – Paper Sessions/Roundtables
4:45 p.m. – 5:45 p.m.	Black Lives Matter in Literacy Research Panel
6:15 p.m. – 6:45 p.m.	Town Hall Meeting
6:45 p.m. – 7:30 p.m.	After Glow Discussions

continued on next page

EVENTS AT A GLANCE

Time (Central) Event

FRIDAY, DECEMBER 4, 2020

8:00 a.m. – 9:00 a.m.	Coffee Café (come network and discuss the plans for the day)
8:00 a.m. – 9:00 a.m.	Doctoral Student ICG Proposal Mentoring Project Session
9:00 a.m. – 4:30 p.m.	Don't forget to Visit the Poster Gallery and Chat with Presenters
9:00 a.m. – 9:45 a.m.	Study Groups
10:00 a.m. – 10:45 a.m.	Study Groups
11:00 a.m. – 11:45 a.m.	Study Groups
12:00 p.m. – 1:00 p.m.	Past President's Meeting (Invitation Only)
1:00 p.m. – 1:30 p.m.	Concurrent Sessions – Paper sessions/Roundtables
1:00 p.m. – 1:45 p.m.	Concurrent Sessions – Alternative/Symposium
2:00 p.m. – 2:30 p.m.	Concurrent Sessions – Paper Sessions/Roundtable
2:00 p.m. – 2:45 p.m.	Concurrent Sessions – Alternative/Symposium
3:00 p.m. – 3:30 p.m.	Concurrent Sessions – Paper Sessions/Roundtable
3:00 p.m. – 3:45 p.m.	Concurrent Sessions – Alternative/Symposium
4:00 p.m. – 4:30 p.m.	Concurrent Sessions – Paper Sessions/Roundtables
4:30 p.m. – 4:45 p.m.	Oscar S. Causey Award Session
5:00 p.m. – 6:00 p.m.	Critical Issues in the Science of Reading: Striving for a Wide-Angle View in Research
6:00 p.m. – 6:45 p.m.	Annual Business Meeting
6:45 p.m. – 7:30 p.m.	After Glow Discussion
6:45 p.m. – 7:30 p.m.	Doctoral Students ICG Happy Hour

continued on next page

EVENTS AT A GLANCE

Time (Central) Event

SATURDAY, DECEMBER 5, 2020

8:00 a.m. – 9:00 a.m.	Area Chair Meeting
9:30 a.m. – 11:30 a.m.	Collaborative Panel Discussions Series: Literacy Research Reports An Examination of Dyslexia Research with Policy Implications The State of Black Boys in Literacy Research Toward Anti-Racism in Literacy Research
11:45 a.m. – 12:30 p.m.	Working Lunch - Collaborate for Impact Discussions
12:35 p.m. – 12:55 p.m.	Where do we go from here?
12:55 p.m. – 1:00 p.m.	Closing Comments



STUDY GROUP ORGANIZERS

Adult Literacy Study Group: Civic Education in Adult, Family, and Community Literacy Research Contexts

Leah Katherine Saal, *Loyola University Maryland*.

Approaches to Discourse Analysis Study Group

Laura A. Taylor, *Rhodes College* and
Amy Vetter, *University of North Carolina, Greensboro*.

Approaches to Studying Graphic Novels

Stergios Botzakis, *University of Tennessee, Knoxville*, and
Dani Perrine Kachorsky, *Texas A&M University - Corpus Christi*.

Authoring as Multimodal Practice Study Group

Melanie Reaves, *Montana State University Billings*.

Border Realities as Assets for Fostering Transliterations, Multiculturalism, and Multilingualism

Kristen Lynne Pratt, *Western Oregon University*,
Samuel David, *University of Minnesota*,
Bogum Yoon, *State University of New York at Binghamton*,
and Kwangok Song, *University of Kansas*.

Computational Thinking in Educational Contexts: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher

W. Ian O'Byrne, *College of Charleston*, and
Robin Jocius, *The Citadel*.

Culturally Sustaining Literacy Pedagogy Study Group

Doris Walker, *Dalhousie, Marquette University*,
Susan Cantrell, *University of Kentucky*, and
Althier Lazar, *St. Joseph's University*

Design-Based Experiments in Literacy Research

Ryan McCarty, *National Louis University* and
David Wandera, *The College of New Jersey*.

Dyslexia: Practice, Policy, and Research

Dixie D. Massey, *University of Washington*,
Margaret Vaughn, *University of Idaho*,
David Reinking, *University of Georgia*,
George G. Hruby, *University of Kentucky*, and
Rachael Gabriel, *University of Connecticut*.

If I Knew Then... What I Know Now About Grant Proposals

Maneka Deanna Brooks, *Texas State University*,
Elena E. Forzani, *Boston University*, and
Amy Wilson-Lopez, *Utah State University*.

International Research on Literacy Teaching and Teacher Education Study Group

Claudia Hilde Finkbeiner, *University of Kassel*,
Bettina Buch, *University College Absalon, Center for teaching and learning*,
Zaline Roy-Campbell, *Syracuse University*, and
Rahat Zaidi, *University of Calgary*.

Literacy Lab/Reading Clinic Study Group

Cheryl Dozier, *University of Albany, School of Education*,
and Theresa Deeney, *University of Rhode Island*.

Posthumanisms/Feminist New Materialisms Study Group: Producing Pockets of Hope: Data Production and Analysis as Interference in Habitual Practices

Karen Spector, *The University of Alabama*.

Postsecondary Literacy Study Group: Critical Issues, Multiple Lenses

Jennifer Theriault, *Northern Illinois University*,
Mariko Carson, *University of Maryland Global Campus*,
Meagan Hoff, *Texas State University*, and
Deena Vaughn, *University of Maryland Global Campus*.

Publicly Engaged Literacy Research and Its IMPACT

Carolyn Colvin, *University of Iowa*.

Reading and Writing Connections

Zoi A. Traga Philippakos, *University of Tennessee*.

Solidarity in the Face of Adversity: Self-work, Comradeship, and Unification: Doctoral Student Innovative Community Group Study Group

Rae L. Oviatt, *Michigan State University*.

Teacher Education Research Study Group (TERSOG)

Courtney Shimek, *Western Virginia University* and
Ann Van Wig, *Eastern Washington University*.

Highlighted Session - Trauma, Educational Theory, & Literacy Studies: An Exploration

Tracey Pyscher, *Western Washington University*.

Word Study: Phonics, Vocabulary, and Spelling

Donald Bear, *Iowa State University*.



WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

9:00 a.m. - 9:45 a.m.

Approaches to Studying Graphic Novels

Session Organizer(s):

Stergios Botzakis, *University of Tennessee, Knoxville*,
Dani Perrine Kachorsky, *Texas A&M University –
Corpus Christi*

Presenter(s):

- **Nicole Amato**, *The University of Iowa*

Abstract: This study group's purpose is to share empirical research that flesh out theoretical and methodological approaches of texts that combine words with images, with the ultimate goal of supporting researchers/educators of all experience levels in developing work on graphic novels in literacy education. We will also be discussing representations of race, class, language, culture, (dis)ability, and gender/sex/uality in graphic novels and comics, features that make them appeal to a wide variety of readers.

9:00 a.m. - 9:45 a.m.

Authoring as Multimodal Practice Study Group

Session Organizer(s)

Melanie Reaves, *Montana State University Billings*

Presenter(s):

- **Sally Brown**, *Georgia Southern University*
- **Ling Hao**, *University of South Carolina*

Abstract: Study group goal: sustain dialogues/ collaborative research about authoring as multimodal practice. 2020 sessions include:

Day 1: Chinese Preschoolers' Multimodal

Interpretations of Wordless Picture Books by Ling Hao, University of South Carolina, and Sally Brown, Georgia Southern University & Forming Research Groups

Day 2: Designing Scholarly Projects and Discussing Research and Theory Connected to Authoring as Multimodal Practice

Day 3: Same as Day 2 and scheduling of collaborative projects

9:00 a.m. - 9:45 a.m.

Posthumanisms/Feminist New Materialisms Study Group: Producing Pockets of Hope: Data Production and Analysis as Interference in Habitual Practices

Session Organizer(s):

Karen Spector, *University of Alabama*

Presenter(s):

- **Karen Spector**, *University of Alabama*
- **Elizabeth Anne Murray**, *University of Alabama*
- **Bessie Dernikos**, *Florida Atlantic University*
- **Jaye Johnson**, *Independent Scholar and Adjunct at UGA*
- **Kim Lenters**, *University of Calgary*

Abstract: This is the fourth year of PH/FNM study group. This year we will focus on data production and analysis with PH/FNM theories. We encourage all participants to bring data to share with the group.

continued on next page

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

9:00 a.m. - 9:45 a.m.

Highlighted Session Trauma, Educational Theory, & Literacy Studies: An Exploration

Session Organizer(s):

Tracey Pyscher, *Western Washington University*

Discussant(s):

Anne Crampton, *Western Washington University*

Gail M. Boldt, *Pennsylvania State University*

Tracey Pyscher, *Western Washington University*

Abstract: Trauma is having a moment. Researchers have exposed the capacity of systemic, intellectual, and popular discourses that contribute to reproducing the inequities of US society in relation to theorizing trauma. We believe this new study group will appeal to members who are interested in taking a critical stance in the applications of trauma theorization in literacy/learning contexts. Members will have the opportunities to discuss their related work with other colleagues so to think better together.

9:00 a.m. - 9:45 a.m.

Approaches to Discourse Analysis Study Group

Session Organizer(s):

Laura A. Taylor, *Rhodes College*

Amy Vetter, *University of North Carolina Greensboro*

Presenter(s):

- Melissa M. Wetzels, *University of Texas at Austin*
- Kate T. Anderson, *Arizona State University*
- Melissa Schieble, *Hunter College*

Abstract: The Approaches to Discourse Analysis (DA) study group is a longstanding study group providing attendees with an opportunity to develop their understandings and use of discourse analysis as a methodology, as well as providing a space for new and ongoing scholarly collaborations.

10:00 a.m. - 10:45 a.m.

Adult Literacy Study Group: Civic Education in Adult, Family, and Community Literacy Research Contexts

Session Organizer(s):

Leah Katherine Saal, *Loyola University Maryland*

Presenter(s):

- Leah Katherine Saal, *Loyola University Maryland*
- Melody Zoch, *mzoch@uncg.edu; University of NC at Greensboro*
- Silvia Nogueron-Liu, *University of Colorado-Boulder*
- Erik Jacobson, *Montclair State University*
- Vera Lee, *Drexel University*
- Carmela Romano Gillette, *University of Michigan*
- Bruce Levine, *Drexel University*

Abstract: The Adult Literacy Study Group develops and supports diverse collaborations among scholars and raises awareness of the acute need for adult literacy research. Each day, a group of scholars across the career trajectory will guide the day's conversation collaboration around the past, present, and future of adult, family, and community literacy topics below.

10:00 a.m. - 10:45 a.m.

Border Realities as Assets for Fostering Transliterations, Multiculturalism, and Multilingualism

Session Organizer(s):

Kristen Lynne Pratt, *Western Oregon University*

Chair(s):

Kristen Lynne Pratt, *Western Oregon University*

Samuel David, *University of Minnesota*

continued on next page

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

Discussant(s):

Bogum Yoon, *State University of New York at Binghamton*
Kwangok Song, *University of Kansas*

Presenter(s):

- **G. Sue Kasun**, *Georgia State University*
- **Allison Skerrett**, *University of Texas at Austin*
- **Kristen Lynne Pratt**, *Western Oregon University*
- **Samuel David**, *University of Minnesota*

Abstract: In the current era of globalization and migration understanding transnational language and literacy practices and fostering transliteracies as assets to support multiculturalism and multilingualism necessitates an understanding of the layered intersectionalities of identities (Kasun, 2018) across, through, and beyond physical borders (Skerrett, 2018). These study sessions are aimed to deepen understanding of the intersections of language, literacy, culture and experience and consider steps towards decolonizing curricula (Kasun & Saavedra, 2016; Skerrett, 2015).

10:00 a.m. - 10:45 a.m.

Computational Thinking in Educational Contexts: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher

Session Organizer(s):

W. Ian O'Byrne, *College of Charleston*
Robin Jocius, *The Citadel*

Presenter(s):

- **Kathryn Pole**, *University of Texas Arlington*
- **Evan Ortlieb**, *St. John's University*
- **Sarah Burriss**, *Vanderbilt University*
- **Amy Hutchison**, *George Mason University*
- **Julia Hagge**, *Ohio State University*
- **Detra Price-Dennis**, *Teachers College, Columbia University*
- **Jennifer Albert**, *The Citadel*

- **Britnie Delinger Kane**, *The Citadel*
- **Deepti Joshi**, *The Citadel*
- **Ashley Andrews**, *The Citadel*
- **Richard Robinson**, *The Citadel*

Abstract: This study group will be arranged as an informal professional development space to allow participants to engage, connect, and build their professional learning networks related to research in CT and literacy learning. This study group is grounded in the idea that CT can be envisioned as an essential literacy practice that is incorporated across the curriculum to allow educators and learners to interact meaningfully with both content and CT practices and skills.

10:00 a.m. - 10:45 a.m.

Design-Based Research in Literacy

Session Organizer(s):

Ryan McCarty, *National Louis University*
David Wandera, *the College of New Jersey*

Presenter(s):

- **Michael Manderino**, *Northern Illinois University*
- **Leslie Dawn Roberts**, *Georgia Southern University*
- **Philip Wilder**, *Clemson University*

Abstract: The Design-Based Experiments in Literacy Research study group will create a forum where researchers can critically examine issues related to design-based research (DBR) and formative experiments. DBR is a method whereby research teams design and test an intervention in authentic environments through cycles of implementation, data collection, analysis and redesign to achieve a pedagogical goal (e.g. Reinking & Bradley, 2008). This year's study group will focus on the critical role of collaboration within DBR.

continued on next page

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

10:00 a.m. - 10:45 a.m.

Word Study: Phonics, Vocabulary, and Spelling

Session Organizer(s):

Donald Bear, *Iowa State University*

Chair(s):

Amy Fredrick, *University of Wisconsin River Falls*

Ann Ittner, *Western Oregon University*

Presenter(s):

- Lori Helman, *University of Minnesota*
- Leah Shepard-Carey, *University of Minnesota*
- Susan Chambre, *Marist College*
- Kathy Ganske, *Vanderbilt University*
- Jessica Lawson-Adams, *Vanderbilt University*
- Regina Smith, *Sam Houston State University*
- Darl Kiernan, *Nevada Department of Education*
- Tanya Wright, *Michigan State University*
- Jill Grifenhagen, *NC State University*

Abstract: The Word Study study group collaborates for impact by sharing our promising approaches to the teaching of phonics, vocabulary, and spelling. Speakers will present and guide discussions. Topics include: translanguaging, machine word choice compared to human word choice, employing the arts as a medium to develop word knowledge, professional development for word study implementation, and vocabulary development in science. Handouts are shared on our group website, and discussion is open to all.

11:00 a.m. - 11:45 a.m.

Culturally Sustaining Literacy Pedagogy Study Group

Session Organizer(s):

Susan Cantrell, *University of Kentucky*

Althier M. Lazar, *Saint Joseph's University*

Doris Walker-Dalhouse, *Marquette University*

Presenter(s):

- Monica Thomas Billen, *California State University, Fresno*
- Kathleen Cowin, *Washington State University*
- Joaquin Munoz, *Augsburg University*
- Satah Newcomer, *Washington State University*

Abstract: Understanding how to help all students realize their inborn literacy potential is a major concern among LRA scholars. Over the last twenty years, research has focused on the impact of creating humane and culturally welcoming spaces to achieve this goal. Culturally sustaining pedagogy (CSP) offers much promise in guiding teachers to create classroom environments and learning experiences that foster students' literacy/language development, identification with school, and critical consciousness (Ladson-Billings, 1995; Paris & Alim, 2017).

11:00 a.m. - 11:45 a.m.

Dyslexia: Practice, Policy, and Research

Session Organizer(s):

Dixie Massey, *University of Washington*

Margaret Vaughn, *University of Idaho*

Discussant:

Margaret Vaughn, *University of Idaho*

Presenter(s):

- Rachael Gabriel, *University of Connecticut*
- George G. Hruby, *University of Kentucky*
- David Reinking, *University of Georgia*

Abstract: The topic of dyslexia has moved beyond academic circles and captured the attention of mainstream media. We have organized this study group to hear from those currently involved in shaping the responses from literacy professionals to the popular media, members of state and national congress, as well as other educators and parents.

continued on next page

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

11:00 a.m. - 11:45 a.m.

If I Knew Then... What I Know Now About Grant Proposals

Session Organizer(s):

Maneka Deanne Brooks, *Texas State University*
Elena E. Forzani, *Boston University*
Amy Wilson-Lopez, *Utah State University*

Abstract: The LRA Literacy Research Committee will host a study group in which early-career scholars will have opportunities to interact with mid- and later-stage career scholars as they learn from their insights and experiences with successfully and unsuccessfully applying for grants. Confirmed participants include scholars from diverse institutions across the nation who have received small and large grants from a range of foundations and federal agencies, as well as a program director from the Spencer Foundation.

11:00 a.m. - 11:45 a.m.

International Research on Literacy Teaching and Teacher Education Study Group

Session Organizer(s):

Claudia Hilde Finkbeiner, *University of Kassel*
Bettina Buch, *University College Absalon*
Zaline Roy-Campbell, *Syracuse University*
Rahat Zaidi, *University of Calgary*

Presenter(s):

- **Desiree M. Pallais-Downing**, *The University of Texas at Austin*
- **Chinwe Hope Ikpeze**, *St. John Fisher College*

Abstract: The International Study Group provides a formal space for members engaging in international literacy research to come together as a community of learners and researchers. In 2020 we will discuss promoting literacy worldwide based on research and focus on the role of cultural awareness and language awareness in teacher education internationally. We

will form international collaborative teams to discuss research that will impact the literacy field and start working on collaborative joint publications.

11:00 a.m. - 11:45 a.m.

Literacy Lab/Reading Clinic Study Group

Session Organizer(s):

Lara J. Handsfield, *Illinois State University*

Chair(s):

Theresa Deeney, *University of Rhode Island*
Cheryl Dozier, *School of Education*

Presenter(s):

- **Theresa Deeney**, *University of Rhode Island*
- **Cheryl Dozier**, *School of Education*

Abstract: The Literacy Lab/Reading Clinic study group is a longstanding study group for attendees interested in working together to explore the impact of lab/clinic experiences for teachers, learners, and families. Our labs and clinics focus on equity and access for all. During sessions, attendees will have opportunities to share questions and issues, examine models of clinical teacher preparation, and develop collaborative research to strengthen clinical teacher preparation experiences.

11:00 a.m. - 11:45 a.m.

Postsecondary Literacy Study Group: Critical Issues, Multiple Lenses

Session Organizer(s):

Jennifer Theriault, *Northern Illinois University*
Mariko Carson, *University of Maryland Global Campus*
Meagan Hoff, *Texas State University*
Deena Vaughn, *University of Maryland Global Campus*

continued on next page

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

Chair(s):

Sarah Felber, *University of Maryland Global Campus*
Jeanine Latoya Williams, *University of Maryland Global Campus*

Discussant(s):

James Dyer, *Texas State University*
Shiniece Owens, *Texas State University*
Amarilis Castillo, *Texas State University*

Presenter(s):

- **Jodi Holschuh**, *holschuh@txstate.edu; Texas State University*
- **Erika Koren Nielson**, *Texas State University*
- **Jodi Lampi**, *Northern Illinois University*
- **Laurie Bauer**, *University of Cincinnati*
- **Emily Suh**, *Texas State University*
- **Kristie Lussier**, *Collins College*
- **Barrie McGee**, *Texas State University*
- **Tricia Edgel**, *Texas State University*
- **(Theresa) Rene' LeBlanc**, *Doctoral Program in Developmental Education, Texas State University*
- **Alison Douglas**, *Elgin Community College*
- **Tina Ballard**, *Northern Illinois University*

Abstract: Postsecondary literacy continues to experience rapid change at many institutions, as initiatives intended to improve 'college and career readiness' collide with reductions in literacy support and instruction. This year's study group includes three days of informed conversation on current critical issues related to postsecondary literacy and learning, through the lenses of various perspectives and frameworks. Sessions will center on presentations, a faculty and early-career discussant team, and whole-group discussion on implications for research and practice.

11:00 a.m. - 11:45 a.m.

Publicly Engaged Literacy Research and Its IMPACT

Session Organizer(s):

Carolyn Colvin, *University of Iowa*

Presenter(s):

- **Gerald Campano**, *University of Pennsylvania*
- **Alexandra Panos**, *University of South Florida*
- **Carmen Medina**, *Indiana University*
- **Kate Kedley**, *Rowan University*
- **Vaughn Watson**, *Michigan State University*
- **Stephanie Abraham**, *Rowan University*
- **Laura Beth Kelly**, *Rhodes College*
- **Rebecca Rogers**, *University of Missouri-St. Louis*
- **Carolyn Colvin**, *University of Iowa*

Abstract: Our study group session proposal mirrors the Conference Theme - IMPACT. On Day 1 the study group conveners will introduce/curate a digital map to document the work of literacy researchers collaborating with communities and show the impact and reach of publicly engaged scholars. On Day 2 we explore how publicly engaged scholars are engaging with transnational partners. The focus on Day 3 describes how publicly engaged scholarship is assessed and why leadership matters.

11:00 a.m. - 11:45 a.m.

Reading and Writing Connections

Session Organizer(s):

Zoi A. Traga Philippakos, *University of Tennessee*

Discussant:

Zoi A. Traga Philippakos, *University of Tennessee*

Presenter(s):

- **Nell Duke**, *University of Michigan*
- **Patrick Proctor**, *Boston College*
- **Paul Deane**, *Educational Testing Service (ETS)*

continued on next page

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

Abstract: Research findings show the strong relationship between writing and reading. Both are used for communication purposes, share common cognitive processes, and areas of knowledge such as knowledge of pragmatics, text attributes, domain knowledge and procedural knowledge. Nevertheless, they are similar and not identical. During our study group our special guests will share research on instructional practices that support reading and writing and discuss assessment findings, challenges, and research implications.

11:00 a.m. - 11:45 a.m.

Solidarity in the Face of Adversity: Self-work, Comradeship, and Unification: Doctoral Student Innovative Community Group Study Group

Session Organizer(s):

Rae L. Oviatt, *Michigan State University*

Chair:

Rae L. Oviatt, *Michigan State University*

Discussant:

Rae L. Oviatt, *Michigan State University*

Presenters:

- **Abigail Rombalski**, *University of Minnesota*
- **Ryan Schey**, *Auburn University*
- **Jesse Gainer**, *Texas State University*
- **Mollie V. Blackburn**, *The Ohio State University*
- **Korina Jocson**, *University of Massachusetts—Amherst*
- **José Ramón Lizárraga**, *University of Colorado, Boulder*
- **Craig A. Young**, *Bloomsburg University of PA*
- **Yolanda Sealy-Ruiz**, *Teachers College, Columbia University*
- **Latrise Johnson**, *University of Alabama*
- **Rossina Zamora Liu**, *University of Maryland*
- **Danny Martinez**, *University of California - Davis*

Abstract: The goal of the 2020 Doctoral Student Innovative Community Group Study Group series is to provide a welcome space for critical friends discourse across scholars at a variety of experience levels. Engaging in critical friends dialogue supports more impactful research, teaching, and service. Moreover, we conceptualize the Study Group series as a forum where students can express their concerns and questions thus developing their skills and knowledge as scholars.

11:00 a.m. - 11:45 a.m.

Teacher Education Research Study Group (TERSG)

Session Organizer(s):

Courtney Shimek, *West Virginia University*

Ann Van Wig, *Eastern Washington University*

Chairs(s):

Courtney Shimek, *West Virginia University*

Ann Van Wig, *Eastern Washington University*

Abstract: Since 1991, the Teacher Education Research Study Group has promoted and supported literacy teacher educators who strive to conduct and share research about effective literacy teacher education. Throughout the conference, TERSG session attendees will discuss current issues in literacy education and design research projects that seek to understand the complexities of literacy teacher education. Beyond the conference, attendees will collaborate together to implement these research projects and share the findings with the LRA community.



FUTURE LRA CONFERENCE LOCATIONS

2021

Westin Peachtree Plaza

210 Peachtree St. NW
Atlanta, GA

2022

Arizona Grande Resort & Spa

8000 Arizona Grand Pkwy
Phoenix, AZ 85044

Monday • November 30, 2020

70TH ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION (*Virtual*)

November 30 – December 5, 2020

Connect with us! #LRA2020





Executive Committee Meeting

9:00 a.m. to 12:00 p.m.

Board of Directors Meeting

1:00 p.m. to 5:00 p.m.
(Open to LRA Members)

Welcome Reception

5:00 p.m. to 6:30 p.m.

5:00 p.m. – 6:30 p.m. – Special Event

Welcome Reception

Are you new to LRA? Maybe you've been a part of LRA in the past, but you are wondering about how the organization functions? Or maybe you would like to understand how to navigate the virtual platform, and learn about the new #LRA2020 conference schedule.

This is not like any past conference we have experienced.

These topics and more will be part of the LRA 2020 Welcome Reception. Join us virtually on Monday, November 30th, from 5:00 p.m. - 6:30 p.m. CST to be introduced to the current LRA leadership and learn more about the conference. Take a guided tour through the virtual platform to learn how to maximize your engagement in this exciting new venture and get the most out of your LRA experience.

Then, take some time for informal conversations and networking to learn about conference sessions, study groups, ICGs, and Committees. These informal breakouts will provide space for you to say hello to familiar faces and make new connections, while inquiring into spaces within LRA that speak to your interests.

Tuesday • December 1, 2020

70TH ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION (*Virtual*)

November 30 – December 5, 2020

Connect with us! #LRA2020





Registration

All Day
LRA Website

Reading Hall of Fame Induction Ceremony (Closed)

8:00 a.m. to 9:00 a.m.

The National Council of Research on Language and Literacy Meeting (Closed)

8:00 a.m. to 9:00 a.m.

Journal of Literacy Research and LR:TMP Reviewer Meeting

8:00 a.m. to 9:00 a.m.

DSICG Sara Bruce McGraw Doctoral Student Networking Session

8:00 a.m. to 9:00 a.m.

This event is for doctoral student members interested in meeting and networking with other doctoral student members. While a short amount of time will be dedicated to explaining the purpose of the Doctoral Student Innovative Committee Group (DSICG), the majority of our time will be spent getting to know one another through interactive activities.

Reading Hall of Fame Inaugural Addresses

9:00 a.m. to 10:00 a.m.

Reading Hall of Fame Mentoring Session

10:30 a.m. to 12:00 p.m.

Scholars of color Transitioning into Academic Research institutions (STAR) Mentoring Session (Closed Event)

10:30 a.m. to 12:00 p.m.

Innovative Community Group Meetings

12:00 to 1:00 p.m.

Award Committee Meetings

1:00 to 2:00 p.m.

Standing Committee Meetings

2:00 to 3:00 p.m.

A Space to Collaborate

3:00 p.m. to 4:30 p.m.

Awards Ceremony

4:45 p.m. to 6:00 p.m.

8:00 a.m. – 9:00 a.m. – Special Event

Reading Hall of Fame Induction Ceremony (Closed)

Chair:

Diane Lapp, *San Diego State University*

Presenters:

- **Diane Lapp**, *San Diego State University*
- **Janice Dole**, *University of Utah*
- **Patricia Anders**, *University of Arizona, Historian*
- **Norman Stahl**, *Northern Illinois University*
- **D. Ray Reutzel**, *University of Wyoming.*

This session will be available for viewing only by members, inductees and their families and guests. The focus of the meeting will include a discussion of both old and new business. During this session new members Janice Almasi, *University of Kentucky*; Vivian Gadsen, *University of Pennsylvania*; Kathleen Hinchman, *Syracuse University*; Arlette Ingram Willis, *University of Illinois*; Carol Lee, *Northwestern University*; and Doris Walker-Dalhouse, *Marquette University* will be inducted. Also inducted posthumously will be Harold Rosen, Septimar Poinsette Clark, Susie King Taylor, and Harriet Jacobs. The session will conclude with tributes to deceased members Kenneth Goodman by Jerome Harste, Roselmina (Lee) Indrisano by Jeanne Paratore, Dorothy Strickland by Patricia Edwards, and Gordon Wells by Donna Alvermann. Hall of Fame emerging scholars, Lisa Domke, *Georgia State University* and John Strong, *University of Buffalo* will be introduced by Patricia Edwards, *Michigan State University*.

continued on next page

9:00 a.m. – 10:00 a.m. – Special Event

Reading Hall of Fame Inaugural Address

Chair:

Diane Lapp, *San Diego State University*

Presenters:

Roger Beard, *Institute of Education, London*

Some lessons from England's National Literacy Strategy.



Ivar Bråten, *University of Oslo*

Epistemic cognition and multiple document literacy.



Georgia Earnest Garcia, *University of Illinois*

Understanding Bilingual Students' Literacy Performance (Grades 1-8).



Bonnie J. F. Meyer, *Pennsylvania State University*
Boosting Reading Comprehension in Schools With Intelligent Tutoring of the Text Structure Strategy



Kathy G. Short, *University of Arizona*
The Dangers and Possibilities of Reading Globally.



10:30 a.m. – 12:00 p.m. – Special Event

Reading Hall of Fame Mentoring Session

Chair:

Diane Lapp, *San Diego State University*

Presenters:

- **Donna Alvermann**, *University of Georgia*
- **Patricia Anders**, *University of Arizona*
- **Kathryn Au**, *University of Hawaii*
- **Rita Bean**, *University of Pittsburgh*
- **Patricia Edwards**, *Michigan State University*
- **Georgia Earnest Garcia**, *University of Illinois*
- **Steve Graham**, *Arizona State University*

continued on next page

- **Margaret Mckeown**, *University of Pittsburgh*
- **Lesley Morrow**, *Rutgers Graduate School of Education*
- **Susan Neuman**, *New York University*
- **Jeanne Paratore**, *Boston University*
- **MaryEllen Vogt**, *California State University, Long Beach*

During this session chaired by President Diane Lapp, the following Hall of Fame members will be available in breakout chat rooms to talk with LRA members who share similar areas of research interest. They will provide mentoring for those wishing to pursue research in their identified areas of expertise.

10:30 a.m. – 12:00 p.m. – Special Event

STAR Mentoring Session (Closed Event)

Chair:

Mileidis Gort, *University of Colorado Boulder*

Closed mentoring session for current STAR fellows and mentors.

Presenters:

- **Patricia Abril-Gonzalez**, *The University of Texas at Austin*
- **Earl Aguilera**, *California State University, Fresno*
- **Rebecca E. Linares**, *Montclair State University*
- **Idalia Nuñez-Cortez**, *University of Illinois Urbana-Champaign*
- **Bianca J. Nightengale-Lee**, *Florida Atlantic University*
- **Tiffany Nyachae**, *Buffalo State University*
- **Alicia Rusoja**, *Saint Mary's College of California*
- **Tran Templeton**, *University of North Texas*
- **Carmen Medina**, *Indiana University*
- **P. Zitlali Morales**, *University of Illinois, Chicago*
- **Patricia Baquedano-Lopez**, *UCLA*
- **Ana Christina da Silva Iddings**, *Vanderbilt University*

- **Latrise Johnson**, *University of Alabama*
- **Carmen Martinez-Roldan**, *Teachers College, Columbia University*
- **Jennifer Danridge Turner**, *University of Maryland College Park*
- **Danny Martinez**, *University of California - Davis*

12:00 p.m. – 12:30 p.m. – Meeting

Doctoral Student Proposal Networking Session

Presenters:

- **Lakeya Omogun**, *University of Texas at Austin*
- **Tairan Qiu**, *The University of Georgia*
- **Cynthia Helen Brock**, *University of Wyoming*
- **Stephanie F. Reid**, *University of Montana*
- **Reka Barton**, *Arizona State University*

12:30 p.m. – 1:00 p.m. – Meeting

Doctoral Student ICG Business Meeting

Presenters:

- **Lakeya Omogun**, *University of Texas at Austin*
- **Tairan Qiu**, *The University of Georgia*
- **Cynthia Helen Brock**, *University of Wyoming*
- **Stephanie F. Reid**, *University of Montana*
- **Reka Barton**, *Arizona State University*

1:00 p.m. – 2:00 p.m. – Meeting

Concurrent Award Committee Meetings

2:00 p.m. – 3:00 p.m. – Meeting

Concurrent Standing Committee Meetings

3:00 p.m. – 4:30 p.m.

A Space to Collaborate

4:45 p.m. – 6:00 p.m. – Special Event

Awards Ceremony

Chair(s):

Gwendolyn McMillon, *Oakland University*

David B. Yaden, Jr., *University of Arizona*

Please join us for the 2020 LRA Awards Presentation Ceremony. We will be joined by the following committees:

- **Albert J. Kingston Award Committee**
- **Arthur Applebee Award Committee**
- **Barr/Mosenthal Handbook of Reading Research Award**
- **Distinguished Scholar Lifetime Achievement Award Committee**
- **Early Career Achievement Award Committee**
- **Edward B. Fry Book Award Committee**
- **J. Michael Parker Award Committee**
- **Oscar S. Causey Award Committee**
- **P. David Pearson Scholarly Influence Award Committee**
- **STAR Award**
- **Student Outstanding Research Award Committee**
- **LRA Area Chairs Awards**



Wednesday • December 2, 2020

70TH ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION (*Virtual*)

November 30 – December 5, 2020

Connect with us! #LRA2020



SESSION DESCRIPTIONS

PAPER SESSIONS

Paper sessions include research reports and theoretical papers, and are comprised of two or three accepted papers grouped together into a session by an area chair. Each paper presentation will have approximately 6 minutes to present their paper in a pre-recorded format. The session will have a discussant who is responsible for managing time. At the end of the 6-minute pre-recorded paper presentations, the discussant will provide brief comments to engage the audience and presenters, followed by an 8 – 10 minute discussion period facilitated by the discussant.

ROUNDTABLES

Roundtables are paired so that scholars might experience a more dialogic conversation with other scholars and attendees about their research. Presenters will have a 6-minute presentation in a pre-recorded format. At the end of the 6-minute pre-recorded presentations, a discussant will facilitate a 3 – 4-minute discussion that addresses each presentation.

POSTER SESSIONS

Poster sessions combine the graphic display of materials with the opportunity for individualized discussion of the research. Poster sessions are dedicated to the presentation of work-in-progress and are for participants who are conducting research and may have preliminary findings to present and discuss. The Poster Gallery will be available for viewing throughout the entire conference. Poster presenter information is listed. Attendees are encouraged to contact poster presenters with comments and questions. Presenters are also available for appointments to discuss their research.

SYMPOSIUM SESSIONS

Symposium sessions focus on significant issues representing a strong, unifying theme for a 45-minute time period. Symposia include speaker presentations in a pre-recorded format, discussant comments, and ample time for audience interaction.

ALTERNATIVE FORMAT SESSIONS

Alternate Format sessions focus on significant research-based issues representing a strong, unifying theme. These 45-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS

Study groups provide an opportunity for attendees to work together Wednesday – Friday mornings to discuss ideas and research related to a specific topic. Sessions are open to everyone.

AREA CHAIRS HIGHLIGHTED SESSIONS

Area Chairs selected sessions that they want to highlight for various reasons (e.g. innovative methodologies, diverse perspectives, etc.) These sessions occur concurrently with other conference sessions.

PLENARY SESSIONS

Plenary sessions are the major presentations of the Annual Conference. These sessions occur in dedicated time slots. Attendance is open to all attendees and advance registration is not required.

continued on next page



POSTER PRESENTATIONS

Poster Presentations - The Poster Gallery will be available for viewing throughout the entire conference. Poster presenter information is listed. Attendees are encouraged to contact poster presenters with comments and questions. Presenters are also available for appointments to discuss their research.

Area 1: Our Journeys in Comics: Preservice Teachers' Reflective Composing

Kourtney Sherbine, *Utah State University*

Area 2: Antiracist Teacher Agency, Curricular Choices, and Growing Racial Literacies in a Seventh-Grade Reading and Writing Classroom

Alina Pruitt, *The University of Texas at Austin*

Area 2: Defining math literacy from a math teacher perspective

Amanda Reinsburrow, *Drexel University*

Area 2: When schools and public libraries come together: How a teacher's role in a Research Practice Partnership manifests during a mobile library experience

Sarah Elizabeth Jerasa, *University of Houston*

Laveria Hutchison, *University of Houston*

Anita Sundrani, *University of Houston*

Area 3: Maternal Theory and the Shaping of Literacy Assessment and Education: Anger in the Interstices

Jenifer Jasinski Schneider, *University of South Florida*

Susan Constable, *Otterbein University*

Carrie Blosser Scheckelhoff, *Otterbein University*

Area 3: "They're the ones who hold the answers": Structuring Agency in Student-Centered Talk

Heather M. Meston, *Vanderbilt University*

Area 3: What happens to students' writing identities when the TLAC meets CCSS writing?

Amanda Shimizu, *Vanderbilt PhD Student*

Area 5: Integrating Small Group Directed Spelling Thinking Activities in a Fourth Grade Classroom: A Case Study

Kourtney Sherbine, *Utah State University*

Shannon Rhodes, *Edith Bowen Laboratory School*

Janet Breitenstein, *Utah State University*

Area 6: Using Whole-Class Peer Review Workshop to Improve ELL's Literacy Practices

Marina Paula Carreira Rolim, *Southern Illinois University*

continued on next page



POSTER PRESENTATIONS

Area 9: Area Chair Award - Leveled Text for Instructional Purposes: Who are Children Seeing?

Melanie Walski, *Northern Illinois University*
Melanie D. Koss, *Northern Illinois University*
Phoebe Regnery, *Northern Illinois University*

Area 7: Hidden Literacies, The Borderlands of Early Childhood

Lydia Carnesalem, *University of South Carolina*

Area 7: Inclusive Critical Literacy Towards Human Dignity: Teachers' Pedagogical Practices Across Social Studies' Classrooms in Public Schools in California

Andrea Lorraine Gambino, *University of California Los Angeles*

Area 8: "It's Kind of a Sign of Protest": Multilingual Writers and Experiences of Postsecondary Linguistic Resistance

Holland White, *Vanderbilt University*

Area 8: The Writers' Stories: International Students in U.S. American Graduate School

Proscilla Costa, *University of South Carolina*

Area 9: A Critical Pedagogical Approach: Reconceptualizing State ELA Sponsored Curriculum

Arlette Ingram Willis, *University of Illinois, Urbana Champaign*
Joan Primeaux, *(N/A)*

Area 11: A Critical Investigation of Critical Disciplinary Literacy Research: A Systematic Review

Kristen Howell Gregory, *East Carolina University*
Melissa Wrenn, *East Carolina University*

Area 12: A Survey Study of Middle School English Instruction in Four Rural Districts in Beijing

Ran Hu, *East Carolina University*
Guili Zhang, *East Carolina University*

Area 12: Identities and Language Socialization of Chinese Transnational Adolescents across Communities of Practice – A Critical Narrative Study

Ming-Tso Chien, *University of Maine*



Registration

Open All Day
LRA Website

Coffee Café

(Let's network and discuss the plans for the day)

8:00 a.m. to 9:00 a.m.

Poster Gallery

9:00 a.m. to 4:30 p.m.

Study Groups

9:00 a.m. to 11:45 a.m.

(See pages 27-33 for study group sessions and times)

Concurrent Sessions

1:00 p.m. to 2:45 p.m.

STAR Fellows Showcase

2:00 p.m. to 2:45 p.m.

Concurrent Sessions

3:00 p.m. to 4:30 p.m.

Presidential Address

4:30 p.m. to 6:00 p.m.

President's Reception

6:00 p.m. to 6:30 p.m.

After Glow Discussions

6:45 p.m. to 7:30 p.m.

1:00 p.m. – 1:30 p.m. – Paper Session

LRA Conference Session: Anti-Deficit Approaches to Literacy Learning

Chair:

Chase Young, *Sam Houston State University*

Discussant:

Qiuying Wang, *Oklahoma State University*

Participants:

- **Students' Perspectives of Dyslexia**
Theresa Deeney, *University of Rhode Island*
- **Motivation to Read and Genre Preferences Grades 3-5: A Multi-State Study**
Seth Parsons, *George Mason University*
Samantha T. Ives, *George Mason University*
Allison Ward Parsons, *George Mason University*
Dana A. Robertson, *University of Wyoming*
Chase Young, *Sam Houston State University*
Lisa Polk, *Sam Houston State University*
Nisreen Daoud, *Capital University*
Ashlee Horton, *Birmingham City Schools*
Melissa Pierczynski, *Grand Valley State University*
- **Predicting Taiwan Deaf Children's Literacy Development from Kindergarten to Second Grade**
Hsiu Tan Liu, *National Taiwan Normal University*
Qiuying Wang, *Oklahoma State University*
Jean Frances Andrews, *Lamar University*
Chun Jung Liu, *National Tainan Normal University*

continued on next page

1:00 p.m. – 1:30 p.m. – Paper Session

Area 10. Apps and AI in Literacy Instruction

Discussant:

Poonam Arya, *Wayne State University*

Participants:

- **Affordances of Kindergarten Literacy Apps and Implications for Teachers**
Tracy Donohue, *Michigan State University*
- **What app characteristics are important for literacy teachers to consider when designing culturally relevant instruction?**
Lauren Eutsler, *University of North Texas*
Julia Trotter, *University of North Texas*
Traci Pettet, *Texas Christian University*
- **Highlighted Session & Award Session - Using stories with embedded Artificial Intelligence ethics dilemmas to develop youth's critical awareness and design skills**
Bridget Dalton, *University of Colorado Boulder*
Ellie Haberl, *University of Colorado Boulder*
Tom Yeh, *University of Colorado Boulder*
Stacey Forsyth, *University of Colorado Boulder*
*Benjamin MI Walsh, *University of Colorado Boulder*

1:00 p.m. – 1:30 p.m. – Paper Session

Area 8. Asset-based Language Pedagogies

Discussant:

Heook Jeong, *University of Massachusetts, Amherst*

Participants:

- **The Pedagogical Practices of Heritage Spanish Speakers as Heritage Spanish Teachers: Moving from Deficit- to Asset-Based Pedagogies**
*Nancy Dominguez-Fret, *The University of Illinois at Chicago*

- **Towards Agentive and Bilingual Writing Spaces: Bridging the Separation of French and English in a Dual Language Classroom**
*Elizabeth Morphis, *SUNY Old Westbury*
- **Functions of Translanguaging Performed by Korean-American Emergent Bilinguals**
Chaehyun Lee, *Southeastern Oklahoma State University*

1:00 p.m. – 1:30 p.m. – Paper Session

Area 8. Bilingual education, Biliteracy Ideologies, and Testimonios in Teacher Education

Discussant:

Kris Gutiérrez, *University of California, Berkeley*

Participants:

- **Biliteracy Ideologies in Nepantla: Embodying Abuelita Epistemologies to Bilanguage Love**
Enrique David Degollado, *The University of Iowa*
- **Critically Conscious Maestrxs Bilingües: Teaching for Biliteracy with Armed Love**
Griselda Solano, *Texas Woman's University*
Mandy Stewart, *Texas Woman's University*
Juan Borda, *Texas Woman's University*
Germaine Elizabeth Koskina, *Texas Woman's University*
Zulma Mojica, *Texas Woman's University*
Flora Morales-Jimenez, *Texas Woman's University*
Marlene Walker, *Texas Woman's University*
- **Somos Bilingües: The influence of a bilingual teacher's language ideologies on her pedagogical practice**
Doris Villarreal, *University of Missouri-St. Louis*

continued on next page

1:00 p.m. – 1:30 p.m. – Paper Session

Area 2. Highlighted Session - Collaborative Approaches in Professional Development

Discussant:

Jacquelynn A. Malloy, *Clemson University*

Participants:

- **Growing dialogic classrooms by building spaces of shared responsive reasoning among teachers**
Sarah Schneider Kavanagh, *University of Pennsylvania*
Katie Danielson, *University of Portland*
Elizabeth Gotwalt, *University of Pennsylvania*
- **Teachers' Experience with Responsive Literacy Instruction through Collaborative Lesson Study**
Vicki Stewart Collet, *University of Arkansas*
- **Professional Identity Development: Two Teachers Collaborative Approach to Professional Identities**
Timothy Jansky, *University of Wisconsin-Madison*

1:00 p.m. – 1:30 p.m. – Paper Session

Area 7. Centering critical perspectives: Moving outside of achievement-driven narratives of literacy

Discussant:

James J. Coleman, *University of Pennsylvania*

Participants:

- **Beyond “Doing It for the Culture”: Centering marginalized youth perspectives on their literacy experiences**
Dominique Skye McDaniel, *The University of North Carolina at Greensboro*
- **Rural Students and Educational Gaps: Achievement, Access, and Opportunity**
Katharine Hull, *University of South Florida*
- **THE TRELIS- A Framework for Critical Literacy**
Justine M. Bruyere, *Vanderbilt University*

1:00 p.m. – 1:30 p.m. – Paper Session

Area 6. Highlighted Session - Centering Justice and Liberation in Literacy Processes

Chair:

Kisha C. Bryan, *Tennessee State University*

Discussant:

Kisha C. Bryan, *Tennessee State University*

Participants:

- **An Exploration of the Relationship Between Literacy and Civic/Political Efficacy Related Information Sources**
Leah Katherine Saal, *Loyola University Maryland*
Kristen Perry, *University of Kentucky*
Donita Shaw, *Oklahoma State University*
Takashi Yamashita, *University of Maryland, Baltimore County (UMBC)*
- **Exploring the Experiences and Outcomes of Political Justice in a High School English Class**
Greg Bartley, *University of Wisconsin-Madison*
- **Liberatory Literacy Practices within a Black History Month Celebration**
Laura Marie Adair, *University of Texas - Austin*

1:00 p.m. – 1:30 p.m. – Paper Session

Multi Area: Dismantling Common Identity Beliefs

Chair:

Rebecca Beucher, *Illinois State University*

Discussant:

Corrine Wickens, *Northern Illinois University*

Participants:

- **Blackness is not Monolithic: Black Immigrant Women Scholars Resisting and repositioning Through the Act of Storytelling**
Mellissa Gyimah-Concepcion, *Judson University*
Adenekan, *Judson University*

continued on next page



- **The Body and Her Erotic Power: Theorizing New Materialism with Decolonial Critical Feminist Onto-epistemologies**
Rebecca Beucher, *Illinois State University*
Kimberly McDavid Schmidt, *University of Denver*
- **Place & (Un)Belonging for Literacy Doctoral Students**
Corrine Wickens, *Northern Illinois University*
Zoe Cassady, *Northern Illinois University*
Laura Crisp, *Prophetstown-Lyndon-Tampico CUSD #3*
Eric Junco, *Northern Illinois University*

1:00 p.m. – 1:30 p.m. – Paper Session

Area 1. Equity-Driven Pedagogy in Literacy Teacher Education

Discussant:
Virginia Goatley, *University at Albany - SUNY*

- Participants:
- **Actively Choosing Love: Restorative Justice in Literacy Teacher Education**
Erica Steinitz Holyoke, *The University of Texas at Austin*
 - **Preparing Preservice Literacy Teachers to Honor Dr. King’s Call for “Direction for Action”: A Literature Review**
Catherine Lammert, *University of Iowa*
 - **Learning About Social Justice Through Literature Circles in an Elementary Literacy Methods Course**
Lindsay Joseph Wexler, *North Central College*

1:00 p.m. – 1:30 p.m. – Paper Session

Area 9. Examining and responding to representations of race, immigration, and religion in literature and curricula

Discussant:
Kristin McIlhagga, *Oakland University*

- Participants:
- **“The Native Americans welcomed him too”: Essentialized representations in English/Language-Arts Curricula.**
Thomas Hill, *University of Pittsburgh*
 - **Religious Multicultural Literature for Early Childhood Classrooms**
AnnMarie Alberton Gunn, *University of South Florida St Petersburg*
Susan V. Bennett, *University of South Florida St. Petersburg*
Kaya van Beynen, *University of South Florida*
Mary Lou Morton, *Walden University*

1:00 p.m. – 1:30 p.m. – Paper Session

Area 11. Exploration of Theory and Method in Literacy Research

Chair:
Sarah Capello, *Judson University*

Discussant:
Sarah Capello, *Judson University*

- Participants:
- **Case Study as a Holistic and Naturalistic Approach to Studying Literacy Motivation and Engagement**
Joy Dangora Erickson, *Endicott College*
Alessandra Ward, *University of Michigan*
 - **The fragmentation in literacy theorizing: The search for wholeness continues**
David B. Yaden Jr., *University of Arizona*

continued on next page



1:00 p.m. – 1:30 p.m. – Paper Session

Area 3. Highlighted Session - The Promises and Problems of Disciplinary Discourses

Discussant:

Kristi Bergeson, *St. Cloud State University*

Participants:

- **Promise of Process: Verbal Protocol as a method for exploring Fourth Graders Construction of Meaning from Social Studies Texts**
Kathryn L. Roberts, *Wayne State University*
Kristy A. Brugar, *University of Oklahoma*
- **Digging into Disciplinary Discourse: A Comparative Case Study of Three Early Elementary Science Classrooms**
JoAnne M. West, *Michigan State University*
Tanya Wright, *Michigan State University*
Amelia Wenk Gotwals, *Michigan State University*
- **Third-graders' reading and discussion of social studies texts: Looking at issues of challenge and comprehension**
Grace Pigozzi, *Purdue University*
Melanie Kuhn, *Purdue University*
Beth Meisinger, *University of Memphis*
Kathleen Corriveau, *Boston University*
Shuqi Zhou, *Purdue University*
Robert Lawrence Dahlgren, *SUNY Fredonia*
James Michael Gibert, *Purdue University*

1:00 p.m. – 1:30 p.m. – Paper Session

Area 10. The Secret Lives of Literacies: Gaming, Design, and Social Media

Discussant:

Christian Ehret, *McGill University*

Participants:

- **Hybrid Gaming Literacies: Playing Beyond the Digital and Analogue Binary**
Alex Corbitt, *Boston College*

- **Dissipative Designs: Video Game Design on the Edge of Chaos**
Thomas Bradley Robinson, *University of Georgia*
- **Secret Lives in Public Spaces: Children's Social Media Perspectives**
Linda Laidlaw, *University of Alberta*
Suzanna So Har Wong, *University of Alberta*
Joanne O'Mara, *Deakin University*

1:00 p.m. – 1:45 p.m. – Alternative Format Session

Area 14. Academia 101: Navigating the Journey from Graduate Student to Professional

Discussant:

Stephanie F. Reid, *University of Montana*

Presenters:

- Tracey Terence Flores, *University of Texas at Austin*
- Dani Perrine Kachorsky, *Texas A&M University - Corpus Christi*
- Earl Aguilera, *California State University, Fresno*
- Michael J. Young, *University of Iowa*

During this alternative session, graduate students will learn about various positions in literacy research and education from panelists who have recently made the transition themselves. Through sharing their experiences, panelists will help to apprentice graduate students into future professional worlds. Ultimately, this session will support the doctoral students of LRA to more successfully become part of the next generation of literacy scholars who will continue to mobilize literacy research in transformative ways.

continued on next page

1:00 p.m. – 1:45 p.m. – Symposium

Area 5. Highlighted Session - A Confluence of Complexity: Bridging Reading Scholarship and Neuroscience**Chair:**

Mary Guay, *University of Georgia*

Discussant:

Courtney Shimek, *West Virginia University*

In this session, we note a compelling confluence among multiple lines of established literacy scholarship (empirical research and accompanying theoretical understandings, research related to neuroimaging, and empirical and clinical research based on close observations of emerging and developing readers) that point to the complexity of literacy learning and the multifaceted nature of reading. We believe that this confluence has compelling implications for the teaching of literacy, while challenging narrow and assumedly universalistic instructional models.

