

# LRA 2023

## ANNUAL CONFERENCE

November 29 - December 2, 2023

Hilton Atlanta, Atlanta, GA

**Interrogating Hierarchies:**  
Building a Humanitarian  
Literacy Research  
Architecture that Binds

[literacyresearchassociation.org](http://literacyresearchassociation.org)



LITERACY  
RESEARCH  
ASSOCIATION

## “Interrogating Hierarchies: Building a Humanitarian Literacy Research Architecture that Binds”

The demands for literacy research to make sense of or provide the guiding light for the ongoing instructional, political, cultural, institutional, and geographic currents dictate that our role as literacy researchers should be reflective, responsive, timely, and forward-looking. Our supreme challenge is interrupting stubborn hierarchies that persist across social and scientific landscapes despite rigorous research, sophisticated analyses, and a strong methodological and theoretical canvas.

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

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## 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 *Literacy Research: Theory, Method, and Practice*, which contains peer-reviewed papers selected from the previous year's conference, as well as a newsletter. It also sponsors a website and listserv. To support these activities, LRA maintains a full-time administrative staff in Hoffman Estates, Illinois. For more information contact the LRA Headquarters at 2800 W Higgins Rd #440, Hoffman Estates, IL 60169. Phone: 706-443-1334, <http://www.literacyresearchassociation.org>.

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**Dear LRA Community,**

**Welcome to the 73rd Annual Conference of the Literacy Research Association.**

This year's conference would not be possible without the time and dedication of our colleagues who submitted proposals, who reviewed proposals, who accepted invitations to provide our key addresses, who volunteered hours of their time, and who traveled from near and far to bring together what we hope will be a meaningful and rewarding conference for all who have joined us in Atlanta. Your presence is greatly appreciated.

A conference of this size and scope requires yearlong planning and being responsive to the needs and desires of the membership. We want to thank you for your suggestions, recommendations, and advocacy to ensure this conference not only welcomes all attendees, but that it provides an opportunity to elevate our shared goals and identities as an organization, without losing sight of individual members and the varying communities that make LRA what it is today. We were inspired by your questions and inquiries that were both sincere and serious.

If this is your first LRA conference, welcome. If this has been your scholarly home and community for multiple years, welcome back! This conference was planned with each of you in mind. Moreover, this conference needs you and your research as we plan for the LRA community to become more consequential in its impact and geographical responsive to more parts of the globe. Together, we must interrogate hierarchies to build a more humanitarian research architecture that binds. Thus, the theme of this year's annual conference.

Recognizing that literacy research must serve aims larger than itself, a focus on our shared humanity is at the heart of this year's theme because erosive hierarchies persist. Far too many people – children and adults – experience some form of erasure that is directly tied to their literacy and lived experiences. This reality warrants interrogation that has the potential to yield exultation. It's our hope that our research continues to hold those who it is intended to serve in high regard. What we write and produce matters.

As this year's Conference Chair and Co-chair, we were beneficiaries of the excellent and timely support of LRA's new management company, The Center for Association Resources, who assisted us to make a seamless transition as they learned about LRA and its inner workings. This was no easy task. The professionalism, expertise, and guidance provided by Jodi Metzger, Executive Director, and Nicollette Schmeichel, Associate Executive Director, deserves encomium.

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We also want to thank our President, Doris Walker-Dalhouse, for guiding the organization during the transition and for her steady leadership. Her contributions to this year's conference are noteworthy.

At the heart of this conference, are the Area Chairs who reviewed proposals and arranged sessions. This conference would not be possible without them. How they lead us forward each year is impressive. Witnessing their commitment up close is even more impressive. We offer our sincere thanks.

We are confident you will be stimulated by this year's accepted sessions and this year's major addresses. This year's major addresses will be delivered by:

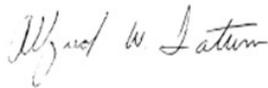
- ▶ **Doris Walker-Dalhouse**, Professor of literacy in the College of Education at Marquette University and Professor Emerita of literacy, Minnesota State University Moorhead will deliver the Presidential Address, titled “Black Bodies, White Communities: Interrogating Hierarchies that Impede Transformative Instruction for Refugee Students” on Wednesday, November 29, from 4:45 pm – 6:00 pm. All attendees are invited to attend the Presidential Reception from 6:00 pm – 7:00 pm in the Crystal Ballroom immediately following the address.
- ▶ **Elizabeth Moje**, Dean, George Herbert Mead Collegiate Professor of Education, and an Arthur F. Thurnau Professor of Literacy, Language, and Culture in the Marsal Family School of Education will deliver the Oscar S. Causey address on Thursday, November 30, from 10:15 am – 11:45 am. The title of her address is “The Search for Just Literacy: A Tale of a Quest for Impact told in Three Acts (and an Epilogue).”
- ▶ **Lisa Delpit**, American educationalist, researcher, and author. She is the former executive director and Eminent Scholar at the Center for Urban Educational Excellence at Florida International University in Miami, Florida, Benjamin E. Mays Chair of Urban Educational Leadership at Georgia State University, and the first Felton G. Clark Distinguished Professor of Education at Southern University and A&M College in Baton Rouge, Louisiana. Lisa will present the Distinguished Scholar Lifetime Achievement Award Address on Thursday, November 30, from 4:45 pm – 6:00 pm in a presentation titled, “The More Things Change. . . Why Are We Still Failing to Educate All Children?”
- ▶ **Donna Ford**, Distinguished Professor of Education and Human Ecology in the College of Education and Human Ecology at Ohio State University. The title of her speech, “Beyond Lip Service: Decolonizing Children’s Literature for REAL (Racial Pride, Equity, Achievement, and Liberation)” will take place on Friday, December 1, from 10:15 am – 11:45 am.

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- ▶ **Tyrone Howard**, Pritzker Family Endowed professor in the School of Education and Information Studies at UCLA. His presentation will take place on Friday, December 1, from 4:45 pm – 6:00 pm and is titled, “Equity Now. Why Justice Matters for Education Opportunity”.

The **Integrative Research Review Panel** will be held on Saturday, December 2 from 10:30 a.m. – 12:00 p.m., entitled, “Interrogating Hierarchies: Building a Humanitarian Literacy Research Architecture that Binds: Research from Multiple Perspectives.” Panelist members include Latrise Johnson, University of Alabama, Antero Garcia, Stanford University, Raúl Alberto Mora, Universidad Pontificia Bolivariana, Sede Central Medellín, and Seth Parsons, George Mason University.

Fenice Boyd and I wish everyone a conference experience that not only stimulates the mind, but one that elevates the intellectual and scholarly imagination. Both outcomes can contribute to our humanity using literacy research as one of the tools that bind.



Alfred W. Tatum  
President-Elect and 73rd Annual Meeting Conference Chair



Fenice Boyd  
Vice President and 73rd Annual Meeting Conference Chair

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# IN MEMORIAM

## Andrea DeBruin-Parecki 1951-2022



Dr. Andrea DeBruin-Parecki (Martin), 71, of Orange City, Florida, passed away on Friday, May 13, 2022, with family by her side. She was born to Stephen DeBruin (deceased) and Blanche DeBruin, January 23, 1951, in New York, New York. Andrea, a decades-long LRA member and tireless advocate for childhood education, graduated with a bachelor's degree in psychology from the University of California, Berkeley, and both a Master's Degree in Educational and Developmental Psychology and a Doctorate from the Combined Program of Education and Psychology from the University of Michigan. Andrea was widely recognized for her work in early childhood education and family literacy. Authoring several books and numerous articles, Andrea's career included serving as a Senior Fulbright Specialist in Guatemala focused on working with teachers of young children, an Associate Professor of Educational Psychology at the University of Northern Iowa, the Graduate Program Director and Associate Professor of Early Childhood Education at Old Dominion University, and a Principal Research Program Manager in the Policy Evaluation and Research Center in the area of Early Childhood at the Education Testing Service. Andrea relentlessly advocated for diverse communities and focused on establishing effective literacy-related programs designed to positively impact families, teachers and schools all over the United States.

Andrea is survived by her loving husband, Chuck Martin, who she married in 2008 and her four cats (Beau, Sydney, Theo, and Maddie). Together they lived in Michigan, Virginia, and New Jersey before settling in Orange City, Florida. In addition to her husband, Andrea is survived by her three children: Emily Harris of Cedar Falls, Iowa; Josh Parecki, of the Woodlands, Texas; and Larissa Parecki, of Folsom, California. She's also survived by her mother, Blanche DeBruin, and her brother, Dr. Robert DeBruin, both of Folsom, California; and three grandchildren, Annabelle, Logan, and Savannah. In her retirement, Andrea embraced her role as a proud Nana, doting on her grandchildren and showering them with love. Nana showed that love by spending joyful time with her grandchildren, and countless hours honing her baking skills and making delicious cookies, cakes, and candy. Both have left memories that will last their lifetimes. Andrea also loved making memories with her husband, Chuck, while Disney cruising and spending time at the parks where she cherished the magic of the mouse.

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# IN MEMORIAM

**Sue Dymock**  
**1954-2023**



Dr Sue Dymock passed away on November 2 at age 69, after a short and sudden illness. In her professional life, Sue was regarded as a principled scholar, passionate teacher, and valued colleague and mentor. Originally from Portland, Oregon, Sue moved to New Zealand at age 20 and was a classroom teacher for many years before moving into academia. Sue was a senior lecturer in literacy and teacher education in Te Kura Toi Tangata School of Education at The University of Waikato in Hamilton, New Zealand. Sue joined the faculty at the university in 1999 and worked there until the time of her passing, though she had been talking about retiring soon to spend more time with her three grandchildren and the rest of her family. Sue earned her PhD in 1997 from The University of Auckland, and that year her doctoral dissertation was recognized by LRA with the Student Outstanding Research Award. Her research and practice focused on understanding and supporting students with literacy difficulties, particularly dyslexia, and in 2016, Sue was selected as a Fellow of the International Academy of Research in Learning Disabilities. She published ten books on supporting teachers to teach reading and to work with dyslexic students. Sue's latest book, *The New Zealand Dyslexia Handbook* (2nd edition) is due to be published soon. She also produced a set of 24 video clips to accompany this publication, which she hoped would make the latest knowledge more accessible to researchers, teachers, and students. Sue was also the Director of the Hamilton (NZ) Reading Centre, established in 2003. She raised more than \$750,000 for the Centre, which provides free specialist services for primary and secondary students with literacy difficulties, including dyslexia. Over the years, the Centre has served several hundred children in Hamilton and the surrounding area. She also received the Community Impact Research Excellence Award from The University of Waikato for her leadership and service with the Reading Centre. Besides her teaching and research, Sue served as the Division of Education Academic Co-Ordinator for International Students. As an international scholar, Sue was empathetic to the challenges of being an international student. Many international students will remember Sue, who offered not only academic support and guidance, but also patience and care. Over the years, Sue has taught hundreds of students through the university's teacher education programs, and she was also committed to visiting student teachers in the field and maintaining relationships with primary schools in the area. Alongside her family and the community, Sue is already dearly missed by her colleagues and friends who will remember her sharp wit, generosity, and integrity.

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# 73rd LRA Annual Meeting

## MAJOR ADDRESSES

All Major Addresses will take place in the Salon.

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## MAJOR ADDRESSES

**Dr. Doris Walker-Dalhouse**  
2023 Presidential Address

**Wednesday, November 29, 2023**  
**4:45 – 6:00 p.m.**

### **Black Bodies, White Communities: Interrogating Hierarchies That Impede Transformative Instruction for Refugee Students**

Social and economic changes have been shaped globally by voluntary and involuntary migration patterns. Voluntary migrations are associated with the desire for family unification, economic gain, and the pursuit of educational opportunities; while the reasons for involuntary migrations include fleeing from civil or political unrest, human rights violations, and war. Contentious discourses about immigration are fueled by arguments about the perceived impact of migrants on the demographics, social well-being, and economics of communities. At the core of anti-immigration rhetoric about “who is included and who should be excluded” are views that privilege one group above another in terms of desirability based on race, culture, and gender. The debates about which language values, perspectives, and people who belong in the United States extends beyond the boundaries of society, the door of schools and the homes of the families served by the school community. Political discourses about immigration can adversely influence the attitudes and beliefs of educators about voluntary and involuntary migrants, impact their teaching, and influence the educational experiences of these students in public school settings. Black immigrants from African countries have been identified as being among the fastest growing population in the U.S. (Capps, McCabe, & Fix, 2022, p.2). With the increasing number of African immigrants who voluntarily and involuntarily migrate to the U.S., the issue of belongingness must be revisited, especially since these children continue to experience cultural, academic, and language challenges which serve to marginalize and cause them to struggle with a sense of belonging, all while attempting to navigate an unfamiliar educational public-school environment. Groups of Black African refugees have experienced exclusion due to racism and Othering in societies shaped by racialized histories. These exclusions due to race influence their interactions with peers, teachers, and in schools. Deficit-oriented discourses about their abilities influence their identities, belonging, and educational outcomes and shape their educational experiences, and social and emotional health. Dominant public narratives about refugees presented in the media depict them as tragic victims in need of a tremendous amount of assistance or as threats to society which serve to disempower resettled refugees by ignoring their diverse cultural ways of knowing, agency, sense of control, and identity.

My historical chronicling of the experiences of South Sudanese (Dinka) refugees resettling in a hegemonically white community in the upper midwestern US in this presentation is to examine the issues related to acculturation and education of Black African involuntary (refugee) children. Central to this examination is the need to ascertain the preparedness of preservice teachers to teach Black African refugee children and to suggest ways that literacy teacher educators can better prepare preservice teachers to use transformative pedagogy that promotes a humanizing view of South Sudanese (Dinka) and other African refugee children in today’s classrooms.



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**BIOGRAPHY: Doris J. Walker-Dalhouse** received her Ph.D. from The Ohio State University. She is a professor in the Department of Educational Policy & Leadership at Marquette University, and Professor Emerita, Minnesota State University Moorhead., Prior to her position at Marquette and Minnesota State University Moorhead, she held faculty positions at Jackson State University, where she also served as Director of Independent/Home Study Programs, and at Bethune-Cookman College. Her previous school-based teaching experience includes employment as an elementary teacher in the Moorhead (MN)Public Schools and the Fayette County Public Schools in Lexington, Kentucky.

Dr. Walker-Dalhouse's research interests and specializations are in the areas of sociocultural aspects of literacy, preservice teachers' attitudes toward diversity, multicultural literature, and the literacy development of refugee children, and struggling readers. Her research has been informed by her work as an elementary teacher and teacher educator working with preservice teachers and ethnically, culturally, and linguistically diverse students in after-school and community-based reading programs. Currently she is applying these theoretical lenses as principal research investigator on two funded projects examining literacy and social communication skills for children on the autism spectrum, and teacher preparation for teaching children on the autism spectrum. She has served for three years as the Co-PI for the Marquette State University Communications, Literacy, and Social Enhancement Summer Camp (MU.S.C.L.E.S.), a summer camp focused on improving the literacy and social communications skills of children on the autism spectrum from ages 6-11.

A strong advocate for diversity, equity, and inclusion in university and community settings, Walker-Dalhouse was a co-founder of the MSUM Seeking Educational Equity and Diversity (S.E.E.D) faculty group, MSUM Cultural Diversity Task Force, and Human Relations Committee; the MU Equity & Inclusion committee, the College of Education(COED) Faculty and Student Diversity Recruitment and Retention Committee; and the Moorhead (MN) Human Rights Commission. She also served for four years as the Director of the Sudanese community-based reading clinic for K-6 refugee students funded by the Otto Bremer Foundation and is presently a member of the MU Autism Initiative. She has presented her research at several professional meetings such as the International Reading Association, Association of Literacy Educators and Researchers, the World Congresses in Reading, the European Association Conference, and at several state and local reading association conferences.

Across her career, she has held multiple leadership position within literacy professional organizations, including as a Board member of LRA, ILA, and ALER, chair of multiple task force groups and committees, co-chair of the LRA Culturally Sustaining Literacy Pedagogy Study Group, lead writer for Standard 4: *Diversity & Equity* committee for the ILA 2017 Standards for the Preparation of Literacy Professionals, co-chair of the IRA Response to Intervention Task Force and co-editor of the Research to Classroom column in *The Reading Teacher*. Among her honors are being selected as a Lilly Foundation Post-Doctoral Teaching Fellow, and as a participant in faculty research programs at the CDC Agency for Toxic Substances and Disease Registry; Human Resources Lab, Brooks Air Force Base; Artificial Intelligence Unit, Kirtland Air Force Base, and the Hypertension program, University of Mississippi Medical Center. Dr. Walker Dalhouse also served as a national research consultant for the Collaborative Center for Literacy Development (CCLD) at the University of Kentucky. She has received several professional awards including the ALER's Albert J. Mazurkiewicz Special Services Award, the Minnesota State University Moorhead's Excellence in Research Award; ILA Celebrate Literacy Award; and leadership awards for President of the Minnesota State Reading Association, and as the President of the Red River (MN) Reading Association. She was elected to the Reading Hall of Fame in 2020.

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Dr. Walker-Dalhouse has served on the editorial review board for several major literacy publications and her own work appears in *The Journal of Adolescent & Adult Literacy*, *The Reading Teacher*, *Journal of Reading Education*, *Teaching & Teacher Education*, *NRC Yearbook*, *Reading & Writing Quarterly*, *the Association of Literacy Educators and Researchers Yearbook*, *Literacy Research and Instruction*, and *Childhood Education*, as well as many edited books. Her books include *Be That Teacher! Breaking the cycle for struggling readers* (with Victoria J. Risko, 2012); *Culturally sustaining literacy pedagogies: Honoring students' heritages, literacies, and languages* (with Susan Cantrell and Althier Lazar, 2022), and a forthcoming Teacher College Press book, *Equitable Literacy Instruction for Students in Poverty* (with Victoria J. Risko).

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## Dr. Elizabeth Moje

Oscar S. Causey Address

Thursday, November 30, 2023

10:15 – 11:45 a.m.

### The Search for Just Literacy: A Tale of a Quest for Impact Told in Three Acts (and an Epilogue)

**ABSTRACT:** In this talk, Elizabeth Birr Moje will describe her youth and disciplinary literacy research over the trajectory of her career, describing how twists and turns in her work and career have culminated in a powerful collective impact partnership that integrates research, practice, and policy in the service of education transformation and neighborhood reclamation. Moje will conclude by reflecting on the need to examine and expand how the field engages in research to produce more just and equitable opportunities to learn (and teach) literacy.



**BIOGRAPHY:** Elizabeth Birr Moje is dean, George Herbert Mead Collegiate Professor of Education, and an Arthur F. Thurnau Professor of Literacy, Language, and Culture in the Marsal Family School of Education. Moje teaches undergraduate and graduate courses in secondary and adolescent literacy, cultural theory, and research methods and was awarded the Provost's Teaching Innovation Prize with colleague, Bob Bain, in 2010. A former high school history and biology teacher, Moje's research examines young people's culture, identity, and literacy learning in and out of school in Detroit, Michigan.

Moje has published 5 books and numerous articles in journals such as *Science*, *Harvard Educational Review*, *Teachers College Record*, *Reading Research Quarterly*, *Socius*, *Journal of Literacy Research*, *Review of Education Research*, *Journal of Research in Science Teaching*, *Science Education*, *International Journal of Science Education*, *Journal of Adolescent & Adult Literacy*, and the *International Journal of Qualitative Studies in Education*. Her research projects have been or are currently funded by the National Institutes of Health/NICHHD, John S. and James L. Knight Foundation, National Science Foundation, William T. Grant Foundation, Spencer Foundation, International Reading Association, and the National Academy of Education. Moje is a member of the William T. Grant Foundation Board of Trustees, an elected member of the National Academy of Education, and an elected member of the Reading Hall of Fame. In 2022, she received the Oscar Causey Award for Distinguished Contributions in Literacy Research from the Literacy Research Association, and in 2023 she received the Senior Career Distinguished Scholar Award from the National Council of Research on Language and Literacy. She also was recognized among Crain's Detroit Business' Notable Leaders in Higher Education in 2023.

In September, 2018, together with several partners, including the Detroit Public Schools Community District and the Kresge Foundation, Moje announced the School of Education's participation in the development of a cradle-to-career education system in a northwest Detroit neighborhood, on the Marygrove College campus. This vertically aligned education continuum now supports the learning of children and families from before birth through age 5 as well as grades K-2, 9-12, and postsecondary educator preparation. The schools will continue to add one grade per year and until they have a comprehensive prenatal through grade 12 set of offerings for children and families in Detroit. .

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## Dr. Lisa Delpit

Distinguished Scholar Lifetime  
Achievement Award Presentation

**Thursday, November 30, 2023**

**4:45 – 6:00 p.m.**

### **“The More Things Change. . . . Why Are We Still Failing to Educate All Children?”**

**ABSTRACT:** A look at how the distorted beliefs in our country’s consciousness affect how we see children and the strategies employed to teach them.

**BIOGRAPHY:** Recently retired Felton G. Clark Distinguished Professor of Education at Southern University in Baton Rouge, Louisiana, Lisa D. Delpit is currently the principal of the consulting firm, Delpit Learning. She is the former Executive Director/Eminent Scholar for the Center for Urban Education & Innovation at Florida International University, Miami, Florida. She is also the former holder of the Benjamin E. Mays Chair of Urban Educational Excellence at Georgia State University, Atlanta, Georgia. Originally from Baton Rouge, Louisiana, she is a nationally and internationally-known speaker and writer whose work has focused on the education of children of color and the perspectives, aspirations, and pedagogy of teachers of color. Delpit’s work on school-community relations and cross-cultural communication was cited as a contributor to her receiving a *MacArthur “Genius” Award* in 1990. Dr. Delpit describes her strongest focus as “...finding ways and means to best educate marginalized students, particularly African-American, and other students of color.” She has used her training in ethnographic research to spark dialogues between educators on issues that have impact on students typically least well-served by our educational system. Dr. Delpit is particularly interested in teaching and learning in multicultural societies, having spent time studying these issues in Alaska, Papua New Guinea, Fiji and in various urban and rural sites in the continental United States. She received a B.S. degree from Antioch College and an M.Ed. and Ed.D. from Harvard University. Her background is in elementary education with an emphasis on language and literacy development.

Dr. Delpit’s recent work has spanned a range of projects and issues, including assisting urban school districts engaged in school and curriculum improvement efforts; developing innovative alternative teacher education programs in urban education and teacher leadership; founding the post-Katrina National Coalition for Quality Education in New Orleans; recruiting renowned mathematician and Civil Rights leader, Dr. Robert Moses to South Florida to establish the national Algebra Project; assisting in the creation of high-standards, innovative schools for low-income, urban children; and developing urban leadership programs for principals and school district central office staff. She has taught pre-service and in-service teachers and principals in many communities across the United States.

Her numerous awards include the Harvard University Graduate School of Education 1993 Alumni Award for Outstanding Contribution to Education; the 1994 American Educational Research Association Cattell Award for Outstanding Early Career Achievement; 1998 Sunny Days Award from Sesame Street Productions for her contributions to the lives of children; and the 2001 Kappa Delta Phi Laureate Award for her contribution to the education of teachers.



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Dr. Delpit was also selected as a recipient of the Antioch College Horace Mann Humanity Award, which recognizes a contribution by alumni of Antioch College who have “won some victory for humanity.” Winning candidates are those persons, or groups of persons, whose personal or professional activities have had a profound effect on the present or future human condition. She was also selected to deliver the prestigious DeWitt Wallace-Reader’s Digest Distinguished Lecturer Award at the Annual Meeting of the American Educational Research Association (AERA). The award recognizes the contributions of an educational researcher whose work leads to improved learning for low income, elementary or secondary students.

Her most recent book, published in 2019, is *Teaching When the World Is On Fire*. Her 2012 book, “*Multiplication is For White People*”: *Raising Standards for Other People’s Children* explores strategies to increase expectations and academic achievement for marginalized children. *Library Journal* named *Multiplication...* one of the 20 best-selling education books of 2013, and the *American School Board Journal* selected it as one of eight “notable books” for 2012. A previous book, *Other People’s Children*, has sold well over a quarter of a million copies and received the American Educational Studies Association’s “Book Critic Award,” Choice Magazine’s Eighth Annual Outstanding Academic Book Award, and has been named “A Great Book” by Teacher Magazine. Her other books include: *The Real Ebonics Debate: Power, Language, and the Education of African-American Children*; and *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*.

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## Dr. Donna Ford

Friday Morning Plenary Session

Friday, December 1, 2023

10:15 – 11:45 a.m.

### **Beyond Lip Service: Decolonizing Children's Literature for REAL (Racial Pride, Equity, Achievement, and Liberation)**

**ABSTRACT:** In this session, I focus on REAL - Racial Pride, Equity, Achievement, and Liberation – with the goal of ensuring that minoritized students have access to rigorous multicultural literature. I maintain that adopting such literature cannot happen unless educators are anti-racist, equity-minded, and culturally competent.

Recommendations and resources for going beyond lip service and decolonizing literature are provided.

**BIOGRAPHY:** Donna Y. Ford, PhD, is a Distinguished Professor of Education and Human Ecology in the College of Education and Human Ecology at Ohio State University. She is also a Faculty Affiliate with the Kirwan Institute and the Center for Latin American Studies. Professor Ford is in the Department of Educational Studies and the Special Education Program.

She was at Vanderbilt University for 15 years and held two Endowed Chairs there. Dr. Ford was a Professor of Special Education at the Ohio State University (1997-2004), an Assistant and Associate Professor of Educational Psychology at the University of Virginia, and an Assistant Professor at the University of Kentucky.

Professor Ford earned her Doctor of Philosophy degree in Urban Education (educational psychology) (1991), Master of Education degree (counseling) (1988), and Bachelor of Arts degree in communications and Spanish (1984) from Cleveland State University.

Professor Ford conducts research primarily in gifted education and culturally responsive/multicultural/urban education. Specifically, her work focuses on: (1) the achievement gap; (2) recruiting and retaining culturally different students in gifted education; (3) multicultural curriculum and instruction; (4) culturally competent teacher training and development; (5) African American identity; and (6) African American family involvement. She consults with school districts, and educational and legal organizations on such topics as gifted education under-representation and Advanced Placement, multicultural/urban education, and counseling, and closing the achievement gap.

Professor Ford has written over 300 articles and book chapters; she has made over 2,000 presentations at professional conferences and organizations, and in school districts.

She is the author/co-author/co-editor of 14 books, including *Gumbo for the Soul: Liberating Memoirs and Stories to Inspire Females of Color* (2017); *Telling Our Stories: Culturally Different Adults Reflect on Growing Up in Single-Parent Families* (2017); *R.A.C.E. Mentoring Through Social Media: Black and Hispanic Scholars Share Their Journey in the Academy* (2017); *Recruiting and Retaining Culturally Different Students in Gifted Education* (2013), *Reversing*



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Underachievement Among Gifted Black Students (1996, 2010), Multicultural Gifted Education (1999, 2011), Gifted and Advanced Black Students in School: An Anthology of Critical Works (2011). In Search of the Dream: Designing Schools and Classrooms that Work for High Potential Students from Diverse Cultural backgrounds (2004), Diverse Learners with Exceptionalities: Culturally Responsive Teaching in the Inclusive Classroom (2008) and Teaching Culturally Diverse Gifted Students (2005).

Professor Ford's work has been recognized by numerous professional organizations: Newsweek RHSU Edu-Scholar Public Influence Ranking; Stanford University Study's Top 2% of World Scientists; Research Award from the Shannon Center for Advanced Studies; the Early Career Award and the Career Award from The American Educational Research Association; Senior Scholar Award and Early Scholar Award from The National Association for Gifted Children; the Esteemed Scholarship Award from The National Association of Black Psychologists; the Outstanding Service Award from the Council for Exceptional Children-The Association for the Gifted. She is the Vanderbilt University SEC Faculty Award recipient (2013). Professor Ford is even more proud and humbled by awards received from student organizations (Black Student Alliance Distinguished Faculty Award, and Jimmie Franklin Outstanding Vanderbilt Faculty Award).

**2023 awards include:**

1. Planarian Award for Gifted Scholarship.
2. The 2023 EdWeek RHSU Edu-Scholar Top 200 Public Influence Rankings,
3. 2023 RHSU Edu-Scholar Public Influence: Top 10 Lists (Top 10 for PSYCHOLOGY),
4. Dr. Ford is ranked #1067 in the U.S. and #2124 in the world as a researcher by research.com.

Dr. Ford is creator of The Ford Female Achievement Model of Excellence (FAME). Donna is a two-time board member of the National Association for Gifted Children, and has served on numerous editorial boards, such as Gifted Child Quarterly, Exceptional Children, Roeper Review, Journal of Negro Education, Gifted Child Today, and Journal of Educational Psychology. She also reviews several journals in such disciplines and topics as urban education, the achievement gap, educational psychology, and counseling and development. Professional development includes membership in professional organizations, including the National Association for Gifted Children, Council for Exceptional Children, American Educational Research Association, National Association for Multicultural Education, American Association of Colleges and Teacher Educators, and others.

On a personal note, she is the proud mother of Khyle L. Ford and proud grandmother of Khyle Jr. (KJ).

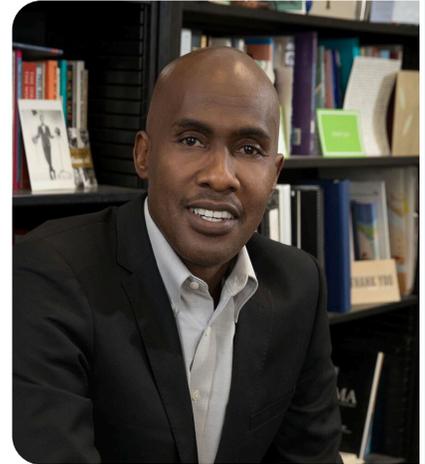
(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

**Dr. Tyrone Howard**  
Friday Evening Plenary Session

**Friday, December 1, 2023**  
**4:45 – 6:00 p.m.**

**Equity Now. Why Justice Matters for Education Opportunity**

**ABSTRACT:** At a time when increasing attacks in public education have centered on misinformation and lack of truth telling, in this plenary session Tyrone Howard will address the salience of what equity now in this moment calls for. By centering his work within a justice and repairing harm framework, Professor Howard will lift up important research on literacy and truth telling that speaks to the significance of the current moment, and offer evidence-based strategies and solutions for educational practitioners, leaders, and advocates to challenge much of the harmful discourse harming historically marginalized students.



**BIOGRAPHY:** Tyrone C. Howard is the Pritzker Family Endowed professor in the School of Education and Information Studies at UCLA. Dr. Howard is also the inaugural director of the UCLA Pritzker Center for Strengthening Children and Families, which is a transdisciplinary consortium of experts who examine academic, mental health, and social emotional experiences and challenges for California's most vulnerable youth populations. He is also the director of the UCLA Center for the Transformation of Schools which serves as a thought partner for districts, counties, and states to pursue whole child, whole community approaches to school systems improvement. Professor Howard has published over 85 peer reviewed journal articles, book chapters, and technical reports. He has published several bestselling books, among them, *Why Race & Culture Matters in Schools* and *Black Male(d): Peril and promise in the education of African American males*. His two most recent books, *No More Teaching Without Positive Relationships*, and *All Students Must Thrive: Transforming Schools To Combat Toxic Stressors And Cultivate Critical Wellness* have become must reads for all educators. Dr. Howard is considered one of the premier experts on educational equity and access in the country. Dr. Howard is also the Director and Founder of the Black Male Institute at UCLA, which is an interdisciplinary cadre of scholars, practitioners, community members, and policy makers dedicated to examining the nexus of race, class, and gender of school age youth. A native and former classroom teacher of Compton, California, Dr. Howard was named the recipient of the 2015 UCLA Distinguished Teaching Award, which is the UCLA's highest honor for teaching excellence, and was named an American Educational Research Association (AERA) Fellow in 2017 for his exemplary research on race and equity. Professor Howard is a member of the National Academy of Education and has been listed by Education Week as one of the 200 most influential educational scholars in the nation on education practice, policy, and research. Professor Howard is currently the President of the American Education Research Association, which is the nation's largest organization focused on educational research and policy.

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# INTEGRATIVE RESEARCH REVIEW PANEL

Saturday, December 2

10:30 a.m. – 12:00 p.m. | *Salon*

**PANEL MEMBERS:** Latrise Johnson, Antero Garcia, Raúl Alberto Mora, Seth Parsons

## **Interrogating Hierarchies: Building a Humanitarian Literacy Research Architecture that Binds: Research from Multiple Perspectives**

**ABSTRACT:** This year's conference theme is "Interrogating Hierarchies: Building a Humanitarian Literacy Research Architecture that Binds." This is an invitation for the association to work on existing research that has yet to lead to the wanted, proposed, hypothesized, or imagined outcomes. As a research community, we also need to deal with the fact that past research has had unintended results and consequences that have erased cultural, disciplinary, economic, linguistic, political, and technological identities instead of giving everyone a chance to have better access to language(s), reading, writing, and knowledge(s).

As a community, we must recognize the existence of these hierarchies as the first step to combating them. The presenters in this year's Integrative Research Review Panel provide four possible perspectives to start building that "Humanitarian Literacy Research Architecture That Binds," as proposed in this year's conference. These were chosen by considering the current questions that all the presenters are asking and the wide range of research interests in the LRA community.

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## Write the Power: How Writing Research Can Dismantle Hierarchies in Literacy Research

**PRESENTER:** Latrise Johnson, University of Alabama

**ABSTRACT:** “In practice,” according to Spence (2021), “the white speaker/listener/[reader] marks certain language characteristics of racialized people while leaving the language of other groups unmarked” and therefore unacknowledged as part of academic discourses (Flores & Rosa, 2015). With regard to research, particular languages and voices are upheld while others are silenced or revised to reflect what is constructed as academic discourse that positions white middle-class American English language users as superior and creates false racial hierarchies with material and discursive consequences for Black research/ers. This paper will illuminate how writing research—that is, the act of writing, as well as the texts produced as a result, might provide the space for dismantling hierarchies with/in literacy research. Using an ecology of writing framework in which “all characteristics of individual writers or a piece of writing both determine and are determined by the characteristics of all the other writers and writings in the systems (Cooper, 1986), this work will explore how writing research conducted by and about Black writers might reform hierarchical systems that position particular literacy research as worthy or not while (re)building a “Humanitarian Literacy Research Architecture That Binds.”



**BIO:** Latrise P. Johnson is writer, scholar, mother, teacher, and intellectual. She works as an Associate Professor of Secondary English Language Arts and Literacy at the University of Alabama (UA). Before joining the faculty at UA, Dr. Johnson taught middle and high school Language and Literature in Atlanta Public Schools. She is an equity-oriented scholar whose research examines the literacy practices of historically marginalized youth in and outside of school. Her articles, “Writing the Self: Black Queer Youth Challenge Heteronormative Ways of Being in an After-school Writing Club” and “The Human and the Writer: The Promise of a Humanizing Writing Pedagogy for Black Students,” published in *Research in the Teaching of English*, both received the Alan C. Purves Award (2017/2020) for their impact on literacy education. She served as Professor in Residence at a local High School conducting research, teaching classes, sponsoring student groups, and working closely with students and teachers. Dr. Johnson serves the literacy field as Associate Editor of *Literacy Research: Theory, Methods, and Practice Journal* (LRTMP); as a member of *Language Arts*, *Research in the Teaching of English* (RTE), and *Equity & Excellence in Education* (EEE) editorial boards; and as Past Chair of English Language Arts Teacher Education (ELATE). Dr. Johnson was a Cultivating New Voices Fellow in 2010-2012 and now co-directs the program. Dr. Johnson teaches yoga to her friends and family and her anthem is Q.U.E.E.N by Janelle Monáe.

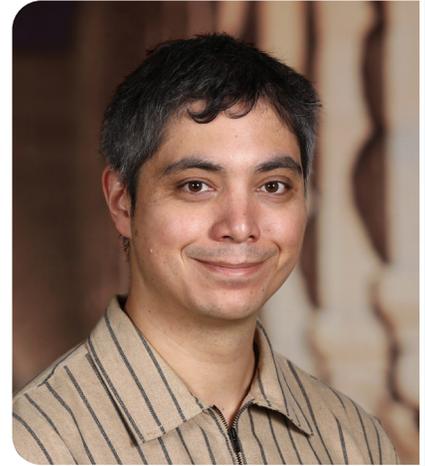
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## **Multiversal Learning Possibilities: Speculative Pedagogies through Social Design**

**PRESENTER:** Antero Godina Garcia, Stanford University with Nicole Mirra, Rutgers, the State University New Jersey

**ABSTRACT:** Recognizing the overlapping complexities of local and global sociopolitical strife, and the needs of all learners within classrooms, this paper argues that fundamental measures of individual growth and thriving have stunted our field. Our hierarchies that center adult expertise in learning environments overlook the brilliance and possibilities for social transformation seeded in every classroom today. This paper begins with an exploration of three focus areas that have been prioritized in educational discourse recently: social emotional learning, digital citizenship, and 21st century skills. Following an analysis of how these foci have been taken up in practice, this paper then engages in a critical synthesis of scholarship utilizing social design-based experiments. Ultimately, through a speculative approach to research and pedagogy, we offer a vision of multidimensional (and multiversal) learning that emphasizes expansive definitions of equity.

**BIO:** Antero Garcia is an Associate Professor in the Graduate School of Education at Stanford University. His research explores the possibilities of speculative imagination and healing in educational research. Prior to completing his Ph.D., Garcia was an English teacher at a public high school in South Central Los Angeles. He has authored or edited more than a dozen books about the possibilities of literacies, play, and civics in transforming schooling in America. Antero currently co-edits *La Cuenta*, an online publication centering the voices and perspectives of individuals labeled undocumented in the U.S. Antero received his Ph.D. in the Urban Schooling division of the Graduate School of Education and Information Studies at the University of California, Los Angeles.



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## Disrupting the Hierarchies of English in Literacy Research: A Call to Rebuild our Research Architecture

**PRESENTER:** Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana (Colombia)

**ABSTRACT:** It is no secret that English is still the official language used for most scientific communication. In keeping with the conference's theme, it is worthwhile to consider two persistent issues: On the one hand, how languages other than English fit into the architecture of our literacy research and how important journals and scholarly conferences, which are typically monolingual, will be discussed. Conversely, how can we challenge conventional wisdom about English that establishes hierarchies that deprive native English speakers from non-dominant groups and geographic areas of their rights as well as non-native speakers? We need to examine how we each contribute to the "Hierarchies of English" and how we work together to challenge them if we are to adopt the "Humanitarian" perspective that this year's conference is pushing us to adopt (and not just leaving those in the English peripheries as the only forms of resistance). This paper proposes a series of steps, based on ongoing research and my work and advocacy, to create spaces with a true hereglossia of languages and Englishes that will enrich who we are and what we do as literacy researchers, educators, and advocates.



**BIO:** Raúl Alberto Mora is an Associate Professor at the Doctorate in Education at Universidad Pontificia Bolivariana (UPB) in Medellín, where he also chairs the award-winning Literacies in Second Languages Project research lab (LSLP). During his time in higher education, he has served as visiting professor and scholar at universities in Colombia, Poland, Mexico, Czechia, Spain, Brazil, the United States, and Norway. His current research explores second-language literacies in urban spaces and gaming communities, the pedagogical implementation of alternative literacies in second-language education, and the need for critical frameworks for English Language Teaching and plurilinguism in and from the Global South. He currently sits at the LRA Board of Directors, is one of the co-founders of the Transnational Critical Literacies Network (TCLN), and was recently appointed as co-editor of the Contemporary Perspectives on Semiotics in Education: Signs, Meanings and Multimodality series at Information Age Publishing. He co-edited *The Handbook of Critical Literacies* (Routledge, 2021), and *Translanguaging and Multimodality as Flow, Agency, and a New Sense of Advocacy in and from the Global South* (Routledge, 2024), as well as the forthcoming volume *Understanding Second Language Users as Gamers: Language-as-Victory* (under contract with Routledge).

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## Interrogating Hierarchies within the Science of Reading Movement

**PRESENTER:** Seth A. Parsons, George Mason University (Virginia, USA)

**ABSTRACT:** The Science of Reading movement has taken hold throughout the United States and elsewhere. This movement is based upon the idea that scientific research should guide reading policy and practice. Numerous states in the U.S. have adopted legislation that requires certain curricula and, in some cases, forbids particular instructional approaches in the effort to mandate effective reading instruction. While Science of Reading proponents often suggest that how to teach reading is “settled science,” this movement is guided by numerous assumptions that privilege knowledge, ideas, outcomes, and voices above others. In alignment with the conference theme of “Interrogating Hierarchies: Building a Humanitarian Literacy Research Architecture that Binds,” I unpack hierarchies within the Science of Reading movement that pervert science and its role in informing policy and practice.

**BIO:** Seth A. Parsons is a professor in the Sturtevant Center for Literacy in the School of Education at George Mason University. He teaches in the Elementary Education, Literacy, and Research Methods program areas. His award-winning research focuses on student motivation and engagement, teacher instructional adaptations, and teacher education and development. He is a past president of the Association of Literacy Educators and Researchers (ALER) and is currently a co-editor of the *Journal of Literacy Research*. His books include *Accelerating Learning Recovery for All Students: Core Principles for Getting Literacy Growth Back on Track* (with Margaret Vaughn), *Principles of Effective Literacy Instruction, K-5* (with Margaret Vaughn) and *Becoming a Metacognitive Teacher: A Guide for Early and Preservice Teachers* (with Roya Scales and Thomas DeVere Wolsey).



