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

(73rd Annual Conference of the Literacy Research Association | November 29 - December 2, 2023)
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 inquires 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.
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.

(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.)
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

(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.)
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.
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 involuntary 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).
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/NICHD, 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.*
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

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 Faulty 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.
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.

(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.)
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 researchers. 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 Monâe.
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.
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 plurilingualism 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), abd 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).
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).
2023 AREA CO-CHAIRS

Program Chairs
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
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
Sarah Lupo – James Madison University – luposm@jmu.edu
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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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Mary Hoch – National Louis University – mary.hoch@nl.edu
Elena Forzani – Boston University – eforzani@bu.edu

Area 4. Public Engagement and Policy in Literacy
Renee Rice Moran – East Tennessee St. University – ricemoran@etsu.edu
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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 – jgriften@ncsu.edu
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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
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

(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 AREA CO-CHAIRS

### Area 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
- **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
- **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
- **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
- **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
- **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
- **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
- **Marla Robertson** – Utah State University – mkrobertson2009@gmail.com
- **Emily Rodgers** – The Ohio State University – rodgers.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
Karlis 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

(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

**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 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

**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

**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.

(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.)
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:
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

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.

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

(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

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 Semingson, 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 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.

Chair:
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

(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.)
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
Kristhyna Fermin, Western Michigan University
Samuel S. David, University of Minnesota
Michael Manderino, Northern Illinois University
Sakeena Khan, City Colleges of Chicago

STUDY GROUPS

Design-Based Experiments in Literacy Research Study Group
Wednesday, November 29, 2023
12:00 – 1:00 p.m.
Room: 223

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

Doctoral Student Innovative Community Group Study Group: The Digital!
Friday, December 1, 2023
12:00 – 1:00 p.m.
Room: Salon West

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.

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

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

(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 Hierarchies: Building a Humanitarian Literacy Research Architecture that Binds

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

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

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.)
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

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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

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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

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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.)
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*
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.

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.

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>STAR Mentoring Program</td>
<td>Room 218</td>
</tr>
<tr>
<td>5:00 p.m. – 7:00 p.m.</td>
<td>Registration</td>
<td>Main Hallway (2nd floor)</td>
</tr>
</tbody>
</table>

## TUESDAY, NOVEMBER 28, 2023

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m. – 9:00 a.m.</td>
<td>STAR Breakfast</td>
<td>Restaurant</td>
</tr>
<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Executive Committee Meeting &amp; Working Breakfast</td>
<td>Room 219</td>
</tr>
<tr>
<td>9:00 a.m. – 7:00 p.m.</td>
<td>Silent Auction &amp; Posters</td>
<td>Main Hallway (2nd floor)</td>
</tr>
<tr>
<td>9:00 a.m. – 7:00 p.m.</td>
<td>Exhibit Hall Set-Up</td>
<td>Main Hallway (2nd floor)</td>
</tr>
<tr>
<td>9:15 a.m. – 12:30 p.m.</td>
<td>STAR Mentoring Program (closed event)</td>
<td>Room 218</td>
</tr>
<tr>
<td>10:30 a.m. – 12:30 p.m.</td>
<td>Board of Directors Training</td>
<td>Room 219</td>
</tr>
<tr>
<td>12:30 p.m. – 1:15 p.m.</td>
<td>Board of Directors Lunch</td>
<td>Room 220</td>
</tr>
<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>STAR Mentoring Session</td>
<td>Room 218</td>
</tr>
<tr>
<td>1:30 p.m. – 5:00 p.m.</td>
<td>Board of Directors Meeting</td>
<td>Room 219</td>
</tr>
<tr>
<td>3:00 p.m. – 8:00 p.m.</td>
<td>Registration Open</td>
<td>Main Hallway (2nd floor)</td>
</tr>
<tr>
<td>5:30 p.m. – 6:30 p.m.</td>
<td>Newcomers Welcome Reception hosted by Field Council</td>
<td>Room 206</td>
</tr>
<tr>
<td>9:00 p.m. – 11:00 p.m.</td>
<td>Vital Issues</td>
<td>Lobby Bar</td>
</tr>
</tbody>
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## WEDNESDAY, NOVEMBER 29, 2023

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 a.m. – 5:00 p.m.</td>
<td>Registration Open</td>
<td>Main Hallway (2nd floor)</td>
</tr>
<tr>
<td>7:15 a.m. – 8:15 a.m.</td>
<td>Concurrent ICG Sessions</td>
<td>Main Hallway (2nd floor)</td>
</tr>
<tr>
<td>7:15 a.m. – 8:15 a.m.</td>
<td>Gender &amp; 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)</td>
<td>Salon East</td>
</tr>
<tr>
<td>7:15 a.m. – 8:15 a.m.</td>
<td>Sara Bruce McGraw Doctoral Student Networking Session</td>
<td>Room 202</td>
</tr>
<tr>
<td>7:15 a.m. – 8:15 a.m.</td>
<td>Poster Session 1 – Set Up</td>
<td>Main Hallway (2nd Floor)</td>
</tr>
<tr>
<td>8:00 a.m. – 5:00 p.m.</td>
<td>Exhibit Hall and Silent Book Auction and Posters</td>
<td>Main Hallway (2nd Floor)</td>
</tr>
</tbody>
</table>