Participants:

- **Lesson from Scholarship: Research-Based Theoretical Models of Reading/Literacy**
Catherine Compton-Lilly, *University of South Carolina Columbia*
- **Lessons from the Mind: Neuroimaging and Reading**
Lucy Spence, *University of South Carolina*
*Ayan Mitra, *University of South Carolina*
- **Lessons from Children: Observing Readers**
Mary Guay, *University of Georgia*

1:00 p.m. – 1:45 p.m. – Symposium

Area 3. Adopting a Linguaging Perspective to Analyze Enactment of Personhood and Relations with Others**Chair:**

Richard W. Beach, *University of Minnesota*

Discussant:

Ramón Martínez, *Stanford University*

Based on adopting a languaging research perspective, this session includes four papers analyzing how students 1) engage in intercontextual links between texts and contexts as a relational activity; 2) enact personhood through languaging “ghosts” in responding to literary texts; 3) employ narrative and ethnographic writing to reflect on languaging certain types of relations with other; and 4) employ languaging actions to enact certain “relational keys” with their teacher and peers in their kindergarten classroom.

Participants:

- **Languaging Ghosts: Literacy Practices and Personhood in High School Literature Classrooms**
David Bloome, *Ohio State University*,
Matt Seymour, *Ohio State University*
- **High School Students Use of Languaging for Enacting Certain Types of Relations**
Richard W. Beach, *University of Minnesota*
Limarys Caraballo, *Queens College, CUNY*
- **Languaging Authoring of Relational Keys in a Kindergarten Classroom**
*Faythe Beauchemin, *University of Arkansas*

continued on next page

1:00 p.m. – 1:45 p.m. – Symposium

Area 11. Amplifying Aurality of Diverse Communities: Forwarding Sound, Silence, and the Sonic Dimensions of Literacies Research

Chair:

Karis Jones, *New York University*

Discussant:

Casey Boyle, *University of Texas-Austin*

Despite the increased awareness of the affordances and constraints of multimodality, few take seriously sound's capacity as a tool to forward literacies theory, methods, or practice. Drawing on a series of school-based qualitative inquiries from three geographic locations, panelists work at the axis of sound and literacies studies to turn up the volume on sound as a mediational means for gaining insight into the identities and literacy practices of young people.

Participants:

- **Stop, Collaborate, and Listen: Exploring Sonic Resonances of Community Literacies with Elementary Children**
Cassie J. Brownell, *University of Toronto-Ontario Institute for Studies in Education (OISE)*
- **Painting the Politics of Noise in Early Literacy: Young Children Experimenting with Sound Art**
Jon M. Wargo, *Boston College*
Melita Morales, *Boston College*
- **Cutting Room Floor: Considering Silenced Student Voices in Relationship to Who's Listening**
Stephen Goss, *Kennesaw State University*
Ryan Rish, *University at Buffalo (SUNY)*

1:00 p.m. – 1:45 p.m. – Symposium

Area 1. "Boundary-Spanning" Literacy Educators' Reports from the Field: Models, Opportunities, and Challenges in our Evolving Research and Roles

Chair:

Kristien Zenkov, *George Mason University*

Discussant:

Kristine Pytash, *Kent State University*

This symposium presents research from three sets of scholars from four institutions operating as "boundary-spanning" literacy teacher educators—working across university, school, and community contexts. In these capacities they collaborate with classroom teachers, preservice teachers, and children and youth to implement instructional interventions, model PK-12 and teacher education literacy pedagogies, and collaborate on research projects. These papers illustrate how literacy scholars might address the disconnect between university-based courses and the clinical realities preservice teachers encounter.

Participants:

- **"Boundary-Spanners' in Literacy Education: A National Study to Set the Context"**
Kristien Zenkov, *George Mason University*
Kristine Pytash, *Kent State University*
- **"Complexities & Possibilities in (Re)Designing School-University Partnerships"**
Ashley Cartun, *University of Colorado-Boulder*
Elizabeth Dutro, *University of Colorado-Boulder*
- **"Designing and Studying an Equity-Focused Introductory Field Placement within a Research-Practice Partnership"**
Kelly Chandler-Olcott, *Syracuse University*
Mara Sapon-Shevin, *Syracuse University*
Crispin Ojwang, *Syracuse University*
Diane Hagemann, *Solvay High School*

continued on next page

1:00 p.m. – 1:45 p.m. – Symposium

Area 14. “Are we there yet?": The Bumpy Road for Perspectival Understanding in Community-Based Literacy Research and Literacy Teacher Education

Chair:

Barbara Bradley, *University of Kansas*

Discussant:

Ann D. David, *University of the Incarnate Word*

Using a unifying frame drawn from the notion of perspectival understanding that explains how people come to take up any particular perspective, this session includes four talks addressing how exploring and making shifts in perspectives played out in community-engaged literacy scholarship and teacher education courses. In this symposium, we aim to open up conversational spaces that encourage attendees to attend to and reflect on perspectival taking in their own contexts. The importance of children having access to books has long been documented; what has not been documented is how university faculty have been systematically ensuring “books are in hands” through their own community-engaged projects. This symposium brings together faculty from multiple institutions to share their efforts to get books into the hands of children and teachers. Time will also be reserved for discussing ways to measure the outcomes of these types of efforts.

Participants:

- **Preservice Teachers’ Exploration of Multiple Perspectives of Marginalized Children and Community Members in Online Book Clubs**
Kwangok Song, *University of Kansas*
Barbara Bradley, *University of Kansas*
- **Shifts in Preservice Teachers’ Perspectival Understandings of Children’s Literature**
Annmary Consalvo, *University of Texas at Tyler*

- **Mapping Community-Based Literacy Initiatives Through Perspectival Understanding of Community Members**
Angela J. Stefanski, *Ball State University*
- **Preservice Teachers’ Perspective-Taking Through Children Facing Challenges Literature**
Carolyn Walker Hitchens, *Ball State University*

1:00 p.m. – 1:45 p.m. – Symposium

Area 7. Area Chair Award - Asian and Latin American Voices in Literacy Research: Challenging Epistemological and Geopolitical Boundaries

Chair:

Lina Trigos-Carrillo, *Universidad de la Sabana*

Discussant:

Amparo Clavijo, *Universidad Distrital Francisco Jose de Caldas*

The topic of this year’s conference is an invitation to reflect on the importance of collaboration in giving more visibility to the literacy research done across the global South, transnationally, and in the periphery. We aim to challenge epistemological and geopolitical boundaries by bringing Asian, Asian American and Latin American scholars to present their research and discuss the intersections, challenges and possibilities of collaboration to highlight research that transcends geopolitical and epistemological boundaries.

Participants:

- **The (In)visibility of Asian American and Pacific Islanders in Literacy Research and Education**
Grace MyHyun Kim, *The University of Texas at Austin*
- **Urban Communities in Bogotá as Resources for Critical Literacy Research with Teachers**
Amparo Clavijo, *Universidad Distrital Francisco Jose de Caldas*
July Rincón, *IED El Rodeo*

continued on next page



- **Toward Critical Spatial-temporal Conceptualization of Transnational Literacies Among Chinese and Mexicans living in Diaspora**
Eva Lam, *Northwestern University*
Martha Sidury Christiansen, *University of Texas at San Antonio*
Peng Yin, *University of California, Berkeley*
- **Towards Peacebuilding and Buen Vivir: Epistemologies of the South in a Community of Former Guerrilla Members and their Families in Colombia**
Lina Trigos-Carrillo, *Universidad de la Sabana*
Laura Fonseca, *Universidad de La Sabana*

1:00 p.m. – 1:45 p.m. – Symposium

Area 10. Coding, Computational Thinking, and Teacher Learning: Supporting educators as they infuse computer science into instruction

Chair:

Sarah Burriss, *Vanderbilt University*

Discussant:

Colin Harrison, *University of Nottingham*

Evan Ortlieb, *St. John's University*

Julia Hagge, *Ohio State University*

As state and national standards for literacy learning continue to evolve, computational thinking (CT), which encompasses the set of problem-solving practices and habits of mind that draw on concepts from computer science, is rapidly becoming an integral piece of P-12 curricula. This alternative format session seeks to explore and draw attention to potential of leveraging disciplinary literacy practices as a means to support richer and more nuanced understandings of CT principles, and vice versa.

Participants:

- **Infusing Computing into Disciplinary Teaching: A Model to Support Teacher Learning**
Jennifer Albert, *The Citadel*
Deepti Joshi, *The Citadel*
Richard Robinson, *The Citadel*
- **CT as a literacy. ELA, standards mapping, and CT integration, infusion. Where does CT fit best?**
W. Ian O'Byrne, *College of Charleston*
Britnie Delinger Kane, *The Citadel*
Jennifer Albert, *The Citadel*
Ashley Andrews, *The Citadel*
Richard Robinson, *The Citadel*
- **The Impact of Collaborative Teacher Teams on CT Infusion**
Robin Jocius, *The Citadel*
Kathryn Pole, *University of Texas Arlington*
W. Ian O'Byrne, *College of Charleston*
- **Considering ethics and social justice in computational thinking pedagogy**
Sarah Burriss, *Vanderbilt University*
- **The CSIP+ Planning Model for Designing Instruction to Help Students with Learning Disabilities Develop Coding Literacy**
*Amy Hutchison, *George Mason University*

1:00 p.m. – 1:45 p.m. – Symposium

Area 7. Doing Dialogue Differently: Going with the drift in teacher/researcher partnerships

Chair:

Michelle Honeyford, *University of Manitoba*

Discussant:

Annette Woods, *Queensland University of Technology*

Teacher/researcher partnerships offer rich opportunities for dialogue about literacy education. In an age of accountability and marketization however such conversations can be strained by external pressures to achieve measurable outcomes. This session considers four attempts to cultivate

continued on next page

partnerships through exploratory endeavors designed to disrupt formulaic efforts to bring academics and teachers together. It explores how such work can etch out new kinds of relations between researchers, teachers, research and practice, even in highly structured sites.

Participants:

- **Potluck: A Poetics of Relation**
Lea Ehret, *McGill University, Montreal*
- **Doing Data Differently: The use of creative data visualisation to generate professional dialogue**
Cathy Burnett, *Sheffield Hallam University*
Guy Merchant, *Sheffield Hallam University*
- **Tales of Transformation through Collaboration: Teacher responses to Oracy Professional Development**
Karen Daniels, *Sheffield Hallam University*
Roberta Taylor, *Sheffield Hallam University*
- **Participating Participants: Improvising the hierarchy in improv class**
Kim Lenters, *University of Calgary*

1:00 p.m. – 1:45 p.m. – Alternative Format Session

Area 14. Exploring the Past, Present, and Future Together: Engaging the Future of LRA through Historical Literacy Research

Discussant(s):

Norman A. Stahl, *Norman Illinois University*
James R. King, *University of South Florida*

Presenter(s):

- Allison Serceki, *Chapman University*
- Hannah Dietrich, *Sam Houston State University*
- Shawna Taylor, *Sam Houston State University*
- Emma Sobey, *Sam Houston State University*
- Pimrawee Ruengwatthakee, *Sam Houston State University*
- Catherine Lammert, *University of Iowa*
- James V. Hoffman, *University of North Texas*

- Evangelina Muñiz, *University of Texas at San Antonio*
- Thomas Rux, *University of Texas at San Antonio*
- Rachel K. Sanders, *University of Texas at San Antonio*
- Rachel Skelley, *University of Texas at San Antonio*
- Marcy Wilburn, *University of Texas at San Antonio*

This two-part alternative session will focus on historical literacy research conducted by a broad range of literacy researchers. The first set of presenters are established literacy researchers who will discuss the importance of historical literacy research, both broadly and in their own scholarly work. The second part of the session will be a poster presentation of historical literacy research conducted by graduate students and early career scholars.

2:00 p.m. – 2:30 p.m. – Paper Session

Area 3. Assessments: What Is Uncovered and Discovered

Chair:

Qiuying Wang, *Oklahoma State University*

Discussant:

Sarah Lupo, *James Madison University*

Participants:

- **Development, Validation, and Scale-Up of a State Kindergarten Entry Assessment and Progress Monitoring System for Language & Literacy Skills**
Tricia Zucker, *University of Texas Health Science Center at Houston*
Michael Assel, *University of Texas Health Science Center at Houston*
Janelle Montroy, *University of Texas Health Science Center at Houston*
Colby Hall, *University of Texas Health Science Center at Houston*

continued on next page

Susan Landry, *University of Texas Health Science Center at Houston*

April Crawford, *University of Texas Health Science Center at Houston*

Brian Herod, *University of Texas Health Science Center at Houston*

Jason Anthony, *University of South Florida*

- **Sources of Missed Understanding: A Diagnostic Framework for Reading Comprehension**

Jennifer Tarr, *National Louis University*

- **The Reliability of 114 Teachers Quantifying and Interpreting a Running Record**

Jerome D'Agostino, *The Ohio State University*

Emily Rodgers, *The Ohio State University*

Rebecca Berenbon, *The Ohio State University*

Christa Winkler, *The Ohio State University*

Tracy Johnson, *The Ohio State University*

2:00 p.m. – 2:30 p.m. – Paper Session

Area 1. Centering Student Voices and Experiences in Preservice Teacher Education

Discussant:

Vicki McQuitty, *Towson University*

Participants:

- **Teacher Candidates' Learning about What We're Asking Kids to Do: Reflections on a Task Analysis Project**

Roya Scales, *Western Carolina University*

- **Teacher Candidates, Professors, and Children Collaborate to Create a Culture of Life-Long Literacy**

Janine K. Bixler, *Mount Saint Mary College*

Rebecca R. Norman, *Mount Saint Mary College*

- **Preservice Teachers Enacting Critical Literacy in the Elementary Classroom**

Vanessa Marasco, *University of South Florida*

2:00 p.m. – 2:30 p.m. – Paper Session

Area 10. Collaborative Online Learning

Discussant:

Valerie Harlow Shina, *Lesley University*

Participants:

- **Dialogic literacy in cross-community interactions to build knowledge about the human body**

Barbara Vokatis, *SUNY Oneonta*

Jianwei Zhang, *SUNY at Albany*

- **Just-in-Time Online Inquiry: A Construct for Engaging with Online Texts to Support Meaning-Making and Literacy Practices in Classroom Contexts**

Kellie Riley Doubek, *University of Illinois at Chicago*

- **International Online Collaboration: Implementation and Research**

Claudia Hilde Finkbeiner, *University of Kassel*

Wiebke Sophie Ost, *University of Kassel*

Agnes Madeleine Olson, *University of Kassel*

2:00 p.m. – 2:30 p.m. – Paper Session

Area 7. Constructions of gender in literacy learning spaces

Discussant:

Sara Ann Beach, *University of Oklahoma*

Participants:

- **Gender Socialization and Literacy Doctoral Students**

Corrine Wickens, *Northern Illinois University*

Alison Douglas, *Elgin Community College*

Eric Junco, *Northern Illinois University*

Kristen Walsh, *Northern Illinois University*

- **Sweet and stylish, adventurous and athletic: Investigating elementary students' conceptions of gender within the context of classroom literacy instruction**

Alyssa Jo Whitford, *Michigan State University*

continued on next page

- **“We Flawless”: Adolescent Girls’ Readings of Femininity in Pop Culture**
Mia Hood, Teachers College

2:00 p.m. – 2:30 p.m. – Paper Session

Area 11. Critical Theory in Literacy Research

Chair:

Rohit Mehta, *California State University, Fresno*

Discussant:

Rohit Mehta, *California State University, Fresno*

Participants:

- **Examining the Quality of Evidence: Teacher Observation Research for English Learners**
Susan V. Piazza, *Western Michigan University*
Maria Selena Protacio, *Western Michigan University*
Cody Williams, *Western Michigan University*
Virginia David, *Western Michigan University*
Magda Tigchelaar, *Western Michigan University*
- **Toward a Theoretical Framework for Critical Racial Literacy**
Jud Laughter, *University of Tennessee, Knoxville*
Anthony Pellegrino, *University of Tennessee, Knoxville*
Stewart Waters, *University of Tennessee, Knoxville*
Michelle Smith, *University of Tennessee, Knoxville*

2:00 p.m. – 2:30 p.m. – Paper Session

Area 4. Highlighted Session - Critical Theorizing and Literacy Research

Discussant:

Kirsten Dara Hill, *University of Michigan-Dearborn*

Participants:

- **A critical analysis of RTI in one district**
Arlette Ingram Willis, *University of Illinois, Urbana Champaign*
- **A Critical Policy Analysis Through a Translanguaging Lens**
Zulma Mojica, *Texas Woman’s University*
Germaine Elizabeth Koskina, *Texas Woman’s University*
Marlene Walker, *Texas Woman’s University*
- **“No, we should do it”: Youth training youth in activist research methods**
William Terrell Wright, *University of Georgia – Athens*
Heidi Lyn Hadley, *Missouri State University*
Kevin J. Burke, *University of Georgia – Athens*

2:00 p.m. – 2:30 p.m. – Paper Session

Area 1. Interpretations of Preparation and Practice

Discussant:

Jacquelynn A. Malloy, *Clemson University*

Participants:

- **‘I don’t think that’s really their wheelhouse’: How Do We Prepare Teachers to Interpret Language & Literacy Policy?**
Chris Chang-Bacon, *University of Virginia*
- **Technological Literacy in Pre-service Education: Toward Deep Learning**
Chinwe Hope Ikpeze, *St. John Fisher College, Rochester, NY*

continued on next page

2:00 p.m. – 2:30 p.m. – Paper Session

Area 2. Designing Effective Professional Development for Writing Teachers

Discussant:

Sarah McCarthey, *University of Illinois at Urbana-Champaign*

Participants:

- **Teachers' Use and Modification of Instructional Strategies After the Completion of Studies**
Zoi A. Traga Philippakos, *University of Tennessee*
- **Writing Teacher Professional Development: A Photo Elicitation of Teacher Change**
Katrena Leininger, *University of Wisconsin Oshkosh*
- **Teachers' Understandings and Implementation of a Teaching-Learning Cycle for Content Area Writing Instruction: Lessons Learned to Forward a Critical Approach for Genre Pedagogy**
Mary A. Avalos, *University of Miami*
Alissa Blair, *University of Miami*

2:00 p.m. – 2:30 p.m. – Paper Session

Area 6. Diverse perspectives in writing instruction

Discussant:

John Strong, *University at Buffalo*

Participants:

- **Examining Relationships among Revising, Metacognition, and Self-Efficacy**
Amanda Brewer, *Texas Woman's University*
Amy Burke, *Texas Woman's University*
- **Investigating instructional decision-making in adolescent writing development: Meaningful impact within an educational context focused on high-stakes testing.**
Julie Smit, *Texas Tech University*
Mellinee K. Lesley, *Texas Tech University*
Whitney Beach, *Texas Tech University*
Elizabeth Stewart, *Texas Tech University*

- **Understanding Critical Thinking Among Students with Learning Disabilities: An Exploratory Study on Written Expression as an Artifact of Thinking**
Eric Claravall, *California State University, Sacramento*
Jemma Kwon, *California State University, Sacramento*

2:00 p.m. – 2:30 p.m. – Paper Session

Area 9. Youth and young adult literature: Analysis and response

Discussant:

Mark Lewis, *James Madison University*

Participants:

- **Situated expertise in literary interpretation: An eye-tracking and think-aloud study of high school and PhD students reading canonical hip-hop and poetry**
Sarah Levine, *Stanford University*
- **Variations on the Death of a Grandparent: An Analysis of Youth Memoir**
Jason J Griffith, *Penn State University*
Jocelyn Amevuvour, *Penn State University*
- **The Impact of Analyzing Young Adult Literature for Racial Identity**
Leslie Dawn Roberts, *Georgia Southern University*
Rachelle S. Savitz, *Clemson University*

2:00 p.m. – 2:30 p.m. – Paper Session

Area 6. Writing as Community: Perspectives on Engaged Practice

Chair:

Ryan McCarty, *National Louis University*

Participants:

- **Community Practice, Community Engagement: The Affordances of Learning to Write in a College Access Seminar**
Kristin Black, *New York University*

continued on next page

- **Designing Adult Literacy GED Academic Writing Pedagogy: A Case Study Using Bakhtin to Learn from Tension**
Sasha Lotas, *Academy of Hope Adult Public Charter School*
- **Reframing the Transition to High School as Transliteracy: A Review of Research**
James Shanahan, *Teacher's College*

2:00 p.m. – 2:30 p.m. – Paper Session

Area 8. Translanguaging and Transcaring Practices

Discussant:

Lara J. Handsfield, *Illinois State University*

Participants:

- **Translingual Caring and Translingual Transgression: A Critical Discourse Analysis of Translanguaging Practices in a U.S. Multilingual Science Classroom**
Kongji Qin, *New York University*
- **Applying a Transcaring Literacy Framework: A Case Study of a Guatemalan Indigenous Youth's Translingual Practices**
Mariannella D. Nuñez, *Texas Woman's University*
- **The "Spy Girls" and the Quest for "Forbidden" Literacy: An Ethnographic Case Study in China**
Jue Wang, *Penn State University, University Park*

2:00 p.m. – 2:30 p.m. – Paper Session

Area 4. The Intersections of Science and Literacy

Discussant:

Robert Carpenter, *Eastern Michigan University*

Participants:

- **Area Chair Award - A Troublesome Reality in Literacy Research about Climate Change**
Alexandra Panos, *University of South Florida*
James Damico, *Indiana University*
Katharine Hull, *University of South Florida*

- **"It's not Teaching, It's Therapy.": Dyslexia and the Shifting Role of Literacy Specialists**
Vickie Godfrey, *University of Texas at Austin*
- **Pedagogies of the Horse: Intelligible Meaning for Youth from Domestic Violence?**
Tracey Pyscher, *Western Washington University*

2:00 p.m. – 2:45 p.m. – Symposium

Area 3. Authentic Purposes in Teaching Language Arts

Chair:

Soyoung Park, *Bank Street College of Education*

Discussant:

Soyoung Park, *Bank Street College of Education*

Authenticity is commonly described as central to effective literacy instruction. However, despite its ubiquity, the term remains surprisingly ambiguous. This symposium illuminates and complicates authenticity from both conceptual and empirical perspectives. These papers employ diverse research designs, span different populations, represent authors from different institutions and institution types, and focus on different aspects of literacy (reading, writing, and computer programming) to deepen and enrich the concept of authenticity in literacy education.

Participants:

- **Toward a More Dialogic Authenticity**
Maren Aukerman, *University of Calgary*
- **Learning from First Graders: Pre-Service Teachers' Views of Students, Reading, and Authenticity**
Lorien Chambers Schuldt, *Fort Lewis College*
- **Authentic Revision: Thinking About Authentic Purposes In Elementary Composition**
Ziva Reimer Hassenfeld, *Brandeis*
Marina Umaschi Bers, *Tufts University*

continued on next page



2:00 p.m. – 2:45 p.m. – Alternative Format Session

Area 7. Balancing Literacies: A Universal Design for Learning Approach to Culturally Sustaining Elementary Reading Instruction

Discussant:

Cynthia Brock, *University of Wyoming*

Presenters:

Laurie Rabinowitz, *Bank Street College of Education*
Amy Tondreau, *Austin Peay State University*

In this alternative session, we consider the cross-pollination of Culturally Sustaining Pedagogy, Disability Studies in Education, and Universal Design for Learning within the classroom context of a dynamic literacy workshop, demonstrating how these theoretical frameworks can be used in tandem. We will invite participants to engage with us at different stations where we will share resources, literature, class artifacts, and syllabi to illustrate how the union of UDL and CSP is enacted in our classrooms.

2:00 p.m. – 2:45 p.m. – Symposium

Area 10. Beyond the “Screentime” Debate: Developing STEM and Maker Literacies with Youth and Teens

Chair:

Kristen Turner, *Drew University*

Discussant:

Kristen Turner, *Drew University*
Elizabeth Stevens, *Roberts Wesleyan College*
William Fassbender, *University of Georgia*
Richard Robinson, *The Citadel*

Conversations about screentime focus predominantly on the time youth spend on devices but often overlook fundamentally important questions about what youth are learning by using digital devices, with

whom, and for what purposes. Within the definition of screentime, this symposium seeks to explore connections between creativity, divergent thinking, and screentime sheds light on opportunities on maker literacy practices in Science, Technology, Engineering, and Math (STEM) education.

Participants:

- **Making Meaning Through and Around Screens: Collaborative Digital Video Production in Community as Sociocultural Wayfinding for Bi/Multilingual Children**
***Michelle Hagerman**, *University of Ottawa*
- **Becoming Critical Makers: Transdisciplinary Teaching and Learning in Elementary Classrooms**
Robin Jocius, *The Citadel*
Jennifer Albert, *The Citadel*
Ashley Andrews, *The Citadel*
- **Youth Making Their Futures: 3D printing, augmented reality, and STEAM education**
W. Ian O’Byrne, *College of Charleston*
Tracey Hunter-Doniger, *College of Charleston*
Nenad Radakovic, *College of Charleston*

2:00 p.m. – 2:45 p.m. – Symposium

Area 2. Coaching from the Outside: Perspectives on University-Based Literacy Coaching

Chair:

Jill Grifenhagen, *NC State University*

Discussant:

James V. Hoffman, *University of North Texas*

This symposium is comprised of four studies of university-based coaches working with practitioners in the public, K-12 schools. Collectively the studies demonstrate the potential for university-based coaches to “coach from the outside” in varied contexts and with various coaching models. This session will allow for deep conversation about the potential

continued on next page

for university-based literacy scholars and teacher educators to collaborate for impact by providing coaching professional development to literacy teachers in the field.

Participants:

- **Distance-Based Literacy Induction Coaches as Outsiders to the School Context**
Jill S. Jones, *North Carolina State University*
Grifenhagen, *NC State University*
- **Induction Coaching, Tensions, Experiences of First-Year Teachers**
Beth Maloch, *University of Texas at Austin*
Melissa M. Wetzel, *University of Texas at Austin*
Christine Krafka, *University of Texas at Austin*
Susan Tily, *University of Texas at Austin*
Anne Daly-Lesch, *The University of Texas at Austin*
Jessica Anne Murdter-Atkinson, *University of Texas at Austin*
- **Novice Teacher Perceptions of Literacy Coaching Case Studies**
Jennifer Bambrick, *Gardner-Webb University*.
- **“It Gave Us a System and a Process.” Professional Development and Coaching for Co-teachers**
Erin Hogan, *University of Maryland*
Jade A. Wexler, *University of Maryland*

2:00 p.m. – 2:45 p.m. – Symposium

Area 8. Collaboration: Translanguaging in Community Literacy Spaces

Chair:

Kate Kedley, *Rowan University*

Discussant:

Xia Chao, *Duquesne University*

In this symposium, we discuss each of three projects in the context of our community collaboration. We will share the coalitional possibilities of translanguaging in community literacy spaces from different theoretical lenses, methodological

approaches, and varied contexts. Finally, we will interrogate the impact our collaboration has had in terms of our own research agendas and our impact in the communities in which we work.

Participants:

- **You Can’t Say Pupusa Without Saying Pupusa: Translanguaging in a Community-Based Writing Center in South Philadelphia**
Stephanie Abraham, *Rowan University*
- **Bilingual Storytime - A Translanguaging Stance for Community Language Support**
Laura Beth Kelly, *Rhodes College*
- **“Orgasmos, Revolucion, and Letras”:**
Collaboration, Impact, and Reciprocity with Youth in Honduras
Kate Kedley, *Rowan University*

2:00 p.m. – 2:45 p.m. – Symposium

Area 5. Developing Language and Literacy for Science: Considering Text, Talk, and Teachers’ Conceptualizations

Chair:

Lisa Domke, *Georgia State University*

Discussant:

Gina Cervetti, *University of Michigan*

Calls for attention to the interrelationships between literacy and science development in the early grades continue to present opportunities and challenges to elementary school teachers. In this symposium, three research teams report on their investigations of science-literacy integration, as well as providing insight into how teachers can support science and literacy instruction in ways that leverage texts and promote science talk that involves equitable participation, content learning, and disciplinary literacy.

continued on next page



Participants:

- **Considering Science Trade Books to Support Literacy and Science Learning**
Laura May, *Georgia State University*
Gary E. Bingham, *Georgia State University*
Reneé Schwartz, *Georgia State University*
Kate Woodbridge, *Georgia State University*
Lauren Coleman, *Georgia State University*
- **What Does It Mean to Be Literate in Science?: Exploring How K-5 Teachers Conceptualize the Successful Integration of Science and Literacy**
Kendra Hall-Kenyon, *Brigham Young University*
Leigh Smith, *Brigham Young University*
- **Investigating Online Professional Development to Support Science Talk in Early Elementary Classrooms**
Blythe E. Anderson, *Michigan State University*
Tanya Wright, *Michigan State University*
Amelia Wenk Gotwals, *Michigan State University*

2:00 p.m. – 2:45 p.m. – Symposium

Area 3. Diverse Children and Youth Becoming Readers: Toward an Understanding of Reading Identities Across Childhood and Adolescence

Chair:
Christopher Wagner, *Queens College, City University of New York*

Discussant:
Catherine Compton-Lilly, *University of South Carolina Columbia*

Reading identities are the ways that a person constructs the self as a reader across contexts and time. The papers in this symposium consider the ways that contextual factors inform how children and youth construct and express reading identities, with particular attention to similarities and differences across ages. Findings highlight ways identity perspectives provide insights into school-based reading experiences, and advance understanding of the phenomenon of reading identities.

Participants:

- **Multilingual Children’s Development of Reading Identities Across Prekindergarten and Kindergarten**
Christopher Wagner, *Queens College, City University of New York*
- **Supporting Positive Reading Identities in a Fifth-Grade Classroom**
Christine M. Leighton, *Emmanuel College*
Lisa M. O’Brien, *Merrimack College*
Kierstin M. Giunco, *OLPH Mission Grammar School*
- **Adolescents’ Identities as Readers and Mentors in a High School Literacy Mentorship Class**
Katherine Frankel, *Boston University*
Susan Fields, *Texas A&M University, College Station*

2:00 p.m. – 2:45 p.m. – Symposium

Area 8. Examining the Impact of Collaboration for/with/by Multilingual

Chair:
Jungmin Lee, *the Ohio State University*

Discussant:
Kwangok Song, *University of Kansas*

This symposium explores this year’s conference theme, “Collaborate for Impact,” in multilingual and multicultural settings. Presenters will examine how different approaches to collaboration can offer learning opportunities to multilingual students and teachers. By analyzing multiple forms of collaborations, we will address the ways of collaborating for impact for/with/by multilinguals across different contexts. A series of our studies will also demonstrate the effectiveness of dynamic approaches to leverage multilinguals’ linguistic and cultural resources.

continued on next page

Participants:

- **Collaboration for Impact: Adolescents across Borders**
Jin Kyeong Jung, *Texas Tech University*
- **An Examination of the Relationship between Peer Interaction and Literate Identities in Classroom Setting**
Jungmin Lee, *The Ohio State University*
- **Translanguaging Practice in the Collaborative Writing Project**
Sung Ae Kim, *Purdue University*
- **Better Together: Building Engagement and Agency through Collaborative Writing**
Amberly Walker, *Texas Tech University*

2:00 p.m. – 2:45 p.m. – Symposium

Area 14. Finding “Meaningful Work” in Collective Literacy Experiences

Chair:

Elizabeth Jaeger, *University of Arizona*

Discussant:

Margaret Saucedo Curwen, *Chapman University*

Lips-Wiersma & Morris (2009) argue that meaningful work includes self-development, self-expression, unity with others, and service to others. Researchers in this symposium apply this theory within literacy education. Paper 1 examines writing practices of elementary children in an afterschool program. Paper 2 demonstrates the role of meaningful work in a systems-thinking-based kindergarten classroom. Paper 3 describes the way Muslim middle school students employ writing to interrogate their marginalizing experiences and extend compassion to their peers.

Participants:

- **Elementary Students Enact Meaningful Work in an Afterschool Writing Workshop**
Elizabeth Jaeger, *University of Arizona*

- **Elementary Students’ Meaningful Engagement through Incorporating a Systems Thinking Pedagogy Approach**
Margaret Saucedo Curwen, *Chapman University*
Amy Ardell, *Chapman University*
- **The Meaningful Work of Writing the Self in a Muslim Youth Writing Club**
Phillip Wilder, *Clemson University*

2:00 p.m. – 2:45 p.m. – Alternative Format Session

Area 14. Highlighted Session & Area Chair Award - STAR Fellows Research Showcase: We Believe In Collective Magic: Re-claiming the Future(s) of Literacy Research

Chair:

Mileidis Gort, *University of Colorado Boulder*

Discussant:

Mileidis Gort, *University of Colorado Boulder*

This alternative session explores the concept of literacy futurisms as guided by the current STAR cohort, who conceptualize themselves as part of an emergent literacy research collective. Drawing on the knowledges of our ancestors and children, we offer dimensions of a framework-in-the-making (grounded on intersectionality, translanguaging, decoloniality and collectivity) for re-envisioning and re-claiming of the future(s) of literacy research. Through multimodal play, participants will be invited as co-conspirators (Love, 2019) in re-claiming literacy research.

continued on next page



Participants:

- **We Believe In Collective Magic: Re-claiming the Future(s) of Literacy Research**
Patricia Abril-Gonzalez, *The University of Texas at Austin*
Earl Aguilera, *California State University*
Rebecca E Linares, *Montclair State*
Idalia Nuñez-Cortez, *University of Illinois Urbana-Champaign*
Bianca J Nightengale-Lee, *Florida Atlantic*
Tiffany Nyachae, *Buffalo State University*
Alicia Rusoja, *Saint Mary's College of California*
Tran Templeton, *University of North Texas*
Carmen Medina, *Indiana University*
P. Zitlali Morales, *University of Illinois, Chicago*
Patricia Baquedano-Lopez, *UCLA*
Ana Christina da Silva Iddings, *Vanderbilt University*
Latrise Johnson, *University of Alabama*
Carmen Martinez-Roldan, *Teachers College, Columbia*
Jennifer Danridge Turner, *University of Maryland College Park*
Danny Martinez, *University of California – Davis*

3:00 p.m. – 3:30 p.m. – Paper Session

Area 8. Literacy Practices in transnational contexts

Discussant:

Zaline Roy-Campbell, *Syracuse University*

Participants:

- **Cooking up Literacies: The Transnational Literacies Practices around Food for One Chinese Youth**
Tairan Qiu, *The University of Georgia*
- **Using Multilingual Resources to Promote Learning and Literacy Development by Newcomer Emergent Bilinguals in Social Studies Inquiry**
Mina Hernandez Garcia, *University of Michigan-Ann Arbor*

- **Literacy activities for newcomer multilingual seniors in the era of high school graduation requirements**
Elena Andrei, *Cleveland State University*
Rebekah Harper, *Cleveland State University*

3:00 p.m. – 3:30 p.m. – Paper Session

Area 3. Meaning Making and Messiness: Working Toward Deeper Understanding

Discussant:

John Strong, *University at Buffalo*

Discussant:

Diane E. Beals, *University of Tulsa*

Participants:

- **Deconstructing Deconstruction: Making, Teamwork, and Meaning-Full Thinking**
John Porco, *University of Wisconsin Madison*
Christiane Wood, *California State University San Marcos*
- **Making Sense Together: An Exploration of Scaffolded Co-Constructive Interactions with Informational Texts in a Middle-Grades Learning Community**
Gwendolyn Jordan Pauloski, *University of Houston, Houston ISD*
- **Planned Design and Curricular Messiness: An English Language Arts Teacher Introduces Multimodal Concepts and Texts into his Seventh-Grade Classroom Community for the First Time**
Stephanie F. Reid, *Arizona State University*

3:00 p.m. – 3:30 p.m. – Paper Session

Area 10. Digital Learning: Examining Literacy Across Contexts

Discussant:

W. Ian O'Byrne, *College of Charleston*

continued on next page



Participants:

- **Data Literacy in the Digital Age: Considerations for Education**
Laurie Sheldon, *The University of Arizona*

3:00 p.m. – 3:30 p.m. – Paper Session

Area 7. The disciplinary literacies of English/ language arts

Discussant:

Janice Almasi, *University of Kentucky*

Participants:

- **Disciplinary disconnects: Students’ and teachers’ understandings of the discipline of English Language Arts**
Thea Williamson, *Salisbury University*
- **Not Even a Maester: Close Reading, Fandom, & Podcasting as ELA Practice**
Mary Neville, *Michigan State University*
Scott Jarvie, *Michigan State University*
- **Exploring Ethics and Literature in the English Language Arts Classroom**
Ross Collin, *Virginia Commonwealth University*

3:00 p.m. – 3:30 p.m. – Paper Session

Area 8. Biliteracy/Bilingual in Elementary Education

Discussant:

Maneka Deanna Brooks, *Texas State University*

Participants:

- **“A New Language, a New Culture and a New Way of Thinking:” Examining Parental Support of Emerging Bilingual Learners in a Dual-Language Immersion School**
Lenny Sanchez, *University of South Carolina*
Eurydice Bauer, *University of South Carolina*
Yang Wang, *University of South Carolina*

Ling Hao, *University of South Carolina*

*Wenyu Guo, *University of South Carolina*

Kyungjin Hwang, *University of South Carolina*

- **Community consciousness: Parallel parent and teacher perceptions of a two-way dual language immersion program**

Chris Chang-Bacon, *University of Virginia*

Eunhye Cho, *Boston College*

Gabrielle Oliveira, *Boston College*

- **Two Latinx Mothers’ Perceptions of Biliteracy Education: Opposite Journeys Navigating la Educación Bilingüe en los Estados Unidos**
Norma Monsivais Diers, *University of Illinois at Chicago*

3:00 p.m. – 3:30 p.m. – Paper Session

Area 5. Early Writing: Agency, Attitudes and Support

Discussant:

Zoi A. Traga Philippakos, *University of Tennessee*

Participants:

- **Agency in a First Grade Writing Workshop: A Case Study of Two Writers**
Danielle Marie Rylak, *Arizona State University*
Lindsey Moses, *Arizona State University*
Frank Serafini, *Arizona State University*
Carolina Torrejon Capurro, *Arizona State University*
- **Attitudes Toward Writing Instruction at Two Play Based Preschools**
Joy Myers, *James Madison University*
Chelsey Bahlmann Bollinger, *James Madison University*
- **Supportive Practices for Preschooler’s Writing**
Laura Piestrzynski, *Vanderbilt University*

continued on next page

3:00 p.m. – 3:30 p.m. – Paper Session

Area 9. Experiencing images in space and time

Discussant:

Katina Zammit (Dr.), *Western Sydney University*

Participants:

- **Temporal Disruption in Postmodern Wordless Picture Books**
Mengying Xue, Purdue University
Judith Lysaker, Purdue University
- **What Molina Reads: An Analysis of Images in Wordless Book Reading**
Rong Zhang, Purdue University
Judith Lysaker, Purdue University
- **Curating Research for Public Engagement: An Exemplar Study of Wonderland Illustrations**
Lindsay Persohn, University of South Florida

3:00 p.m. – 3:30 p.m. – Paper Session

Area 7. Transnational perspectives on literacy

Discussant:

Matthew Deroo, *Miami University*

Participants:

- **Seeing Ability: An intersectional perspective of a transnational child's literacies**
Erin Quast, Illinois State University
Brooke Ward Taira, University of Hawai'i at Mānoa
- **Unboxing Care: Affinity and Learning in a Brazilian Transnational Family's Production of Videos**
Mariana Lima Becker, Boston College
- **"Cantando con ternura": Transnational youths' performances of románticas**
Cati de los Rios, University of California, Davis
Yared Portillo, University of California, Davis

3:00 p.m. – 3:30 p.m. – Paper Session

Area 4. Understanding State-level Engagement in Literacy

Discussant:

Tanji Reid Marshall, *The Education Trust*

Participants:

- **A state level initiative to support language and literacy learning: Lessons from Georgia**
Meghan Welch, Georgia Department of Education
Gary E. Bingham, Georgia State University
Rihana Mason, Georgia State University
Caitlin Dooley, Georgia Department of Education
- **State-Defined Literacy and Knowing Learners in Elementary Teaching**
Michael J. Young, University of Iowa
- **Collaboration for Teacher Transformation: How One "Underperforming" High School is Using Engaged Scholarship to Support Reform of a Writing Curriculum**
Mellinee K. Lesley, Texas Tech University
Amy Higgins, Lubbock Independent School District
Julie Smit, Texas Tech University
Whitney Beach, Texas Tech University
Elizabeth Stewart, Texas Tech University

3:00 p.m. – 3:30 p.m. – Paper Session

Area 8. Translanguaging Practices in Higher Education

Discussant:

Kongji Qin, *New York University*

Participants:

- **Bilingual and biliterate practices amongst teacher candidates at a Hispanic-Serving Institution**
Elena M. Venegas, The University of Texas Rio Grande Valley

continued on next page

Janine M. Schall, *The University of Texas Rio Grande Valley*

Veronica L. Estrada, *The University of Texas Rio Grande Valley*

- **Understanding the Use of Translanguaging of Chinese International Students**
Zhiwen Song, *University of Cincinnati*
- **Collaborating to Understand Graduate Bilinguals' Writing Needs: Chinese Graduate Students' Translanguaging Practices in Academic Writing in the U.S.**
Xuezi Zhang, *University of Florida*

3:00 p.m. – 3:30 p.m. – Paper Session

Area 6. Youth Multimodal Writing within Contested Spaces

Discussant:

Lyudmyla Ivanyuk, *University of Kentucky*

Participants:

- **Seeming and Feeling: Teens Narrating and Navigating Writing Identity through Small Stories**
Claire Lambert, *High Point University*
Amy Vetter, *University of North Carolina Greensboro*
- **“Technically, He Shouldn’t Be Here”: Emerging Adults Composing in Teen Space**
Virginia Killian Lund, *University of Illinois-Chicago*
- **The Meaningful Work of Youth Writing in Detained Spaces**
Kristine Pytash, *Kent State University*
Phillip Wilder, *Clemson University*
Elizabeth Testa, *Kent State University*

3:00 p.m. – 3:30 p.m. – Paper Session

Area 10. Composing in the Digital Context

Discussant:

Sarah Hunt-Barron, *University of South Carolina Upstate*

Participants:

- **Automatic Essay Scoring Feedback: What 8th Grade Students Have to Say about Their Experience**
Jessica L. Hrubik, *Kent State University*
Denise N. Morgan, *Kent State University*
- **“Doing Justice” for an Audience of One: Motivation to Revise when Students Write for Podcasts**
Emily Rose Southerton, *Stanford University*
- **On the Record: Examining Informed Consent through a Discourse Analysis of Serial Podcast**
Jason J. Griffith, *Penn State University*
*Joseph David Sweet, *University of North Carolina, Pembroke*

3:00 p.m. – 3:30 p.m. – Paper Session

Area 1. Intersections of Identity and Pedagogy

Discussant:

Lisa K. Hawkins, *Ball State University*

Participants:

- **Pedagogies and Identities: A Qualitative Study of Literacy Methods Teacher Educators**
Tara Burke Johnston, *University of Maryland*
Mariam Jean Dreher, *University of Maryland*
- **“Always trying to dig deeper”: One literacy teacher educator’s enactment of expertise as an emotion-laden progressive problem-solving process**
Brady Nash, *University of Texas at Austin*

continued on next page

Alina Pruitt, *The University of Texas at Austin*
Diane Schallert, *The University of Texas at Austin*

- **Pedagogical Purgatory: Stuck between being student and becoming teacher**
Brian Flores, *Salisbury University*

3:00 p.m. – 3:45 p.m. – Symposium

Area 2. Area Chair Award - Co-Constructing Dialogic Spaces that Promote Agency in School/University Literacy Professional Development Partnerships

Chair:

Dilnoza F. Khasilova, *University of Wyoming*

Discussant:

Margaret Vaughn, *University of Idaho*

This symposium features three different school/university partnerships working on different school/university literacy professional development projects (e.g., rural/urban, elementary/adolescent/adult, public school/private literacy agency) and using different theoretical lenses (e.g., positioning theory, self-determination theory, situated learning & complexity theory). Each project addresses the following overarching question from different theoretical and practical spaces and places: How can members of school/university literacy professional development partnerships co-construct dialogic spaces that foster and nurture teacher agency?