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## 2023 AREA CO-CHAIRS

### Program Chairs

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Conference Chair, **Alfred Tatum** – *Metropolitan State University of Denver* – atatum1@msudenver.edu  
Associate Conference Chair, **Fenice Boyd** – *University of South Carolina* – boydfb@mailbox.sc.edu

### Area 1. Pre-service Teacher Education in Literacy

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**Sam von Gillern** – *University of Missouri* – svongillern@missouri.edu  
**Crystal Wise** – *University of Illinois at Chicago* – cnwise@uic.edu  
**Kristine Schutz** – *UIC, College of Education* – kschutz@uic.edu  
**Miranda Fitzgerald** – *University of North Carolina, Charlotte* – mfitzg21@charlotte.edu

### Area 2. In-service Teacher Education/Professional Development in Literacy

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**Sarah Lupo** – *James Madison University* – luposm@jmu.edu  
**Carolyn S. Hunt** – *Illinois St. University* – cshunt@ilstu.edu  
**Susan Browne** – *Rowan University* – brownes@rowan.edu  
**Dara Hill** – *The University of Michigan, Dearborn* – kirdara@umich.edu

### Area 3. Literacy Assessment, Learning, and Teaching

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**Courtney Hattan** – *Illinois St. University* – chattan@unc.edu  
**Jackie Relyea** – *North Carolina University* – jrelyea@ncsu.edu  
**Mary Hoch** – *National Louis University* – mary.hoch@nl.edu  
**Elena Forzani** – *Boston University* – eforzani@bu.edu

### Area 4. Public Engagement and Policy in Literacy

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**Renee Rice Moran** – *East Tennessee St. University* – ricemoran@etsu.edu  
**Samuel Tanner** – *Penn State University* – samuel-tanner@uiowa.edu  
**John Strong** – *University at Buffalo* – jstrong3@buffalo.edu

### Area 5. Early and Elementary Literacy Processes

---

**Zoi Traga Philippakos** – *University of Tennessee* – zphilipp@utk.edu  
**Jill Grifenhagen** – *NC State University* – jfgrifen@ncsu.edu  
**Rebecca Norman** – *Mount St. Mary College* – rebecca.norman@msmc.edu  
**AnneMarie Gunn** – *University of South Florida* – gunn@usf.edu  
**Margaret Vaughn** – *Washington State University* – margaret.vaughn@wsu.edu

### Area 6. Adolescent, College, and Adult Literacy Processes

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**Saba Vlach** – *University of Iowa* – saba-vlach@uiowa.edu  
**Jennifer Theriault** – *University of Findlay* – jennifer.theriault@findlay.edu  
**Susan Groenke** – *University of Tennessee* – sgroenke@utk.edu

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# 2023 AREA CO-CHAIRS

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## Area 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

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**Kelly Johnston** – *Baylor University* – kelly\_johnston@baylor.edu

**Annie Daly** – *University of Texas, Arlington* – annie.daly@uta.edu

**Susan Bennett** – *University of South Florida St. Petersburg* – sbennet3@usf.edu

**Mandy Stewart** – *Texas Woman's University* – mstewart7@twu.edu

## Area 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

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**Renata Love Jones** – *Georgia State University* – rjones167@gsu.edu

**Maria Selena Protacio** – *Western Michigan University* – selena.protacio@wmich.edu

**Claudia Rodriguez-Mojica** – *Santa Clara University* – crodriguezmojica@scu.edu

**Kongji Qin** – *New York University* – kongji.qin@nyu.edu

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

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**Mark Lewis** – *James Madison University* – lewis6ma@jmu.edu

**Ryan Schey** – *University of Georgia* – ryanschey@uga.edu

**Stergios Botzakis** – *University of Tennessee* – sbotzaki@utk.edu

## Area 10. Literacy Media and Technology

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**Amy Hutchinson** – *University of Alabama* – ahutchinson1@ua.edu

**Becky Beucher** – *Illinois State University* – rlbeuch@ilstu.edu

**Blaine Smith** – *Vanderbilt University* – blaine.smith@vanderbilt.edu

**Darian Thrailkill** – *East Carolina University* – thrailkill19@ecu.edu

## Area 11. Research Methods, Practices, and Theory

---

**Lucy Spence** – *University of South Carolina* – spence2@email.sc.edu

**Amelie Lemieux** – *University of Montreal* – amelie.lemieux.1@umontreal.ca

## Area 12. International Research on Literacy Learning and Teaching

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**Gui Yang Yang-Heim** – annieheim2018@gmail.com

**Jiening Ruan** – *University of Oklahoma* – jruan@ou.edu

**Zaline Roy-Campbell** – *Syracuse University* – zmroycam@syr.edu

**Mia Perry** – *University of Glasgow* – mia.perry@glasgow.ac.uk

## Area 13. Study Groups

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**Evan Ortlieb** – *The Citadel* – eortlieb@citadel.edu

**Emily Machado** – *University of Wisconsin-Madison* – machado3@wisc.edu

**Tori K. Flint** – *University of Louisiana-Lafayette* – Tori.flint@louisiana.edu

## Area 14. Other Topics

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**Marla Robertson** – *Utah State University* – mkrobertson2009@gmail.com

**Emily Rodgers** – *The Ohio State University* – rodders.42@osu.edu

**Melanie Reaves** – *Montana State University Billings* – melanie.reaves@msubillings.edu

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

## STUDY GROUP ORGANIZERS

**Adult, Family and Community Literacies Study Group**  
Amy Pickard, *Indiana University-Bloomington*

**Approaches to Discourse Analysis Study Group**  
Amy Vetter, *University of North Carolina Greensboro*

**Approaches to Studying and Teaching Graphic Novels Study Group**  
Daryl Axelrod, *Florida International University*

**Artificial Intelligence in Literacy Learning and Teaching. Implications for International Literacy Researchers in the Light of Equity and Ethics Study Group**  
Claudia Hilde Finkbeiner, *Prof. Dr., University of Kassel*  
Bettina Buch, *University College Absalon*

**Authoring as Multimodal Practice Study Group**  
Melanie Reaves, *Montana State University Billings*

**Building an Infrastructure for Community-Based, Youth Led Inquiries in the Service of Educational Justice Study Group**  
Jacqueline Mary Winsch, *University of Pennsylvania*  
Claire Wan, *University of Pennsylvania*

**Children's and Young Adult Literature Study Group**  
Amy Burke, *Texas Woman's University*  
Saba Vlach, *The University of Iowa*

**Creative Nonfiction for Literacy Researchers Study Group**  
Stephanie L. Abraham, *Rowan University*

**Critical Gaming Literacies Study Group**  
Karis Jones, *SUNY Empire State College*

**Culturally Sustaining Literacy Pedagogy Study Group**  
Susan Cantrell, *University of Kentucky*  
Judith Paulick, *University of Virginia*  
Doris Walker-Dalhouse, *Marquette University*  
Althier M. Lazar, *Saint Joseph's University*  
Rachelle S. Savitz, *East Carolina University*

**Design-Based Experiments in Literacy Research Study Group**

Leslie Dawn Roberts, *Georgia Southern University*

**Doctoral Student Innovative Community Group Study Group: The Digital!**

Madison Gannon, *University of Georgia*

Andrew del Calvo, *The University of Pennsylvania Graduate School of Education*

Daniel P. Moore, *Stanford University*

**History of Literacy Study Group: The Influence of the Center for the study of Reading on LRA Study Group**  
Dixie Massey, *Seattle Pacific University*

**Literacy and Identities Study Group**

Christopher Wagner, *Queen's College - City University of New York*

**Literacy Lab/Reading Clinic Study Group**

Cheryl Dozier, *University at Albany*

Theresa A Deeney, *University of Rhode Island*

**LRA Writing Research Study Group: Artificial Intelligence and Writing with Guests, Drs. Piotr Mitros, Paul Deane, Collin Lynch, Tamara Tate, Jacod Steiss, and Zoi Philippakos**  
Zoi Traga Philippakos, *University of Tennessee Knoxville*

**Policy and Politics Study Group**

Judson Laughter, *University of Tennessee, Knoxville*

**Reconceptualizing Expertise: Centering Local and Community Knowledges in Language and Literacy Learning Study Group**

Lenny Sánchez, *University of South Carolina*

**Teacher Education Research Study Group (TERSG)**

Marliese Peltier, *Ball State University*

**Word Study: Phonics, Vocabulary, and Spelling Study Group**

Dianna Townsend, *University of Nevada, Reno*

Amy Rae Frederick, *University of Wisconsin - River Falls*

Annie Ittner, *St. Cloud State University*

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# Wednesday, Thursday, Friday

## STUDY GROUPS

### Adult, Family and Community Literacies Study Group

Wednesday, November 29, 2023

12:00 – 1:00 p.m.

Room: 203

The Adult, Family and Community Literacies Study Group develops and supports diverse partnerships among scholars and raises awareness of the acute need for adult, family, and community literacies research. Each day, a set of scholars will facilitate participants' collaborative creation of an "unconference" agenda and host related conversations around the themes listed below. Wednesday: Adult Literacies Thursday: Community Literacies Friday: Family Literacies.

*Chair:*

**Leah Saal**, *Loyola University Maryland*

*Presenters:*

**Tairan Qiu**, *University of Houston*

**Tisha Lewis Ellison**, *University of Georgia*

**Melody Zoch**, *UNC Greensboro*

### Approaches to Studying and Teaching Graphic Novels Study Group

Wednesday, November 29, 2023

12:00 – 1:00 p.m.

Room: 219

This study group's purpose is to share empirical research and pedagogy using texts that combine words with images, with a goal of supporting researchers/educators of all experience levels in developing work on graphic novels in literacy education. We will also discuss issues that revolve around our common interest of exploring diverse representations in graphica, and how to expand research access and inclusion to interrupt stubborn hierarchies of what counts as literature and rigorous literacy learning.

*Chair:*

**Daryl Axelrod**, *Florida International University*

*Presenters:*

**Stergios Botzakis**, *University of Tennessee, Knoxville*

**Ewa McGrail**, *Georgia State University*

**Lisa York**, *Georgia State University*

### Approaches to Discourse Analysis Study Group

Wednesday, November 29, 2023

12:00 – 1:00 p.m.

Room: 204

The Approaches to Discourse Analysis (DA) study group is a longstanding study group providing attendees with an opportunity to develop understandings and practices of discourse analysis as a methodology, as well as providing a space for new and ongoing scholarly collaborations among LRA members engaging with DA in their work.

*Chairs:*

**Laura Taylor**, *Rhodes College*

**Amy Vetter**, *University of North Carolina Greensboro*

*Presenters:*

**Audrey Lucero**, *University of Oregon*

**Rachiel Gabriel**, *University of Connecticut*

### Artificial Intelligence in Literacy Learning and Teaching. Implications for International Literacy Researchers in the Light of Equity and Ethics Study Group

Wednesday, November 29, 2023

12:00 – 1:00 p.m.

Room: 205

The International Study Group will provide opportunities for researchers with interests in international literacy teaching to share their experiences with using AI in literacy, and to discuss, collaborate and learn from each other. It may spur a new era of research collaboration between developers, researchers and educators. Detecting biases inherent in AI together will allow participants to make utmost use for all learners and contribute to an emancipated use but also critical distance to AI.

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## STUDY GROUPS

### Chairs:

**Claudia Hilde Finkbeiner**, *Prof. Dr., University of Kassel*  
**Bettina Buch**, *University College Absalon*  
**Desiree Maria Pallais-Downing**, *The University of Texas at Austin*  
**Zaline Roy-Campbell**, *Syracuse University*  
**Rahat Zaidi**, *University of Calgary*

### Presenters:

**Bettina Buch**, *University College Absalon*  
**Claudia Hilde Finkbeiner, Prof. Dr.**, *University of Kassel*  
**Zaline Roy-Campbell**, *Syracuse University*  
**Desiree Maria Pallais-Downing**, *The University of Texas at Austin*  
**Chinwe H Ikpeze**, *St. John Fisher University*

### Authoring as Multimodal Practice Study Group Wednesday, November 29, 2023

12:00 – 1:00 p.m.

Room: 215

Presenters will work with participants who are invited to join an IRB-approved research project taking place in the sessions, or just participate in the activities/discussions. Each session will have the following protocol:

- ▶ Introductions of the Project/Activities and Participants
- ▶ Engagement in creative reflection activities (arts-based, no art background required)
- ▶ Reflective writing
- ▶ Collaborative Conversations

Participants are invited to co-author an a/r/tography paper based on the experience (proposal for LRA2024 and submitted for publication).

### Chair:

**Melanie Reaves**, *Montana State University Billings*

### Presenters:

**Melanie Reaves**, *Montana State University Billings*  
**Karen Ventura-Kalen**, *Eastern Washington University*  
**Corrie Dobis**, *North Carolina State University*  
**George Kamberelis**, *Kent State University*

### Building an Infrastructure for Community-Based, Youth Led Inquiries in the Service of Educational Justice Study Group

Wednesday, November 29, 2023

12:00 – 1:00 p.m.

Room: Salon West

This study group will bring together LRA attendees who either presently or hope to work alongside youth as co-researchers, and who seek to establish ethical and professional norms (Campano et al., 2021) for co-constructing research inquiries alongside youth, from research design to data analysis and publication. This study group closely aligns with the 2023 LRA theme, as we look forward to “Interrogating Hierarchies” of university-based scholarship and working towards increasingly youth-led research inquiries.

### Chair:

**Maria Paula Ghiso**, *Teachers College, Columbia University*

### Presenters:

**Ankhi Thakurta**, *University of Pennsylvania*  
**Nicole Mirra**, *Rutgers University*  
**Joanne Marciano**, *Michigan State University*  
**Alicia Rusoja**, *University of California, Davis*  
**Grace D. Player**, *University of Connecticut*

### Discussant:

**Gerald Campano**, *University of Pennsylvania*

### Children’s and Young Adult Literature Study Group Wednesday, November 29, 2023

12:00 – 1:00 p.m.

Room: 221

This study group will focus on the application of theory to understand youth texts and the reciprocal use of youth texts as a lens for understanding literacy theories. In addition to considering existing expertise on youth literature, the study group will engage in inquiry around salient issues related to research and teaching with youth literature.

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# Wednesday, Thursday, Friday

## STUDY GROUPS

### Chairs:

**Amy Burke**, *Texas Woman's University*

**Saba Vlach**, *The University of Iowa*

### Presenters:

**Amy Burke**, *Texas Woman's University*

**Saba Vlach**, *The University of Iowa*

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

**Annamary Consalvo**, *University of Texas at Tyler*

practice and as a format with implications for research methodology and literacy teaching and teacher preparation. We will facilitate a data session (day 1), define our mission (day 2), and collaborate around future projects (day 3). We will also discuss and engage in key roleplaying game social practices like snacks.

### Chairs:

**Virginia Killian Lund**, *University of Rhode Island*

**Karis Jones**, *SUNY Empire State College*

### Presenters:

**Christian Ehret**, *University of North Carolina at Chapel Hill*

**Ty Hollett**, *Penn State University*

### Creative Nonfiction for Literacy Researchers Study Group

Wednesday, November 29, 2023

12:00 – 1:00 p.m.

Room: 222

In this study group, we will take up the following issues:

1. How and where can literacy researchers disseminate scholarship in writing spaces beyond research presentations and empirical publications? (e.g., memoirs, op-eds, poetry, literary journals, blogs, digital storytelling, podcasting, or other multimedia).
2. How can scholars, often only trained in academic writing genres, take up more creative writing practices to disseminate scholarly ideas?

### Chair:

**Stephanie L Abraham**, *Rowan University*

### Presenters:

**Peggy Semington**, *University of Texas at Arlington*

**Jo Hawke**, *Tulsa Public Schools*

### Culturally Sustaining Literacy Pedagogy Study Group

Wednesday, November 29, 2023

12:00 – 1:00 p.m.

Room: 207

The Culturally Sustaining Literacy Pedagogy SG offers participants opportunities to explore and uphold practices that preserve students' cultural traditions, heritages, literacies, and languages in schools. CSLP has been constrained by a teacher education gap, curriculum standardization, and a political movement that seeks to control what teachers say and do in their classrooms. Our session is designed to challenge these hierarchies by supporting participants' efforts to center CSLP in teacher education and K-12 contexts.

### Chair:

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

### Presenters:

**Susan Cantrell**, *University of Kentucky*

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

**Judith Paulick**, *University of Virginia*

**Rachelle Savitz**, *East Carolina University*

**Doris Walker-Dalhouse**, *Marquette University*

### Critical Gaming Literacies Study Group

Wednesday, November 29, 2023

12:00 – 1:00 p.m.

Room: 206

This study group will engage with and discuss games (defined broadly: video games, roleplaying games, board games, escape rooms, etc.) as a complex multiliteracies

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

## STUDY GROUPS

### Design-Based Experiments in Literacy Research Study Group

Wednesday, November 29, 2023

12:00 – 1:00 p.m.

Room: 223

The annual conference theme: “Interrogating Hierarchies: Building a Humanitarian Literacy Research Architecture that Binds,” calls for literacy researchers to be allied supporters during ongoing instructional, political, cultural, and institutional unrest. There is a challenge to disrupt longstanding educational hierarchies that have stifled binding humanitarian experiences with literacy research practices. These beliefs are consistent with the foundational ideals of design-based research (DBR), which promotes collaboration between practitioners, researchers, and all who benefit from humanitarian literacy research.

*Chair:*

**Ryan McCarty**, *Niles Township High School District 219*

*Presenters:*

**Elizabeth Isidro**, *Western Michigan University*

**Krithyna Fermin**, *Western Michigan University*

**Samuel S. David**, *University of Minnesota*

**Michael Manderino**, *Northern Illinois University*

**Takeena Khan**, *City Colleges of Chicago*

### Doctoral Student Innovative Community Group Study Group: The Digital!

Friday, December 1, 2023

12:00 – 1:00 p.m.

Room: Salon West

The DSICG Study Group convenes scholars to support doctoral students. This year, we center the “digital turn” in literacy research.

**Wednesday:** Moving Towards Bidirectionality with Dr. Ian O’Byrne, Dr. Sara Kajder and Scott Storm.

**Thursday:** Critical Digital Literacy Research with K-12 Classrooms with Dr. Detra Price-Dennis, Dr. Amy Stornaiuolo, Dr. Melody Zoch and Dr. Salika Lawrence.

**Friday:** Digital Methods: Conducting Critical Literacy Research in the Post-ChatGPT World with Dr. T. Philip Nichols, Dr. Alecia Magnifico and Dr. Dominique McDaniel.

*Chairs:*

**Madison Gannon**, *University of Georgia*

**Daniel P. Moore**, *Stanford University*

**Andrew del Calvo**, *The University of Pennsylvania Graduate School of Education*

*Presenters:*

**Sara Kajder**, *University of Georgia*

**William Ian O’Byrne**, *College of Charleston*

**Scott Storm**, *New York University*

**Detra Price-Dennis**, *Ohio State University*

**Melody Zoch**, *UNC Greensboro*

**Salika A Lawrence**, *The College of New Jersey*

**T. Philip Nichols**, *Baylor University*

**Alecia Marie Magnifico**, *University of New Hampshire*

**Dominique Skye McDaniel**, *Kennesaw State University*

### History of Literacy Study Group: The Influence of the Center for the study of Reading on LRA Study Group

Wednesday, November 29, 2023

12:00 – 1:00 p.m.

Room: Crystal Ballroom C-D

Our purpose is to explore the history of our organization, the history of literacy, and the methodologies appropriate for historical research. We will consider the history of the organization by focusing on the influence of the Center for the Study of Reading, including its influence on LRA. This exploration, presented by mentors and graduate students, will include consideration of the influences of the people and the research connected to the Center.

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

# Wednesday, Thursday, Friday

## STUDY GROUPS

*Chair:*

**Samuel DeJulio**, *University of Texas at San Antonio*

*Presenters:*

**James Robert King**, *University of South Florida*

**Norman A. Stahl**, *Northern Illinois University*

**Literacy and Identities Study Group**

**Wednesday, November 29, 2023**

**12:00 - 1:00 p.m.**

*Room: 220*

The Literacy and Identities Study group provides a forum to explore current issues and topics related to the study of identities in the literacy field. Identity studies broadly engage with the complexity of literacy by exploring how students and teachers make and remake ideas about who they are as readers and writers. Sessions will provide spaces for dialogue on issues in identity studies and opportunities to develop collaborations.

*Chairs:*

**Grace Enriquez**, *Lesley University*

**Chantal Francois**, *Towson University*

**Katherine K. Frankel**, *Boston University*

**Christine Leighton**, *Emmanuel College*

**Lindsey Moses**, *Arizona State University*

**Christopher J. Wagner**, *Queen's College - City University of New York*

**Literacy Lab/Reading Clinic Study Group**

**Wednesday, November 29, 2023**

**12:00 - 1:00 p.m.**

*Room: 216*

The Literacy Lab/Reading Clinic Study Group is a longstanding study group for LRA attendees interested in working together to create effective and equitable learning environments for teachers, learners, and families. In this way, labs/clinics have long interrogated hierarchies through engagements focused on inclusivity, equity, and access. During sessions, attendees consider

issues of practice within clinical teacher preparation and develop a collaborative research agenda to continue to strengthen literacy teacher preparation.

*Chairs:*

**Theresa A Deeney**, *University of Rhode Island*

**Cheryl Dozier**, *University at Albany*

*Presenters:*

**Cheryl Dozier**, *University at Albany*

**Terry Deeney**, *University of Rhode Island*

**LRA Writing Research Study Group: Artificial Intelligence and Writing with Guests, Drs. Piotr Mitros, Paul Deane, Collin Lynch, Tamara Tate, Jacob Steiss, and Zoi Philippakos**

**Wednesday, November 29, 2023**

**12:00 - 1:00 p.m.**

*Room: 217*

Artificial Intelligence (AI) and Natural Language Processing (NLP)-related technologies become prominent in educational settings. Recent products are made available and have the potential to affect the writing process as we currently know it. The session shall address innovative tools that could support teachers' instructional feedback and differentiation as well as ChatGPT and other Large Language Models' challenges and possibilities for effective use within the writing process.

*Chair:*

**Zoi Traga Philippakos**, *University of Tennessee Knoxville*

*Presenters:*

**Piotr Mitros, Ph.D.**, *ETS*

**Paul Deane, Ph.D.**, *ETS*

**Collin Lynch, Ph.D.**, *NC State*

**Tamara Tate, Ph.D.**, *University of California, Irvine*

**Jacob Steiss, Ph.D.**, *University of California, Irvine*

**Zoi Traga Philippakos**, *University of Tennessee Knoxville*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

## STUDY GROUPS

### Policy and Politics Study Group Wednesday, November 29, 2023

12:00 – 1:00 p.m.

Room: 224

In response to this year’s conference theme, the 2023 Policy and Politics Study Group will bring together knowledgeable voices with political experience at the local, state, and national/international levels, addressing the entire literacy architecture we seek to build and reinforce. We will learn from experience how to bind people together while resisting hierarchies that seek to divide.

*Chair:*

**Olivia Grace Stewart, St. John’s University**

*Presenter:*

**Carla K. Meyer, Duquesne University**

### Reconceptualizing Expertise: Centering Local and Community Knowledges in Language and Literacy Learning Study Group

Wednesday, November 29, 2023

12:00 – 1:00 p.m.

Room: 218

The Multilingual and Transnational ICG seeks to examine and extend conversations on what it means to center “expertise” as local/community knowledge. This three-day study group invites attendees to reflect on how to bring diverse ways of knowing into the research process and how to navigate dilemmas which undermine local knowledge-making. Invited scholars will share about their experiences in working across diverse research spaces (e.g., counternarrative classroom research, immigrant community-based organizing, and refugee home/school environments).

*Chairs:*

**Lenny Sánchez, University of South Carolina**

**Mariannella Nunez, University of the Incarnate Word**

*Presenter:*

**Assadullah Sadiq, California State University Channel Islands**

**Alicia Rusoja, University of California Davis**

**Douha Abbasher, Texas Woman’s University**

**Rocio Almanza, Texas A&M University-Commerce**

**Maria Torre Lopez, Texas Woman’s University**

### Teacher Education Research Study Group (TERSG)

Wednesday, November 29, 2023

12:00 – 1:00 p.m.

Room: Crystal Ballroom A-F

Since 1991, TERSG has brought together teacher educators/researchers in a professional learning community to consider the preparation of excellent literacy teachers. TERSG has three primary purposes: To provide a forum for the exchange of information and ideas for teacher educators, to support individual and collaborative research efforts towards scholarship, and to challenge our own conceptions and beliefs as they relate to literacy teaching and learning.

*Chairs:*

**Marliese Peltier, Ball State University**

**Sonia Kline, Illinois State University**

*Presenters:*

**Marliese Peltier, Ball State University**

**Sonia Kline, Illinois State University**

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

# Wednesday, Thursday, Friday

## STUDY GROUPS

### **Word Study: Phonics, Vocabulary, and Spelling Study Group**

**Wednesday, November 29, 2023**

**12:00 – 1:00 p.m.**

*Room: Crystal Ballroom B-E*

This study group shares approaches and perspectives on issues related to phonics, vocabulary, and spelling. Speakers this year include Heidi Anne Mesmer, Laura Tortorelli, John Strong, Blythe Anderson, Jennifer Jordan, Nora Vines, Diane Lapp, Doug Fisher, Dan Reynolds, Kelly Cartwright, and Ana Taboada Barber. Topics include: teaching multisyllabic and vocabulary words in informational texts, decoding less regular words, re-thinking scripted curricula, word level teaching in high school, reading intervention, and the Active View of Reading.

*Chair:*

**Dianna Townsend**, *University of Nevada, Reno*

*Presenters:*

**Laura S. Tortorelli**, *Michigan State University*

**John Strong**, *University at Buffalo*

**Blythe Anderson**, *University at Buffalo, SUNY*

**Diane Lapp**, *San Diego State University*

**Douglas Fisher**, *dfisher@mail.sdsu.edu; San Diego State University*

**Nora Vines**, *University of Tennessee, Knoxville*

**Jennifer Jordan**, *University of Tennessee*

**Dan Reynolds**, *John Carroll University*

**Kelly Cartwright**, *Christopher Newport University*

**Ana M Taboada Barber**, *UMD College Park*

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# LITERACY RESEARCH: THEORY, METHOD, AND PRACTICE, VOL. 73

## Call for Manuscripts

Editors of the 73rd volume of *Literacy Research: Theory, Method, and Practice (LR: TMP)* are accepting manuscripts presented at the 2023 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 also be found on the [LR: TMP page](#) of the Literacy Research Association website. For any questions, please email the editors at [LRTMP@ua.edu](mailto:LRTMP@ua.edu).

**MANUSCRIPTS DUE:  
Saturday, February 10, 2024**

Submit manuscripts to ScholarOne at  
<https://mc.manuscriptcentral.com/lrtmp>.

## 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 (<https://mc.manuscriptcentral.com/lrtmp>) and email verification to [LRTMP@ua.edu](mailto:LRTMP@ua.edu).

Thank you!

**To find out more about this publication and  
access the current issues, access the [SAGE Website](#).**

# EVENTS AT A GLANCE

## MONDAY, NOVEMBER 27, 2023

1:15 p.m. – 2:45 p.m.	STAR Mentoring Program	Room 218
5:00 p.m. – 7:00 p.m.	Registration	Main Hallway (2 <sup>nd</sup> floor)

## TUESDAY, NOVEMBER 28, 2023

8:00 a.m. – 9:00 a.m.	STAR Breakfast	Restaurant
8:30 a.m. – 10:00 a.m.	Executive Committee Meeting & Working Breakfast	Room 219
9:00 a.m. – 7:00 p.m.	Silent Auction & Posters	Main Hallway (2 <sup>nd</sup> floor)
9:00 a.m. – 7:00 p.m.	Exhibit Hall Set-Up	Main Hallway (2 <sup>nd</sup> floor)
9:15 a.m. – 12:30 p.m.	STAR Mentoring Program (closed event)	Room 218
10:30 a.m. – 12:30 p.m.	Board of Directors Training	Room 219
12:30 p.m. – 1:15 p.m.	Board of Directors Lunch	Room 220
1:15 p.m. – 2:45 p.m.	STAR Mentoring Session	Room 218
1:30 p.m. – 5:00 p.m.	Board of Directors Meeting	Room 219
3:00 p.m. – 8:00 p.m.	Registration Open	Main Hallway (2 <sup>nd</sup> floor)
5:30 p.m. – 6:30 p.m.	Newcomers Welcome Reception hosted by Field Council	Room 206
9:00 p.m. – 11:00 p.m.	Vital Issues	Lobby Bar

## WEDNESDAY, NOVEMBER 29, 2023

7:00 a.m. – 5:00 p.m.	Registration Open	Main Hallway (2 <sup>nd</sup> floor)
<b>7:15 a.m. – 8:15 a.m.</b>	<b>Concurrent ICG Sessions</b>	
7:15 a.m. – 8:15 a.m.	Gender & Sexualities Standing Committee Mentoring Program (open to all members of the LGBTQIA+ community and those allies whose research explores the intersections of literacy and gender or sexualities)	Salon East
7:15 a.m. – 8:15 a.m.	Sara Bruce McGraw Doctoral Student Networking Session	Room 202
7:15 a.m. – 8:15 a.m.	Poster Session 1 – Set Up	Main Hallway (2 <sup>nd</sup> Floor)
8:00 a.m. – 5:00 p.m.	Exhibit Hall and Silent Book Auction and Posters	Main Hallway (2 <sup>nd</sup> Floor)

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

## EVENTS AT A GLANCE

### WEDNESDAY, NOVEMBER 29, 2023 (cont.)

<b>8:30 a.m. – 10:00 a.m.</b>	<b>Concurrent Sessions</b>	
8:30 a.m. – 10:00 a.m.	Poster Session 1	Main Hallway (2 <sup>nd</sup> Floor)
8:30 a.m. – 10:00 a.m.	Roundtable Session 1	Room 202
9:15 a.m. – 12:30 p.m.	STAR Mentoring Program (closed event)	Room 218
<b>10:15 a.m. – 11:45 a.m.</b>	<b>Concurrent Sessions</b>	
12:00 p.m. – 1:00 p.m.	Study Groups	
1:15 p.m. – 2:45 p.m.	STAR Mentoring Session (Closed Event)	Room 202
<b>1:15 p.m. – 2:45 p.m.</b>	<b>Concurrent Sessions</b>	
<b>3:00 p.m. – 4:30 p.m.</b>	<b>Concurrent Sessions</b>	
3:00 p.m. - 4:30 p.m.	Roundtable Session 2	Room 202
4:45 p.m. – 6:00 p.m.	Presidential Address	Salon
6:00 p.m. – 7:30 p.m.	President's Reception	Galleria
6:00 p.m. – 7:30 p.m.	Poster Session 1 – Tear Down	Main Hallway (2 <sup>nd</sup> Floor)
9:00 p.m. – 11:00 p.m.	Vital Issues	Lobby Bar

### THURSDAY, NOVEMBER 30, 2023

7:00 a.m. – 5:00 p.m.	Registration Open	Main Hallway (2 <sup>nd</sup> floor)
7:00 a.m. – 8:30 a.m.	Reading Hall of Fame Breakfast and Induction Ceremony	Room 202
<b>7:15 a.m. – 8:15 a.m.</b>	<b>Concurrent Standing Committees Sessions</b>	
7:15 a.m. – 8:15 a.m.	Poster Session 2 – Set Up	Main Hallway (2 <sup>nd</sup> Floor)
8:00 a.m. – 5:00 p.m.	Exhibit Hall and Silent Book Auction	Main Hallway (2 <sup>nd</sup> Floor)
<b>8:30 a.m. – 10:00 a.m.</b>	<b>Concurrent Sessions</b>	
8:30 a.m. – 10:00 a.m.	Roundtable Session 3	Room 202
8:30 a.m. – 10:00 a.m.	Poster Session 2	Main Hallway (2 <sup>nd</sup> Floor)
10:15 a.m. – 11:45 a.m.	Oscar S. Causey Award Address	Salon

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

# EVENTS AT A GLANCE

## THURSDAY, NOVEMBER 30, 2023 (cont.)

12:00 p.m. – 1:00 p.m.	Study Groups	
12:00 p.m. – 1:00 p.m.	Distinguished Scholar Lifetime Achievement Luncheon	Room 202
<b>1:15 p.m. – 2:45 p.m.</b>	<b>Concurrent Sessions</b>	
1:15 p.m. – 2:45 p.m.	Reading Hall of Fame Mentoring Session	Room 202
<b>3:00 p.m. – 4:30 p.m.</b>	<b>Concurrent Sessions</b>	
3:00 p.m. – 4:30 p.m.	Roundtable Session 4	Room 202
4:45 p.m. – 6:00 p.m.	Distinguished Scholar Lifetime Achievement Award Address	Salon
6:15 p.m. – 7:15 p.m.	Poster Session 2 – Tear Down	Main Hallway (2 <sup>nd</sup> Floor)
6:15 p.m. – 7:15 p.m.	Town Hall Meeting	Room 204
7:30 p.m. – 9:00 p.m.	ERM/STAR Reception	Crystal Ballroom
9:00 p.m. – 11:00 p.m.	Vital Issues	Lobby Bar

## FRIDAY, DECEMBER 1, 2023

7:00 a.m. – 5:00 p.m.	Registration Open	Main Hallway (2 <sup>nd</sup> Floor)
7:15 a.m. – 8:15 a.m.	Poster Session 3 – Set Up	Main Hallway (2 <sup>nd</sup> Floor)
<b>7:15 a.m. – 8:15 a.m.</b>	<b>Concurrent Award Committees Sessions</b>	
7:15 a.m. – 8:15 a.m.	National Council of Research on Language and Literacy (NCRL) Business Meeting Room	Crystal Ballroom A-F
7:15 a.m. – 8:15 a.m.	LRA Volunteer Appreciation Breakfast	Crystal Ballroom C-D
7:15 a.m. – 7:45 a.m.	Doctoral Student ICG Proposal Mentoring Project Breakfast	Room 202
7:45 a.m. – 8:15 a.m.	Doctoral Student ICG Business Meeting	Room 202
8:00 a.m. – 1:00 p.m.	Silent Book Auction Open	Main Hallway (2 <sup>nd</sup> Floor)
8:00 a.m. – 4:00 p.m.	Exhibit Hall	Main Hallway (2 <sup>nd</sup> Floor)
<b>8:30 a.m. – 10:00 a.m.</b>	<b>Concurrent Sessions</b>	
8:30 a.m. – 10:00 a.m.	Roundtable Session 5	Room 202
8:30 a.m. – 10:00 a.m.	Poster Session 3	Main Hallway (2 <sup>nd</sup> Floor)
10:15 a.m. – 11:45 a.m.	Friday AM Plenary	Salon

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

## EVENTS AT A GLANCE

### FRIDAY, DECEMBER 1, 2023 (cont.)

12:00 p.m. – 1:00 p.m.	Study Groups	
12:00 p.m. – 1:00 p.m.	ERM Intersectionality Brown Bag Discussion	Room 202
<b>1:15 p.m. – 2:45 p.m.</b>	<b>Concurrent Sessions</b>	
1:15 p.m. – 2:45 p.m.	Roundtable Session 6	Room 202
3:00 p.m. - 4:00 p.m.	STAR Fellows Research Showcase	Room 314
<b>3:00 p.m. – 4:30 p.m.</b>	<b>Concurrent Sessions</b>	
4:00 p.m. – 7:00 p.m.	Purchase Silent Auction Books	Main Hallway (2 <sup>nd</sup> Floor)
4:45 p.m. – 6:00 p.m.	Friday PM Plenary	Salon
6:15 p.m. – 7:15 p.m.	Annual Business Meeting	Salon
6:15 p.m. – 7:15 p.m.	Poster Session 3 – Tear Down	Main Hallway (2 <sup>nd</sup> Floor)
7:00 p.m. – 8:30 p.m.	Doctoral Students ICG Happy Hour	Crystal Ballroom C-D
7:30 p.m. – 9:00 p.m.	STAR Reception (Closed Event)	Trader Vic's
9:00 p.m. – 11:00 p.m.	Vital Issues	Lobby Bar

### SATURDAY, DECEMBER 2, 2023

7:00 a.m. – 8:30 a.m.	Area Chairs' Breakfast	Room 202
7:00 a.m. – 8:30 a.m.	STAR Fellow and Mentors Breakfast (Closed Event)	Southern Elements
7:00 a.m. – 12:00 p.m.	Registration	Main Hallway (2 <sup>nd</sup> Floor)
7:00 a.m. -11:00 a.m.	Purchase Silent Auction Books	Main Hallway (2 <sup>nd</sup> Floor)
8:45 a.m. – 10:15 a.m.	LRA Leadership Orientation	Room 202
<b>8:45 a.m. – 10:15 a.m.</b>	<b>Concurrent Sessions</b>	
8:45 a.m. – 10:15 a.m.	STAR Program Cross-Cohort Research Showcase	Room 218
10:30 a.m. – 12:00 p.m.	Integrative Research Review Panel	Salon
12:15 p.m. – 1:00 p.m.	Executive Committee and Board of Directors Lunch	Room 218
1:00 p.m. – 1:45 p.m.	Executive Committee Meeting	Room 219
2:00 p.m. – 6:00 p.m.	Board of Directors Meeting	Room 219

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)



# FUTURE LRA CONFERENCE LOCATION

**December 4-7, 2024**

**The Westin Peachtree Plaza Atlanta**

210 Peachtree St. NW

Atlanta, GA, 30303

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)



Tuesday, November 28, 2023

# LRA 2023

## ANNUAL CONFERENCE



**Connect with us!**  
**#LRAConference2023**



(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

# SESSION DESCRIPTIONS

## PAPER SESSIONS

Paper sessions include research reports and theoretical papers and are conducted over a 90-minute time period. Sessions are normally comprised of two or three papers grouped together into a themed session by an Area Chair. Each presenter will have approximately 15-20 minutes to discuss their paper. The session will have a Chair or Discussant who is responsible for managing time. At the end of the three paper presentations, the Discussant will provide 10-15 minutes of comment to engage the audience and Presenters, followed by a 15-20-minute discussion period facilitated by the Discussant.

## ROUNDTABLES

Roundtables are usually comprised with three presenters and are designed so that scholars might experience a more dialogic conversation with other researchers and attendees. Roundtable presentations should be aim to solicit feedback about the research which may be various stages of progress. Roundtables normally do not have Chairs or Discussants. Presenters will have approximately 15 minutes each to present their research. Presenters should decide prior to the session whether they want attendees to ask questions after each presentation or afterwards. POSTER SESSIONS Will combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. 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.

## SYMPOSIUM SESSIONS

Symposium sessions focus on significant issues representing a strong, unifying theme for a 90-minute time period. Symposia typically include a Chair, Discussant and 3-4 speaker presentations of 15-minutes in length. After the Discussant's comments, there should be ample time for audience interaction moderated either by the Chair, Discussant or both.

## ALTERNATIVE FORMAT SESSIONS

An alternative format focuses on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives in which presenters share their research and engage participants through alternative modes, including theatre/performance, media and technology simulations, cultural circles, interactive inquiry, think tank sessions, open mic, or other delivery approaches. Alternative format sessions may include a chair, a varied number of presenters, and a discussant or discussants, and are scheduled for 90-minute time periods. Speaker presentations may vary in time, but all should have a focused topic and title. The final 30 minutes is set aside for the discussant's comments and audience interaction.