Participants:

- **Co-Constructing Dialogic Spaces that Promote Agency in School/University Literacy Professional Development Partnerships**
Dana A. Robertson, *University of Wyoming*
Cynthia Helen Brock, *University of Wyoming*
Jackie Popp, *Lake Forest College*
Laurie Darian Thraikill, *East Carolina University*
Lauren Breckenridge Padesky, *University of Wyoming*
Tia Frahm, *Northern Arizona University*

Adeline Mansa Borti, *Grand Valley State University*

- Kelly Avia**, *University of Wyoming*
- Flores Victoria**, *University of Wyoming*
- Cherilyn Smith**, *University of Wyoming*
- Dilnoza F. Khasilova**, *University of Wyoming*
- **Exploring the Co-Construction of Agency in a Collaborative Literacy Learning Community**
Cynthia Helen Brock, *University of Wyoming*
Dana A. Robertson, *University of Wyoming*
Adeline Mansa Borti, *Grand Valley State University*
Avia Kelly, *University of Wyoming*
Cherilyn Smith, *University of Wyoming*
Victoria Helen Flores, *University of Wyoming*
Dilnoza F. Khasilova, *University of Wyoming*
- **Middle-School Teachers' Collaborative Conceptualizations and Agentive Enactments of Social Justice Historical Literacies**
Jackie Popp, *Lake Forest College*
- **Using Instructional Inquiry to Coach Towards Collective Agency**
Dana A. Robertson, *University of Wyoming*
Lauren Breckenridge Padesky, *University of Wyoming*
Tia Frahm, *Northern Arizona University*
Laurie Darian Thraikill, *East Carolina University*
***Cynthia Helen Brock**, *University of Wyoming*

3:00 p.m. – 3:45 p.m. – Symposium

Area 8. Composing in multilingual, English-dominant classrooms: Pedagogy and practices for supporting emergent bilingual students

Chair:

Lindsey Rowe, *The Ohio State University*

Discussant:

Robert Jiménez, *Vanderbilt University*

In the U.S., emergent bilingual students often attend English-dominant schools. This symposium brings

continued on next page

together research done by authors at three different institutions, working in three distinct geographic locations, to explore the literacy experiences of teachers and students in such English-dominant school contexts. Specifically, we examine pedagogies and practices that supported emergent bilingual students in composing using multiple languages, despite being located in classrooms where English was the primary language of instruction.

Participants:

- **Constructing Biliterate Composing Practices in an English-dominant, Second-grade Classroom**
Lindsey W. Rowe, *The Ohio State University*
- **Emergent Bilingual Students’ Multilingual and Multimodal Composing: Rewriting Texts in an English-dominant Classroom**
Amber Deig, *University of Florida*
Mark B. Pacheco, *University of Florida*
- **Preservice Teachers Enacting Translanguaging Pedagogies in English-Medium Literacy Classrooms**
Grace Cornell Gonzales, *University of Washington*
Emily Machado, *University of Wisconsin - Madison*

3:00 p.m. – 3:45 p.m. – Symposium

Area 8: Critical Encounters: Planning Intentional Literacy Strategies in the Language Arts Classroom

Chair:
Maria Leija, *The University of Texas at San Antonio*

Discussant:
Desiree M. Pallais-Downing, *The University of Texas at Austin*

- Presenters:**
- **Maria Leija**, *The University of Texas at San Antonio*
 - **Maria E. Franquiz**, *University of Texas at Austin*
 - **Korina Jocson**, *University of Massachusetts—Amherst*

- **Joaquin Munoz**, *Augsburg University*
- **Gilberto P. Lara**, *The University of Texas at San Antonio*
- **Desiree M. Pallais-Downing**, *The University of Texas at Austin*

Content and discourse analysis reveal ways teachers and teacher educators plan for critical encounters centered on topics such as racism, gender stereotypes, indigeneity, immigration, and activism. The panelist report on four qualitative case studies that took place in Texas, Minnesota and Massachusetts. Together they offer evidence for creating spaces to discuss uncomfortable topics in literacy classrooms through the use of children’s and young adult literature. Implications for individual and collective IMPACT are also discussed..

Participants:

- **Teachers Becoming Bilingual Authors: Planning for Critical Encounters with Words**
Maria Leija, *University of Texas at San Antonio*
- **The Impact of Experience and Immigration**
Maria E. Franquiz, *University of Texas Austin*
- **“Mama, Let’s Read!”: Critical Race Parenting and Implications for Literacy Education**
Korina Jocson, *University of Massachusetts - Amherst*
- **Indigenous Texts as Critical Encounters: YA Fiction to Support Teacher Candidates’ Learning**
Joaquin Munoz, *Augsburg University*

3:00 p.m. – 3:45 p.m. – Alternative Format Session

Area 7: Critical Friends Fostering Culturally Responsive Pedagogy

Given the 2020 theme of All of Us are Smarter than Each of Us, this alternative session presents a collaborative self-study that came together to improve nine literacy teacher education professionals’ implementation of anti-racist teaching. Through

continued on next page

monthly video conferences, book study, shared readings and assignments for our methods courses, we became a critical professional community to support and challenge each other to re-center equity in our professional lives.

Participants:

- **Kristen White**, *Northern Michigan University*
- **Elizabeth Stevens**, *Roberts Wesleyan College*
- **Wendy Gardiner**, *Pacific Lutheran University*
- **Amy Tondreau**, *Austin Peay State University*
- **Sophie Degener**, *National Louis University*
- **Tess Dussling**, *Saint Michael's College*
- **Tierney B. Hinman**, *Auburn University*
- **Nance S. Wilson**, *State University of New York at Cortland*

3:00 p.m. – 3:45 p.m. – Symposium

Area 2: Deciding to change: Teachers working collaboratively with and against the status quo

Chair:

Dixie Massey, *University of Washington*

Discussant:

Robin Griffith *Texas Christian University*

Teaching is a series of decisions. In this series of three papers, we focused on teachers whose decisions regarding student instruction were in contrast to their professional contexts. These instructional decisions often put the teachers in conflict with others in their instructional environment. We explored what decisions teachers made, why they made those decisions, how they enacted their decisions and the outcomes and implications of their decisions.

Participants:

- **Coaching Novice Teachers to Make Instructional Decisions for Students**
Melinda Goggans, *Instructional Coach, Bibb County School District*

- **Following their lead: How privileging student agency shifted teachers' instructional decisions**
Salem Metzger, *University of North Carolina at Greensboro*
Samuel D. Miller, *University of North Carolina at Greensboro*
- **"It's soul-sucking!" Visions in contrast to the status quo**
Dixie D. Massey, *University of Washington*

3:00 p.m. – 3:45 p.m. – Symposium

Area 1: Digital Technology Use for Equity, Inclusion, and Social Justice in Preservice Literacy Teacher Education

Chair:

Jennifer Higgs, *University of California, Davis*

Discussant:

Kris Gutiérrez, *University of California, Berkeley*

This symposium brings together researchers working in literacy teacher education from four different public universities. The three papers examine the use of digital technology to advance equity in literacy learning spaces for adolescents. The studies highlight the efforts of teacher educators and teachers to implement digital technologies in secondary literacy spaces to address equity issues and raise critical questions of access, participation, and design in the use of digital technology for more equitable literacy education.

Participants:

- **Podcasts, Participation, and Collaboration: Missed Opportunities to Explicitly Address Students' Digital Competencies**
Lanette Jimerson, *University of Houston*
- **Preservice Teachers Leveraging Digital Tools to Collaboratively Address Equity-Oriented Problems of Practice**
José Ramón Lizárraga, *University of Colorado, Boulder*

continued on next page

- **Designing Research on Technology Use in Literacy Teacher Education**
Grace MyHyun Kim, *The University of Texas at Austin*
Jennifer Higgs, *University of California, Davis*
Randi Brady, *The University of Texas at Austin*

3:00 p.m. – 3:45 p.m. – Symposium

Area 11: Do We Need More Productive Theorizing?

Chair:

David B. Yaden Jr., *University of Arizona*

Discussant:

Kelly Chandler-Olcott, *Syracuse University*

This symposium addresses the question its title poses. The papers address specifically how theories might be considered productive or less productive. Presenters will identify pitfalls of theorizing in general and unproductive theorizing within literacy research in particular. Collectively, the papers suggest the need for a more nuanced understanding of theory, and they offer perspectives and ideas about how theory might be viewed and employed more productively in literacy research.

Participants:

- **What Is a Productive Theorizing in a Practice-oriented Field?**
David Reinking, *University of Georgia*
- **What Theoretical Perspectives are Literacy Researchers Using?**
Seth Parsons, *George Mason University*
- **Does Literacy Need Better Theories of Productivity?**
George G. Hruby, *University of Kentucky*

3:00 p.m. – 3:45 p.m. – Symposium

Area 6: Area Chair Award - Exploring Disciplinary Literacy, Literature, and Justice in Secondary Classrooms

Chair:

Michelle Mai Kwok, *Texas A&M University*

Discussant:

Sarah Levine, *Stanford University*

Previous scholarship has highlighted the importance of teaching disciplinary literacy practice in culturally relevant ways, but few studies have examined what an explicitly critical approach toward disciplinary literacy teaching and learning might involve. The three papers of this symposium each closely examine what may be involved in supporting adolescents' development of specialized literacy practices with complex literary texts in critical ways and on their own terms. Session will include substantial time for audience discussion.

Participants:

- **One Emergent Bilingual Student's Negotiation of the Literary Analysis Discourse in a Secondary Writing Classroom**
Susan Fields, *Texas A&M University, College Station*
- **Engaging Middle School Students in Special Education to Understand Social Justice Issues Through Langston Hughes Poetry**
Eric Claravall, *California State University, Sacramento*
- **The Power and Potential of Disciplinary Literacy in the English Classroom: Investigating Students' Habits of Literary Analysis**
Emily C. Rainey, *University of Pittsburgh*
Scott Storm, *New York University*

continued on next page

3:00 p.m. – 3:45 p.m. – Symposium**Area 8: Disrupting a Standard Language Ideology: Exploring Tensions in Teachers' Evolving Metalinguistic & Raciolinguistic Awareness****Discussant:****Danny Martinez**, *University of California - Davis*

This symposium brings together scholars from diverse institutions, geographic locations, and theoretical perspectives to explore how teachers understand, teach about, and integrate linguistic diversity in English language arts teaching. Presenters examine the relationship between identity and language from varied perspectives and in varied contexts. Key concepts include transraciolinguistic approaches in transnational institutions, development of critical translanguaging pedagogy, and tensions in teachers' emerging Critical Language Awareness across rural, suburban and urban contexts.

Participants:

- **Nuances in Teacher Enactment of a Transraciolinguistic Approach**
Patriann Smith, *University of South Florida*
- **Developing a critical translanguaging writing pedagogy: Professional development as ideological development for teachers of writing**
Kate Seltzer, *Rowan University*
- **Tensions in Teachers' Uptake of Critical Language Awareness**
Mike Metz, *University of Missouri*

3:00 p.m. – 3:45 p.m. – Symposium**Area 14: Multilingualism in the Context of English Hegemony: Current Policy, Theory, and Practice****Chair:****Kristen Lynne Pratt**, *Western Oregon University***Discussant:****Bogum Yoon**, *State University of New York at Binghamton*

The Ethnicity, Race, and Multilingualism committee and the Multilingual and Transnational ICG propose a co-sponsored symposium on addressing the issue of multilingualism in the context of English hegemony. The purpose of this symposium is two-fold: 1) to provide the LRA audience with a comprehensive view of current policy, theory and research-based practice on multilingualism, and 2) to offer future directions for literacy research and practice to support bi/multilingual learners' identities and successful literacy learning.

Participants:

- **Current Policies on Multilingualism**
Rachele Lawton, *The Community College of Baltimore County*
- **Current Theories on Multilingualism**
Ryuko Kubota, *The University of British Columbia*

4:00 p.m. – 4:30 p.m. – Paper Session**Area 1: Critical Approaches in Literacy Education****Discussant:****Katrina Jacobs**, *University of Pittsburgh***Participants:**

- **Highlighted Session & Area Chair Award - "Creating Border Crossing Spaces for Decolonizing Critical Literacy Encounters in Teacher Preparation"**
Nathaly Batista-Morales, *The University of Texas at Austin*
Melissa Ibarra, *The University of Texas at Austin*

continued on next page



- **“How is it possible to not worry about Ebonics?” Using a Trans-University Twitter Project to Foster Critical Dialogue between Pre-Service Teachers**
Bianca J. Nightengale-Lee, *Florida Atlantic University*
Alice Lee, *Illinois State University*
Christina Cavallaro, *Florida Atlantic University*

- **Sowing the Seeds of Love: Dialogic and Collaborative Literacies for Social Change**
Liz Murray, *University of San Francisco*
- **Collaborating Toward More Equitable Literacy Instruction**
Anne Ticknor, *East Carolina University*
Christy Howard, *East Carolina University*
Mikkaka Overstreet, *East Carolina University*

4:00 p.m. – 4:30 p.m. – Paper Session

4:00 p.m. – 4:30 p.m. – Paper Session

Area 7: Critical literacy, emotion, and trauma: Exploratory texts and spaces

Discussant:

Craig A. Young, *Bloomsburg University of PA*

Participants:

- **A Practice of Critical Trauma Literacy: Using Superhero Stories as Childhood Trauma Texts**
*Tracey Pyscher, *Western Washington University*
Anne Crampton, *Western Washington University*
- **The View From Both Sides: A Collaborative, Critical Conversation on Whiteness and Emotion in the Literacy Classroom**
*Kristin Bauck, *University of Minnesota*
Cristina Silva Gleason, *University of Minnesota*

Area 8: Educational Equity and Collaborative Literacy Practices for Refugee and Immigrant Students and Families

Discussant:

Joanne E. Marciano, *Michigan State University*

Participants:

- **‘Bringing objects to life’: The power of animation in promoting educational equity**
Gabriele Budach, *University of Luxembourg*
- **Examination of Collaborative Reading of Learners at a Refugee Center: Bringing Adults and Children Together to Read in English as a New Language**
Ekaterina Midgette, *The College of Saint Rose*
Zoi A. Traga Philippakos, *University of Tennessee*
- **The Perceptions of High School Students from Refugee, Immigrant, and Visiting Professional Families about Their School Experiences in Pittsburgh**
Karen Rissling, *The College of St. Scholastica*

4:00 p.m. – 4:30 p.m. – Paper Session

Area 7: Dialogues about human rights and equity: Literacy for social change

Discussant:

Tanji Reed Marshall, *The 1964*

Participants:

- **Can’t You Hear My Cry? Incarcerated Teens’ Multimodal Interpretations of Human Rights**
Judith Dunkerly-Bean, *Old Dominion University*
Thomas W. Bean, *Old Dominion University*
Julia Diane Morris, *Old Dominion University*

continued on next page

4:00 p.m. – 4:30 p.m. – Paper Session

Area 6: Disciplinary Literacy within Science: Frameworks and Tensions

Chair:

Kristen Perry, *University of Kentucky*

Participants:

- **Framework for Disciplinary Literacy in Science**
Sally Valentino Drew, *Central Connecticut State University*
Jeffrey Thomas, *Central Connecticut State University*
- **Learning from Engineers to Develop a Model of Disciplinary Literacy in Engineering**
Amy Wilson-Lopez, *Utah State University*
Angela Minichiello, *Utah State University*
Theresa Green, *Utah State University*
Christina Hartman, *Utah State University*
Jared Garlick, *Utah State University*
- **Science Teachers' Considerations When Designing Text-Rich Investigations to Address the Next Generation Science Standards**
Cynthia Greenleaf, *WestEd*
Will Brown, *WestEd*
Kathleen Anne Hinchman, *Syracuse University*
Sheila Valencia, *University of Washington*

4:00 p.m. – 4:30 p.m. – Paper Session

Area 12: Examining Writing Instruction Across International Contexts

Discussant:

Ya-Fang Cheng, *Western Oregon University*

Participants:

- **A Cross-cultural Comparison of Writing Instruction for Adolescents between the United States and South Korea: An International Survey**
Bong Gee Jang, *Syracuse University*
Joohwan Kim, *Andong National University*
Sohee Park, *University of Delaware*

Soonyoung Lee, *Korea University*

Hye-Young Park, *Korea Institute for Curriculum and Evaluation*

- **Examining Preservice Teachers' Knowledge of Writing Instruction in an International Setting**
Adeline Mansa Borti, *Grand Valley State University*
- **Writing and revising with peer review and technology: Design research cycle 1 evaluation**
Andrew Potter, *University of Delaware*
Charles MacArthur, *University of Delaware*
Joshua Wilson, *University of Delaware*

4:00 p.m. – 4:30 p.m. – Paper Session

Area 9: Exploring Literature, literature curriculum, and literature instruction

Discussant:

Saba Khan Vlach, *The University of Iowa*

Participants:

- **Examining the Selection and Utilization of Diverse Children's Literature in Classroom Instruction: A Longitudinal Study**
Mary-Kate Sableski, *University of Dayton*
Jackie Marshall Arnold, *University of Dayton*
- **Getting the Grade: Exploring "Quality" of Online Unit Plans for Teaching Novels in Secondary ELA**
Laura Northrop, *Cleveland State University*
Molly Buckley, *Cleveland State University*
Hayley Byrnes, *Cleveland State University*
Brooke Seitz, *Cleveland State University*

continued on next page

4:00 p.m. – 4:30 p.m. – Paper Session

Area 10: Literacy Instruction and Scaffolding in the Digital Context

Discussant:

Tanya Christ, *Oakland University*

Participants:

- **New Literacies or Removable Scaffolds: Technology's Affordances and Shift of Thinking on Zone of Proximal Development and Universal Design for Learning**
Sheri E. Vasinda, *Oklahoma State University*
Jodi Pilgrim, *University of Mary Hardin-Baylor*
- **Are two heads better than one?: Students' collaborative credibility assessments of online information**
Gillian E. Mertens, *University of Florida*
- **Globalizing an undergraduate children's literature course: texts, stances, questions**
Lindsay M. McHolme, *Michigan State University*
Sam Evalt, *Michigan State University*
Rachel A. Lockart, *Michigan State University*
Romina Peña-Pincheira, *Michigan State University*
Laura Apol, *Michigan State University*

4:00 p.m. – 4:30 p.m. – Paper Session

Area 7: Discourses that cross borders: Partnerships, programs and literacy learning

Discussant:

Melissa M. Wetzel, *University of Texas at Austin*

Participants:

- **Care as a Border Crossing Language: Webtoon Reader Response as a Cosmopolitan Affinity Space**
Ahrum Jeon, *Boston College*

- **Exploring a University-School Partnership in a Multilingual Community: A Historical LangCrit Analysis**
Christina Dobbs, *Boston University*
Christine Lelder, *Boston University*
Pedro Alberto Arroyo, *University of Chicago*

4:00 p.m. – 4:30 p.m. – Paper Session

Area 12: Highlighted Session - Family Literacy Perspectives on Languages Learning

Discussant:

David Dickinson, *Vanderbilt University*

Participants:

- **The impact of collaborative research on multilingual education: Perspectives of immigrant mothers in South Korea**
Jayoung Choi, *Kennesaw State University*
Shim Lew, *University of West Florida*
- **SPACES: A Family Literacy Framework for Practice**
Lana McCarthy, *Trinity College*

4:00 p.m. – 4:30 p.m. – Paper Session

Areas 6: Illuminating Pathways for Critical Literacies

Discussant:

Chantal Francois, *Towson University*

Participants:

- **Building Communities for Critical Literacies: Pedagogies, Practices, and Tensions**
Aimee Hendrix-Soto, *Murray State University*
- **Area Chair Award - Marginalization through Circularization of Language Teaching: Creating and Exposing Deficits in an Adult Language and Literacy Program**
Jim Sosnowski, *University of Illinois at Urbana-Champaign*

continued on next page

- **Mushfaking It: Literacy Strategies of Postsecondary Students from Refugee Backgrounds**
Meagan Hoff, *Texas State University*

4:00 p.m. – 4:30 p.m. – Paper Session

Area 2: Innovative Methods and Theories for Supporting Literacy Teacher Learning

Discussant:

Pelusa Orellana, *UTSA*

Participants:

- **Planning as Literate Activity**
Sarah McCarthey, *University of Illinois at Urbana-Champaign*
Katrina Kennett, *University of Montana Western*
- **A Comparative Analysis of Instructional Coaching Approaches: In-person versus Remote Coaching in Preschool Classrooms**
Cheryl Varghese, *Children's Learning Institute*
April Crawford, *University of Texas Health Science Center at Houston*
- **Picturing the Classroom: Using Visual Methods to Study Literacy Teacher Experiences**
Nina Radakovic Schoonover, *North Carolina State University*
Rachael Debnam-O'Dea, *North Carolina State University*

4:30 p.m. - 6:00 p.m. – Presidential Address

Introduction of President:

Debbie Wells Rowe, *Vanderbilt University*

2020 Presidential Address: Wag the Dog: A Digital Literacies Narrative

Elizabeth (Betsy) A. Baker, *University of Missouri*

The abilities to communicate and gather information are fundamental to the human experience. Since 1990, communication and information have become increasingly digital. On any given day, it is likely that you will use a digital device to communicate or find information. In an attempt to grapple with the tectonic shifts that have occurred during the digital revolution, in her LRA Presidential Address, Dr. Betsy Baker will propose four characteristics of digital literacies, make bold predictions about the future of literacy, and explore implications for literacy research and pedagogy.

Case in point: LRA 2020, including the Presidential Address, will be online. Wednesday, December 2, from 4:30 - 6:00 p.m. CT. You are invited to use your digital literacies to attend the Presidential Address followed by an online reception.

6:00 p.m. – 6:30 p.m. – President's Reception

6:45 p.m. – 7:30 p.m. – After Glow Discussions

Come debrief with other attendees on the sessions you attended today or discuss other collaborations you can make with attendees in research. This space is meant to mimic Vital Issues.

continued on next page



Thursday • December 3, 2020

70TH ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION (*Virtual*)

November 30 – December 5, 2020

Connect with us! #LRA2020





Registration

Open All Day
LRA Website

Coffee Café

(Let's network and discuss the plans for the day)
8:00 a.m. to 9:00 a.m.

Poster Gallery

9:00 a.m. to 4:30 p.m.

Study Groups

9:00 a.m. to 11:45 a.m.
(See pages 27-33 for study group sessions and times)

Distinguished Scholar Lifetime Achievement Award Session

12:00 p.m. to 12:45 p.m.

Concurrent Sessions

1:00 p.m. to 1:45 p.m.

STAR Program Cross-Cohort Research Showcase

1:45 p.m. to 2:30 p.m.

Concurrent Sessions

2:00 p.m. to 4:30 p.m.

Black Lives Matter in Literacy Research Panel

4:45 p.m. to 5:45 p.m.

Town Hall Meeting

6:15 p.m. to 6:45 p.m.

After Glow Discussions

6:45 p.m. to 7:30 p.m.

12:00 p.m. – 12:45 p.m. – Special Event

Distinguished Scholar Lifetime Achievement Award Session

Introduction:

Patricia Edwards, *Michigan State University*

Presenter:

Rudine Sims Bishop, *The Ohio State University*

1:00 p.m. – 1:30 p.m. – Paper Session

Area 7: Embodied literacies: Exploring an array of literate spaces

Discussant:

Nora Peterman, *University of Missouri – Kansas City*

- **Nexus Analysis for Literacies That Move and Matter: Getting Coffee and “Racing Together”**
Karen Wohlwend, *Indiana University*

1:00 p.m. – 1:30 p.m. – Paper Session

Area 2: Exploring Models of Literacy Teacher Professional Development

Discussant:

Amy Hutchinson, *George Mason University*

Participants:

- **Reading Professional Development for Elementary Teachers Working in High Poverty Schools: A Review of Studies**
Kristin Keane, *Stanford University*
- **Results of a Design-Based Implementation Research Study of How Elementary Teachers Respond to a Model of Professional Development for Integrating Computer Science into Literacy Instruction**
Amy Hutchison, *George Mason University*
Jamie Colwell, *Old Dominion University*

continued on next page

Andrew Vardas-Doane, *George Mason University*
Valerie Taylor, *Old Dominion University*

- **Pathways to Literacy Leadership: An Examination of a Longitudinal Cohort Model of Professional Development**
Martille Elias, *University of Missouri-St. Louis*
Rebecca Rogers, *University of Missouri-St. Louis*
Melinda F. Sheetz, *University of Missouri*

1:00 p.m. – 1:30 p.m. – Paper Session

Area 5: Language Development and Critical Consciousness in early Childhood

Discussant:

Ashley N. Patterson, *Penn State University*

Participants:

- **Teaching for Social Justice Through Interactive Read-Alouds of Picturebooks: Raising Preschool Children's Critical Consciousness**
Norline R. Wild, *University at Buffalo*
- **Promoting Early Language Development in Primary Care Pediatrics: A Content Analysis of Preschool Books from Reach Out and Read**
Lori Bruner, *Michigan State University*
- **Area Chair Award - "We're Part of Something Bigger, and as Big as the Collective": Relational Literacies and Restorative Justice in Early Childhood Classrooms**
Erica Steinitz Holyoke, *The University of Texas at Austin*

1:00 p.m. – 1:30 p.m. – Paper Session

Area 6: Honoring the Voices of Adult Language Learners

Discussant:

Heidi Regina Bacon, *The Southern Illinois University*

Participants:

- **Adult English Learners' Writing Practices as Shaped by the Change in Sociocultural Contexts**
Lyudmyla Ivanyuk, *University of Kentucky*
- **Legitimizing Generation 1 Learner' Funds of Knowledge in the Adult ESL Classroom**
Emily Suh, *Texas State University*
-

1:00 p.m. – 1:30 p.m. – Paper Session

Area 1: Mining Equity and Social Justice in Preservice Teacher Education

Discussant:

William Terrell Wright, *University of Georgia - Athens*

Participants:

- **Collaborate for Impact to Advance Equity in Preservice Teacher education**
Kristi Bergeson, *St. Cloud State University*
Suzanne Kaback, *St. Catherine University*
Catherine Kelly, *St. Catherine University*
Elizabeth Fogarty, *University of Saint Thomas*
Amy Smith, *University of Saint Thomas*

1:00 p.m. – 1:30 p.m. – Paper Session

Area 3: Permeability of Literacy: Relevance of Contexts

Chair:

Robert Carpenter, *Eastern Michigan University*

Discussant:

Sarah W. Beck, *New York University*

Participants:

- **Inquiry and Service Learning Coalesce: Impact on Preservice Teachers' Understanding of Literacy, Retention, and GPA**
Lauren Eutsler, *University of North Texas*
Meena Naik, *University of North Texas*

continued on next page

Scott Peecksen, *University of North Texas*
Regina Branton, *University of North Texas*

- **Locating Student Engagement: “Schools Don’t Give Students Opportunities to Find Other Things”**

Lucy Spence, *University of South Carolina*
Priscila Costa, *University of South Carolina*
Amanda Cullars, *University of South Carolina*

- **Place-Based Pedagogies in Action: A Case Study of Appalachian Place-Based Literacy Teaching and Learning in a Rurban High School English Classroom**

Corey Alexandra Humphrey, *University of Pittsburgh*

1:00 p.m. – 1:30 p.m. – Paper Session

Area 8: Reading in Elementary Education

Discussant:

Shadrack Msengi, *Southern Illinois University, Edwardsville*

Participants:

- **“Always at the bottom”: Uncovering raciolinguistic ideologies in the assessment of emergent bilinguals as readers**
Kate Seltzer, *Rowan University*
Laura Ascenzi-Moreno, *Brooklyn College*
- **A qualitative study of the strategies dual language employ to differentiate reading instruction in their classroom**
Jessica Tobin Nagle, *Temple University*
- **“The facts are small and the opinions are huge:” A scalar analysis of close reading in a bilingual classroom**
Lara J. Handsfield, *Illinois State University*
Carolyn S. Hunt, *Illinois State University*
Patricia Valente, *Rantoul City Schools*

1:00 p.m. – 1:30 p.m. - Paper Session

Area 6: New Directions in the Academic Writing of Youth

Chair:

Meagan Hoff, *Texas State University*

Participants:

- **Design and Evaluation of a Genre-Based Strategy Instruction Unit on Argumentation in Middle Grades**
Zoi A. traga Philippakos, *University of Tennessee*
- **Exploring the Differences in Metacognitive Practices between Student Writers and Knowledge Workers in Online Research Writing**
Julia A. Corrigan, *Concordia University - Montreal*
Elena E. Forzani, *Boston University*
- **Scalar Moves in Student Writing About Literature**
Scott Storm, *New York University*
Emily C. Rainey, *University of Pittsburgh*

1:00 p.m. – 1:30 p.m. – Paper Session

Area 1: Transformative Practices in Preservice Teacher Education

Discussant:

Jason J. Griffith, *Penn State University*

Participants:

- **Interrogating the Syllabus: The Collaborative Impact of a Thinking with Theory Approach to Literacy Teacher Education Coursework**
Samuel DeJulio, *The University of Texas San Antonio*
Chris Chang-Bacon, *University of Virginia*
Rachel Sanders, *University of Texas at San Antonio*
Alexa Proffitt, *University of Texas at San Antonio*

continued on next page

- **Reflections from a Bi-Directional and Co-Constructed Mentorship: Rethinking the Mentor and Student Relationship**
Rick Coppola, *CPS/University of Illinois at Chicago*
Daniel J. Rocha, *CPS/University of Illinois at Chicago*
- **The Development and Validation of the Teachers' Self-Efficacy Beliefs for Literacy Instruction in the 21st Century (TBLI21c) Scale**
Katia Ciampa, *Widener University*
Tiffany Gallagher, *Brock University*

1:00 p.m. – 1:30 p.m. – Roundtable Session

Area 1: Antiracist Literacy

Discussant:

Tracy Donohue, *Michigan State University*

Participants:

- **Reflective Writing: Developing White Anti-Racist Pre-Service Teachers**
Beth Beschorner, *Minnesota State University, Mankato*
Timothy Berry, *Metropolitan State University*
- **The ABC's Model Revisited – Enhance Preservice Teachers' Understanding and Practice of Multiculturalism**
Xiaoming Liu, *Towson University*
Maria Perpetua Socorro Liwanag, *Towson University*
Huili Hong, *Towson University*
- **Using critical literacy to Promote preservice teachers' multicultural awareness with children's literature**
Xuezi Zhang, *University of Florida*

1:00 p.m. – 1:30 p.m. – Roundtable Session

Discussant:

Althier Lazar, *St. Joseph's University*

Participants:

- **Navigating the Chasms between Real and Ideal Literacy Professional Development**
Poonam Arya, *Wayne State University*
Kathryn L. Roberts, *Wayne State University*
- **Reciprocity Between Practice and Research: Vexations & Ventures in Literacy Professional Development**
Mellissa Teston, *USF*

1:00 p.m. – 1:30 p.m. – Roundtable Session

Area 1: Reading Perspectives

Discussant:

Rebecca Powell, *Florida Southern College*

Participants:

- **Beyond Anecdotes: Preservice Teacher Educators' and in-Service Teachers' Perspectives on the "Science Reading" Era in teacher Preparation**
Catherine Lammert, *University of Iowa*
Katherine Allen, *University of Wisconsin Oshkosh*
Ann Van Wig, *Easter Washington University*
Brittney Worthen, *Ashbury University*
- **Parallel Tasks: Supporting Pre-Service Teachers' Comprehension while Teaching Instructional Methods in Comprehension**
Sophie C. Degener, *National Louis University*
Wendy Gardiner, *Pacific Lutheran University*
- **The Use of the Mediated Tools to Gain Insight into the Apollo Era of Spaceflight**
Stephanie M. Lemley, *Mississippi State University*
Kathleen Alley, *Mississippi State University*
Jennifer Sanders, *Mississippi State University*

continued on next page

1:00 p.m. – 1:30 p.m. Paper Session

Area 12: Language and Reading Education: Pedagogies and Ideologies

Discussant:

David Dickinson, *Vanderbilt University*

Participants:

- **Translanguaging as a Comprehensive Early Literacy Development Strategy for Children Living in Marginalized areas in Kenya**
Adelheld Marie Bwire
- **English Language Ideologies of South Korean People and its Effects on English Language Education in South Korea**
Kyungjin Hwang, *University of South Carolina*
- **Reading on iPad or paper – Is there a difference?**
Bettina Buch, *University College Absalon, Center for Teaching and Learning*

1:00 p.m. – 1:45 p.m. – Symposium

Area 8: Demystifying the Language of Schooling for Teachers of English Learners: The Promise of Systemic Functional Linguistics

Chair:

Mileidis Gort, *Michigan State University of Colorado Boulder*

Discussant:

Laura Hamman-Ortiz, *University of Colorado-Boulder*

This colloquium explores how literacy instruction grounded in systemic functional linguistics (SFL) can impact schooling experiences for English learners (ELs). Specifically, we consider how teachers of ELs make sense of and take up SFL in ways that can transform students' school-based literacy experiences. Papers present studies from diverse multilingual contexts and present promising pedagogical practices

for elementary, middle, and high school ELs. Implications for pre-service and in-service teacher education will also be addressed.

Participants:

- **Engaging Elementary Bilingual Teachers in Mediated SFL Praxis: A Case Study**
Laura Hamman-Ortiz, *University of Colorado-Boulder*
- **Vanessa Santiago Schwarz, University of Colorado-Boulder**
- **Mileidis Gort, University of Colorado Boulder**
- **Molly Hamm-Rodriguez, University of Colorado-Boulder**
- **Using SFL in Linguistically Responsive Instruction with Multilingual Youth: An Educator's Self-Study**
Carrie Symons, *Michigan State University*
- **Yue Bian, University of Washington, Bothell**
- **SFL Praxis and the Preparations of Secondary English Teachers in the U.S.**
Margaret Gebhard, *University of Massachusetts, Amherst*
- **Heek Jeong, University of Massachusetts, Amherst**

1:00 p.m. – 1:45 p.m. – Symposium

Area 7: Embodied Literacies: Putting Diverse Theories to Work with/in Our Pedagogical Practices

Chair(s):

Bessie Dernikos, *Florida Atlantic University*
Jaye Johnson Thiel, *Independent Scholar and Adjunct at UGA*

Discussant:

Karen Spector, *University of Alabama*

This symposium brings together the work of four literacy scholars who conduct research from diverse theoretical and methodological perspectives in order to continue conversations around embodied literacies. Collectively, we consider how conceptualizations

continued on next page

of bodies matter for our understandings of how: (1) social in/equalities circulate, (2) students “talk back to” (hooks, 1989) racialized, gendered, and neoliberal identity/curricular scripts, and (3) diverse perspectives challenge us to engage in literacy research in more ethically just ways.

Participants:

- **Racialized Curriculum Violence as Empathetic Racial Impersonation**
Stephanie P. Jones, Grinnell College
- **More-Than-Human Affective Literacies: Feeling, Hearing, and Tuning into Sonic Bodies as Rebellious Matter**
Bessie Dernikos, Florida Atlantic University
- **Speaking from the Soul: Black Female Embodied Literacies**
Bianca J. Nightengale-Lee, Florida Atlantic University
- **Red Circles, Embodies Literacies, and Neoliberalism: The Art of Noticing and Unruly Placemaking Event**
Jaye Johnson Thiel, Independent Scholar and Adjunct at UGA

1:00 p.m. – 1:45 p.m. – Alternative Format Session

Area 11: Exploring Affective Relations through Improvisational Performance

Discussant:

Kevin Leander, *Vanderbilt University*

This alternative format session explores the affective relations between literacy researchers and the social scenes they study. We work to provoke this through engaging in rounds of theatrical improvisation performed by four trained improvisers alternating with rounds of reflection and analysis conducted with the audience, with the goal of exploring a) concepts of affect that are present within the scene work and b) the relations of the audience (as affectively engaged “researchers”) to the scene-work.

Participants:

- **Gail M. Boldt**, *Pennsylvania State University*
- **Kevin Leander**, *Vanderbilt University*
- **Samuel Tanner**, *Pennsylvania State University – Altoona*
- **Laura Janel Carter-Stone**, *Vanderbilt University*

1:00 p.m. – 1:45 p.m. – Symposium

Area 8: Exploring Possibilities in Latinx Teacher Preparation: The Power of Deconstructing Preservice Teachers’ Perceptions of Bilingualism

Chair:

Gilberto P. Lara, *The University of Texas at San Antonio*

Discussant:

Ramón Martínez, *Stanford University*

The symposium explores five qualitative research studies by diverse Latinx scholars documenting the experiences of Latinx preservice teachers in various teacher education programs throughout Texas. The Latinx preservice teachers explored their linguistic development through testimonios, photovoice, culturally relevant books and collages; deconstructed dominant language ideologies and reconstructed their beliefs about bilingualism; and envisioned pedagogies and linguistic practices that will be inclusive of their future culturally and linguistically diverse students.

Participants:

- **Authoring Latinx Preservice Teachers’ Hidden Funds of Knowledge**
Marla Leija, The University of Texas at San Antonio
- **Unpacking the Sociolinguistic Crossroad of Bilingual Educators: Critical Dialogues in Teacher Preparation**
Yuliana Kenfield, The University of Texas Permian Basin

continued on next page



- **“Now I Know Better”:** Activist Identity Construction and Evaluation of Latinx Bilingual Preservice Teachers
Katherine Espinoza, *University*
- **Bilingual Pre-Service Teachers’ Self-Reporter Pathways to Bilingual Literacy**
Gilberto P. Lara, *The University of Texas at San Antonio*

1:00 p.m. – 1:45 p.m. – Symposium

Area 11: Formative design: A methodological approach to understanding ‘what could be’ in developing literacy PCK with pre-service teachers

Chair:
Kristin Valle, *University of South Florida*

Discussant:
Danielle V. Dennis, *University of Rhode Island*

This symposium explores the use of formative design as a methodological approach to studying literacy pre-service teacher education. Papers address three aspects of literacy teacher preparation: seminar experiences, collaborative peer placements, and literacy content coaching. Although each paper represents different theoretical frameworks and data sources, the use of formative design connects the content as it allows researchers to iteratively study components of developing literacy teacher pedagogical content knowledge.

- Participants:**
- **Content Seminars as methods of pedagogical content knowledge development in preservice teachers**
Meg Jones, *University of Rhode Island*
 - **Collaborative peer placements during a critical field experience**
Stephanie Branson, *University of South Florida*

1:00 p.m. – 1:45 p.m. – Symposium

Area 1: Field-based Teaching Methods Courses as Vehicles for More Socially-just Teaching: Dilemmas, Innovation, and Possibilities

Chair:
Amy Tondreau, *Austin Peay State University*

Discussant:
Joanne E. Marciano, *Michigan State University*

Field-based methods courses have become a mainstay in elementary and secondary teacher preparation programs as a way to engage teaching candidates with both theory and practice, while receiving real-time guidance from their university instructors and also ideally offering benefit to K-12 classrooms. In this symposium, four researchers of field-based teaching methods courses report on various issues in the field, challenges faced by stakeholders involved, and innovative teaching methods afforded by the field-based structure.

- Participants:**
- **Learning to Teach Literacy With Cultural Relevance?: Teacher Candidates’ Experiences in Field-based Literacy Methods Courses**
Mary Coakley-Francis, *Manhattanville College*
 - **Bilingual Teacher Candidates’ Shifting Professional Identities and Practices in a Field-based Teaching Methods Course**
Anissa Wixktor Lynch, *SUNY Old Westbury*
Elizabeth Morphis, *SUNY Old Westbury*
 - **Rich Points of Tension between Teacher Candidates’ and Cooperating Teachers’ Perceptions of Teaching for Social Justice**
Nicole Sieben, *SUNY Old Westbury*

continued on next page

1:00 p.m. – 1:45 p.m. – Symposium

Area 5: Fostering Pockets of Hope: Using Diverse Picturebooks to Engage Young Children in Critical Conversations

Chair:

James J. Coleman, *University of Pennsylvania*

Discussant:

Patricia Encisco, *Ohio State University*

This session extends calls for paradigmatic shifts about children's interest in and ability to discuss critical topics. Four qualitative research teams highlight instances of young children's engagement with diverse literature to nuance pressing social issues. Presenters offer glimpses of how teachers strategically used children's picturebooks to foster conversations with children that forwarded more just futures. Together, panelists outline the transformative potentials of using critical literacy read alouds to mobilize children as capable, civic actors.

Participants:

- **Building Bridges Instead of Walls: Engaging Young Children in Critical Literacy Read Alouds**
Cassie J. Brwonell, *University of Toronto-Ontario Institute for Studies in Education (OISE)*
Anam Rashid, *University of Toronto*
- **"Sometimes I think in pictures, too": Problematizing the Social Construction of Disability in Early Childhood Settings**
Monica Christine Kleekamp, *University of Missouri-Columbia*
- **"Ethical Viewing Practices" in First Grade: Experiencing Picturebooks Focused on Race and Racism**
Oona Fontanella-Nothom, *California State University, Los Angeles*

1:00 p.m. – 1:45 p.m. – Alternative Format Session

Area 14: From Sustainability to solidarity: imagining ecological futures across our networks

Discussant:

Michelle E. Jordan, *Arizona State University*

Literacy educators are oriented toward shared resilience. We reach into schools, homes, and workplaces across barriers of race, class, and gender, empowering people of all ages, creating literate communities ready to take on the "the rich, overlapping ecologies of students' lives and fosters personal and social transformation" (Mirra, 2019, p. 287). This alternative symposium seeks to create a movement that redefines diversity, inclusion, and environment for the benefit of all lives, both present and future.

Participants:

- **Review of Literature: Library Partnerships with Cross-Institutional Partners for Sustainability**
Mary Catherine Lockmiller, *Northern Arizona University*
Michelle E. Jordan, *Arizona State University*
- **Imaging Solar Energy Futures: Using futures thinking strategies to position youth as sustainability leaders**
Michelle E. Jordan, *Arizona State University*
Steve Zuiker, *Arizona State University*
Clark Miller, *Arizona State University*
Mia DeLaRosa, *Arizona State University*
Adam Lashire, *Arizona State University*
Mary Catherine Lockmiller, *Northern Arizona University*
- **Sustainability in STEAM Makerspaces: Design Principles for Equity and Inclusion**
Jill Castek, *University of Arizona*
Becca Woodard, *University of Illinois at Chicago*
Michelle Hagerman, *University of Ottawa*
- **Leveraging Interdisciplinary for developing Ecological Futures**
Michael Manderino, *Northern Illinois University*

continued on next page



1:00 p.m. – 1:45 p.m. – Alternative Format Session

Area 3: Informing the Design of an Interdisciplinary, Project-Based Curriculum for Birth Through Age Eight

Chair:

Nell Duke, *University of Michigan*

Discussant:

Ernest Morrell, *University of Notre Dame*

This session will provide an overview of an interdisciplinary, project-based curriculum and the process by which it is being developed. A discussant and attendees are invited to suggest research findings to incorporate into the curriculum. The session will have five parts: Introduction from the Chair, Presenter 1: Common Curriculum Conundrums and How We're Addressing Them, Presenter 2: Enacting Interdisciplinarity in Curriculum Materials, Presenter 3: Catalyzing Culturally Sustaining Practices, Remarks from Discussant, and Contributions from Attendees

Participants:

- **Common Curriculum Conundrums and How We're Addressing Them**
Alessandra Ward, *University of Michigan*
- **Enacting Interdisciplinarity in Curriculum Materials**
Crystal Wise, *University of Michigan*
- **Catalyzing Culturally Sustaining Practices**
Julia Lindsey, *University of Michigan*

1:00 p.m. – 1:45 p.m. – Symposium

Area 10: Navigating Fandom Transliteracies in Classroom Spaces: Implications for Equitable Instruction

Chair:

Karis Jones, *New York University*

Discussant:

Ebony Elizabeth Thomas, *University of Pennsylvania*

This session explores practitioners incorporating fandom transliteracies across four studies: (1) Tracing teachers' uptake from a fan literacies-based professional learning course; (2) A social design experiment in a high school English class using fandom literacies for identity development; (3) A micro-ethnographic study of how live action role play leverages play and restorying and (4) An autoethnography of a teacher "aca-fan" who hides her fan identity. We then invite critical commentary from a fanfiction scholar.

Participants:

- **Designing teacher professional learning for digital literacies: Revealing opportunities and tensions**
Jayne C. Lammers, *University of Rochester*
Alecia Marie Magnifico, *University of New Hampshire*
- **Both fans and literacy scholars: Creating equitable classroom spaces for identity development across discourse communities**
Karis Jones, *New York University*
- **Building worlds, building shelves: Collaborative restorying in live action role play**
Alex Corbitt, *Boston College*
- **Participatory planning and splintered shelves: An autoethnography on reuniting teacher, researcher and fan identities**
Megan Hoelting, *University Academy*

1:00 p.m. – 1:45 p.m. – Symposium

Area 6: Making Graphic Texts

Chair:

Stergios Botzakis, *University of Tennessee, Knoxville*

Discussant:

Karen Gavigan, *University of South Carolina*

continued on next page

This symposium elucidates the complex work of creating graphic texts and provide much needed insight into how such texts might be taken up, read, and produced by educators, learners, and researchers. It utilizes a set of new literacies frameworks (Kress, 2010) that attend to semiotics as well as social learning in exploring the complexities of a variety of people, both students and teachers, who have engaged in creating comics in academic contexts.