## 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 and are distinguished by a light gray background block.

## 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.

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

## TUESDAY, NOVEMBER 28

### **STAR Breakfast**

8:00 to 9:00 am

*Hilton Atlanta: Southern Elements*

### **Executive Committee Meeting and Working Breakfast**

8:30 to 10:00 am

*Hilton Atlanta: Crystal Ballroom A-F*

### **Silent Auction and Exhibit Hall Set Up**

9:00 to 7:00 pm

*Hilton Atlanta: Main Hallway (2nd Floor)*

### **STAR Mentoring Session**

9:15 am to 12:00 pm

*Hilton Atlanta Room 218*

### **Board of Directors and STAR Lunch**

12:30 to 1:15 pm

*Hilton Atlanta: Room Crystal Ballroom B*

### **STAR Mentoring Session**

1:15 to 2:45 pm

*Hilton Atlanta: Room 218*

### **Board of Directors Meeting**

1:30 to 5:00 pm

*Hilton Atlanta: Room Crystal Ballroom A-F*

### **Registration Open**

3:00 to 8:00 pm

*Hilton Atlanta: Main Hallway (2nd floor)*

**Newcomers Welcome Reception hosted by  
Field Council**

5:30 to 6:30 pm

*Hilton Atlanta: Room 206*

### **Vital Issues**

9:00 to 11:00 pm

*Hilton Atlanta: Lobby Bar*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)



Wednesday, November 29, 2023

# LRA 2023

## ANNUAL CONFERENCE



LITERACY  
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(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

## Registration Open

7:00 to 5:00 pm

Hilton Atlanta: Main Hallway (2nd floor)

**Poster Session I - Set Up**  
7:15 to 8:15 am

Hilton Atlanta: Poster Session Main Hallway (2nd Floor)

**JLR Meeting**

7:15 to 8:15 am

Hilton Atlanta: Room 216

**Sara Bruce McGraw Doctoral Student  
Networking Session**

7:15 to 8:15 am

Hilton Atlanta: Room 202

**ICG Doctoral Students**

7:15 to 8:15 am

Hilton Atlanta: Room 203

**Arthur Applebee Award Committee Meeting**

7:15 to 8:15 am

Hilton Atlanta: Room 204

**Albert J. Kingston Award Committee Meeting**

7:15 to 8:15 am

Hilton Atlanta: Room 205

**ICG International**

7:15 to 8:15 am

Hilton Atlanta: Room 206

**Ethnicity, Race and Multilingualism  
Committee Meeting**

7:15 to 8:15 am

Hilton Atlanta: Room 207

**Brian Street Memorial Award for Scholarship Bridging  
Anthropology, Education and Literacy Practices  
Committee Meeting**

7:15 to 8:15 am

Hilton Atlanta: Room 215

**Edward B. Fry Book Award Committee Meeting**

7:15 to 8:15 am

Hilton Atlanta: Room 217

**Gender and Sexualities Committee Meeting**

7:15 to 8:15 am

Hilton Atlanta: Salon East

**Exhibit Hall and Silent Book Auction**

8:00 to 5:00 pm

Hilton Atlanta: Main Hallway (2nd Floor)

**Poster Session I**  
8:30 to 10:00 am

Hilton Atlanta: Main Hallway (2nd Floor)

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

# Wednesday, November 29

## Encoding and Writing Practices in Primary Settings

AREA 5. Early and Elementary Literacy Processes

Participants:

- ▶ **Highlighted Presentation - Integrating Spelling and Writing in Primary Grades: An Examination of Two Primary Grade English Language Arts Curricula**

**Kate Feldmeier Franz**, *Syracuse University*

**Sohee Park**, *Syracuse University*

**Kristin Conradi Smith**, *William & Mary*

## Exploring Picture Books and Equity-Based Practices

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Participants:

- ▶ **Fat Protagonists in Children's Picture Books in the 2020s: Addressing Fat Phobia with Young Children**

**Anne Valauri**, *Georgia Southern University*

- ▶ **The Impact of Sociological Trauma on Adolescent Students with Dyslexia: Exploring Equity-Based Practices in Education**

**Megan Schumacher**, *Saint John's University*

## Sensational Literacy Learning: From Affect to Mathematics

AREA 3. Literacy Assessment, Learning, and Teaching

Participants:

- ▶ **Creating a Sensational Literacy Classroom for Teens: Examining Affect While Learning Outside**

**Kristie Clawson Camp**, *University of South Carolina*

- ▶ **How Literacy Strategies Influence Mathematical Thinking and Achievement in ELLs**

**Maria Del Mar Cuadron Roldan**, *MTSU*

**William Puckett**, *MTSU*

## Roundtable Session I

8:30 to 10:00 am

*Hilton Atlanta: Room 202*

## Assessing Young Students' Multimodal Literacies

AREA 5. Early and Elementary Literacy Processes  
Roundtable Session - Table 1

Participants:

- ▶ **Assessing the Multimodal Skills Preschoolers Bring into the Classroom**

**Chu N. Ly**, *Framingham State University*

**Elena E Forzani**, *Boston University*

- ▶ **Using Eye-tracking and Verbal Protocol Methodologies to Explore Third-grade Students' Patterns of Attention to Print and Images**

**Kathryn L Roberts**, *Wayne State University*

**Poonam Arya**, *Wayne State University*

Chair:

**Chu N. Ly**, *Framingham State University*

## Creating Anti-Oppressive Spaces for Literacy Learning: Young Women and Girls of Color Literacies and Identities in ELA Classrooms

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School  
Roundtable Session - Table 2

Participants:

- ▶ **An Inquiry into Black Girls' Self-Love Literacies**

**Barrett Rosser**, *University of Pennsylvania*

- ▶ **Cultivating Critical, Anti-oppressive, and Decolonial Spaces for Culturally and Linguistically Diverse Students: An Intersection of Indigenouness and Latinidad**

**Haidy G Díaz**, *University of South Carolina*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

- ▶ **Interrogating the Nuances of Asian American Girlhood in the Secondary ELA Classroom: Critical Conversations and Identity Representation in Asian American YAL**

Tasha Adrienne Lindo, *University of Iowa*

Chair:

Ziva Reimer Hassenfeld, *Brandeis University*

### Attending to Youths' Agency, Voice, Ethnic and Linguistic Identities in a Post-Pandemic World

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School  
Roundtable Session - Table 3

Participants:

- ▶ **Centering Adolescent Artwork as Sites of Connection, Engagement, and Hope**  
Tara Warmerdam, *Fresno Pacific University*  
Maria Lucy Lemus, *Indiana University*
- ▶ **"I will not use Chinese to protest." Exploring 1.5-generation Chinese immigrant adolescents' linguistic identity during the COVID-19 pandemic**  
Jiayi Xu, *University of Florida*
- ▶ **The Importance of Spaces and Places in the Lives of Afghan Refugee High School Students**  
Sarah Williams, *University of North Georgia*

Chair:

Olivia G Stewart, *St. John's University*

### Impacts of Early Literacy Professional Development

AREA 5. Early and Elementary Literacy Processes  
Roundtable Session - Table 4

Participant:

- ▶ **The Matthew Effect of Accumulated Advantage: Mitigated by Professional Development?**

Colleen E Whittingham, *Loyola University Chicago*  
Paola Pilonieta, *University of North Carolina at Charlotte*

Chair:

Dana A Robertson, *Virginia Tech*

### Resistance and Restoration in Literature

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature  
Roundtable Session - Table 5

Participants:

- ▶ **Native American Children's Literature as Narratives of Survivance**

Ariel Robinson, *Columbia College*  
Dawn Castagno-Dysart, *Columbia College*

- ▶ **The Land Remains: Reading the Landscapes in Iraq and Afghanistan War Literature**

Julianna Lopez Kershen, *University of Oklahoma*

Chair:

Ruth E Quiroa, *National Louis University*

### Disrupting the Theory-Practice Fallacy in Literacy Teacher Preparation

AREA 1. Pre-service Teacher Education in Literacy  
Roundtable Session - Table 6

Participants:

- ▶ **Bridging Coursework and Fieldwork: Teacher Candidate Responses to a Common Assignment**

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

# Wednesday, November 29

Courtney Shimek, *West Virginia University*  
Ann Van Wig, *Eastern Washington University*  
Marliese Peltier, *Ball State University*  
Roya Qualls Scales, *Western Carolina University*  
Stephanie Davis, *UNCG*  
Elizabeth McCall Bemiss, *University of West Florida*

▶ **Teacher Candidates' Perceptions of Learning and Value After a Field-based Tutoring Experience**

Caitlin Gallingane, *University of Florida*  
Jennifer Walsh, *University of Florida*

▶ **Teacher Candidates' Use of Writing and Talk for Professional Learning within the Reflect Step of a Lesson-Study Cycle**

Kelly Chandler-Olcott, *Syracuse University*  
Sharon Dotger, *Syracuse University*

Chair:

Ann Van Wig, *Eastern Washington University*

## Humanizing Teachers' Instructional Decision-Making Practices

AREA 2. In-service Teacher Education/Professional Development in Literacy  
Roundtable Session - Table 7

Participants:

▶ **Teacher inquiry as a humanizing practice: Teacher driven interrogations of hierarchies in literacy education**

Lisa Richardson, *University of Alaska Southeast*  
Cathy Coulter, *University of Alaska Anchorage*

Chair:

Chad H Waldron, *Central Michigan University*

▶ **Addressing the Sciences of Reading: Using Literacy Research and Professional Development to Move Beyond Quick Fixes**

Chad H Waldron, *Central Michigan University*  
Meghan Block, *Central Michigan University*

▶ **Examining Middle School ELA Teachers' Beliefs and Practices about Talk in Small Groups**

Kathryn Mitchell Pierce, *Saint Louis University*  
Carol Gilles, *University of Missouri*  
Kate Essig, *Saint Louis University*

Challenging Language, Identity, and Literacies  
AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings  
Paper Session

8:30 to 10:00 am

Hilton Atlanta: Room 203

Chair:

Nuo Xu, *Bowling Green State University*

Discussant:

Karla Lomeli, *Assistant Professor & Bilingual Authorization Coordinator at Santa Clara University School of Education & Counseling Psychology*

Participants:

▶ **Challenging language hierarchies through border thinking: Literacy practices in trilingual families living in the United States**

Mihaela Gazioglu, *Clemson University*  
Jayoung Choi, *Kennesaw State University*  
Tuba Angay-Crowder, *Kennesaw State University*  
Zurisarai Espinosa, *Kennesaw State University*

▶ **Multilingual and Multimodal Narratives to Explore Intersectional Identities and Experiences of Racialized Youth in Canada**

Rahat Zaidi, *University of Calgary*  
Pramod Sah, *University of Calgary*

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- ▶ **Highlighted Presentation - Setting Aside Critical Consciousness While Leveraging Students' Literacy and Cultural Practices: Chinese Dual Language Bilingual Education Teachers' Raciolinguistic Ideologies and Instructional Practices**

**Nuo Xu**, *Bowling Green State University*  
**Veronica E Valdez**, *University of Utah*

**Authorship and Creation: Literacy Practices for Designing Just Realities and Futures**  
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School  
Paper Session

8:30 to 10:00 am  
*Hilton Atlanta: Room 204*

Chair:  
**Sara Field**, *George Mason University*

Discussant:  
**Stergios Botzakis**, *University of Tennessee, Knoxville*

- Participants:
- ▶ **Understand Me: Crafting Selves and Worlds in Collective Storied Conversations with Children, Families, and Teachers**  
**Janet S Gaffney**, *University of Auckland*  
**Mary Jacobs**  
**Jacoba Matapo**  
**Marieta Morgan**  
**Alison M-C Li**

- ▶ **Intersectional Futures: A Case Study of a Black Teen Girl's Speculative Multimodal Design**  
**Jennifer Danridge Turner**, *University of Maryland*

- ▶ **A Journey Story of Self-Discovery & Self-Empowerment**  
**Melissa Wicker**, *University of Oklahoma*  
**Jiening Ruan**, *University of Oklahoma*

**Assessments within Contexts: Supporting Equity and Instruction**  
AREA 3. Literacy Assessment, Learning, and Teaching  
Paper Session

8:30 to 10:00 am  
*Hilton Atlanta: Room 205*

Chair:  
**Chi Ma**, *University of Kentucky*

Discussant:  
**Pamela A Mason**, *Harvard University*

- Participants:
- ▶ **Developing a Data Literacy Assessment That Is Fair for Language Minority Students**  
**Semi Yeom**, *University of Maryland, College Park*
  - ▶ **Reexamining Monoglossic Reading Prosody Assessment through a Critical Lens**  
**Mark D McCarthy**, *Springfield College*  
**Yue Bian**, *University of Washington Bothell*  
**Lisa Domke**, *Georgia State University*
  - ▶ **The Alternative Assessment Collective: How High School ELA Teachers Experiment with Culturally Sustaining and Liberatory Assessment**  
**Daniel P. Moore**, *Stanford University*  
**Kevin Ho**, *Stanford Hollyhock Program*  
**Paula Dallacqua**, *Fannie Lou Hamer Freedom High School*

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# Wednesday, November 29

## Analyses of Family and Culture in Picturebooks AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature Paper Session

8:30 to 10:00 am  
Hilton Atlanta: Room 206

Chair:  
**Amy Tondreau**, *University of Maryland, Baltimore  
County*

Discussant:  
**Amy Tondreau**, *University of Maryland, Baltimore  
County*

- Participants:
- ▶ **A Critical Content Analysis of Economic Hardship  
In Children's Picture Books**  
**Carolyn Hunt**, *Illinois State University*
  - ▶ **A Systemic Functional Multimodal Discourse  
Analysis of the Depiction of Families Formed  
Through Adoption in Two Picturebooks**  
**Melody Zoch**, *UNC Greensboro*  
**Amy Burke**, *Texas Woman's University*
  - ▶ **Unpacking the social identities of Chinese  
American children via Multimodal Discourse  
Analysis**  
**Ran Hu**, *East Carolina University*  
**Xiaoning Chen**, *National Louis University*

## Meet The Editors: Curating Literacy Research that Fosters Humanitarian Thought and Practice AREA 14. Other Topics Alternative Format Session

8:30 to 10:00 am  
Hilton Atlanta: Room 207

This session will bring together editors from the following literacy-focused journals: *Journal of Literacy Research*, *Literacy Research: Theory, Method and Practice*, *The Reading Teacher*, and *Reading Research Quarterly*. Editors will discuss how the journals seek to advance humanitarian literacy research and practice; share about the various publishing opportunities in each journal, with advice for prospective authors; and engage audience questions.

Chair:  
**Allison Skerrett**, *University of Texas at Austin*

Presenters:  
**Patricia A. Edwards**, *Michigan State University*  
**Tanya S. Wright**, *Michigan State University*  
**James S. Chisholm**, *University of Louisville*  
**Kathryn F Whitmore**, *Metropolitan State University  
of Denver*  
**Cheryl McLean**, *Rutgers University - Graduate School  
of Education*  
**Jennifer Rowsell**, *University of Sheffield*  
**Natalia Kucirkova**, *University of Stavanger*  
**Christian Ehret**, *University of North Carolina at  
Chapel Hill*  
**Eurydice Bauer**, *University of South Carolina*  
**Aria Razfar**, *University of Illinois*  
**Allison Skerrett**, *University of Texas at Austin*  
**Bong Gee Jang**, *Syracuse University*  
**Seth Parsons**, *George Mason University*  
**Christina Dobbs**, *Boston University*

## Examining Hierarchies and Harvesting Change in Literacy Clinics AREA 3. Literacy Assessment, Learning, and Teaching Symposium

8:30 to 10:00 am  
Hilton Atlanta: Room 215

Three studies used a variety of research methods to explore short-term and long-term ripple effects

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that flowed from the transparency of literacy clinic functionality during the COVID19 pandemic. The first study examined hierarchies via interviews with clinic directors. The second study surveyed clinic directors to garner their insights on teacher preparation. The third study presented a critical content analysis of how 100 literacy clinics across North America represent families and family engagement.

Chair:

**Barbara Laster**, *Towson University*

Discussant:

**Tiffany L. Gallagher**, *Brock University*

Presenters:

**Rebecca Rogers**, *University of Missouri-St. Louis*

**Tracy Johnson**, *University of Indianapolis*

**Joan Anne Rhodes**, *Virginia Commonwealth University*

**Tammy Milby**, *University of Richmond*

**Theresa A Deeney**, *University of Rhode Island*

**Cheryl Dozier**, *University at Albany*

**Shadrack Msengi**, *Southern Illinois University  
Edwardsville*

**Melinda Butler**, *University of Southern Maine*

**Pelusa Orellana**, *Universidad de los Andes*

**Rachael Waller**, *Montana State University Billings*

**Sheri E Vasinda**, *Oklahoma State University*

**Shelly Huggins**, *Towson University*

**Mary Hoch**, *National Louis University*

**Leslie Cavendish**, *High Point University*

**Barbara Vokatis**, *SUNY Oneonta*

**Agnes Chileshe Chibamba**, *University of Zambia*

**Nadine Bravo**, *University of Southern Maine*

**Martille Rene Elias**, *University of Missouri-St. Louis*

**Abigail Ferris**, *University at Albany*

**Miriam Jorge**, *University of Missouri St Louis*

## Creating New Spaces for Literacy Learning in the Early Grades

AREA 2. In-service Teacher Education/Professional  
Development in Literacy  
Paper Session

8:30 to 10:00 am

*Hilton Atlanta: Room 216*

Chair:

**Darreth R Rice**, *Michigan State University*

Discussant:

**Kerry H Alexander**, *University of Texas*

Participants:

- ▶ **Early Childhood Teachers' Agency in Designing Their Classroom Environment Towards More Comprehensive Language and Literacies**

**Kubra Firat**, *University of Missouri-Columbia*

**Maile Marie Newberry-Wortham**, *University of  
Missouri – Columbia*

**Jennifer Schneringer**, *University of Missouri*

**Jennifer T. Wright**, *University of Missouri – Columbia*

**Angie Zapata**, *University of Missouri*

**Candace R. Kuby**

- ▶ **Interactive Read-Alouds as a Space to (Re)shape Children's Social Imagination**

**Sarah D. Reid**, *Illinois State University*

- ▶ **"He knows that through writing he can communicate:" PreK Teachers' Transformative Learning Through Literacy Coaching**

**Vera Lee**, *Drexel University*

**Katie A. Mathew**, *Drexel University*

**Claudia Gentile**, *NORC at the University of Chicago*

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# Wednesday, November 29

**Critical Literacy and Becoming: A Deep Dive into the Lives and Needs of Elementary Learners**  
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School  
Paper Session

8:30 to 10:00 am  
Hilton Atlanta: Room 217

Chair:  
**Kyle Patrick Smith**, *Boston College*

Discussant:  
**Amy Vetter**, *University of North Carolina Greensboro*

Participants:

- ▶ **Video Games, Critical Literacy, and Gender in the Elementary Classroom**  
**Rachel LaMear**, *Stephens College*  
**Sam von Gillern**, *University of Missouri*  
**Peter Clayton LaMear**, *Stephens College*  
**William Terrell Wright**, *University of Georgia - Athens*
- ▶ **“We Gonna Learn About Real Things:” A Systematic Review of Critical Literacy with Elementary Students**  
**Christina Victoria Salazar**, *Texas Woman’s University*
- ▶ **Special Chairs in the K–4 Elementary Classroom: Immigrant Children’s Be[com]ing through Literacy Practice**  
**Seongryeong Yu**, *Penn State University*

**Early Literacy Processes and Practices: Looking at Preschool**  
AREA 5. Early and Elementary Literacy Processes  
Paper Session

8:30 to 10:00 am  
Hilton Atlanta: Room 218

Chair:  
**Tori K. Flint**, *University of Louisiana at Lafayette*

Discussant:  
**Emily Machado**, *University of Wisconsin-Madison*

Participants:

- ▶ **Gaining New Perspectives on the Pre-k Classroom Language Environment Through the Use of Sensing Technology: A Proof-of-Concept Study**  
**Elizabeth Hadley**, *University of South Florida*
- ▶ **Highlighted Presentation -Prioritizing Engagement: A Qualitative Study Examining the Nature of Preschool Children’s Composing and Processes**  
**Karole-Ann Friddle**, *University of North Carolina-Greensboro*
- ▶ **“What’s all that mean?” How Digital Enhancements Support Caregivers’ Vocabulary Talk during Read Alouds of Preschool Storybook Apps**  
**Lori Bruner**, *University of Alabama*

**Humanizing Literacy Learning: Developing Culturally Responsive and Equity-oriented Instruction and Assessment**  
AREA 3. Literacy Assessment, Learning, and Teaching  
Paper Session

8:30 to 10:00 am  
Hilton Atlanta: Room 219

Chair:  
**JaNiece Elzy**, *Texas Woman’s University*

Discussant:  
**Rebecca Rohloff**, *Georgia State University*

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Participants:

- ▶ **Building and Measuring Informational Text Skills Using a Culturally Responsive Approach and Public Educational Media: The Molly of Denali Studies**

Alice Kaiser, *Education Development Center*  
Naomi Hupert, *Education Development Center*  
Joy Lorenzo Kennedy, *Education Development Center*

- ▶ **Humanizing Literacy Data-Based Decisions Making**

Abby Pierce, *Binghamton University*  
Marla Mallette, *Binghamton University*  
Erin K. Washburn, *UNC Charlotte*  
Nicole Fenty, *Binghamton University*

- ▶ **(Co)Constructing Equitable Literacy Spaces: A Literature Review at the Intersection of Teacher and Student Agency**

Tierney B. Hinman, *Auburn University*  
Jennifer Marie Collett, *CUNY*

**Understanding and Supporting Adolescent Readers and Writers**

AREA 3. Literacy Assessment, Learning, and Teaching  
Paper Session

8:30 to 10:00 am  
Hilton Atlanta: Room 220

Chair:  
Sarah W Beck, *New York University*

Discussant:  
Geoffrey Cooke Kellogg, *University of Florida*

Participants:

- ▶ **The Black English Tax: Examining Correlations Between Adolescents' Use of Written Black English and Measures of Reading Subskills**

Dan Reynolds, *John Carroll University*  
Kristin Collette, *John Carroll University*

- ▶ **Untangling the Factors that Influence High School Teachers' Enacted Literacy Support Practices**

Shannon Leigh Kelley, *Salisbury University*

- ▶ **Building literate dispositions and developing socially just reading instruction for adolescents: moving forward from COVID**

Emily Hayden, *Strategic Education Research Partnership*  
Margaret Troyer, *Strategic Education Research Partnership*  
Lowry Elizabeth Hemphill, *Strategic Education Research Partnership*  
Marie-Andree Somers, *MDRC*

**Teacher Education for Bi/Multilingual Learners: Examining Complex Factors**  
AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings  
Paper Session

8:30 to 10:00 am  
Hilton Atlanta: Room 221

Chair:  
Marjorie Rowe, *East Carolina University*

Participants:

- ▶ **Bilingualism and Biliteracy in University Courses for Dual Language Teachers: Impacts on Language and Literacy Ideologies and Practices**

Soria Colomer, *Oregon State University*

- ▶ **Bilingual Student Teachers' Translanguaging Literacy Practices: Using Action Research to Disrupt Monolingual Teacher Education**

Beverly Troiano, *Self*  
Simeon Stumme, *Elmhurst University*

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# Wednesday, November 29

- ▶ **Curriculum Inquiry Within Teacher Education Programs to Strengthen Educator Preparation for Supporting Multilingual Learners**

**Marjorie Rowe**, *East Carolina University*  
**Christiana Kathryn Kfoury**, *East Carolina University*

**Working Towards Agency and Change**  
AREA 2. In-service Teacher Education/Professional Development in Literacy  
Paper Session

8:30 to 10:00 am  
*Hilton Atlanta: Room 222*

Chair:  
**Natalie Colosimo**, *UF College of Education: School of Teaching and Learning*

Discussant:  
**Emily Yerkes**, *University of Colorado, Boulder*

Participants:

- ▶ **“Capturing Things That Are Difficult to Depict in Words:” Writing Across Teachers’ Encounters with Drugs at School**

**Ty Walkland**, *OISE, University of Toronto*

- ▶ **Exhaling Despair and Breathing Hope: A Discussion of Approaches used to Revitalize and Restore Positive Life-Outcomes for Historically Marginalized Students**

**Dianne Wellington**, *Indiana University Bloomington*  
**Amy Walker**, *Kent State University*

- ▶ **Revisiting the Need for Novice Teacher’s Micro-Political Literacy**

**Madison Gannon**, *University of Georgia*

**Exploring Prospective Teachers’ Understanding of Equity Literacy in Five Contexts**  
AREA 1. Pre-service Teacher Education in Literacy Symposium

8:30 to 10:00 am  
*Hilton Atlanta: Room 223*

This symposium explores how prospective teachers across five geographic and educational contexts constructed understandings of and developed practices for equity literacy. Prospective teachers provided artifacts of what equity “looks like” in their respective field placements in early childhood, elementary, and secondary literacy classrooms. Analysis of these artifacts point to various instances where teachers’ reflections highlighted the need for a sustained and intentional focus on equity literacies in teacher preparation programs.

Chair:  
**Daniel E. Ferguson**, *George Mason University*

Discussant:  
**Camille S Talbert**, *Baylor*

Participants:

- ▶ **Envisioning Classroom Libraries as Sites of Equity and Resistance: Perspectives of Early Childhood Preservice Teachers**

**Daniel E. Ferguson**, *George Mason University*

- ▶ **The Productive Failures of Becoming Real: Prospective Teachers Grapple with Possibilities for Creating Equitable Classrooms**

**Sharon Barbara Hayes**, *West Virginia University*

- ▶ **What Kind of Literacy Teacher Do You Want to Be? Making Connections Between Course Learning, and Desire for an Equitable Future**

**Char Moffit**, *California State University, Chico*

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▶ **Literacy Equity in Secondary Disciplinary Classrooms**

Mark A Lewis, *James Madison University*

▶ **From Neo-Missionary to Ally: white Pre-Service Elementary Teachers' Perceptions of Equity Literacy**

Judith Dunkerly, *Old Dominion University*

**Interrupting Educational Hierarchies for More Equitable, Inclusive, and Just Participation in a Networked Society**  
AREA 10. Literacy Media and Technology  
Alternative Format Session

8:30 to 10:00 am

Hilton Atlanta: Room 224

Chair:

**Melanie Blanton**, *Texas Tech University*

Presenters:

**Colin Harrison**, *University of Nottingham*

**Detra Price-Dennis**, *Ohio State University*

**Robin Jocius**, *University of Texas at Arlington*

**Raúl Alberto Mora**, *Universidad Pontificia Bolivariana*

The Internet and digital social spaces are quickly becoming the primary environment where individuals read, write, collaborate, communicate, and socialize. The current generation of educators, researchers, and policymakers has a critical responsibility to help facilitate a cultural transition, ensuring a successful and positive move from print to digital spaces. This alternative session will explore the potential of digital literacy practices to support the instructional, political, cultural, and geographic currents that dictate literacy research and education.

Participants:

▶ **An international perspective on mandated teaching of computational thinking**

Colin Harrison, *University of Nottingham*

▶ **Teaching computational thinking through the humanities and humanistic social sciences**

Melanie Blanton, *Texas Tech University*

Robin Jocius, *University of Texas at Arlington*

Jennifer Albert, *The Citadel*

Deepti Joshi Joshi, *The Citadel*

▶ **A Developmental Lifespan Approach to Minimalist Personal Digital Cyberinfrastructure**

Peggy Semingson, *University of Texas at Arlington*

Raúl Alberto Mora, *Universidad Pontificia Bolivariana*

William Ian O'Byrne, *College of Charleston*

▶ **Leveraging Digital Literacies to Develop Anti-Racist Educators**

Bryan Crandall, *Fairfield University*

Christian Z. Goering, *University of Arkansas*

Jennifer Dail, *Kennesaw State University*

Detra Price-Dennis, *Ohio State University*

Shelbie Witte, *Oklahoma State University*

William Ian O'Byrne, *College of Charleston*

Raúl Alberto Mora, *Universidad Pontificia Bolivariana*

**Gender & Sexualities Standing Committee  
Mentoring Program**

8:30 to 10:00 am

Hilton Atlanta: Salon East

Open to all members of the LGBTQIA+ community and those allies whose research explores the intersections of literacy and gender or sexualities.

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# Wednesday, November 29

## Building Knowledge and Pursuing Pleasure in Literacy Practices AREA 6. Adolescent, College, and Adult Literacy Processes Paper Session

10:15 to 11:45 am  
Hilton Atlanta: Room 202

Chair:  
**Heidi Regina Bacon**, *Southern Illinois University*

Discussant:  
**Saba Vlach**, *University of Iowa*

Participants:

- ▶ **Using Academic Literacies to Examine Knowledge Creation During Modeling Instruction in a High School Biology Classroom**  
**Katherine Michelle St. Clair Misar**, *SUNY New Paltz*
- ▶ **(e)Value/ation of Racial Literacy Practices: Examining Student Perceptions in Light of Their Academic Literacy Goals**  
**Emily Suh**, *Texas State University*  
**Barrie McGee**, *Texas State University*

## Global Literacies, Reading Wars, and Digital Dialogic Comprehension Pedagogy in Literacy Research AREA 14. Other Topics Paper Session

10:15 to 11:45 am  
Hilton Atlanta: Room 203

Chair:  
**Hiawatha Smith**, *University of Wisconsin-River Falls*

- Participants:
- ▶ **Exploring Global Literacies through the Design of Virtual Field Experiences**

**Jill Castek**, *University of Arizona*  
**Veronica Oguilve**, *University of Arizona*  
**Wen Wen**, *University of Arizona*  
**Onur Ural**, *University of Arizona*  
**Yousra Abourehab**, *University of Arizona*

- ▶ **Terminologically speaking: Sixty years of reading wars**

**Samuel DeJulio**, *University of Texas at San Antonio*  
**Dixie D. Massey**, *Seattle Pacific University*  
**Norman A. Stahl**, *Northern Illinois University*  
**James Robert King**, *University of South Florida*

- ▶ **Theorizing Digital Dialogic Comprehension Pedagogy with Rural Primary Teachers: A Relational Praxis of Knowledge, Space, and Time**

**Janet Kim Outlaw**, *University of South Florida*  
**Jill Grifenhagen**, *NC State University*

## Conceptually Connected Reading: Supporting Knowledge and Vocabulary AREA 3. Literacy Assessment, Learning, and Teaching Paper Session

10:15 to 11:45 am  
Hilton Atlanta: Room 206

Chair:  
**Tara Burke Johnston**, *York College of Pennsylvania*

Discussant:  
**Jackie Eunjung Relyea**, *North Carolina State University*

Participants:

- ▶ **Reading and Learning from Conceptually Connected Reading**

**Gina Nicole Cervetti**, *University of Michigan*  
**Miranda S. Fitzgerald**, *University of North Carolina at Charlotte*  
**Tanya S. Wright**, *Michigan State University*  
**Blythe Anderson**, *University at Buffalo, SUNY*

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▶ **Multi-Tiers and Multimodal Texts: Kindergarten Teachers' Vocabulary Instruction**

**Tara Burke Johnston**, *York College of Pennsylvania*

▶ **Tracing Trajectories: Uptake in a Practice/Research Partnership in Process**

**Nathan C. Phillips**, *University of Illinois Chicago*  
**Virginia Killian Lund**, *University of Rhode Island*

Acting-With as Research Ethic and Ethos in  
Transliterations Inquiries  
AREA 11. Research Methods, Practices and Theory  
Symposium

Multiplicity, Literacy, and Academics  
AREA 14. Other Topics  
Alternative Format Session

10:15 to 11:45 am

*Hilton Atlanta: Room 207*

Drawing from three distinct transliterations inquiries that interrogate ways participants and educator-scholars trace, question, and disrupt mobile literacy practices that facilitate and/or restrict movement, in this symposium we forward the idea that a responsive, justice-oriented literacy research architecture requires researchers to embody a research ethic and ethos as fundamentally always acting-with and alongside-moving with participants, practices, materials, time, systems, etc.

Chair:

**Amy Stornaiuolo**, *University of Pennsylvania*

Discussant:

**Glynda Hull**, *UC Berkeley*

Participants:

▶ **Writing in Partnership: The Emergence of a Youth-Led Online Writing Community**

**Amy Stornaiuolo**, *University of Pennsylvania*  
**Mary Elizabeth Talian**, *University of Pennsylvania*

▶ **"They're Into It:" Learning as Resonance**

**Anna Smith**, *Illinois State University*  
**Matthew Hall**, *The College of New Jersey*

10:15 to 11:45 am

*Hilton Atlanta: Room 215*

Building from the work of Brian Street and on this year's conference theme of interrogating literacy hierarchies, this interactive inquiry session will pose and discuss the following questions through a lens of multiplicity: (1) Who counts as a reader/writer/teacher/actor in literacy events? (2) What counts as reading/writing/text? (3) How does your understanding of the above move the research, teaching, and learning of literacy forward?

Chair:

**Michiko Hikida**, *Ohio State University*

Presenters:

**Kimberly Lenters**, *University of Calgary*  
**Maria Paula Ghiso**, *Teachers College, Columbia University*  
**Julie Johnson**, *The Ohio State University*  
**Brian Edmiston**, *The Ohio State University*

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# Wednesday, November 29

**Cultivating Literacy Leaders: Re-envisioning and Providing Equitable Access to Teacher-Centered Professional Development**  
AREA 2. In-service Teacher Education/Professional Development in Literacy  
Paper Session

10:15 to 11:45 am  
Hilton Atlanta: Room 216

Chair:  
**Dara Hill**, *University of Michigan-Dearborn*

Participants:

- ▶ **Empowerment Through Teacher-Centered Professional Development: Creating Literacy Leaders**  
**Hannah H Chai**, *Wright State University*
- ▶ **Pod Clubs for Professional Learning: Community, Professionalism, and Advocacy**  
**Leah Burger**, *University of South Florida*  
**Lindsay Persohn**, *University of South Florida, Sarasota-Manatee*  
**Kristin Valle Geren**, *University of South Florida*

**Navigating Curriculum and Assumptions Around Multilingual Learners**  
AREA 2. In-service Teacher Education/Professional Development in Literacy  
Paper Session

10:15 to 11:45 am  
Hilton Atlanta: Room 217

Chair:  
**Dana A Robertson**, *Virginia Tech*

Discussant:  
**Heeok Jeong**, *Steven F. Austin State University*

Participants:

- ▶ **Positive Comparisons, Empathy, and Unexamined Assumptions: Themes in Novice Teachers' Discussions of Immigrant Students and Multilingual Learners**  
**Sunny Li**, *Syracuse University*  
**Brittany Adams**, *University of Alabama*  
**Elizabeth Y. Stevens**, *Roberts Wesleyan University*  
**Tess Dussling**, *St. Joseph's University*
- ▶ **Reconceptualizing Teacher Beliefs about Language: Beliefs about language learning and beliefs about language diversity**  
**Christine Montecillo Leider**, *University of Massachusetts Boston*  
**Christina Dobbs**, *Boston University*

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## Discourse, Race, and Resistance

AREA 7. Critical, Cultural, and Social Issues of Literacy  
Practices In and Out of School  
Paper Session

10:15 to 11:45 am

Hilton Atlanta: Room 218

Chair:

**Pallavi Chhabra**, *UW Madison*

Discussant:

**Matthew Deroo**, *University of Miami*

Participants:

- ▶ **Interrogating History and Racial Discourse: Resilience and Resistance of Chinese American Students in Multiple Pandemics in a Southern State**  
**Wenyu Guo**, *University of South Florida*  
**Yuechen Sun**, *University of South Carolina*  
**Yang Wang**, *University of South Carolina*
- ▶ **“The grade you get determines your value” An Analysis of Kosova Youth Recognizing, Resisting, and Recasting How They are Positioned in/through Discourse**  
**Ermal Hoxha**, *University of Missouri*  
**Robert Petrone**, *University of Missouri*
- ▶ **Exploring Black Gay Young Men’s Sense of Agency Through Their Practiced Social Discourses**  
**Marcus North**, *Auburn University*

## Examining Visual and Multimodal Literacies in Literature

AREA 9. Text Analysis, Adult, Children’s,  
and Young Adult Literature  
Paper Session

10:15 to 11:45 am

Hilton Atlanta: Room 219

Chair:

**Stephanie F. Reid**, *University of Cincinnati*

Discussant:

**Melanie Reaves**, *Montana State University Billings*

Participants:

- ▶ **Interpreting Animated Worlds: An Approach for Using Critical World-Building to Understand Conceptual Metaphors in Multimodal Texts**  
**Craig Brashears**, *Texas A&M University-Corpus Christi*
- ▶ **Rethinking the Complex Relationship of Words and Images in Children’s Literature**  
**Frank W Serafini**, *Arizona State University*
- ▶ **Visual Incongruities and Visual Metaphors in Postmodern Wordless Picture Books: Implications for Critical Reading**  
**Mengying Xue**, *Purdue University*

## Curriculum Policy in the Science of Reading Era

AREA 14. Other Topics  
Symposium

10:15 to 11:45 am

Hilton Atlanta: Room 220

This symposium convenes researchers who examine the infrastructure for literacy instruction from different

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# Wednesday, November 29

perspectives in the context of state Science of Reading policies with an increased focus on curricular materials and approaches. Participants will hear presentations about tools for selecting, evaluating, and developing curriculum, as well as the implications that analyses of each have for one another.

Chair:

**Natalia Ward**, *ETSU*

Discussant:

**Shannon Leigh Kelley**, *Salisbury University*

Participants:

- ▶ **What is “high quality?” A Content Analysis of Curriculum Evaluation Tools**

**Rachael Gabriel**, *University of Connecticut*

**Shannon Leigh Kelley**, *Salisbury University*

**Natalia Ward**, *ETSU*

**Shuling Yang**, *East Tennessee State University*

**Shea Kerkhoff**, *University of Missouri - St. Louis*

**Renee Moran**, *East TN State University*

- ▶ **The Literacy Infrastructure Toolkit**

**Rachael Gabriel**, *University of Connecticut*

**Sarah Woulfin**, *UT Austin*

- ▶ **Centering Teachers as Leaders of the Curriculum Process**

**Shea Kerkhoff**, *University of Missouri - St. Louis*

**Shuling Yang**, *East Tennessee State University*

**Renee Moran**, *East TN State University*

**Sarah E. Pennington**, *Montana State University*

**It's More Than a Feeling: Affect for Sale and for Scale**

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Symposium

10:15 to 11:45 am

*Hilton Atlanta: Room 221*

This symposium takes up the question of how literacies, affective economies, and economic capital/money are becoming increasingly entangled and re-scaled. Papers in the symposium consider how literacy and affect—as circulations—are moving, producing value in complex ways. We also consider how these circulations—involving people, materials, practices, technologies, media, money, and concepts—are being expansively rescaled as affect markets.

Chair:

**Michael Havazelet**, *Vanderbilt University*

Discussant:

**Cynthia J Lewis**, *University of California, Santa Cruz*

Participants:

- ▶ **Big Affect: PBISworld.com and Mindfulness to the Rescue**

**Anne Crampton**, *Western Washington University*

- ▶ **Lost in Representation: The Mis-Imagination of what of SEL Literacy Does**

**Gail Boldt**, *Pennsylvania State University*

**Samuel Jaye Tanner**, *University of Iowa*

- ▶ **I hope this email finds you well: On the circulation of synthetic affect in synthetic text**

**Bradley Robinson**, *Texas State University*

**Kevin Michael Leander**, *Vanderbilt University*

**Disrupting Hierarchies, Binaries, and Assumptions about Literacy Teaching**

AREA 1. Pre-service Teacher Education in Literacy Paper Session

10:15 to 11:45 am

*Hilton Atlanta: Room 222*

Chair:

**Amanda Diaz**, *California State University Fullerton*

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Discussant:

**Kate Brayko**, *University of Montana*

Participants:

- ▶ **Lost in Translation: Criticality and other “Divisive” Concepts in Preservice Teachers’ Secondary ELA Classrooms**

**Jennifer Ervin**, *University of Georgia*

**Emily Grove**, *University of Georgia*

**Madison Gannon**, *University of Georgia*

**William Terrell Wright**, *University of Georgia – Athens*

**Sara Kajder**, *University of Georgia*

**Jamie Jordan Hogan**, *University of Georgia*

- ▶ **One Text, Two Worlds, Third Space: Bridging the Two Worlds Divide in Teacher Education**

**Karoline Trepper**, *New York University*

**Karla Lomeli**, *Assistant Professor & Bilingual Authorization Coordinator at Santa Clara University School of Education & Counseling Psychology*

**Sarah Levine**, *Stanford University*

- ▶ **“Not a single teacher cared about my ‘funds of knowledge’.” Interrogating hierarchies through collaborative conversations**

**Sarah N. Newcomer**, *Washington State University*

**Kathleen M. Cowin**, *Washington State University*

Motivation for Writing – Insights from Different Contexts and Research Traditions  
AREA 3. Literacy Assessment, Learning, and Teaching Symposium

10:15 to 11:45 am

Hilton Atlanta: Room 223

Chair:

**Steve Graham**, *Arizona State University*

Discussant:

**Karen Harris**, *Arizona State University*

The purpose of this symposium is to present recent insights from research on motivation for writing. The symposium presents four papers that include investigations from three under researched contexts with samples that have not been all too common (2nd graders in Norway, secondary students in China and Germany). Together, the four papers show the multifaceted nature of motivation and provide deep insights into the relationship between motivation and performance in different cultural settings.

Participants:

- ▶ **Do Writing and Reading Motivational Scales Measure Separate Constructs?**

**Steve Graham**, *Arizona State University*

**Gustaf Bernhard Uno Skar**, *Norwegian University of Science and Technology*

- ▶ **Understanding the interplay between text quality, writing self-efficacy, and writing anxiety in learners with and without migration background**

**Vera Busse**, *University of Münster*

**Steve Graham**, *Arizona State University*

**Nora Mueller**, *University of Muenster*

**Till Utesch**, *University of Münster*

- ▶ **The relationship between self-regulation and writing proficiency**

**Gustaf Bernhard Uno Skar**, *Norwegian University of Science and Technology*

**Steve Graham**, *Arizona State University*

**Alan Randall Huebner**, *University of Notre Dame*

- ▶ **Motivation and Genre-as-Social-Action: A Phenomenological Perspective on Writing**

**David R Russell**, *Iowa State University*

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# Wednesday, November 29

## Navigating the Intersection of Identity & Adolescent Literacy Development among Multilingual Learners

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings Symposium

10:15 to 11:45 am

Hilton Atlanta: Room 224

In pursuit of a more complete representation of multilingual adolescent literacies and their developing identities, this symposium brings together research from both rural areas in the Southeast to urban areas in the Northeast. Across multiple methods of analysis, spanning raciolinguistics, social semiotics, and phenomenology, the included studies seek to more fully understand multilingual adolescents' varied ways of knowing, while echoing the conference theme to dismantle "longstanding educational hierarchies."