Participants:

- **Students' Deep Understanding, Analysis, and Interpretation of Literature via Transmediation into Digital Comics**
Daryl Axelrod, *University of Miami*
- **Exploring Teachers' Comics Creation Process**
Ewa McGrail, *Georgia State University*
- **Indigeneity, Digital Media, and Graphic Representations: Native American Students Respond to Louis Erdrich's "The Shawl"**
Chris Johnson, *University of Minnesota Duluth*

1:45 p.m. – 2:30 p.m. – Special Event

STAR Program Cross-Cohort Research Showcase

Chair:

Mileidis Gort, *University of Colorado - Boulder*

Closed mentoring session for current STAR fellows and STAR program alumns

Participants:

- **Patricia Abril-Gonzalez**, *The University of Texas at Austin*
- **Earl Aguilera**, *California State University, Fresno*
- **Rebecca E. Linares**, *Montclair State University*
- **Idalia Nuñez-Cortez**, *University of Illinois Urbana-Champaign*
- **Bianca J. Nightengale-Lee**, *Florida Atlantic University*
- **Tiffany Nyachae**, *Buffalo State University*
- **Alicia Rusoja**, *Saint Mary's College of California*
- **Tran Templeton**, *University of North Texas*
- **Carmen Medina**, *Indiana University*
- **P. Zitlali Morales**, *University of Illinois, Chicago*

- **Patricia Baquedano-Lopez**, *UCLA*
- **Ana Christina da Silva Iddings**, *Vanderbilt University*
- **Latrise Johnson**, *University of Alabama*
- **Carmen Martinez-Roldan**, *Teachers College, Columbia University*
- **Jennifer Danridge Turner**, *University of Maryland College Park*
- **Danny Martinez**, *University of California - Davis*
- **Alice Lee**, *Illinois State University*
- **Gilberto P. Lara**, *The University of Texas at San Antonio*
- **Bong Gee Jang**, *Syracuse University*
- **Antonieta Avila**, *Independent Scholar*
- **Mary McGriff**, *New Jersey City University*
- **Monica S. Yoo**, *University of Colorado, Colorado Springs*
- **Soria Colomer**, *Oregon State*
- **Kwangok Song**, *University of Kansas*
- **Claudia Rodriguez-Mojica**, *Santa Clara University*
- **Maria Selena Protacio**, *Western Michigan University*
- **Maneka Deanna Brooks**, *Texas State University*
- **Carol Brochin**, *University of Arizona*
- **Grace Enriquez**, *Lesley University*

2:00 p.m. - 2:30 p.m. – Roundtable Session

Area 1: Collaboration and Preservice Teacher Development

Discussant:

Jason J. Griffith, *Penn State University*

Participants:

- **Collaborating around Authentic Literacy Experiences to Support Preservice Teacher Literacy Identities**
Macie Kerbs, *Sam Houston State University*
Heather Pule, *University of Houston Clear Lake*
- **Collaboration in Preservice Teacher Education: Understanding Candidates' Depth of Knowledge of Comprehension Strategies and Strategy Usage**
Karen Kleppe Graham, *Arkansas State University*
LaToshia Woods, *Arkansas State University*

continued on next page



- **Preparing Pre-Service Teachers through an Inquiry-Based Literacy Mentoring Program**
Lori Falcon, *University of Texas at San Antonio*,
Samuel DeJulio, *The University of San Antonio at Texas*

2:00 p.m. - 2:30 p.m. – Roundtable Session

Area 7: Constructing and Imagining Identities in Varied Contexts and Cultures

Discussant:

Debalina Maitra, *Independent Scholar*

Participants:

- **Coming to America: Nigerian Immigrant Youth's Constructed, Negotiated, and Imagined Identities**
Lakeya Omogun, *The University of Texas at Austin*
- **Identity, Literacy, and Legibility in Tabletop Roleplaying Games**
Eboneigh Harris, *University of Texas at Austin*

2:00 p.m. - 2:30 p.m. – Roundtable Session

Area 7: Highlighted Session - Constructing discourses and exploring representations: Engineering, Science and Museums

Chair:

Catherine Lammert, *University of Iowa*

Discussant:

Catherine Lammert, *University of Iowa*

Participants:

- **Area Chair Award - The evolution of an elementary team: A critical discourse analysis using systemic functional linguistics**
Patricia Paugh, *University of Massachusetts Boston*
- **Beyond Words to Die-Cuts, Diagrams, and Nonlinear Layouts: A Multimodality Continuum in Science Trade Books**
Julianne Coleman, *University of Alabama-Tuscaloosa*
Sharon Pratt, *Indiana University Northwest*

- **Representations of Museums and Museum Visits in Narrative Picturebooks**
Frank Serafini, *Arizona State University*
Danielle Marie Rylak, *Arizona State University*

2:00 p.m. - 2:30 p.m. – Roundtable Session

Area 7: Empathy and narratives: Varied perspectives on collaboration and critical literacy

Discussants:

Mohit Mehta, *The University of Texas at Austin*

Participants:

- **Cultivating Empathy and Critical Literacy through Children's Literature Using a Collaborative, Cross-Disciplinary Approach**
Amie Sarker, *University of Dallas*
Carmen Newstreet, *University of Dallas*
- **From Literacy Skills to Socioemotional Skills: teacher Perspectives on a Reading Intervention to Develop Perspective-Taking**
Tracey S. Hodges, *University of Alabama*
Sharon D. Matthews, *Texas A&M University*
Wendi Kamman Zimmer, *Texas A&M University*
Elizabeth Loftin Michael, *University of Alabama*
- **Middle School Students' Use of Conversational Personal Narrative in Creative Collaborations**
Gretchen Dodson, *University of South Florida*

2:00 p.m. - 2:30 p.m. – Roundtable Session

Area 7: Exploring young childrens' literacies and intersections with identity

Discussant:

Liz Murray, *University of San Francisco*

Participants:

- **Comparative Care Study in Korean, Korean American, and American Child Reader's Identity Performed Before-Reading Process**
Seongryeong Yu, *The Pennsylvania State University*

continued on next page



- **The Literacies of Child-Led Research: Exploring Children's Ways of Knowledge and Impacting Their Worlds through Critical Participatory Research**
Kara Gavin, *Teachers College, Columbia University*
- **The Identity Work of Young Writers: A Literature Review**
Claire Lambert, *High Point University*
Lori Czop Assaf, *Texas State University*
Amy Vetter, *University of North Carolina Greensboro*
- **Katina Zammit (Dr.), Western Sydney University**

2:00 p.m. - 2:30 p.m. – Paper Session

Area 1: Multimodalities and Multiliteracies in Preservice Teacher Education

Discussant:

Emily Hayden, *Iowa State University*

Participants:

- **Preparing Pre-Service Teachers to Practice Multiliteracies with Digital Portfolios**
Huijing Wen, *Moravian College*
Wen Wen, *The University of Arizona*
- **Preservice Teachers' Cultural Competence of Literacy Apps: Whose Voices are Silenced and the Impact on Literacy Instruction**
Lauren Eutsler, *University of North Texas*
Julia Trotter, *University of North Texas*
Traci Pettet, *Texas Christian University*
- **Teaching and Coaching Multimodal Literacies in a Design-Based Literacy Teacher Education Practicum**
Kathleen Anne Hinchman, *Syracuse University*
Keith Newvine, *Syracuse University*
Heather Elizabeth Waymouth, *Syracuse University*
Kelly Chandler-Olcott, *Syracuse University*
Sharon Dotger, *Syracuse University*

2:00 p.m. - 2:30 p.m. – Paper Session

Area 5: Literacy through the Lens of Emergent Bilingual Learners

Discussant:

Diane E. Beals, *University of Tulsa*

Participants:

- **Word and Child Predictors of Semantic Aspects of Vocabulary Learning in Native English Speakers and Subgroups of English Language Learners**
Jie Zhang, *University of Houston*
Meng-Ting Lo, *Ohio State University*
Tzu-Jung Lin, *Ohio State University*
- **Educar con compromiso: How to Effectively Integrate Culturally Relevant Practices into Read Alouds**
Katherine Espiniza, *University*
- **Preservice teacher engagement of Sustainable Development Goals: Reinterpreting biliteracy instruction in the context of global reform**
Heriberto Godina, *Texas A&M International University*

2:00 p.m. - 2:30 p.m. – Roundtable Session

Area 12: Negotiating Identities: Critical Perspectives Across Educational Contexts

Discussant:

Zaline Roy-Campbell, *Syracuse University*

Participants:

- **International Literacy Scholars' Negotiation of Identities during Doctoral Studies**
Mohamed Ethess, *University of Idaho*
Vera Sotirovska, *University of Idaho*
- **New Teachers' Available Subjectives and Relationships of Power: A Critical Discourse Analysis of Policies for Entering the Profession**
Jessica Rubin, *University of Walkato*
Susan Tily, *University of Texas at Austin*

continued on next page

- **Kosovan Teachers' Engagement with Critical Literacies Pedagogy**
Anemone Zeneli, Syracuse University

2:00 p.m. - 2:30 p.m. – Paper Session

Area 1: Journeys in Writing Pedagogy

Discussant:

Kirsten Dara Hill, *University of Michigan-Dearborn*

Participants:

- **“Doing the Hamburger” and Other Memories of Writing and Learning to Write: A Multi-State Examination of Teacher Candidates’ Discourse of Writing**
Sonia Kline, Illinois State University
Chinwe Hope Ikpeze, St. John Fisher College, Rochester, NY
Grace Kang, Illinois State University
Linda Smetana, California State University - East Bay
Joy Myers, James Madison University
Jenn Raskauskas, West Chester University
Roya Scales, Western Carolina University
Kelly Tracy, Western Carolina University
Amanda Wall, Georgia Southern University
- **Letters to Myself: Self Compassionate Letter Writing as a Way to Mitigate Preservice Teachers’ Experience with Stress and Burnout**
Davis Patrick Bary, The University of Texas at Austin
- **Where Do I Go Next With This Writer?: Changes in Needs-Based Planning After Writing Methods Coursework**
Lisa K. Hawkins, Ball State University
Nicole M. Martin, Ball State University
Diane, M. Bottomley, Ball State University
Jennifer S. Cooper, Ball State University

2:00 p.m. - 2:30 p.m. – Roundtable Session

Reading Motivation and Policy

Chair:

Jiening Ruan, *University of Oklahoma*

Discussant:

Jiening Ruan, *University of Oklahoma*

Participants:

- **Factors Impacting on Chinese Students’ Motivation to Read**
Lijun Jin, Towson University
Jiening Ruan, University of Oklahoma
- **Technology, Motivation, and Adolescent Readers**
Kelli M. Bippert, Texas A&M University – Corpus Christi
- **An Expert Study in Response to State Reading Policy**
Vicki Stewart Collet, University of Arkansas
Angelia Greiner, University of Arkansas
Jennifer Penaflorida, University of Arkansas
Jingshu Chen, University of Arkansas
Seth French, University of Arkansas
Jonathan Allred, University of Arkansas

2:00 p.m. - 2:30 p.m. – Roundtable Session

Area 2: Teacher Acceptance and Resistance: Cultivating Teacher Identities in Multiple Educational Contexts

Discussant:

Mary McVee, *University at Buffalo, SUNY*

Participants:

- **Books line Me: An Investigation of Urban Elementary Teachers’ Journey toward More Culturally Relevant Pedagogy**
Katia Ciampa, Widener University
Dana Reisboard, Widener University

continued on next page



- **Teacher Resistance to Curricular Control: A Literature Review Study**
Andrew Huddleston, *Abilene Christian University*
Sara Broughton, *Abilene Christian University*
- **Teaching Who We Are Where We Are: Instructional Practices and Identity Development of Rural Out-Migrated ELA Teachers**
Chea Lynn Parton, *University of Texas at Austin*

2:00 p.m. - 2:30 p.m. – Paper Session

Area 1: Enhancing Preservice Teachers' Understanding of Teaching Writing

Discussant:

Judith Dunkerly-Bean, *Old Dominion University*

Participants:

- **A Comparison of Traditional and Critical, Project-Based Literacy Clinical Experiences: Preservice English Teachers' Beliefs about Writing Instruction, Identity, and Young People**
Kristien Zenkov, *George Mason University*
Marriam Ewaida, *George Mason University*
Emily Staudt, *George Mason University*
Marion Taousakis, *George Mason University*
Jenny Goransson, *George Mason University*
- **Writing in Place: Preservice teachers Learning to Teach Writing in Embedded Field Experiences**
Kristine Pytash, *Kent State University*
Elizabeth Testa, *Kent State University*
Denise N. Moragan, *Kent State University*
- **I exist so you can do your work: The Material production of technological devices in ELA classrooms**
Mary Frances Rice, *University of New Mexico*

2:00 p.m. - 2:30 p.m. – Paper Session

Area 7: Storytelling and Resistance Literacies: The Literacy Practices of Refugee and Multilingual Families

Discussant:

Clay Walker, *Wayne State University*

Participants:

- **“Aptecia Contat una Historia”: Family Story Telling as a Culturally Sustaining Literacy Pedagogy in an Out-of-School Workshop**
Emily Machado, *University of Washington*
Grace Cornell Gonzales, *University of Washington*
Lauren Plitkins, *University of Washington*
- **Exploring Literacy Practices of Nine Refugee Families: A Collaborative Research Project**
Aijuan Cun, *University of New Mexico*
Christiana Kfoury, *University at Buffalo – SUNY*
- **Resistance Literacies of Languaging and Advocacy: A Comparative Case Study of Two Mexicana's Intergenerational Testimonios**
Mandy Stewart, *Texas Woman's College*
Alexandra Babino, *Texas A&M University-Commerce*

2:00 p.m. - 2:45 p.m. – Alternative Format Session

Area 1: Fostering Preservice Teachers Critical Literacies through Transdisciplinary Methods Instruction for Teaching about the Climate Crisis

Chair:

Richard W. Beach, *University of Minnesota*

Discussant:

Richard W. Beach, *University of Minnesota*

This session describes the development of transdisciplinary curriculum for use by preservice teachers (PSTs) to acquire methods for addressing the climate crisis (CC), including development and use

continued on next page



of case studies for addressing the CC; instruction on critical analysis of online sources about the CC; PSTs creation of transdisciplinary narratives about their own and students' roles for addressing the CC; and PSTs experience in a lab leading to their creation of digital stories about the CC.

Participants:

- **Research on PSTs Training to Address the Climate Crisis in Teacher Education Programs**
Richard W. Beach, *University of Minnesota*
- **Development of Climate Change Case Studies to Build Elementary Preservice Teachers' Attitudes, Beliefs, and Content Knowledge**
W. Ian O'Byrne, *College of Charleston*
William Veal, *College of Charleston*
Nenad Radakovic, *College of Charleston*
Will McCorkle, *College of Charleston*
- **Applied Critical Literacy to Evaluate Sources on Climate Change**
George Boggs, *Young Harris College*
Nance Wilson, *Cortland State University*
- **Transdisciplinary Stories-to-Live-by: Climate Justice Literacy in Teacher Education**
Alexandra Panos, *University of South Florida*
James Damico, *Indiana University*
Katharine Hull, *University of South Florida*
- **Place-based Climate Teaching: Designing a Virtual Field Trip to Encourage Scientific Thinking**
Jill Castek, *University of Arizona*

2:00 p.m. – 2:45 p.m. – Symposium

Area 5: Improving Early Writing Instruction: Insights About Instructional Materials and Teachers' Pedagogical Interactions

Chair:

Deborah W. Rowe, *Vanderbilt University*

Discussant:

Molly Collins, *Vanderbilt University*

This symposium brings together three teams conducting research aimed at improving early

childhood writing instruction. Paper 1 analyzes kindergarten-level, ELA curricula for alignment to evidence-based practices. Paper 2 uses structured observations and quantitative methods to analyze teachers' approaches to writing instruction in Head Start classrooms. Paper 3 uses open-ended observation and qualitative analyses to describe expert emergent writing teachers' practices in prekindergarten classrooms. Implications for design of instructional materials and teacher preparation will be discussed.

Participants:

- **Curricular Supports for Writing Instruction in Popular Kindergarten English Language Arts Programs**
Sonia Q. Cabell, *Florida State University*
Claribelle Gabas, *Florida State University*
Stefanie Copp, *University of Lynchburg*
Mary W. Campbell, *Florida State University*
- **Patterns of Interactions: Profiles of Teacher Supports for Emergent Writing**
Gary E. Bingham, *Georgia State University*
Hope Gerde, *Michigan State University*
Rebecca Rohloff, *Georgia State University*
Xiao Zhang, *Georgia State University*
- **Teacher Supports for Preschool Writing in Three Activity Contexts**
Deborah W. Rowe, *Vanderbilt University*
Zarabeth Davis, *Vanderbilt University*
Amanda Shimizu, *Vanderbilt PhD Student*

2:00 p.m. – 2:45 p.m. – Paper Session

Area 11: How is LRA a Home for a Range of Epistemologies and Research Methodologies?

Chair(s):

Betsy Baker, *University of Missouri*
Gwendolyn McMillon, *Oakland University*

Discussants:

Seth Parsons, *George Mason University*
Ashley N. Patterson, *Penn State University*
Jamie Colwell, *Old Dominion University*

continued on next page



Bong Gee Jang, *Syracuse University*
Julie Coiro, *University of Rhode Island*
Marla Mallette, *Binghamton University*

Presenters:

- **Alfred Tatum**, *University of Illinois at Chicago*
- **Matthew Korona**, *George Mason University*
- **Andrew Vardas-Doane**, *George Mason University*
- **Kelly Usher**, *George Mason University*
- **Lilly LePelch**, *George Mason University*
- **Michelle Arnold**, *Old Dominion University*

In 2018, president Gay Ivey created the Ad Hoc Committee on Research Methodologies in LRA. This committee was charged with examining the range of epistemologies and methodologies represented within the Association. The purpose of this proposed symposium session is to share the committee's processes and findings. The session will consist of an interactive report of results gleaned from multiple sets of data led by committee members who led each of the analytical efforts.

2:00 p.m. – 2:45 p.m. – Alternative Format Session

Area 8: Intergenerational Bilingual Development Across Multilingual and Multicultural Homes and Communities

Chair:

Monica S. Yoo, *University of Colorado - Colorado Springs*

Discussant:

Kwangok Song, *University of Kansas*

This alternative session explores different embodiments of intergenerational bilingual development. We represent five institutions, as well as six languages. Through collaborative efforts, we discuss intergenerational interactions within multicultural, multiethnic, and multilingual families, between mothers and their children, as well as grandparents, their children, and grandchildren.

Participants:

- **Reading One's Heritage: What Do the Folktales Say?**
Monica S. Yoo, *University of Colorado - Colorado Springs*
- **From Trilingualism to Triliteracy: A Trilingual Child Learns to Write Simultaneously in Korean, Farsi, and English**
Jayoung Choi, *Kennesaw State University*
- **Intergenerational Multilingual Practices of Asian American Immigrants: Case Study of a Korean American Family**
Jee Hye Park, *Georgia State University*
- **Intergenerational Translanguaging Practices of a China-U.S. Transnational Family at Home**
Tairan Qiu, *The University of Georgia*
- **One Child, Three Languages: Exploring English, Romanian, and Turkish Language Interactions of a Trilingual Pre-K Child**
Gazioglu Mihaela, *Clemson University*

2:00 p.m. – 2:45 p.m. – Alternative Format Session

Area 1: Investigating Activism and Culturally Sustaining Pedagogical Practices Amongst Teacher Educators: A Multi-Institution Collaborative Self-Study

Discussant:

Patricia Edwards, *Michigan State University*

This collaborative self-study investigates six teacher-educator participants' journeys to embrace activism and culturally sustaining pedagogy in their practice. Data sources included weekly written reflections focused on participants' practice and subsequent verbal and written dialogue from critical-friend partners. Additional data included audio recordings and meeting minutes from bi-monthly whole-group meetings. Through constant-comparative analysis three themes (emphasis on stance and pedagogy, recursive practice, and mindfulness and distal peer mentoring) emerged that inform future research and practice.

continued on next page

Presenters:

- **Lauren Fletcher**, *University of Louisville*
- **Erica Steinitz Holyoke**, *The University of Texas at Austin*
- **Dawn Castagno-Dysart**, *Minnesota State University, Mankato*
- **Jackie Popp**, *Lake Forest College*
- **Crystal Dail Rose**, *Texas Tech University*
- **Xiufang Chen**, *Rowan University*

2:00 p.m. – 2:45 p.m. – Symposium

Area 5: Learning Science: Language and Literacy Practices of Bilingual Families in a Science Museum

Chair:

Min-Seok Choi, *The Ohio State University*

Discussant:

Leslie C. Moore, *The Ohio State University*

This symposium includes three presentations examining language and literacy practices of young bilingual children and their parents in a science museum. By employing varied methodological approaches, we aim to extend our understanding of multilingual family literacy practices in a science museum. This symposium provides insight into the experiences and perspectives of the participants and thus contributes to diverse young multilingual learners' language and literacy learning in and through family interaction in a science museum.

Participants:

- **“Now he knows what’s going on”:** Literacy Practices of Dual Language Learner Family with Young Children
Somin Kim, *The Ohio State University*
- **Heritage language literacy practice of a Spanish-speaking family**
Grace J. Kim, *The Ohio State University*
- **Border-crossing through reading exhibition signage text**
Min-Seok Choi, *The Ohio State University*

2:00 p.m. – 2:45 p.m. – Alternative Format Session

Area 7: Literacy On Lock: Stories of Learning in a Prison Classroom

Discussant:

Pamela Mason, *Harvard University*

This alternative session showcases stories of literacy learning in incarcerated classroom spaces. Adopting an “open mic” format, scholars working in adult prisons, juvenile detention centers, and immigration detention centers share the narratives of detained spaces through poetry performance, narrative testimony, and mixed media collages. Audience members are encouraged to join this “cypher” of stories by including their perspectives in discussion. This session challenges audience members to rethink the liberatory quality of literacy education.

Presenters:

- **Alexandra Fields**, *Middlesex County College/IU-Bloomington*
- **Mikel Walker Cole**, *Clemson University and the University of Houston*
- **Stephanie Madison-Schenck**, *Clemson University*

2:00 p.m. – 2:45 p.m. – Alternative Format Session

Area 6: Literacy Research and Science: Disciplinary Literacy Coaching in Biology, Reading Strategies Intervention in Biology with LD Students, and Cognitive Processing Patterns of Science Text Reading

Chair:

Jennifer Smith, *Texas Christian University*

Discussant:

Marla K. Robertson, *Utah State University*

This session brings together researchers using various epistemologies, theoretical perspectives,

continued on next page

and methods to better understand literacy in the discipline of science. Presenters will report on work with high school science teachers and students, as well as with college students reading science passages. Collaboration is salient across the studies as students, teachers, educators, and researchers worked together to understand how context, culture, and language influence reading and writing related to science texts among older students.

Participants:

- **Coaching for Argumentation in High School Biology**
Ashley Strong, *Utah State University*
- **Exploring the Influence of Peer-Assisted Learning Strategies in Increasing Reading Comprehension of Grade-Level Biology Text and Biology Self-Efficacy in Students with Learning Disabilities: Formative Experiment**
K. Lea Priestley, *Utah State University*
- **Text Processing of Science Passages Among Chinese-English Bilinguals and English Monolinguals: Insights from an Eye-tracking Study**
Guoqin Ding, *Utah State University*
Kathleen A. J. Mohr, *Utah State University*

2:00 p.m. – 2:45 p.m. – Alternative Format Session

Area 7: Multimodal Authoring: Intersections of Culture and Practice

Discussant:

Ramón Martínez, *Stanford University*

Participants will explore culturally relevant, responsive, sustaining, and revitalizing pedagogies through multimodal authoring. First, we highlight four studies that focus on the centrality of culture and multimodal authoring across the age spans. Then participants will engage in interactive inquiry identifying issues and effective strategies for fostering this literacy practice to identify “pockets of hope”

for impacting our own lives, the lives of teachers and students with whom we work, and the profession.

Presenters:

- **Melanie Reaves**, *Montana State University Billings*
- **Rachael Waller**, *Montana State University Billings*
- **Sally Brown**, *Georgia Southern University*
- **Ling Hao**, *University of South Carolina*
- **Monica Thomas Billen**, *California State University, Fresno*
- **Karen Ventura-Kalen**, *University of Wyoming*

2:00 p.m. – 2:45 p.m. – Symposium

Area 12. Highlighted Session & Area Chair Award - The Impact of Graduate Literacies Education From and In the Global South: Revisiting Theory, Recreating Praxis, Transforming Our Learning Communities

Chair:

Claudia Cañas, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Discussants:

Lindsey Moses, *Arizona State University*
Jayne C. Lammers, *University of Rochester*

In this symposium, a group practitioners and teacher educators from and in the Global South will share how what they learned in a literacies graduate seminar and helped them rethink their practice and engage in more transformative practices with their students. This session will show the potential for the transformative impact of graduate education as praxis as we look at scholarship from and in the Global South as our next collaborative frontier.

continued on next page



Participants:

- **Designing and Teaching a Literacies Graduate Course: Teaching Literacy as a Site for Shared Transformation**
Claudia Cañas, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*
Raúl Alberto Mora, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*
- **Highlighting the Understanding of Literacy in Second-Language Classrooms: Multimodal Storytelling, Multimodal Composing, and Critical Literacy**
Mónica López-Ladino, *Institución Educativa López de Mesa*
- **Advantages of CDL: A Transformative Process with Preservice English Teachers Through Podcasting**
Edison F. Castrillón-Ángel, *Universidad Católica Luis Amigó*
- **Connecting English Classrooms and Students' Daily Activities**
Zeidy Y. Agudelo-Lopera, *Institución Educativa Rodrigo Correa Palacio*

3:00 p.m. – 3:30 p.m. - Roundtable Session

Area 3: Critical Perspectives on Literacy Approaches

Discussant:

Emily Hayden, Iowa State University

Participants:

- **A cross-case analysis of the connection between ongoing critical reflection and teacher candidates' experience with literacy assessments**
Abby Pierce, *Binghamton University*
Erin Washburn, *University of North Carolina at Charlotte*
- **Area Chair Award - Adaptive Teaching Observation Protocol (ATOP): Examining Expert Teachers of Literacy Instruction**
Margaret Vaughn, *University of Idaho*

- Julie Ankrum, *Indiana University of Pennsylvania*
Aimee Morewood, *West Virginia University*
Seth Parsons, *George Mason University*
Allison Ward Parsons, *George Mason University*
- **Doing Critical Literacy: A Case Study of Teaching Middle School ELA class**
Lin Deng, *University of Florida*

3:00 p.m. – 3:30 p.m. – Roundtable Session

Area 1: Culturally-Responsive Literacy Pedagogy

Discussant:

Sarah Ann Beach, *University of Oklahoma*

Participants:

- **Culturally Responsive Literacy Practices in Field Experiences: Integration, Adaptation, and Innovation**
Kimberly McDavid Schmidt, *University of Denver*
Andrea L. Johnson, *University of Denver*
- **Preservice teachers pursuing their passions to learn about literacy teaching and learning**
Chrystine Mitchell, *York College of Pennsylvania*
Carin Appleget, *Creighton University*
- **Using Visual Metaphors and Narratives to Examine Elementary Preservice Teachers' Culturally Sustaining Literacy Pedagogy and Practices**
Steve Hart, *California State University, Fresno*
Monica Thomas Billen, *California State University, Fresno*
Ana Soltero-Lopez, *California State University, Fresno*
Joshua Salinas, *California State University, Fresno*

3:00 p.m. – 3:30 p.m. – Paper Session

Area 7: Dis/ability Discourses and neuroqueer literacies

Discussant:

Saba Khan Vlach, *The University of Iowa*

continued on next page

Participants:

- **Dis/Ability Discourse: “What It Means to Me and People Like Me”**
Hayley J. Hoover, *Clemson University*
- **“Just Bring Me Some Books to Read”: A Narrative Analysis of Family Literacy Practices Surrounding (Dis)ability**
Alexandra Lampp Berglund, *The University of Georgia*
- **Tracing Neuroqueer Literacies in Room 124: Re-Envisioning Interdependent Classroom Networks**
Monica Christine Kleekamp, *University of Missouri-Columbia*

3:00 p.m. – 3:30 p.m. – Paper Session

Area 1: Exploring Linguistic Diversity in Teacher Education

Discussant:

Melissa M. Wetzel, *University of Texas at Austin*

Participants:

- **¿Aprender Español? Contributions of bilingual education research to the teaching and the construct of academic Spanish with bilingual teacher candidates.**
Desiree M. Pallais-Downing, *The University of Texas at Austin*
Monica Pineda, *The University of Texas at Austin*
Mohit Mehta, *The University of Texas at Austin*
Iran Tovar, *The University of Texas at Austin*
- **Exploring Mathematical Bilingual Literacy with Bilingual Teacher Candidates**
Jorge Solis, *UT San Antonio*
Marco Bravo, *Santa Clara University*
Lina Martin Corredor, *UT San Antonio*

3:00 p.m. – 3:30 p.m. – Paper Session

Area 3: Exploring Multiple Approaches to Teaching Writing

Discussant:

Nesrin Ozturk, *Ege University*

Participants:

- **“A tool for us to be human”: Exploring the understandings and practices of elementary inclusion teachers as they plan for and teach writing**
Susan Tily, *University of Texas at Austin*
- **“If I’m writing to the President, I’m going to feel scared”: Exploring third-grade teachers’ efforts to expand students’ concept of audience**
Katie Ziemba Revelle, *University of Michigan*
- **Reading and Responding to Student Writing: Understanding Teachers’ Processes**
Vicki McQuitty, *Towson University*
Ellen Ballock, *Gordon College*

3:00 p.m. – 3:30 p.m. – Paper Session

Area 2. Highlighted Session - Exploring the Potential of Online Professional Development

Discussant:

Tracy Donohue, *Michigan State University*

Participants:

- **Fostering Understanding of Multicultural Literature and Reflective Practice Through Online Structured Discussions**
Xiufang Chen, *Rowan University*
Susan Browne, *Rowan University*
- **Online professional development resources for teachers of English learners: A state-by-state analysis**
Elena Andrei, *Cleveland State University*
Laura Northrop, *Cleveland State University*

continued on next page



- **Reimagining Professional Learning for Multilingual Early Childhood Educators: Possibilities and Opportunities of an Online Teacher Inquiry Model**
Christopher Wagner, *Queens College, City University of New York*

3:00 p.m. – 3:30 p.m. – Paper Session

Area 8: Family and Community Involvement in and through Multilingual and Multi-literacy Practices

Discussant:

Silvia Nogueron-Liu, *University of Colorado - Boulder*

Participants:

- **Collaborate to Impact: Parents, Teachers, and Researchers Use Multicultural and Multilingual Children Literature to Enrich Young Children’s Learning Experiences**
Huili Hong, *Towson University*
Xiaoming Liu, *Towson University*
Maria Perpetua Socorro Liwanag, *Towson University*
- **Area Chair Award - Collective Agency in Action: Reflections on Community-led Inquiries into Three Educational Priorities**
Maria Paula Ghiso, *Teachers College, Columbia University*
Ankhi Thakurta, *University of Pennsylvania*
Ericka Graciela Staufert, *University of Pennsylvania*
Claire Wan, *University of Pennsylvania*
Gerald Campano, *University of Pennsylvania*
- **Community building to strengthen the writing of recently resettled youth**
Pratigya Marhatta, *University of North Carolina at Greensboro*
Dominique Skye McDaniel, *The University of North Carolina at Greensboro*
Melody Zoch, *University of NC at Greensboro*
Amy Vetter, *University of North Carolina Greensboro*
Beverly Faircloth, *University of North Carolina at Greensboro*

3:00 p.m. – 3:30 p.m. – Roundtable Session

Area 1: Field Experiences in Teacher Preparation

Discussant:

Sara B. Kajder, *University of Georgia*

Participants:

- **Field Experiences in Preservice Literacy Teacher Preparation: A Review of the Literature**
Misty Sailors, *University of North Texas*
James V. Hoffman, *University of North Texas*
Meredith Lee, *University of North Texas*
Tetyana Kucher, *University of North Texas*
Chris Ham, *University of North Texas*
Gulhan Sari, *University of North Texas*
- **Preparing the Next Generation of Reading Teachers: Reflections Connecting Phonological Awareness to Phonics Instruction Through Practice-Based Teacher Education**
Kellee D. Watkins, *North Carolina A&T State University*
Ioney James, *North Carolina A&T State University*
- **Preservice teachers’ critical literacy teaching and learning experiences in field-based settings**
Molly Trinh Wiebe, *University of Texas at Austin*

3:00 p.m. – 3:30 p.m. – Paper Session

Area 2: Impactful Literacy Coaching Practices

Discussant:

Chad Waldron – *University of Michigan Flint*

Participants:

- **The Impact of a Coaching-Based Professional Development on Teachers and Students**
Susan Cantrell, *University of Kentucky*
Shannon Sampson, *University of Kentucky*
Kristen Perry, *University of Kentucky*
Katherine Robershaw, *University of Kentucky*

continued on next page



- **“I pretty much meet teachers where they are:”**
How experienced literacy coaches differentiate based on teachers’ knowledge and efficacy
Margaret Troyer, *Strategic Education Research Partnership*
Lowry Elizabeth Hemphill, *Boston University*
Sarah Bradley, *Boston University*
- **Literacy coaching in online clinics: The promising potential to strengthen online literacy programs**
Barbara Vokatis, *SUNY Oneonta*
Thor Gibbins, *SUNY Oneonta*

3:00 p.m. – 3:30 p.m. – Paper Session

Area 1: Induction and Professional Development of New Teachers

Discussant:

Tracey S. Hodges, *University of Alabama*

Participants:

- **Embracing wobble: Collaboration as a key means of supporting novice literacy teachers**
Trevor Thomas Stewart, *Virginia Tech*
- **Examining preservice teachers’ first approximation of a think aloud: Locating a point of departure for learning how to model strategic actions for Reading**
Andrea Gelfuso, *University of Central Florida*
Ellen Costello, *University of Central Florida*
- **“I Think Writing is...” A Multi-State Study of Teacher Candidates’ Changing Beliefs about Writing**
Sonia Kline, *Illinois State University*
Jenn Raskauskas, *West Chester University*
Amanda Wall, *Georgia Southern University*
Grace Kang, *Illinois State University*
Chinwe Hope Ikpeze, *St. John Fisher College, Rochester, NY*
Joy Myers, *James Madison University*
Roya Scales, *Western Carolina University*
Linda Smetana, *California State University, East Bay*
Kelly Tracy, *Western Carolina University*

3:00 p.m. – 3:30 p.m. – Roundtable Session

Area 9. Perspectives on reading, discussion, and children’s literature

Discussant:

Ted Kesler, *Queens College, City University of New York*

Participants:

- **Children’s Literature Courses at the University: A Survey of Methods and Practice**
Mary-Kate Sableski, *University of Dayton*
Jackie Marshall Arnold, *University of Dayton*
Lauren Aimonette Liang, *University of Utah*
Jennifer Graff, *University of Georgia*
Miriam Martinez, *University of Texas at San Antonio*
Deanna Day-Wiff, *Washington State University*
Amy McClure, *Ohio Wesleyan University*
- **Let’s Chat about CHAT: Illuminating Interactions in Undergraduate Class Discussions**
Lauren Fletcher, *University of Louisville*
- **What does the Research Really Say About Guided Reading? A Ten-Year Synthesis of the Research**
Kristen Evans, *Kent State University*
Denise N. Morgan, *Kent State University*
Meghan Valerio, *Kent State University*

3:00 p.m. – 3:30 p.m. – Paper Session

Area 8: Linguaging Across Contexts: Developing Literacy for Multilingual Students

Discussant:

Jungmin Lee, *The Ohio State University*

Participants:

- **Ideological Tensions across Englishes: Implications for Literacy Education**
Patriann Smith, *University of South Florida*

continued on next page



- **Tracing connections across contexts: Multilingual students’ reading, writing, and literacy practices**
Xiqiao Wang, *University of Pittsburgh*
- **Languaged: Understanding [Critical] Language Development during Vocabulary-based Metalinguistic Engagement with Bi/multilingual Students**
Renata Love Jones, *Boston College*
Patrick Proctor, *Boston College*

3:00 p.m. – 3:30 p.m. – Paper Session

Area 1: Technology Integration and Literacy Education

Discussant:
Darrell Hucks, *Kenne State College*

- Presenters:**
- **Developing teacher candidates’ understanding of technology-integrated literacy instruction**
Valerie Harlow Shinas, *Lesley University*
Huijing Wen, *Moravian College*
 - **Twitter Observations to Help Preservice Teachers Learn about Becoming a Literacy Teacher**
Lauren Eutsler, *University of North Texas*
Leslie Hancock, *University of North Texas*
Traci Pettet, *Texas Christian University*
 - **Utilizing Social Media to Foster Literacy-Based Collaborations Among Pre-Service Teachers in Varied Classroom Contexts**
Beth Christian, *Tennessee State University*
Kisha C. Bryan, *Tennessee State University*

3:00 p.m. – 3:45 p.m. – Symposium

Area 11: Let us all be from somewhere, let us tell each other everything we can: Spatial positionalities in literacy research

Chair:
Carolyn Colvin, *University of Iowa*

Discussant:
Alexandra Panos, *University of South Florida*

We explore positioning geography as meaningful and integral to critical and public studies of language and literacy. Feminist, critical, and decolonizing approaches to geography offer relationality, polyphony, and infinities as ways to understand and dismantle a range of injustices and inequities in the world, and, ways to celebrate assets of geographic locales. Researchers position geography more explicitly as part of work to directly contend with and reimagine possibilities situated across landscapes we occupy/produce.

- Participants:**
- **Spatial positionalities: The wheres we bring with us and the wheres that make us**
Alexandra Panos, *University of South Florida*
 - **Equity at what scale? Navigating literacy, place and activism**
Christy Wessel-Powell, *Purdue University*
 - **Spatialities of feelings, Spatialities of place**
Carolyn Colvin, *University of Iowa*
 - **Dwelling in the break: Geographies as Creative Practice**
Vaughn Watson, *Michigan State University*
 - **Inside/Outside, Urban/Rural, Beyond Between: Tender Geographies in a Research-Practice Partnership with a Youth Media Organization**
Nathan Phillips, *University of Illinois-Chicago*
Virginia Killian Lund, *University of Illinois-Chicago*
 - **The Situations of Dreams: Engaging Spatial Resonance as a Form of Poetics in Classroom Spaces**
Alecia Beymer, *Michigan State University*
Mike McLane, *Michigan State University*

continued on next page



3:00 p.m. – 3:45 p.m. – Symposium

Area 2: Leveraging Technology for Literacy Teacher Development

Chair:

Jill S. Jones, *North Carolina State University*

Discussant:

Michael Manderino, *Northern Illinois University*

This symposium highlights current research on how emerging technologies are leveraged to promote literacy teacher learning. The four papers highlight diverse approaches to using digital tools to support teacher development. Collectively, the session will provide a forum to discuss the promise and challenges of utilizing technology to support the literacy knowledge and practices of preservice and inservice teachers.

Participants:

- **Examining the Quality of Web-Based Literacy Coaching Conversations**
Jill Grifenhagen, *NC State University*
Jill S. Jones, *North Carolina State University*
Anna B. Thorp, *North Carolina State University*
Janet K. Boone, *North Carolina State University*
Ann D. Harrington, *North Carolina State University*
- **Developing Coaching Skills Using Digitally-Supported Case-Based Instructional Design**
Rachel Karchmer-Klein, *University of Delaware*
- **Computer Simulations for Preservice Teachers to Learn to Facilitate Text-based Discussions**
Rosalie Hiuyan Chung, *University of Virginia*
Natasha Heny, *University of Virginia*
- **Using Insights from Teacher Participants to Improve a MOOC for Educators on Teaching Foundational Reading Skills in Grades K-3**
Robyn DeIaco, *North Carolina State University*
Dennis Scott Davis, *North Carolina State University*
Courtney Samuelson, *Doctoral Student*

3:00 p.m. – 3:45 p.m. – Alternative Format Session

Area 11: Literacy Research Methodologies: The Whole is More Than the Sum of the Parts

Chair:

Marla Mallette, *Binghamton University*

Discussant:

Nell Duke, *University of Michigan*

An important focus in any field must be the methods scholars use to conduct their work. The purpose of this session is to engage in a discussion of methodologies, ranging to those frequently used to those receiving relatively little attention among literacy scholars. Scholars will begin with an overview of methodologies, followed by a panel discussion exploring how our richest knowledge about literacy is built synergistically, from different studies, using different methodologies.

Presenters:

- Catherine Compton-Lilly, *University of South Carolina Columbia*
- Michael Kieffer, *New York University*
- Alice Lee, *Illinois State University*
- Christina Weiland, *University of Michigan*
- Anna Shapiro, *University of Michigan*
- Byeong-Young Cho, *University of Pittsburgh*
- Julia Lindsay, *University of Michigan*

3:00 p.m. – 3:45 p.m. – Alternative Format Session

Area 8: Literacy Learning of Adolescent Newcomers

Discussant:

Loukia Sarroub, *University of Nebraska-Lincoln*

This alternative session brings together scholars from four institutions to explore the literate lives and

continued on next page



learning of adolescent newcomer immigrant students. These young people bring diverse educational experiences with them as well as a rich repertoire of linguistic and literacy practices. This session explores students' strengths and asset-based instructional approaches that build on those strengths. An invited discussant will engage the audience in collaborative discussion about the implications of these findings for teacher education.

Participants:

- **Identifying Newcomer Strengths Through Literacy Workshop**
Laura Beth Kelly, *Rhodes College*
Daniela Herrera, *Rhodes College*
Taylor Duncan, *Rhodes College*
- **Negotiating Identity and Relationships Across Languages and Cultures Through Humor**
Rebecca E. Linares, *Montclair State University*
- **Teachers' Perceptions of Late-Entering Newcomers' Strengths: Implications for Teacher Preparation**
Kristin Kibler, *University of Miami*

3:00 p.m. – 3:45 p.m. – Symposium

Area 7: Performing the How of Queer Activism: The Possibilities and Tensions of Composing, Reading, and Researching Intersectional Queer Life in Literacy Education

Chair:

Ryan Schey, *Auburn University*

Discussant:

Latrise Johnson, *University of Alabama*

This symposium discusses how literacy scholarship and scholars might enact queer activism, exploring both possibilities and tensions. It brings together researchers with a common goal of foster literacy learning contexts where queer life can flourish. By examining different stakeholders (such as parents, educators, and students), age levels, regional and educational contexts, methodologies, and analytic

focuses, we hope to provide a multifaceted discussion of queer literacy education.

Participants:

- **Performing (Plur)ally: Mothers' Responses to Queer-Inclusive Picturebooks in Different Contexts**
S. Adam Crawley, *Oklahoma State University*
- **In Search of Happy English: Genre Ghosts, Hauntology, and the need for Critical Speculative Uptake in the Composing Practices of Queer Educators**
James J. Coleman, *University of Pennsylvania*
- **"You're not in a book, you're in my classroom": The Role of Social(ized) Learning in Elementary Children's Perceptions of Gender in Picturebooks**
Katrina Jacobs, *University of Pittsburgh*
Thomas Hill, *University of Pittsburgh*
- **Ideologies of discreteness and intersectionality in a high school classroom: Students' discursive constructions of the relationships between queerness and race**
Ryan Schey, *Auburn University*

3:00 p.m. – 3:45 p.m. – Alternative Format Session

Area 7: Reading Clinics/Literacy Labs: Affordances and Constraints of In-person versus Online

Discussant:

Barbara Laster, *Towson University*

In a forum, experienced directors/coordinators will discuss the structure and goals of reading clinics/literacy labs, briefly review the relevant research literature, and present the challenge of clinical supervision shifting to online. They will introduce key issues (e.g., teacher self-efficacy, technology obstacles and proficiencies, impact on local community and learning communities, family literacy). Subsequently, small groups will form for open discussion, scribe

continued on next page

their key findings, and possibly share with LRA's Policy & Legislative Committee.

Presenters:

- **Afra Ahmed Hersi**, *Loyola University, Maryland*
- **Mary L. Hoch**, *National Louis University*
- **Tiffany Gallagher**, *Brock University*
- **Leslie Cavendish**, *High Point University*
- **Cheryl Dozier**, *School of Education*
- **Theresa Deeney**, *University of Rhode Island*
- **Shadrack Msengi**, *(1960)*
- **Kristina Collins**, *Loyola University, Maryland*
- **Tammy Milby**, *University of Richmond*

3:00 p.m. – 3:45 p.m. – Symposium

Area 8: Practicing Inquiry: Practitioner Investigations Toward Developing Translanguaging Practices

Chair:

Joanna Maravilla-Canos, *Lewis University*

Discussant:

Joanna Maravilla-Canos, *Lewis University*

Three studies are presented to illuminate how practitioner inquiry can be used to transform the linguistic practices of the classroom to promote bilingualism and biliteracy. Each study draws from different methodological perspectives and coalesces around the notion of translanguaging. Particularly, we note how empirical data is used with both preservice and in-service teachers to support their development. Implications of this study simultaneously highlight the unique position of practitioner-researchers in transforming theory into practice.

Participants:

- **Studying Tranlanguaging Pedagogy: Bilingual Student-Teachers Conducting Teacher Research**
Beverly Troiano, *Elmhurst College*

- **Using Action Research to Expand Opportunities for Bilingualism and Biliteracy Development: An Autoethnography**
Analleli Muñoz, *WIDA at University of Wisconsin-Madison*
Joseph C. Rumenapp, *Concordia University Portland*
- **Exploring Teachers' Praxis of Translanguaging Pedagogy: Perceptions, Reflections, and Savvy of Teachers' Language Practices with Elementary Grade Emergent Bilinguals**
Nirda Derose, *Judson University*

3:00 p.m. – 3:45 p.m. – Alternative Format Session

Area 10: Recontextualizing Screentime: Problematizing Digital and Media Literacies with Youth and Teens in a Networked Culture

Chair:

William Fassbender, *University of Georgia*

Discussant(s):

Michelle Hagerman, *University of Ottawa*

Robin Jocius, *The Citadel*

Jennifer Albert, *The Citadel*

Ashley Andrews, *The Citadel*

Conversations about screentime in education, medicine, & mass media focus predominantly on the time youth spend on devices but often overlook fundamentally important questions about what youth are learning by using digital devices, with whom, & for what purposes. This alternative session seeks to explore and (re)define the definition of screentime, to connect it with digital literacy skills & dispositions, and explore complex, dynamic, creative digital learning as an antidote to the atrophy we all fear

continued on next page



Participants:

- **“Can We Pretend We are on the iPad?” A Case Study of Triplet Young Children and Their iPads.**
William Kist, *Kent State University*
- **Digital Mediation of Analog Play: Exploring the Materiality of iPad Apps**
William Fassbender, *University of Georgia*
- **Early Childhood Teachers’ Use of Dual Language Digital Books**
Kathryn Ohle, *Grand Valley State University*
- **Hall Monitors in the Digital Age: Cyberbullying, Self-Critique, and the Development of a Civic Identity**
Lindy Johnson, *William & Mary*
- **Engaging children in conversations about privacy, security, and algorithms**
Kristen Turner, *Drew University*
Elizabeth Stevens, *Roberts Wesleyan College*
Kathleen A. Paciga, *Columbia College Chicago*
W. Ian O’Byrne, *College of Charleston*

3:00 p.m. – 3:45 p.m. – Symposium

Area 3: Supporting the development of teacher knowledge for classroom writing assessment: A conversation across methods and grade levels

Chair:

Sarah W. Beck, *New York University*

Discussant:

Sarah W. Beck, *New York University*

In this symposium, scholars who work within varied theoretical perspectives (cognitive, socio-cognitive, and language investment/social practice) discuss aspects of teacher knowledge involved in using classroom assessment to inform writing instruction. The presenters will address (1) how automated writing evaluation (AWE) can support formative writing assessment and writing conferences, (2) how best to support teachers’ implementation of self-regulated

strategy instruction, and (3) the role of the teacher in fostering assessment ecologies that support multilingual writers.