Chair:

**Janna Brown McClain**, *Middle Tennessee State University*

Discussant:

**Alexis McBride**, *St. Joseph's University NY*

Participants:

- ▶ **"Once I Get to Know You, I'll Show My Slang Side:" Investigating Home and School Language Usage with Urban, Bi-/Multilingual High Schoolers**

**Alexis McBride**, *St. Joseph's University NY*

- ▶ **(re)Constructing Multilingual and Multicultural Identities Through Personal Narratives of Heritage Spanish High School Students**

**Angelica DaSilva**, *MTSU*

**Tiffany Church**, *Middle Tennessee State University*

**Janna Brown McClain**, *Middle Tennessee State University*

- ▶ **"We were More Babied Down Basically:" A Phenomenological Investigation of Experiences of Students Previously Labeled Long Term English Learner**

**Caitlyn B Osborne Parris**, *Middle Tennessee State University*

**DeAnna DeBow Osborne**, *Middle Tennessee State University*

**Janna Brown McClain**, *Middle Tennessee State University*

## Study Group Meetings

12:00 to 1:00 pm

Hilton Atlanta: various rooms

## BIPOC Luncheon

12:00 to 1:00 pm

Hilton Atlanta: Salon East

## STAR Mentoring Session (Closed Event)

1:15 to 2:45 pm

Hilton Atlanta: Room 202

## Supporting Readers Who Struggle: Policy, Intervention, and Tutoring

AREA 3. Literacy Assessment, Learning, and Teaching Paper Session

1:15 to 2:45 pm

Hilton Atlanta: Room 203

Chair:

**Lesley Noel**, *University of Colorado-Colorado Springs*

Participants:

- ▶ **Comprehension Growth in a Virtual Reading Clinic: A Case Study of Teachers Supporting Below-Level Readers in Grades 3-5**

**Melissa Wrenn**, *East Carolina University*

**Meghan D. Liebfreund**, *Towson University*

**Amanda Taylor Monroe**, *East Carolina University*

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► **The Effectiveness of READ USA Peer Tutoring**

**Jerome Dagostino**, *The Ohio State University*  
**Emily Rodgers**, *The Ohio State University*  
**Robert Kelly**, *READ USA, Inc.*

► **State Dyslexia Handbooks: A National Picture**

**Laura Northrop**, *Cleveland State University*  
**Elena Andrei**, *Cleveland State University*

► **Tensions and Strategies for Improvements in Tiered Reading Intervention Systems in Elementary School**

**Courtney Samuelson**, *Methodist University*  
**Corrie Dobis**, *North Carolina State University*  
**Dennis Davis**, *North Carolina State University*  
**Jill Grifenhagen**, *NC State University*

**Macrosystems and Microsystems of Reform in Elementary Literacy**  
AREA 5. Early and Elementary Literacy Processes  
Paper Session

1:15 to 2:45 pm

Hilton Atlanta: Room 204

Chair:

**Roberta Price Gardner**, *Kennesaw State University*

Discussant:

**Seth Parsons**, *George Mason University*

Participants:

► **Examining a State-wide Literacy Intervention to Uncover Successful Strategies for Improving Literacy in Young Learners**

**Rihana Shiri Mason**, *Georgia State University*  
**Gary E. Bingham**, *Georgia State University*  
**Kevin Fortner**, *Georgia State University*  
**Holly Schmidt-Davis**, *Georgia Department of Education*  
**Rebecca Rohloff**, *Georgia State University*  
**Ethan Trinh**, *Georgia State University*

**Kate Caton**, *Georgia State University*

► **Examining Elementary Children's Response to the 2021 Capitol Insurrection a Critical Literacies Len**

**Cassie J Brownell**, *University of Toronto*

► **An Integrated Approach: Reading Comprehension Instruction and Race Talk in the Elementary Classroom**

**Annie Daly**, *University of Texas at Arlington*

**Developing Interdisciplinary Literacy through an Agricultural and Environmental Sustainability Lens**  
AREA 2. In-service Teacher Education/Professional Development in Literacy  
Paper Session

1:15 to 2:45 pm

Hilton Atlanta: Room 205

Chair:

**Stephanie M Lemley**, *Mississippi State University*

Discussant:

**Natalie Colosimo**, *UF College of Education*

Participants:

► **Teachers' Scientific Inertia: Misconception Persistence after an Intensive 10-Day Agricultural Literacy Institute**

**Stephanie M. Lemley**, *Mississippi State University*  
**Renee M. Clary**, *Mississippi State University*  
**Rebecca Swanson**, *Mississippi State University*  
**Kathleen Marie Alley**, *Mississippi State University*

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# Wednesday, November 29

- ▶ **Building the Architecture to Incorporate “Literacy” in Agricultural Literacy**

Stephanie M. Lemley, *Mississippi State University*  
Kathleen Marie Alley, *Mississippi State University*  
Renee M. Clary, *Mississippi State University*

- ▶ **Flattening Hierarchies and Encouraging Reflection: Systems Maps as a Local Literacy Practice**

Gretchen S. Goode, *University of Southern Mississippi*  
Laurie MacGillivray, *University of Memphis*  
Amy Ardell, *Mount Saint Mary’s University*  
Margie Saucedo Curwen, *Chapman University*

## Disrupting and Navigating Educational Tensions in Literacy Instruction

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School  
Paper Session

1:15 to 2:45 pm  
Hilton Atlanta: Room 206

Chair:

Alicia Rusoja, *University of California, Davis*

Discussant:

Emily Yerkes, *University of Colorado, Boulder*

Participants:

- ▶ **Attuning to In-the-Red Frequencies with/in Readers Workshop**

Bessie Dernikos, *Florida Atlantic University*  
Jaye Johnson Thiel, *University of Alabama*  
Kimberly Lenters, *University of Calgary*

- ▶ **Learning from Moments of Wobble: Pushing through Tensions to Provide Critical Literacy Instruction**

Daniel Stockwell, *Clemson University*

- ▶ **“White Ways of Being Isn’t the Only Way:” Disrupting Dominance in Elementary Language/Literacies Instruction**

Kathryn Accurso, *University of British Columbia*  
Jason Mizell, *University of Miami*

- ▶ **Interrogating Educational Hierarchies through Culturally Digitized Pedagogy**

Dominique Skye McDaniel, *Kennesaw State University*

## Becoming and Supporting Digital Citizens AREA 10. Literacy Media and Technology Paper Session

1:15 to 2:45 pm  
Hilton Atlanta: Room 207

Chair:

Deborah Augsburg, *Lewis University*

Discussant:

Jayne C Lammers, *University of Rochester/Edmentum*

Participants:

- ▶ **Critical Digital Literacies: On digital citizenship, information, and intellectual virtues**

Nathaniel Cha, *University of Illinois at Chicago*

- ▶ **The Relationships Among Teaching Presence, Social Presence, and Digital Literacy in Elementary Students’ Online Learning Self-efficacy**

Sungyoon Lee, *Middle Tennessee State University*  
HyeJin Hwang, *University of Minnesota*  
Yunkyung Shin, *Seoul National University of Education*

- ▶ **Utilizing the Analyze, Create, Then Share (ACTS) Framework to Learn about Cyberbullying: The Experiences of Middle- and High-School Children**

Sam von Gillern, *University of Missouri*

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**Laura Obubo**, *University of Missouri-Columbia*  
**Amy Lannin**, *Univ of Missouri*

**Navigating the Job Interview Process in Academia:  
Insights and Experiences from University  
Faculty and Postdoctoral Students**  
AREA 14. Other Topics  
Alternative Format Session

1:15 to 2:45 pm  
*Hilton Atlanta: Room 215*

This presentation brings together scholars across institutions to address the challenges of academic job interviews, providing attendees with insights from faculty and post-doctoral students. Topics include strategies for virtual interviews, job talks, campus interviews, and building sustainable communities during the search process. The panel also addresses systemic issues, and ways institutions can address them, providing attendees with strategies to navigate barriers. In this way, the session promotes a more equitable and inclusive academic job market.

Chair:  
**Darlshawn Patterson**, *University of South Florida*

Presenters:  
**Catherine Compton-Lilly**, *University of South Carolina*  
**Alexandra Panos**, *University of South Florida*  
**Eurydice Bauer**, *University of South Carolina*  
**Patriann Smith**, *University of South Florida*  
**Alex Corbitt**, *Boston College*  
**Ankhi Thakurta**, *University of Pennsylvania*  
**Gwendolyn Thompson McMillon**,  
*mcmillon@oakland.edu*  
**Ramón Antonio Martínez**,  
*ramon.martinez@stanford.edu*

**Early-Childhood Family Literacy Practices Across  
Bilingual Homes and Classrooms**  
AREA 8. Literacy Learning and Practice in  
Multicultural and Multilingual Settings  
Paper Session

1:15 to 2:45 pm  
*Hilton Atlanta: Room 216*

Chair:  
**Liz Murray**, *Bay Area Writing Project*

Discussant:  
**Ziva Reimer Hassenfeld**, *Brandeis University*

- Participants:
- ▶ **“Cuando tenía siete años...” Family storytelling in early years bilingual classrooms**  
**Liz Murray**, *Bay Area Writing Project*
  - ▶ **Negotiated Narratives of Wordless Picturebooks by Latinx Siblings**  
**Sally Brown**, *Georgia Southern University*  
**Rong Zhang**, *Purdue University*
  - ▶ **The Impact of Home Bilingual Environment on Chinese Canadian Children’s Early Bilingual Vocabulary Development during the COVID-19 Pandemic: A Longitudinal Study**  
**Guofang Li**, *University of British Columbia*  
**Zhen Lin**, *University of British Columbia*  
**Fubiao Zhen**, *University of British Columbia*

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# Wednesday, November 29

## Multicultural Text Selection and Promoting Comprehension AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Paper Session

1:15 to 2:45 pm  
Hilton Atlanta: Room 217

Chair:  
**Suzanne G Lewis**, *Ohio State University*

Discussant:  
**Rachelle S Savitz**, *East Carolina University*

Participants:

- ▶ **Preservice Teachers' Reasons for Choosing Multicultural Texts**  
**Ambyr Rios**, *Kansas State University*  
**Michelle Kwok**, *Texas A&M University*
- ▶ **"A Perfect Storm:" Internal and External Factors That Affect School Librarians' Selection and Promotion of Diverse and Multicultural Literature**  
**Emilie Curtis**, *The Ohio State University*
- ▶ **Transplanted Appalachians' Perspectives of Culturally Relevant Topics/Texts and How These Topics/Texts Aid in Their Reading Comprehension**  
**Kathryn Smith**, *Campbellsville University*

## Considering Cross-linguistic and cross-cultural dynamics for Multilingual Literacy Development AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings Paper Session

1:15 to 2:45 pm  
Hilton Atlanta: Room 218

Chair:  
**Bogum Yoon**, *State University of New York at Binghamton*

Discussant:  
**Sara Field**, *George Mason University*

Participants:

- ▶ **A cross-linguistic and cross-cultural analysis of the reading activity of bilingual children**  
**Soo Joung Kim**, *Saint Michael's College*
- ▶ **Qualitative Study of Reading Motivation in Bilingual Latinx College Students**  
**Hitomi Kambara**, *University of Texas Rio Grande Valley*  
**Yu-Cheng Lin**, *University of Texas Rio Grande Valley*
- ▶ **The Role of Culture on Language and Literacy Learning: Cross-Linguistic Analysis of Multilingual Learners' Home Languages**  
**Bogum Yoon**, *State University of New York at Binghamton*  
**Kristen L Pratt**, *Western Oregon University*

## Culturally Sustaining Literacy Instruction: Theoretical Considerations and Debates AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings Paper Session

1:15 to 2:45 pm  
Hilton Atlanta: Room 219

Discussant:  
**Melody Zoch**, *UNC Greensboro*

Participants:

- ▶ **Bilingualism and an Enhanced Cognitive Skills: The Debate and the Evidence**  
**Ana M. Taboada Barber**, *UMD College Park*

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**Kelly Cartwright**, *Christopher Newport University*  
**Angeliki Altani**, *University of Maryland, College Park*

▶ **Toward a Cultural Sustenance Model of Literacy**

**Kindel Turner Nash**, *Appalachian State University*

▶ **Using Decodables within a Comprehensive, Culturally Sustaining Literacy Curriculum**

**Kindel Turner Nash**, *Appalachian State University*  
**Ashley E. Pennell**, *Appalachian State University*  
**Rebecca Lee Payne Jordan**, *Appalachian State University*

**Defining, Interrogating, and Developing Foundational Adolescent Literacy Skills**

AREA 6. Adolescent, College, and Adult Literacy Processes Symposium

1:15 to 2:45 pm

Hilton Atlanta: Room 220

This session will bring together scholars from eight institutions to explore, redefine, and interrogate foundational skill instruction for adolescents. Amidst debate among policymakers and school leaders about how to best support adolescent readers, this session seeks to clarify what the research says about foundational skills instruction, what a comprehensive intervention that addresses foundational skills looks like that also supports adolescents' agency, and how to develop secondary teachers' knowledge to be able to enact research-based instruction.

Chair:

**Sarah M Lupo**, *James Madison University*

Discussant:

**Diane Lapp**, *San Diego State University*

Participants:

▶ **What Does the Research Say About Developing Foundational Skills for Older Readers: A Review of the Literature**

**Sarah M Lupo**, *James Madison University*  
**Elfrieda (Freddy) Hiebert**, *TextProject*  
**Dixie D. Massey**, *Seattle Pacific University*  
**Rachel Knecht**, *University of Nevada, Reno*

▶ **Supporting High School Readers: Expanding the Research into STARI**

**Dan Reynolds**, *John Carroll University*

▶ **Shifting from "Assigning" Reading to "Teaching" Reading to Support Foundational Skills Across Disciplines**

**Rachel Knecht**, *University of Nevada, Reno*  
**Jen Loescher**, *Southern Nevada Regional Professional Development Program*  
**Holly Marich**, *Northeastern Nevada Regional Professional Development Program*  
**Desiree Gray**, *NALLS/NWRPDP*  
**Dianna Townsend**, *University of Nevada, Reno*  
**Darl Kiernan**, *Northeastern Nevada Regional Professional Development Program*  
**Sarah Negrete**, *Northeastern Nevada Regional Professional Development Program*  
**Vickie Smith Barrios**, *University of Nevada, Reno*

**Working Across Borders: Literacy Education in Asia** AREA 12. International Research on Teaching and Learning Paper Session

1:15 to 2:45 pm

Hilton Atlanta: Room 221

Participants:

▶ **Global Inquiry to Action: Border-Crossing Discourse Within a Collaboration of Students from China and the United States**

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# Wednesday, November 29

**Hiller A. Spires**, *North Carolina State University*  
**Andrea Lorraine Gambino**, *University of California, Los Angeles*  
**Marie Himes**, *NC State University Friday Institute for Educational Innovation*

► **Revisiting Preparation for Teaching Writing in Singapore**

**Sarah McCarthey**, *University of Illinois Urbana Champaign*  
**Jiadi Zhang**, *University of Illinois Urbana-Champaign*

► **Relationships Among Reading Motivation, Gender, and Reading Achievement of Chinese Students Transitioning from 4th to 6th Grade**

**Lijun Jin**, *Towson University*  
**Wonkyung Jang**, *University of Oklahoma*  
**Jiening Ruan**, *University of Oklahoma*

**Highlighted Session - Exploring the Power and Potential of Latinx Children's and Young Adult Literature**

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature Symposium

1:15 to 2:45 pm  
*Hilton Atlanta: Room 222*

Opportunities for young people of color to see themselves in literature remain all too uncommon. In this session, we examine the power and potential of Latinx children's and YA literature in disrupting this trend. Individually, our papers draw on theories including translingual writing, reader-response theory, Chicana Feminist Epistemology, and Critical Race Theory. Collectively, they consider how Latinx literature supports young readers and writers to see themselves and their communities through authentic, joyful, and affirming lenses.

Chair:  
**Emily Machado**, *University of Wisconsin-Madison*

Discussant:  
**Angie Zapata**, *University of Missouri*

Participants:

► **"Bringing Two Worlds Together:" Authors' Perspectives on Spanish/English Translingual Writing in Children's and YA Novels**

**Emily Machado**, *University of Wisconsin-Madison*  
**Diego Roman**, *University of Wisconsin-Madison*  
**Angela Lake**, *PhD Student UW- Madison*  
**Mia Hicks**, *University of Wisconsin Madison*  
**Keli Tucker**, *University of Wisconsin-Madison*

► **Somos Más! Centering Latina Girls Experiences through Young Adult Literature**

**Tracey Terece Flores**, *University of Texas at Austin*

► **Censorship in Early Childhood: A Critical Content Analysis of Banned and Challenged Latine Picture Books**

**Sandra Lucia Osorio**, *Erikson Institute Chicago*  
**Sanjuana Rodriguez**, *Kennesaw State University*

**Multilingual Children's Home Literacy and Identity: Emerging Imagined Identities through TED Translation Community**

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings  
Alternative Format Session

1:15 to 2:45 pm  
*Hilton Atlanta: Room 223*

This session includes three talks exploring how a multilingual family adopts the conception of an imagined community and an imagined identity to create opportunities for a child to learn language and literacy practices in their heritage language and English. Based on our researcher-parent collaboration, this project

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focuses on how a Korean sojourning youth worked with her parent to revise the translated text and develop her literacy and how parents develop advice-giving practices through their reflection.

Chair:

**Min-Seok Choi**, *Francis Marion University*

Discussant:

**Jayoung Choi**, *KSU*

Participants:

- ▶ **A Multilingual Youth's Emerging Literacy and Identity through Imagined Community**

**Jungmin Lee**, *Francis Marion University*

**Min-Seok Choi**, *Francis Marion University*

- ▶ **A Sojourning Multilingual Parent's Advice-giving**

**Min-Seok Choi**, *Francis Marion University*

**Youngmin Yu**, *Columbia College*

- ▶ **TED Translation Activity Design for Home Literacy Practices**

**Youngmin Yu**, *Columbia College*

**Jungmin Lee**, *Francis Marion University*

## (Re-)Defining Critical Digital Literacy and Capturing It in Real Time

AREA 10. Literacy Media and Technology  
Alternative Format Session

1:15 to 2:45 pm

*Hilton Atlanta: Room 224*

Critical digital literacy (CDL) is hard to define and difficult to capture in real time. In this session, a senior scholar will overview and discuss with the audience definitions of CDL. Then small groups will discuss two presentations based on recordings of high-school and university students conducting online enquiries, and possible developmental differences between the groups. Finally, participants and the audience will

come together to consider implications for their own work and the field.

Chair:

**Julie L Coiro**, *University of Rhode Island*

Presenters:

**Colin Harrison**, *University of Nottingham*

**Chloe Patterson**, *West Bridgford School*

**Robert Carpenter**, *Eastern Michigan University*

Professional Development and Its Influence on Culturally Responsive and Critical Literacy Pedagogy  
AREA 2. In-service Teacher Education/Professional Development in Literacy  
Paper Session

1:15 to 2:45 pm

*Hilton Atlanta: Salon West*

Chair:

**Chad H Waldron**, *Central Michigan University*

Discussant:

**Susan V Piazza**, *Western Michigan University*

Participants:

- ▶ **A Systematic Review of Professional Learning Communities' Role in Improving Teachers' Literacy Instruction**

**Erin Hogan**, *University of Texas, Austin*

- ▶ **Critical encounters with texts in a professional development course**

**Audrey Lucero**, *University of Oregon*

**Janette Dalila Avelar**, *University of Oregon*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

# Wednesday, November 29

- ▶ **Co-designing Responsive Literacy Instruction with Rural Elementary Teachers: A Professional Development Partnership**

**Olivia Cox**, *University of Colorado Boulder*  
**Elizabeth Dutro**, *University of Colorado Boulder*  
**Kristen Driscoll**, *University of Colorado Boulder*

## Roundtable Session II

3:00 to 4:30 pm

*Hilton Atlanta: Room 202*

**Attending to Teachers' Humanity:  
Understanding Racial and Digital Literacies**  
AREA 7. Critical, Cultural, and Social Issues of  
Literacy Practices In and Out of School  
Roundtable Session - Table 1

Chair:

**Frank Tenore**, *Florida State University*

Participants:

- ▶ **Capturing Teachers' Racial Literacy: A Dialectic Inquiry of KoRaL**  
**Pallavi Chhabra**, *UW Madison*  
**Catherine Lammert**, *Texas Tech University*  
**Poonam Arya**, *Wayne State University*  
**Lisa O'Brien**, *Merrimack College*
- ▶ **For the Love of Teachers: Humanizing and Centering Teacher Expertise in Professional Development**  
**Jasmin Easterling**, *UMSL*  
**Leslie Hamm**, *University of Missouri - St. Louis*  
**Katherine ODaniels**, *University of Missouri - St. Louis*  
**Tracy Brosch**, *University of Missouri - St. Louis*  
**Diana Hammond**, *University of Missouri - St. Louis*

- ▶ **Teachers as Digital Citizens in and out of classrooms: Thinking aloud with educators on social media**

**Emily Catena**, *Florida State University*

- ▶ **I Wasn't Planning on Yelling: ELA Teachers and the Discernment of Whiteness in SEL Curriculum**

**Katie Nagrotsky**, *University of Connecticut*

## Developing Humanizing Practice Through Social Interactions and Societal Challenges

AREA 1. Pre-service Teacher Education in Literacy  
Roundtable Session - Table 2

Chairs:

**Madeleine Mejia**, *California State University Fullerton*  
**Miranda S. Fitzgerald**, *University of North Carolina at Charlotte*

Participants:

- ▶ **Pedagogies and Perspectives: Preservice Teachers Developing Humanizing Practices Within a STR Context**  
**Kelsie Corriston Burnett**, *University of Texas at Austin*  
**Molly Claire Marek**, *University of Texas at Austin*  
**Valerie Taylor**, *University of Texas at Austin*  
**Melissa Wetzel**, *University of Texas at Austin*
- ▶ **"We both brought knowledge:" Preservice Teachers Growing Together as Culturally Sustaining Literacy Teachers**  
**Elizabeth Colquitt Ries**, *University of Texas at Austin*  
**Jessica Anne Murdter-Atkinson**, *University of North Texas*
- ▶ **Teaching critically in a time of unrest: Responses to social justice while learning to teach**  
**Jane M Saunders**, *Texas State University*

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## Engaging Readers and Teachers of Readers: Identity, Motivation, and Self-efficacy

AREA 3. Literacy Assessment, Learning, and Teaching  
Roundtable Session - Table 3

Chair:

**Hayley J Hoover**, *Clemson University*

Participants:

- ▶ **Teachers' self-efficacy in literacy & ELA pedagogy: development and validation of a measurement scale**  
*Jessica Leigh Eagle, North Carolina State University*

- ▶ **Shifts in Children's Identity as Readers in the Context of Participating in a University Reading Clinic**

*Carla K. Meyer, Duquesne University*  
*Valerie Gresser, Duquesne University*

- ▶ **Exploring the Literacy Motivation of Students Carrying Dis/Ability Labels Through the Lens of Presumed Competence**  
*Hayley J. Hoover, Clemson University*

## Exploring the Preparation of Writing Teachers

AREA 1. Pre-service Teacher Education in Literacy  
Roundtable Session - Table 4

Chair:

**Caitlin Gallingane**, *University of Florida*

Participants:

- ▶ **Toward a Theory of Preparing Teacher Candidates for Modeling Writing Strategies and Conducting Writing Conferences with Linguistically Diverse Children**

*Vicki McQuitty, Towson University*  
*Pamela Hickey, Towson University*  
*Laura Ward, Towson University*  
*Melissa Stephenson, Towson University*

- ▶ **The Knowledge and Processes Preservice Teachers Use When Analyzing Student Writing**

*Kristen I. Evans, Kent State University*  
*Emma M. Royan, Kent State University and University School*  
*Denise N. Morgan, Kent State University*

- ▶ **Preservice Teachers Experiences with Universal Design and Writing Workshop**

*Emily Mauer, Doctoral Student- University of Texas at Austin*  
*Vickie Godfrey, none*

## Foundational Skills and Metacognition

### During Inclusive Assessment and Instruction

AREA 3. Literacy Assessment, Learning, and Teaching  
Roundtable Session - Table 5

Chair:

**Tracy Johnson**, *University of Indianapolis*

Participants:

- ▶ **Integration of Reading and Writing Instruction to Increase Foundational Literacy Skills Acquisition: Effects of the "Write Sounds" Intervention on Handwriting, Word Reading, and Spelling Outcomes**

*Pamela Shanahan Bazis, University of Nebraska-Lincoln*

- ▶ **Metacognition and Multiple Literacies: Enhancing inclusive reading assessment and instruction**

*Bethany Rice, Towson University*

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# Wednesday, November 29

## Global Concerns in Teaching Curriculum AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature Roundtable Session - Table 6

Chair:

**Jennifer Graff**, *UGA*

Participants:

- ▶ **Cultural Erasures in a 'Diverse' Read-Aloud Curriculum**  
**Stacey J. Korson**, *Eastern Kentucky University*  
**Dorian Harrison**, *Ohio State University*  
**Rebecca Linares**, *Rowan University*
- ▶ **"On a Mote of Dust:" Cosmopolitical Readings in the ELA Classroom**  
**Morgan Schaufele**, *Westwind School Division*
- ▶ **Scientific Practices and the Peritext:  
An untapped resource for understanding the  
genre of nonfiction children's literature and  
scientific apprenticeships**  
**Courtney Shimek**, *West Virginia University*  
**Jennifer Graff**, *University of Georgia*  
**Tori Golden Hughes**, *University of Georgia*

## Examining Disciplinary Literacy Strategies AREA 2. In-service Teacher Education/ Professional Development in Literacy Paper Session

3:00 to 4:30 pm

*Hilton Atlanta: Room 203*

Chair:

**Alexa Miller Quinn**, *James Madison University*

Discussant:

**Robin Jocius**, *University of Texas at Arlington*

Participants:

- ▶ **From IRE to APT: Supporting dialogic talk in a diverse fourth-grade science classroom**  
**Shireen Al-Adeimi**, *Michigan State University*
- ▶ **'Reading' Response in an Anti-Bias Anti-Racist Book Club: The Cultural Politics of In-Service Educators Making Sense of Justice-Oriented Texts**  
**Kierstin Giunco**, *Boston College*  
**Jon Michael Wargo**, *University of Michigan*  
**Kyle Patrick Smith**, *Boston College*
- ▶ **Teacher Supports for a Cross-Curricular Approach to Embed Morphology in Elementary Core Instruction: A Feasibility Study**  
**Cortney Dilgard**, *University of Alabama*  
**Julianne Maner Coleman**, *University of Alabama*

## Multiple Methods of Support for Literacy Instruction for Adolescent and Adult Learners AREA 6. Adolescent, College, and Adult Literacy Processes Paper Session

3:00 to 4:30 pm

*Hilton Atlanta: Room 204*

Chair:

**Olivia Ann Williams**, *University of Maryland,  
College Park*

Discussant:

**Amy Pickard**, *Indiana University-Bloomington*

Participants:

- ▶ **Interrogating the Design, Organization, & Implementation of High School Literacy Support**  
**Shannon Leigh Kelley**, *Salisbury University*

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- ▶ **Cultivating an assistive orientation to technology integration: Incorporating adult learners' use of everyday technologies in literacy instruction**

Amy Pickard, *Indiana University-Bloomington*  
Tina Sherrell O'Neal, *Indiana University – Indianapolis*

- ▶ **No Booster for Burnout: How pre-service teachers can support classrooms through the post-pandemic teacher and education crisis**

Julia Poplin, *Minnesota State University Moorhead*

- ▶ **A comparative case study of secondary language arts students' genre appropriation and critical awareness in multimodal composing**

Hannah Park, *University of Wisconsin-Madison*

## Constructing and Composing Literacy Practices Across Time, Space, and Identities

AREA 6. Adolescent, College, and Adult Literacy Processes  
Paper Session

## Multimodal Literacy Practices in Secondary ELA Contexts

AREA 6. Adolescent, College, and Adult Literacy Processes  
Paper Session

3:00 to 4:30 pm

Hilton Atlanta: Room 205

Chair:

Stacy Fields, *Middle Tennessee State University*

Discussant:

Kathleen Hinchman, *Syracuse University*

Participants:

- ▶ **Multimodal literacy and timescales: Two studies with middle schoolers**

Ashley K. Dallacqua, *University of New Mexico*  
Aijuan Cun, *University of New Mexico*

- ▶ **Make it Make Sense: Manipulating Multiliteracies in a Middle Grades ELA Classroom**

Michelle Commeret, *University of Florida*  
Angela M. Kohnen, *University of Florida*

3:00 to 4:30 pm

Hilton Atlanta: Room 206

Chair:

Ellie Fulmer, *Ithaca College*

Discussant:

Kristin Black, *New York University*

Participants:

- ▶ **Disciplinary Apprenticeship: A novice-expert case study**

Heather Porter, *Salisbury University*

- ▶ **(Not) Composing Temporal Drag: Queering Hierarchies of Gender, History, and Time in a Secondary U.S. Classroom**

Ryan Schey, *University of Georgia*

- ▶ **Reimagining Identities through Artifactual Literacies: A Duoethnographic Posthuman Endeavor**

Melanie Reaves, *Montana State University Billings*  
Karen Ventura-Kalen, *Eastern Washington University*

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# Wednesday, November 29

## (Mis)Representations, Subjectivity, and Transformation in Literature

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature  
Paper Session

3:00 to 4:30 pm  
Hilton Atlanta: Room 207

Chair:  
**Stergios Botzakis**, *University of Tennessee, Knoxville*

Discussant:  
**Stergios Botzakis**, *University of Tennessee, Knoxville*

## Reclaiming Our Stories, Reclaiming Ourselves: Asian Americans Storying

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School  
Symposium

3:00 to 4:30 pm  
Hilton Atlanta: Room 215

This symposium addresses the powerful ways in which Asian/Americans, through their literacy practices and storytelling, push back against harmful dominant narratives to underscore their resilience, survivance, and power. Drawing upon Asian Critical Race theory, this symposium interrogates the racial hierarchies created by white supremacy and seeks to create space for healing and community through literacy research and practice.

Chair:  
**Rosa Nam**, *Colorado State University*

Discussant:  
**Kwangok Song**, *University of Kansas*

Participants:

- ▶ **Reclaiming Ourselves Through Stories: A Critical Multimodal Analysis of Asian American Texts**

**Chu N. Ly**, *Framingham State University*  
**Jung Kim**, *Lewis University*

- ▶ **Developing Chinese Transnational Pre-service Teachers' Antiracist ELT Pedagogies Through Testimonio and Critical Participatory Action Research**

**Kongji Qin**, *New York University*

- ▶ **We Are Here Too: (Re)claiming Transnationally Literate Stories of East Asian International Doctoral Students**

**Tairan Qiu**, *University of Houston*  
**Shuang Fu**, *University of Georgia*  
**Eun Young Yeom**, *University of Georgia*  
**Ji Hyun Hong**, *University of Georgia*

## Navigating Challenges Around Literacy Instruction

AREA 2. In-service Teacher Education/Professional Development in Literacy  
Paper Session

3:00 to 4:30 pm  
Hilton Atlanta: Room 216

Chair:  
**Janet Kim Outlaw**, *University of South Florida*

Discussant:  
**Joy Dangora Erickson**, *Endicott College*

Participants:

- ▶ **Educational Neuroscience for Literacy Educators**

**Lucy Spence**, *University of South Carolina*

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- ▶ **Transforming literacy instruction using an ecological approach: One district's journey toward the science of reading**

**Stacia Long**, *Gibson Consulting Group*

**Amanda Swerdlow**, *Fulton County Schools*

**Lisa McCulley**, *Resources for Learning*

## Supporting Secondary Multilingual Students

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings  
Paper Session

3:00 to 4:30 pm

*Hilton Atlanta: Room 217*

Chair:

**Alexis McBride**, *St. Joseph's University NY*

Discussant:

**Matthew Deroo**, *University of Miami*

Participants:

- ▶ **Literacy Shifts in a Secondary Classroom: A Case Study of Two Newcomer Students**  
**Brooke Ward Taira**, *University of Hawaii at Mānoa*
- ▶ **Multilingual adolescents' literacy brokering in a peer mentoring program**  
**James S. Chisholm**, *University of Louisville*  
**Melanie Jones Gast**, *University of Louisville*  
**Yohimar Andreina Sivira-Gonzalez**, *University of Cincinnati*
- ▶ **Identifying Supports to Aid Multilingual Students' Writing Development in Secondary Classrooms: A Systematic Literature Review**  
**Katie Peachey**, *North Carolina State University*

## Literacy impacts and Equitable Responses to the Pandemic

AREA 5. Early and Elementary Literacy Processes  
Paper Session

3:00 to 4:30 pm

*Hilton Atlanta: Room 219*

Chair:

**Jill Grifenhagen**, *NC State University*

Discussant:

**Kristin Leah Nelson**, *Washington & Jefferson College*

Participants:

- ▶ **Beyond the Model Minority Stereotypes: A Multilevel Analysis Chinese-English Bilinguals' Early English Reading Development during COVID-19**  
**Guofang Li**, *University of British Columbia*  
**Fubiao Zhen**, *University of British Columbia*  
**Zhen Lin**, *University of British Columbia*
- ▶ **Understanding K-3 Teachers' Literacy Instructional Practices During the Pandemic-Impacted 2020-2021 School Year**  
**Tanya S. Wright**, *Michigan State University*  
**Lori Bruner**, *University of Alabama*
- ▶ **College Students as Tutors: A Responsive Approach to Support Early Readers with Disrupted or Diminished Literacy Instruction**  
**Sally Brown**, *Georgia Southern University*  
**Alisa Leckie**, *Georgia Southern University*  
**Megan Paulk**, *Georgia Southern University*

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# Wednesday, November 29

## Highlighted Session - Trauma and Healing Through Storytelling and Literature Across Grade Levels

AREA 9. Text Analysis, Adult, Children's,  
and Young Adult Literature  
Paper Session

3:00 to 4:30 pm

Hilton Atlanta: Room 220

Chair:

**Kristen H. Perry**, *University of Kentucky*

Discussant:

**Kristen H. Perry**, *University of Kentucky*

Participants:

- ▶ **Developing Safer School Environments with Middle Grade Literature about Sexual and Gender-Based Harassment**

**Brittany Adams**, *University of Alabama*

**Kathleen Yurko**, *SUNY Brockport*

**Shelby Boehm**, *Illinois State University*

**Henry Cody Miller**, *SUNY Brockport*

- ▶ **Missing Mom or Dad: Children's Literature about Families Impacted by Incarceration**

**Susan V. Bennett**, *University of South Florida*

**AnnMarie Alberton Gunn**, *University of South Florida*

**Jessica Szempruch**, *University of South Florida*

**Emily McConaughy**, *University of South Florida*

- ▶ **Who's Afraid of the Dark: Myth, Joy, Trauma, and Healing in Tracy Deonn's Legendborn**

**S. R. Toliver**, *University of Illinois at Urbana-Champaign*

**LaMar Timmons-Long**, *ATech High School*

## Using AI to Evaluate Reading and Writing AREA 3. Literacy Assessment, Learning, and Teaching Paper Session

3:00 to 4:30 pm

Hilton Atlanta: Room 221

Chair:

**Hiawatha Smith**, *University of Wisconsin-River Falls*

Discussant:

**John Strong**, *University at Buffalo*

Participants:

- ▶ **Reimagining Reading Comprehension Assessments: Determining the Reliability and Validity of Using Language Sample Analysis and Artificial Intelligence to Assess Reading Comprehension**

**Alisa Therkildsen**, *University of Wyoming*

**Douglas B. Petersen**, *University of Wyoming*

**Jared Studyvin**, *University of Wyoming*

- ▶ **How Do Students Revise Source-Based Argumentative Essays with Automated Writing Evaluation?**

**Andrew Potter**, *Arizona State University*

**Charles MacArthur**, *U of Delaware*

**Joshua Wilson**, *University of Delaware*

## Using Inquiry and Analysis to Investigate and Support Responsive Reading Instruction AREA 3. Literacy Assessment, Learning, and Teaching Paper Session

3:00 to 4:30 pm

Hilton Atlanta: Room 222

Chair:

**Steve Amendum**, *University of Delaware*

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Discussant:

**Dana Oliver**, *Southwestern Oklahoma State University*

Participants:

- ▶ **“But it’s not correct:” Uncovering Teachers’ Language Ideologies Using Running Record Assessments of African American Students**  
**JaNiece Elzy**, *Texas Woman’s University*
- ▶ **Using Inquiry to Actualize the Ideological, Interrelational, and Responsive Capacities of Literacy Pedagogy and Engagement**  
**Kelly C. Johnston**, *Baylor University*  
**Camille S. Talbert**, *Baylor*  
**Cole Sussman**, *Baylor University*

Participants:

- ▶ **Learning About and Disrupting Genre through Table-Top Roleplaying Games**  
**Karis Jones**, *SUNY Empire State College*  
**Sarah Blood**, *SUNY Empire State College*
- ▶ **Playing Floor Kids to Explore Movement Cultures as Assets for Digital Literacy Learning**  
**Christian Ehret**, *University of North Carolina at Chapel Hill*
- ▶ **Using Randomized Tables and Collaborative Storytelling to Reframe Critical Reading and Writing Tasks**  
**Nathan Lawrence**, *United States*  
**Peter Reitz**, *Commerce City Schools*  
**Beth Krone**, *Kennesaw State University*
- ▶ **Designing with Narrative Videogames for Effective Reading Instruction**  
**Darian Thrailkill**, *East Carolina University*
- ▶ **Coauthoring a Romantic Comedy and Negotiating Imagined Relationships with Fog of Love**  
**Alex Corbitt**, *Boston College*
- ▶ **Engaging Multilingual Learners Through Improvisational Theater Games**  
**Laura Carter-Stone**, *Vanderbilt University*
- ▶ **Examining Idiocultural Assemblages through The Untitled Goose Game**  
**Ty Hollett**, *Penn State University*

Let’s Play: An Alternative Approach to Presenting Gaming Research from the Critical Gaming Literacies Study Group  
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School  
Alternative Format Session

3:00 to 4:30 pm

*Hilton Atlanta: Room 223*

Building on literacy research pointing to the unique affective experiences of gaming, this session will create embodied contexts for experiencing games in conversation with sharing gaming research. During this interactive session, presenters will facilitate an abridged version of the gaming context/game design before sharing a brief research summary. This session is designed to support deeper audience understanding of unique gaming contexts in concert with research findings and implications.

Chair:

**Karis Jones**, *SUNY Empire State College*

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# Wednesday, November 29

## Multiple Text Synthesis: Navigating Landscapes of Design, Meaning, and Textual Affordances

AREA 6. Adolescent, College, and Adult Literacy Processes Symposium

3:00 to 4:30 pm

Hilton Atlanta: Room 224

This symposium brings together perspectives on multiple text syntheses at the level of instructional design, reader meaning making, and textual affordances. We draw on previous bodies of research including multiple text comprehension, discourse synthesis, and pedagogies of multiliteracies.

Chair:

**Norman A. Stahl**, *Northern Illinois University*

Discussant:

**Jill Castek**, *University of Arizona*

Participants:

- ▶ **Questioning Source Texts: Determining Meaning in Transcendent Entities, Spaces, and Embodiments**

**James Robert King**, *University of South Florida*

**Jenifer Jasinski Schneider**, *University of South Florida*

- ▶ **Multimodal Text Sets to Interrogate Algorithmic Justice**

**Sakeena Khan**, *City Colleges of Chicago*

**Michael Manderino**, *Northern Illinois University*

- ▶ **The role of a contribution task for multiple text integration during a historical inquiry**

**Michael Manderino**, *Northern Illinois University*

## Presidential Address

Plenary Session

4:45 to 6:00 pm

Hilton Atlanta: Salon

## President's Reception

6:00 to 7:30 pm

Hilton Atlanta: Galleria

## Poster Session I - Tear Down

6:00 to 7:30 pm

Hilton Atlanta: Poster Session Main Hallway (2nd Floor)

## Vital Issues - Wednesday

9:00 to 11:00 pm

Hilton Atlanta: Lobby Bar

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)



Thursday, November 30, 2023

# LRA 2023

## ANNUAL CONFERENCE



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(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

# Thursday, November 30

## THURSDAY, NOVEMBER, 30

### Registration Open

7:00 to 5:00 pm

Hilton Atlanta: Main Hallway (2nd floor)

### Reading Hall of Fame Breakfast and Induction Ceremony

7:00 to 8:30 am

Hilton Atlanta: Room 202

### Poster Session II - Set Up

7:15 to 8:15 am

Hilton Atlanta: Main Hallway (2nd Floor)

### ICG Formative Experiments and Design-Based Research

7:15 to 8:15 am

Hilton Atlanta: Room 203

### Ethics Committee Meeting

7:15 to 8:15 am

Hilton Atlanta: Room 204

### LR:TMP Meeting

7:15 to 8:15 am

Hilton Atlanta: Room 205

### ICG Multilingual-Transnational Meeting

7:15 to 8:15 am

Hilton Atlanta: Room 206

### Publications Committee Meeting

7:15 to 8:15 am

Hilton Atlanta: Room 207

### Distinguished Scholar Lifetime Achievement Award Committee Meeting

7:15 to 8:15 am

Hilton Atlanta: Room 215

### Field Council Committee Meeting

7:15 to 8:15 am

Hilton Atlanta: Room 216

### J. Michael Parker Award Committee Meeting

7:15 to 8:15 am

Hilton Atlanta: Room 217

### Student Outstanding Research Award Committee Meeting

7:15 to 8:15 am

Hilton Atlanta: Room 218

### Technology and Digital Communications Committee Meeting

7:15 to 8:15 am

Hilton Atlanta: Room 219

### Exhibit Hall and Silent Book Auction

8:00 to 5:00 pm

Hilton Atlanta: Main Hallway (2nd Floor)

### Poster Session II

8:00 to 5:00 pm

Hilton Atlanta: Main Hallway (2nd Floor)

Participants:

- ▶ **A Parent's Multimodal Support to Bilingual Child's Reading**

**Sunah Chung**, University of Northern Iowa

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▶ **Filling the Gap: A Collaborative Approach to Teacher Induction Cadres**

Erin Elizabeth Margarella, *Western Kentucky University*  
Rebecca Stobaugh, *Western Kentucky University*  
Pamela M. Jukes, *Western Kentucky University*

▶ **Preparing Young Readers: Evaluation of a Digital Early Literacy Program that Supports Prekindergarten Students' Phonological Awareness**

Jennifer Nakamura, *SRI International*  
Madeline Jane Cincebeaux, *SRI International*

▶ **Pre-Service Teachers Mentoring in Hybrid Spaces: Investigating the Challenge of Numbers, Expertise, and Access across a Large Teacher Preparation Program**

James V. Hoffman, *University of Texas at Austin*  
Charlotte Erin Ashcraft, *University of North Texas*  
Jason Michael Wilson, *University of North Texas*

### Roundtable Session III

8:30 to 10:00 am

*Hilton Atlanta: Room 202*

#### Historical Inquiries: Confronting Colonization and Racism to Honor Literacies as Liberation

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School  
Roundtable Session - Table 1

Chair:

Wenyu Guo, *University of South Florida*

Participants:

- ▶ **Hidden Roots: A Grounded Theoretical Study in Unearthing, Examining, and Delinking from Coloniality in Central Texas High School Humanities Classrooms**

Kelsey Leigh Roach, *Baylor University*  
Tony L. Talbert, *Baylor University*

- ▶ **Literacies for Liberation: An Archival and Ethnographic Study of Black Literate Lives across Time**  
CoCo Massengale, *Stanford University*

- ▶ **Seeding Self-Reflexivity as a Cosmopolitan Disposition Against Orientalism: A Case of a First Year Seminar Class**

Asiye Demir, *University of South Carolina*

#### Literacy skills and practices in adult and post-compulsory educational contexts

AREA 12. International Research on Teaching and Learning  
Roundtable Session - Table 2

Chair:

Mary McVee, *University at Buffalo, SUNY*

Participants:

- ▶ **Come On! Developing stronger literacy skills among students on Vocational Education Training. A literature review**

Bettina Buch, *University College Absalon*

- ▶ **Toward Wide-Awakeness: (Re)Considering Teachers' Writing in International Teacher Education Spaces**

Charlotte Land, *Penn State University*  
Jessica Cira Rubin, *University of Waikato*

- ▶ **Translingual and Multimodal Spatialized Landscapes: Community Language and Literacy Practices and Public Pedagogies in Urban Oaxaca**  
Stephanie L Abraham, *Rowan University*

- ▶ **Creating language-specific remedial instruction for college students through research-based design**

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

# Thursday, November 30

**Carina Ionela Branzila**, *'Al. I. Cuza' University Iasi*  
**Mihaela Gazioglu**, *Clemson University*

## Multimodal Literacies in Teacher Education

AREA 1. Pre-service Teacher Education in Literacy  
Roundtable Session - Table 3

Participants:

- ▶ **The Impact of Maker Education on Elementary Teacher Candidates in Literacy Classrooms**  
**Brian Flores**, *Salisbury University*  
**Gurupriya Ramanathan**, *Salisbury University*  
**Diallo Sessoms**, *Salisbury University*
- ▶ **Exploring Pre-Service Teachers' Use of Visual Literacy Instructional Strategies in Social Studies**  
**Daibao Guo**, *Boise State University*  
**Erin Rich**, *University of Alabama*  
**Julianne Maner Coleman**, *University of Alabama*
- ▶ **Digital Text Features and Tools: Explicit Instruction for the Literacy Tutors**  
**Catherine Susin**, *Brock University*  
**Tiffany L. Gallagher**, *Brock University*

## Navigating Linguistic Borders and Interrogating Language Hierarchies: Stories Across Educational Settings

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings  
Roundtable Session - Table 4

Participants:

- ▶ **Interrogate Language Hierarchies: A Case Study of Developing Bilingual Literacies**  
**Yang Wang**, *University of South Carolina*  
**Julie Stensland**, *Student*  
**Shuang Du**, *University of South Carolina*

- ▶ **Interrogating Hierarchies of Literacy Education: Multilingual In-service Teachers Experiences**

**Ann Van Wig**, *Eastern Washington University*  
**Lyudmyla Ivanyuk**, *Trinity Christian College*  
**Tara Haskins**, *Eastern Washington University*

- ▶ **"I would like them to feel how we feel:" Reflections from Latinas Navigating Cultural and Linguistic Borders in a Predominantly White High School**

**Rebecca Linares**, *Rowan University*  
**Stephany Caceres Mateo**, *University of Colorado Boulder*

## Professional Learning to Support Culturally Responsive Pedagogy

AREA 2. In-service Teacher Education/  
Professional Development in Literacy  
Roundtable Session - Table 5

Chair:

**Christa Dawn Roney**, *University of Kentucky*

Participants:

- ▶ **A Comparative Case Study: A Journey in Learning and Enacting Culturally Relevant Teaching Coupled with Reading Comprehension Strategies Instruction**  
**Christa Dawn Roney**, *University of Kentucky*
- ▶ **Early Childcare Teacher Beliefs on Multicultural Literature**  
**Dorian Harrison**, *Ohio State University*  
**LaToya Tingle**, *Ohio State University*
- ▶ **Entry Points for Critical Language Awareness, Critical Literacy and Culturally Responsive Pedagogy in Teacher Education for Multilinguals**  
**Leah Shepard-Carey**, *Drake University*

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## Negotiating Culturally Responsive-Sustaining Pedagogies: Experiences and Voices of Teachers of Multilingual Learners

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings  
Roundtable Session - Table 6

Participants:

► **Literacy Educators as Social and Cultural Brokers**

**Jennifer Stegall**, *Louisiana State University Alexandria*

► **Teachers' Experiences of Culturally Responsive Social-Emotional Learning (SEL) Literacy Practice for Linguistically Minoritized Refugee Students**

**Hannah Kim**, *University of Colorado Boulder*

► **The Discursive Construction of Culturally Sustaining Pedagogical Practices of Teachers of Multilingual Learners**

**Heeok Jeong**, *Stephen F. Austin State University*

## Changing Content Area Literacy and Assessment Practices for Students

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School  
Roundtable Session - Table 7

Chair:

**Angeles Munoz**, *Texas Woman's University*

Participants:

► **Literacy and Assessment: Toward Understanding the Co-Evolution**

**Emily Yerkes**, *University of Colorado, Boulder*

► **Negotiating Physical Activity, Mathematics, and Literacy with Youth through Multimodality and Culturally Relevant Pedagogy**

**Christine Craddock**, *Augusta University*

**Brittany Pinkerton**, *Augusta University*

► **Science and Literacy Integration within Rural Contexts**

**LaShay Wood**, *East Tennessee State University*

**SHULING YANG**, *East Tennessee State University*

**Stacey Fisher**, *East Tennessee State University*

**Renee Moran**, *East Tennessee State University*

## No Hierarchies Here: Interactive Dialog, Inquiry, and Writing among Teacher Educators Seeking to Support Teaching and Learning with Multilingual Youth

AREA 14. Other Topics  
Alternative Format Session

8:30 to 10:00 am

*Hilton Atlanta: Room 203*

In this inquiry-based session, four teacher educators will share ways they challenge teacher candidates to critically examine their beliefs about multilingual learners and education. This alternative session is designed to extend a network of individuals dedicated to disrupting traditional systems of literacy research and teacher education. Presenters will invite the audience to engage in various interactive teacher education learning activities that were designed to support teacher candidates in bridging critical theory and pedagogical practice.

Chair:

**Christina Dobbs**, *Boston University*

Presenters:

**Fernanda Marinho Kray**, *University of Wisconsin-Madison*

**Christina Dobbs**, *Boston University*

**Christine Montecillo Leider**, *University of Massachusetts Boston*

**Matthew Deroo**, *University of Miami*

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# Thursday, November 30

**Exploring Curriculum, Agency, and Pedagogy  
in Novice Literacy Teachers**  
AREA 2. In-service Teacher Education/Professional  
Development in Literacy  
Paper Session

8:30 to 10:00 am  
Hilton Atlanta: Room 204

Chair:  
**Susan V Piazza**, *Western Michigan University*

Discussant:  
**Pamela A Mason**, *Harvard University*

- Participants:
- ▶ **First Year Teacher Curriculum Use and Planning for Informational Reading Instruction**  
*Alexa Miller Quinn, James Madison University*
  - ▶ **Practitioner Inquiry in Support of a Novice Literacy Teacher's Developing Agency**  
*Christine Leighton, Emmanuel College*  
*Kierstin Giunco, Boston College*  
*Grace Tumushabe, Emmanuel College*
  - ▶ **The Brightest Star: Early Career Teachers' Axiologies and North Stars in Language and Literacy Pedagogy**  
*Renata Love Jones, Georgia State University*  
*Cori Salmeron, Georgia State University*  
*Sheniqua Nicole Pierce, Georgia State University*

**Navigating Digital and Online Learning**  
AREA 7. Critical, Cultural, and Social Issues of Literacy  
Practices In and Out of School  
Paper Session

8:30 to 10:00 am  
Hilton Atlanta: Room 205

Chair:  
**Marlene Walker**, *Texas Woman's University*

Discussant:  
**Laura Teichert**, *Western Michigan University*

- Participants:
- ▶ **Kindergarten Online! A Mother and Son's Experiences Navigating Online Learning**  
*Laura Teichert, Western Michigan University*
  - ▶ **"Can I Come to Your Island?" Cuentos, Pláticas, and Cousins Navigating Embodied Digital Literacies**  
*Lucia Cardenas Curiel, Michigan State University*  
*Joanne Marciano, Michigan State University*  
*Vaughn W. M. Watson, Michigan State University*
  - ▶ **Uplifting the Voices of Asian American Parents Through an Online Family Book Club**  
*Ling Hao, University of South Carolina*

**Issues of Race(ism) in Students' Lives and Literacies**  
AREA 7. Critical, Cultural, and Social Issues of Literacy  
Practices In and Out of School  
Paper Session

8:30 to 10:00 am  
Hilton Atlanta: Room 206

Chair:  
**JaNiece Elzy**, *Texas Woman's University*

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Discussant:

**Alicia Rusoja**, *University of California, Davis*

Participants:

- ▶ **“I’m just looking at it through his eyes:” Exploring a white reader’s perspective-taking practices across genres of historical text**

**Emma Bene**, *Stanford University*

**Stephanie Robillard**, *Stanford University*

- ▶ **Instant Replay: The reality of Black athletes’ social identities in learning spaces**

**Julia Poplin**, *Minnesota State University Moorhead*

- ▶ **Race and Language Intersecting en La Frontera**

**Mikel Cole**, *University of Houston*

**Stephanie Madison**, *Clemson University*

**William McCorkle**, *College of Charleston*

## Expanding Research Methods in Public Spaces

AREA 10. Literacy Media and Technology  
Paper Session

8:30 to 10:00 am

*Hilton Atlanta: Room 207*

Chair:

**Tori K. Flint**, *University of Louisiana at Lafayette*

Discussant:

**Fatima Seyma Kizil**, *Syracuse University*

Participants:

- ▶ **Interrogating Hierarchies in Research Dissemination: Podcasts for Professional and Public Audiences**

**Lindsay Persohn**, *University of South Florida, Sarasota-Manatee*

**Leah Burger**, *University of South Florida*

**Stephanie M. Branson**, *University of South Florida*

- ▶ **“The Journey from The Minga to Academia:” Honoring Literacy Legacy through Testimonio Portraiture**

**Katherine Eliana Roberson**, *University of South Carolina*

**Lenny Sánchez**, *University of South Carolina*

## Highlighted Session - Deconstructing Discourse to Reconstruct Equitable Learning Spaces

AREA 11. Research Methods, Practices and Theory  
Symposium

8:30 to 10:00 am

*Hilton Atlanta: Room 215*

This symposium features findings from eight complementary research studies focused on how white supremacy is discursively constructed and disrupted in classrooms. Each project employs reconstructive discourse analysis, an inquiry approach which responds to critiques that critical discourse analysis does not make adequate space for envisioning newness in the face of problematic discourse. Presenters explore data considering how teachers and students constructed new narratives, providing glimpses into what more just and equitable schooling could be like.

Chair:

**Ashley N. Patterson**, *Penn State University*

Discussant:

**Michiko Hikida**, *Ohio State University*

Presenters:

**Ashley N. Patterson**, *Penn State University*

**Amy Vetter**, *University of North Carolina Greensboro*

**Thea Williamson**, *Salisbury University*

**Michiko Hikida**, *Ohio State University*

**Karla Lomeli**, *Assistant Professor & Bilingual*

*Authorization Coordinator at Santa Clara University*

*School of Education & Counseling Psychology*

**Annie Daly**, *University of Texas at Arlington*

**Laura Taylor**, *Rhodes College*

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# Thursday, November 30

**Melissa Schieble**, *Hunter College*  
**Lauren Leigh Kelly**, *Rutgers University Graduate School of Education*  
**Quentin Sedlacek**, *Southern Methodist University*

## Reading Hall of Fame Inaugural Addresses Symposium

8:30 to 10:00 am  
*Hilton Atlanta: Room 216*

Presenter:  
**Diane Lapp**, *San Diego State University*

## Interrogating Language Ideologies and Hierarchies: Working Toward Linguistic Equity and Justice AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings Paper Session

8:30 to 10:00 am  
*Hilton Atlanta: Room 217*

Chair:  
**Chris K. Chang-Bacon**, *University of Virginia*

Discussant:  
**Jackie Ridley**, *Kent State University*

- Participants:
- ▶ **Interrogating Hierarchies of Language: Language Ideologies and Access in a Multilingual Tutoring Program**  
**Chris K. Chang-Bacon**, *University of Virginia*  
**Christopher Hu**, *University of Virginia*  
**Nina Radakovic Schoonover**, *University of Virginia*  
**Isabel Vargas**, *University of Virginia*  
**Lucy Montalvo**, *University of Virginia*
  - ▶ **Listening through Linguistic Ideologies for Language and Linguistic Justice**

**Leah Panther**, *Mercer University*  
**Felicia Baiden**, *Mercer University*  
**Amberly Evans**, *DeKalb County Public Schools*

- ▶ **Interrogating language hierarchies in sheltered content classrooms: a translanguaging design study**

**Samuel S. David**, *University of Minnesota*  
**Chiron Crayton**, *Stanford University*  
**Danielle Joo**, *San Mateo Community College District*  
**Alayna Klco**, *Cleveland State University*  
**Amanda Swearingen**, *University of Wisconsin, Eau Claire*

## Linguistic Diversity and Literacy Processes in Upper Elementary Settings AREA 5. Early and Elementary Literacy Processes Paper Session

8:30 to 10:00 am  
*Hilton Atlanta: Room 218*

Chair:  
**Chaehyun Lee**, *Southeastern Oklahoma State University*

Discussant:  
**Lesley Noel**, *University of Colorado-Colorado Springs*

- Participants:
- ▶ **Multi-Tiered Systems of Support in Literacy: A Cultural-Historical Analysis of Activity Systems and Discourses in One Elementary School**  
**Courtney Samuelson**, *Methodist University*
  - ▶ **The Contribution of Executive Function Skills to Decoding Ability in Third- and Fifth-Grade English Monolingual and Emergent Bilingual Children**  
**Angeliki Altani**, *University of Maryland, College Park*  
**Ana M. Taboada Barber**, *University of Maryland, College Park*  
**Kelly Cartwright**, *Christopher Newport University*

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► **Unpacking Inference Making: Inferencing Skill or Language Background?**

Ana M. Taboada Barber, *University of Maryland, College Park*

Kelly Cartwright, *Christopher Newport University*  
Angeliki Altani, *University of Maryland, College Park*

**Promoting Diversity and Inclusion Through Reading and Writing**

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature  
Paper Session

8:30 to 10:00 am

Hilton Atlanta: Room 219

Chair:

S. R. Toliver, *University of Illinois at Urbana-Champaign*

Discussant:

S. R. Toliver, *University of Illinois at Urbana-Champaign*

Participants:

- **Centering Joy and Justice: Analyzing Juneteenth in 2022 Children's Literature through Counter-Narrative and Interest Convergence Analytical Lenses**

Rebecca L. Witte, *Michigan State University*  
Amber Lawson, *Michigan State University*

- **Resuscitating the power of Afro-Caribbean books: Using Rememory to reimagine how readers move through identity recognition and appreciation.**

Elizabeth Stelle, *Indiana University*  
Dianne Wellington, *Indiana university Bloomington*  
Carmen Liliana Medina, *Indiana University*

- **Towards Diversity and Inclusion: Protagonists of Color in Wordless Books**

Rong Zhang, *Purdue University*  
Christy Wessel-Powell, *Purdue University*

**Writing Discourse and Co-Constructed Literacy Practices**

AREA 5. Early and Elementary Literacy Processes  
Paper Session

8:30 to 10:00 am

Hilton Atlanta: Room 220

Chair:

Stephanie F. Reid, *University of Cincinnati*

Discussant:

Zoi Traga Philippakos, *University of Tennessee Knoxville*

Participants:

- **Highlighted Presentation -A Formative Experiment to Improve the Quality of First Draft Writing**

Kristen I Evans, *Kent State University*

- **Drama Integration and Memory: Co-Constructing Experiences from 4th Grade**

Jacqueline Mary Winsch, *University of Pennsylvania*

- **Not All Participation is Enacted Equally: Students' Multimodal Modes of Interaction During Digital Collaborative Writing**

Amanda Shimizu, *Vanderbilt University*

**Exploring Algorithms: Using Digital Tools Effectively**

AREA 10. Literacy Media and Technology  
Paper Session

8:30 to 10:00 am

Hilton Atlanta: Room 221

Chair:

Julia Hagge, *The Ohio State University*

Discussant:

Darian Thrailkill, *East Carolina University*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

# Thursday, November 30

## Participants:

- ▶ **Concepts of Online Research: A Study of Reliability Reasoning in Grades 1-5**

Jodi Pilgrim, *University of Mary Hardin-Baylor*  
Sheri E. Vasinda, *Oklahoma State University*

- ▶ **Multimodal discourse analysis of emotional like-farming fake news: a methodological map for advancing critical digital literacy teaching proposals**

Maria Anna Galanaki, *University of Crete*  
Eleni Katsarou, *University of Crete*

- ▶ **Novice Teacher's Information Literacy Practices When Using TeachersPayTeachers**

Gillian Mertens, *SUNY Cortland*  
Brittany Adams, *University of Alabama*

- ▶ **Who is in Control? Agency, Algorithms, and the Literacies of Cultural Production on #BookTok**

Christian Ehret, *University of North Carolina at Chapel Hill*  
Bronwen Low, *McGill University*  
Anita Hagh, *McGill University*

Joy Valentine, *University of Illinois at Chicago*

Kira J. Baker-Doyle, *University of Illinois at Chicago*

Andrea Vaughan, *University of Illinois at Chicago*

Mary Rose O'Shea, *University of Illinois at Chicago*

- ▶ **Revisiting Validity in Research with Multilingual Learners: Moving from a Monolingual to a Multilingual Lens**

Christopher J. Wagner, *Queens College, City University of New York*

- ▶ **Paths to Literacy: Alternative Life Story Interviews with People with Disabilities**

Mark D. McCarthy, *Springfield College*  
Sara Scribner, *Springfield College*

## Addressing Family Literacy and Equity for Multilingual Learners and their Families

AREA 14. Other Topics  
Alternative Format Session

8:30 to 10:00 am

Hilton Atlanta: Room 223

This alternative session is designed to provide insight from the experiences of four grantees of the U.S. Department of Education's National Professional Development grant which supports educators of multilingual learners. In this session, awardees will share their experiences designing and implementing the Competitive Preference Priorities of their grant cycles which include Family Literacy, Family Engagement, and Promoting Equity in Student Access to Educational Resources and Opportunities.

Chair:

Maria Selena Protacio, *Western Michigan University*

Participants:

Maria Selena Protacio, *Western Michigan University*

Kathryn L. Roberts, *Wayne State University*

Kristen H. Perry, *University of Kentucky*

## Individual Presentations

8:30 to 10:00 am

Hilton Atlanta: Room 222

## Participants:

- ▶ **"There's a collective way of looking at it:" Researcher and teacher-researcher collaboration in literacy research**

Rebecca Woodard, *University of Illinois Chicago*  
Nathan C. Phillips, *University of Illinois Chicago*  
Kristine Schutz, *University of Illinois Chicago*  
Patricia Minegishi Delacruz, *University of Illinois at Chicago*  
Nevien Shaabneh, *District 230/ University of Illinois at Chicago*

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**Marco Bravo**, *Santa Clara University*  
**Virginia David**, *Western Michigan University*  
**Christina Passos DeNicolò**, *Wayne State University*  
**Susan Cantrell**, *University of Kentucky*  
**Kathleen Jablon Stoehr**, *Santa Clara University*

Advancements in assessing early writing development from preschool to first grade  
 AREA 3. Literacy Assessment, Learning, and Teaching Symposium

8:30 to 10:00 am  
 Hilton Atlanta: Room 224

Writing is an incredibly complex act, particularly for young children. This complexity makes it difficult for researchers and teachers to document writing development across this period in comprehensive ways. The four papers in this symposium represent innovative approaches for capturing young children's writing development during this period. Papers use a variety of assessment formats and coding structures to document the print and meaning writing processes.

Chair:  
**Gary E. Bingham**, *Georgia State University*

Discussant:  
**Gary E. Bingham**, *Georgia State University*

Participants:

- ▶ **Writing as a Path to the Alphabetic Principle: How Preschoolers Learn that Their Own Writing Represents Speech**  
**Deborah Wells Rowe**, *Vanderbilt University*
- ▶ **Assessing children's early composing processes: Attending to task- and child-level factors**  
**Margaret F. Quinn**, *University of Tennessee, Knoxville*  
**Rebecca Rohloff**, *Georgia State University*

- ▶ **Designing a Contextualized Assessment of Early Writing to Capture Composing, Handwriting, Spelling, and Writing Concepts**  
**Hope Gerde**, *Texas A&M University*  
**Gary E. Bingham**, *Georgia State University*

- ▶ **Continuing the Iterative Development of the Early Elementary Writing Rubric During COVID-19**  
**Meaghan McKenna**, *University of Illinois Urbana Champaign*

Oscar S. Causey Award Address

10:15 to 11:45 am  
 Hilton Atlanta: Salon

**Distinguished Scholarly Achievement Luncheon**  
 12:00 to 1:00 pm  
 Hilton Atlanta, Room 202

**Study Groups**  
 12:00 to 1:00 pm  
 Hilton Atlanta: Various rooms

Reading Hall of Fame Mentoring Session  
 Alternative Format Session

1:15 to 2:45 pm  
 Hilton Atlanta: Room 202

What Do We Know About Writing? Dr. Steve Graham, Arizona State University, will share A Meta Analysis of Research. This Meta-synthesis of many studies addressing the topic of writing will offer the possibility of a more comprehensive picture of what is known about the teaching of writing. Dr. Graham's presentation will be followed by additional Hall of Fame members hosting round table discussions of related topics. All LRA members wishing to converse with these Hall of Fame members on this variety of topics are welcome.

Chairs:  
**Norman A. Stahl**, *Northern Illinois University*  
**Maryellen Vogt**, *California State University*

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# Thursday, November 30

## Participants:

- ▶ **The Language, Thinking and Learning Connection**  
Judith A. Scott, *University of California, Santa Cruz*  
Judith Langer, *University at Albany*
- ▶ **Supporting Adolescent Writers**  
Doris Walker-Dalhouse, *Marquette University*  
Kathleen Hinchman, *Syracuse University*
- ▶ **Engaging Beginning Writers**  
Patricia A. Edwards, *Michigan State University*  
James V. Hoffman, *University of Texas at Austin*
- ▶ **Preparing Instructional Coaches to Support Writing Instruction**  
Rita M. Bean, *University of Pittsburgh*  
Victoria J. Risko, *Vanderbilt University*
- ▶ **The Relationship Between Reading Comprehension and Writing**  
Steve Graham, *Arizona State University*  
Patricia Anders, *University of Arizona*
- ▶ **Supporting Adolescent Readers**  
Douglas Fisher, *San Diego State University*  
Diane Lapp, *San Diego State University*
- ▶ **Translanguaging: Using all of One's Voices to Share Their Message**  
Donna E. Alvermann, *University of Georgia*  
Maryellen Vogt, *California State University*
- ▶ **Assessment and Learning**  
Lee Gunderson, *University of British Columbia*  
Malatesha Joshi, *Texas A&M University*
- ▶ **Analyzing Artistic Responses**  
Jerome Charles Harste, *Indiana University*

## Supporting Teachers of Multilingual Learners AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings Paper Session

1:15 to 2:45 pm  
Hilton Atlanta: Room 204

### Chair:

Monica Yoo, *University of Colorado Colorado Springs*

### Discussant:

Patricia Venegas-Weber, *University of Washington*

### Participants:

- ▶ **Empowering monolingual educators to support the metatalk of their multilingual students**  
Emily Phillips Galloway, *Vanderbilt University*  
Holland White, *Vanderbilt University*  
Janna Brown McClain, *Middle Tennessee State University*
- ▶ **Fostering Reflection and Support: Coaching Teachers of Multilingual Learners**  
Monica Yoo, *University of Colorado Colorado Springs*  
Lisa Fetman, *University of Colorado Colorado Springs*  
Veronica Garza, *San Diego Unified School District*  
Leslie Grant, *University of Colorado Colorado Springs*
- ▶ **Developing Teachers, Community Members, and Academics for Multilingual Learners**  
Mihaela Gazioglu, *Clemson University*  
Emily Howell, *Clemson University*  
Rebecca Kaminski, *Clemson University*  
Victoria Pennington, *Clemson University*  
Nicole Ferguson, *Clemson University*  
Kavita Mittapalli, *MNA Associates*  
Amlan Banerjee, *MNA Associates*

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## Healing, Journeys, and Voices: Indigenous Authors and Identities

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School  
Paper Session

1:15 to 2:45 pm  
Hilton Atlanta: Room 205

Chair:  
**Janet S Gaffney**, *University of Auckland*

Discussant:  
**Karis Jones**, *SUNY Empire State College*

Participants:

- ▶ **“And I watched them get closer to the dogs:” Native Youth Healing & Literacy Development through Relationships with Rez Dogs**

**Robert Petrone**, *University of Missouri*

- ▶ **A Bilingual Bookmaking Project in a Cherokee Community**

**Catherine Compton-Lilly**, *University of South Carolina*

**Asiye Demir**, *University of South Carolina*

- ▶ **Understanding the Authorial Journeys, Voices, and Identities of Young Indigenous Authors in a Community-Based Space in India.**

**Shuchi Sinha**, *University of Illinois, Urbana-Champaign*

## Multimodal Literacies in Elementary Settings

AREA 5. Early and Elementary Literacy Processes  
Paper Session

1:15 to 2:45 pm  
Hilton Atlanta: Room 206

Chair:

**Stephanie F. Reid**, *University of Cincinnati*

Discussant:

**Rebecca Rohloff**, *Georgia State University*

Participants:

- ▶ **A Systematic Research Synthesis of Multimodal Technology-Enhanced Literacy Instruction for Young Learners**

**Kristin Keane**, *Stanford University*

- ▶ **A Multimodal Reading Process**

**Ted Kesler**, *Queens College, CUNY*

- ▶ **Nonfiction Multimodal Composing in First Grade**

**Lindsey Moses**, *Arizona State University*

**Danielle Rylak**, *University of Oklahoma*

**Stephanie F. Reid**, *University of Cincinnati*

## Individual Presentations

1:15 to 2:45 pm  
Hilton Atlanta: Room 207

Participants

- ▶ **“I’m Going to Take You With Me”: Poetic Vignettes of a “Successful” Literacy Teacher**

**Jennifer Ervin**, *University of Georgia*

- ▶ **Representation of Elementary Teachers’ Expertise and Knowledge in State Policies about Reading Professional Development**

**Helen Baynum**, *University of Colorado Boulder*

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

**Emily Johns-O’Leary**, *University of Colorado Boulder*

- ▶ **Policy Implementation in Local Media: A Critical and Pragmatic Path for Researchers**

**Olivia Cox**, *University of Colorado Boulder*

**Emily Johns-O’Leary**, *University of Colorado Boulder*

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# Thursday, November 30

## Multimodal Literacies of Multilingual Learners: Theories and Practices from the Field AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings Paper Session

1:15 to 2:45 pm

Hilton Atlanta: Room 215

Chair:

**Kyungjin Hwang**, *University of South Carolina*

Discussant:

**Samuel S David**, *University of Minnesota*

Participants:

- ▶ **Advancing Multimodal Literacies Pedagogies in Early Childhood for Asian Heritage Language Learners through Offline and Online Platforms: A Cross-case Analysis**

**Kyungjin Hwang**, *University of South Carolina*

**Ling Hao**, *University of South Carolina*

- ▶ **Applying Criticality to Reading, Creating and Re-creating Multimodal Texts in an English as a New Language Classroom: A Theoretical Perspective**

**Ekaterina Midgette**, *St. John's University*

**Olivia Grace Stewart**, *St. John's University*

**Jordan Gonzalez**, *St. John's University*

- ▶ **Multilingual learners' multimodal composing: Shaping the use of communicative resources**

**Amber Deig**, *University of Florida*

**Mark B Pacheco**, *University of Florida*

## Pedagogical Beliefs and Practices for Secondary ELA Teachers AREA 2. In-service Teacher Education/Professional Development in Literacy Paper Session

1:15 to 2:45 pm

Hilton Atlanta: Room 216

Chair:

**Natalie Colosimo**, *UF College of Education*

Discussant:

**Zoi Traga Philippakos**, *University of Tennessee Knoxville*

Participants:

- ▶ **Middle and High School Teachers Investigate Care in Community: Pedagogical and Curricular Implications**

**Ashleigh A Allen**, *OISE, University of Toronto*

- ▶ **The critical literacy planning and pedagogy of five high school English teachers**

**Olivia Ann Williams**, *University of Maryland, College Park*

- ▶ **Why do English teachers engage in year-long writing pedagogies PD in this socio-political moment?**

**Blanca Carolina Lopez Burrola**, *Oklahoma State University*

**Jenn Sanders**, *Oklahoma State University*

**Sarah J. Donovan**, *Oklahoma State University*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

**Perspectives on Supporting Multilingual Literacies  
Across Languages and Contexts**  
AREA 8. Literacy Learning and Practice in  
Multicultural and Multilingual Settings  
Paper Session

1:15 to 2:45 pm  
Hilton Atlanta: Room 217

Chair:  
**Kwangok Song**, *University of Kansas*

Discussant:  
**Melody Zoch**, *UNC Greensboro*

Participants:

- ▶ **A Systematic Review of Integrating Language and Content Instruction Across International Programs for Multilingual Learners**

**Lisa Domke**, *Georgia State University*  
**Maria Auxiliadora Cerrato Corrales**, *Georgia State University*

- ▶ **Supporting Biliteracy in English-medium Classrooms: Cases of Arabic, Russian, and Spanish Speaking (Emergent) Bilingual Students**

**Mandy Stewart**, *Texas Woman's University*  
**Victor Lozada**, *Texas Woman's University*  
**Douha Abbasher**, *Texas Women's University*  
**Melanie Aide Aguirre Jaimes**, *Texas Woman's University*  
**Monica Lozano Hughes**, *TWU graduate student*  
**Maria Isabel Torres**, *Texas Woman's University*

- ▶ **Teaching Heritage Language Literacies as Investment in Amplifying Human Capital**

**Kwangok Song**, *University of Kansas*

**Text Selection Criteria and Teachers**  
AREA 9. Text Analysis, Adult, Children's, and  
Young Adult Literature  
Paper Session

1:15 to 2:45 pm  
Hilton Atlanta: Room 218

Chair:  
**Corrine M. Wickens**, *Northern Illinois University*

Discussant:  
**Corrine M. Wickens**, *Northern Illinois University*

Participants:

- ▶ **Regional Differences in Teachers' Perceived Autonomy Over Curricular Materials in a Charged Sociopolitical Climate**

**Melanie D. Koss**, *Northern Illinois University*  
**Kathleen Paciga**, *Columbia College Chicago*

- ▶ **Word Count, Genre, and Lexile of Read-Aloud Texts in Four Popular Core Reading Programs in Grades Four and Five**

**Catherine Rand**, *Rutgers University*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

# Thursday, November 30

## Langaging Beyond Borders: Understanding Translanguaging Performance and Space AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings Paper Session

1:15 to 2:45 pm

Hilton Atlanta: Room 219

Chair:

**Renata Love Jones**, *Georgia State University*

Discussant:

**P Zitlali Morales**, *University of Illinois Chicago*

Participants:

- ▶ **How do Children Go Through a Heteroglossic Path to Becoming Bilingual? Comparison of Korean Children's Translanguaging Performance in First and Third Grade Classrooms**

**Chaehyun Lee**, *Southeastern Oklahoma State University*

- ▶ **Bilingualism as a Decision-Making Process: Emergent Korean Bilinguals' Use of Dual Languages and Korean-honorifics**

**So Jung Kim**, *University of Texas at El Paso*

- ▶ **Sanctioning a Translanguaging Space in a Korean Heritage Language Classroom**

**Chaehyun Lee**, *Southeastern Oklahoma State University*

## Teacher Education Research Drawing from the Body of Research Referred to as the "Science of Reading"

AREA 1. Pre-service Teacher Education in Literacy  
Paper Session

1:15 to 2:45 pm

Hilton Atlanta: Room 220

Chair:

**Tara Haskins**, *Eastern Washington University*

Discussant:

**Colleen E Whittingham**, *Loyola University Chicago*

Participants:

- ▶ **Educational Neuroscience and Reading Comprehension Instruction**

**Lucy Spence**, *University of South Carolina*

- ▶ **Investigating Pre-Service Teachers' Beliefs and Practices of Vocabulary Word Selection**

**Susan J Chambre**, *Kean University*

- ▶ **Elementary preservice teachers' experiences at the intersection of Culturally Sustaining Pedagogy, emergent literacy, and the Science of Reading**

**Molly Claire Marek**, *University of Texas at Austin*  
**Vickie Godfrey**, *none*

## Individual Presentations

1:15 to 2:45 pm

Hilton Atlanta: Room 221

Participants:

- ▶ **Critical global literacy and Korean War subjectivity in the U.S. Children's Literature**

**Hee Young Kim**, *West Texas A&M University*  
**Yoo Kyung Sung**, *University of New Mexico*

- ▶ **Inaccuracies, Unauthenticity, and Misrepresentation in Multicultural Picturebooks as the Bridge to Critical Literacy**

**Nan Jiang**, *University of Arizona*

- ▶ **Tracing Textual Transformations: Examining Remediated Forms and Theory in Translation**

**Kyle Patrick Smith**, *Boston College*  
**Jon Michael Wargo**, *University of Michigan*

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## Individual Presentations

1:15 to 2:45 pm  
Hilton Atlanta: Room 222

Participants:

- ▶ **“What Just Happened Here?” Storying Techniques of Podcasts as Humanizing Research Methodologies**

**Joseph David Sweet**, *University of North Carolina at Pembroke*

**Jason J. Griffith**, *Penn State University*

- ▶ **Topic Modeling 75 Years of Reading/Literacy Education Scholarship**

**Emily C. Rainey**, *University of Pittsburgh*

**Gianina Morales**, *University of Pittsburgh*

**Scott Storm**, *New York University*

- ▶ **Highlighted Presentation - Thinking with Engagement: Using Postqualitative Inquiry to Understand Preservice Teachers’ Conceptualizations of “Engaged” Literacy Learning**

**Jackie Ridley**, *Kent State University*

**Lindsey Rowe**, *Clemson University*

**Marie Elizabeth Borkowski**, *Ohio State University*

**Michiko Hikida**, *Ohio State University*

**An Ongoing Reflection: Study of Bi/Multiliteracies in Home Space, Literature, and Curriculum**  
AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings  
Symposium

1:15 to 2:45 pm  
Hilton Atlanta: Room 223

In this symposium session, the presenters will talk about the lived experiences and literature portrays of Asian American communities and the curriculum designs for bilingual learners. Collaboratively, we position literacy

education as a site for social changes and explore new instructional possibilities that speak to the truth of children, youth, and communities from racially, linguistically, and culturally diverse backgrounds.

Chair:

**Xiaochen Du**, *Jump Immersion School*

Discussant:

**Danling Fu**, *University of Florida*

Presenters:

**Tairan Qiu**, *University of Houston*

**Lin Deng**, *University of Florida*

**Xiaochen Du**, *Jump Immersion School*

**Challenging Hierarchies: Literacy Research with/for Immigrants to Build a More Just and Equitable World**  
AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings  
Symposium

1:15 to 2:45 pm  
Hilton Atlanta: Room 224

This symposium explores various methodological and theoretical approaches that literacy researchers can use to elevate the voices of immigrant children, youth, and communities. The symposium’s central question is: “How does literacy research challenge hierarchies and amplify the voices, experiences, and literacy practices of immigrant children and youth?” This session will offer insights into creating a humanitarian literacy research architecture that is inclusive and empowering that contributes to building a more just and equitable world.

Chairs:

**Jungmin Kwon**, *Michigan State University*

**Jin Kyeong Jung**, *Texas Tech University*

Discussant:

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

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

# Thursday, November 30

## Participants:

- ▶ **Culturally Sustaining SFL (CS SFL): Foregrounding the literacies and languaging of racialized youth to bring about justice**

Jason Mizell, *University of Miami*

- ▶ **African and Asian Immigrants' Stories in TikTok: A Collaborative Approach**

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

Jin Kyeong Jung, *Texas Tech University*

Joel Berends, *Michigan State University*

Sandra Boateng, *Teacher Education*

Lindsey Allene Hall, *Michigan State University*

- ▶ **Challenging hierarchies and crossing boundaries: Creating a learning space that centers immigrant children's voices and knowledge**

Jungmin Kwon, *Michigan State University*

- ▶ **Community Spaces as Sites of Equitable Language and Literacy Practices for Immigrant Children**

Lucia Cardenas Curiel, *Michigan State University*

- ▶ **Silently Speaking: Nigerian Girls' Whispering Multilingual Practices**

Lakeya Omogun, *University of Washington*

**Funny Business: Giving Serious Consideration to Humor in Adolescents' Embodied Compositions**

AREA 6. Adolescent, College, and Adult  
Literacy Processes  
Symposium

1:15 to 2:45 pm

*Hilton Atlanta: Salon*

We consider humor's role in meaning making, particularly what happens when adolescents' humor moves from the realm of the off-task and transgressive (Lenters, 2016; Pantaleo, 2011) to being centrally enmeshed in the unfolding activity (Leander & Boldt,

2013) of their learning communities. We aim to further understandings of humor's function in adolescents' critical meaning making, while also considering the affective intensities (Deleuze & Guattari, 1987; Schmidt & Beucher, 2020) of humor-rich learning spaces.

## Chair:

Beth Krone, *Kennesaw State University*

## Discussant:

Kimberly Lenters, *University of Calgary*

## Participants:

- ▶ **Seriously Funny: Humor in Adolescents' Critical Composition Practices**

Virginia Killian Lund, *University of Rhode Island*

- ▶ **"Why are They Laughing?" Newcomer Immigrant Adolescents' Affective Responses to Recent Experiences of Border-Crossing**

Laura Carter-Stone, *Vanderbilt University*

- ▶ **Conceptualizing Humor as a Transformative Tool in 11th Graders' Discussions of Literature**

Beth Krone, *Kennesaw State University*

## Roundtable Session IV

3:00 to 4:30 pm

*Hilton Atlanta: Room 202*

**Professional Learning for Intersecting Identities:  
Embracing Queer Perspectives and Advancing  
Social Justice in ELA Classrooms**

AREA 2. In-service Teacher Education/Professional  
Development in Literacy  
Roundtable Session - Table 1

## Chair:

Ryan Schey, *University of Georgia*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

Participants:

- ▶ **Humor as Liberation and Cisheteronormativity for a Queer ELA Teacher in a Rural School**

**Brandon Haskey-Valerius**, *University of Missouri*  
**Ryan Schey**, *University of Georgia*

- ▶ **“Nope, Not at All:” An Exploration of How Literacy Teachers Feel They Are Prepared to Engage with LGBTQIA+ Topics in Classrooms**

**William L Peek**, *University of Illinois Chicago*

- ▶ **Unintended Consequences of Social Justice English Education**

**Greg Bartley**, *Oakland University*

### Fostering Equity Mindsets and Practices in Literacy Teacher Preparation

AREA 1. Pre-service Teacher Education in Literacy Roundtable Session - Table 2

Chair:

**Judy Paulick**, *University of Virginia*

Participants:

- ▶ **“Close to my Heart:” Narrative Inquiry into Teacher Educators Building Racial Literacy in Initial Teacher Preparation**

**Catherine Lammert**, *Texas Tech University*  
**Amy Tondreau**, *University of Maryland, Baltimore County*

**Xiufang Chen**, *Rowan University*

**Lisa O’Brien**, *Merrimack College*

**Shuling Yang**, *East Tennessee State University*

**Rhonda Hylton**, *Kent State University*

- ▶ **Cultivating Equity in Writing Instruction: A Collaborative Self-Study of Writing Teacher Educators**

**Amy Tondreau**, *University of Maryland, Baltimore County*

**Chelsey M. Bahlmann Bollinger**, *James Madison University*

**Vicki McQuitty**, *Towson University*

**Pamela Hickey**, *Towson University*

**Wendy Gardiner**, *Pacific Lutheran University*

**Danielle Louise DeFauw**, *University of Michigan – Dearborn*

- ▶ **“I Can Go to Anyone:” Preservice Teachers Collectively Deepen Understandings and Practices for Culturally Sustaining Literacy Teaching**

**Elizabeth Colquitt Ries**, *University of Texas at Austin*

### Innovations in Literacy Teacher Education

AREA 1. Pre-service Teacher Education in Literacy Roundtable Session - Table 3

Chair:

**Stacey Fisher**, *ETSU*

Participants:

- ▶ **“A Multitude of Ways to Interact with Literacy:” Exploring New Literacies With, For, and From Our Students**

**Courtney Shimek**, *West Virginia University*

**Brady Nash**, *Miami University*

**Tala Michelle Karkar Esperat**, *Eastern New Mexico University*

**Kathryn Mitchell Pierce**, *Saint Louis University*

**Crystal Dail Rose**, *Tarleton State University*

**Lyudmyla Ivanyuk**, *Trinity Christian College*

- ▶ **An examination of teacher candidates’ planning processes as they seek to integrate technology into disciplinary literacy instruction**

**Kimberly O. Smith**, *Mississippi State University*

**Stephanie M. Lemley**, *Mississippi State University*

**Kathleen Marie Alley**, *Mississippi State University*

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# Thursday, November 30

- ▶ **Project CULTURE: Building a Culturally and Linguistically Literacy Program that Binds**

**Dominique Skye McDaniel**, *Kennesaw State University*

## Understanding the Structures, Policies, and Partnerships in Field Placement

AREA 1. Pre-service Teacher Education in Literacy Roundtable Session - Table 4

Chair:

**Laura Teichert**, *Western Michigan University*

Participants:

- ▶ **The Positionings of the Triad: The Hierarchical System of the Cooperating Teacher, Preservice Teacher, and the University Supervisor**

**Diana Murtaugh**, *Binghamton University*

- ▶ **Supporting Pre-service Teachers' Navigation of Policy: Developing Understanding and Agency through Critical Literacies**

**Katharine Hull**, *University of South Florida*

**Kristin Valle Geren**, *University of South Florida*

- ▶ **Reading the school world: Exploring and interrogating field placement sites through recursive school walks**

**Katie Trautman**, *University of Texas at Austin*

**Kelsie Corrison Burnett**, *University of Texas at Austin*

**Tracey Terece Flores**, *University of Texas at Austin*

## Students' Digital Literacies: Engagement, Efficacy, and Practices

AREA 10. Literacy Media and Technology Roundtable Session - Table 5

Chair:

**Pallavi Chhabra**, *UW Madison*

Participants:

- ▶ **Elementary Students' Self-efficacy on Digital Coding Literacy in Classroom Practices: A Survey Study**

**Qi Si**, *University of Alabama*

**Amy Hutchison**, *University of Alabama*

- ▶ **"I like to help people even if they're edgy:" The Figured Worlds and Digital Practices of a Youth Reddit Moderator**

**Gillian Mertens**, *SUNY Cortland*

**Angela M. Kohnen**, *University of Florida*

## Multiliteracies for Learning and Identity: Stories From Students, Parents, and Teachers

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings Roundtable Session - Table 6

Participants:

- ▶ **Digital Storytelling: Accessing both Critical and Multi Literacies for Multilingual Learners**

**Nicole Ferguson**, *Clemson University*

**Emily Howell**, *Clemson University*

**Rebecca Kaminski**, *Clemson University*

**Victoria Pennington**, *Clemson University*

**Mihaela Gazioglu**, *Clemson University*

- ▶ **Emergent Bilingual Students' Experiences of Translanguaging Practices in a Middle School Science Classroom**

**So Lim Kim**, *SUNY New Paltz*

**Deoksoon Kim**, *Boston College*

- ▶ **Literacy practices related to children's education, work, and health: Conversations among adult ESL learners who are parents from immigrant and refugee backgrounds**

**Aijuan Cun**, *University of New Mexico*

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## Interrogating Hierarchies in Reviewing Practices: The Importance of Diverse, Inclusion, and Equitable Peer Review

3:00 to 4:30 pm

Hilton Atlanta: Room 203

Three words—diversity, equity, and inclusion (DEI)—have recently received a lot of attention from universities considering the role DEI might play in promotion and tenure and hiring job candidates. Unfortunately, state-level policies have also been enacted recently to prevent universities from doing so. Caught in the cross-roads of political battles and the push for promoting more DEI work by individuals and organizations such as LRA, academics may or may not consider the ways in which their scholarly work is related to DEI work, particularly in the area of peer review. At best, peer review can help to push scholars to develop their work and provide constructive feedback. At worst, peer review can further instill hierarchies that prevent scholars from receiving appropriate and productive feedback.