Participants:

- **Teachers’ interpretation of the metacognitive and metalinguistic challenges revealed through Automated Writing Evaluation (AWE)**
Paul Deane, *Educational Testing Service (ETS)*
- **Teacher use of Automated Feedback as a Scaffold for the Writing Conference**
Joshua Wilson, *University of Delaware*
- **The role of assessment data in supporting the implementation of evidence-based writing instruction**
Zoi A. Traga Philippakos, *University of Tennessee*
- **Using language investment theory to inform classroom assessment of multilingual writers**
Christina Ortmeier-Hooper, *University of New Hampshire*

3:00 p.m. – 3:45 p.m. – Alternative Format Session

Area 6: Adult literacy and learning: What does a CRT Analysis Reveal?

Discussant:

Kathleen Anne Hinchman, *Syracuse University*

This alternative symposium session will engage participants in conversation and reflection around research and development efforts designed to examine adults’ literacy learning that occurred through learning opportunities offered by employers inside and outside of the workplace. Presenters will share insights from three connected studies followed by discussant commentary. Then, session participants will be invited to grapple with ideas and artifacts in small groups while discussing implications for their own work.

continued on next page



Participants:

- **Adult learners’ lives and perspectives**
Gloria Jacobs, *Literacy, Language, and Technology Research Group at Portland State University*
Kathy Harris, *Literacy, Language, and Technology Research group at Portland State University*
- **Providers’ interpretations of support**
Jenifer Vanek, *EdTech Center @ World Education*
Kathy Harris, *Literacy, Language, and Technology Research group at Portland State University*
- **Theoretical triangulation: Revealing tensions between participant perspectives**
Gloria Jacobs, *Literacy, Language, and Technology Research Group at Portland State University*
Jill Castek, *University of Arizona*

3:00 p.m. – 3:45 p.m. – Symposium

Area 14: Video Games and Literacy: Examining the Literacy Futures of Video Games

Chair:
Rick Marlatt, *New Mexico State University*

Discussant:
Steve Isaacs, *Bernards Township Public Schools*

The Video Games and Literacy Symposium provides LRA members an opportunity to discuss existing and potential uses for video games in educational contexts through multiple methodologies. During this session, three participants will each summarize a recent empirical study examining how students engage in literacy practices during gameplay before launching into an open forum inviting scholars to share their work in video game-based learning, conceptualize potential collaborations, and position one another for growth in the field.

- Participants:**
- **Articulating Literacy Identities Through Gaming: Fortnite and Preservice Teachers**
Rick Marlatt, *New Mexico State University*

- **Video Games and Virtual Reality in the Language Arts Classroom**
Miles Harvey, *University of New Mexico*
- **Video Game Analysis: An Examination of the Gamer Response and Decision Framework and its Use by Middle-School Students**
Sam von Gillern, *University of Missouri*
Carolyn Stuft, *Berry College*

4:00 p.m. – 4:30 p.m. – Roundtable Session

Area 9: Examining diverse representations in children’s literature

Discussant:
Janelle Mathis, *University of North Texas*

- Participants:**
- **Already Available: Rainbow Books’ Existence in Elementary and Middle School Library Inventories**
S. Adam Crawley, *Oklahoma State University*
Jennifer Pulliam, *Oklahoma State University*
 - **Evaluating the Quality of the Top Ten Best-Selling Indigenous Children’s Literature**
Dawn Castagno-Dysart, *Minnesota State University, Mankato*
Ariel Robinson, *Stephens College*
 - **Korean children’s literature as educational resources to discuss environmental issues**
Sunah Chung, *University of Illinois at Chicago*
Melanie D. Koss, *Northern Illinois University*

4:00 p.m. – 4:30 p.m. – Roundtable Session

Area 7: Humanizing pedagogies and constructions of literacies in varied contexts

Discussant:
Judith Dunkerly-Bean, *Old Dominion University*

continued on next page



Participants:

- **‘Cuidar e Amar Seu Propio Cabelo’ (‘To Care for and Love Your Own Hair’): Constructing Black Feminist Literacies in Brazilian Natural Hair Communities**
Marla R. Goins, *The Ohio State University*
- **Unbounding the American Dream: Tracing Transnational Civic Literacies in a Youth Learning Collective**
Ankhi Thakurta, *University of Pennsylvania*
- **“Systematically the Rules are Really Tight: Exploring Teacher Resistance to Institutional Discourses of Dehumanizing Writing Assessment”**
Katie Nagrotzky, *Teachers College, Columbia University*

4:00 p.m. – 4:30 p.m. – Roundtable Session

Area 12: Language and Cultural Identities in International Contexts

Discussant:

Debalina Maitra, *Independent Scholar*

Participants:

- **Beliefs and Strategies of Teaching Heritage Language: Cases of Korean-American Immigrant Families**
Guang Lea Lee, *Old Dominion University*
Abha Gupta, *Old Dominion University*
- **Challenges and potentials of mid-career international faculty in literacy Education: Perspectives from Two Chinese Female Faculty**
Ran Hu, *East Carolina University*
Xiaoning Chen, *National Louis University*
- **(Re)Considering Global Discourses Across Local Contexts: An International Partnership for Developing and Refining Writing Teacher Education Classes**
Jessica Rubin, *University of Waikato*
Charlotte L. Land, *The Pennsylvania State University*

4:00 p.m. – 4:30 p.m. – Paper Session

Area 5: Literacy Across Elementary Disciplinary Content

Discussant:

Leslie Dawn Roberts, *Georgia Southern University*

Participants:

- **Explorations in Literacy and Engineering Among K-2 Students: A Case Study**
Elizabeth Isidro, *Western Michigan University*
- **Scaffolding topic knowledge activation before reading: Do different pre-reading activities differentially influence students’ comprehension?**
Courtney A. Hattan, *Illinois State University*
Alexandra List, *Pennsylvania State University*
- **Using Positioning Theory to Exploring Fifth Grade Students’ Developing Identities as Historians**
Cynthia Helen Brock, *University of Wyoming*
Kate Welsh, *University of Wyoming*

4:00 p.m. – 4:30 p.m. – Paper Session

Area 7: Literacy, identity, and power: Emancipatory classroom spaces

Discussant:

William Terrell Wright, *University of Georgia - Athens*

Participants:

- **Emancipatory Literacy Classrooms for Black Transnational Girls**
Wideline Seraphin, *The University of Memphis*
- **Black Girl Literacies: Black Girls in TWI Programs Navigating their Social Worlds through Literacy Practices**
Brittany Frieson, *University of North Texas*
Vivian Presiado, *Illinois State University*

continued on next page



- “The Way You Speak Is Where You Come From, It’s You”: Middle School Students Learning About Dialects, Power, and Identity
Kaylan G. Moore, *Unaffiliated*

4:00 p.m. – 4:30 p.m. – Paper Session

Area 7: Literary arguments and stories: Examining discourses and discussions

Discussant:

Gay Ivey, *University of North Carolina - Greensboro*

Participants:

- **A Relational Approach to Teaching and Learning of Argumentation: A Case from a Literary Argument Classroom**
Min-Young Kim, *Grand Valley State University*
- **Examining Metadiscourse as a Critical Tool in Eighth Grade Student Storytelling**
Beth Krone, *Ohio State University*
- **Religious Themes in English Language Arts Discussions**
Christopher A. Olshefski, *University of Pittsburgh*

4:00 p.m. – 4:30 p.m. – Roundtable Session

Area 1: Multi-modality in Preservice Teacher Education

Discussant:

Kwangok Song, *University of Kansas*

Participants:

- **Geographies of Self: Transnational Latinx Bilingual Teacher Candidates Explore Embodied Multimodal Stories**
Patricia Abril-Gonzalez, *The University of Texas at Austin*
Mohit Mehta, *The University of Texas at Austin*
- **Preservice Literacy Teacher Education: Targeted Self-Analysis of Knowledge and Development**
Julie L. Pennington, *University of Nevada, Reno*

- **Studying Preservice Teachers’ Interactions with Texts in Back-channel Digital Multimodal Compositions**
Blake Tenore, *Florida State University*
George Boggs, *Young Harris College*

4:00 p.m. – 4:30 p.m. – Paper Session

Area 8: Multimodality in Writing, Language Acquisition, and Digital Storytelling

Discussant:

Silvia Nogueon-Liu, *University of Colorado - Boulder*

Participants:

- **Multimodal Literacy Development and Global Meaning Making: Insights from a Digital Storytelling Project with Immigrant-Origin Youth**
Kasun Gajasinghe Maramba Liyanage, *Michigan State University*
Carrie Symons, *Michigan State University*
- **A Multimodal Analysis of First Graders’ Writing: Appropriating Mo Willems’ Semiotic Resources in Narrative Writing**
Danielle Marie Rylak, *Arizona State University*
Lindsey Moses, *Arizona State University*
Frank Serafini, *Arizona State University*
Carolina Torrejon Capurro, *Arizona State University*
- **Multimodalities in Second Language Acquisition**
Phylicia Anderson, *Texas Woman’s University*
Juan Borda, *Texas Woman’s University*

4:00 p.m. – 4:30 p.m. – Paper Session

Area 11: New Theoretical Directions in Literacy Research

Chair:

Robert Carpenter, *East Michigan University*

Discussant:

Robert Carpenter, *East Michigan University*

continued on next page

Participants:

- **A Primer on the Theory of Predictive Processing and Considerations for Language and Reading Comprehension**
Laura Janel Carter-Stone, *Vanderbilt University*
- **Forging new links: Routes, histories, and maps in literacy research and engagement**
Alexandra Panos, *University of South Florida*
Christy Wessel-Powell, *Purdue University*
Casey Pennington, *Indiana University*
Regina Weir, *Martinsville High School*
- **Inquiries Inspired by Post-Philosophical Concepts: Possibilities & Invitations for Literacy Research**
Candace R. Kuby, *Learning, Teaching, & Curriculum*

4:00 p.m. – 4:30 p.m. – Paper Session

Area 7: Parents' perspectives on literacy learning: Networks and collaboration

Discussant:

Margaret (Maggie) Hanna, *University of Michigan*

Participants:

- **Urban parents' perspectives of reading programs in prospective Detroit schools inspired by parent network participation**
Kirsten Dara Hill, *University of Michigan-Dearborn*
- **Home-School Engagement and Literacy Learning: Elementary School Teachers and Low-income Parents**
Jacqueline Lynch, *Florida International University*
- **Middle class parents' participation in a parent network and perspectives of school choice in Detroit: Findings from the first cohort**
Kirsten Dara Hill, *University of Michigan-Dearborn*

4:00 p.m. – 4:30 p.m. – Paper Session

Area 3: Practices and Professional Development Supporting Reading Comprehension

Discussant:

Dana A. Robertson, *University of Wyoming*

Participants:

- **Read Alouds Across Grade Levels: A Closer Look**
Marcy Wilburn, *University of Texas at San Antonio*
Janis Harmon, *The University of Texas at San Antonio*
Miriam Martinez, *University of Texas at San Antonio*
*Samuel DeJulio, *The University of Texas at San Antonio*
Megan Stavinoha, *The University of Texas at San Antonio*
Raquel Pecina, *The University of Texas at San Antonio*
Laura Adams, *The University of Texas at San Antonio*
- **Pilot Study of Unlocking Understanding Professional Development to Support Grade 3 Reading Comprehension**
Colby Hall, *University of Texas Health Science Center at Houston*
Tricia Zucker, *University of Texas Health Science Center at Houston*
Janelle Montroy, *University of Texas Health Science Center at Houston*
Katlynn Dahl Leonard, *The University of Texas Health Science Center at Houston*
Manasa Kokonda, *The University of Texas Health Science Center at Houston*
Keith Millner, *The University of Texas Health Science Center at Houston*
Darcy Dycha, *The University of Texas Health Science Center at Houston*

continued on next page



- **Third-Grade Reading Content Coverage across School Poverty Levels and Student Reading Achievement**

Courtney Samuelson, *Doctoral Student*

Jackie Eunjung Relyea, *North Carolina State University*

Sarah Dawson, *North Carolina State University*

Dennis Scott Davis, *North Carolina State University*

4:00 p.m. – 4:30 p.m. - Paper Session

Area 2: Preparing Teachers for Disciplinary Literacy Pedagogy

Chair:

Kristen Howell Gregory, *East Carolina University*

Discussant:

Kristen Howell Gregory, *East Carolina University*

Participants:

- **Literacy in History? Exploration into a first-year social studies teacher's inclusion of literacy within her own instruction**
Rachelle S. Savitz, *Clemson University*
Hazel Vega Quesada, *Clemson University*
Gazioglu Mihaela, *Clemson University*
Shauna Marie Hines, *Clemson University*
- **Middle school educators' understandings of scientific sensemaking and literacy during professional development: A Cultural-Historical Activity Theory Analysis**
Heather Elizabeth Waymouth, *Syracuse University*
- **Three Sixth Grade Social Studies Teachers' Beliefs, Knowledge, and Instructional Practices of Disciplinary Literacy Pedagogy**
Jennifer Sanders, *Mississippi State University*
Stephanie M. Lemley, *Mississippi State University*

4:00 p.m. – 4:30 p.m. – Paper Session

Area 8: Professional Learning for Teachers of English Learners

Discussant:

Amy Frederick, *University of Wisconsin River Falls*

Participants:

- **Teacher Response to TRANSLATE (Teaching Reading And New Strategic Language Approaches To Emergent Bilinguals)**
Holland White, *Vanderbilt University*
Emily Phillips Galloway, *Vanderbilt University*
Robert Jiménez, *Vanderbilt University*
- **Teacher Collaboration for English Language Learners**
Christine Uliassi, *SUNY Cortland Childhood Education*
Bogum Yoon, *State University of New York at Binghamton*
- **A Collaboration of Citizens: Teachers Consult Community Stakeholders to Build Educational Resources**
Francine Falk-Ross, *Pace University*
Peter McDermott, *Pace University*

continued on next page



4:45 p.m. – 5:45 p.m. - Special Event Series of Collaborative Discussions

Black Lives Matter in Literacy Research Panel

Moderator:

Eurydice Bauer, *University of South Carolina*

Presenters:

Marcus Croom, *Indiana University Bloomington*

Vivian Gadsden, *The University of Pennsylvania*

Carol Lee, *Northwestern University*

Kamania Wynter-Hoyte, *University of South Carolina*

Vaughn W. M. Watson, *Michigan State University*

In 2016, LRA endorsed *The Role of Literacy Research in Racism and Racial Violence*, which asserts: Issues of racism are not peripheral to literacy research, and literacy research need not remain peripheral to issues of racism. The Literacy Research Association resolves that we will not ignore issues of racism and become complicit in the perpetuation of racial inequities, neither in the field nor in the organization itself.

Communities worldwide continue to experience social unrest tied to anti-Black violence and anti-Black racism. Folks from all walks of life have taken to the streets to call for change. In this fireside chat session, a panel of Black researchers will lead, from the perspective of Black Lives Matter, a candid discussion about the role that literacy research can play in this movement. Following a question-answer period with a moderator, the conversation will open for audience participation. In keeping with LRA's Strategic Plan, the goal of the session is to envision collaborative research that is ethical, rigorous, methodologically diverse, and socially responsible, and that specifically centers on the belief that Black Lives Matter.

Let's Collaborate for Impact

6:15 p.m. – 6:45 p.m. – Special Event

Town Hall Meeting

Moderator:

Darrell Hucks, *Keene State College*

The purpose of the #LRA2020 Town Hall meeting is to provide an open forum to hear the views of LRA members concerning issues that are of interest to you. Because #LRA2020 is virtual, we ask that you submit your questions, comments, recommendations, etc. prior to the session, to ensure that the moderator receives the information. The session will have a "live" question and answer format, based on the information submitted, and allow comments from the audience if time permits.

Please share your thoughts by completing this form: <https://www.surveymonkey.com/r/52RD7S3>. We want to hear from you.

6:45 p.m. – 7:30 p.m. – Special Event

After Glow Discussions

Come debrief with other attendees on the sessions you attended today or discuss other collaborations you can make with attendees in research. This space is meant to mimic Vital Issues.

continued on next page



Friday • December 4, 2020

70TH ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION (*Virtual*)

November 30 – December 5, 2020

Connect with us! #LRA2020





Registration

Open All Day
LRA Website

Coffee Café

(Let's network and discuss the plans for the day)

8:00 a.m. to 9:00 a.m.

Doctoral Student ICG Proposal Mentoring Session

8:00 a.m. to 9:00 a.m.

This event is for those doctoral student members and faculty who participated in the mentoring project for 2019-2020 school year. Are you interested in presenting at LRA next year? Would you like to know more about connecting with an LRA member from another university? Stop in and bring your questions.

Study Groups

9:00 a.m. to 11:45 a.m.

(See pages 27-33 for study group sessions and times)

Past President's Meeting (Invitation Only)

12:00 p.m. to 1:00 p.m.

Concurrent Sessions

1:00 p.m. to 4:30 p.m.

Oscar Causey Award Presentation

4:30 p.m. to 4:45 p.m.

Critical Issues in the Science of Reading: Striving for a Wide-Angle View in Research

5:00 p.m. to 6:00 p.m.

In this plenary session, a panel of distinguished scholars will address topics such as racial injustice in literacy research, content-rich instruction beyond initial coding, the disciplinary preparation of literacy teachers, first and second language assessment, and productive ways forward in developing a robust research agenda for literacy studies. By suggesting a "wide angle" view of research, the panel explores the notion that individuals must be viewed in a broader context than just a test score, the findings from a

few studies, or static demographic designations. The overall purpose of the session is less a debate than a search for expanding the way the field needs to adjust in conducting comprehensive, inclusive and equitable literacy research.

Annual Business Meeting

6:00 p.m. to 6:45 p.m.

After Glow Discussions

6:45 p.m. to 7:30 p.m.

Doctoral Student ICG Happy Hour

6:45 p.m. to 7:30 p.m.

12:00 pm – 1:00 pm – Special Event

Past Presidents Meeting (Invitation Only)

1:00 pm – 1:30 pm – Paper Session

Area 5: Learning in Community: Exploring Literacy Benefits of Critical and Collective Approaches to Learning

Discussant:

Jacquelynn A. Malloy, *Clemson University*

Participants:

- **Are You Reading or Playing?: Kindergartner's Collective and Multimodal Meaning Making of Nonfiction Picturebooks**
Courtney Shimek, *West Virginia University*
- **The Intersection of Literacy and Play in Early Childhood Education: A Systematic Review of the Literature**
Margaret F. Quinn, *University of Tennessee, Knoxville*
Rebecca Rohloff, *Georgia State University*

continued on next page



- **Literature as a Vehicle for Nurturing Visual Literacy among “Critical Friends” in First Grade**
Lynne Carter, *University of North Texas*
Janelle Mathis, *University of North Texas*

1:00 pm – 1:30 pm – Roundtable Session

Area 8: Voices from Multilingual and Multicultural Communities

Discussant:
Huili Hong, *Towson University*

- Participants:**
- **Discursively Constructing “Standardized English”: Enduring Tensions surrounding Linguistic Diversity in Literacy Education**
Kate T. Anderson, *Arizona State University*
Joshua Cruz, *Texas Tech University*
Sara Rodriguez, *Arizona State University*
Sae Saem Yoon, *Arizona State University*
 - **Centering Indigenous Voices in Narratives of WWII History**
Anne Ticknor, *East Carolina University*
Jennifer McKinnon, *East Carolina University*
 - **Translanguaging in Practice: Moments in translanguaging of Chinese Bilingual College Students in a US-Based Teacher Preparation Program**
Fnu Dawayangzong, *University of Florida*

1:00 pm – 1:30 pm – Paper Session

Area 10: Literacy Teacher Education in the Digital Context

Discussant:
Julia Hagge, *Ohio State University*

Participants:

- **Preservice ELA Teachers’ explorations of place-based critical remix through the use of geolocated Augmented Reality**
William Terrell Wright, *University of Georgia - Athens*
- **Pre-service Teacher Preparation for Technology Integration in Literacy**
Arsenio Silva, *Clemson University*
Emily Smothers Howell, *Clemson University*
- **Collaborating for Impact: Digital Technology and STEM/Literacy Coaching to Support Literacy Learning Across the Curriculum**
Tiffany Gallagher, *Brock University*
Arlene Grierson, *Brock University*
Rachel St. Hilaire, *Brock University*

1:00 pm – 1:30 pm – Paper Session

Area 1: Multicultural Literacy and Culturally-Responsive Pedagogies

Discussant:
Jason J. Griffith, *Penn State University*

- Participants:**
- **Area Chair Award - A Continuum from Equality to Equity: Analyzing Teacher Candidate Perceptions of the Interplay Between Literacy and Multicultural Instruction**
Ambyr Rios, *Texas A&M University*
Michelle Mai Kwok, *Texas A&M University*
Sharon D. Matthews, *Texas A&M University*
Andrew Kwok, *Texas A&M University*
 - **Building on Student Literacies: Culturally Sustaining Pedagogy in a Field-Based Reading Methods Course**
Brady Nash, *University of Texas at Austin*
Melissa M. Wetzel, *University of Texas at Austin*
Heather Dunham, *University of Texas at Austin*
Jessica Anne Murdter-Atkinson, *University of Texas at Austin*

continued on next page

- **Using a Cross-Course Assignment to Support Pre-Service Teachers' Synthesis of Culturally Relevant Teaching and Reading Methods**
Brittany Adams, *SUNY Cortland*
Annemarie Kaczmarczyk, *SUNY Cortland*

1:00 pm – 1:30 pm – Paper Session

Area 8: Multimodality, Translation, & Metalinguistic Awareness for Bilingual Students

Discussant:
Kathryn Au, *SchoolRise, LLC*

Participants:

- **Metalinguistic Engagement during Writing Instruction with Bi/multilingual Students**
Renata Love Jones, *Boston College*
Patrick Proctor, *Boston College*
- **Technology, translation, and translanguaging: Exploring role of iPads in collaborative translation activities with young emergent bilinguals**
Leah Shepard-Carey, *University of Minnesota*
Corinne Mathieu, *University of Minnesota*
- **Preferences of Multimodal Texts: What Engages Multilingual Students**
Zawan Al Bulushi, *Indiana University Bloomington*

1:00 pm – 1:30 pm – Paper Session

Multi Area: Primary Elementary Interventions

Discussant:
Celeste Compton Bates, *Clemson University*

Participants:

- **The linguistic accuracy of phonics programs**
Roger Frederick Beard, *University College London Institute of Education*

- **Changing Trajectories: Implementing and Refining Systems of Support in Reading Recovery**
Celeste Compton Bates, *Clemson University*
Hayley J. Hoover, *Clemson University*
Stephanie Madison-Schenck, *Clemson University*
- **Low-cost Annual Book Fairs Provide Access to Books and Mitigate Summer Reading Loss in High Poverty Rural Tennessee Communities: Results of a Longitudinal RCT Study**
Anne McGill-Franzen, *University of Tennessee*
Natalia Ward, *East Tennessee State University*
Rachelle S. Savitz, *Clemson University*
Richard Allington, *University of Tennessee*

1:00 pm – 1:30 pm – Roundtable Session

Area 8: Reading & Writing Strategies

Discussant:
Ryan McCarty, *National Louis University*

Participants:

- **Scaffolding Preservice Teachers' Knowledge and Implementation of Think-Alouds for Modeling Strategic Reading**
Sarah E. Pennington, *Montana State University*
Rebecca Powell, *Florida Southern College*
- **Understanding Teacher Candidates' Knowledge of Write-Alouds through Reflection and Practice**
Tracey S. Hodges, *University of Alabama*
Sharon Pratt, *Indiana University Northwest*
- **We are what we remember: Teacher and writer identity as a function of episodic memory and narrative autobiography**
Jessica R. Campbell, *Teachers College*

continued on next page

1:00 pm – 1:30 pm – Paper Session

Area 9: Representing and positioning diversity in literature and media

Discussant:

Lisa Domke, *Georgia State University*

Participants:

- **Highlighted Session & Area Chair Award - “Pockets of Hope”: Changing Representations of Diversity in Newbery Medal-Winning Titles**
Melanie D. Koss, *Northern Illinois University*
Kathleen A. Paciga, *Columbia College Chicago*
- **“It’s not the disability that limits the person, it’s the world we live in”: Representations of disability in picture books**
Emily Hayden, *Iowa State University*
Angela Tuttle Prince, *Iowa State University*
Travis Gratteau-Zinnel, *Iowa State University*
- **How are Families of Color Positioned in Mainstream Media?: Utilizing Narrative Inquiry, Documentary Analysis, and LangCrit Theory to Explore Dominant Narratives**
Christine Leider, *Boston University*
Christina Dobbs, *Boston University*
Pedro Alberto Arroyo, *University of Chicago*

1:00 pm – 1:30 pm – Paper Session

Area 7: Resistance, Activism and Organizing: Literacies for Justice

Discussant:

Marcus Croom, *Indiana University Bloomington*

Participants:

- **Postura Activista: Examining One Bilingual Teacher’s Activism and Commitment to the Community She Serves**
Doris Villarreal, *University of Missouri-St. Louis*

- **The Colors of Resistance of a Former-Guerrilla Community: Critical Literacies and Counternarratives of the Land**
Lina Trigos-Carrillo, *Universidad de la Sabana*
Laura Fonseca, *Universidad de La Sabana*
Sebastian Quintero, *Universidad de la Sabana*
- **The Chinatown Youth Organizing Project (CYOP): Community Literacies for Social Justice**
Mary Yee, *University of Pennsylvania GSE*

1:00 pm – 1:30 pm – Paper Session

Area 6: Sociocultural Lenses on Literacy

Discussant:

Leah Katherine Saal, *Loyola University Maryland*

Participants:

- **Historical Sensemaking of Multiple Sources: An Examination of Adolescents’ Use of Personal and Cultural Resources While Reading**
Byeong-Young Cho, *University of Pittsburgh*
Emily C. Rainey, *University of Pittsburgh*
Hyeju Han, *University of Pittsburgh*
Corey Alexandra Humphrey, *University of Pittsburgh*
Erin Omcikus, *University of Pittsburgh*
- **Leading Through Connectedness: Exploring the Principal’s Role in an Urban School’s Reading Pedagogy**
Chantal Francois, *Towson University*
- **Mothers’ Knowing: Revaluing Literacy in the Home**
Heidi Regina Bacon, *Southern Illinois University*
Paula Rolim, *Southern Illinois University*
Mahsa Bashang, *Southern Illinois University*

continued on next page

1:00 pm – 1:30 pm – Paper Session

Area 3: Stepping Back and Reflecting on Literacy Approaches

Discussant:

Laura Tortorelli, *Michigan State University*

Participants:

- **Beyond decoding: A meta-analysis of the effects of language comprehension interventions on K-5 students' language and literacy outcomes**
Rebecca Silverman, *Stanford University*
Erika M. Johnson, *University of Iowa*
Kristin Keane, *Stanford University*
- **Developing a CCSS-ELA aligned Classroom Observational Tool**
Julie Cohen, *University of Virginia*
Rosalie Hiuyan Chung, *University of Virginia*
Emily Wiseman, *University of Virginia*
- **"The Professor Really Makes the Difference": Literacy Graduate Students' Perceptions of Online Learning**
Ann Van Wig, *Eastern Washington University*
Shuling Yang, *East Tennessee State University*
Chelsey Bahlmann Bollinger, *James Madison University*
Nance Wilson, *Cortland State University*
Tala Michelle Karkar Esperat, *Unaffiliated*
Xiufang Chen, *Rowan University*
Kathryn Pole, *University of Texas Arlington*

1:00 pm – 1:30 pm – Paper Session

Area 8: Students as Sociolinguists and Community Builders in Second Language Literacies

Discussant:

P. Zitlali Morales, *University of Illinois, Chicago*

Participants:

- **Highlighted Session & Area Chair Award - "Juntos somos fuertes": Collaborative corridos of social justice**
Cati de los Rios, *University of California, Davis*
Kate Seltzer, *Rowan University*
- **Second Language Literacies as Spaces for Language Appropriation and Community Building in the City**
Raúl Alberto Mora, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*
Sara Jaramillo, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*
Elizabeth (Effy) Agudelo, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*
Ana Maria Herrera, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*
Yuly Cárdenas, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*
Ana Maria Urrego-Zapata, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*
Helena Yepes, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*
- **"It's not what you say but how you say it": Positioning Students as Critical Sociolinguists in an 11th grade English Class**
Beth Krone, *Ohio State University*

1:00 pm – 1:30 pm – Paper Session

Area 6: Multiple dimensions of literacy and learning

Chair:

Kathleen Anne Hinchman, *Syracuse University*

Participants:

- **A Participatory Inquiry into the College-Going Experiences of First-Gen, Latinx Youth**
Bethany Monea, *University of Pennsylvania*

continued on next page

- **Exploring Secondary Literacy Systems in a MTSS/RtI Framework: A Systematic Review**
Audrey E. Richardson, *University of Vermont*
- **The City That Reads: Revisiting a US Urban Literacy Campaign**
Stephen Mogge, *Towson University*

1:00 p.m. – 1:45 p.m. – Symposium

Area 11: Area Chair Award - Pairing Critique and Possibility: Theoretical and Methodological Considerations for Reconstructive Orientations in Literacy Research

Chair:

Laura A. Taylor, *Rhodes College*

Discussant:

Michiko Hikida, *The Ohio State University*

This symposium examines theoretical and methodological issues using a reconstructive orientation to discursively analyze the practices of white literacy teachers working with students of color. Foregrounding tensions between critique and reconstruction, we consider how an intentionally reconstructive orientation to discourse analysis (DA) makes visible possibilities for critical pedagogical interactions while simultaneously recognizing teachers' complicity in (re)producing white supremacy.

Participants:

- **Axiological shift toward reconstruction: What is made visible when we value what's going right?**
Laura A. Taylor, *Rhodes College*
Michiko Hikida, *The Ohio State University*
- **Discourse as possibility: Analysis of White women college students' journeys toward social justice advocacy through discourse**
Ashley N. Patterson, *Penn State University*

- **Using reconstructive discourse analysis with White teachers to study critical conversations in ELA classrooms**
Melissa Schieble, *Hunter College*
Amy Vetter, *University of North Carolina Greensboro*
- **Illustrating linguistic dexterity in "English-mostly" spaces**
Thea Williamson, *Salisbury University*
Aris Clemons, *The University of Texas at Austin*
- **Expansive teacher learning: Video clubs in the English language arts**
Danny Martinez, *University of California – Davis*
Javier Rojo, *University of California – Davis*
Elizabeth N. Montano, *University of California - Davis*

1:00 p.m. – 1:45 p.m. – Alternative Format Session

Area 3: Reading Assessment: A Trifecta Approach

Chair:

Lucy Spence, *University of South Carolina*

Discussant:

Catherine Comptom-Lilly, *University of South Carolina - Columbia*

This session considers three methods of reading assessment: miscue analysis, multimodal analysis, and neuroimaging (EEG). Each presenter will explain their methodology and a current study they are conducting with K-12 students. This will be followed by small groups engaging in discussions focusing on reading assessment data of one student, including reading miscue analysis, multimodal assessment, and neuroimaging data. This trifecta approach to reading assessment suggests a confluence of reading education

continued on next page

Participants:

- **Miscue Analysis as a Literacy Intervention for Older Striving Readers**
Anna E. Howard, *University of South Carolina*
- **Assessing Reading with Multimodal Design**
Lucy Spence, *University of South Carolina*
- **Assessing Reading with Neuroimaging**
Ayan Mitra, *University of South Carolina*

1:00 p.m. – 1:45 p.m. – Symposium

Area 8: (Re)claiming Literacy Instruction as Equity Work: Collaborations with Latinx Students, Teachers and Communities

Chair:
Silvia Nogueron-Liu, *University of Colorado - Boulder*

Discussant:
Carmen Martinez-Roldan, *Teachers College, Columbia University*

This symposium explores how preservice and inservice preK-5 teachers, in collaboration with researchers and community partners, engage in and discuss literacy practices that can support culturally and linguistically diverse readers. We draw from asset-based and critical frameworks to develop expansive approaches to develop teachers' expertise in leveraging the rich literacy practices of Latinx and bilingual children. Our analyses illustrate the challenges in such efforts, as teachers negotiate conflicting literacy ideologies, policies, and practices.

Participants:

- **The Power and Possibilities of Literacy Leaders Resisting Monolingual, Prescriptive Views of Literacy**
Minda Morren López, *Texas State University*
- **Sharing Powerful Texts: A Teacher's and Researcher's Collaboration with Bilingual Families in the New South**
Silvia Nogueron-Liu, *University of Colorado-Boulder*
Kristen Driscoll, *University of Colorado-Boulder*

- **Bilingual Family Storytime: A Service-Learning Experience for Pre-Service Teachers**
Denise Davila, *University of Texas at Austin*
Nancy Valdez, *Texas State University*
Jesse Gainer, *Texas State University*

1:00 p.m. – 1:45 p.m. – Symposium

Area 8: Reclaiming Voices in Literacy Practices: The Possibilities When Learning Moves into the Hands of the Learners

Chair:
Kelli A. Rushek, *University of Iowa*

Discussant:
Kelli A. Rushek, *University of Iowa*

This symposium envisions how moving literacy learning into the hands of the communities involved opens possibilities for critical and liberating education. Each presenter uses different methods (teacher action research, collaborative autoethnography, and comparative text analysis) to explore different environments (service-learning, bilingual radio show, and Jewish summer camp) where learners rewrote dominant narratives and pedagogical practices to incorporate the different ways literacy and multiculturalism are lived and to reclaim the voices of those involved.

Participants:

- **Revamping Service Learning to Incorporate Multicultural and Multilingual Perspectives**
Raquel Wood, *University of Iowa*
- **Making Self, Performing Meaning: Theater as a Space to Construct Authentic Understanding**
Michael Goldberg, *University of Iowa*

continued on next page



1:00 p.m. – 1:45 p.m. – Alternative Format Session

Area 7: Storying “storying methodologies”: Being, listening-telling, and un/knowning through early childhood multimodal literacies

Chair:

Janet S. Gaffney, *University of Auckland*

Discussant:

Candace R. Kuby, *Learning, Teaching, & Curriculum*

This alternative session features five performative snapshots of stories from qualitative studies that used storying methodologies to understand young children, their families, and teachers. Drawing on the qualitative traditions of phenomenology, narrative inquiry, dialogical narrative approach, and ethnographic methods, the storytellers and stories represent multiple languages, modes, and national contexts (Hong Kong, Vietnam, and Aotearoa New Zealand) to understand how young children story their worlds and selves through multimodal literacies.

Participants:

- **In the clothes Oma carried: Embodied storying in early childhood**
Meg Jacobs, *University of Auckland*
Janet S. Gaffney, *University of Auckland*
Sophie Tauwehe Tamati, *University of Auckland*
- **Fishing in my world: Understanding children’s identities in inclusive storying-play experiences**
Alison M-C Li, *University of Auckland*
Adrienne N. Sansom, *University of Auckland*
- **Understanding a Young Vietnamese Child’s Identities through Dialogical Narrative Analysis of Living Stories**
Hoa Minh Pham, *University of Auckland*
- **Amelia’s expressions of agency-for-learning in creative problem-solving**
Niroshami R. Rajapaksha, *University of Auckland*
Adrienne N. Sansom, *University of Auckland*

- **Zooming in on toddlers’ story interactions: The benefits of combining video methods with multimodal ethnography in a naturalistic case study**

Amanda White, *University of Auckland*

1:00 p.m. – 1:45 p.m. – Symposium

Area 11. The Affordances and Limitations of Multimodality as Theory, Research Framework, and Pedagogical Approach

Chair:

Frank Serafini, *Arizona State University*

Discussant:

George G. Hruby, *University of Kentucky*

For this symposium, the presenters believe we are in the midst of a multimodal turn as researchers and social scientists move beyond a focus on linguistic phenomena and recognize that ideas, identities, and ideological positions are represented and communicated across a variety of modes. Researchers from Australia and the United States will take a closer look at the affordances and limitations associated with the concept of multimodality across theoretical, analytical, and pedagogical terrains.

Participants:

- **Focus on Multimodality as a Theoretical Framework**
Katina Zammit (Dr.), *Western Sydney University*
- **Focus on Multimodality as an Analytical Framework**
Frank Serafini, *Arizona State University*
- **Focus on Multimodality as a Pedagogical Framework**
Jon Callow, *The University of Sydney*

continued on next page

1:00 p.m. – 1:45 p.m. – Symposium**Area 4: The Science of Reading: Teacher Preparation, Research, and Policy****Chair:**

Elfrieda H. Hiebert, *TextProject*

Discussant:

Timothy Shanahan, *University of Illinois at Chicago*

The term the “science of reading” has taken center stage recently in the media. Unfortunately, current use of the term has frequently consigned discussions to phonemic awareness and phonics, while vocabulary and comprehension are rarely mentioned. This misrepresentation of the reading research base has considerable consequences for multiple stakeholders. In this session, four LRA members will describe how they are responding to the current debate in their roles as teacher educators, researchers, and policy-makers.

Participants:

- **Preparing Teachers in Evidence-Based Instruction**
Holly L. Lane, *University of Florida*
- **Examining Research Evidence for Phonics Instruction: What We Know and What We Still Need to Learn**
Elfrieda H. Hiebert, *TextProject*
- **Bringing Evidence to Bear in State-Wide Policies and Practices**
Caitlin Dooley, *Georgia Department of Education*

1:00 p.m. – 1:45 p.m. – Alternative Format Session**Area 7: The world is going to hell in a handbasket: What is our role as critical literacy educators and researchers?****Chair:**

Jerome Harste, *Indiana University*

Discussant:

Jerome Harste, *Indiana University*

This interactive think tank session focuses on current issues that have dangerous consequences for the futures of humanity. We applaud the agency and initiative of young people and others in mounting social action campaigns to address the big issues of our time, and invite colleagues to think with us about the role of critical literacy educators, teacher educators and researchers in preparing and supporting our students for social action.

Participants:

- **Self-critique of critical literacy praxis**
Jerome Harste, *Indiana University*
- **The relationship between hell and context**
Hilary Janks, *University of the Witwatersrand*
- **Pockets of hope in hell**
Mitzi Lewison, *Indiana University*
Peggy Albers, *Georgia State University*

1:00 p.m. – 1:45 p.m. – Symposium**Area 7: Tools of Social Critique and Transformation: From YA Literature to Digital Media in Pursuit of Liberatory Futures****Chair:**

Addie Shrodes, *Northwestern University*

Discussant:

Mollie V. Blackburn, *The Ohio State University*

This symposium examines how young adult literature and digital media can serve as tools for social critique and transformation for youth and teachers. The papers in the session foster dialogue among scholarship on YA literature and digital media, attuning literacy scholars to the ways these tools mediate activities that dismantle hegemonic, normative logics around race, coloniality, gender, and sexuality, as well as prefigure liberatory futures. The symposium expands how the field conceptualizes resistance and reimagination.

continued on next page

Participants:

- **Fostering Racial Literacy Through Multimodal Text Curation**
Detra Price-Dennis, *Teachers College, Columbia University*
- **The Skin I'm In: A Black Female Scholar's Reflexive Approach to Scaffolding in a Black Girls' Out-Of-School Digital Street Literature Book Club**
Delicia T. Greene, *University at Albany, State University of New York (SUNY)*
- **Trans and Gender-Expansive Teens Narrating Possibilities, Performing Social Futures With Video Texts**
Addie Shrodes, *Northwestern University*

1:00 p.m. – 1:45 p.m. – Symposium

Area 3: Using What Students Know to Make Sense of Texts: Examining the Role of Knowledge Practices on Literacy Instruction

Chair:

Sarah Lupo, *James Madison University*

Discussant:

Gina Cervetti, *University of Michigan*

Recent popular books and media reports have re-centered the conversation on comprehension around the importance of building knowledge. Although the central role of knowledge on reading has been documented through theory and empirical research, we know less about how teachers can support students' knowledge during text processing. The purpose of this symposium is to bring together researchers from 9 institutions and different methodological approaches to discuss how educators can address knowledge in literacy instruction.

Participants:

- **Leveraging what you know to make sense of texts: What the research says about prior knowledge activation.**
Courtney A. Hattan, *Illinois State University*
Patricia A. Alexander, *University of Maryland*
Sarah Lupo, *James Madison University*
- **Building, eliciting, and connecting disciplinary knowledge using text and activity with third graders**
Miranda S. Fitzgerald, *University of North Carolina – Charlotte*
Annemarie Palincsar, *University of Michigan*
- **Two are better than one? Meta-analysis of the effects of integrated instruction on vocabulary and comprehension outcomes**
HyeJin Hwang, *Florida State University*
Sonia Q. Cabell, *Florida State University*
Rachel E. Joyner, *Florida State University*
- **Studying Science: Tapping Local Issues to Activate Knowledge in Project-Based Learning**
Sarah Lupo, *James Madison University*
Joi Merritt, *James Madison University*
Barb Wheatley, *Eastern Mennonite University*
- **Investigating the Role of Knowledge During Online Inquiry in Self-selected Topics**
Elena E. Forzani, *Boston University*
Julie A. Corrigan, *Concordia University, Montreal*

1:00 p.m. – 1:45 p.m. – Symposium

Area 8: Students Scaffolding Students: Peer Interaction to Support Composition across Languages and Modalities

Chair:

Emily Phillips Galloway, *Vanderbilt University*

Discussant:

George Newell, *The Ohio State University*

From a sociocultural perspective, writing development is not only represented by changes in textual features over time, but also changes in the social practices

continued on next page

surrounding composition. Taking up a Vygotskian perspective, we broadly define composition as a unified process that includes play, drawing, discussion, and writing. As such, these papers collectively portray how peers negotiate a number of semiotic systems to scaffold composition across multiple developmental levels, multiple languages, multiple dialects, and multiple modalities.

Participants:

- **Preschool Spanish-English Dual Language Learners Leveraging Their Full Linguistic Repertoires**
Laura Buckley, *Vanderbilt University*
Min Hyun Oh, *Vanderbilt University*
Jeannette Mancilla-Martinez, *Vanderbilt University*
- **Participation Modes in Multimedia Composition in a 3rd Grade Classroom**
Julie A. Johnson, *The Ohio State University*
- **Student MetaTalk to Support Language Development in a Linguistically Diverse 4th Grade Classroom**
Janna Brown McClain, *Vanderbilt University*
Heather M. Meston, *Vanderbilt University*
Emily Phillips Galloway, *Vanderbilt University*
- **Fostering Community, not Competition: Peer Review in an International Graduate Students' Writer's Workshop**
Alexis McBride, *Vanderbilt University*

2:00 p.m. – 2:30 p.m. – Paper Session

Area 9: Multimodality and media for children

Discussant:

Frank Serafini, *Arizona State University*

Participants:

- **A Content Analysis of an Award-Winning Nonfiction Author/Illustrators Books for Children**
Marla K. Robertson, *Utah State University*
Jennifer Smith, *Texas Christian University*

- **Experiencing a Day in the Life: Exploring a Science Trade Book Genre**
Laura May, *Georgia State University*
Lauren Coleman, *Georgia State University*
- **The Affordances (and Limitations) of Different Theoretical Lenses for Understanding Digital Children's Literature: Lessons Learned from Analyzing Digital Comics**
Dani Perrine Kachorsky, *Texas A&M University - Corpus Christi*
Alexandria Perez, *Texas A&M University - Corpus Christi*
Johnathan Hill, *Texas A&M University - Corpus Christi*

2:00 p.m. – 2:30 p.m. - Paper Session

Area 10: Participation and Culture in Online Literacy Contexts

Discussant:

Richard Beach, *University of Minnesota*

Participants:

- **“Within, without, and amidst”: Limning literacy educator's perceptions of participatory media technologies**
William Terrell Wright, *University of Georgia - Athens*
- **Highlighted Session & Award Session - “Oof SAME”: Consequential Composing, Felt Relations, and Collective Identities in LGBTQ+ Participatory Cultures**
Addie Shrodes, *Northwestern University*
- **Why Students “Talk”: Factors that Influence Undergraduates' Participation Patterns in Collaborative Online Discussions**
Allison Zengilowski, *University of Texas at Austin*
Brendan A. Schuetze, *University of Texas at Austin*
Diane Schallert, *The University of Texas at Austin*

continued on next page

2:00 p.m. – 2:30 p.m. – Roundtable Session

Area 1: Responding to Challenges

Discussant:

Sarah McCarthy, *University of Illinois at Urbana-Champaign*

Participants:

- **Young Choosing Silence: An Exploration of How Pre-service Teachers Respond to Problematic Comments in Text-based Discussions**
Amanda Diaz, *University of Illinois at Chicago*
Kristine M. Schutz, *University of Illinois Chicago*
Becca Woodard, *University of Illinois at Chicago*
- **Our Words Matter**
Carin Appleget, *Creighton University*
Sophie C. Degener, *National Louis University*
Tracy Donohue, *Michigan State University*
Erin Faeth, *University at Albany, State University of New York*
Wendy Gardiner, *Pacific Lutheran University*
Christine Mitchell, *York College of Pennsylvania*
Amy Tondreau, *Austin Peay State University*
Kristen White, *Northern Michigan University*
- **Pre-Service Teachers' Use of Data to Inform Literacy Instruction: Changes in Knowledge, Skills, and Beliefs in the Context of an Elementary Literacy Assessment Course**
Miranda S. Fitzgerald, *University of North Carolina - Charlotte*
Erin Washburn, *University of North Carolina at Charlotte*
Samantha A. Gesel, *University of North Carolina at Charlotte*

2:00 p.m. – 2:30 p.m. – Roundtable Session

Multi Area: Student Centered Literacy Learning

Chair:

Leslie Cavendish, *High Point University*

Discussant:

Cheryl Dozier, *School of Education*

Participants:

- **Student Centered Focus on Feedback and Revision**
Lauren Ann Heap, *University of Wisconsin-Madison*
- **Student perspectives of reading and participation in literacy labs/reading clinics**
Theresa Deeney, *University of Rhode Island*
Cheryl Dozier, *School of Education*
Barbara Laster, *Towson University*
Shelly Huggins, *Towson University*
Leslie Cavendish, *High Point University*
Tiffany Gallagher, *Brock University*
Rachael Waller, *Montana State University Billings*
Mary L. Hoch, *National Louis University*
Ryan McCarty, *National Louis University*
Shadrack Msengi, *1960*
Tammy Milby, *University of Richmond*
Joan Anne Rhodes, *Virginia Commonwealth University*
Debra Gurvitz, *National Louis*
Paul Ferrara, *Brock University*
Dana Corcoran, *University at Albany*
- **Understanding the Role of Global Literacy: A Case of EFL learners' in a Rural Area**
Jin Kyeong Jung, *Texas Tech University*

continued on next page



2:00 p.m. – 2:30 p.m. – Paper Session

Area 6: Student Literacies as Roadmaps in Classroom Contexts

Discussant:

Stephanie F. Reid, *Arizona State University*

Participants:

- **Adolescent Readers and The Role of Advanced Phonemic Awareness Within the Theory of Orthographic Mapping**
David D. Paige, *Bellarmino University*
William H. Rupley, *Texas A&M University, College Station*
- **Learning from Students' Experiences: Play, Work, and Drudgery During a Middle-Grade Multimodal Literacies Curriculum Unit**
Stephanie F. Reid, *Arizona State University*
- **Understanding Language Borrowing in Persuasive Writing: What Do Students Borrow and What Changes Do They Make?**
Christina Dobbs, *Boston University*
Naomi L. Caselli, *Boston University*
Coral Flanagan, *Brown University*
Yan Yan, *Boston University*

2:00 p.m. – 2:30 p.m. – Paper Session

Area 2: Supporting Teachers' Writing Instruction Through Professional Development

Discussant:

Jason J. Griffith, *Penn State University*

Participants:

- **Collaborating for Change through Argument Writing: Assessing the Impact of Professional Development Partnerships in Rural Districts**
Sarah Hunt-Barron, *University of South Carolina Upstate*
Emily Smothers Howell, *Clemson University*
Rebecca Kaminski, *Clemson University*

- **Re-Mediating Middle-School Students' Writing through Teacher Professional Development**
Vicki Stewart Collet, *University of Arkansas*
- **"I am here because of the Writing Project": Supportive Networks as Essential in Teaching Secondary Writing**
Kaia-Marie A. Bishop, *Eastern Michigan University*
Robert Carpenter, *Eastern Michigan University*

2:00 p.m. – 2:30 p.m. – Paper Session

Area 7. Talking about race and racism: Dialogues and discourses

Discussant:

Raquel Wood, *University of Iowa*

Participants:

- **Literacy Learning for Racial Equity: Facilitating Ongoing Dialogue about Race and Racism in the Elementary Classroom**
Anne Daly-Lesch, *The University of Texas at Austin*
- **Race Discussions in K-5th Grade Classrooms**
Diana K. Garlough, *The University of Findlay*
Rachelle S. Savitz, *Clemson University*
- **The Whitewashing of Adolescent Reading Motivation: Using Critical Race Theory to Reveal How Research Erases and Marginalizes Students of Color**
Sara Jones, *Vanderbilt University*

2:00 p.m. – 2:30 p.m. – Roundtable Session

Area 2: Teacher Learning and Practice, in ELA and Content Area Literacy

Discussant:

Douglas Fisher, *San Diego State University*

Participants:

- **Disciplinary Writing in One Middle School: Complexities of Teacher Leaders' Learning and Sustained Transformation**
Lori Czop Assaf, *Texas State University*

continued on next page



- **Interperspectival Analysis of Teacher Think Alouds: Surfacing Specialized Content Knowledge for Reading Comprehension**
Blake Tenore, *Florida State University*
Dot McElhone, *Portland State University*
Dennis Scott Davis, *North Carolina State University*
Robyn DeIaco, *North Carolina State University*
- **“It’s all in the moment”: The development of adaptiveness for disciplinary literacy teaching**
Catherine Lammert, *University of Iowa*

2:00 p.m. – 2:30 p.m. – Paper Session

Area 2: Technology-Based Literacy Professional Development

Discussant:

Melissa Ingram, *United States Air Force/Air University*

Participants:

- **Examining educators’ perceptions of video-based demonstration lessons in elementary language arts professional development**
Laveria Hutchison, *University of Houston*
Stephen Winton, *Conroe ISD*
Jie Zhang, *University of Houston*
Grace Lee, *University of Houston*
- **Growing Early Literacy Practices through Video-Based Professional Learning Communities**
Zarabeth Davis, *Vanderbilt University*
Kaitlin Herbert, *Vanderbilt University*
- **High School Teachers’ Learning About Students’ Collaborative Discussion through Computer-Based Feedback**
Christopher A. Olshefski, *University of Pittsburgh*
Amanda Godley, *University of Pittsburgh*

2:00 p.m. – 2:30 p.m. – Roundtable Session

Multi Area: The Impact of Literacy Instructional Practices

Chair:

Colleen E. Whittingham, *University of North Carolina Charlotte*

Discussant:

Colleen E. Whittingham, *University of North Carolina Charlotte*

Participants:

- **Disciplinary Literacy Practices in Social Studies as a means to Strengthen Media Literacy**
Samaneh Jafari, *Southern Illinois University Carbondale*
- **Using Scenario-based Tasks to Bolster Content Learning and Literacy Development**
Wen Wen, *The University of Arizona*
- **Literacy Instruction in First Grade Classrooms: A Story of Variability and Teachers Pay Teachers**
Paola Pilonieta, *University of North Carolina Charlotte*
Kim Reddig, *University of North Carolina Charlotte*
Colleen E. Whittingham, *University of North Carolina Charlotte*

2:00 p.m. – 2:30 p.m. – Roundtable Session

Multi Area: The Impact of Literacy Research

Chair:

Kristi Bergeson, *St. Cloud State University*

Discussant:

Norman A. Stahl, *Northern Illinois University*

Participants:

- **The Impact of Policy on the Work of Literacy Specialists**
Kay Michelle Rosheim, *Eden Prairie Schools*
Kristi Bergeson, *St. Cloud State University*

continued on next page



- **Area Chair Award - Becoming More Humanizing: Critical Engagement in Researchers' Caring Collaboration**
Anthony Celaya, *Arizona State University*
Joseph David Sweet, *University of North Carolina, Pembroke*
- **Updating Historical Methods in Literacy Research**
James R. King, *University of South Florida*
Norman A. Stahl, *Northern Illinois University*
Samuel DeJulio, *The University of Texas at San Antonio*

2:00 p.m. – 2:30 p.m. – Paper Session

Area 5: The Many Faces of Elementary Literacy Instruction: From Phonics and Writing to Transformation

Discussant:
Juliet Halladay, *University of Vermont*

- Participants:**
- **Writing-to-Learn Instruction in Elementary Classrooms: Results of a National Survey in the US**
Amy Gillespie Rouse, *Southern Methodist University*
Sharlene Kihara, *University of Utah*
 - **Contextualizing Classroom Linguistic Complexity: Seeking Transformational Moments in Early Literacy Instruction**
Lauren Breckenridge Padesky, *University of Wyoming*

2:00 p.m. – 2:30 p.m.– Paper Session

Area 6: Supportive Literacy Spaces for Engaged Learning and Scholarship for Adult Learners

Discussant:
Carolyn Colvin, *University of Iowa*

- Participants:**
- **Adult Students' World Language, Literacy and Culture Learning in a Nonformal Setting**
Dilnoza F. Khasilova, *University of Wyoming*
 - **An Exploration of Reading Within a University Writing Center Context**
Kelsie Endicott, *Salisbury University*
 - **Learning to Impact the Field of Literacy through Engaged Scholarship**
Mellinee K. Lesley, *Texas Tech University*
Julie Smit, *Texas Tech University*
Whitney Beach, *Texas Tech University*
Elizabeth Stewart, *Texas Tech University*

2:00 p.m. – 2:30 p.m. – Roundtable Session

Area 9: The utility of children's literature for emotional learning

Discussant:
Katrina Jacobs, *University of Pittsburgh*

- Participants:**
- **Area Chair Award - Children's Responding to Trauma using Children's Literature**
Jackie Marshall Arnold, *University of Dayton*
Mary-Kate Sableski, *University of Dayton*
 - **A tale of two texts: How the social and emotional learning competencies are exemplified in picturebooks**
Maureen Sullivan, *Texas A&M University Corpus Christi*
 - **Kindergarten is for Anxious White Kids and Animals: An Analysis of Picture Books about Starting School**
Elizabeth A. Swaggerty, *East Carolina University*
Terry A. Atkinson, *East Carolina University*

continued on next page

2:00 p.m. – 2:45 p.m. – Symposium

Area 7: Seen and Heard: Empowering Youth Through Poetry Writing and Performance

Chair:

Andrea Vaughan, *University of Illinois at Chicago*

Discussant:

Toby Jenkins-Henry, *University of South Carolina*

Every day, young people around the world are empowering themselves stepping into the identities they wish to have through writing and performing spoken word poetry. This symposium answers LRA's call to "collaborate for impact" by bringing together research and practice in out-of-school writing communities to examine how youth write for their own purposes and audiences in order to construct and explore their identities, as well speak back to dominant narratives about their lives

Participants:

- **Means of Conveyance: Spoken Word Pedagogy, Hip Hop Literacies, and the Challenges of Fostering Poetry Spaces**
Adam Henze, Indiana University
- **Gender, Self-Efficacy, and Identity Construction in Youth Spoken Word**
Anna E. Howard, University of South Carolina
- **Adolescents' Embodied Rhetorical Decision Making in an After-School Spoken Word Poetry Team**
Andrea Vaughan, University of Illinois at Chicago

2:00 p.m. – 2:45 p.m. – Symposium

Area 3: The Nature of Knowledge In, Through, and For Dialogic Literary Argumentation

Chair:

David Bloome, *Ohio State University*

Discussant:

David Bloome, *Ohio State University*

This symposium explores what counts as knowledge for teachers, students, and researchers engaged in Dialogic Literary Argumentation (DLA). The foundations of DLA, arguing-to-learn and exploring personhood, require reconceptualizing what counts as knowledge and knowing. For students, knowledge and knowing are located in social relationships and dialogue; for teachers, they are located in the synergies of multiple source use; for researchers, they are located in the dialectics of enacted social practices and social theorizing.

Participants:

- **Knowing and Knowledge in DLA: Warranting, Answerability and Social Relations in Classroom Conversation**
Theresa Thanos, Ohio State University
- **Dialogic Literary Argumentation and the Construction of Personhood in Teaching Sing, Unburied, Sing**
Matt Seymour, Ohio State University
- **The Generative Nature of Teachers' Conversations around Dialogic Literary Argumentation**
George Newell, The Ohio State University

2:00 p.m. – 2:45 p.m. – Symposium

Area 7: Social Justice in Postsecondary Literacy and Learning

Chair:

Jennifer Theriault, *Northern Illinois University*

Discussant:

Meagan Hoff, *Texas State University*

The social injustice that pervades larger society also exists within postsecondary educational contexts. Social justice education plays a critical role in

continued on next page



examining the root causes of these inequalities with the goal of recognizing (North, 2006) and providing corrective solutions (Freire, 1970). While the necessity and value of social justice education seems unquestionable, implementation is fraught with challenges. This symposium features four presenters who examine these challenges and potential solutions from diverse paradigmatic, theoretical, and methodological perspectives.

Participants:

- **Becoming Representations of Social Justice Initiatives in Postsecondary Education**
Sarah Felber, *University of Maryland Global Campus*
- **Brave Spaces: Asserting Agency and Self-Narrative to Dismantle the Case Against Social Justice Education**
Deena Vaughn, *University of Maryland Global Campus*
- **An Us Problem: Collaborative Approaches to Social Justice in Postsecondary Literacy**
Mariko Carson, *University of Maryland Global Campus*
- **Breaking the Cycle of Curriculum Violence: Decoloniality and Afrofuturism for Social Justice in Postsecondary Literacy**
Jeanine Latoya Williams, *University of Maryland Global Campus*

2:00 p.m. – 2:45 p.m. - Alternative Format Session

Area 4: “The One and Only Science of Teaching Reading”: Questioning a Single Narrative’s Role in Literacy Policy and Practice

Discussant:

Gwynne Ellen Ash, *Texas State University*

In this alternative session, four scholars of literacy will “pushback” against the “The Science of Teaching Reading,” or “The Science of Reading” (STR). The STR narrative is both singularly focused and all-encompassing. According to this narrative, there is

only one way to teach children to read; any other way is wrong and should be prohibited. Further, it asserts that teachers and teacher educators do not possess the knowledge of how to teach children to read.

Participants:

- **Welcome to LETRS Training**
Gwynne Ellen Ash, *Texas State University*
- **Questioning the “Science” of the Science of Teaching Reading.**
George G. Hruby, *University of Kentucky*
- **Rejecting Monolithic and Monolingual Ideologies about Teaching Reading**
Minda Morren López, *Texas State University*
- **Where is the Room for Comprehension Instruction in a Single Science of Teaching Reading?**
Kay A. Dougherty Stahl, *New York University*
- **Struggling Teachers and Teacher Educators of Reading?: Counternarratives to STR in Texas**
Melissa M. Wetzel, *University of Texas at Austin*
Allison Skerrett, *University of Texas at Austin*
Tracey Terece Flores, *University of Texas at Austin*
Vickie Godfrey, *University of Texas at Austin*
Jessica Anne Murdter-Atkinson, *University of Texas at Austin*
Beth Maloch, *University of Texas at Austin*

2:00 p.m. – 2:45 p.m. - Alternative Format Session

Area 9: Area Chair Award - We are in a book! In Defense of Books, Children, and Reading

Chair:

Julia Hagge, *Ohio State University*

Discussant:

Sarah E. Pennington, *Montana State University*

In this alternative session, we share a series of independent investigations that explore the use of children’s and young adult literature as foundations for literacy teaching and learning across various

continued on next page

contexts—preschool, elementary, university, and community. Using multiple methods and theoretical perspectives, we frame our individual studies, artifacts, and documents to illustrate how children’s and young adult literature is experienced, (mis) used, measured, and leveraged across societies and educational systems in the US and Ireland.

Participants:

- **Maximizing Parental Engagement to Measurably Improve Children’s Language and Literacy Outcomes in Areas of Socio-economic Need**
Lana McCarthy, Trinity College
- **Stop, Drop, and Read: What exactly is a just-right book?**
Susan Constable, Otterbein University
- **Maybe Something Beautiful—How Art, Gardens, and Literature Transformed a Neighborhood**
Jenifer Jasinski Schneider, University of South Florida
- **Social Justice, The Art of Illustration, and Children’s Literature: Simple Ways to Start Complex Conversations**
Lindsay Persohn, University of South Florida
Rebecca Powell, Florida Southern College
- **“Can I read that book in elementary school? Preservice Teachers Responses to Difficult Topics through Digital Tools**
Aimee Frier, University of South Florida
Stephanie Branson, University of South Florida
- **Children’s Literature for Social Emotional Learning: Preservice Teacher Collaborative Inquiry**
Carrie Blosser Scheckelhoff, Otterbein University

2:00 p.m. – 2:45 p.m. – Symposium

Area 3: “We Sustain What We Love”: Culturally Sustaining Pedagogy at Work in Literacy Teacher Education Coursework

Chair:

Amber Warren, University of Nevada, Reno

Discussant:

Renee Rice Moran, East Tennessee State University

Affording future teachers meaningful learning opportunities focused on educating culturally and linguistically diverse learners must be at the forefront of literacy teacher education coursework reimagining efforts. Pulling together scholars from various universities in the US, this symposium reports on four projects that describe their enactment of the ideals of culturally sustaining pedagogy (Paris & Alim, 2017) in higher education settings. The studies illustrate the richness and complexity of using CSP in practice.

Participants:

- **Culturally Sustaining Pedagogy and Global Meaning-Making: When the Words and Worlds Collide**
Natalia Ward, East Tennessee State University
Renee Rice Moran, East Tennessee State University
Karin Keith, East Tennessee State University
Amber Warren, University of Nevada, Reno
- **“We’re in an inquiry class. We question everything.”: Inquiry as a Tool to Foster Elementary Teachers’ Culturally Sustaining Literacy Teaching**
Monica Thomas Billen, California State University, Fresno
Steve Hart, California State University, Fresno
Ana Soltero-Lopez, California State University, Fresno
- **“To Know Our Students and Their Stories”: Using Case Methods in Online Literacy Courses**
Natalia Ward, East Tennessee State University
Amber Warren, University of Nevada, Reno
Shuling Yang, East Tennessee State University
- **“You Could Hear a Pin Drop”: Culturally Sustaining Theory to Practice**
Susan V. Bennett, University of South Florida St. Petersburg
AnnMarie Alberton Gunn, University of South Florida St. Petersburg

continued on next page

2:00 p.m. – 2:45 p.m. – Symposium

Area 10: What is New in the Biopolitics of New Media for Children and Youth?: Implications for Literacy Research and Practice

Chair:
Christian Ehret, *McGill University*

Discussant:
Guy Merchant, *Sheffield Hallam University*

In the current media landscape that often heightens moral panics, literacy researchers have noted intensities in the discourses of concern around digital media, children and adolescents. This panel historicizes these discourses and then identifies and analyses what is new in the biopolitics of new media for children and youth through investigations of literacy in the context of: children and screen time; AI, big data, and identity development; and, teens and Young Adult Videogames.

Participants:

- **Reorienting screen time as a stuck place: A nexus analysis**
Karen Wohlwend, *Indiana University*
- **“On the Internet, nobody knows you’re a youth”:
Examining the mangle of discursive- and data-identities through social media**
Kevin Leander, *Vanderbilt University*
Sarah Burriss, *Vanderbilt University*
- **Young Adult Video Games: Analyzing the biopolitics through critical playthroughs**
Christian Ehret, *McGill University*
Jen Scott Curwood, *The University of Sydney*
Emily Mannard, *McGill University*

2:00 p.m. – 2:45 p.m. – Symposium

Area 7: White English language arts teachers’ negotiating race and equity in the rapidly changing rural Midwest

Chair:
Amanda Haertling Thein, *University of Iowa*

Discussant:
Robert Petrone, *University of Missouri*

Scholarship suggests that White teachers bring complex, ambivalent racial identities to their teaching. Less is known about how White teachers’ ambivalence is mediated by the sociocultural contexts in which they live and work. The papers in this panel bring the social and cultural in White teacher ambivalence to the forefront, exploring how White teachers in the rapidly changing rural Midwest negotiate issues of race and equity in their identities and teaching of English language arts.

Participants:

- **White teachers’ educational experiences and stances toward teaching about race and equity in an urban magnet school**
Tasha Adrienne Lindo, *The University of Iowa*
- **(De)mobilizing emotion about race in multicultural literature pedagogy**
Amanda Haertling Thein, *University of Iowa*
- **External and internal constraints in a novice, White teacher’s efforts to teach racial literacy in a White parochial school**
Kelli A. Rushek, *University of Iowa*

continued on next page

2:00 p.m. – 2:45 p.m. – Alternative Format Session**Area 6: Voices from the Margins: Diverse Adults Making Media for Resistance and Representation****Chair:**

Leslie Foley, *Grand Canyon University*

Discussants:

Erik Jacobson, *Montclair State University*

W. Ian O’Byrne, *College of Charleston*

Rona Flippo, *University of Massachusetts Boston*

Theodore Ransaw, *Michigan State University*

Kathryn Pole, *University of Texas Arlington*

George Boggs, *Young Harris College*

This alternative format session focuses adults of varying subjectivities (race, sexual orientation, gender identity, culture, and location) creating alternative media, including print media, digital media, and extended media products, highlighting how ephemeral texts are constructed to express alternative representations of gender and race and to create inclusivity and community. The session will structure dialogue through research presentations and collaborative conversations.

Participants:

- **Voices from the Margins: Diverse Adults Making Media for Resistance and Representation**
Barbara Jean Guzzetti, *Arizona State University*
- **Gay and Transgender Zinesters Mainstreaming the Marginal**
Katina Zammit (Dr.), *Western Sydney University*

2:00 p.m. – 2:45 p.m. – Symposium**Area 6: Writing for Expression and Justice: Examinations Across Communities, Universities, and K-12 Schools****Chair:**

Greg Bartley, *University of Wisconsin-Madison*

Discussant:

Sonia Kline, *Illinois State University*

This symposium examines how writing for personal expression might do social justice work. We consider a variety of contexts, participants, and methods to better understand the practices of adults in a community writing group, high school students in a social justice-oriented English course, and custodians at a public university. Taken together, these talks re-envision seemingly intimate, self-reflective literacy practices as those that can build and affirm connections, identities, and perspectives to more just ends.

Participants:

- **The Right to Write as an Expressive Workplace Practice**
Calley Marotta, *University of Wisconsin-Madison*
- **“I’m Not the Only One”: Toward Understanding and Justice in English Class**
Greg Bartley, *University of Wisconsin-Madison*
- **Shaping Writerly Self-Efficacy in a Community Writing Group for Nontraditional Students**
Gabbi Kelenyi, *University of Wisconsin-Madison*

continued on next page



2:00 p.m. - 2:45 p.m. - Symposium

Area Chair Award - Unforeseen Ripples of Text Complexity and CCSS: Issues of Theory, Practice, and Programs

Chair:

Laura Tortorelli, Michigan State University

Discussant:

Heidi Anne Mesmer, *Virginia Tech*

Participants:

- **Does One Size Fit All? Exploring the Contribution of Text Features, Content, and Grade of Use on Comprehension**
Heidi Anne Mesmer, *Virginia Tech*
Elfrieda H. Hiebert, *TextProject*
James Cunningham, *University of North Carolina - Chapel Hill*
Madhu Kapania, *Virginia Tech*
- **The Endpoint of the Staircase of Text Complexity: Revisiting Text Complexity at the Secondary Level**
John Strong, *University at Buffalo*
Elfrieda H. Hiebert, *TextProject*
- **Effects of Altered Lexile Levels of The Same Text on Reading Comprehension**
Catherine Rand, *Rutgers University*

3:00 p.m. – 3:30 p.m. – Roundtable Session

Area 1: Writing Perspectives

Discussant:

Jason Moore, *Oakland University*

Participants:

- **Pre-service Teachers of Writing: Moving from Learners to Teachers**
Marie Borkowski, *The Ohio State University*

- **So how did you say we teach writing?: Preservice teachers' perceptions of writing instruction**
Carol Jeanne Delaney, *Texas State University*
- **“This I Believe” About Teaching Writing: Elementary Teacher Candidate’s Pedagogical Understandings**
Kathleen Alley, *Mississippi State University*

3:00 p.m. – 3:30 p.m. – Roundtable Session

Area 7: Understanding home literacy practices embedded in diverse communities

Discussant:

Joanne E. Marciano, *Michigan State University*

Participants:

- **Children’s Intercultural Understanding through Home Literacy Practices**
Mahsa Bashang, *Southern Illinois University*
- **Codifying Critical Care: How an organization is engaging families in literacy and community-building one neighborhood at a time**
Margaret (Maggie) Hanna, *University of Michigan*
- **Literacy Educators and Pediatricians Working Together: Developing a Bilingual Family Literacy Program in Primary Care**
Patricia A. Shelton, *Rutgers Robert Wood Johnson Medical School*
Lesley Mandel Morrow, *Rutgers University Graduate School of Education*
Daniel Lima, *Rutgers Robert Wood Johnson Medical School*
Silvia Perez-Cortes, *Rutgers University*
Akreti Maskey, *Rutgers Robert Wood Johnson Medical School*
Shilpa Pai, *Rutgers Robert Wood Johnson Medical School*
Usha Ramachandran, *Rutgers Robert Wood Johnson Medical School*
Manuel E. Jimenez, *Rutgers Robert Wood Johnson Medical School*

continued on next page

3:00 p.m. – 3:30 p.m. – Paper Session

Area 2: Seeking Effective Practices with Multilingual Learners

Discussant:

Georgia Earnest Garcia, *University of Illinois at Urbana-Champaign*

Participants:

- **Reading specialist candidates' use of code-switching and code-meshing pedagogies during a clinical practicum experience**
Kirsten Dara Hill, *University of Michigan-Dearborn*
- **Seeking Coherence: Coaching Teachers of Culturally and Linguistically Diverse Learners in the Disciplines**
Monica S. Yoo, *University of Colorado, Colorado Springs*
Leslie Grant, *University of Colorado, Colorado Springs*
Veronica Garza, *University of Colorado, Colorado Springs*
Lisa Fetman, *University of Colorado, Colorado Springs*
- **Teachers' beliefs about effective involvement with English learners' families: How do they influence instruction?**
Sara Saberimoghaddam, *University of Kentucky*
Kristen Perry, *University of Kentucky*

3:00 p.m. – 3:45 p.m. – Symposium

Area 6: Writing for Research: Perspectives on Mentoring Doctoral Students into Academic Writing and Research in the Field of Literacy

Chair:

Mellinee K. Lesley, *Texas Tech University*

Discussant:

Joshua Cruz, *Texas Tech University*

As institutions transition from face-to-face to fully online doctoral programs, new approaches to mentoring graduate students to become competent and confident literacy researchers are necessary. Thus, varied mentoring initiatives focused on research and writing for doctoral students are warranted. This symposium describes multiple experiences of acculturating doctoral students into literacy research. Papers will describe mentoring experiences of online and face-to-face doctoral students as well as the approaches and results of a week-long summer orientation intensive.

Participants:

- **The Implementation of a Summer Orientation Intensive for Online Doctoral Students**
Julie Smit, *Texas Tech University*
- **On-Campus Student Mentoring Experiences with Academic Writing**
Whitney Beach, *Texas Tech University*
Elizabeth Stewart, *Texas Tech University*
- **Staying Connected: Lived Experiences of Online Doctoral Students**
Ubaldo Cirlos, *Texas Tech University*
Allison Higdon, *Texas Tech University*

4:00 p.m. – 4:30 p.m. – Paper Session

Area 8: Teacher Collaboration, Coaching, and Translanguaging to Develop Young Bilinguals' Bi/Literacy

Discussant:

Rachel G. Salas, *University of Nevada Reno*

Participants:

- **Relationships During Professional Development: Is Young Bilingual Students' Reading Growth Affected by the Coach/Teacher Relationship?**
Steve Amendum, *University of Delaware*
Adrian Pasquarella, *University of Delaware*

continued on next page



- **Key Elements of Teacher Collaboration for English Language Learners' Literacy Learning: Classroom Examples from a Case Study**
Bogum Yoon, *State University of New York at Binghamton*
- **Biliteracy and translanguaging during core-content and social studies lessons in a fourth-grade bilingual classroom**
Myriam Jimena Guerra, *Texas A&M University-San Antonio*
Lucila Del Carmen Ek, *University of Texas at San Antonio*

4:00 p.m. – 4:30 p.m. – Paper Session

Area 7: Teachers' beliefs and training: Perspectives on student performance and program effectiveness

Discussant:

Ya-Fang Cheng, *Western Oregon University*

Participants:

- **Stories of Accountability in a "Low-Performing" School: How Teachers Make Sense of Standardized Test Results**
Laura A. Taylor, *Rhodes College*
- **Teacher Beliefs and Their Students' Achievement**
Emily Rodgers, *The Ohio State University*
Jerome D'Agostino, *The Ohio State University*
Rebecca Berenbon, *The Ohio State University*
Clara Mikita, *The Ohio State University*
Christa Winkler, *The Ohio State University*
Mollie Wright, *South-Western City Schools*
- **Examining the Impact and Effectiveness of the Reading Endorsement Program: Is it Smoke and Mirrors or a Measure of Hope?**
Sarah K. Clark, *Brigham Young University*
Alicia McIntire, *Brigham Young University*

4:00 p.m. – 4:30 p.m. – Roundtable Session

Area 6: Tensions and Possibilities for Disciplinary Literacies

Discussant:

Kathleen Alley, *Mississippi State University*

Participants:

- **Collaborate to Understand Reading: Case Study of College International Students Reading in Disciplinary Areas**
Yang Wang, *University of South Carolina*
Ismahan Arslan-Ari, *University of South Carolina*
- **Area Chair Award - Examining Our Evolving Identity: How Developmental Literacy Practitioners Maintain Their Community of Practice in Times of Disciplinary Uncertainty**
Emily Suh, *Texas State University*
Darin Jensen, *Des Moines Area Community College*
James Dyer, *Texas State University*
Barrie McGee, *Texas State University*
Shiniece Owens, *Texas State University*
- **Exploring critical reading of a climate change topic using digital texts**
Xavier Fazio, *Brock University*
Tiffany Gallagher, *Brock University*

4:00 p.m. – 4:30 p.m. – Roundtable Session

Multi Area: The Impact of Literacy Teachers' Voices

Chair:

Beth Beschroner, *Minnesota State University, Mankato*

Discussant:

Beth Beschroner, *Minnesota State University, Mankato*

continued on next page

Participants:

- **Bridging Visual Literacy and Information Using: K12 Teachers' Perceptions of Using and Teaching Online Images**
Matthew Korona, *George Mason University*
Dawn Hathaway, *George Mason University*
- **The impact of collaborative reflective feedback on an online literacy clinic: teacher candidate, family, child, and professor**
Shadrack Msengi, *1960*
- **Adaptive Teaching: A Collaborative Self-Study in Literacy Teacher Education**
Matthew McConn, *Binghamton University*
Erin Washburn, *University of North Carolina at Charlotte*

4:00 p.m. – 4:30 p.m. – Paper Session

Area 7: The literacies and texts of multilingual and translanguaging spaces

Discussant:

Margaret (Maggie) Hanna, *University of Michigan*

Participants:

- **“Can We Get Books in All Our Languages?”: Introducing a Culturally Sustaining Framework within the Reading Intervention Setting**
Kelly K. Wissman, *University at Albany-SUNY*
- **Creating a Translanguaging Space in a Community-Based Literacy Center**
Stephanie Abraham, *Rowan University*

4:00 p.m. – 4:30 p.m. – Paper Session

Area 7: Highlighted Session - The writing identities and perspectives of diverse adolescent students

Discussant:

Fenice Boyd, *University of South Carolina*

Participants:

- **Area Chair Award - “I didn’t write that:” Adolescents’ perspective-taking in collaborative writing in an after-school spoken word poetry team**
Andrea Vaughan, *University of Illinois at Chicago*

4:00 p.m. – 4:30 p.m. – Paper Session

Area 8: Translanguaging in Elementary Education

Discussant:

Kate T. Anderson, *Arizona State University*

Participants:

- **Role of immigrant parents’ attitudes and practices in their bilingual students’ heritage language use and translanguaging performance**
Chaehyun Lee, *Southeastern Oklahoma State University*
- **Translanguaging as a pedagogy to support multilingual elementary students’ writing development: A literature review**
Cori Salmeron, *Georgia State University*
- **Translanguaging Practices of Bilingual Students in Science and Math Learning in a Mandarin/English Dual Language Program**
Xiaochen Du, *University of Florida*

continued on next page

4:00 p.m. – 4:30 p.m. – Roundtable Session

Area 5: Using Digital Tools and Developing Digital Literacies

Discussant:

Jacquelynn A. Malloy, *Clemson University*

Participants:

- **A mixed methods approach to understanding parents' perception of preschoolers' use of digital tools and its role in literacy development.**
Oluwaseun A. Oti-Aina, *Clemson University*
- **Highlighted Session - Second Graders' Perceptions on Writing Identity: Working through a Digital Writing Process**
Dana Skelley, *University of Alabama in Huntsville*
- **Teachers as Learners: Evolving Digital Literacies through Collaboration and Inquiry**
Jennifer Kobrin, *University of Pennsylvania*

4:00 p.m. – 4:30 p.m. – Roundtable Session

Area 8: Utilizing Indigenous and Dual Language Texts

Discussant:

Maria Selena Protacio, *Western Michigan University*

Participants:

- **Developing Bilingual Reader Profiles Based on Strategies for Reading Dual-Language Books and Overall Story Comprehension**
Lisa Domke, *Georgia State University*
- **Exploring Three Immigrant Children's Literacy Development in Translingual Book Club**
Sung Shim Choi, *George Mason University*
- **Area Chair Award - Native American Youth Exploring and Expressing Who They Are Through Digital Storytelling: A Case Study**
Melissa Wicker, *University of Oklahoma*
Jiening Ruan, *University of Oklahoma*

4:30 p.m. - 4:45 p.m.

Oscar S. Causey Award Presentation

Chair:

David B. Yaden, Jr., *University of Arizona*

Presenters:

- **Mary McVee**, *University of Buffalo*
- **James Hoffman**, *University of North Texas*
- **Junko Yokota**, *National Louis University* – providing remarks on Dr. William Teale (2019 Recipient)

5:00 p.m. – 6:00 p.m. – Special Event Series of Collaborative Discussions

Critical Issues in the Science of Reading: Striving for a Wide-Angle View in Research

Chair:

P. David Pearson, *University of California, Berkeley*

Presenters:

- **Sonia Cabell**, *Florida State University*
- **Sandra Barrueco**, *Catholic University of America*
- **Etta Hollins**, *University of Missouri, Kansas City*
- **Jim Hoffman**, *The University of Texas at Austin*
- **P. David Pearson**, *University of California, Berkeley*

In this plenary session, a panel of distinguished scholars, including Sandra Barrueco, Sonia Cabell, Jim Hoffman, Etta Hollins, and P. David Pearson, will address topics such as racial injustice in literacy research, content-rich instruction beyond initial coding, the disciplinary preparation of literacy teachers, first and second language assessment, and productive ways forward in developing a robust research agenda for literacy studies. By suggesting a “wide angle” view of research, the panel explores the notion that individuals must be viewed in a broader context than just a test score, the findings from a few

continued on next page



studies, or static demographic designations. The overall purpose of the session is less a debate than a search for expanding the way the field needs to adjust in conducting comprehensive, inclusive and equitable literacy research.

Convenor/Moderator:

P. David Pearson, *University of California, Berkeley*

- **Research design and pedagogical impacts on students of color**
Etta Hollins, University of Missouri, Kansas City
- **Background knowledge and content-rich ELA instruction**
Sonia Cabell, Florida State University
- **Teacher knowledge and professional development**
Jim Hoffman, North Texas State University
- **Issues in language research and assessment**
Sandra Barrueco, Catholic University of America

6:00 p.m. – 6:45 pm p.m. – Meeting

Annual Business Meeting

Each year, the Literacy Research Association hosts the Annual Business Meeting and provides the membership-at-large with important information from members of the LRA Executive Committee. You will hear reports from the LRA President, President-Elect, Vice-President, Past President, Treasurer, and Headquarters. Membership participation is important! We hope to see you there!

6:45 p.m. – 7:30 p.m. – Special Event

After Glow Discussions

Come debrief with other attendees on the sessions you attended today or discuss other collaborations you can make with attendees in research. This space is meant to mimic Vital Issues.

6:45 p.m. – 7:30 p.m. – Special Event

Doctoral Student ICG Happy Hour



Saturday • December 5, 2020

70TH ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION (*Virtual*)

November 30 – December 5, 2020

Connect with us! #LRA2020





Coffee Café

(Let's network and discuss the plans for the day)

8:00 a.m. to 9:00 a.m.

Area Chair Meeting

8:00 a.m. to 9:00 a.m.

Literacy Research Reports Collaborative Panel Discussions

9:30 a.m. to 11:30 a.m.

Working Lunch – Collaborate for Impact Discussions

11:45 a.m. to 12:30 p.m.

Where do we go from here?

12:35 p.m. to 12:55 p.m.

Closing Comments

12:55 p.m. to 1:00 p.m.

9:30 a.m. – 11:30 a.m. – Special Event Series of Collaborative Discussions

Literacy Research Reports Collaborative Panel Discussions

Participants:

- **An Examination of Dyslexia Research with Policy Implications**

Peter Johnston, *University at Albany*

Donna Scanlon, *University at Albany*

There is no doubt that some children experience more difficulty than others becoming literate, at great personal and social cost. The causes of their difficulties, and what to do about them, have been the source of vast research and sometimes heated disagreement among researchers and educators going back over a century. The currently popular, and long standing, explanation is that the primary source of difficulty is dyslexia, the idea that

children's difficulties becoming literate are caused by a difference in their brains, a difference that also confers a range of positive benefits along with the necessity for intensive phonics instruction. Recently, advocates of this narrative have merged with those who argue that intensive phonics is actually the solution to all literacy problems, asserting that science has spoken and that legislators should enforce "the science of reading." This review examines the bases for these arguments, concluding that, among things; a) there is no consistent, diagnostically useful definition of dyslexia, affecting not only practical use of the construct, but also interpretation of any related research, and b) advocacy arguments for intensive phonics instruction, both associated with dyslexia and not, are not reflective of the available research.

- **The State of Black Boys in Literacy Research**
Alfred Tatum, *University of Illinois at Chicago*
David B. McMillon, *University of Chicago*
Aaron Johnson, *Wayne State University*

In this session, the presenters will discuss the dynamic State of Black Male literacy education and the methodological challenges to capture the complexities of their literacy education because of a wide range of historical and contemporary factors that impact language, reading, and writing development. Defining literacy, literacy development, literacy education, and literacy research and their shifts across multiple contexts (e.g., in-school, out of school), multiple locations (e.g., urban, rural, and suburban), and school types (traditional public, private, catholic, charter, home, boarding) presented additional challenges. The session will focus on five areas: Mapping the state of research on Black male literacy education; discussing conceptual and theoretical shifts and their impact or non-impact on Black male literacy education in grades preK-12; discussing empirical

continued on next page



gaps in the research literature within and outside the field of literacy education; discussing policies and practices over the past two decades that have focused on literacy education of Black males in grades preK-12; and discussing the need to nurture a scientific culture of Black male literacy education.

- **Advancing Anti-Racism in Literacy Research**
Arlette Willis, University of Illinois, Urbana Champaign
Patriann Smith, University of South Florida

Our presentation reflects the work of several LRA scholars who participated in addressing the charge from the Executive Board (2015 -2019) to examine Race, Equity, and Literacy Research. As such, our report is informed by a history of scholarship conducted by Scholars of Color with a focus on research within the U. S. This collective body of scholarship guides our articulation and reconceptualization of literacy research rooted in anti-racism and social justice. We believe it is time to move beyond “starting conversations about racism,” to concrete steps that will dismantle the institutional and systemic racism that underpins the field and moves the field toward anti-racism.

11:45 a.m. – 12:30 p.m. Collaborate for Impact Discussions

(Choose one to increase your understanding, broaden your perspective, and develop a Plan of Action to collaborate for impact)

An Examination of Dyslexia Research with Policy Implications

Chairs:
Peter Johnston, University at Albany
Donna Scanlon, University at Albany

The State of Black Boys in Literacy Research

Chairs:
Alfred Tatum, University of Illinois at Chicago
David B. McMillon, University of Chicago
Aaron Johnson, Wayne State University

Advancing Anti-Racism in Literacy Research

Chairs:
Arlette Willis, University of Illinois, Urbana Champaign
Patriann Smith, University of South Florida

12:35 p.m. - 12:55 p.m. Where do we go from here?

Collaborative Groups share their Plans of Action with the whole group

12:55 p.m. - 1:00 p.m. Closing Comments

Gwendolyn Thompson McMillon, Oakland University
Conference Chair

Thank you #LRA2020 Team!
#LRA2020TeamRocks!



LEADERSHIP AND HONOREES

EXECUTIVE COMMITTEE:

Elizabeth (Betsy) A. Baker
(President 2019-2020 & Conference Chair 2019)
University of Missouri
bbaker@literacyresearchassociation.org

Marcelle Haddix (Past President 2019-2020)
Syracuse University
mhaddix@syr.edu

**Gwendolyn Thompson McMillon (President-Elect
2019-2020 & Conference Chair 2020)**
Oakland University
mcmillon@oakland.edu

**David Yaden (Vice President 2019-2020 &
Conference Chair 2021)**
University of Arizona
dyadenjr@email.arizona.edu

Marla Mallette (Treasurer 2018-2021)
Binghamton University
mmallett@binghamton.edu

Althier Lazar (Secretary 2018-2020)
Saint Joseph's University
alazar@sju.edu

Cassie Brownell (Parliamentarian 2019-2022)
University of Toronto
cassie.brownell@utoronto.ca

Dixie Massey (Historian 2017-2020)
University of Washington
ddmassey@comcast.net

BOARD MEMBERS:

Cynthia Brock
(Board Director 2019 – 2022)
University of Wyoming
Cynthia.brock@uwyo.edu

Wanda Brooks
(Board Director 2017-2020)
Temple University
wbrooks@temple.edu

Gina Cervetti
(Board Director 2019-2022)
University of Michigan
cervetti@umich.edu

Byeong-Young Cho
(Board Director 2019-2022)
University of Pittsburgh
choby@pitt.edu

Ramon Martinez
(Board Director 2018-2021)
Stanford University
ramon.martinez@stanford.edu

Sarah McCarthey
(Board Director 2017-2020)
University of Illinois – Urbana
Champaign
mccarthe@illinois.edu

Detra Price-Dennis
(Board Director 2018-2021)
Teachers College, Columbia
University
dmp2192@tc.columbia.edu

Yolanda Sealey-Ruiz
(Board Director 2017-2020)
Teachers College, Columbia
University
sealeyruiz@tc.edu

Allison Skerrett
(Board Director 2018-2021)
The University of Texas at Austin
askerrett@mail.utexas.edu

continued on next page

STANDING COMMITTEE CHAIRS

Haeny Yoon
(Ethics Chair 2019-2022)
Columbia University
yoony3@tc.columbia.edu

Craig Young
(Gender & Sexualities Chair 2018-2021)
Bloomsburg University of PA
cyoung@bloomu.edu

Maneka Brooks
(Research Chair 2019-2022)
Texas State University
maneka@txstate.edu

Bogum Yoon
(Ethnicity, Race and Multilingualism Chair 2018-2021)
State University of New York at Binghamton
byoon@binghamton.edu

Danielle Dennis
(Policy & Legislative Chair 2019-2022)
University of Rhode Island
ddennisusf@gmail.com

Amy Hutchison
(Technology Chair 2018-2021)
George Mason University
ahutchi9@gmu.edu

Dana Robertson
(Field Council Chair 2017-2020)
University of Wyoming
drober36@uwyo.edu

Kristen Perry
(Publications Chair 2019 - 2022)
University of Kentucky
kristen.perry@uky.edu

LRA e-Editors

Delicia Green
University at Albany, State University of New York
dgreene@albany.edu

Raul Alberto Mora
Literacies in Second Languages Project
raulmora@illinoisalumni.org

Elizabeth Stevens
Roberts Wesleyan College
stevens_elizabeth@roberts.edu

Mellissa Gyimah-Concepcion
Judson University
mellissa.gyimah@judsonu.edu

Ian O'Byrne
College of Charleston
wiobyrne@gmail.com

JOURNAL OF LITERACY RESEARCH EDITORS (JLR)

JLR Editors:

Eurydice Bauer
University of South Carolina
bauereb@mailbox.sc.edu

Catherine Compton-Lilly
University of South Carolina
Comptonlilly@sc.edu

JLR Co-Editors:

Guofang Li
University of British Columbia, Canada
Guofang.li@ubc.ca

Aria Razfar
University of Illinois, Chicago
arazfar@uic.edu

JLR Editorial Assistants:

Lauren Hunt
University of South Carolina

Anna Howard
University of South Carolina

Dimitri Detwyler
University of British Columbia, Canada

Amanda Moon
University of South Carolina

Andrea Vaughan
University of Illinois at Chicago

continued on next page

LITERACY RESEARCH: THEORY, METHOD AND PRACTICE EDITORS

LR:TMP Lead Editors:

Karen Spector
University of Alabama
kspector@ua.edu

James S. Chisholm
University of Louisville
James.chisholm@louisville.edu

Kathryn F. Whitmore
University of Denver
Kwhitmore@msudenver.edu

LR:TMP Co-Editors:

Jennifer Alford
Queensland University of
Technology
jhalford@qut.edu.au

Maneka Brooks
Texas State University
maneka@txstate.edu

Blanca Caldas
University of Minnesota – Twin
Cities
bcaldasc@umn.edu

Amy Seely Flint
University of Louisville
Amy.flint@louisville.edu

Michelle Foster
University of Louisville
Michele.foster@louisville.edu

Latrise Johnson
University of Alabama
Lpjohanson5@ua.edu

Tasha Tropp Laman
Western Washington University
Tasha.laman@wwu.edu

Jon Wargo
Boston College
wargoj@bc.edu

LR:TMP Lead Editorial Assistant, Volume 70:

Haley Parker
University of Alabama
lrtmp@ua.edu

LR:TMP Editorial Assistants, Volume 70:

Taylor Rose
University of Louisville

Emily Zoernig
University of Louisville

continued on next page

AWARD COMMITTEE CHAIRS

Albert Kingston Committee

Paola Pilonieta (Chair 2019-2022)
University of North Carolina at Charlotte
305-389-3481
ppilonie@uncc.edu

Arthur Applebee

Virginia Goatley (Chair 2017-2021)
University of Albany - SUNY
518-357-0449
vgoatley@albany.edu

Brian Street Memorial Award Committee

David Bloome (Chair 2018-2021)
Ohio State University
614-905-6138
davidbloome@gmail.com

Distinguished Scholar Committee

Patricia Edwards (Chair 2017-2020)
Michigan State University
517-432-0858
edwards6@msu.edu

Early Career Achievement Committee

Julia Lopez-Robertson (Chair 2018-2021)
University of South Carolina
803-777-8185
lopezrob@mailbox.sc.edu

Edward B. Fry Book Committee

Iliana Reyes (Chair 2017-2020)
University of Arizona
520-621-4087
ilianareyes2000@gmail.com

J. Michael Parker Committee

Kathleen Alley (Chair 2019-2022)
Mississippi State University
662-418-2166
kalley@colled.msstate.edu

Oscar S Causey Committee

Mary McVee (Chair 2019-2022)
University of Buffalo
716-636-0309
mcvee@buffalo.edu

P. David Pearson Scholarly Impact Award Committee

Jung Kim (Chair 2019-2021)
Lewis University
708-383-4310
kimju@lewisu.edu

Scholars of color Transitioning into Academic Research Mentoring Program - (STAR)

Mileidis Gort (Chair 2017-2020)
University of Colorado, Boulder
786-390-4799
mileidis.gort@colorado.edu

Student Outstanding Research Committee

Soria Colomer (Chair 2018-2021)
Oregon State University
813-508-0787
arazfar@uic.edu

continued on next page

INNOVATIVE COMMUNITY GROUP CHAIRS

Doctoral Students

Lakeya Omogun (Sr. Co-Chair 2017 – 2020)
University of Texas at Austin
lomogun@utexas.edu