Chair:

**Melody Zoch**, *UNC Greensboro*

Presenter:

**Doris Walker-Dalhouse**, *Marquette University*

in one of five Conversation Circles: decolonizing global literacies practice, decolonizing global literacies research, intercultural communication and reciprocal collaboration with globally diverse others, transformative action for environmental justice, and transformative action for social justice across borders. Finally, participants will engage in a culminating discussion with leading scholars in critical global literacies.

Chair:

**Hiller A. Spires**, *North Carolina State University*

Discussant:

**Bogum Yoon**, *State University of New York at Binghamton*

Presenters:

**Lori Czop Assaf**, *Texas State University*

**Richard Beach**, *University of Minnesota*

**Daniel de Mello Ferraz**, *University of Sao Paulo*

**Miriam Jorge**, *University of Missouri St Louis*

**Alexandra Panos**, *University of South Florida*

**Zaline Roy-Campbell**, *Syracuse University*

**Lenny Sánchez**, *University of South Carolina*

**Lina Trigos-Carrillo**, *Universidad del Norte*

**Diane Patricia Watt**, *University of Ottawa*

## Multimodality in the Australian National Curriculum – practical ways to bring theory and practice together for pre-service and in-service teachers

AREA 12. International Research on Teaching and Learning  
Alternative Format Session

3:00 to 4:30 pm

Hilton Atlanta: Room 205

This session offers an international perspective on the theory and related professional learning about multimodality, which has been integrated into Australia's national English curriculum since 2013. Presenters will share an overview of the multimodal theory and practice, the ways it may enhance as well as disrupt dominant linguistic practices, then share how we have translated this theory into professional learning for undergraduate and in-service teachers. The session will be interactive with hands-on activities for participants.

Chair:

**KATINA Zammit**, *Western Sydney University School of Education*

Discussant:

**Frank W Serafini**, *Arizona State University*

Presenter:

**KATINA Zammit**, *Western Sydney University School of Education*

Join Us at the Table: Conversations on Global Literacies from a Critical Lens  
AREA 14. Other Topics  
Alternative Format Session

3:00 to 4:30 pm

Hilton Atlanta: Room 204

This interactive alternative session explores a synthesized definition of global literacies drawing from critical pedagogy, cosmopolitanism, and global meaning making. Participants will engage

in one of five Conversation Circles: decolonizing global literacies practice, decolonizing global literacies research, intercultural communication and reciprocal collaboration with globally diverse others, transformative action for environmental justice, and transformative action for social justice across borders. Finally, participants will engage in a culminating discussion with leading scholars in critical global literacies.

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# Thursday, November 30

## Literacy as an Identity Practice Across Childhood and Adolescence

AREA 3. Literacy Assessment, Learning, and Teaching  
Alternative Format Session

3:00 to 4:30 pm

Hilton Atlanta: Room 206

This alternative session explores what can be learned about literacy development and instruction when literacy is reframed as an identity practice. Literate identities are the ways people construct the self as readers and writers across contexts and time as they engage in literate practices. This session will use a combination of presentations and group discussions to open spaces for attendees to explore the various perspectives, methods, and knowledge gained by studying literate identities across ages.

Chairs:

**Christopher J Wagner**, *Queens College, City University of New York*

**Katherine K. Frankel**, *Boston University*

**Christine Leighton**, *Emmanuel College*

Presenters:

**Catherine Compton-Lilly**, *University of South Carolina*

**Laura Dacus**, *University of Tennessee, Chattanooga*

**Grace Enriquez**, *Lesley University*

**Chantal Francois**, *Towson University*

**Kierstin Giunco**, *Boston College*

**Bobbie Kabuto**, *Queens College, CUNY*

**Julie Learned**, *University at Albany SUNY*

**Tisha Lewis Ellison**, *University of Georgia*

**Lindsey Moses**, *Arizona State University*

**Tairan Qiu**, *University of Houston*

**Bradley Robinson**, *Texas State University*

**Allison Skerrett**, *University of Texas at Austin*

**Per Henning Uppstad**, *University of Stavanger*

**Bente Rigmor Walgermo**, *Associate professor*

## Using Duoethnography to Interrogate Hierarchies in Literacy Research and Literacy Teacher Education

AREA 11. Research Methods, Practices and Theory  
Alternative Format Session

3:00 to 4:30 pm

Hilton Atlanta: Room 207

In response to the 2023 LRA Call for research that “interrupt(s) stubborn hierarchies that persist across social and scientific landscapes” in literacy research, this alternative format session explores the utility and limitations of duoethnography to build reflexivity, both for researchers who seek to interrogate hierarchies in their research and for teacher educators who seek to build critical reflexivity with their pre-and in-service teachers.

Chair:

**Christina Dobbs**, *Boston University*

Discussant:

**Rick Breault**, *Ashland University*

Presenters:

**Christine Montecillo Leider**, *University of Massachusetts Boston*

**Katie Edwards Schrodt**, *Middle Tennessee State University*

**Janna McClain**, *Middle Tennessee State University*

## Research on Writing Motivation and Engagement

AREA 14. Other Topics  
Symposium

3:00 to 4:30 pm

Hilton Atlanta: Room 215

In this symposium, scholars who study writing motivation and engagement explore aspects of writing motivation and engagement to inform theory, research,

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and practice. This session includes three papers: (1) a theoretical review of writing motivation and engagement, (2) an investigation of elementary students' writing engagement and writing quality, and (3) a study of elementary learners' writing self-efficacy across genres. The symposium will include a Discussant and will encourage extended dialogue among presenters and attendees.

Chair:

**Zoi Traga Philippakos**, *University of Tennessee Knoxville*

Discussant:

**Bong Gee Jang**, *Syracuse University*

Participants:

▶ **Motivating, and then Engaging, Students to Write: What We Know and What We Need to Know**

**Jacquelynn A. Malloy**, *Clemson University*

**Kelly N. Tracy**, *Western Carolina University*

▶ **Students' Writing Engagement and Writing Quality**

**Seth Parsons**, *George Mason University*

**Samantha T. Ives**, *George Mason University*

**Jonathan Marine**, *George Mason University*

**Bonnie A. Barksdale**, *Middle Tennessee State University*

**Stacy Fields**, *Middle Tennessee State University*

**Paul Michael Rogers**, *UC Santa Barbara*

▶ **Students' Motivation to Write in Different Genre**

**Zoi Traga Philippakos**, *University of Tennessee Knoxville*

**Louis Rocconi**, *University of Tennessee*

**Towards Humanizing the ELA Heuristic:  
Disciplinary Moves for Meaning-Making  
AREA 7. Critical, Cultural, and Social Issues of  
Literacy Practices In and Out of School  
Symposium**

3:00 to 4:30 pm

*Hilton Atlanta: Room 216*

In this symposium, three research teams examine what it means to approach humanizing pedagogies and practices in ELA spaces. The first presentation offers a literature review on ELA across the decades and centers the need for equity-oriented ELA experiences, the second utilizes interviews to present a connection between literature and a person's "emplotment," and the third offers case study findings on 8th grade student experiences with meaning-making through the utilization of multimodal and multilayered texts.

Chair:

**Amber Deig**, *University of Florida*

Discussant:

**Amber Deig**, *University of Florida*

Presenters:

**Geoffrey Cooke Kellogg**, *University of Florida*

**Deandra West**, *University of Florida*

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# Thursday, November 30

## Highlighted Session - Immigrants and Refugees: Navigating Literacies in the Community AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Paper Session

3:00 to 4:30 pm

Hilton Atlanta: Room 217

### Participants:

- ▶ **You Are Fighting for the Community, Not Only for Yourself: Latinx Immigrants Teaching and Learning Intergenerationally through Communal Organizing Literacies**

Alicia Rusoja, *University of California, Davis*

- ▶ **Critical Media Literacy from the Outside: Framing Analysis and Critical Content Analysis of Immigrant Detention in the News**

Stephanie Madison, *Clemson University*

Mikel Cole, *University of Houston*

Susan Cridland-Hughes, *Clemson University*

- ▶ **Community-Based Organizations Facilitating College Access as Literacy Brokers for Refugee-Background Students**

Alison M. Turner, *NC State University*

Jennifer C. Mann, *Duke University*

## Language and Literacy Practices with Young Multilingual Learners

AREA 8. Literacy Learning and Practice in  
Multicultural and Multilingual Settings  
Paper Session

3:00 to 4:30 pm

Hilton Atlanta: Room 218

### Chair:

Amber Lawson, *Michigan State University*

### Discussant:

Emily Machado, *University of Wisconsin-Madison*

### Participants:

- ▶ **A systematic review of oral language development of Spanish-English bilingual preschoolers in the U.S.**

Laura Buckley, *Vanderbilt University*

- ▶ **"I Learned in My Head and Felt Good in My Heart:" Creating "Mirrors and Windows" in First Graders' Student-Generated Decodable Readers**

Amber Lawson, *Michigan State University*

- ▶ **Watching, Listening, Playing, and Creating in Kindergarten Bilingual Education: Exploring Teachers' Use of Multimodal Texts in Literacies-Based Lesson Design**

Brianna Janssen Sanchez, *Southern Illinois University*

## Pedagogies of the Heart: Enacting Cariño, Advocacy, and Practice for Multilingual Learners AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings Paper Session

3:00 to 4:30 pm

Hilton Atlanta: Room 219

### Chair:

Karla Lomeli, *Assistant Professor*

### Discussant:

Rebecca Linares, *Rowan University*

### Participants:

- ▶ **Enacting a Moral Ethic of Cariño through Holistic Biliteracy: An Asset-Based Practice in the teaching of Writing for Bilingual Children**

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**Karla Lomeli**, *Assistant Professor & Bilingual Authorization Coordinator at Santa Clara University School of Education & Counseling Psychology*  
**Rosa Chávez**, *Assistant Professor at Texas Tech University Educational Psychology, Leadership, & Counseling*

▶ **“In the Room Where It Happens:” Advocacy at the Policy Level for Multilinguals**

**Margarita Gomez**, *Loyola University Maryland*  
**Leah Saal**, *Loyola University Maryland*

- ▶ **“It gave us space to really escape reality:” Using authentic *cariño* to understand a dual language teacher’s literacy pedagogy in the COVID-19 pandemic**
- ▶ **Cori Salmeron**, *Georgia State University*
  - ▶ **Ana Solano-Campos**, *Georgia State University*
  - ▶ **Christian Valdez**, *Georgia State University*

**Play-Based Learning in Early Literacy**  
 AREA 5. Early and Elementary Literacy Processes  
 Paper Session

3:00 to 4:30 pm  
 Hilton Atlanta: Room 220

Chair:  
**Tracy Johnson**, *University of Indianapolis*

Discussant:  
**Colleen E Whittingham**, *Loyola University Chicago*

Participants:

- ▶ **A Mixed-Methods Study on the Impact of a Community Based Literacy Initiative**  
**Tara Wilson**, *University of Texas Permian Basin*  
**Larry G. Daniel**, *University of Texas Permian Basin*
- ▶ **Interrogating the Digital/Analog Binary: (Re) Imagining Spaces, Materials, and Identities through Digital Play**

**Tori K. Flint**, *University of Louisiana at Lafayette*  
**Marietta S. Adams**, *University of Louisiana at Lafayette*

▶ **“It’s Not That Simple!” A Conceptual Model for Phonological Awareness Assessment in Early Childhood**

**Christina Marie Cassano**, *Salem State University*  
**Kathleen Paciga**, *Columbia College Chicago*

## Individual Presentations

3:00 to 4:30 pm  
 Hilton Atlanta: Room 221

Participants:

▶ **A Review of “Disciplinary Literacy” in Research Studies**

**Cynthia H. Brock**, *University of Wyoming*  
**Mary McVee**, *University at Buffalo, SUNY*  
**Zhihui Fang**, *University of Florida*  
**Dana A. Robertson**, *Virginia Tech*  
**Vicky Zygouris Coe**, *University of Central Florida, School of Teacher Education*

▶ **Arts-Based Analysis: Participatory Rhizomatic Mapping of Literacy Practices**

**Jana Kirsten Boschee Ellefson**, *University of Calgary*

▶ **Infusing Criticality into Pragmatic Literacy Research**

**Anna McNulty Taylor**, *University of Minnesota*

## Individual Presentations

3:00 to 4:30 pm  
 Hilton Atlanta: Room 222

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

# Thursday, November 30

## Participants:

- ▶ **Don't Discard Guided Reading: Complexities Enacting a Ubiquitous Instructional Practice**  
*Meghan Valerio, Kent State University*
- ▶ **“Opening Moments”: Stacking Stories as Practitioner Researchers—Writing as Unfolding Literacy Pedagogy**  
*Michelle Honeyford, University of Manitoba*
- ▶ **Exploring Teachers' Differential Uptake of Critical Language Awareness**  
*Mike Metz, University of Missouri*

## Building a Collaborative Literacy Research Architecture Through Meaningful Research Practice Partnerships

AREA 11. Research Methods, Practices and Theory  
Alternative Format Session

3:00 to 4:30 pm

Hilton Atlanta: Room 224

Research practice partnerships build a collaborative literacy research architecture by listening to and amplifying the voices of community partners, with an effort to do research with rather than on communities. In this alternative session, we bring together seven research teams to discuss (a) establishing RPPs, (b) negotiating shared goals, and (c) considering academia's expectations under the RPP approach. This session includes presentations by each research team, followed by discussant remarks and audience questions.

## Chair:

**Courtney Hattan**, University of North Carolina at Chapel Hill

## Discussant:

**Ana M Taboada Barber**, UMD College Park

## Participants:

- ▶ **The Nevada Adolescent Literacy Network (NALN)**  
**Dianna Townsend**, *University of Nevada, Reno*  
**Darl Kiernan**, *NNRPDP*  
**Melisa Garcia**, *Washoe County Library System*  
**Alicia Bowman**, *Nevada Adolescent Literacy Network*  
**Rachel Knecht**, *University of Nevada, Reno*  
**Julie Cooper**, *RPDP*  
**Lisa Johnson**, *Washoe County School District*  
**Sarah Negrete**, *Northeastern Nevada Regional Professional Development Program*  
**Vicki Smith Barrios**, *University of Nevada, Reno*  
**Mark Rincon**, *Nevada Department of Education*
- ▶ **The LISA Project: A Three-Way Research Practice Partnership**  
**Sarah M. Lupo**, *James Madison University*
- ▶ **Architecture of a Summer Reading Camp Research-Practice Partnership**  
**Erin K. Washburn**, *UNC Charlotte*  
**Miranda S. Fitzgerald**, *University of North Carolina at Charlotte*
- ▶ **Improving Digital Equity and Learning: The IDEAL Project**  
**Laura S. Tortorelli**, *Michigan State University*
- ▶ **Overhauling Reading Intervention Across One Inner-Ring District**  
**Dan Reynolds**, *John Carroll University*  
**Brianna Rae Kemper**, *Garfield Heights City Schools*
- ▶ **Differentiated Reading Instruction Project in Urban Elementary Schools**  
**John Strong**, *University at Buffalo*  
**Blythe Anderson**, *University at Buffalo, SUNY*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

► **Supporting Context-Specific Social Studies-Literacy Integration**

**Courtney Hattan**, *University of North Carolina at Chapel Hill*

**Deborah Ann MacPhee**, *Illinois State University*

**Jennie Baumann**, *Michigan State University*

**Meghan Parkinson**, *University of North Florida*

**Distinguished Scholar Lifetime Achievement Award**  
Plenary Session

4:45 to 6:00 pm

*Hilton Atlanta: Salon*

**Poster Session II - Tear Down**

6:15 to 7:15 pm

*Hilton Atlanta: Poster Session Main Hallway (2nd Floor)*

**Town Hall Meeting**

6:15 to 7:15 pm

*Hilton Atlanta: Room 204*

**ERM/STAR Reception**

7:30 to 9:00 pm

*Hilton Atlanta: Crystal Ballroom*

**Vital Issues - Thursday**

9:00 to 11:00 pm

*Hilton Atlanta: Lobby Bar*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)



Friday, December 1, 2023

# LRA 2023

## ANNUAL CONFERENCE



**Connect with us!**  
**#LRAConference2023**



(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

## FRIDAY, DECEMBER, 1

### Registration Open

7:00 to 5:00 pm

Hilton Atlanta: Main Hallway (2nd floor)

### The National Council of Research on Language and Literacy (NCRL) Business Meeting

7:15 to 8:15 am

Hilton Atlanta: Crystal Ballroom A-F

### LRA Volunteer Appreciation Breakfast

7:15 to 8:15 am

Hilton Atlanta: Crystal Ballroom C-D

### Poster Session III - Set Up

7:15 to 8:15 am

Hilton Atlanta: Poster Session Main Hallway (2nd Floor)

### Doctoral Student ICG Proposal Mentoring/Project Breakfast and Business Meeting

7:15 to 8:15 am

Hilton Atlanta: Room 202

### ICG History

7:15 to 8:15 am

Hilton Atlanta: Room 203

### Policy and Legislative Committee Meeting

7:15 to 8:15 am

Hilton Atlanta: Room 204

### Barr/Mosenthal Handbook of Reading Research Award Committee Meeting

7:15 to 8:15 am

Hilton Atlanta: Room 205

### ICG Reading Clinics/Literacy Labs

7:15 to 8:15 am

Hilton Atlanta: Room 206

### Research Committee Meeting

7:15 to 8:15 am

Hilton Atlanta: Room 215

### Early Career Achievement Award Committee Meeting

7:15 to 8:15 am

Hilton Atlanta: Room 216

### Oscar S. Causey Award Committee Meeting

7:15 to 8:15 am

Hilton Atlanta: Room 217

### P. David Pearson Scholarly Influence Award Committee Meeting

7:15 to 8:15 am

Hilton Atlanta: Room 218

### Diversity, Equity, and Justice Committee Meeting

7:15 to 8:15 am

Hilton Atlanta: Room 219

### Exhibit Hall and Silent Book Auction

8:00 to 1:00 pm

Hilton Atlanta: Main Hallway (2nd Floor)

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

# Friday, December 1

## Poster Session III

8:30 to 10:00 am

Hilton Atlanta: Main Hallway (2<sup>nd</sup> floor)

Participants:

- ▶ **Middle School Students' Use of Immersion Reading Technology: Potential Implications for Story Interpretation and Reading Motivation**

Laurie Shirley Esposito, *Temple University*

- ▶ **Telling a team story: A narrative approach to group processing in middle grades collaborative composition.**

Gretchen Dodson, *University of South Florida*

- ▶ **The Leisure Reading Habits of Adults: A Literature Review**

Faith Thompson, *Salisbury University*

Judith Franzak, *Salisbury University*

Heather Porter, *Salisbury University*

- ▶ **Using Learning Traces to Understand College Readers use of Digital Textbooks**

Guy Trainin, *University of Nebraska Lincoln TLTE*

Participants:

- ▶ **Developing Disciplinary Literacies in the Elementary Science Classroom: Learning from an Engineer**

Leah Saal, *Loyola University Maryland*

- ▶ **Digital multimodalities and literacy educators: Using experiences, evaluating perceptions, and rethinking professional development to expand notions of literacy**

Lauren R. Hunt, *University of South Carolina*

Priscila J.B.M. Costa, *University of South Carolina*

Asiye Demir, *University of South Carolina*

- ▶ **Newcomer multilingual learners in an Algebra I course: Math literacy/ies**

Elena Andrei, *Cleveland State University*

Melissa Daley, *Cleveland Metropolitan School District*

- ▶ **(Re)Shaping Teacher Identities to Center Critical Literacy in the Disciplines: A Self-Study of Teaching Practices**

JoAnna Powers Arnold, *Auburn University*

Tierney B Hinman, *Auburn University*

## Roundtable Session V

8:30 to 10:00 am

Hilton Atlanta: Room 202

### In-service Teachers' Perceptions of Digital and Disciplinary Literacies

AREA 2. In-service Teacher Education/Professional Development in Literacy  
Roundtable Session - Table 1

Chair:

Lauren R Hunt, *University of South Carolina*

### Reading as a Social Endeavor in Teacher Preparation

AREA 1. Pre-service Teacher Education in Literacy  
Roundtable Session - Table 2

Chair:

Shuling Yang, *East Tennessee State University*

Participants:

- ▶ **Re-Imagining Language Arts Methods: Reading Rooms for Racial and Linguistic Justice**

Jasmyn Kimberly Jones, *Old Dominion University*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

▶ **Club de Libros: Pre-Service Teachers' Learning in a Third Space**

**Lorien Chambers Schuldt**, *Fort Lewis College*  
**Ana Maria Diaz-Collazos**, *Fort Lewis College*  
**Gabriela Rico Alvarez**, *School District 9-R*

▶ **Hurricanes and Hollywood: Breaking Assumptions through Cross-Cultural Book Clubs**

**Susan V. Bennett**, *University of South Florida*  
**Steve Hart**, *California State University-Fresno*  
**Monica Thomas Billen**, *California State University-Fresno*

**Interrogating Partnerships, Equity, and Policy in Literacy Research**

AREA 14. Other Topics  
Roundtable Session - Table 3

Participants:

▶ **Amplifying Teacher Voices in a Research-Practice Partnership**

**Mark A. Lewis**, *James Madison University*  
**Chelsey M. Bahlmann Bollinger**, *James Madison University*  
**Sarah M. Lupo**, *James Madison University*

▶ **Re-claiming BIPOC multimodal narratives in rural schools**

**Dorian Harrison**, *Ohio State University*  
**Cory T. Brown**, *Ohio State University at Newark*  
**LaToya Tingle**, *Ohio State University*

▶ **Retrospective Case Study: Pandemic Remote Education and Home-School Partnerships—Successes, Challenges, Opportunities**

**Hsiao-Chin Kuo**, *Northeastern Illinois University*

**Teacher Agency in Divisive Times**

AREA 2. In-service Teacher Education/Professional Development in Literacy  
Roundtable Session - Table 4

Chair:

**Kierstin Giunco**, *Boston College*

Participants:

▶ **Literacy In-service Teachers Perceptions of Agency**

**Ann Van Wig**, *Eastern Washington University*  
**Xiufang Chen**, *Rowan University*  
**Poonam Arya**, *Wayne State University*  
**Kierstin Giunco**, *Boston College*  
**Christine Leighton**, *Emmanuel College*  
**Crystal Dail Rose**, *Tarleton State University*

▶ **Education Not Indoctrination: A Portrait of Teachers Who Enact Critical Literacy Within Politically Conservative Areas**

**Cassandra Schroeder**, *University of Nebraska-Lincoln*  
**Loukia Sarroub**, *University of Nebraska-Lincoln*

▶ **Literacy Leaders: Leading in a Time of Multifocal Crisis**

**Julianna Lopez Kershen**, *University of Oklahoma*

**Exploring Diverse Identities in Graphic Texts**

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature  
Roundtable Session - Table 5

Chair:

**Stergios Botzakis**, *University of Tennessee, Knoxville*

Participants:

▶ **Expanding Diverse Texts, Free Beyond Themselves: A Content Analysis**

**Evelyn Pollins**, *University of Illinois Chicago*

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# Friday, December 1

► **Exploring Ideological Issues in Contemporary Asian American Picture Books**

Mengying Xue, *Purdue University*  
Rong Zhang, *Purdue University*

► **Identity Crisis, Identifiability, and Stereotypes Around Muslim Adolescents: Critical Analysis of the Graphic Novel *Huda F Are You?***

Fatima Seyma Kizil, *Syracuse University*  
Ibrahim Kizil, *Syracuse University*

**Local and Global Family and Critical Literacy Experiences**

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School  
Roundtable Session - Table 6

Chair:

Judith Dunkerly, *Old Dominion University*

Participants:

► **Chinese Immigrant Parents' Attitudes and Family Practices Toward Their Children's Bilingual and Biliteracy Development in the United States**

Nuo Xu, *Bowling Green State University*  
Ji Ma, *Georgia State University*

► **Critical Data Literacies: Humanizing Perspectives from the Local to the Global**

Laurie Sheldon, *University of Arizona*  
Jennifer Kobrin, *University of Pennsylvania*

► **Telling Our Stories: Facilitating Experiential Family Literac(ies) through Community Outreach**

Judith Dunkerly, *Old Dominion University*

**Preservice Teachers' Perspectives and Enactments of Critical and Equity-based Pedagogies**

AREA 1. Pre-service Teacher Education in Literacy  
Roundtable Session - Table 7

Chair:

Courtney Samuelson, *Methodist University*

Participants:

► **Framing Relational Change: Preservice English Teachers Navigate Classroom Management and Humanizing Frameworks**

Christopher Kingsland, *University of Michigan, Ann Arbor*

► **"I could be myself:" A multicase study of literacy teacher learning**

Jessica Anne Murdter-Atkinson, *University of North Texas*

► **Social Justice and Student Teaching: At the Confluence of Early Practice, Whiteness and Disability**

Vanessa Winn, *University of Dayton*  
Jackie Marshall Arnold, *University of Dayton*  
Abbie Nicole Morneault, *University of Dayton*

**Young Learners' Text Engagement and Motivation**

AREA 5. Early and Elementary Literacy Processes  
Paper Session

8:30 to 10:00 am

Hilton Atlanta: Room 203

Chair:

Chu N. Ly, *Framingham State University*

Discussants:

Madeleine Mejia, *California State University Fullerton*  
Zoi Traga Philippakos, *University of Tennessee Knoxville*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

Participants:

▶ **Cultural Factors Influencing Multilingual Learners' Reading Motivation**

**Maria Selena Protacio**, *Western Michigan University*

**Bong Gee Jang**, *Syracuse University*

**Kristhyna Fermin**, *Western Michigan University*

**Amira Ashraf Eldemerdash**, *Western Michigan University*

▶ **Using storybooks to develop computational thinking in young children**

**Kathryn Pole**, *University of Texas at Arlington*

**Robin Jocius**, *University of Texas at Arlington*

**Joohee Lee**, *University of Texas at Arlington*

**Candace Joswick**, *University of Texas at Arlington*

▶ **Using wordless picturebooks to promote bilingual students' translanguaging practices**

**Chaehyun Lee**, *Southeastern Oklahoma State University*

▶ **Interrogating hierarchies: Exploring the potential advantages and obstacles of a Dual-Language Classroom with integrated science education for 3rd-grade students**

**Jeon Hye Park**, *Kennesaw State University*

**Aram Cho**, *Georgia State University*

**Jayoung Choi**, *KSU*

**Hakyoon Lee**, *Georgia State University*

**Shim Lew**, *University of West Florida*

**Gyewon Jang**, *Georgia State University*

**Myoung Eun Pang**, *Emory University*

**Ji Hye Shin**, *Georgia State University*

**Tuba Angay-Crowder**, *Kennesaw State University*

▶ **Linguistic Difficulty and Translation of Elementary Mathematics Word Problems in English, Spanish, and French**

**Lisa Domke**, *Georgia State University*

**Maria Auxiliadora Cerrato Corrales**, *Georgia State University*

**Elizabeth (Beth) Sanders**, *Georgia State University*

**Michael Vo**, *Georgia State University*

**Supporting Multilingualism during Science and Mathematics Education**

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings  
Paper Session

8:30 to 10:00 am

Hilton Atlanta: Room 204

Chair:

**Lisa Domke**, *Georgia State University*

Discussant:

**Heeok Jeong**, *Stephen F. Austin State University*

Participants:

▶ **BIPOC Dual Language Teachers' Critical Translanguaging: Multilingual and Multiliterate Elementary Literacy Integrated Science Contexts for Scientific Sensemaking**

**Patricia Venegas-Weber**, *University of Washington*

**Translanguaging Across Different Social Contexts**  
AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings  
Paper Session

8:30 to 10:00 am

Hilton Atlanta: Room 205

Chair:

**Kyungjin Hwang**, *University of South Carolina*

Discussant:

**Rebecca Linares**, *Rowan University*

Participants:

▶ **Using Critical Multimodal Translanguaging Pedagogy in an Early Childhood Korean Language Classroom**

**Kyungjin Hwang**, *University of South Carolina*

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# Friday, December 1

- ▶ **A Comparative Study of the Concept of “Translanguaging” in Chinese and English through Reconstructive Discourse Analysis**

**Sitong Wang**, *McGill University*

**Amir Kalan**, *McGill University*

- ▶ **Enabling contradictions of translanguaging for decolonial literacies: A case study from India**

**Gautam Bisht**, *Northwestern University*

**Wan Shun Eva Lam**, *Northwestern University*

## Reading Comprehension Across Modes and Settings

AREA 5. Early and Elementary Literacy Processes  
Paper Session

8:30 to 10:00 am

*Hilton Atlanta: Room 206*

Chair:

**AnnMarie Alberton Gunn**, *University of South Florida*

Discussant:

**Kathryn L Roberts**, *Wayne State University*

Participants:

- ▶ **Elementary Text-Based Discussions With Print-Only, Print-Plus Image and Video-Only Texts**
- ▶ **Kristin Keane**, *Stanford University*
- ▶ **Exploring the Effect of Pictures on Second Graders’ Oral Reading Behavior and Comprehension**
- ▶ **Peijuan Cao**, *University of Florida*
- ▶ **Transactional Strategy Instruction: An Approach to Improved Reading Comprehension of Complex Informational Text in the Intermediate Grades**
- ▶ **Lesley Noel**, *University of Colorado Colorado Springs*

## Dialogue and Discussion in Literacy Teacher Education

AREA 1. Pre-service Teacher Education in Literacy  
Paper Session

8:30 to 10:00 am

*Hilton Atlanta: Room 207*

Chair:

**Wendy Gardiner**, *Pacific Lutheran University*

Discussant:

**Sonia Kline**, *Illinois State University*

Participants:

- ▶ **A Mixed Bag: Digital Platforms Mediating Discussion in Teacher Education Courses**
- ▶ **Amy Guillotte**, *University of Pennsylvania*
- ▶ **Andrew del Calvo**, *University of Pennsylvania Graduate School of Education*
- ▶ **Tess Bernhard**, *University of Pennsylvania*
- ▶ **Bridging Content and Connection: Dialogue Journaling Within University Literacy Methods Courses**
- ▶ **Rebecca L. Witte**, *Michigan State University*
- ▶ **Darreth R. Rice**, *Michigan State University*
- ▶ **A Systematic Review of Rehearsal Use in Literacy Methods Courses**
- ▶ **Murphy Young**, *Southern Methodist University*
- ▶ **Amy Rouse**, *Southern Methodist University*

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**Navigating the Hurdles and Hierarchies of  
Epistemic Exclusion in the Literacy  
Research Process: A Panel Discussion**  
AREA 14. Other Topics  
Alternative Format Session

8:30 to 10:00 am  
Hilton Atlanta: Room 215

This panel discussion explores and problematizes the formal and informal hierarchies within academia that can affect the scholarly contributions of literacy researchers with multiple intersecting racial, ethnic, gendered and class backgrounds. Through a facilitated panel discussion, panelists will share how they have experienced, or become more aware of, epistemic injustice and navigated oppressive systems to protect and share their intellectual work. The panel will highlight approaches and strategies to protect and sustain one's work.

Chair:

**Cynthia Reyes**, *University of Vermont - Burlington, VT*  
Discussant:

**Christine Uliassi**, *SUNY Cortland*

Presenters:

**Rahat Zaidi**, *University of Calgary*

**Patriann Smith**, *University of South Florida*

**JaNiece Elzy**, *Texas Woman's University*

**Tiffany Flowers**, *Georgia State University Perimeter College*

**Kate Kedley**, *Rowan University*

**Theoretical Considerations and Tools for  
Literacy Research**

AREA 7. Critical, Cultural, and Social Issues of  
Literacy Practices In and Out of School  
Paper Session

8:30 to 10:00 am  
Hilton Atlanta: Room 216

Chair:

**Margaret-Mary Martine Sulentic Dowell**, *Louisiana State University*

Discussant:

**Mia Perry**, *University of Glasgow*

- ▶ **A Genealogy of Trauma & Literacy Education Tracey Pyscher**, *Western Washington University*
- ▶ **Beyond the binaries: Epistemic Justice as a tool for examining literacy research and instruction Corrine M. Wickens**, *Northern Illinois University* **Michael Manderino**, *Northern Illinois University*
- ▶ **Pedagogy as methodology: Horizontalizing queer literacy research through intergenerational co-creation Rob Simon**, *University of Toronto*  
**Pam Baer**, *University of Toronto*  
**Ty Walkland**, *OISE, University of Toronto*

**Learning from the Literacies and Identities of  
Multilingual Youth**

AREA 8. Literacy Learning and Practice in  
Multicultural and Multilingual Settings  
Paper Session

8:30 to 10:00 am  
Hilton Atlanta: Room 217

Chair:

**Xia Chao**, *Duquesne University*

Discussant:

**Ziva Reimer Hassenfeld**, *Brandeis University*

Presenters:

**Christine "Sol" Seon Rheem**, *Michigan State University*

**Saskia Van Viegen**, *York University*

**Xia Chao**, *Duquesne University*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

# Friday, December 1

## Cultivating Critical Orientations through Story, Storytelling and the Arts in Literacy Teacher Education

AREA 1. Pre-service Teacher Education in Literacy Paper Session

8:30 to 10:00 am

Hilton Atlanta: Room 218

Chair:

**Pallavi Chhabra**, *UW Madison*

Discussant:

**Sara Jones**, *Illinois State University*

Participants:

- ▶ **Cultivating Critical Race Theory Awareness with Secondary Pre-Service Teachers through Examination of Black Lives Matter themed Young Adult Literature**

**Dara Hill**, *University of Michigan-Dearborn*

- ▶ **Interrogating Ourselves: Critical Literacy Storytelling in an English Methods Course**

**Jennifer Ervin**, *University of Georgia*

**Madison Gannon**, *University of Georgia*

- ▶ **Pandemic Portals and Radical Imaginations: Employing Critical Arts-Based Pedagogies toward Racial Justice with Secondary Pre-Service English Teachers**

**S. R. Toliver**, *University of Illinois at Urbana-Champaign*

## Disciplinary Literacies in Teacher Education AREA 1. Pre-service Teacher Education in Literacy Paper Session

8:30 to 10:00 am

Hilton Atlanta: Room 219

Chair:

**Sarah W Beck**, *New York University*

Discussant:

**Sarah W Beck**, *New York University*

Participants:

- ▶ **Critical Literacy and Pre-Service Teacher Planning for Inquiry-Oriented Social Studies Instruction**

**Alexa Miller Quinn**, *James Madison University*

- ▶ **Learning about Disciplinary Literacy: Collaborative Literary Reasoning as a Support for Preservice English Language Arts Teachers**

**Britnie Delinger Kane**, *The Citadel*

- ▶ **Multimodal Literacies in Elementary Teacher Education: Facilitating Culturally Relevant Pedagogy with Mathematics**

**Christine Craddock**, *Augusta University*

## Multimodal Composing: Learning and Creating Mediated by Screens AREA 10. Literacy Media and Technology Paper Session

8:30 to 10:00 am

Hilton Atlanta: Room 220

Chair:

**Sara Kajder**, *University of Georgia*

Discussant:

**Darian Thrailkill**, *East Carolina University*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

Participants:

- ▶ **A Future All Their Own: A Literature Review of Digital, Multimodal Composing in Elementary Reading and Language Arts**  
*Kelsie Corrison Burnett, UT Austin*  
*Katie Trautman, University of Texas at Austin*
- ▶ **Creating Video Game Reviews in the Elementary Classroom: An Examination of Content and Literacy Practices**  
*Sam von Gillern, University of Missouri*  
*Rachel LaMear, Stephens College*  
*Peter Clayton LaMear, Stephens College*  
*Jessica Zhang, University of Missouri*
- ▶ **Cultivating Literacies of Black Game Developers: A Design-Based Study in Composing and Critical Media Literacies for Youth**  
*Jenifer Jasinski Schneider, University of South Florida*  
*Leah Burger, University of South Florida*

Examining the Promise, Precarity, and Practice of Civic Literacies Across Four Contexts  
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Symposium

8:30 to 10:00 am  
Hilton Atlanta: Room 221

Centering the stories of children and teachers from varying contexts and institutions—Midwestern educators teaching grades 4-12; children enrolled in an extracurricular community program in the South; high school youth in an out-of-school program in a major urban, Northeastern city; and youth, families, and community activist from a large Northeastern City—the four research teams extend contemporary calls for not only a more interdisciplinary, but a more critical approach to understanding both civics and literacies.

Chair:

**Jacqueline Mary Winsch**, *University of Pennsylvania*

Discussant:

**Nicole Mirra**, *Rutgers University*

Participants:

- ▶ **At the Intersection of Civic and Disciplinary Literacies**  
*Shea Kerkhoff, University of Missouri - St. Louis*  
*Katherine ODaniels, University of Missouri - St. Louis*
- ▶ **“Hearing” Civic Literacies in Child-Led Radio Productions**  
*Cassie J. Brownell, University of Toronto*  
*Melissa Arasin, University of Toronto*
- ▶ **Complicating Civic Futurity: Black Youth Textualities as Method for Destroying the World**  
*Justin A. Coles, University of Massachusetts Amherst*
- ▶ **Investigating Intersections of Education Justice, Economic Displacement, and Activism through Community-Based Research**  
*Maria Paula Ghiso, Teachers College, Columbia University*  
*Gerald Campano, University of Pennsylvania*  
*Claire Wan, University of Pennsylvania*  
*Jacqueline Mary Winsch, University of Pennsylvania*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

# Friday, December 1

**Playful Literacies Across Contexts: Pluralities of  
Pleasure, Affect, and Living Texts**  
AREA 7. Critical, Cultural, and Social Issues of  
Literacy Practices In and Out of School  
Alternative Format Session

8:30 to 10:00 am

Hilton Atlanta: Room 222

This session explores critical potentials of playful literacies and the power of affective pedagogies, highlighting the intertextual nature of play across the lifespan and in various contexts including literacy-focused formal education, extracurricular experiences, and teacher education. Findings animate players' dynamic and competent meaning-making practices with playful objects and across varied virtual and material spaces and playscapes. These papers show how play can offer a means for resisting and disrupting neoliberal conceptions of teaching and learning.

Chairs:

**Jayne C Lammers**, *University of Rochester/Edmentum*  
**Christian Ehret**, *University of North Carolina at Chapel Hill*

Discussants:

**Tori K. Flint**, *University of Louisiana at Lafayette*  
**Alecia Marie Magnifico**, *University of New Hampshire English Department*  
**Raúl Alberto Mora**, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Participants:

▶ **A Case for Critical Playful Literacies in Teacher Education**

**Cherise McBride**, *University of California, Berkeley*  
**Anna Smith**, *Illinois State University*  
**Remi Kalir**, *University of Colorado Denver*

▶ **Actually Existing Vitality Rights: Resisting Neoliberal Affects at a Video Game Design Camp**

**Bradley Robinson**, *Texas State University*  
**William Terrell Wright**, *University of Georgia – Athens*

▶ **Bilingual Teachers and Young Children Co-Constructing Affect and Play in Translanguaging Read-Alouds**

**Faythe Beauchemin**, *Boston College*  
**Kongji Qin**, *New York University*

▶ **Children's Playful(l) Encounters with Discomforting Transmedia**

**Kimberly Lenters**, *University of Calgary*  
**Ronna Mosher**, *University of Calgary*  
**Stacey Hanzel**, *University of Calgary, Werklund School of Education*

▶ **Collaborative Embodied Enactments as Sites for Generative and Playful Science Learning**

**Rebecca Woodard**, *University of Illinois Chicago*  
**Amanda Diaz**, *California State University Fullerton*  
**Nathan C. Phillips**, *University of Illinois Chicago*  
**Maria Varelas**, *University of Illinois Chicago*  
**Rebecca T. Kotler**, *University of Illinois Chicago*  
**Rachelle Tsachor**, *University of Illinois Chicago*  
**Ronan M. Rock**, *University of Illinois Chicago*

▶ **Delight, Intertextuality and Challenges to Normative Interpretations through the Digital Serialization of Dracula**

**Karis Jones**, *SUNY Empire State College*  
**Scott Storm**, *New York University*  
**Alex Corbitt**, *Boston College*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

- ▶ **(De/re)territorializing Writing/Composition: Becoming with Playful Objects through Maker Literacies**

Jaye Johnson Thiel, *University of Alabama*

**Queering Hierarchies: Breathing New Life into Literacy Research through Queer and Trans Studies**  
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Symposium

8:30 to 10:00 am

Hilton Atlanta: Room 223

To resist trends “suffocat[ing] the humanity” of queer and trans literacy learners, this symposium explores a kaleidoscopic vision of queer and trans liberation in literacy education. Presenters consider a range of stakeholders, age-levels, and regional and educational contexts studied through different qualitative methodologies (e.g., digital research, practitioner inquiry, narrative inquiry) and analyzed in relation to an array of theories (e.g., desired-based research, destorying, language ideologies, queer of color critique, queer temporalities).

Chairs:

**Ryan Schey**, *University of Georgia*

**Josh Coleman**, *University of Iowa*

Discussant:

**Em Bowen**, *University of Arizona*

Participants:

- ▶ **We Deserve More: Using LGBTQ+ YA Literature to Reimagine Professional Learning for Queer and Trans Educators of Color**

**Shea Martin**, *Ohio State University*

- ▶ **“Wholeness is no trifling matter:” A Pursuit of Desire in Black Trans Girls’ Digital Literacy Work**  
**Monét Cooper**, *University of Michigan*

- ▶ **De-storying Community Narratives: A Call for researching De-compositional literacy practices**  
**Josh Coleman**, *University of Iowa*

- ▶ **(Not) Queering Language Ideologies: The Temporalities of Pre-Service Teachers’ Engagement with Cisheteronormativity and Whiteness in Writing Instruction**

**Ryan Schey**, *University of Georgia*

**Research on Reading in the 21st Century**  
AREA 14. Other Topics  
Alternative Format Session

8:30 to 10:00 am

Hilton Atlanta: Room 224

This Alternative Format Session considers needed research on reading instruction and processes. Eight senior scholars—who collectively have published hundreds of empirical, theoretical, and applied works on reading from the 1970s to the present—recommend specific research questions and methods for future inquiries that address challenges contemporary education professionals face in developing reading proficiency in children and adolescents. Large- and small-group structures provide opportunities for varied interactions with participants and presenters.

Chair:

**James F. Baumann**, *University of Missouri*

Participants:

- ▶ **Research on Disciplinary Reading in a Digital World**  
**Donna E. Alvermann**, *University of Georgia*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

# Friday, December 1

- ▶ **The Research We Need: Decodable Texts**  
Elfrieda (Freddy) Hiebert, *TextProject*
- ▶ **Research on Reading Comprehension**  
P. David Pearson, *UC Berkeley*
- ▶ **Pragmatic Research on Reading Vocabulary Instruction**  
James F. Baumann, *University of Missouri*
- ▶ **Teaching Readers, Not Reading**  
Peter P. Afflerbach, *University of Maryland*
- ▶ **Research on Caregivers Reading with Children in the Digital Age**  
Patricia A. Edwards, *Michigan State University*
- ▶ **Politics and Policies of Reading**  
Patrick Shannon, *Penn State University*
- ▶ **Literacy Teacher Preparation: In Crisis or In Transformation?**  
James V. Hoffman, *University of Texas at Austin*

## Analysis of Graphics and Graphical Literacy Skills Instruction in Elementary Informational Texts AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature Alternative Format Session

8:30 to 10:00 am  
Hilton Atlanta: Salon

This session brings together researchers using various theoretical perspectives and methods to better understand how graphics are used in informational texts to convey information. In addition, graphical literacy skills instruction associated with graphics was examined for elements of explicit instruction. Presenters will report on a text analysis of graphics found in upper elementary core reading programs, graphics found in high-interest classroom magazines used in elementary schools, and graphics instruction found in elementary core reading programs.

Chair:  
Melanie Reaves, *Montana State University Billings*

Discussant:  
Melanie Reaves, *Montana State University Billings*

Participants:

- ▶ **Content Analysis of the Graphics in Informational Texts in Core Reading Programs**  
Georgia Bunnell, *Utah State University*
- ▶ **Content Analysis of Graphics in Magazines/Weekly Readers for Elementary Grades**  
Marla K. Robertson, *Utah State University*  
Georgia Bunnell, *Utah State University*  
Jenette De Oliveira, *Utah State University*
- ▶ **Content Analysis of Graphical Literacy Skills Instruction**  
Georgia Bunnell, *Utah State University*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

## Plenary Session

10:15 to 11:45 am

Hilton Atlanta: Salon

### ERM Intersectionality Brown Bag Discussion

12:00 to 1:00 pm

Hilton Atlanta: Room 202

### Past Presidents Luncheon (Closed Event)

12:00 to 1:00 pm

Hilton Atlanta: Room 314

### Study Groups

12:00 to 1:00 pm

Hilton Atlanta: Various rooms

## Exhibit Hall

1:00 to 4:00 pm

Hilton Atlanta: Main Hallway (2nd Floor)

## Roundtable Session VI

1:15 to 2:45 pm

Hilton Atlanta: Room 202

### Processes and Practices to Support Upper Elementary Composition

AREA 5. Early and Elementary Literacy Processes  
Roundtable Session - Table 1

Chair:

**Sara Field**, *George Mason University*

Participants:

- ▶ **“The Computer Gives Us Lots of Ideas:” Exploring Children’s Insights in Multimodal Composing**

**Amy Seely Flint**, *University of Louisville*

**Sarah Williams**, *University of North Georgia*

**Rebecca Rohloff**, *Georgia State University*

- ▶ **The Impact of Verbal Rehearsal on the Writing Process of One Novice Writer**

**Kristen I. Evans**, *Kent State University*

### Reviewing the Landscape of Research on Digital Literacy

AREA 10. Literacy Media and Technology  
Roundtable Session - Table 2

Chair:

**Huan Gao**, *University of Florida*

Participants:

- ▶ **A Systematic Literature Review of Digital Literacy: How Literacy Researchers Perceive the Concept of Digital Literacy**

**Ibrahim Kizil**, *Syracuse University*

**Fatima Seyma Kizil**, *Syracuse University*

**Kewman M. Lee**, *Missouri State University*

- ▶ **Examining Equity-oriented Framing in Digital Literacies Assessment: A Review of the Past Twenty-two Years of Research**

**Elena E Forzani**, *Boston University*

**David Hendrik Slomp**, *University of Lethbridge*

**Julie Ann Corrigan**, *Concordia University, Montreal*

**Melissa Rivosecchi**, *Concordia University*

### Zooming in on Teacher Practice

AREA 1. Pre-service Teacher Education in Literacy  
Roundtable Session - Table 3

Chair:

**Guy Trainin**, *University of Nebraska Lincoln TLTE*

Participants:

- ▶ **A case study of teacher candidates’ interpretations of and approaches to read alouds with diverse texts**

**Erin Quast**, *Illinois State University*

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# Friday, December 1

▶ **Designing for Critical Reflection Through Collaborative Journaling**

**Tierney B. Hinman**, *Auburn University*  
**Amy Tondreau**, *University of Maryland, Baltimore County*  
**Wendy Gardiner**, *Pacific Lutheran University*  
**Tess Dussling**, *St. Joseph's University*  
**Nance S. Wilson**, *SUNY Cortland*  
**Kristen L. White**, *Northern Michigan University*  
**Elizabeth Y. Stevens**, *Roberts Wesleyan University*

▶ **Turning the Lens in Teacher Education: Using GoPro Video to Focus Squarely on Children's Language Interactions**

**Kate Brayko**, *University of Montana*

## Context-Driven Approaches to Literacy Teacher Education

AREA 1. Pre-service Teacher Education in Literacy  
Paper Session

1:15 to 2:45 pm  
*Hilton Atlanta: Room 203*

Chair:  
**Karla Lomeli**, *Assistant Professor & Bilingual Authorization Coordinator at Santa Clara University School of Education & Counseling Psychology*

Discussant:  
**Olivia Ann Williams**, *University of Maryland, College Park*

Participants:  
▶ **Advancing Justice through Discussion: Teacher Education at the Intersection of Equity, Content, and Pedagogy**  
**Kristi Tamte**, *St Cloud State University*

▶ **Valuing Partnerships with the Public Library: Where All Readers Can Grow**

**Janine K. Bixler**, *Mount Saint Mary College*  
**Rebecca R. Norman**, *Mount Saint Mary College*  
**Kathleen Murray**, *Mount Saint Mary College*

▶ **Preservice Teachers Enacting Culturally Sustaining Literacy Practices: The Importance of Global and Local Contexts**

**Heather Dunham**, *Clemson University*

Representations of Gender and Sexuality in  
Children's Books and Reading Programs  
AREA 9. Text Analysis, Adult, Children's, and  
Young Adult Literature  
Paper Session

1:15 to 2:45 pm  
*Hilton Atlanta: Room 204*

Chair:  
**Ryan Schey**, *University of Georgia*

Discussant:  
**Ryan Schey**, *University of Georgia*

Participants:  
▶ **Finding the Rainbow: LGBTQ Representation on School Library Shelves**  
**Sue Christian Parsons**, *Oklahoma State University*  
**Jennifer Pulliam**, *Oklahoma State University*

▶ **Gender Representation in Raz-Kids**  
**Sefat Jeshin Rimpu**, *Werklund School of Education, University of Calgary*  
**Maren Aukerman**, *University of Calgary*

▶ **Interrogating Diversity in Plot, Characters, and Representation in Award-Winning LGBTQ+ Children's Books**  
**Wendy Keyser**, *Fitchburg State University*  
**Alyssa Whitford**, *Hope College*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

**Stories of Families: Support in Literacy Practices for Multilingual and Diverse Students**  
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School  
Paper Session

1:15 to 2:45 pm  
Hilton Atlanta: Room 205

Chair:  
**Renata Love Jones**, *Georgia State University*

Discussant:  
**Jackie Ridley**, *Kent State University*

Participants:

- ▶ **Chinese Bilingual Families Navigating Spanish Bilingual Programs: Systems of Support for Children's Trilingual development**  
*Soo Jin Jeon*, *Teachers College, Columbia University*  
*Patricia Martínez-Álvarez*, *Teachers College, Columbia University*
- ▶ **Hamare Khahania: Muslim Mothers' Stories of Supporting Their Children's Literacy Practices in the United States**  
*Saba Vlach*, *University of Iowa*
- ▶ **"She's Writing Her Own Book:" A Case Study of Familial and Educational Ideologies of Disability**  
*Alexandra Lampp Berglund*, *Georgia College & State University*

**Reimagining the Canon and Curriculum**  
AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature  
Paper Session

1:15 to 2:45 pm  
Hilton Atlanta: Room 206

Chair:

**Mark A Lewis**, *James Madison University*

Discussant:  
**Hiawatha Smith**, *University of Wisconsin-River Falls*

Participants:

- ▶ **Disrupting Rape Culture in English Curriculum with Contemporary Adaptations of Canonical Texts**  
*Brittany Adams*, *University of Alabama*  
*Gillian Mertens*, *SUNY Cortland*  
*Henry Cody Miller*, *SUNY Brockport*  
*Kathleen Yurko*, *SUNY Brockport*  
*Shelby Boehm*, *Illinois State University*
- ▶ **Interrogating Hierarchies of Diverse Representation in STEM Focused Children's Literature**  
*Mary-Kate Sableski*, *University of Dayton*  
*Jackie Marshall Arnold*, *University of Dayton*
- ▶ **The Monstrous Hospitality of Canonical Text Selections: The Need for a Hospitable Literacy Framework**  
*Heidi Lyn Hadley*, *Missouri State University*  
*S. R. Toliver*, *University of Illinois at Urbana-Champaign*

**Writing In and About Digital Spaces**  
AREA 10. Literacy Media and Technology  
Paper Session

1:15 to 2:45 pm  
Hilton Atlanta: Room 207

Chair:  
**Stacey Fisher**, *ETSU*

Discussant:  
**Olivia G Stewart**, *St. John's University*

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# Friday, December 1

## Participants:

- ▶ **Chat/GPT-X, Writing Instruction and the Death of the Author**

*J. Patrick McGrail, Jacksonville State University*

*Ewa McGrail, Georgia State University*

- ▶ **Combatting the Flashy but Fuzzy Effect in Multimodal Writing with the Compose and Code Platform**

*Amy Hutchison, University of Alabama*

*Jamie Colwell, Old Dominion University*

*Kelley Regan, George Mason University*

*Anya Evmenova, George Mason University*

*Kristie S. Gutierrez, Old Dominion University*

*Erdogan Kaya, George Mason University*

- ▶ **Participatory Digital Composition for Multilingual Learners**

*Victoria Pennington, Clemson University*

*Emily Howell, Clemson University*

*Rebecca Kaminski, Clemson University*

*Nicole Ferguson, Clemson University*

*Mihaela Gazioglu, Clemson University*

*Kavita Mittapalli, MNA*

*Amlan Banerjee, MNA Associates*

assume activist roles promoting sustainability practices. Presentation three analyzes teachers use of digital storytelling to engage in critical inquiry in a space for studying ecosystems.

## Chair:

**Richard Beach**, *University of Minnesota*

## Discussant:

**William Ian O'Byrne**, *College of Charleston*

## Participants:

- ▶ **Ecosophies as Survival Narratives for Ecojustice Literacies Teaching**

*Alexandra Panos, University of South Florida*

*Kristin Valle Geren, University of South Florida*

*Michael B. Sherry, University of South Florida*

*Katharine Hull, University of South Florida*

- ▶ **Fostering Students Engagement in Systems Thinking About Climate Change in Environment Clubs**

*Richard Beach, University of Minnesota*

- ▶ **Climate Change Literacies: Teaching Digital Storytelling & Artistic Response**

*Jill Castek, University of Arizona*

**Teachers Adoption of Critical Literacies for Teaching About Climate Change**  
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Symposium

*1:15 to 2:45 pm*

*Hilton Atlanta: Room 215*

This session focuses on analysis of important roles teachers assume in fostering students' critical literacies. Presentation one examines how eight teachers in Florida enacted their identities through narrative and linguistic framing enacting "ecosophies." Presentation two describes how teachers modeled systems thinking to foster student members of environment clubs to

**Leveraging Home & Community Literacy Practices for Learning and Inquiry: Stories Across Geographic Locations**  
AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings  
Paper Session

*1:15 to 2:45 pm*

*Hilton Atlanta: Room 216*

## Chair:

**Matthew Deroo**, *University of Miami*

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Discussant:

**Wenyu Guo**, *University of South Florida*

Participants:

- ▶ **Engaging Culturally and Linguistically Diverse Youth in Semiotic Analysis for Community-Based Inquiry**

**Matthew Deroo**, *University of Miami*

**Daryl Axelrod**, *Florida International University*

**Jennifer Kahn**, *University of Miami*

- ▶ **Everyday engagement of families with smartphones in a migrant slum in India**

**Simranjeet Kaur**, *Brock University*

- ▶ **Interrogating Bilingual Hierarchies: Leveraging the Rich and Multimodal Home Literacy Environment of a Chinese American Family**

**Ling Hao**, *University of South Carolina*

**Yang Wang**, *University of South Carolina*

**TikTok, Testimonio, and Identity: Exploring Multilingual Students and Teachers' Multimodal and Digital Literacy Practices**

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings  
Paper Session

1:15 to 2:45 pm

*Hilton Atlanta: Room 217*

Chair:

**Kristhyna Fermin**, *Western Michigan University*

Discussant:

**Kongji Qin**, *New York University*

Participants:

- ▶ **Brazilian transnational children in the United States negotiating identities in TikTok videos**

**Mariana Lima Becker**, *Boston College*

- ▶ **Creation and Use of Identity Texts with K-12 Learners: A Systematic Literature Review**

**Corrie Dobis**, *North Carolina State University*

- ▶ **Highlighted Presentation - "I have a lot of tensions in me:" Exploring Novice Bilingual Teachers' Hybrid Teacher Identities through Multimodal and Artifactual Testimonio**

**Cristina Sofia Barriot**, *University of Washington*

**Grace Cornell Gonzales**, *University of Washington*

**Critical Digital Literacies: Subverting Hierarchies, Nurturing Ethical Practice**  
AREA 10. Literacy Media and Technology  
Symposium

1:15 to 2:45 pm

*Hilton Atlanta: Room 218*

In the current moment of increasing attacks on marginalized identities, we explore the ways young people can subvert powerful and hegemonic structures as well as the pedagogical supports that can help to develop critical digital literacies. This symposium explores these ideas across distinct educational and national contexts interrogating the ethical, critical, and humanizing dimensions of participating in digital spaces. Structure: Introduction (2 minutes) Papers (15 minutes each) Discussant (10 minutes) Audience interaction (18 minutes)

Chair:

**Jose Lizarraga**, *University of California, Berkeley*

Discussant:

**Jose Lizarraga**, *University of California, Berkeley*

Participants:

- ▶ **Food Eating Contests Meet Societal Transformation: An Ethical Turn in Youth Social Media Practices**

**Devanshi Unadkat**, *Assistant Professor*

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# Friday, December 1

- ▶ **Exploring Socio-Economic Dimensions of Critical Digital Literacies: Digital Platforms as New Literacy Sponsors in Adolescents' Digital Writing**

Amy Stornaiuolo, *University of Pennsylvania*

- ▶ **The (Im)Possibilities of Humanizing and Resistant Collegial Online Spaces for Educators: A Black Studies Perspective on Critical Digital Literacies in Teacher Education**

Christopher R. Rogers, *University of Pennsylvania Graduate School of Education*

Cherise McBride, *University of California, Berkeley*

Anna Smith, *Illinois State University*

- ▶ **Resisting Dehumanizing Fandom Imaginaries at New York Comic Con**

Karis Jones, *SUNY Empire State College*

Rebecca Barr, *Hobart & William Smith Colleges*

- ▶ **Aesthetic Literacies in Digital Learning Spaces**

Scott Storm, *New York University*

- ▶ **Tracing Interpretative Practices in an 11th Grade ELA Classroom**

Beth Krone, *Kennesaw State University*

## Criticality Across Interpretive Communities: Fandom, Literarian, and Classroom Spaces

AREA 6. Adolescent, College, and  
Adult Literacy Processes  
Symposium

## InstaPoetry and Digital Poetry Writing: Implications for Literacies Research

AREA 14. Other Topics  
Symposium

1:15 to 2:45 pm

Hilton Atlanta: Room 219

Though many literacies scholars are considering navigation as a social justice pedagogy, less work has been done to theorize what criticality looks like across various interpretive communities. In this session, each paper will focus on different ways of conceptualizing criticality across literarian, affinity, fandom, and classroom spaces.

Chair:

Beth Krone, *Kennesaw State University*

Discussant:

Nora Peterman, *University of Missouri - Kansas City*

Participants:

- ▶ **Reading for power: The literacies of eight literary scholars**

Emily C. Rainey, *University of Pittsburgh*

1:15 to 2:45 pm

Hilton Atlanta: Room 220

Aligned with the conference theme, we attend to adolescents' digital practices as they engage with InstaPoetry—a mode of writing on social media meant to share poetic writing on Instagram. Funded by SSHRC, we report on InstaPoetry as mobilized in four international research settings: Montreal, Canada (French and English classrooms), Edmonton, Canada, and Ipswich, Australia. Qualitative results echo adolescents' digital productions inside and outside the classroom, in ways that reflect their daily literacy practices.

Chair:

Amelie Lemieux, *Université de Montréal*

Discussant:

Kelly C Johnston, *Baylor University*

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Participants:

- ▶ **InstaPoetry in the margins: Antiracist literature teaching, and adolescents digital poetry writing**  
*Amelie Lemieux, Université de Montréal*
- ▶ **Vibes and flows: Poetry and art by way of social media**  
*David Lewkowich, University of Alberta*
- ▶ **Arts-based reflection and multimodal text composition: A critical aesthetic pedagogical approach**  
*Georgina Barton, University of Southern Queensland*
- ▶ **Student poetry: Quests for personal insights and truths**  
*Boyd White, McGill*

Reading Instruction in the Elementary Grades:  
Leveraging and Expanding the Research Architecture  
AREA 3. Literacy Assessment, Learning, and Teaching  
Symposium

1:15 to 2:45 pm  
Hilton Atlanta: Room 221

Instructional, political, and cultural trends increasingly subject elementary reading instruction to legislation mandating specific curricular programs and materials to address the reading crisis. Leveraging quantitative, qualitative, and research-practice partnership approaches, this symposium brings together six researchers from four institutions to examine how proposed solutions to reading difficulties (supplemental tutoring programs, curricular materials, and digital technologies) can be improved to shape positive life-outcome trajectories for students who have been marginalized in schools.

Chair:  
**Blythe Anderson, University at Buffalo, SUNY**

Discussant:

**Emily Solari, University of Virginia**

Participants:

- ▶ **Effects of a Summer Tutoring Program on Elementary Students' Word Recognition, Oral Reading Fluency, and Silent Reading Comprehension**  
*John Strong, University at Buffalo*  
*Blythe Anderson, University at Buffalo, SUNY*
- ▶ **Aligning Texts with the Learning Progression of Beginning Readers**  
*Elfrieda (Freddy) Hiebert, TextProject*
- ▶ **Teaching Reading with Digital Texts: The IDEAL Framework**  
*Laura S. Tortorelli, Michigan State University*  
*Amy Kay Edlefsen, Michigan State University*

Researching Young Children's Everyday Literacies:  
The Art of Noticing Relational Assemblages  
AREA 7. Critical, Cultural, and Social Issues of  
Literacy Practices In and Out of School  
Symposium

1:15 to 2:45 pm  
Hilton Atlanta: Room 222

Papers in this session employ post qualitative inquiry to explore children's everyday literacy practices during play events in school and community settings. Collectively, our papers consider co-constitutive practices between humans-more-than-humans as producing literacy phenomena. We aim to illustrate how listening to collective worldmaking practices offers literacy researchers-educators ways to disrupt hierarchies that often get to say who/what counts as literacy and how we might be more responsive to the collective between human, nonhuman, and more-than-human things.

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

# Friday, December 1

Chair:

**Jaye Johnson Thiel**, *University of Alabama*

Discussant:

**Karen Spector**, *University of Alabama*

Participants:

- ▶ **A Tale of Two Gophers: Telling Stories in Overlaid Un/Common Worlds**

**Kimberly Lenters**, *University of Calgary*

**Ronna Mosher**, *University of Calgary*

- ▶ **For all the Worldlings a Stage: A Playground in the Making**

**Jaye Johnson Thiel**, *University of Alabama*

- ▶ **Ripples in Grade One Classroom Play: Oral Language and Materials De/Reterritorializing Literacy Spaces**

**Stacey Hanzel**, *University of Calgary, Werklund School of Education*

**Literacy PSTs' Beliefs, Problems of Practice and Emerging Agency: A Call for Dialogue between Teacher Educators**

AREA 1. Pre-service Teacher Education in Literacy  
Alternative Format Session

1:15 to 2:45 pm

*Hilton Atlanta: Room 223*

This alternative session presents research from PST focus group interviews. Our results position PSTs as emerging professionals with beliefs about literacy instruction, problems of practice, and a developing sense of agency. Our findings will be shared in three “mini sessions” each followed by an invitation for attendees to answer critical questions and share related experiences. Grounded in this way, the conversations will build connectedness and critical sharing between researchers in a way that fosters nonhierarchical conversations.

Chair:

**Carin Appleget**, *Creighton University*

Presenters:

**Christine Leighton**, *Emmanuel College*

**Kierstin Giunco**, *Boston College*

**Poonam Arya**, *Wayne State University*

**Xiufang Chen**, *Rowan University*

**Jacquelynn S. Popp**, *Lake Forest College*

**Crystal Dail Rose**, *Tarleton State University*

**Ann Van Wig**, *Eastern Washington University*

**Tori Golden Hughes**, *University of Georgia*

**STAR Fellows Research Showcase**

3:00 to 4:30 pm

*Hilton Atlanta: Room 314*

**Discussions on Adolescent and Adult Discourse Analysis, Disciplinary Literacy, and Leisure Reading**  
AREA 6. Adolescent, College, and Adult Literacy Processes  
Roundtable Session

3:00 to 4:30 pm

*Hilton Atlanta: Room 202*

Chair:

**Heidi Regina Bacon**, *Southern Illinois University*

Participants:

- ▶ **Continuing the Discussion about Classroom Discussion: Perspectives on Adolescent/College Student Experiences from the 2022 Study Group on Discourse Analysis**

**Hannah Elizabeth Dietrich**, *Sam Houston State University*

**Diane L Schallert**, *University of Texas at Austin*

**Allison Zengilowski**, *University of California – Davis*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

▶ **Interrogating Traditional Literary Instruction: Preservice Teacher Reflections through a Disciplinary Literacy Lens**

Leslie S. Rush, *University of Wyoming*  
Todd Reynolds, *University of Wyoming*  
Jodi Patrick Holschuh, *Texas State University*  
Jodi Lampi, *Northern Illinois University*

▶ **The Leisure Reading Habits of Adults: A Literature Review**

Judith Franzak, *Salisbury University*  
Heather Porter, *Salisbury University*  
Faith D. Sears, *Salisbury University*

**Highlighted Session - What is the role of pre-k – 12 pedagogical practices in building a humanitarian literacy research architecture that binds?**  
AREA 3. Literacy Assessment, Learning, and Teaching  
Alternative Format Session

3:00 to 4:30 pm  
Hilton Atlanta: Room 203

In this interactive session we examine literacy pedagogy from multiple lenses. Literacy research and the practice it informs is inclusive of the scholarship of literacy learning and development, understanding school and community contexts, social and emotional interactions, and culturally relevant teaching. The evolution of this scholarship has grown alongside the field it supports. This interactive, alternative session led by scholars across these areas aims to share relevant scholarship around preferred literacy practices moving towards practicing.

Chair:  
Heather Casey, *Rider University*

Presenters:  
Heather Casey, *Rider University*  
Susan Dougherty, *Rider University*  
Patricia A. Edwards, *Michigan State University*

Douglas Fisher, *San Diego State University*  
Nancy Frey, *San Diego State University*  
Troy Hicks, *Central Michigan University*  
Melanie R. Kuhn, *Purdue University*  
Diane Lapp, *San Diego State University*  
Ernest Morrell, *University of Notre Dame*  
Lesley Mandel Morrow, *Rutgers the State University of NJ*  
P David Pearson, *UC Berkeley*  
Victoria J. Risko, *Vanderbilt University*  
Robert Tierney, *University of British Columbia, University of Sydney, Beijing Normal University*  
Doris Walker-Dalhouse, *Marquette University*

**The Impact of Professional Development and Programmatic Structures on Teachers' Self-Efficacy for Conceptualizing Culturally Sustaining Pedagogy**  
AREA 2. In-service Teacher Education/  
Professional Development in Literacy  
Paper Session

3:00 to 4:30 pm  
Hilton Atlanta: Room 204

Chair:  
Stephanie M Lemley, *Mississippi State University*

Discussant:  
Ted Kesler, *Queens College, CUNY*

Participants:

- ▶ **Interrogating hierarchies in teacher professional development through a horizontal and participatory model on critical literacies**  
Lina Trigos-Carrillo, *Universidad del Norte*  
Luzkarime Calle-Díaz, *Universidad del Norte*  
Jesus David Guerra-Lyons, *Universidad del Norte*
- ▶ **The Impact of Professional Development on In-service Teachers' Diversity-related Beliefs**  
Susan Cantrell, *University of Kentucky*  
Shannon Sampson, *University of Kentucky*  
Kristen H. Perry, *University of Kentucky*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

# Friday, December 1

**Olukemi Olubunmi Kolawole**, *University of Kentucky*

**Candice Davis**, *University of Kentucky*

- ▶ **I Just Need to Turn My Work in and Go about My Business: Learning from BIPOC Students Enrolled in a Reading Specialist Program**

**Sophie C. Degener**, *National Louis University*

**Tina Curry**, *National Louis University*

**Mary Hoch**, *National Louis University*

**Gloria McDaniel-Hall**, *National Louis University*

**Ruth E. Quiroa**, *National Louis University*

**Courtney Brookins**, *National Louis University*

**Teachers Within Multicultural Communities**  
AREA 7. Critical, Cultural, and Social Issues of  
Literacy Practices In and Out of School  
Paper Session

3:00 to 4:30 pm

*Hilton Atlanta: Room 205*

Chair:

**Heeok Jeong**, *Stephen F. Austin State University*

Discussant:

**Janet S Gaffney**, *University of Auckland*

Participants:

- ▶ **Literacies of Community and Place: Insights from Teachers in Hawaii**

**Brooke Ward Taira**, *University of Hawaii at Mānoa*

- ▶ **Writing for Wellness: Care Practices in Teacher Education**

**Kinga Varga-Dobai**, *Georgia Gwinnett College*

- ▶ **Mapping the Critical Biliteracies Caminos of Two Career Bilingual Teachers: A Comparative Case Study of Their Counter-stories**

**Alexandra Babino**, *Texas Woman's University*

**Blanca Elizabeth Jurado**, *Texas Woman's University*

**Rocio Ponce Almanza**, *TAMUC-Commerce*

**Kimberly Marie Munoz**, *UNT*

- ▶ **"Learning the Secret Handshake:" A Model for Critically and Culturally Sustainable Academic Literacies Mentoring**

**Raúl Alberto Mora**, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

**Shara Shalome Ramirez Medina**, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

**Andrés Tobón-Gallego**, *Universidad Nacional de Colombia*

**Tatiana Gómez-Ramírez**, *ELT Think Tank*

**Nathalia Andrea Robles-Ortiz**, *Universidad Católica de Oriente*

**Authentic Voices in High School ELA**  
AREA 6. Adolescent, College, and  
Adult Literacy Processes  
Paper Session

3:00 to 4:30 pm

*Hilton Atlanta: Room 206*

Chair:

**Katherine Michelle St. Clair Misar**, *SUNY New Paltz*

Discussant:

**Jayne C Lammers**, *University of Rochester/Edmentum*

Participants:

- ▶ **Creating a rubric and structuring feedback to encourage authentic narratives of risk and trauma in a college composition classroom**

**Cassie Lo**, *St. Thomas Aquinas College*

**Kristen Park Wedlock**, *Georgian Court University*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

- ▶ **“You Had Different Arguments Because Different Experiences Shape Who You Are:” Teaching Argument with an Empathizing Stance**

**Min-Young Kim**, *University of Kansas*  
**Sanghee Ryu**, *Korea Institute for Curriculum and Evaluation*

- ▶ **Diminished and Disrupted: Rural Adolescent Discontent and Identity of Failure**

**Zoe A. Cassady**, *Northern Illinois University*  
**Laura Crisp**, *Northern Illinois University*

- ▶ **High School Students’ Social Justice-Minded Research, and the Literacy Pedagogies That Bring it to Fruition**

**Olivia Ann Williams**, *University of Maryland, College Park*  
**Sarah Kiyak**

## Investigating Talk Mediated Through Digital Contexts AREA 10. Literacy Media and Technology Paper Session

3:00 to 4:30 pm  
Hilton Atlanta: Room 207

Chair:  
**Darian Thrailkill**, *East Carolina University*

Discussant:  
**Guy Trainin**, *University of Nebraska Lincoln TLTE*

Participants:

- ▶ **Elementary Students’ Engagements During Text-Based Discussions with Three Types of Text: Print-Only, Print-Plus image, and Video-Only**

**Kristin Keane**, *Stanford University*

- ▶ **From ScreenTime to ScreenPlay: Children Playing Together Online and Storying Through the Screen**

**Rebecca Horrace**, *Indiana University*

**Karen Wohlwend**, *Indiana University*

- ▶ **Implementing Critical Media Literacy in the Home Context: A Multiple Case Study of Mother-Child Conversations about Gender**

**So Jung Kim**, *University of Texas at El Paso*

## Individual Presentations

3:00 to 4:30 pm

Hilton Atlanta: Room 215

Participants:

- ▶ **A Legacy of Activism: Latinx Families Luchando for Dual Language Bilingual Education**

**Norma Monsivais Diers**, *University of Illinois Chicago*

**Nancy Dominguez-Fret**, *University of Illinois Chicago*

**Megan Tzeitel Marshall**, *University of Illinois Chicago*

**Massiel Zaragoza**, *University of Illinois at Chicago*

**P. Zitlali Morales**, *University of Illinois Chicago*

- ▶ **Families as First Teachers: Supporting Home Literacy Environments with a State-Sponsored Large-Scale Book Distribution Program**

**Shaunte Duggins**, *University of Florida*

**Biola Sarah Madandola**, *University of Florida*

**Mary Bratsch-Hines**, *University of Florida*

**Stephanie M. Snidarich**, *University of Florida*

**Luiz Henrique Giovanini**, *University of Florida*

**Danielle Leuschen de Pico**, *University of Florida*

**Matthew Faiello**, *University of Florida*

**Gabriel James Lipartito**, *University of Florida*

**Paige Pullen**, *University of Florida*

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# Friday, December 1

## Through the Lens of Culturally Sustaining Pedagogy and Student Identity AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Paper Session

3:00 to 4:30 pm

Hilton Atlanta: Room 216

Chair:

**Dominique Skye McDaniel**, *Kennesaw State University*

Discussant:

**Frank Tenore**, *Florida State University*

Participants:

- ▶ **Criticality, Plurality, Democracy: Analyzing Classroom Artifacts from ELA Teachers Enacting Culturally Sustaining Pedagogy amid High-Stakes Test Pressure**

**Daniel P. Moore**, *Stanford University*

- ▶ **Students' Names as a Window into Culturally Sustaining and Caring Pedagogical Practices**

**Shuling Yang**, *East Tennessee State University*

**Emily Hayden**, *Strategic Education Research Partnership*

**Natalia Ward**, *East Tennessee State University*

- ▶ **Responding to Reading through Microcultural Identities: Focusing on Responses of BIPOC Youth through Microcultural Identity Lens**

**Eurydice Bauer**, *University of South Carolina*

**Celina-Maria Espinosa**, *University of South Carolina*

**Tempestt Johnson**, *University of South Carolina*

**Allison Skerrett**, *University of Texas at Austin*

## Individual Presentations

3:00 to 4:30 pm

Hilton Atlanta: Room 217

Participants:

- ▶ **Immigrant Families' Engagement in Young Emergent Bilingual Children's Literacy Development: A Comprehensive Review of Literature**

**Kwangok Song**, *University of Kansas*

**Liyan Yang**, *University of Kansas*

**Josh Hayes**, *University of Kansas*

**Barbara Bradley**, *University of Kansas*

**Karen Jorgenson**, *University of Kansas*

## Children's Literature as a Tool for Hearing All Voices in the Classroom AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature Alternative Format Session

3:00 to 4:30 pm

Hilton Atlanta: Room 218

U. S. classrooms represent a mosaic of racial, ethnic, cultural, linguistic, and religious diversity. This alternative presentation will bring together 14 scholars and teacher educators to present a) information about diverse groups represented in our schools; b) offer historical perspectives on each group; and c) provide a rationale for teaching about cultural diversity and advocating multicultural children's literature (MCL) that represents all populations.

Chair:

**AnnMarie Alberton Gunn**, *University of South Florida*

Participants:

**AnnMarie Alberton Gunn**, *University of South Florida*

**Susan V. Bennett**, *University of South Florida*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

**Sue Ann Sharma**, *Madonna University*  
**Tanya Christ**, *Oakland University*  
**Jenifer Jasinski Schneider**, *University of South Florida*  
**Katharine Hull**, *University of South Florida*  
**Kristin Valle Geren**, *University of South Florida*  
**Grace Enriquez**, *Lesley University*  
**Donna Sabis-Burns**, *Self*  
**Aimee Frier**, *Florida State University*  
**Stephanie M. Branson**, *University of South Florida*  
**Emily McConnaughy**, *University of South Florida*  
**Jessica Szempruch**, *University of South Florida*

Presenters:

**Susan V. Bennett**, *University of South Florida*  
**Aimee Frier**, *Florida State University*  
**Stephanie M Branson**, *University of South Florida*  
**Emily McConnaughy**, *University of South Florida*  
**Jessica Szempruch**, *University of South Florida*  
**Katharine Hull**, *University of South Florida*  
**Kristin Valle Geren**, *University of South Florida*  
**Sue Ann Sharma**, *Madonna University*  
**Tanya Christ**, *Oakland University*  
**Grace Enriquez**, *Lesley University*  
**Donna Sabis-Burns**, *Self*  
**Jenifer Jasinski Schneider**, *University of South Florida*  
**David and Margaret Allsopp**, *University of South Florida*  
**Csaba Osvath**, *University of South Florida*  
**Elizabeth Cutrer- Párraga**, *Brigham Young University*

Cultivating Culturally Sustaining Stances in Literacy Learning: Teachers Working with Multilingual Students Across Educational Settings  
 AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings  
 Symposium

3:00 to 4:30 pm  
 Hilton Atlanta: Room 219

This symposium brings together research done by authors at three different institutions, working in three distinct geographic locations and educational settings, to explore ways in-service and pre-service teachers learn about and engage in literacy instruction for multilingual

learners. Specifically, we draw on translanguaging and translanguaging approaches to examine how teachers' and students' stances evolve towards students' multilingualism in their literacy learning.

Chair:

**Lindsey Rowe**, *Clemson University*

Discussant:

**Angie Zapata**, *University of Missouri*

Participants:

- ▶ **Emerging Stances on Multilingualism: Analyzing Preservice Teachers' Book Club Discussions**  
**Lindsey Rowe**, *Clemson University*  
**Katie McGee**, *Clemson University*  
**Krystiane Evans**, *Clemson University*
- ▶ **Co-constructing Affirming Stances Towards Multilingualism in Elementary Literacy Learning**  
**Faythe Beauchemin**, *Boston College*  
**Lexi Woodward**, *Teacher*  
**Rebecca Carpenter de Cortina**, *University of Arkansas*
- ▶ **Honoring and Promoting Refugee Multilingual Children's (RMCs) Learning through Disrupting Linguistic and Discipline Boundaries: Findings from Preservice Teacher's Fieldwork and Action Research**  
**Huili Hong**, *Vanderbilt University*  
**Qijie Cai**, *Towson University*

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# Friday, December 1

## Questioning Social Inequities and (Re)Defining Validity in Literacy Assessment: Insights from Teachers and Minoritized Test-Takers AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings Symposium

3:00 to 4:30 pm

Hilton Atlanta: Room 220

This symposium examines the (mis)uses and impacts of literacy assessment on language-minoritized students in the U.S. and Israel and interrogates the conventional definitions of validity. The three papers in this session provide empirical and theoretical insights into local testing policies, teacher's assessment knowledge, and translingual orientation in using literacy assessment. The session fosters a vibrant community that exchanges critical insights into fairness, justice, and equity in literacy assessment.

Chair:

**Huseyin Uysal**, *Knox College*

Discussant:

**Jamie L Schissel**, *University of North Carolina at Greensboro*

Participants:

- ▶ **Research on Perceptions of Immigrant Students towards Testing Practices**

**Elana Godberg Shohamy**, *Tel Aviv University*

**Anna Gani**, *Tel Aviv University*

- ▶ **Caught between Policy and Practices: Teachers' Perspectives on Translanguaging in Reading Assessment**

**Laura Ascenzi-Moreno**, *Brooklyn College*

- ▶ **Interrogating Socio-Political Aspects of Literacy Assessment: Towards an Equitable Orientation for Supporting Emergent Multilinguals**

**Huseyin Uysal**, *Knox College*

**Jamie L Schissel**, *University of North Carolina at Greensboro*

## Highlighted Session - (Re)defining Multilingualism: A Collective Conversation About Black Youth Multilingual Experiences Across Spaces AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings Symposium

3:00 to 4:30 pm

Hilton Atlanta: Room 221

This symposium foregrounds Black youth (African American, Caribbean, African, Afro-Latinx) multilingual practices across spaces. Centralizing race as a focal lens, we interrogate and disrupt static multilingual theories and methodologies that constrain Black multilingual youth literacy learning experiences. We offer theoretical, methodological, and pedagogical implications for literacy researchers, literacy educators, literacy educators, and policy makers to recognize, honor, and integrate Black multilingual literacy experiences in truly humanizing and sustaining ways across school, home, and community spaces.

Chair:

**Lakeya Omogun**, *University of Washington*

Discussant:

**Patriann Smith**, *University of South Florida*

Participants:

- ▶ **"Speak to Me, My Pikin:" Nigerian Youth Intergenerational Linguistic Practices**

**Lakeya Omogun**, *University of Washington*

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▶ **Raciolinguistic Ideologies in Assessment of Black Immigrant Literacies**

**Kendra Nalubega-Booker**, *University of Illinois-Urbana Champaign*

▶ **Using Critical Reflexivity among Bilingual Teachers to Reimagine Elementary Bilingual Education Programs for African American Children**

**Brittany Frieson**, *University of North Texas*  
**Vivian Elizabeth Presiado**, *Illinois State University*

▶ **Discussing Race in a Yearlong Critical Inquiry Book Study**

**Audrey Lucero**, *University of Oregon*  
**Janette Dalila Avelar**, *University of Oregon*

▶ **Examining Autobiographical Storytelling in a Critical Inquiry Group**

**Amy Vetter**, *University of North Carolina Greensboro*  
**Melissa Schieble**, *Hunter College*

**Using Discourse Analysis to Explore Critical Inquiry Work with Literacy Teachers**  
AREA 11. Research Methods, Practices and Theory  
Alternative Format Session

3:00 to 4:30 pm  
*Hilton Atlanta: Room 222*

This alternative session examines the learning trajectories of teachers within inquiry groups through analysis of discourse. Specifically, we will consider the complexities of using various approaches to discourse analysis (DA) to do the following: (a) uncover how Discourses manifest and circulate in critical inquiry work with teachers, and (b) reveal moments of agency and liberation related to those Discourses.

Chair:  
**Audrey Lucero**, *University of Oregon*

Discussant:  
**Saba Vlach**, *The University of Iowa*

Participants:

- ▶ **Critical Inquiry About Race and Racism in a Student teacher and Cooperating Teacher Dyad**  
**Annie Daly**, *University of Texas at Arlington*  
**Kerry H. Alexander**, *University of Texas*  
**Melissa Wetzel**, *University of Texas at Austin*

**Multimodal Methods for Examining Digital Reading and Writing Processes**  
AREA 11. Research Methods, Practices and Theory  
Symposium

3:00 to 4:30 pm  
*Hilton Atlanta: Room 223*

Digital reading and writing processes evolve with fast-changing technology making data collection and analysis an ever-shifting challenge. Developing methodologies to examine the complex multimodal nature of digital reading and writing is essential to move pedagogy and theory forward. This symposium brings together innovative multimodal methods for analyzing and representing complex digital reading and writing processes.

Chair:  
**Amanda Shimizu**, *Vanderbilt University*

Discussant:  
**Marjorie Siegel**, *Teachers College, Columbia University*

Presenters:  
**Blaine Smith**, *Vanderbilt University*  
**Michael Havazelet**, *Vanderbilt University*

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# Friday, December 1

## Streamed Storying, Analog Action, and Orchestrating Escape: New Directions in Examining Gameplay as Literacy Assemblage AREA 11. Research Methods, Practices and Theory Symposium

3:00 to 4:30 pm

Hilton Atlanta: Room 224

Reading gameplay as a literacy assemblage, this symposium brings together scholars from a range of institutions and research contexts to examine the diverse dimensions of literacy learning in various gaming contexts. In particular, presenters - through their individual projects - will respond to the following question: How does play - as a resource for learning - shift, shape, and transform literacy learning? When refracted across diverse methodological perspectives, what are the heard and visible contours of interactive play?