Tairan Qiu (Jr. Co-Chair 2018 – 2020)
University of Georgia
tqiu19@uga.edu

Reka Barton (Asst. Co-Chair 2019 – 2020)
Arizona State University
rbarton2@sdsu.edu

Formative Experiments & Design-Based Research

Emily Howell (Chair 2019 – 2021)
Clemson University
864-293-5092
emilysmothershowell@gmail.com

History

Norman Stahl (Chair 2017 – 2021)
Northern Illinois University
815-758-8802
flowercjs@aol.com

James R. King (Co-Chair 2017 – 2021)
University of South Florida
813-974-1062
jking9@usf.edu

International

Zaline Roy-Campbell (Co-Chair 2018 – 2020)
Syracuse University
315-446-3187
zmroycam@syr.edu

Bettina Buch (Co-Chair 2018 – 2021)
University College Absalon
+4572481348
bbu@pha.dk

Raul Alberto Mora (Co-Chair 2019 – 2022)
Literacies in Second Languages Project, Universidad Pontificia Bolivariana
+5744119231
raulmora@illinoisalumni.org

Multilingual / Transcultural Literacies

Kristen Pratt (Co-Chair 2018 – 2020)
Northwestern University
503-838-9221
prattk@wuo.edu

Samuel David (Co-Chair 2019 – 2021)
University of Minnesota
917-821-1910
ssdavid@umn.edu

Reading Clinic/Literacy Labs

Barbara Laster (Chair 2017 – 2020)
Towson University
703-203-2967
blaster@towson.edu



COMMITTEE MEMBERS

Albert Kingston Committee

Paola Pilonieta (ppilonie@uncc.edu), Chair
Byeong-Young Cho (choby@pitt.edu), Liaison
Barbara Bradley (barbarab@ku.edu), Committee Member
Susan Cantrell (sccant00@uky.edu), Committee Member
Melanie Kuhn (melaniek@bu.edu), Committee Member
Jayne Lammers (jlammers@warner.rochester.edu), Committee Member
Sylvia Nogueron-Liu (Silvia.NogueronLiu@Colorado.edu), Committee Member
Lenny Sanchez (sanchezl@sc.edu), Committee Member

Arthur Applebee Committee

Virginia Goatley (vgoatley@albany.edu), Chair
Cindy Brock (Cynthia.brock@uwyo.edu), Liaison
Deborah Appleman (dapplema@carleton.edu), Committee Member
Kathleen Hinchman (kahinchm@syr.edu), Committee Member
P. David Pearson (ppearson@berkeley.edu), Committee Member

Barr/Mosenthal Committee

Colin Harrison, (Colin.Harrison@nottingham.ac.uk), Chair
David Yaden, (dyadenjr@email.arizona.edu), Vice President
P. David Pearson, (ppearson@berkeley.edu), HRR Editorial Board representative
Lori Assaf, (lassaf@txstate.edu), Committee Member
Pelusa Orellana Garcia, (porellan@uandes.cl), Committee Member
Lynne Watanabe, (midoriaz@gmail.com), Committee Member

Brian Street Memorial Award Committee

David Bloome (davidbloome@gmail.com), Chair
Maria Lucia Castanheira (lalucia@gmail.com), Committee Member
Mark Pacheco (markbarbapacheco@gmail.com), Committee Member
Kate Pahl (k.pahl@sheffield.ac.uk), Committee Member
Jennifer Rowsell (jrowsell93@gmail.com), Committee Member
Brooke Taira (brookeward@gmail.com), Committee Member

Distinguished Scholar Lifetime Achievement Committee

Patricia Edwards (edwards6@msu.edu), Chair
Detra Price-Dennis (dmp2192@tc.columbia.edu), Liaison
Stergios Botzakis (sbotzaki@utk.edu), Committee Member
Mariam Jean Dreher (mjdreher@umd.edu), Committee Member
Nancy Frey (nfrey@mail.sdsu.edu), Committee Member
Stephanie Jones (sjones1@uga.edu), Committee Member
Jeannette Mancille-Martinez (Jeannette.mancilla-martinez@vanderbilt.edu), Committee Member
Raul Mora (raulmora@illinoisalumni.org), Committee Member

continued on next page

COMMITTEE MEMBERS

Early Career Achievement Committee

Julia Lopez-Robertson (lopezrob@mailbox.sc.edu), Chair
 Yolanda Sealy-Ruiz (sealeyruiz@tc.edu), Liaison
 Kristin Conradi (keconradi@wm.edu), Committee Member
 Antero Garcia (anterobot@gmail.com), Committee Member
 Phil Nichols (Phil_Nichols@baylor.edu), Committee Member
 Susan Piazza (susan.piazza@wmich.edu), Committee Member
 Frank Serafini (fserafini@mac.com), Committee Member
 Barbara Vokatis (Barbara.Vokatis@oneonta.edu), Committee Member

Ed Fry Book Committee

Iliana Reyes (ireyes@email.arizona.edu), Chair
 Ramon Martinez (ramon.martinez@stanford.edu), Liaison
 Maureen Boyd (mpboyd@buffalo.edu), Committee Member
 Leslie Burns (l.burns@uky.edu), Committee Member
 Maria Paula Ghiso (ghiso@tc.columbia.edu), Committee Member
 Keonghee “Tao” Han (khan@uwyo.edu), Committee Member
 Holly Hungerford-Kresser (hkhkresser@uta.edu), Committee Member
 Jaqueline Lynch (jaclynch@fiu.edu), Committee Member
 Lindsey Moses (lindseymoses1@gmail.com), Committee Member
 Nathan Phillips (phillipn@uic.edu), Committee Member
 Monica Yoo (myoo@uccs.edu), Committee Member

Ethics Committee

Haeny Yoon (yoony3@tc.columbia.edu), Chair
 Korina Jocson (kjocson@umass.edu), Committee Member
 Marcella Kehus (Marcella.Kehus@utoledo.edu), Committee Member
 Ted Kesler (theodore.kesler@qc.cuny.edu), Committee Member
 Tim San Pedro (sanpedro.1@osu.edu), Committee Member
 Jennifer Scott-Curwood (js.curwood@sydney.edu.au), Committee Member
 Karen Spector (kspector@bamaed.ua.edu), Committee Member

Ethnicity, Race and Multilingualism Committee

Bogum Yoon, (byoon@binghamton.edu), Chair
 Allison Briceno (abriceno@gmail.com), Committee Member
 Carol Brochin, (cbrochin@email.arizona.edu), Committee Member
 Xia Chao, (chaox@duq.edu), Committee Member
 Tiffany Flowers, (tflowers@gsu.edu), Committee Member
 Laura Jimenez, (jjimenez1@bu.edu), Committee Member
 Kwangok Song (ksong@ku.edu), Committee Member

continued on next page

COMMITTEE MEMBERS

Field Council

Dana Robertson, (drober36@uwyo.edu), Chair
Valerie Shinas, (vshinas@lesley.edu), Northeast Region
Hannah Dostal, (hannah.dostal@uconn.edu), Northeast Region
Debra Peterson, (peter328@umn.edu), Midwest Region
Alice Lee, (ayli@ilstu.edu), Midwest Region
Margaret Vaughn, (mvaughn@uidaho.edu), West Region
Audrey Lucero, (alucero@uoregon.edu), West Region
Marianne McTavish, (marianne.mctavish@ubc.ca), International
Fiona Maine, (flm27@cam.ac.uk), International – need replacement
Leslie Cavendish, (lcavendi@highpoint.edu), South Region
Amy Broemmel, (broemmel@utk.edu), South Region

Gender and Sexualities Committee

Craig Young, (cyoung@bloomu.edu), Chair
Kisha Bryan, (kbryan@Tnstate.edu), Committee Member
Nicholas Husbye, (husbye@uwm.edu), Committee Member
Laura Jimenez, (jjimenez1@bu.edu), Committee Member
Ah-Young Song, (aygsong@gmail.com), Committee Member
Chad Waldron, (chadwald@umflint.edu), Committee Member
Jon Wargo, (wargoj@bc.edu) Committee Member

J. Michael Parker Committee

Kathleen Alley, (kalley@colled.msstate.edu), Chair
Allison Skerrett, (askerrett@mail.utexas.edu), Liaison
Sonya Armstrong, (sla113@txstate.edu), Committee Member
Xia Chao, (chaox@duq.edu), Committee Member
Mikel Cole, (mikel.w.cole@gmail.com), Committee Member
Tracey T. Flores, (tflores@austin.utexas.edu), Committee Member
Vera Lee, (vjw25@drexel.edu), Committee Member
Melody Zoch, (mzoch@uncg.edu), Committee Member

Oscar S. Causey Committee

Mary McVee, (mcvee@buffalo.edu), Chair
Sarah McCarthey, (mccarthe@illinois.edu), Liaison
Peggy Albers, (malbers2@gsu.edu), Committee Member
Ian O'Byrne, (wiobyrne@gmail.com), Committee Member
Julie Coiro, (jcoiro@snet.net), Committee Member
Ana Christina da Silva Iddings, (chris.dasilva@vanderbilt.edu), Committee Member
Freddy Hiebert, (hiebert@textproject.org), Committee Member
Rahat (Naqvi) Zaidi, (rnaqvi@ucalgary.ca), Committee Member

continued on next page



COMMITTEE MEMBERS

P. David Pearson Scholarly Impact Award Committee

Jung Kim, (KimJu@lewisu.edu), Chair
Gina Cervetti, (cervetti@umich.edu), Liaison
Katherine Frankel, (kfrankel@bu.edu), Committee Member
Caitlin Law Ryan, (Ryanca@ecu.edu), Committee Member
Sarah Levine, (srlevine@stanford.edu), Committee Member
Pelusa Orellana, (porellan@uandes.cl), Committee Member
Jennifer Rowsell, (jrowsell93@gmail.com), Committee Member
Amy Stornaiuolo, (amystorn@gse.upenn.edu), Committee Member
Ruth Wharton-McDonald, (ruth.wharton@unh.edu), Committee Member

Policy and Legislative Committee

Danielle Dennis, (ddennisuf@gmail.com), Chair
Rachael Gabriel, (rachael.gabriel@uconn.edu), Committee Member
Kristin Gehsmann, (gehsmannk18@ecu.edu), Committee Member
Carolyn Hitchens, (cawalker@bsu.edu), Committee Member
Andrew Huddleston, (Andrew.huddleston@acu.edu), Committee Member
Renee Rice Moran, (ricemoran@mail.etsu.edu), Committee Member
Leah Saal, (lksaal@loyola.edu), Committee Member

Publications Committee

Kristen Perry, (kristen.perry@uky.edu), Chair
George Hruby, (george.hruby@uky.edu), Committee Member
Bong Gee Jang, (bojang@syr.edu), Committee Member
Melissa Mosley Wetzel, (mmwetzel@utexas.edu), Committee Member
Pat Paugh, (Patricia.Paugh@umb.edu), Committee Member
Jessica Pandya, (Jessica.Pandya@csulb.edu), Committee Member
Ana Taboada Barber, (ataboada@umd.edu), Committee Member

Research Committee

Maneka Brooks, (maneka@txstate.edu), Chair
Steve Amendum, (amendum@udel.edu), Committee Member
David Dickinson, (david.dickinson@vanderbilt.edu), Committee Member
Elena Forzani, (elenaforzani@gmail.com), Committee Member
Wan Shun Eva Lam, (evalam@northwestern.edu), Committee Member
Erin Quast, (eaquast@ilstu.edu), Committee Member
Lina Trigos-Carrillo, (lina.trigos@unisabana.edu.co), Committee Member
Amy Wilson Lopez, (amyawilson@msn.com), Committee Member



COMMITTEE MEMBERS

Student Outstanding Research Committee

Soria Colomer, (soria.colomer@gmail.com), Chair

Detra Price-Dennis, (dmp2192@tc.columbia.edu),
Liaison

Theda Gibbs, (gibbst1@ohio.edu), Committee
Member

Courtney Hattan, (courtney.hattan@gmail.com),
Committee Member

Maria Hernandez-Goff, (mgoff@mail.fresnostate.edu), Committee Member

Carolyn Hunt, (cshunt@ilstu.edu), Committee
Member

Shea Kerkhoff, (kerkhoffs@umsl.edu), Committee
Member

Rick Marlatt, (rmarlatt@nmsu.edu), Committee
Member

Mary McGriff, (mmcgriff@njcu.edu), Committee
Member

Amber Meyer, (almeyer@salisbury.edu), Committee
Member

Sharon Pratt, (prattsh@iun.edu), Committee Member

Jennifer Reichenberg, (jreichen@buffalo.edu),
Committee Member

Blaine E. Smith, (blain smith@email.arizona.edu),
Committee Member

Colleen Whittingham, (cwhitti8@uncc.edu),
Committee Member

Technology Committee

Amy Hutchison, (ahutchi9@gmu.edu), Chair

Jill Castek, (jcastek@email.arizona.edu), Committee
Member

James S. Chisolm, (james.chisholm@louisville.edu),
Committee Member

Delicia Greene, (dgreene@albany.edu), Committee
Member

Yueh-Nu Hung, (yuehnumoongirl@gmail.com),
Committee Member

Rohit Mehta, (mehta@csufresno.edu), Committee
Member

Marva Solomon, (marva.solomon@angelo.edu),
Committee Member



PAST PRESIDENTS LIST

Oscar S. Causey	1952-59	Richard Allington	1995-96
William Eller	1960-61	Kathryn H. Au	1996-97
George Spache	1962-64	Martha R. Ruddell	1997-98
Albert J. Kingston	1964-65	Linda B. Gambrell	1998-99
Paul Berg	1967-68	Taffy E. Raphael	1999-2000
Alton Raygor	1969-70	Peter B. Mosenthal	2000-2001
Wendell Weaver	1971-72	Deborah R. Dillon	2001-2002
Earl Rankin	1972-74	Lee Gunderson	2002-2003
Edward B. Fry	1974-76	Lea M. McGee	2003-2004
Jaap Tuinman	1976-78	Donald J. Leu	2004-2005
Harry Singer	1978-80	Victoria Purcell-Gates	2005-2006
Frank Green	1980-82	Patricia A. Edwards	2006-2007
Irene Athey	1982-84	Norman A. Stahl	2007-2008
Lenore H. Ringler	1984-85	Kathleen A. Hinchman	2008-2009
P. David Pearson	1985-86	David Reinking	2009-2010
Jerry Harste	1986-87	Patricia Anders	2010-2011
M. Trika Smith-Burke	1987-88	Robert Jimenez	2011-2012
James V. Hoffman	1988-89	Richard Beach	2012-2013
Gerry Duffy	1989-90	Arlette Willis	2013-2014
Robert J. Tierney	1990-91	Janice Almasi	2014-2015
Donna E. Alvermann	1991-92	Patricia Enciso	2015-2016
Rebecca Barr	1992-93	Rebecca Rogers	2016-2017
James Flood	1993-94	Gay Ivey	2017-2018
Jane Hansen	1994-95	Marcelle Haddix	2018-2019

AWARD RECIPIENTS

Albert J Kingston Award

Harry Singer (1985)	Ronald P. Carver (1998)	Cathy Roller (2009)
Irene Athey (1986)	Lea M. McGee (1999)	Susan L'Allier (2010)
Frank Greene (1987)	Lee Gunderson (2000)	Marla H. Mallette (2011)
Thomas H. Estes (1988)	Linda B. Gambrell (2001)	Patricia A. Edwards (2012)
Michael L. Kamil (1989)	James V. Hoffman (2002)	Norman Stahl (2013)
M. Trika Smith-Burke (1990)	Martha Ruddell (2003)	David Reinking (2014)
Edward B. Fry (1991)	Peter Mosenthal (2004)	Kathleen Hinchman (2015)
Patricia L. Anders (1992)	Colin Harrison (2005)	Fenice Boyd (2016)
Jerry Harste (1993)	Douglas K. Hartman (2006)	Eurydice Bauer (2017)
Jerome A. Niles (1994)	Michael McKenna (2006)	Virginia Goatley (2018)
John E. Readence (1995)	John McEneaney (2007)	Patricia Enciso (2019)
Richard Robinson (1996)	P. David Pearson (2008)	
Donna E. Alverman (1997)	Diane Barone (2009)	

Arthur Applebee Award:

(2019) Imbrenda, Jon-Philip. Developing academic literacy: Breakthrough and barriers in a college-access intervention. <i>Research in the Teaching of English</i> , 52(3), 317-341.	(2018) Stornaiuolo, A., Smith, A., & Phillips, N. C. Developing a Transliteracies Framework for a Connected World. <i>Journal of Literacy Research</i> , 49(1), 68-91. https://doi.org/10.1177/1086296X16683419	(2017) Goldman, S. R., Britt, M. A., Brown, W., Cribb, G., George, M., Greenleaf, C., Lee, C. D., Shanahan, C. & Project READI (2016). Disciplinary literacies and learning to read for understanding: a conceptual framework for disciplinary literacy. <i>Educational Psychologist</i> , 51 (2), 219-246.
	(2017) Ghiso, M. P. The laundromat as the transnational local: Young children's literacies of interdependence. <i>Teachers College Record</i> , 118 (1), 1 - 46.	

Barr/Mosenthal Award:

Charlene Bredder, Cambodia; Sponsor: Claire Wyatt (2019)
Josefina Perilla Colmenres, Colombia; Sponsor: Samuel DeJulio (2018)
Carol Leo, Papua New Guinea; Sponsor: Katina Zammit (2019)

continued on next page

AWARD RECIPIENTS

Distinguished Scholar Lifetime Achievement Award

Ann Brown (2000-2001)	Walter Kintsch (2009)	Gloria Billings (2015)
Louise Rosenblatt (2002)	Janet Emig (2011)	Allan Lake (2016)
Marie Clay (2003)	Michael Halliday (2012)	Shirley Brice Heath (2017)
Courtney B. Cazden (2004)	Keith Raynor (2013)	Luis Moll (2018)
Jerome Bruner (2007)	Marylyn Cochran-Smith (2014)	Sonia Nieto (2019)
Brian V. Street (2008)	Susan L. Lytle (2014)	

Early Career Achievement Award

Cynthia Brock (1999)	Beth Maloch (2006)	Amy Hutchinson (2014)
Joyce Many (1999)	Sharon Walpole (2007)	Steven J. Amendum (2015)
Elizabeth Birr Moje (2000)	Nancy Frey (2008)	Tisha Lewis Ellison (2016)
Lawrence R. Sipe (2001)	Misty Sailors (2009)	Amy Wilson Lopez (2017)
George Kamberelis (2002)	Leigh A. Hall (2010)	Anterio Garcia (2018)
Nell K. Duke (2003)	Julie Coiro (2011)	Zoi A. Traga Philippakos (2019)
Rebecca Rogers (2004)	Kristen H. Perry (2012)	
Melanie R. Kuhn (2005)	Allison Skerrett (2013)	

Edward B. Fry Book Award

Elizabeth Bernhardt (1995)	P. David Pearson (2004)	Leigh Hall (2012)
Sarah Warshauer Freedman (1996)	Rebecca Barr (2004)	Leslie David Burns (2012)
David Reinking (1999)	Elaine Richardson (2005)	Elizabeth Edwards (2012)
Michael McKenna (1999)	Loukia K. Sarroub (2005)	Guofang Li (2013)
Linda D. Labbo (1999)	Guofang Li (2006)	JuliAnna Ávila (2014)
Ronald Kieffer (1999)	Patricia E. Enciso (2007)	Jessica Zacher Pandya (2014)
Sara Warshauer Freedman (2000)	Cynthia J. Lewis (2007)	Evelyn Anzpe (2015)
Elizabeth Radin Simons (2000)	Elizabeth Birr Moje (2007)	Teresa Colomer (2015)
Julie Shallhope Kalnin (2000)	Lawrence R. Sipe (2008)	Carmen Martínez-Roldan (2015)
Alex Casareno (2000)	Randy Bomer (2009)	Kathy A. Mills (2016)
The M-Class Team (2000)	Leila Christenbury (2009)	Gerald Campano (2017)
Susan Florio-Ruane (2001)	Peter Smagorinsky (2009)	Maria Paula Ghiso (2017)
Cynthia Lewis (2002)	Mary M. Juzwik (2010)	Bethany J. Welch (2017)
Dennis J. Sumara (2003)	Patricia A. Edwards (2011)	Caitlin L. Ryan (2018)
Rebecca Rogers (2003)	Gwendolyn Thompson McMillon (2011)	Jill Hermann-Wilmarth (2018)
Michael L. Kamil (2004)	Jennifer D. Turner (2011)	Allison Skerrett (2019)
Peter B. Mosenthal (2004)		

continued on next page

AWARD RECIPIENTS

Oscar S. Causey Award

Arthur S. McDonald (1967)	Monte Penney (Citation of Merit 1987)	Victoria Purcell-Gates (2004)
Albert J. Kingston (1968)	Isabel Beck (1988)	Steven Stahl (2004)
George D. Spache (1969)	P. David Pearson (1989)	Annemarie Sullivan Palincsar (2005)
George B. Schick (1970)	Ronald P. Carver (1990)	Michael L. Kamil (2006)
Homer L. J. Carter (1971)	Linnea C. Ehri (1991)	Scott G. Paris (2007)
Al Lowe (1975)	John T. Guthrie (1992)	Taffy E. Raphael (2008)
Paul C. Berg (1978)	Kenneth S. Goodman (1993)	Barbara M. Taylor (2009)
Earl F. Rankin (1979)	Shirley Brice Heath (1994)	Lesley M. Morrow (2010)
Edward B. Fry (1980)	Robert Ruddell (1995)	Linda B. Gambrell (2011)
George R. Klare (1981)	Keith E. Stanovich (1996)	Jerry Harste (2012)
J. Jaap Tuinman (1982)	Donna E. Alvermann (1997)	Yetta Goodman (2013)
Joanna P. Williams (1983)	Kathryn H. Au (1998)	Susan B. Neuman (2014)
Harry Singer (1984)	Rebecca Barr (1999)	Elfrieda H. Hiebert (2015)
S. Jay Samuels (1985)	Michael Pressley (2000)	Kris D. Gutierrez (2016)
Philip Gough (1986)	Patricia Ann Alexander (2001)	Peter Johnston (2017)
Richard C. Anderson (1987)	Connie Juel (2002)	James V. Hoffman (2018)
	Robert Calfee (2003)	William H. Teale (2019) <i>posthumous</i>

P. David Pearson Scholarly Influence Award

Peter Johnson (2013)	Sheila W. Valencia (2015)	Timothy Shanahan (2017)
Nell Duke (2014)	Jana M. Mason (2016)	Keith Stanovich (2018)
Richard L. Allington (2015)	Kathryn Hu-Pei (2016)	Annemarie Sullivan Palincsar (2019)
Marcia Riddle-Buly (2015)	Cynthia Shanahan and	

continued on next page

AWARD RECIPIENTS

Student Outstanding Research Award

Peter Afflerbach (1985)	Susan J. Dymock (1997)	Susan E. Bickerstaff (2009)
Deborah Wells Rowe (1986)	Lawrence R. Sipe (1997)	Amanda P. Goodwin (2010)
Maribeth Cassidy Schmitt (1987)	Josephine Peyton Young (1998)	Michael Manderino (2011)
Sally Hague (1988)	Patrick Manyak (1999)	Nathan Phillips (2011)
Joyce Many (1989)	Emily M. Rodgers (1999)	Blaine Smith (2011)
Douglas K. Hartman (1990)	Rebecca Rogers (2000)	Melody Zoch (2012)
Joyce Holt Jennings (1990)	Nancy A. Place (2001)	Angela Zapata (2013)
Sarah J. McCarthy (1991)	Kim Bobola (2002)	Jaye Johnson Thiel (2014)
J. Michael Parker (1991)	Yoon-Hee Na (2003)	Beth Buchholz (2015)
Debra K. Meyer (1992)	Rebecca Deffes Silverman (2004)	Dan Reynolds (2016)
Janice F. Almasi (1993)	Megan Madigan Percy (2005)	Jennifer Reichenberg (2017)
Janet W. Bloodgood (1994)	Antony T. Smith (2006)	Joy D. Erickson (2018)
Ann Watts Pailliotet (1994)	Elizabeth Stolle (2007)	Jungmin Kwon (2019)
Jane West (1995)	Margarita Zisselsberger (2008)	
Kathryn H. Davinroy (1996)	Gary Paul Moser (2008)	

J. Michael Parker Award

Robin Waterman (2006)	Silvia Cecilia Nogueron (2010)	Dr. Rossina Zamora Liu (2016)
Amy Johnson (2007)	Laurie A. Henry (2011)	Rachel Gruen (2017)
Kristin Perry (2007)	Lea Katherine (2012)	Emily Rose Schwab (2018)
Tisha Y. Lewis (2008)	Kathleen Alley (2013)	Lyudmyla Ivanyuk (2019)
Amy Trawick (2008)	Diane Taveggia (2014)	
Holly Hungerford-Kresser (2009)	Xia Chao (2015)	



2020 PROPOSAL REVIEWERS

Abraham, Stephanie	Brownell, Cassie J.	Dunkerly-Bean, Judith	Hadley, Heidi Lyn
Al Bulushi, Zawan	Bryan, Kisha C.	Durán, Leah	Hagge, Julia
Alley, Kathleen	Buch, Bettina	Ellis, Aimee	Halladay, Juliet
Amendum, Steve	Burke, Amy	Enriquez, Grace	Hammond, Elizabeth J.
Anders, Patricia L.	Butterfield, Dawna Lisa	Fang, Zhihui	Handsfield, Lara J.
Anderson, Kate T.	Bwire, David	Ferguson, Daniel E.	Hanna, Margaret (Maggie)
Anderson, Phylicia	Capello, Sarah	Fiano, Darcy Anne	Harrison, Dorian
Andrei, Elena	Carpenter, Robert	Field, Sara	Hasser, Neil Ericson
Appleget, Carin	Castek, Jill	Fields, Robin Stacy	Hasso, Maryann
Arya, Poonam	Castle, Ann	Fine, Joyce C.	Hattan, Courtney A.
Assaf, Lori Czop	Chandler-Olcott, Kelly	Fitzgerald, Miranda S.	Hauptman, Allyson L.
Augsburger, Deborah	Cheng, Ya-Fang	Fletcher, Lauren	Hawkins, Lisa K.
Bachmann, Abbey	Choi, Sung Shim	Flint, Tori K.	Hayden, Emily
Bacon, Heidi Regina	Chung, Rosalie Hiuyan	Forzani, Elena E.	Hebert, Christine Anne
Bahlmann Bollinger, Chelsey	Claravall, Eric	Frahm, Tia	Hendrix-Soto, Aimee
Barber, Ana M. Taboada	Clark, Caroline T.	Francois, Chantal	Hickey, Pamela J.
Barksdale, Bonnie A.	Cole, Mikel Walker	Frankel, Katherine	Hill, Kirsten Dara
Barnes, Meghan	Coleman, James J.	Frederick, Amy	Hinchman, Kathleen Anne
Baxa, Julie	Collett, Jennifer Marie	Frieson, Brittany	Hinman, Tierney B.
Beach, Sara Ann	Colvin, Carolyn	Gallingane, Caitlin	Hitchens, Carolyn Walker
Bean, Rita	Correll, Pamela K.	Gao, Huan	Hodges, Tracey S.
Beck, Sarah W.	Crawley, S. Adam	Garcia, Georgia Earnest	Hoff, Meagan
Bennett, Susan V.	Cummins, Amy	Gardiner, Wendy	Hogan, Erin
Bergeson, Kristi	Curcic, Svjetlana	Gazioglu, Mihaela	Hoover, Hayley J.
Bernstein, Katie	Dallacqua, Ashley K.	Gerde, Hope	Hopkins, Laura J.
Beschorner, Beth	Dalton, Bridget	Godley, Amanda	Howard, Christy
Beucher, Rebecca	David, Virginia	Goldsmith, Christy	Howe, Kathleen
Bingham, Gary E.	Davis, Summer	Gordon Pershey, Monica	Howrey, Shannon Tovey
Black, Kristin	DeJulio, Samuel	Graff, Jennifer	Hruby, George G.
Boche, Benjamin	Delaney, Carol Jeanne	Gregory, Kristen Howell	Hucks, Darrell
Boehm, Shelby Marie	Dennis, Danielle V.	Griffith, Jason J.	Huddleston, Andrew
Borti, Adeline Mansa	Dernikos, Bessie	Groenke, Susan	Humaidan, Abdulsamad
Bottomley, Diane M.	Deroo, Matthew R.	Guay, Mary	Yahya
Botzakis, Stergios	Dobbs, Christina	Guggenheim, Aaron	Hunt-Barron, Sarah
Bradley, Chelsea K.	Doepker, Gina	Micah	Ingram, Melissa
Broemmel, Amy	Dominguez-Fret, Nancy	Gyimah-Concepcion, Mellissa	Isidro, Elizabeth
Brown, Sally	Domke, Lisa	Haas, Leslie	Ivanyuk, Lyudmyla

continued on next page



2020 PROPOSAL REVIEWERS

Ivey, Gay	Lee, Georgette	Michalovich, Amir	Protacio, Maria Selena
Iyer, Ishwarya Narayanan	Lee, Jungmin	Miller, Catherine	Qiu, Tairan
Jacobs, Katrina	Lee, Kewman M.	Mitchell, Chrystine	Quast, Erin
Jaeger, Elizabeth	Lee, Yongjun	Mojica, Zulma	Quinn, Margaret F.
James, Ioney	Leider, Christine	Monea, Bethany	Quiroa, Ruth E.
Jeong, Heeok	Leija, Maria	Monsivais Diers, Norma	Ramirez, Erin M.
Jin, Lijun	Lemanski, Laura	Moore, Jason	Rand, Catherine
Jocius, Robin	Lemley, Stephanie M.	Moore, Monika	Rand, Muriel
Johnson, Andrea L.	Lenters, Kim	Morphis, Elizabeth	Raymond, Roberta D.
Johnson, Tracy	Lesley, Mellinee K.	Murphy, Olivia Ann	Reaves, Melanie
Johnson, Wintre Foxworth	Leslie, Lauren	Murray, Liz	Reed Marshall, Tanji
Johnston, Peter	Levine, Sarah	Muthukrishnan, Rani	Reid, Stephanie F.
Johnston, Tara Burke	Lewis, Mark	Nagrotsky, Katie	Revelle, Katie Ziemba
Jung, Jin Kyeong	Liebfreund, Meghan	Nash, Brady	Reyes, Cynthia
Kajder, Sara B.	Lilienthal, Linda K.	Nogueron-Liu, Silvia	Reynolds, Dan
Kambara, Hitomi	Linares, Rebecca E.	Noland, Terrie L.	Roberts, Leslie Dawn
Karchmer-Klein, Rachel	Liu, Yina	Northrop, Laura	Robertson, Dana A.
Kelly, Laura Beth	Loomis, Stephanie	Norton-Meier, Lori	Robertson, Marla K.
Kenfield, Yuliana	Lovvorn, Jason F.	O'Byrne, W. Ian	Robillard, Stephanie
Kerkhoff, Shea	Lucero, Audrey	Ohle, Kathryn	Rohloff, Rebecca
Kesler, Ted	Lucko, Melinda Ann	Oldrieve, Richard M.	Rose, Crystal Dail
Khasilova, Dilnoza F.	Lupo, Sarah	Orellana, Pelusa	Rosheim, Kay Michelle
Kim, Min-Young	Lynch, Jacqueline	Oti-Aina, Oluwaseun A.	Rowe, Lindsey
Kline, Sonia	Lysaker, Judith	Ozturk, Nesrin	Rowsell, Jennifer
Koch, Kelly	Machado, Emily	Paciga, Kathleen A.	Roy-Campbell, Zaline
Kohnen, Angela M.	MacPhee, Deborah	Patterson, Ashley N.	Rushek, Kelli A.
Korona, Matthew	Magnifico, Alecia Marie	Pedersen, Joelle Marie	Saal, Leah Katherine
Koudelka, Cindi M.	Maitra, Debalina	Perry, Kristen	Salmeron, Cori
Krone, Beth	Marciano, Joanne E.	Peterman, Nora	Savitz, Rachelle S.
Kwon, Jungmin	Marsh, Josephine Peyton	Piazza, Susan V.	Scales, Roya
Lammers, Jayne C.	Matthews, Sharon D.	Pickard, Amy	Schallert, Diane
Lammert, Catherine	May, Laura	Pierce, Kathryn M.	Schey, Ryan
Land, Charlotte L.	McCarthy, Sarah	Pilgrim, Jodi	Schmidt, Kimberly McDavid
Lapp, Diane	McCarty, Ryan	Potter, Andrew	Schneider, Jenifer Jasinski
Lara, Gilberto P.	McQuitty, Vicki	Powell, Rebecca	Schreuder, Mary-Celeste
Laster, Barbara	McVee, Mary	Pratt, Kristen Lynne	Serafini, Frank
Lechtenberg, Kate	Mehta, Mohit	Pratt, Sharon	Serpa, Sandro
Lee, Eunjeong	Mehta, Rohit	Prince, Shannon	Shaw, Donita
	Metheny, Caitlin	Priske, Katie	

continued on next page



2020 PROPOSAL REVIEWERS

Shepard-Carey, Leah	Thrailkill, Laurie Darian	Wrenn, Melissa
Shimek, Courtney	Tompkins, Renarta H.	Wright, William Terrell
Shin, Jihye	Tondreau, Amy	Wu, Hsiaoping
Shinas, Valerie Harlow	Traga Philippakos, Zoi A.	Wymore, Lisa
Siffrinn, Nicole	Troiano, Beverly	Xiao, Bing
Sinclair, Jeanne	Tucker-Raymond, Eli	Yang, Shuling
Slay, Laura E.	Van Wig, Ann	Yoo, Monica S.
Smith, Blaine	Varga-Dobai, Kinga	Young, Craig A.
Smith, Dywanna	Vasinda, Sheri E.	Young, Michael J.
Smith, Jennifer	Vergara, Magdalena	Zammit, Katina
Smith, Patriann	Vines, Nora	Zeneli, Anemone
Sobolak, Miichelle	Vlach, Saba Khan	Zhang, Xiao
Son, Minhye	Vokatis, Barbara	Zhang, Xuezi
Song, Ah-Young	Wagner, Christopher	Zoch, Melody
Song, Kwangok	Walker, Clay	
Sore, Inviolata Lunani	Wall, Amanda	
Stefanski, Angela J.	Walski, Melanie	
Stegall, Joanna	Wang, Buyi	
Stephens, Diane	Wang, Qiuying	
Sterner, Sara K.	Ward, Alessandra	
Stevens, Elizabeth	Ward, Natalia	
Stewart, Mandy	Wargo, Jon M.	
Stewart, Olivia Grace	Warren, Amber	
Stockwell, Daniel	West, JoAnne M.	
Stolle, Elizabeth	Wetzel, Melissa M.	
Storm, Scott	Wharton-McDonald,	
Strong, John	Ruth M.	
Stuftt, Carolyn	White, Kristen	
Swaggerty, Elizabeth A.	Whitmore, Kathryn F.	
Taylor, Karen	Whittingham, Colleen E.	
Taylor, Laura A.	Whittington, Nakisha	
Taylor, Valerie	Wickens, Corrine	
Templeton, Tran	Wickstrom, Carol	
Tenore, Blake	Wiggins, Christine	
Tham, Sarah	Willis, Arlette Ingram	
Thein, Amanda Haertling	Wood, Christiane	
Thoma, Jennifer	Wood, Raquel	
Thompson, Laronnda V.	Woodward, Lindsay	

SCHOLARS OF COLOR TRANSITIONING INTO ACADEMIC RESEARCH INSTITUTIONS

Since 2009, the STAR program (Scholars of color Transitioning into Academic Research institutions) has mentored four cohorts of emerging scholars of color who are committed to conducting research on the literacy education and development of students from racially, ethnically, and linguistically diverse backgrounds; who have the capacity to successfully navigate the tenure and promotion process at predominantly White research institutions; and who are active and productive leaders within our organization and in the literacy profession.

2020 VIRTUAL MEETING EVENTS:

STAR Mentoring Session (Closed Event): Tuesday, December 1, 2020, 10:30 a.m. - 12:00 p.m.

STAR Fellow Research Showcase: We Believe in Collective Magic: Re-claiming the Future(s) of Literacy Research: Wednesday, December 2, 2020, 2:00 - 2:45 p.m.

STAR Program Cross-Cohort Research Showcase: Thursday, December 3, 2020, 1:45 - 2:30 p.m.

STAR DIRECTORS:

Mileidis Gort 2017-Present

Marcelle Haddix 2013-2017

Julia Lopez-Robertson 2010-2012

Jennifer Danridge Turner 2009-2010

STAR PARTICIPANTS

STAR FELLOWS AND MENTORS

2019-2021 Fellows

Paty Abril-Gonzalez
Earl Aguilera
Rebecca Linares
Tran Nguyen
Bianca Nightengale-Lee
Idalia Nuñez Cortez
Tiffany Nyachae
Alicia Rusoja

University of Texas at Austin
California State University, Fresno
Montclair State University
Templeton University of North Texas
Florida Atlantic University
University of Illinois, Urbana-Champaign
Buffalo State College, SUNY
St. Mary's College of California

Mentors
Carmen Medina
Tisha Lewis Ellison
Patricia Baquena-Lopez
Ana Christina da Silva Iddings
Latrise Johnson
Carmen Martinez-Roldán
Jennifer Danridge Turner
Danny Martinez

2017-2019 Fellows

Eliza Braden
Kisha Bryan
Delicia Greene
Stephanie Jones
Gilberto Lara
Alice Lee
Claudia Rodriguez-Monica
Patriann Smith

University of South Carolina
Tennessee State University
SUNY Albany
Grinnell College
The University of Texas Rio Grande Valley
Illinois State University
Santa Clara University
Texas State University

Mentors
Aria Razfar
Jamal Cooks
Antero Garcia
Danny Martinez
Grace Enriquez
Carmen Kynard
P. Zitlali Morales
Ramón Martinez

continued on next page

STAR PARTICIPANTS

2015-2017 Fellows

Mentors

April Baker Bell	<i>Michigan State University</i>	Tonya Perry
Maneka Deanna Brooks	<i>Texas State University</i>	Eurydice Bauer
Theda Gibbs	<i>Ohio University</i>	Yolanda Sealey-Ruiz
Bong Gee Jang	<i>Syracuse University</i>	Ramón Antonio Martínez
Lamar Johnson	<i>Michigan State University</i>	Jennifer Danridge Turner
Bonnie Jean (Williams) Farrier	<i>California State University Fullerton</i>	Carmen Kynard

2013-2015 Fellows

Mentors

Monica Yoo	<i>University of Colorado at Colorado Springs</i>	Allison Skerrett
Kwangok Song	<i>Arkansas State University</i>	Eurydice Bauer & Mileidis Gort
Maria Selena Protacio	<i>Western Michigan University</i>	Robert Jiménez
Mary McGriff	<i>New Jersey City University</i>	Yolanda Sealey-Ruiz and Tonya Perry
Soria Colomer	<i>University of South Florida</i>	María Fránquiz & Eurydice Bauer
Antonieta Avila	<i>Independent Scholar</i>	Aria Razfar

2011-2013 Fellows

Mentors

Marva Solomon	<i>Angelo State University</i>	Wanda Brooks
Silvia Noguerón-Liu	<i>University of Colorado - Boulder</i>	Patricia Enciso & Marjorie Orellana Faulstich
P. Zitlali Morales	<i>University of Illinois at Chicago</i>	Kathleen Hinchman

2010-2012 Fellows

Mentors

Tisha Ellison	<i>University of Georgia</i>	Gwendolyn McMillon
Seemi Aziz	<i>University of Arizona</i>	María Fránquiz
Carol Brochín	<i>University of Arizona</i>	María Fránquiz
Yoo Kyung Sung	<i>University of New Mexico</i>	Kathy Au

2009-2011 Fellows

Mentors

Grace Enriquez	<i>Lesley University</i>	María E. Fránquiz
Ying Guo	<i>University of Cincinnati</i>	Lee Gunderson
Marcelle Haddix	<i>Syracuse University</i>	Mark Conley