Chair:

**Kristen L. White**, *Northern Michigan University*

Discussant:

**Patricia Enciso**, *Ohio State University*

Participants:

- ▶ **Exhibiting Play, Orchestrating Escape: Examining Peer Ecologies in Learning to Read the (Escape) Room**

**Jon Michael Wargo**, *University of Michigan*

- ▶ **Developing a Sociomaterial Unit of Analysis to Understand Adolescents' Critical Literacies while Livestreaming Narrative-Based Videogames on Twitch.tv**

**Christian Ehret**, *University of North Carolina at Chapel Hill*

**Emily Mannard**, *McGill University*

- ▶ **Playing with Positionality: Composing Narratives Across Game and Metagame Discourses**

**Alex Corbitt**, *Boston College*

## Disrupting Deficit Literacy Practices and Research AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Paper Session

3:00 to 4:30 pm

Hilton Atlanta: Salon

Chair:

**Renee Davy**, *McGill University*

Discussant:

**Judith Dunkerly**, *Old Dominion University*

Participants:

- ▶ **De-westernizing Literacy Research: Preventing the Treatment of Global South as Data for our Theories**

**Renee Davy**, *McGill University*

**Amir Kalan**, *McGill University*

- ▶ **Disrupting Deficits and Centering Humanity: Critical Conversations to Read the World**

**Amanda Diaz**, *California State University Fullerton*

**William L. Peek**, *University of Illinois Chicago*

- ▶ **Figured worlds as sites of disruption and possibility in CTE**

**Suzanne G. Lewis**, *Ohio State University*

**Purchase Silent Auction Books**

4:00 to 7:00 pm

Hilton Atlanta: Main Hallway (2nd Floor)

**Plenary - Invited Keynote**

Plenary Session

4:45 to 6:00 pm

Hilton Atlanta: Salon

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

## Poster Session III - Tear Down

6:15 to 7:15 pm

*Hilton Atlanta: Poster Session Main Hallway (2nd Floor)*

## Annual Business Meeting

6:15 to 7:15 pm

*Hilton Atlanta: Salon*

## STAR Reception (Closed Event)

7:15 to 8:30 pm

*Trader Vic's*

## Doctoral Students ICG Happy Hour

7:15 to 8:30 pm

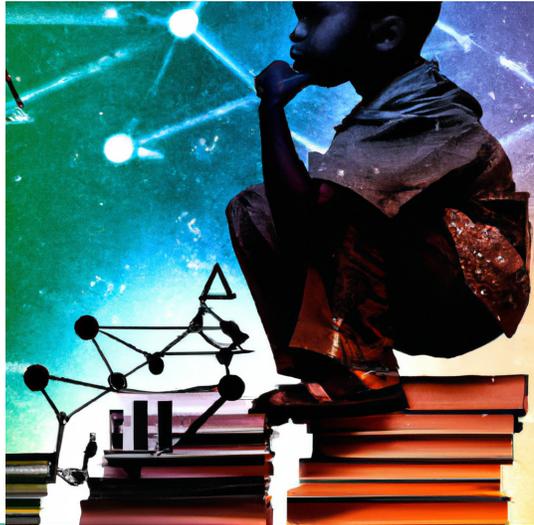
*Hilton Atlanta: Crystal Ballroom C-D*

## Vital Issues - Friday

9:00 to 11:00 pm

*Hilton Atlanta: Lobby Bar*

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)



Saturday, December 2, 2023

# LRA 2023

## ANNUAL CONFERENCE



**Connect with us!**  
**#LRAConference2023**



(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

## SATURDAY, DECEMBER, 2

### Purchase Silent Auction Books

7:00 to 11:00 am

Hilton Atlanta: Main Hallway (2nd Floor)

### Registration Open

7:00 to 12:00 pm

Hilton Atlanta: Main Hallway (2nd floor)

### Area Chairs' Breakfast

7:00 to 8:30 am

Hilton Atlanta: Room 202

### STAR Fellow and Mentors Breakfast (Closed Event)

8:00 to 9:00 am

Southern Elements

### LRA Leadership Orientation

8:45 to 10:15 am

Hilton Atlanta: Room 202

### Explorations of Disciplinary Literacies AREA 6. Adolescent, College, and Adult Literacy Processes Paper Session

8:45 to 10:15 am

Hilton Atlanta: Room 203

Chair:

**Shannon Leigh Kelley**, *Salisbury University*

Discussant:

**Melissa LaDuke**, *National Intelligence University*

Participants:

- ▶ **Beyond Content: Exploring the Neglected Dimensions of Mathematical Literacy**

**Zhihui Fang**, *University of Florida*

**Suzanne Chapman**, *University of Florida*

**Geoffrey Cooke Kellogg**, *University of Florida*

**Michelle Commeret**, *University of Florida*

- ▶ **“I didn’t know this was how you teach literacies:” Overcoming resistance through a hybridity approach to content area and disciplinary literacies**

**Heidi Regina Bacon**, *Southern Illinois University*

**Brianna Janssen Sanchez**, *Southern Illinois University*

- ▶ **Readerly Agency and Didactical Texts: Disciplinary Literacy Findings from a Calculus Textbook Think-Aloud Study**

**Ellie Fulmer**, *Ithaca College*

**Christina Dobbs**, *Boston University*

### Navigating Complexities in the Preparation of Writing Teachers

AREA 1. Pre-service Teacher Education in Literacy  
Paper Session

8:45 to 10:15 am

Hilton Atlanta: Room 204

Chair:

**Heek Jeong**, *Stephen F. Austin State University*

Discussant:

**Vicki McQuitty**, *Towson University*

Participants:

- ▶ **Elementary Preservice Teacher Educators’ Digital Writing Knowledge and Practices: A Qualitative Case Study**

**Kaira Kelly-Howard**, *University of Central Florida*

**Vicky Zygouris Coe**, *University of Central Florida, School of Teacher Education*

**Nicole R. Damico**, *University of Central Florida*

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# Saturday, December 2

- ▶ **Examining Pedagogy of Vulnerability and Positionings of Preservice Teachers/Writing Mentors in and After-School Writing Club**

Sarah Langley, *University of Memphis*  
Laurie MacGillivray, *University of Memphis*

- ▶ **Writing Methods in Teacher Preparation Experiences Utilizing Design-Based Research**

Konstantinos Sipitanos, *University of Crete*  
Zoi Traga Philippakos, *University of Tennessee Knoxville*

## Highlighted Session - Exploring Effective Literacy Coaching

AREA 2. In-service Teacher Education/Professional Development in Literacy  
Paper Session

8:45 to 10:15 am

Hilton Atlanta: Room 205

Chair:

Alexa Miller Quinn, *James Madison University*

Discussant:

Gary Bingham, *Georgia State University*

Participants:

- ▶ **Examining Highly Successful Partnerships Between Literacy Coaches and Novice Teachers**

Jill Grifenhagen, *NC State University*  
Jill S. Jones, *North Carolina State University*

- ▶ **Interactions of Content and Context on Coaching Moves and Efficacy**

Rita M. Bean, *University of Pittsburgh*  
Jacy Ippolito, *Salem State University*

- ▶ **“Opening Possibilities:” Literacy Coaching in Virtual and In-Person Modalities**

Lori Bruner, *University of Alabama*  
Tanya S. Wright, *Michigan State University*

Developing Instruction: Pedagogy,  
Course Design, and Digital Tools  
AREA 10. Literacy Media and Technology  
Paper Session

8:45 to 10:15 am

Hilton Atlanta: Room 206

Chair:

Guy Trainin, *University of Nebraska Lincoln TLTE*

Discussant:

Sara Kajder, *University of Georgia*

Participants:

- ▶ **Centering Teacher Autonomy: An Analysis of Practitioner Inquiry Projects for Computational Thinking Infusion**

Robin Jocius, *University of Texas at Arlington*  
Melanie Blanton, *Texas Tech University*  
William Ian O’Byrne, *College of Charleston*  
Jennifer Albert, *The Citadel*  
Deepti Joshi Joshi, *The Citadel*

- ▶ **Instructional Strategies for HyFlex Pedagogy in a New Media Age**

Emily Howell, *Clemson University*  
Koti Lee Hubbard, *Clemson University*  
Sandra M. Linder, *Clemson University*  
Stephanie Madison, *Clemson University*  
Joseph Ryan, *Clemson University*  
William Bridges, *Clemson University*

- ▶ **Using technology to support equitable access to deeper learning in K-5 literacy instruction**

Rebecca Silverman, *Stanford University*

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**Transformative and restorative literacies and practices for students**  
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School  
Paper Session

8:45 to 10:15 am  
Hilton Atlanta: Room 207

Chair:

**Karla Lomeli**, *Assistant Professor & Bilingual Authorization Coordinator at Santa Clara University School of Education & Counseling Psychology*

Discussant:

**Mia Perry**, *University of Glasgow*

Participants:

- ▶ **Curriculum Materials as Agents of Restorative Justice in Early Literacy Classrooms**  
**Daniel E. Ferguson**, *George Mason University*  
**Bessie Dernikos**, *Florida Atlantic University*
- ▶ **Transformative Literacies for Active Global Citizenship**  
**Pauline Harris**, *University of South Australia*  
**Louise Gwenneth Phillips**, *Southern Cross University*  
**Cynthia H. Brock**, *University of Wyoming*  
**Andreq Peterson**, *University of Birmingham*  
**Jenny Ritchie**, *Te Herenga Waka Victoria University of Wellington*
- ▶ **Inclusive Interrogations: Interrupting Literacy Hierarchies by Honoring the Voices of Striving Readers**  
**Alexandra Lampp Berglund**, *Georgia College & State University*  
**Linda Golson Bradley**, *Georgia College*  
**Janelle Butler**, *Georgia College and State University*  
**Emily Blankenship**, *Georgia College and State University*  
**Samuel Conway**, *Georgia College and State University*

**Brittany Culbreath**, *Georgia College and State University*

**Michael Ferra**, *Georgia College and State University*

**Marine Feronleabeater**, *Georgia College and State University*

**Damiale Johnson**, *Georgia College and State University*

**Megan King**, *Georgia College and State University*

**Kimberly Vinson**, *Georgia College and State University*

**Leila Warren**, *Georgia College and State University*

**Autobiographical and Indigenous culturally responsive–sustaining teaching: A local, national and global perspective**  
AREA 12. International Research on Teaching and Learning  
Alternative Format Session

8:45 to 10:15 am  
Hilton Atlanta: Room 216

We propose to bring in various approaches to interrogate hierarchies and re-direct the flow of knowledge construction from the local to the global perspective. We will present chapters from two upcoming books, one addressing Autobiographical Teaching and Literacy Pedagogies and the other one discussing Indigenous, translingual and cross-cultural perspectives for literacy in global contexts. We propose a conversation circle approach to share the results of ongoing cooperation within our international study group since 2021.

Chairs:

**Claudia Hilde Finkbeiner, Prof. Dr.**, *University of Kassel*

**Desiree Maria Pallais-Downing**, *University of Texas at Austin*

**Zaline Roy-Campbell**, *Syracuse University*

**Bettina Buch**, *University College Absalon*

Discussants:

**Claudia Hilde Finkbeiner, Prof. Dr.**, *University of Kassel*

**Catherine Compton-Lilly**, *University of South Carolina*

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# Saturday, December 2

Presenters:

**Claudia Hilde Finkbeiner, Prof. Dr.**, *University of Kassel*

**Rahat Zaidi**, *University of Calgary*

**Chinwe H Ikpeze**, *St. John Fisher University*

**Bettina Buch**, *University College Absalon*

**Zaline Roy-Campbell**, *Syracuse University*

**Desiree Maria Pallais-Downing**, *University of Texas at Austin*

**Pelusa Orellana**, *Universidad de los Andes*

**Barbara Laster**, *Towson University*

**Angela Maria Tuason Villamizar**, *University of Texas at Austin*

**Lea Ann Christenson**, *Towson University*

## STAR Cross-Cohort Research Showcase

8:45 to 10:15 am

*Hilton Atlanta: Room 218*

## Engaging in Community-Oriented Discourse About LETRS and the Science of Reading Movement

AREA 4. Public Engagement and Policy in Literacy  
Alternative Format Session

8:45 to 10:15 am

*Hilton Atlanta: Room 219*

This alternative format session brings together a panel of literacy researchers to discuss the Science of Reading movement in general, and the Language Essentials for Teachers of Reading and Spelling in particular. By examining the affordances and constraints of the widely used professional development, attendees will be invited to engage in the growing community of educators and scholars grappling with sweeping legislation, increased oversight, and targeted scrutiny of programs throughout the K-16 landscape.

Chair:

**Melissa Wrenn**, *East Carolina University*

Presenter:

**Marjorie Rowe**, *East Carolina University*

## Who Tells Whom How to Make Meaning? Strength and Power of Translanguaging across Sites and Modes

AREA 8. Literacy Learning and Practice in  
Multicultural and Multilingual Settings  
Symposium

8:45 to 10:15 am

*Hilton Atlanta: Room 220*

These three papers take a close-up examination of bilingual speakers' use of translanguaging at home, in a community school, and in an online environment. Specifically, this session discusses how bilinguals use their entire linguistic repertoire as a flexible, creative, and powerful tool to access resources, project voices, and deploy capacities across sites and modes. The presenters advocate for a broader understanding of school discourse and the incorporation of translanguaging pedagogies in schooling.

Chair:

**Pengtong Qu**, *Grand Valley State University*

Discussant:

**Adeline Mansa Borti**, *Grand Valley State University*

Presenters:

**Pengtong Qu**, *Grand Valley State University*

**Huan Gao**, *University of Florida*

**Aijuan Cun**, *University of New Mexico*

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**Possibilities for Exploring and Constructing  
Identities in Literacy Teacher Education**  
AREA 1. Pre-service Teacher Education in Literacy  
Paper Session

8:45 to 10:15 am

Hilton Atlanta: Room 221

Chair:

**Bonnie A Barksdale**, *Middle Tennessee State University*

Discussant:

**Chad H Waldron**, *Central Michigan University*

Participants:

- ▶ **“I don’t even know what good writing is:” Exploring the Identities of Social Studies Teachers as Teachers of Writing**

**Andrew del Calvo**, *University of Pennsylvania Graduate School of Education*

**Amy Guillotte**, *University of Pennsylvania*

- ▶ **Positioning preservice teachers to support youth writer identities in a virtual mentoring environment**

**Sarah W. Beck**, *New York University*

**Christina Rodriguez**, *New York University*

**Andrew Cartano**, *NYU Steinhardt*

**Jacqueline Reese LeKachman**, *New York University*

**Jill Roberts**, *New York University*

- ▶ **The Relationship Between Metacognitive Reading Processes, Reading Identities, and Literacy Instruction in Preservice Teacher Preparation**

**Kerry H. Alexander**, *University of Texas*

**Emily McDonald**, *University of Texas at Austin*

**Heather Dunham**, *Clemson University*

**Visioning the Future of Digital Literacies:  
Intersections Between Theory, Research,  
and Practice**

AREA 10. Literacy Media and Technology  
Alternative Format Session

8:45 to 10:15 am

Hilton Atlanta: Room 222

Defining digital literacies and understanding its features are critical for designing meaningful policies, valid assessments, and research-informed pedagogies that support learners in diverse contexts. Yet, conceptions of digital literacies, which are shaped by rapidly changing social, cultural, and political contexts, make this work incredibly challenging. This alternative session will engage attendees in conversations from diverse perspectives while collaboratively interrogating and brainstorming future directions of digital literacies research and practice and implications for their own work.

Chair:

**Julie L Coiro**, *University of Rhode Island*

Presenters:

- ▶ **Global Digital Literacies Research Consortium, Multiple International Universities**

**Jill Castek**, *University of Arizona*

**Elena E Forzani**, *Boston University*

**Michelle Schira Hagerman**, *University of Ottawa*

**Carita Kiili**, *Tampere University*

**Jesse R. Sparks**, *Educational Testing Service*

**Julie L Coiro**, *University of Rhode Island*

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# Saturday, December 2

## Toward a Future of Culturally Sustaining Early Literacy Pedagogies AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Symposium

8:45 to 10:15 am

Hilton Atlanta: Room 223

In this symposia, multiple scholars will share findings from classroom-based research on culturally sustaining early literacy pedagogies across a range of U.S. national contexts. Our primary goal is for participants to be able to interpret and contextualize the stories and practices we will share in their own contexts as they work toward a future where culturally sustaining early literacy pedagogies critically center children and communities who have been historically ignored by schools and society.

Chair:

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

Discussant:

**Kindel Turner Nash**, *Appalachian State University*

Participants:

- ▶ **Centering Multilingual Students' Knowledges through Read Alouds that are Culturally Sustaining**

**Sandra Lucia Osorio**, *Erikson Institute Chicago*

- ▶ **"'Together' Means I Am Not the Only One:" Educators Reclaiming Interdependence in Early Literacy through Narratives of Struggle**

**Emily Machado**, *University of Wisconsin-Madison*

**Maggie Beneke**, *University of Washington*

- ▶ **Re-reading the Past, Imagining Just Futures: Critically Historicizing Forced Displacement in Picturebooks for Young Children**

**Nora Peterman**, *University of Missouri - Kansas City*

**Ekaterina Strekalova-Hughes**, *University of Missouri - Kansas City*

## Revamping and Reconceptualizing Reading Motivation and Engagement: Sociocultural and Critical Approaches AREA 14. Other Topics Symposium

8:45 to 10:15 am

Hilton Atlanta: Room 224

Reading motivation research, which links motivation and successful reading experiences, influences policy and classroom practice. However, the construct has been conceptualized from narrow epistemological and theoretical perspectives and developed with predominantly white, monolingual English-speakers. This symposium brings together four papers that expand what counts as reading motivation, by attending to the influence of social capital and culture, and who is seen as a motivated reader, by centering racially and linguistically diverse readers.

Chair:

**Sara Jones**, *Illinois State University*

Discussant:

**Courtney Hattan**, *University of North Carolina at Chapel Hill*

Participants:

- ▶ **Social Capital Access: Reading Motivation in #BookTok**

**Sarah Elizabeth Jerasa**, *Clemson University*

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- ▶ **Centering Black Girls in Pursuit of Culturally Sustaining Reading Motivation**  
*Sara Jones, Illinois State University*
- ▶ **Addressing Multilingual Learners' Reading Motivation**  
*Maria Selena Protacio, Western Michigan University*  
*Bong Gee Jang, Syracuse University*
- ▶ **A Critical Global Perspective on Measuring Reading Engagement on PISA**  
*Bong Gee Jang, Syracuse University*

## Integrative Research Review Panel Plenary Session

*10:30 to 12:00 pm*  
*Hilton Atlanta: Salon*

### **Executive Committee and Board of Directors Lunch**

*12:15 to 1:00 pm*  
*Hilton Atlanta: Room 218*

## Executive Committee Meeting *1:00 to 1:45 pm*

*Hilton Atlanta: Room 219*

## Board of Directors Meeting *2:00 to 6:00 pm*

*Hilton Atlanta: Room 219*

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# COMMITTEE MEMBERS

## EDWARD B. FRY BOOK COMMITTEE

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## ETHICS COMMITTEE

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## ETHNICITY, RACE AND MULTILINGUALISM COMMITTEE

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## FIELD COUNCIL COMMITTEE

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Oscar S. Causey	1952-59	Martha R. Ruddell	1997-98
William Eller	1960-61	Linda B. Gambrell	1998-99
George Spache	1962-64	Taffy E. Raphael	1999-2000
Albert J. Kingston	1964-65	Peter B. Mosenthal	2000-2001
Paul Berg	1967-68	Deborah R. Dillon	2001-2002
Alton Raygor	1969-70	Lee Gunderson	2002-2003
Wendell Weaver	1971-72	Lea M. McGee	2003-2004
Earl Rankin	1972-74	Donald J. Leu	2004-2005
Edward B. Fry	1974-76	Victoria PurcellGates	2005-2006
Jaap Tuinman	1976-78	Patricia A. Edwards	2006-2007
Harry Singer	1978-80	Norman A. Stahl	2007-2008
Frank Green	1980-82	Kathleen A. Hinchman	2008-2009
Irene Athey	1982-84	David Reinking	2009-2010
Lenore H. Ringler	1984-85	Patricia Anders	2010-2011
P. David Pearson	1985-86	Robert Jimenez	2011-2012
Jerry Harste	1986-87	Richard Beach	2012-2013
M. Trika Smith-Burke	1987-88	Arlette Willis	2013-2014
James V. Hoffman	1988-89	Janice Almasi	2014-2015
Gerry Duffy	1989-90	Patricia Enciso	2015-2016
Robert J. Tierney	1990-91	Rebecca Rogers	2016-2017
Donna E. Alvermann	1991-92	Gay Ivey	2017-2018
Rebecca Barr	1992-93	Marcelle Haddix	2018-2019
James Flood	1993-94	Elizabeth A. (Betsy) Baker	2019 - 2020
Jane Hansen	1994-95	Gwendolyn McMillon	2020 - 2021
Richard Allington	1995-96	David B. Yaden, Jr.	2021 – 2022
Kathryn H. Au	1996-97	Doris Walker-Dalhouse	2022 – 2023

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## AWARD RECIPIENTS

### ALBERT J. KINGSTON AWARD

Harry Singer (1985)  
Irene Athey (1986)  
Frank Greene (1987)  
Thomas H. Estes (1988)  
Michael L. Kamil (1989)  
M. Trika Smith-Burke (1990)  
Edward B. Fry (1991)  
Patricia L. Anders (1992)  
Jerry Harste (1993)  
Jerome A. Niles (1994)  
John E. Readence (1995)  
Richard Robinson (1996)  
Donna E. Alverman (1997)  
Ronald P. Carver (1998)  
Lea M. McGee (1999)  
Lee Gunderson (2000)  
Linda B. Gambrell (2001)  
James V. Hoffman (2002)  
Martha Ruddell (2003)  
Peter Mosenthal (2004)  
Colin Harrison (2005)  
Douglas K. Hartman (2006)  
Michael McKenna (2006)  
John McEneaney (2007)  
P. David Pearson (2008)  
Diane Barone (2009)  
Cathy Roller (2009)  
Susan L'Allier (2010)  
Marla H. Mallette (2011)  
Patricia A. Edwards (2012)  
Norman Stahl (2013)  
David Reinking (2014)  
Kathleen Hinchman (2015)  
Fenice Boyd (2016)  
Eurydice Bauer (2017)  
Virginia Goatley (2018)  
Patricia Enciso (2019)  
Rachel Karchmer-Klein (2020)  
Janice Almasi (2021)

### ARTHUR APPLEBEE AWARD

(2022) Lucia Cardenas Curiel and Leah Duran.  
(2021) Amanda Kibler, Judy Paulek, Natalia Palacios, and Tatiana Hill.  
(2021) Nicole Mirra and Antero Garcia  
(2020) Cati V. de los Rios  
(2019) Imbrenda, Jon-Philip.  
(2018) Stornaiuolo, A., Smith, A., & Phillips, N. C. (2017).  
(2017) Ghiso, M. P. (2016).  
(2017) Goldman, S. R., Britt, M. A., Brown, W., Cribb, G., George, M., Greenleaf, C., Lee, C. D., Shanahan, C. & Project READI (2016).

### BARR/MOSENTHAL HANDBOOK OF READING RESEARCH AWARD

Zulfa Sakhiyya, Universitas Negeri Semarang (2022)  
Carina Branzila (2020)  
Janneth Chumana (2020)  
Carol Leo (2019)  
Charlene Bredder (2018)  
Josefina Perilla Colmenres (2018)

### DISTINGUISHED SCHOLAR LIFETIME ACHIEVEMENT AWARD

Ann Brown (2000-2001)  
Louise Rosenblatt (2002)  
Marie Clay (2003)  
Courtney B. Cazden (2004)  
Jerome Bruner (2007)  
Brian V. Street (2008)  
Walter Kintsch (2009)  
Janet Emig (2011)  
Michael Halliday (2012)  
Keith Raynor (2013)  
Marylyn Cochran-Smith (2014)  
Susan L. Lytle (2014)  
Gloria Billings (2015)  
Allan Lake (2016)  
Shirley Brice Heath (2017)  
Luis Moll (2018)  
Sonia Nieto (2019)  
Rudine Sims-Bishop (2020)  
James Gee (2021)  
Dr. Guadalupe Valdes (2022)

### EARLY CAREER ACHIEVEMENT AWARD

Cynthia Brock (1999)  
Joyce Many (1999)  
Elizabeth Birr Moje (2000)  
Lawrence R. Sipe (2001)  
George Kamberelis (2002)  
Nell K. Duke (2003)  
Rebecca Rogers (2004)  
Melanie R. Kuhn (2005)  
Beth Maloch (2006)  
Sharon Walpole (2007)  
Nancy Frey (2008)  
Misty Sailors (2009)  
Leigh A. Hall (2010)  
Julie Coiro (2011)  
Kristen H. Perry (2012)  
Allison Skerrett (2013)  
Amy Hutchinson (2014)

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## AWARD RECIPIENTS

Steven J. Amendum (2015)  
Tisha Lewis Ellison (2016)  
Amy Wilson Lopez (2017)  
Anterio Garcia (2018)  
Zoi A. Traga Philippakos (2019)  
Cati V. de los Rios (2020)  
Jon Wargo (2021)  
T. Philip Nichols (2022)

### EDWARD B. FRY BOOK AWARD

Elizabeth Bernhardt (1995)  
Sarah Warshauer Freedman (1996)  
David Reinking (1999)  
Michael McKenna (1999)  
Linda D. Labbo (1999)  
Ronald Kieffer (1999)  
Sara Warshauer Freedman (2000)  
Elizabeth Radin Simons (2000)  
Julie Shallhope Kalnin (2000)  
Alex Casareno (2000)  
The M-Class Team (2000)  
Susan Florio-Ruane (2001)  
Cynthia Lewis (2002)  
Dennis J. Sumara (2003)  
Rebecca Rogers (2003)  
Michael L. Kamil (2004)  
Peter B. Mosenthal (2004)  
P. David Pearson (2004)  
Rebecca Barr (2004)  
Elaine Richardson (2005)  
Loukia K. Sarroub (2005)  
Guofang Li (2006)  
Patricia E. Enciso (2007)  
Cynthia J. Lewis (2007)  
Elizabeth Birr Moje (2007)  
Lawrence R. Sipe (2008)  
Randy Bomer (2009)  
Leila Christenbury (2009)  
Peter Smagorinsky (2009)  
Mary M. Juzwik (2010)  
Patricia A. Edwards (2011)  
Gwendolyn Thompson McMillon (2011)  
Jennifer D. Turner (2011)

Leigh Hall (2012)  
Leslie David Burns (2012)  
Elizabeth Edwards (2012)  
Guofang Li (2013)  
JuliAnna Ávila (2014)  
Jessica Zacher Pandya (2014)  
Evelyn Anzpe (2015)  
Teresa Colomer (2015)  
Carmen Martínéz-Roldan (2015)  
Kathy A. Mills (2016)  
Gerald Campano (2017)  
Maria Paula Ghiso (2017)  
Bethany J. Welch (2017)  
Caitlin L. Ryan (2018)  
Jill Hermann-Wilmarth (2018)  
Allison Skerrett (2019)  
Kate Vieira (2020)  
Karen Magro & Michelle A. Honeyford (2021)  
Detra Price-Dennis & Yolanda Sealey-Ruiz (2022)

### OSCAR S. CAUSEY AWARD

Arthur S. McDonald (1967)  
Albert J. Kingston (1968)  
George D. Spache (1969)  
George B. Schick (1970)  
Homer L. J. Carter (1971)  
Al Lowe (1975)  
Paul C. Berg (1978)  
Earl F. Rankin (1979)  
Edward B. Fry (1980)  
George R. Klare (1981)  
J. Jaap Tuinman (1982)  
Joanna P. Williams (1983)  
Harry Singer (1984)  
S. Jay Samuels (1985)  
Philip Gough (1986)  
Richard C. Anderson (1987)  
Monte Penney (Citation of Merit 1987)  
Isabel Beck (1988)  
P. David Pearson (1989)  
Ronald P. Carver (1990)

Linnea C. Ehri (1991)  
John T. Guthrie (1992)  
Kenneth S. Goodman (1993)  
Shirley Brice Heath (1994)  
Robert Ruddell (1995)  
Keith E. Stanovich (1996)  
Donna E. Alvermann (1997)  
Kathryn H. Au (1998)  
Rebecca Barr (1999)  
Michael Pressley (2000)  
Patricia Ann Alexander (2001)  
Connie Juel (2002)  
Robert Calfee (2003)  
Victoria Purcell-Gates (2004)  
Steven Stahl (2004)  
Annemarie Sullivan Palincsar (2005)  
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Scott G. Paris (2007)  
Taffy E. Raphael (2008)  
Barbara M. Taylor (2009)  
Lesley M. Morrow (2010)  
Linda B. Gambrell (2011)  
Jerry Harste (2012)  
Yetta Goodman (2013)  
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Elfrieda H. Hiebert (2015)  
Kris D. Gutierrez (2016)  
Peter Johnston (2017)  
James V. Hoffman (2018)  
William H. Teale (2019) posthumous  
Patricia Edwards (2020)  
Arlette Willis (2021)  
Elizabeth Moje (2022)

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## AWARD RECIPIENTS

### P. DAVID PEARSON SCHOLARLY IMPACT AWARD

Gay Ivey and Karen Broaddus (2022)  
Marjorie Lipson and Karen Wixson (2021)  
Gail Boldt (2020)  
Kevin Leander (2020)  
Annemarie Sullivan Palincsar (2019)  
Keith Stanovich (2018)  
Cynthia Shanahan and Timothy Shanahan (2017)  
Kathryn Hu-Pei, Jana M. Mason (2016)  
Richard L. Allington, Sheila W. Valencia, Marsha Riddle-Buly (2015)  
Nell Duke (2014)  
Peter Johnston (2013)

### STUDENT OUTSTANDING RESEARCH AWARD

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Joyce Holt Jennings (1990)  
Sarah J. McCarthey (1991)  
J. Michael Parker (1991)  
Debra K. Meyer (1992)  
Janice F. Almasi (1993)  
Janet W. Bloodgood (1994)  
Ann Watts Pailliotet (1994)  
Jane West (1995)  
Kathryn H. Davinroy (1996)  
Susan J. Dymock (1997)  
Lawrence R. Sipe (1997)  
Josephine Peyton Young (1998)  
Patrick Manyak (1999)  
Emily M. Rodgers (1999)  
Rebecca Rogers (2000)  
Nancy A. Place (2001)  
Kim Bobola (2002)

Yoon-Hee Na (2003)  
Rebecca Deffes Silverman (2004)  
Megan Madigan Peercy (2005)  
Antony T. Smith (2006)  
Elizabeth Stolle (2007)  
Margarita Zisselsberger (2008)  
Gary Paul Moser (2008)  
Susan E. Bickerstaff (2009)  
Amanda P. Goodwin (2010)  
Michael Manderino (2011)  
Nathan Phillips (2011)  
Blaine Smith (2011)  
Melody Zoch (2012)  
Angela Zapata (2013)  
Jaye Johnson Thiel (2014)  
Beth Buchholz (2015)  
Dan Reynolds (2016)  
Jennifer Reichenberg (2017)  
Joy D. Erickson (2018)  
Jungmin Kwon (2019)  
Monica C. Kleekamp (2020)  
Lindsey W. Rowe (2021)  
Huan Gao (2022)

### J. MICHAEL PARKER AWARD

Robin Waterman (2006)  
Amy Johnson (2007)  
Kristin Perry (2007)  
Tisha Y. Lewis (2008)  
Amy Trawick (2008)  
Holly Hungerford-Kresser (2009)  
Silvia Cecilia Nogueron (2010)  
Laurie A. Henry (2011)  
Lea Katherine (2012)  
Kathleen Alley (2013)  
Diane Taveggia (2014)  
Xia Chao (2015)  
Dr. Rossina Zamora Liu (2016)  
Rachel Gruen (2017)  
Emily Rose Schwab (2018)  
Lyudmyla Ivanyuk (2019)  
Jim Sonsnowski (2020)  
Veronical Oguilve, Wen Wen, Em Bowen, Yousra Abourehab, Amanda

Bermudez, Elizabeth Gaxiola, Jill Castek (2021)  
Jin Kyeong Jung (2022)

(The information in this program is current as of November 17, 2023. For the most accurate information, please refer to the app or the online program.)

## 2023 PROPOSAL REVIEWERS

Abdulrahman, Tryanti	DeCoursey, Kara	Harper, Tracy	Lee, Joo Won
Al-Adeimi, Shireen	Deig, Amber	Harrison, Dorian	Lee, Sungyoon
Alexander, Kerry	DeJulio, Samuel	Haskins, Tara	Leighton, Christine
Al Salmi, Laila	del Calvo, Andrew	Hassenfeld, Ziva	Lemley, Stephanie
Amendum, Steve	Deliman, Amanda	Hinchman, Kathleen	Lewis, Mark
Anderson, Blythe	Deroo, Matthew	Hoover, Hayley	Lewis, Suzanne
Aracena, Tyler	Dodson, Gretchen	huggins, Shelly	Li, Sunny
Augsburger, Deborah	Doepker, Gina	Hughes, Tori	Liebfreund, Meghan
Bacon, Heidi	Domke, Lisa	Hull, Katharine	Lin, Yu-Cheng
Bahlmann Bollinger, Chelsey	Dunham, Heather	Humaidan, Abdulsamad	Linares, Rebecca
Barksdale, Bonnie	Dunkerly, Judith	Hwang, Kyungjin	Liu, Yina
Baumann, Jennie	Durham, Patricia	Ittner, Annie	Lomeli, Karla
Bazis, Pamela	Edwards, Jessica	Ivanyuk, Lyudmyla	Lucero, Audrey
Beauchemin, Faythe	Eldemerdash, Amira	Jang, Eunjee	Ly, Chu
Beck, Sarah	Elzy, JaNiece	Javeed, Lubna	Ma, Chi
Bennett, Susan	Erickson, Joy	Jeong, Heeok	MacGillivray, Laurie
Beucher, Rebecca	Ersheid, Alison	Jerasa, Sarah	Machado, Emily
Bharti, Monika	Fermin, Kristhyna	Jocius, Robin	Manion, Brittany
Bian, Yue	Field, Sara	Johnson, Lindsay	Marsh, Josephine
Bixler, Janine	Fields, Stacy	Johnson, Tracy	Mason, Pamela
Black, Kristin	Fisher, Stacey	Johnston, Kelly	McBride, Alexis
Blanton, Melanie	Flint, Tori	Johnston, Tara	McConaughy, Emily
Botzakis, Stergios	Frankel, Katherine	Jones, Jill	McDaniel, Dominique
Branson, Stephanie	Frederick, Amy	Jones, Karis	McInnis, Daris
Brooks, Maneka	Fu, Shuang	Jones, Renata	McQuitty, Vicki
Brown, Sally	Fulmer, Ellie	Jones, Sara	McVee, Mary
Bruner, Lori	Gaffney, Janet	Kajder, Sara	Menna, Robyn Menna
Buch, Bettina	Gallingane, Caitlin	Kambara, Hitomi	Metz, Mike
Bunnell, Georgia A	Gao, Huan	Kelley, Shannon	Midgette, Ekaterina
Burgess, Kewsi	Gardiner, Wendy	Kellogg, Geoffrey	Miller, Erin
Burke, Amy	Gardner, Roberta Price	Kershner, Julianna	Misar, Katherine
Castle, Ann	Gazioglu, Mihaela	Kesler, Ted	Moore, Daniel
Cermikli Ayvaz, Basak	Geren, Kristin	Killian Lund, Virginia	Morales, P Zitlali
Chaffin, Megan	Gomez, Margarita	Kim, Min-Young	Mosher, Ronna
Chambers Schuldt, Lorien	Gonzales, Grace	Kim, So Jung	Murray, Liz
Cheek, Earl	Goode, Gretchen	Kizil, Fatima	Nelson, Kristin
Chen, Qihan	Graham, Karen	Kizil, Ibrahim	Noel, Lesley
Chhabra, Pallavi	Grifenhagen, Jill	Kline, Sonia	Northrop, Laura
Compton-Lilly, Catherine	Guillotte, Amy	Kuhn, Melanie	Norton-Meier, Lori
Croel Perrien, Amy	Gunn, AnnMarie	LaDuke, Melissa	Ohle, Kathryn
David, Samuel	Guo, Wenyu	Lammers, Jayne	Ojha, Laxmi
David, Virginia	Hagge, Julia	Lathrop, Benjamin	Oliver, Dana
Davy, Renee	Hammond, Elizabeth	Leach, April	Opatz, Margaret
	Hao, Ling	Lee, Chaehyun	Page, Larkin

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Panther, Leah	Reyes, Cynthia	Smith, Jennifer	Vitullo, Adrienne
Parsons, Seth	Reynolds, Dan	Smith, Kyle	Wagner, Christopher
Paulick, Judy	Rheem, Christine “Sol”	Snidarich, Stephanie	Waldron, Chad
Peltier, Marliese	Ries, Elizabeth	Son, Eun Hye	Wall, Amanda
Perry, Kristen	Roberts, Kathryn	Song, Zhiwen	Wang, Sen
Perry, Mia	Roberts, Leslie	Sore, Inviolata	Wang, Sitong
Peters, Andrea	Robertson, Dana	Spatzierath, Daniel	Ward, Natalia
Piazza, Susan	Robinson, Bradley	Stewart, Olivia	Wargo, Jon
Pickard, Amy	Rohloff, Rebecca	Storm, Scott	Warraich, Axa Khalid
Pierce, Kathryn	Rowe, Lindsey	Strong, John	Watts, Claudia
Pilgrim, Jodi	Roy-Campbell, Zaline	Stutelberg, Erin	Whittingham, Colleen
Pratt, Sharon	Rusoja, Alicia	Teichert, Laura	Wickens, Corrine
Priestley, K Lea	Sableski, Mary-Kate	Tenore, Frank	Williams, Olivia
Protacio, Maria Selena	Samuelson, Courtney	Thraikill, Darian	Wrenn, Melissa
Qu, Pengtong	Savitz, Rachelle	Tondreau, Amy	Yang, Shuling
Quast, Erin	Schumacher, Megan	Traga Philippakos, Zoi	Yeom, Semi
Quinn, Alexa	Schutz, Kristine	Trainin, Guy	Yerkes, Emily
Quinn, Margaret	Seunarinesingh, Krishna	Troiano, Beverly	Yoo, Monica
Quiroa, Ruth	Shilling, Kate	Van Wig, Ann	Young, Heather
Reaves, Melanie	Shimek, Courtney	Venegas-Weber, Patricia	Yun, Sehyun
Reid, Sarah	Shimizu, Amanda	Vesner, Amanda	Zoch, Melody
Reid, Stephanie	Smith, Hiawatha	Vetter, Amy	

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# STAR SCHOLARS

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.

## 2023 MEETING EVENTS

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### MONDAY, NOVEMBER 27, 2023

**Welcome Luncheon: 12:00 – 1:00 p.m.**

**STAR Mentoring Session: 1:15 – 2:45 p.m.**

**Dinner: 6:00 – 8:00 p.m.**

### TUESDAY, NOVEMBER 28, 2023

**STAR Breakfast: 8:00 – 9:00 a.m.**

**Joint Board of Directors and STAR Lunch: 12:30 – 1:15 p.m.**

**STAR Writing Retreat: 1:00 – 5:00**

**STAR Mentoring Session: 1:15 – 2:45 p.m.**

### WEDNESDAY, NOVEMBER 29, 2023

**STAR Mentoring Session: 1:15 – 2:45 p.m.**

### THURSDAY, NOVEMBER 30, 2023

**STAR Peer Mentoring Session (Closed Event): 1:15 - 2:45 p.m.**

**ERM/STAR Reception: 7:30 - 9:00 p.m.**

### FRIDAY, DECEMBER 1, 2023

**STAR Fellows Research Showcase: 1:15 - 2:45 p.m.**

**STAR Reception (Closed Event): 7:30 - 9:00 p.m.**

### SATURDAY, DECEMBER 2, 2023

**STAR Fellows and Mentors Breakfast (Closed Event): 7:00 - 8:30 a.m.**

**STAR Program Cross-Cohort Mentoring Session: 8:45 - 10:15 a.m.**

## STAR DIRECTORS:

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**Jung Kim and Arlette Willis** 2021 - 2023

**Mileidis Gort** 2017-2021

**Marcelle Haddix** 2013-2017

**Julia Lopez-Robertson** 2010-2012

**Jennifer Danridge Turner** 2009-2010

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## STAR PARTICIPANTS

### STAR FELLOWS AND MENTORS

#### 2022-2024 Fellows

		Mentors
Marcus Croom	<i>Indiana University Bloomington</i>	Patricia Edwards
Tala Karkar Esperat	<i>Eastern New Mexico University</i>	Pamela Mason
Jin Kyeong Jung	<i>Texas Tech University</i>	Vaughn Watson
Jungmin Kwon	<i>Michigan State University</i>	Wan Shun Eva Lam
Jason Mizell	<i>University of Miami</i>	Aria Razfar
Rosa Nam	<i>Colorado State University</i>	Kyung Sung
Lakeya Omogun	<i>University of Washington</i>	Patriann Smith
Crystal Wise	<i>University of Minnesota</i>	Maneka Brooks

#### 2019-2021 Fellows

		Mentors
Paty Abril-Gonzalez	<i>University of Texas at Austin</i>	Carmen Medina
Earl Aguilera	<i>California State University, Fresno</i>	Tisha Lewis Ellison
Rebecca Linares	<i>Montclair State University</i>	Patricia Baquena-Lopez
Tran Nguyen	<i>Templeton University of North Texas</i>	Ana Christina da Silva Iddings
Bianca Nightengale-Lee	<i>Florida Atlantic University</i>	Latrise Johnson
Idalia Nuñez Cortez	<i>University of Illinois, Urbana-Champaign</i>	Carmen Martinez-Roldán
Tiffany Nyachae	<i>Buffalo State College, SUNY</i>	Jennifer Danridge Turner
Alicia Rusoja	<i>St. Mary's College of California</i>	Danny Martine

#### 2017-2019 Fellows

		Mentors
Eliza Braden	<i>University of South Carolina</i>	Aria Razfar
Kisha Bryan	<i>Tennessee State University</i>	Jamal Cooks
Delicia Greene	<i>SUNY Albany</i>	Antero Garcia
Stephanie Jones	<i>Grinnell College</i>	Danny Martinez
Gilberto Lara	<i>The University of Texas Rio Grande Valley</i>	Grace Enriquez
Alice Lee	<i>Illinois State University</i>	Carmen Kynard
Claudia Rodriguez-Monica	<i>Santa Clara University</i>	P. Zitlali Morales
Patriann Smith	<i>Texas State University</i>	Ramón Martinez

#### 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

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# STAR PARTICIPANTS

## 2013-2015 Fellows

		<b>Mentors</b>
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 & 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

		<b>Mentors</b>
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

		<b>Mentors</b>
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

		<b>Mentors</b>
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

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 Beach, Richard .....98, 121  
 Bean, Rita M. ....89, 137  
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 Brown, Cory T. ....108  
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 Campano, Gerald .....28, 114  
 Camp, Kristie Clawson.....45  
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 Carpenter, Robert.....68  
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 Church, Tiffany .....61  
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