LIST OF PARTICIPANTS

NAME	PAGE	NAME	PAGE	NAME	PAGE
Aasen, Arne Johannes	73	Ash, Gwynne Ellen	128	Bergeson, Kristi	50, 79, 125, 156
Abraham, Stephanie	32, 61, 135, 156	Assaf, Lori Czop	89, 124, 146, 156	Bernstein, Katie	156
Abril-Gonzalez, Patricia	40, 64, 87, 107, 159	Assel, Michael	55	Berry, Timothy	81
Adair, Laura Marie	48	Atkinson, Terry A.	126	Bers, Marina Umaschi	59
Adams, Brittany	114	Au, Kathryn	39, 114, 151, 154	Beschorner, Beth	13, 81, 156
Adams, Jessica	30	Augsburger, Deborah	156	Beucher, Rebecca	48, 49, 156
Adams, Laura	108	Aukerman, Maren	59	Beymer, Alecia	100
Afflerbach, Peter	155	Avalos, Mary A.	58	Bian, Yue	82
Agudelo, Elizabeth (Effy)	116	Avia, Kelly	68	Billen, Monica Thomas	30, 95, 96, 129
Agudelo-Lopera, Zeidy Y.	96	Avila, Antonieta	87, 160	Bingham, Gary E.	62, 66, 92, 156
Aguilera, Earl	40, 50, 64, 87, 159	Axelrod, Daryl	87	Bippert, Kelli M.	90
Albers, Peggy	120, 148	Babino, Alexandra	91	Bishop, Kaia-Marie A.	124
Albert, Jennifer	29, 54, 60, 103	Bachmann, Abbey	156	Bishop, Rudine Sims	6, 16, 78
Al Bulushi, Zawan	114, 156	Bacon, Heidi Regina	79, 115, 156	Bixler, Janine K.	56
Alexander, Patricia A.	121, 154	Bahlmann Bollinger, Chelsey...65, 116, 156		Black, Kristin	58, 156,
Alford, Jennifer H.	143	Baker, Betsy A. Elizabeth ...5, 6, 12, 68, 98, 141, 146, 153		Blackburn, Mollie V.	33, 120
Alley, Kathleen	81, 132, 134, 144, 148, 155, 156	Ballard, Tina	32	Blair, Alissa	58
Allington, Richard	114, 151, 154	Ballock, Ellen	97	Bloome, David	127, 144, 146, 51
Allred, Jonathan	90	Bambrick, Jennifer	61	Boche, Benjamin	156
Almasi, Janice F.	38, 65, 151, 155	Baquedano-Lopez, Patricia	40, 64, 87	Boehm, Shelby Marie	156
Alvermann, Donna	11, 52, 64, 93, 105, 148, 159, 161	Barber, Ana M. Taboada	149, 156	Boggs, George	92, 107, 131
Amato, Nicole	78, 138, 162	Barksdale, Bonnie A.	156	Boldt, Gail M.	28, 83
Amendum, Steve	18, 111, 158, 160, 162	Barnes, Meghan	13, 156	Boone, Janet K.	101,
Anders, Patricia L.	38, 39, 151, 152, 156	Barrueco, Sandra	18, 136, 137	Borda, Juan	47, 107
Anderson, Blythe E.	62	Bartley, Greg	48, 131	Borkowski, Marie	132
Anderson, Kate T.	28, 113, 135, 156	Barton, Reka	40, 145	Borti, Adeline Mansa	156, 68, 74,
Anderson, Phylicia	107	Bashang, Mahsa	115, 132	Bottomley, Diane M.	90,
Andrei, Elena	64, 97, 156	Bates, Celeste Compton	12, 114	Botzakis, Stergios	156, 26, 27, 86, 146
Andrews, Ashley	29, 54, 60, 103	Batista-Morales, Nathaly	72	Boyd, Fenice	152, 135
Andrews, Jean Frances	46	Bauck, Kristin	73	Boyd, Maureen	147
Ankrum, Julie	96	Bauer, Eurydice	17, 65, 110, 142, 152, 160	Boyle, Casey	52,
Anthony, Jason	56	Bauer, Laurie	32	Bradley, Barbara	53, 146
Apol, Laura	75	Baxa, Julie	156	Bradley, Chelsea K.	156
Appleget, Carin	96, 123, 156	Beach, Richard W.	51, 91, 92, 122, 151	Bradley, Sarah	99
Appleman, Deborah	146	Beach, Sara Ann	56, 96, 156	Brady, Randi	71
Ardell, Amy	63	Beach, Whitney	58	Branson, Stephanie	84, 129
Armstrong, Sonya L.	148	Beals, Diane E.	64, 89	Branton, Regina	80
Arnold, Jackie Marshall	74, 99, 126	Bean, Rita	39, 156	Bravo, Marco	97
Arnold, Michelle	93	Bean, Thomas W.	73	Breitenstein, Janet	44
Arroyo, Pedro Alberto	75, 115	Bear, Donald	26, 30	Brewer, Amanda	58
Arslan-Ari, Ismahan	134	Beard, Roger Frederick	39, 114	Briceno, Allison	147
Arya, Poonam	13, 47, 81, 156	Beauchemin, Faythe	51	Brochin, Carol	87, 147, 160
Ascenzi-Moreno, Laura	80	Beck, Sarah W.	79, 104, 156	Brock, Cynthia Helen	106, 40, 68
		Bennett, Susan V.	49, 129, 156	Broemmel, Amy	148, 156
		Berenbon, Rebecca	56, 134	Brooks, Maneka Deanna	26, 65, 87, 160

continued on next page



LIST OF PARTICIPANTS

NAME	PAGE	NAME	PAGE	NAME	PAGE
Brooks, Wanda	141, 160	Castle, Ann	156	Colvin, Carolyn	156
Broughton, Sara	91	Castrillón-Ángel, Edison F.	96	Colwell, Jamie	92, 13, 78
Brown, Sally	27, 95, 156	Cavallaro, Christina	73	Compton-Lilly, Catherine	51, 62, 101, 142
Brown, Will	74	Cavendish, Leslie	103, 123, 148	Conradi Smith, Kristin	147
Browne, Susan	97	Celaya, Anthony	126	Consalvo, Annamary	53
Brownell, Cassie J.	52, 156	Cervetti, Gina	141, 149, 61, 121	Constable, Susan	44, 129
Brugar, Kristy A.	50	Chambers Schuldt, Lorien	59	Cooper, Jennifer S.	90
Bruner, Lori	79	Chambre, Susan	30	Copp, Stefanie	92
Bruyère, Justine M.	48	Chandler-Olcott, Kelly	52, 71, 89	Coppola, Rick	81
Bryan, Kisha C.	48, 100	Chang-Bacon, Chris	57, 65, 80	Corbitt, Alex	50, 86
Buch, Bettina	26, 31, 82, 145	Chao, Xia	61, 147, 148, 155	Corcoran, Dana	123
Buckley, Laura	122	Chen, Jingshu	90	Correll, Pamela K.	156
Buckley, Molly	74	Chen, Xiaoning	106	Corrigan, Julie A.	80, 121
Budach, Gabriele	73	Chen, Xiufang	94, 97, 116	Corriveau, Kathleen	50
Burger, Kristin Ellen	95	Cheng, Ya-Fang	156	Costa, Priscila	45, 80
Burke, Amy	58, 156	Chien, Ming-Tso	45	Costello, Ellen	99
Burke, Kevin J.	57	Chisholm, James S.	143	Cowin, Kathleen	30
Burnett, Cathy	55	Cho, Byeong-Young	146, 101, 115, 141	Crampton, Anne	28, 73
Burns, Leslie David	153	Cho, Eunhye	65	Crawford, April	56, 76
Burriss, Sarah	29, 54, 130	Choi, Jayoung	75, 93	Crawley, S. Adam	102, 105, 156
Butterfield, Dawna Lisa	156	Choi, Min-Seok	94	Crisp, Laura	49
Bwire, David	156	Choi, Sung Shim	136	Croom, Marcus	17, 110, 115
Cabell, Sonia Q.	92, 121, 137	Christ, Tanya	13, 75, 108	Cruz, Joshua	113, 133
Callow, Jon	119	Christian, Beth	100	Cullars, Amanda	80
Campano, Gerald	32, 98, 153	Christiansen, Martha Sidury	54	Cummins, Amy	156
Campbell, Jessica R.	114	Chung, Rosalie Hiuyan	101, 116	Cun, Aijuan	91
Campbell, Mary W.	92	Chung, Sunah	105	Cunningham, James	132
Cañas, Claudia	95, 96	Ciampa, Katia	81, 90	Curcic, Svjetlana	156
Caneva, Gina	79	Cirlos, Ubaldo	133	Curwen, Margaret Saucedo	63
Cantrell, Susan	30, 98, 146	Claravall, Eric	58, 71	Curwood, Jen Scott	13, 130, 147
Capello, Sarah	49, 156	Clark, Caroline T.	156	D'Agostino, Jerome	56, 134
Caraballo, Limarys	51	Clark, Sarah K.	89	Dahlgren, Robert Lawrence	50
Cárdenas, Yuly	116	Clavijo, Amparo	53	Dallacqua, Ashley K.	156
Carnesale, Lydia	45	Clemons, Aris	117	Dalton, Bridget	13, 47, 156
Carpenter, Robert	59, 79, 107, 124	Cohen, Julie	116	Daly-Lesch, Anne	61, 124
Carreira Rolim, Marina Paula	44	Cole, Mikel Walker	94	Damico, James	59, 92
Carson, Mariko	26, 31, 128	Coleman, James J.	102, 48, 85	Daniels, Karen	55
Carter-Stone, Laura Janel	83, 108	Coleman, Julianne	88	Danielson, Katie	48
Cartun, Ashley	52	Coleman, Lauren	122, 62	Daoud, Nisreen	46
Caselli, Naomi L.	124	Collet, Vicki Stewart	48, 90, 124	da Silva Iddings, Ana Christina	64, 87, 148, 159
Cassady, Zoe	49	Collett, Jennifer Marie	156	David, Ann D.	53
Castagno-Dysart, Dawn	94, 105	Collin, Ross	65	David, Samuel	35, 57, 103
Castanheira, Maria Lucia	146	Collins, Kristina	103	David, Virginia	57, 156
Castek, Jill	12, 85, 92, 105, 150	Collins, Molly	92		
Castillo, Amarilis	32	Colomer, Soria	87, 144, 150, 153, 160		

continued on next page



LIST OF PARTICIPANTS

NAME	PAGE	NAME	PAGE	NAME	PAGE
Davila, Denise	118	Dunham, Heather	113	Fitzgerald, Miranda S.	121, 123, 156
Davis, Dennis Scott	101, 109, 125	Dunkerly-Bean, Judith	73, 91, 105, 156	Flanagan, Coral	124
Davis, Summer	156	Durán, Leah	156	Fletcher, Lauren	94, 99, 156
Davis, Zarabeth	92, 125	Dussling, Tess	70	Flint, Tori K.	156
Dawayangzong, Fnu	113	Dutro, Elizabeth	52	Flippo, Rona	131
Dawson, Sarah	109	D'warte, Jacqueline	13	Flores, Brian	68
Day-Wiff, Deanna	99	Dycha, Darcy	108	Flores, Tracey Terece	50, 128, 148
Deane, Paul	32, 104	Dyer, James	32, 134	Flores, Victoria Helen	68
Deeney, Theresa	26, 31, 46, 103, 123	Edgel, Tricia	32	Flowers, Tiffany A.	147
Degener, Sophie C.	70, 81, 123	Edwards, Patricia	38, 39, 78, 93, 144, 146, 151, 152, 153	Fogarty, Elizabeth	79
Degollado, Enrique David	47	Ehret, Christian	13, 50, 130	Foley, Leslie	131
Deig, Amber	69	Ehret, Lea	55	Fonseca, Laura	54, 115
DeJulio, Samuel ...	80, 88, 108, 126, 152, 156	Ek, Lucila Del Carmen	134	Fontanella-Nothom, Oona	85
Delaney, Carol Jeanne	132, 156	Elias, Martille	79	Forsyth, Stacey	47
DeLaRosa, Mia	85	Ellis, Aimee	156	Forzani, Elena E.	26, 31, 80, 121, 149, 156
de los Rios, Cati	66, 116	Encisco, Patricia	85	Frahm, Tia	68, 156
Deng, Lin	96	Endicott, Kelsie	126	Francois, Chantal	75, 115, 156
Dennis, Danielle V.	142, 149, 156	Enriquez, Grace	13, 87, 156, 159, 160	Frankel, Katherine	62, 149, 156
Dernikos, Bessie	27, 82, 83, 156	Erickson, Joy Dangora	49, 155	Franquiz, Maria E.	69, 160
Deroo, Matthew R.	66, 156	Espinoza, Katherine	84	Frederick, Amy	109, 156
Derose, Nirda	103	Estrada, Veronica L.	67	French, Seth	90
Diaz, Amanda	123	Eutsler, Lauren	47, 79, 89, 100	Frey, Nancy	146, 153
Diaz, Edgar	120	Evalt, Sam	75	Frier, Aimee	129
Dickinson, David	75, 82, 149,	Evans, Kristen	99	Frieson, Brittany	106, 156
Dietrich, Hannah Elizabeth	55	Ewaida, Marriam	91	Gabas, Clariebelle	92
Ding, Guoqin	95	Faeth, Erin	123	Gabriel, Rachael	26, 30, 149
Dobbs, Christina	13, 75, 115, 124, 156	Faircloth, Beverly	98	Gadsden, Vivian	17, 110
Dodson, Gretchen	88	Falcon, Lori	88	Gaffney, Janet S.	119
Doepker, Gina	156	Falk-Ross, Francine	109	Gainer, Jesse	33, 118
Dole, Janice	38	Fang, Zhihui	12, 156	Gajasinghe, Kasun	107
Dominguez-Fret, Nancy	47, 156	Fassbender, William	60, 103, 104	Gallagher, Tiffany ...	81, 103, 113, 123, 134
Domke, Lisa	13, 38, 61, 115, 136	Fazio, Xavier	134	Gallingane, Caitlin	156
Donohue, Tracy	47, 81, 97, 123, 156	Felber, Sarah	32, 128	Gambino, Andrea Lorraine	45
Dooley, Caitlin	66, 120	Ferguson, Daniel E.	156	Ganske, Kathy	30
Dostal, Hannah	148	Ferrara, Paul	123	Gao, Huan	156
Dotger, Sharon	89	Fetman, Lisa	133	Garcia, Antero	147, 153, 159
Doubek, Kellie Riley	56	Fiano, Darcy Anne	156	Garcia, Georgia Earnest	39, 133, 156
Douglas, Alison	32, 56	Field, Sara	156	Gardiner, Wendy	70, 81, 123, 156
Dozier, Cheryl	26, 31, 103, 123	Fields, Alexandra	94	Garlick, Jared	74
Dreher, Mariam Jean	67, 146	Fields, Robin Stacy	156	Garlough, Diana K.	124
Drew, Sally Valentino	74	Fields, Susan	62, 71	Garza, Veronica	133
Driscoll, Kristen	118	Fine, Joyce C.	156	Gavigan, Karen	86
Du, Xiaochen	135	Finkbeiner, Claudia Hilde	13, 26, 31, 56	Gavin, Kara	89
Duke, Nell	32, 86, 101, 153, 154	Fisher, Douglas	124	Gazioglu, Mihaela	93, 109, 156
Duncan, Taylor	102				

continued on next page



LIST OF PARTICIPANTS

NAME	PAGE	NAME	PAGE	NAME	PAGE
Gebhard, Margaret	82	Gunn, AnnMarie Alberton	49, 129	Hawkins, Lisa K.	67, 90, 156
Gehsmann, Kristin M.	149	Guo, Wenyu	65	Hayden, Emily	12, 89, 96, 115, 156
Gelfuso, Andrea	99	Gupta, Abha	156	Heap, Lauren Ann	123
Gerde, Hope	92, 156	Gurvitz, Debra	123	Hebert, Christine Anne	156
Gesel, Samantha A.	123	Gutiérrez, Kris	47, 70	Helman, Lori	30
Ghiso, Maria Paula	98, 147, 153	Guzzetti, Barbara Jean	131	Hemphill, Lowry Elizabeth	99
Gibbins, Thor	99	Gyimah-Concepcion, Mellissa	48, 142, 156	Hendrix-Soto, Aimee	75, 156
Gibbs, Theda	150, 160	Haas, Leslie	156	Heny, Natasha	101
Gibert, James Michael	50	Haberl, Ellie	47	Henze, Adam	127
Giunco, Kierstin M.	62,	Hadley, Heidi Lyn	57, 156	Herbert, Kaitlin	125
Goatley, Virginia	49, 144, 146, 152	Hagemann, Diane	52	Hernandez Garcia, Mina	64
Godfrey, Vickie	59, 128	Hagerman, Michelle	60, 85, 103	Herod, Brian	56
Godina, Heriberto	89	Hagge, Julia	29, 54, 113, 128, 156	Herrera, Ana Maria	116
Godley, Amanda	125, 156	Hall, Colby	55, 108	Herrera, Daniela	102
Goff, Maria Hernandez	150	Halladay, Juliet	126, 156	Hersi, Afra Ahmed	103
Goggans, Melinda	70	Hall-Kenyon, Kendra	62	Hiebert, Elfrieda H.	120, 132, 148, 154
Goins, Marla R.	106	Ham, Chris	98	Higdon, Allison	133
Goldberg, Michael	118	Hamman-Ortiz, Laura	82	Higgins, Amy	66
Golden, Noah Asher	12	Hammond, Elizabeth J.	156	Higgs, Jennifer	70, 71
Goldsmith, Christy.....	156	Hamm-Rodriguez, Molly	82	Hikida, Michiko	117
Gonzales, Grace Cornell	69, 91	Han, Hyeju	115	Hill, Johnathan	122
Goransson, Jenny	91	Han, Keonghee Tao	147	Hill, Kirsten Dara	57, 90, 108, 133, 156
Gordon Pershey, Monica	156	Hancock, Leslie	100	Hill, Thomas	49, 102
Gort, Mileidis	40,63, 82, 87, 144, 159, 160	Handsfield, Lara J.	31, 59, 80, 156	Hinchman, Kathleen Anne	38, 74, 89, 104, 116, 146, 152, 156, 160
Goss, Stephen	52	Hanna, Margaret (Maggie) ...	108, 132, 135, 156	Hines, Shauna Marie	109
Gotwals, Amelia Wenk	50, 62	Hao, Ling	27, 65, 95	Hinman, Tierney B.	70, 156
Gotwalt, Elizabeth	48	Harmon, Janis	108	Hitchens, Carolyn Walker	53, 149, 156
Graff, Jennifer	99, 156	Harper, Rebekah	64	Hoch, Mary L.	103, 123
Graham, Karen Kleppe	87	Harrington, Ann D.	101	Hodges, Tracey S.	88, 99, 114, 156
Graham, Steve	39	Harris, Eboneigh	88	Hoelting, Megan	86
Gratteau-Zinnel, Travis	115	Harris, Kathy	105	Hoff, Meagan	26, 31, 76, 80, 127, 156
Green, Theresa	74	Harrison, Colin	54, 146, 152, 156	Hoffman, James V.	18, 55, 60, 98, 136, 137, 151, 152, 154
Greene, Delicia T.	121, 142, 150, 159	Harste, Jerome	120	Hogan, Erin	61, 156
Greenleaf, Cynthia	74	Hart, Steve	96, 129	Hollins, Etta	18, 137
Gregory, Kristen Howell	45, 109, 156	Hartman, Christina	74	Holschuh, Jodi	32
Greiner, Angela	90	Hartman, Douglas K.	152, 155	Holyoke, Erica Steinitz	49, 79, 94
Grierson, Arlene	113	Harvey, Miles	105	Honeyford, Michelle	54
Grifenhagen, Jill	30, 60, 61, 101	Hassenfeld, Ziva Reimer	59	Hong, Huili	13, 81, 98, 113
Griffith, Jason J.	58, 67, 80, 87, 113, 124, 156	Hasser, Neil Ericson	156	Hood, Mia	57
Griffith, Robin	70	Hasso, Maryann	156	Hoover, Hayley J.	97, 114, 156
Groenke, Susan	156	Hathaway, Dawn	135	Hopkins, Laura J.	156
Guay, Mary	51, 156	Hattan, Courtney A.	106, 121, 150, 156	Horton, Ashlee	46
Guerra, Myriam Jimena	134	Hauptman, Allyson L.	156	Howard, Anna E.	118, 127, 142, 156
Guggenheim, Aaron Micah	156			Howard, Christy	73

continued on next page



LIST OF PARTICIPANTS

NAME	PAGE	NAME	PAGE	NAME	PAGE
Howell, Emily Smothers	113, 124, 145	Jenkins-Henry, Toby	127	Kasun, G. Sue	29
Howrey, Shannon Tovey	156	Jensen, Darin	134	Kavanagh, Sarah Schneider	48
Hrubik, Jessica L.	67	Jeon, Ahrum	75	Keane, Kristin	78, 116
Hruby, George G.	26, 30, 71, 119, 128, 149, 156,	Jeong, Heeok	47, 82, 157	Kehus, Marcella	147
Hu, Ran	45, 106	Jerasa, Sarah Elizabeth	44	Keith, Karin	129
Hucks, Darrell	12, 100, 110, 156	Jimenez, Laura	147, 148	Kelenyi, Gabbi	131
Huddleston, Andrew	91, 149, 156	Jimenez, Manuel E.	132	Kelly, Avia	88
Huggins, Shelly	123	Jiménez, Robert	68, 109, 160, 165	Kelly, Laura Beth	32, 61, 102, 157
Hull, Katharine	48, 59, 92	Jimerson, Lanette	70	Kenfield, Yuliana	83, 157
Humaidan, Abdulsamad Yahya	156	Jin, Lijun	90, 157	Kennett, Katrina	76
Humphrey, Corey Alexandra	80, 115	Jocius, Robin	26, 29, 54, 60, 103, 157	Kerbs, Macie	87
Hung, Yueh-Nu	150	Jocson, Korina	33, 69, 147	Kerkhoff, Shea	150, 157
Hungerford-Kresser, Holly	147, 155, 165	Johnson, Aaron	13, 19, 139, 140	Kesler, Ted	99, 147, 157
Hunt, Carolyn S.	80, 150	Johnson, Andrea L.	96, 157	Kfouri, Christiana	91
Hunt, Lauren	142	Johnson, Chris	87	Khasilova, Dilnoza F.	68, 126, 157
Hunt-Barron, Sarah	67, 156	Johnson, Erika M.	116	Kibler, Kristin	102
Hunter-Doniger, Tracey	60	Johnson, Julie A.	122	Kieffer, Michael	101
Husbye, Nicholas	148	Johnson, Latrise ...	33, 40, 64, 102, 143, 159	Kiernan, Darl	30
Hutchison, Amy	29, 54, 78, 142, 150	Johnson, Lindy	104	Killian Lund, Virginia	67, 100
Hutchison, Laveria	44	Johnson, Tracy	56	Kim, Grace MyHyun	53, 71
Hwang, HyeJin	121	Johnston, Peter	19, 139, 140, 154, 157	Kim, Joohwan	74
Hwang, Kyungjin	65, 82	Johnston, Tara Burke	67, 157	Kim, Jung	144, 149
Ibarra, Melissa	72	Jones, Jill S.	61, 101	Kim, Min-Young	107, 157
Ikpeze, Chinwe Hope	31, 57, 90, 99	Jones, Karis	52, 86	Kim, Somin	94
Ingram, Melissa	125, 156	Jones, Meg	84	Kim, Sung Ae	63
Isaacs, Steve	105	Jones, Renata Love	100, 114	Kist, William	104
Isidro, Elizabeth	106, 156	Jones, Sara	124	Kiuhara, Sharlene	126
Ittner, Ann	30	Jones, Stephanie P.	83, 146, 159	Kleekamp, Monica Christine	85, 97
Ivanyuk, Lyudmyla	67, 79, 155, 156	Jordan, Michelle E.	85	Kline, Sonia	90, 99, 131, 157
Ives, Samantha T.	46	Joshi, Deepti	29, 54	Kobrin, Jennifer	136
Ivey, Gay	93, 107, 151, 157	Joyner, Rachel E.	121	Koch, Kelly	157
Iyer, Ishwarya Narayanan	157	Junco, Eric	49, 56	Kohnen, Angela M.	157
Jacobs, Gloria,	105	Jung, Jin Kyeong	63, 123, 157	Kokonda, Manasa	108
Jacobs, Katrina	72, 102, 126, 157	Kaback, Suzanne	79	Korona, Matthew	93, 135, 157
Jacobs, Meg	119	Kabuto, Bobbie	12	Koskina, Germaine Elizabeth	47, 57
Jacobson, Erik	28, 131	Kachorsky, Dani Perrine	26, 27, 50, 122	Koss, Melanie D.	45, 105, 115
Jaeger, Elizabeth	63, 157	Kaczmarczyk, Annemarie	114	Koudelka, Cindi M.	157
Jafari, Samaneh	125	Kajder, Sara B.	98, 157	Krafka, Christine	61
James, Ioney	98, 157	Kambara, Hitomi	157	Krone, Beth	107
Jang, Bong Gee	74, 87, 93, 149, 160	Kaminski, Rebecca	124	Kubota, Ryuko	72
Janks, Hilary	120	Kane, Britnie Delinger	29, 54	Kuby, Candace R.	108, 119
Jansky, Timothy	48	Kang, Grace	90, 99	Kucher, Tetyana	98
Jaramillo, Sara	116	Kapania, Madhu	132	Kuhn, Melanie	50, 146, 153
Jarvie, Scott	65	Karchmer-Klein, Rachel	101, 157	Kwok, Andrew	113
		Karkar Esperat, Tala Michelle	116	Kwok, Michelle Mai	71, 113

continued on next page



LIST OF PARTICIPANTS

NAME	PAGE	NAME	PAGE	NAME	PAGE
Kwon, Jemma	58	Lesley, Mellinee K.	58, 66, 126, 133, 157	Magnifico, Alecia Marie	86, 157
Kwon, Jungmin	155, 157	Leslie, Lauren	157	Maine, Fiona	148
Lague, Michelle	97	Levine, Bruce	28	Maitra, Debalina	88, 106, 157
Laidlaw, Linda	50	Levine, Sarah	58, 71, 149, 157	Mallette, Marla	93, 101, 141, 152
Lam, Eva	54	Lew, Shim	75	Malloy, Jacquelynn A.	12, 48, 57, 112, 136
Lambert, Claire	67, 89	Lewis, Mark	13, 58, 157	Maloch, Beth	61, 128, 153
Lammers, Jayne C.	86, 95, 146, 157	Lewison, Mitzi	120	Mancilla-Martinez, Jeannette	122, 146
Lammert, Catherine	49, 55, 81, 88, 125, 156	Li, Alison M-C	119	Manderino, Michael	29, 85, 101, 155
Lampi, Jodi	32	Li, Guofang	142, 153	Mannard, Emily	130
Lampp Berglund, Alexandra	97	Liang, Lauren Aimonette	99	Marasco, Vanessa	56
Land, Charlotte L.	106, 157	Liebfreund, Meghan	157	Maravilla, Joanna	103
Lane, Holly L.	120	Lilienthal, Linda K.	157	Marciano, Joanne E.	73, 84, 132, 157
Lapp, Diane	38, 39, 40, 157	Lima, Daniel	132	Marhatta, Pratigya	98
Lara, Gilberto P.	69, 83	Lima Becker, Mariana	66	Marlatt, Rick	105, 150
Lashire, Adam	85	Lin, Tzu-Jung	89	Marotta, Calley	131
Laster, Barbara	102, 123, 145, 157	Linares, Rebecca E.	40, 64, 87, 102, 157, 159	Marsh, Josephine Peyton	157
Laughter, Jud	57	Lindo, Tasha Adrienne	130	Martin, Nicole M.	90
Law Ryan, Caitlin	149	Lindsey, Julia	86	Martin Corredor, Lina	97
Lawson-Adams, Jessica	30	List, Alexandra	106	Martinez, Danny	13, 33, 40, 64, 72, 87, 117, 159
Lawton, Rachele	72	Liu, Chun Jung	46	Martinez, Miriam	99, 108
Lazar, Althier	26, 30, 81, 141	Liu, Hsiu Tan	46	Martínez, Ramón	51, 83, 95, 141, 147, 159, 160
Leander, Kevin	83, 130	Liu, Rossina Zamora	33, 155	Martinez-Roldan, Carmen	40, 64, 87, 118, 153, 159
Lechtenberg, Kate	157	Liu, Xiaoming	81, 98	Maskey, Akreeti	132
Lee, Alice	73, 101, 148, 159	Liu, Yina	157	Mason, Pamela	94
Lee, Carol	17, 38, 110	Liwanag, Maria Perpetua Socorro	81, 98	Mason, Rihana	66
Lee, Chaehyun	47, 135	Lizárraga, José Ramón	33, 70	Massey, Dixie D.	26, 30, 70, 141
Lee, Eunjeong	157	Lo, Meng-Ting	89	Mathieu, Corinne	114
Lee, Georgette	157	Lockart, Rachel A.	75	Mathis, Janelle	105, 113
Lee, Grace	125	Lockmiller, Mary Catherine	85	Matthews, Sharon D.	88, 113, 157
Lee, Guang Lea	106	Loomis, Stephanie	157	May, Laura	62, 122, 157
Lee, Jungmin	62, 63, 99, 157	López, Minda Morren	118, 128	McBride, Alexis	122
Lee, Kewman M.	157	López-Ladino, Mónica	96	McCarthy, Sarah	58, 76, 123, 141, 148, 155, 157
Lee, Meredith	98	Lopez-Robertson, Julia	144, 147, 159	McCarthy, Lána Mary	75, 129
Lee, Soonyoung	74	Lotas, Sasha	59	McCarty, Ryan	26, 29, 58, 114, 123, 157
Lee, Vera	28, 148	Lovvorn, Jason F.	157	McClain, Janna Brown	122
Lee, Yongjun.....	157	Lucero, Audrey	148, 157	McClure, Amy	99
Leider, Christine	115, 157	Lucko, Melinda Ann	157	McConn, Matthew	135
Leighton, Christine M.	62	Lupo, Sarah	55, 121, 157	McCorkle, Will	92
Leija, Maria	69, 83, 157	Lussier, Kristie	32	McDaniel, Dominique Skye	48, 98
Leininger, Katrena	58	Lynch, Jacqueline	108, 147, 157	McDermott, Peter	109
Lemanski, Laura	157	Lysaker, Judith	66, 157	McElhone, Dot	125
Lemley, Stephanie M.	81, 109, 157	MacArthur, Charles	74		
Lenters, Kim	27, 55, 157	Machado, Emily	69, 91, 157		
Leonard, Katlynn Dahl	108	MacPhee, Deborah	157		
LePelch, Lilly	93	Madison, Stephanie	94, 114		

continued on next page



LIST OF PARTICIPANTS

NAME	PAGE	NAME	PAGE	NAME	PAGE
McGee, Barrie	32, 134	Montroy, Janelle	55, 108	Nuñez-Cortez, Idalia	40, 64, 87
McGill-Franzen, Anne	114	Moore, Jason	12, 132, 157	Nyachae, Tiffany	40, 64, 87, 159
McGrail, Ewa	87	Moore, Kaylan G.	107	O'Brien, Lisa M.	62
McGriff, Mary	87, 150, 160	Moore, Leslie C.	94	O'Byrne, W. Ian	26, 29, 54, 60, 64, 92, 104, 131, 142, 148, 157
McHolme, Lindsay M.	75	Moore, Monika	157	Oh, Min Hyun	122
McIlhagga, Kristin	49	Mora, Raúl Alberto	96, 116, 142, 145	Ohle, Kathryn	104, 157
McIntire, Alicia	134	Morales, Melita	52	Ojwang, Crispin	52
McKeown, Margaret	40	Morales, P. Zitlali	13, 40, 64, 87, 116, 159, 160	Oldrieve, Richard M.	157
McKinnon, Jennifer	113	Morales-Jimenez, Flora	47	Oliveira, Gabrielle	65
McLane, Mike	100	Morewood, Aimee	96	Olshefski, Christopher A.	107, 125
McMillon, David	19, 139	Morgan, Denise N.	67, 99	Olson, Agnes Madeleine	56
McMillon, Gwendolyn Thompson	5, 6, 12, 41, 92, 140, 141, 153, 160	Morphis, Elizabeth	47, 84, 157	O'Mara, Joanne	50
McQuitty, Vicki	56, 97, 157	Morrell, Ernest	86	Omcikus, Erin	115
McTavish, Marianne	148	Morrow, Lesley Mandel	40, 132, 154	Omogun, Lakeya	40, 88, 145
McVee, Mary	12, 90, 144, 148, 157	Morton, Mary Lou	49	Orellana, Pelusa	12, 76, 146, 149, 157
Medina, Carmen	32, 40, 64, 87, 159	Moses, Lindsey	65, 95, 107, 147	Ortlieb, Evan	12, 29, 54
Mehta, Mohit	88, 97, 107, 157	Msengi, Shadrack	80, 103, 123, 135	Ortmeier-Hooper, Christina	104
Mehta, Rohit	57, 150	Muñiz, Evangelina	55	Ost, Wiebke Sophie	56
Meisinger, Beth	50	Munoz, Joaquin	30, 69	Oti-Aina, Oluwaseun A.	136, 157
Merchant, Guy	55, 130	Muñoz, Analleli	103	Overstreet, Mikkaka	73
Merritt, Joi	121	Murdter-Atkinson, Jessica Anne	61, 113, 128	Oviatt, Rae L.	26, 33
Mertens, Gillian E.	75	Murphy, Olivia Ann	157	Owens, Shiniece	32, 34
Mesmer, Heidi Anne	132	Murray, Elizabeth Anne	27, 73	Ozturk, Nesrin	97, 157
Meston, Heather M.	44, 122	Murray, Liz	73, 88, 157	Pacheco, Mark	69, 146
Metz, Mike	72	Muthukrishnan, Rani	157	Paciga, Kathleen A.	104, 115, 157
Metzger, Salem	70	Myers, Joy	65, 90, 99	Padesky, Lauren Breckenridge	68, 126
Meyer, Amber	150	Nagle, Jessica Tobin	80	Pahl, Kate	146
Meyer, Bonnie	30	Nagrotsky, Katie	106, 157	Pai, Shilpa	132
Michael, Elizabeth Loftin	88	Naik, Meena	79	Paige, David D.	124
Michalovich, Amir	157	Nash, Brady	67, 113	Palincsar, Annemarie	121, 154
Midgette, Ekaterina	73	Neville, Mary	65	Pallais-Downing, Desiree M.	31, 69, 97
Mihaela, Gazioglu	93, 109, 156	Newell, George	121, 127	Panos, Alexandra	32, 59, 92, 100, 108
Mikita, Clara	134	Newstreet, Carmen	88	Paratore, Jeanne	38, 40
Milby, Tammy	103, 123	Newvine, Keith	89	Park, Hye-Young	74
Miller, Catherine	157	Nielson, Erika Koren	32	Park, Jee Hye	93
Miller, Clark	85	Nightengale-Lee, Bianca J.	40, 64, 73, 83, 87, 159	Park, Sohee	74
Millner, Keith	108	Nogueron-Liu, Silvia	28, 98, 118, 146, 157, 160	Park, Soyoung	59
Minichiello, Angela	74	Noland, Terrie L.	157	Parsons, Seth	13, 46, 71, 92, 96
Mitchell, Chrystine	96, 123, 157	Norman, Rebecca R.	12, 56	Parton, Chea Lynn	91
Mitra, Ayan	51, 118	Northrop, Laura	74, 97, 157	Pasquarella, Adrian	133
Mogge, Stephen	117	Norton-Meier, Lori	157	Patterson, Ashley N.	12, 79, 92, 117, 157
Mojica, Zulma	47, 57	Nuñez, Mariannella	59	Paugh, Patricia	88, 149
Monea, Bethany	116, 157			Pauloski, Gwendolyn Jordan	64
Monsivais Diers, Norma	65, 157			Pearson, P. David	18, 41, 136, 137, 144, 146, 149, 151, 152, 153, 154
Montano, Elizabeth N.	117				

continued on next page



LIST OF PARTICIPANTS

NAME	PAGE	NAME	PAGE	NAME	PAGE
Pecina, Raquel	108	Price-Dennis, Detra	29, 121, 141, 146, 150	Reyes, Cynthia	157
Pedersen, Joelle Marie	157	Priestley, K. Lea	95	Reyes, Iliana	144, 147
Pedro, Tim San	147	Primeaux, Joan	45	Reynolds, Dan	155, 157
Peecksen, Scott	80	Prince, Angela Tuttle	15	Rhodes, Joan Anne	123
Pellegrino, Anthony	57	Prince, Shannon	157	Rhodes, Shannon	44
Peñaflorida, Jennifer	90	Priske, Katie	157	Rice, Mary Frances	91
Peña-Pincheira, Romina	75	Proctor, Patrick	32, 100, 114	Rice Moran, Renee	129, 149
Pennington, Casey	108	Proffitt, Alexa	80	Richardson, Audrey E.	117
Pennington, Julie L.	107	Protacio, Maria Selena	13, 57, 87, 136, 157, 160	Rincón, July	53
Pennington, Sarah E.	114, 128	Pruitt, Alina	44, 68	Rios, Ambyr	113
Perez, Alexandria	122	Pule, Heather	87	Rish, Ryan	52
Perez-Cortes, Silvia	132	Pulliam, Jennifer	105	Rissling, Karen	73
Perry, Kristen	48, 74, 98, 133, 142, 149, 153, 155, 157,	Pyscher, Tracey	26, 28, 59, 73	Robershaw, Katherine	98
Persohn, Lindsay	66, 129	Pytash, Kristine	12, 52, 67, 91,	Roberts, Kathryn L.	50, 81
Peterman, Nora	78, 157	Qin, Kongji	59, 66	Roberts, Leslie Dawn	29, 58, 106, 157
Peterson, Debra	148	Qiu, Tairan	40, 64, 93, 145, 157	Robertson, Dana A.	68, 142, 148, 157
Petrone, Robert	130	Quast, Erin	66, 149, 157	Robertson, Marla K.	94, 122, 157
Pettet, Traci	47, 89, 100	Quinn, Margaret F.	112, 157	Robillard, Stephanie	157
Pham, Hoa Minh	119	Quintero, Sebastian	115	Robinson, Ariel	105
Phillips, Nathan	100, 147, 155	Quiroa, Ruth E.	157	Robinson, Richard	29, 54, 60, 152
Phillips Galloway, Emily	109, 121, 122	Rabinowitz, Laurie	60	Robinson, Thomas Bradley	50
Piazza, Susan V.	12, 57, 147, 157	Radakovic, Nenad	60, 92	Rocha, Daniel J.	81
Pickard, Amy	157	Rainey, Emily C.	71, 80, 115	Rodgers, Emily	56, 134
Pierce, Abby	96	Rajapaksha, Niroshami R.	119	Rodriguez, Sara	113
Pierce, Kathryn M.	157	Ramachandran, Usha	132	Rodriguez-Mojica, Claudia	87
Pierczynski, Melissa	46	Ramirez, Erin M.	157	Rogers, Rebecca	32, 79, 151, 153, 155
Piestrzynski, Laura	65	Rand, Catherine	157	Rohloff, Rebecca	92, 112, 157
Pigozzi, Grace	50	Rand, Muriel	157	Rojo, Javier	117
Pilgrim, Jodi	75, 157	Ransaw, Theodore	131	Rolim, Paula	115
Pilonieta, Paola	125, 144, 146	Rashid, Anam	85	Romano Gillette, Carmela	28
Pineda, Monica	97	Raskauskas, Jenn	90, 99	Rombalski, Abigail	33
Plitkins, Lauren	91	Raymond, Roberta D.	157	Rose, Crystal Dail	94, 157
Pole, Kathryn	29, 54, 116, 131	Reaves, Melanie	157	Rosheim, Kay Michelle	125, 157
Polk, Lisa	46	Reddig, Kim	125	Rouse, Amy Gillespie	126
Polleck, Jody	12	Reed Marshall, Tanji	73, 157	Rowe, Deborah W.	92
Popp, Jackie	68, 94	Regnery, Phoebe	45	Rowe, Lindsey	68, 157
Porco, John	64	Reich, Justin	150	Rowsell, Jennifer	149, 157
Portillo, Yared	66	Reid, Stephanie F.	40, 50, 64, 124, 157	Roy-Campbell, Zaline	26, 31, 64, 89, 145, 157
Potter, Andrew	74, 157	Reinking, David	26, 30, 71, 151, 152, 153	Ruan, Jiening	90, 136
Powell, Rebecca	81, 114, 129, 157	Reinsburrow, Amanda	44	Rubin, Jessica	89, 106
Pratt, Kristen Lynne	26, 28, 29, 72, 145, 157	Reisboard, Dana	90	Ruengwatthakee, Pimrawee	55
Pratt, Sharon	88, 114, 150, 157	Relyea, Jackie Eunjung	109	Rumenapp, Joseph C.	103
Presiado, Vivian	106	Reutzel, D. Ray	38	Rupley, William H.	124
		Revelle, Katie Ziemba	97, 157	Rushek, Kelli A.	118, 130, 157
				Rusoja, Alicia	40, 64, 87, 159

continued on next page



LIST OF PARTICIPANTS

NAME	PAGE	NAME	PAGE	NAME	PAGE
Rylak, Danielle Marie	65, 88, 107	Sheldon, Laurie	65	Sotirovska, Vera	89
Saal, Leah Katherine	26, 28, 48, 115, 157	Shelton, Patricia A.	132	Southerton, Emily Rose	67
Saberimoghaddam, Sara	133	Shepard-Carey, Leah	30, 114, 158	Spector, Karen	26, 27, 82, 143, 147
Sableski, Mary-Kate	74, 99, 126	Sherbine, Kortney	44	Spence, Lucy	51, 80, 117, 118
Sailors, Misty	98	Shimek, Courtney	26, 33, 51, 112, 158	Stahl, Kay A. Dougherty	128
Salas, Rachel G.	133	Shimizu, Amanda	44, 92	Stahl, Norman A.	38, 55, 125, 126, 145, 151, 152
Salinas, Joshua	96	Shin, Ji Hye	158	Staudt, Emily	91
Salmeron, Cori	135,157	Shinas, Valerie Harlow	100, 148, 158	Staufert, Ericka Graciél	98
Sampson, Shannon	98	Short, Kathy	39	Stavinoha, Megan	108
Samuelson, Courtney	101,109	Shrodes, Addie	120, 121, 122	Stefanski, Angela J.	53, 158
Sanchez, Lenny	65	Sieben, Nicole	84	Stegall, Joanna	158
Sanders, Jennifer	81,109	Siffrinn, Nicole	158	Stephens, Diane	158
Sanders, Rachel	80	Silva, Arsenio	113	Sterner, Sara K.	158
Sansom, Adrienne N.	119	Silva Gleason, Cristina	73	Stevens, Elizabeth	12, 60, 70, 104, 142, 158
Santiago Schwarz, Vanessa	82	Silverman, Rebecca	116, 155	Stewart, Elizabeth	58, 66, 126, 133
Sapon-Shevin, Mara	52	Sinclair, Jeanne	158	Stewart, Mandy	47, 91, 158
Sari, Gulhan	98	Skelley, Dana	136	Stewart, Olivia Grace	158
Sarker, Amie	88	Skelley, Rachel Jane	55	Stewart, Trevor Thomas	99
Sarroub, Loukia	101	Skerrett, Allison	29, 128, 141, 148, 153, 160	St. Hilaire, Rachel	113
Savitz, Rachelle S.	58, 109, 114, 124, 157	Slay, Laura E.	158	Stockwell, Daniel	158
Scales, Roya	56, 90, 99, 157	Smetana, Linda	90, 99	Stolle, Elizabeth	155,158
Scanlon, Donna	139,140	Smit, Julie	58, 66, 126, 133	Storm, Scott	71, 80, 158
Schall, Janine M.	67	Smith, Amy	79	Stornaiuolo, Amy	149, 152
Schallert, Diane	68, 122,157	Smith, Blaine	150,155, 158	Strong, Ashley	95
Scheckelhoff, Carrie Blosser	44, 129	Smith, Cherilyn	68	Strong, John	38, 58, 64, 132, 158
Schey, Ryan	33,102,157	Smith, Dywana	158	Stufft, Carolyn	105, 158
Schieble, Melissa	28,117	Smith, Jennifer	94, 122, 158	Suh, Emily	32, 79, 134
Schmidt, Kimberly McDavid	49,96,157	Smith, Leigh,	62	Sullivan, Maureen	126
Schneider, Jenifer Jasinski	44, 129, 157	Smith, Michelle	57	Sundrani, Anita	44
Schoonover, Nina Radakovic	76	Smith, Patriann	12, 20, 72, 99, 140, 158, 159	Sung, Yoo Kyung	160
Schreuder, Mary-Celeste	157	Smith, Regina	30	Swaggerty, Elizabeth A.....	126, 158
Schuetze, Brendan A.	122	Sobey, Emma	55	Sweet, Joseph Daivd	67, 126
Schutz, Kristine M.	123	Sobolak, Miichelle	158	Symons, Carrie	82, 107
Schwartz, René	62	Solano, Griselda	47	Taira, Brooke Ward	66, 146
Sealy-Ruiz, Yolanda	33	Solis, Jorge	97	Tamati, Sophie Tauwehe	119
Seltzer, Kate	72, 80, 116	Solomon, Marva	150, 160	Tanner, Samuel	83
Serafini, Frank	65, 88, 107, 119, 122, 147, 157	Soltero-Lopez Ana	96, 129	Taousakis, Marion	91
Seraphin, Wideline	106	Son, Minhye	158	Tarr, Jennifer	56
Serceki, Allison A.	55	Song, Ah-Young	148, 158	Tatum, Alfred	19, 93, 139, 140
Serpa, Sandro	157	Song, Kwangok	26, 29, 53, 62, 87, 93, 107, 147, 158, 160	Taylor, Karen	158
Seymour, Matt	51, 127	Song, Zhiwen	67	Taylor, Laura A.	26, 28, 117, 134, 158
Shanahan, James	59	Sore, Inviolata Lunani	158	Taylor, Roberta	55
Shanahan, Timothy	120, 154	Sosnowski, Jim	75	Taylor, Shawna	55
Shapiro, Anna	101				
Shaw, Donita	48, 157				

continued on next page



LIST OF PARTICIPANTS

NAME	PAGE	NAME	PAGE	NAME	PAGE
Taylor, Valerie	79, 158	Vanek, Jenifer	105	Warren, Amber	129, 158
Templeton, Tran	40, 64, 87, 158	Van Wig, Ann	26, 33, 81, 116, 158	Washburn, Erin	96, 123, 135
Tenore, Blake	107, 125, 158	Vardas-Doane, Andrew	79, 93	Watanabe, Lynne	146
Testa, Elizabeth	67, 91	Varga-Dobai, Kinga	158	Waters, Stewart	57
Teston, Melissa	81	Varghese, Cheryl	76	Watkins, Kellee D.	98
Thakurta, Ankhi	98, 106	Vasinda, Sheri E.	12, 75, 158	Watson, Vaughn	17, 32, 100, 110
Tham, Sarah	158	Vaughan, Andrea	127, 135, 142	Waymouth, Heather Elizabeth	89, 109
Thanos, Theresa	127	Vaughn, Deena	26, 31, 128	Weiland, Christina	101
Thein, Amanda Haertling	13, 130, 158	Vaughn, Margaret	26, 30, 68, 96, 148	Weir, Regina	108
Theriault, Jennifer	26, 31, 127	Veal, William	92	Welch, Meghan	66
Thiel, Jaye Johnson	82, 83, 155	Vega Quesada, Hazel	109	Welsh, Kate	106
Thoma, Jennifer	158	Venegas, Elena M.	66	Wen, Huijing	89, 100
Thomas, Ebony Elizabeth	86	Ventura-Kalen, Karen	95	Wen, Wen	89, 125
Thomas, Jeffrey	74	Vergara, Magdalena	158	Wessel-Powell, Christy	100, 108
Thompson, Laronnda V.	158	Vetter, Amy	26, 28, 67, 89, 98, 117	West, JoAnne M.	50, 158
Thorp, Anna B.	101	Villarreal, Doris	47, 115	Wetzel, Melissa M.	28, 61, 75, 97, 113, 128, 149, 158
Thraillkill, Laurie Darian	68, 158	Vines, Nora	158	Wexler, Jade A.	61
Ticknor, Anne	73, 113	Vlach, Saba Khan	74, 96, 158	Wexler, Lindsay Joseph	49
Tigchelaar, Magda	57	Vogt, Mary Ellen	40	Wharton-McDonald, Ruth M.	149, 158
Tily, Susan	61, 89, 97	Vokatis, Barbara	56, 99, 147, 158	Wheatley, Barb	121
Tompkins, Renarta H.	158	von Gillern, Sam	105	White, Amanda	119
Tondreau, Amy	60, 70, 84, 123, 158	Wagner, Christopher	62, 98, 158	White, Holland	45, 109
Torrejon Capurro, Carolina	65, 107	Waldron, Chad	98, 148	White, Kristen	70, 123, 158
Tortorelli, Laura	116, 132	Walker, Amberly	63	Whitford, Alyssa Jo	56
Tovar, Iran	97	Walker, Clay	91, 158	Whitmore, Kathryn F.	143, 158
Tracy, Kelly	90, 99	Walker, Marlene	47, 57	Whittingham, Colleen E.	125, 150, 158
Traga Philippakos, Zoi A.	26, 32, 58, 65, 73, 80, 104, 153, 158	Walker-Dalhouse, Doris	26, 30, 38	Whittington, Nakisha	158
Trigos-Carrillo, Lina	53, 54, 115, 149	Wall, Amanda	90, 99, 158	Wickens, Corrine	48, 49, 56, 158
Troiano, Beverly	103, 158	Waller, Rachael	95, 123	Wicker, Melissa	136
Trotter, Julia	47, 89	Walpole, Sharon	153	Wickstrom, Carol	158
Troyer, Margaret	99	Walsh, Benjamin MI	47	Wiebe, Molly Trinh	98
Tucker-Raymond, Eli	158	Walsh, Kristen	56	Wiggins, Christine	158
Turner, Jennifer Danridge	12, 40, 64, 87, 153, 159, 160	Walski, Melanie	45, 158	Wilburn, Marcy	55, 108
Turner, Kristen	60, 104	Wan, Claire	98	Wild, Norline R.	79
Uliassi, Christine	109	Wandera, David	26, 29	Wilder, Phillip	12, 29, 63, 67
Urrego-Zapata, Ana Maria	116	Wang, Buyi	158	Williams, Cody	57
Usher, Kelly	93	Wang, Jue	59	Williams, Jeanine Latoya	32, 128
Valdez, Nancy	118	Wang, Qiuying	46, 55, 158	Williamson, Thea	65, 117
Valencia, Sheila	74, 154	Wang, Xiqiao	100	Willis, Arlette Ingram	12, 20, 38, 45, 57, 140, 151, 158
Valente, Patricia	80	Wang, Yang	65, 134	Wilson, Joshua	74, 104
Valerio, Meghan	99	Ward, Alessandra	49, 86, 158	Wilson, Nance	70, 92, 116
Valle, Kristin	84	Ward, Natalia	114, 129, 158	Wilson-Lopez, Amy	26, 31, 74, 149, 153
van Beynen, Kaya	49	Ward Parsons, Allison	46, 96	Winkler, Christa	56, 134
		Ward Taira, Brooke	66, 146		
		Wargo, Jon M.	13, 52, 143, 148, 158		

continued on next page



LIST OF PARTICIPANTS

NAME	PAGE	NAME	PAGE	NAME	PAGE
Winton, Stephen	125	Wynter-Hoyte, Kamania	17, 110	Yuan, Ting	13
Wise, Crystal	86	Xiao, Bing	158	Zacher Pandya, Jessica	153
Wiseman, Emily	116	Xue, Mengying	66	Zaidi, Rahat	26, 31, 148
Wissman, Kelly K.	135	Yaden Jr., David B.	5, 12, 41, 49, 71, 136, 141, 146	Zammit, Katina	66, 89, 119, 131, 152, 158
Wohlwend, Karen	78, 130	Yamashita, Takashi	48	Zapata, Angie	155
Wong, Suzanna So Har	50	Yan, Yan	124	Zeneli, Anemone	90, 158
Wood, Christiane	64, 158	Yang, Shuling	116, 129, 158	Zengilowski, Allison	122
Wood, Raquel	118, 124, 158	Yee, Mary	115	Zenkov, Kristien	52, 91
Woodard, Rebecca	13, 85, 123	Yeh, Tom	47	Zhang, Guili	45
Woodbridge, Kate	62	Yepes, Helena	116	Zhang, Jianwei	56
Woods, Annette	54	Yin, Peng	54	Zhang, Jie	89, 125
Woods, LaToshia	87	Yoo, Monica S.	87, 93, 133, 147, 158, 160	Zhang, Rong	66
Woodward, Lindsay	158	Yoon, Bogum	26, 29, 72, 109, 134, 142, 147	Zhang, Xiao	92, 158
Worthen, Brittany	81	Yoon, Haeny	142, 147	Zhang, Xuezi	67, 81, 158
Wrenn, Melissa	45, 158	Yoon, Sae Saem	113	Zhou, Shuqi	50
Wright, Mollie	134	Young, Chase	46	Zimmer, Wendi Kamman	88
Wright, Tanya	30, 50, 62	Young, Craig A.	33, 73, 142, 148, 158	Zoch, Melody	13, 28, 98, 148, 155, 158
Wright, William Terrell	57, 79, 106, 113, 122, 158	Young, Michael J.	50, 66, 158	Zucker, Tricia	55, 108
Wu, Hsiaoping	158	Yu, Seongryeong	88	Zuiker, Steve	85
Wymore, Lisa	158				



ON THE COVER: *Collaborate for Impact!*
Patrick Jackson, NileRiverGrafix (nrgrafix@yahoo.com)