(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.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Concurrent Sessions</td>
<td>Main Hallway (2nd Floor)</td>
</tr>
<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Poster Session 1</td>
<td>Room 202</td>
</tr>
<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Roundtable Session 1</td>
<td>Room 202</td>
</tr>
<tr>
<td>9:15 a.m. – 12:30 p.m.</td>
<td>STAR Mentoring Program (closed event)</td>
<td>Room 218</td>
</tr>
<tr>
<td>10:15 a.m. – 11:45 a.m.</td>
<td>Concurrent Sessions</td>
<td>Room 202</td>
</tr>
<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>Study Groups</td>
<td></td>
</tr>
<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>STAR Mentoring Session (Closed Event)</td>
<td>Room 202</td>
</tr>
<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>Concurrent Sessions</td>
<td>Room 202</td>
</tr>
<tr>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>Concurrent Sessions</td>
<td>Room 202</td>
</tr>
<tr>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>Roundtable Session 2</td>
<td>Room 202</td>
</tr>
<tr>
<td>4:45 p.m. – 6:00 p.m.</td>
<td>Presidential Address</td>
<td>Salon</td>
</tr>
<tr>
<td>6:00 p.m. – 7:30 p.m.</td>
<td>President's Reception</td>
<td>Galleria</td>
</tr>
<tr>
<td>6:00 p.m. – 7:30 p.m.</td>
<td>Poster Session 1 – Tear Down</td>
<td>Room 202</td>
</tr>
<tr>
<td>9:00 p.m. – 11:00 p.m.</td>
<td>Vital Issues</td>
<td>Main Hallway (2nd Floor)</td>
</tr>
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### THURSDAY, NOVEMBER 30, 2023

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

(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 (cont.)

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

### FRIDAY, DECEMBER 1, 2023

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

(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.)

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>Study Groups</td>
<td></td>
</tr>
<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>ERM Intersectionality Brown Bag Discussion</td>
<td>Room 202</td>
</tr>
<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>Concurrent Sessions</td>
<td></td>
</tr>
<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>Roundtable Session 6</td>
<td>Room 202</td>
</tr>
<tr>
<td>3:00 p.m. – 4:00 p.m.</td>
<td>STAR Fellows Research Showcase</td>
<td>Room 314</td>
</tr>
<tr>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>Concurrent Sessions</td>
<td></td>
</tr>
<tr>
<td>4:00 p.m. – 7:00 p.m.</td>
<td>Purchase Silent Auction Books</td>
<td>Main Hallway (2nd Floor)</td>
</tr>
<tr>
<td>4:45 p.m. – 6:00 p.m.</td>
<td>Friday PM Plenary</td>
<td>Salon</td>
</tr>
<tr>
<td>6:15 p.m. – 7:15 p.m.</td>
<td>Annual Business Meeting</td>
<td>Salon</td>
</tr>
<tr>
<td>6:15 p.m. – 7:15 p.m.</td>
<td>Poster Session 3 – Tear Down</td>
<td>Main Hallway (2nd Floor)</td>
</tr>
<tr>
<td>7:00 p.m. – 8:30 p.m.</td>
<td>Doctoral Students ICG Happy Hour</td>
<td>Crystal Ballroom C-D</td>
</tr>
<tr>
<td>7:30 p.m. – 9:00 p.m.</td>
<td>STAR Reception (Closed Event)</td>
<td>Trader Vic’s</td>
</tr>
<tr>
<td>9:00 p.m. – 11:00 p.m.</td>
<td>Vital Issues</td>
<td>Lobby Bar</td>
</tr>
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### SATURDAY, DECEMBER 2, 2023

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

(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
Interrogating Hierarchies: Building a Humanitarian Literacy Research Architecture that Binds
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 aimed 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

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.)
Interrogating Hierarchies: Building a Humanitarian Literacy Research Architecture that Binds

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Wednesday, November 29

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: Room 216

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 Indigenousness and Latinidad
  Haidy G Diaz, University of South Carolina

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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

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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

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 Lomelí, 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

Chair:
Chad H Waldron, Central Michigan University

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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

  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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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

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

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

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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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

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

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

Chair:
JaNiece Elzy, Texas Woman’s University

Discussant:
Rebecca Rohloff, Georgia State University

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

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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

- Interrogating Hierarchies: Humanitarian Literacy Research Architecture that Binds
  Abby Pierce, Binghamton University
  Marla Mallette, Binghamton University
  Erin K. Washburn, UNC Charlotte
  Nicole Fenty, Binghamton University

- Humanizing Literacy Data-Based Decisions Making
  Tierney B. Hinman, Auburn University
  Jennifer Marie Collett, CUNY

- (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:

- 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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- Curriculum Inquiry Within Teacher Education Programs to Strengthen Educator Preparation for Supporting Multilingual Learners
  **Marjorie Rowe**, *East Carolina University*
  **Christiana Kathryn Kfouri**, *East Carolina University*

**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:**
- “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*

- 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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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

(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.)
Multi-Tiers and Multimodal Texts: Kindergarten Teachers’ Vocabulary Instruction
Tara Burke Johnston, York College of Pennsylvania

Acting-With as Research Ethic and Ethos in Transliteracies Inquiries
AREA 11. Research Methods, Practices and Theory Symposium
10:15 to 11:45 am
Hilton Atlanta: Room 207

Drawing from three distinct transliteracies 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

Tracing Trajectories: Uptake in a Practice/Research Partnership in Process
Nathan C. Phillips, University of Illinois Chicago
Virginia Killian Lund, University of Rhode Island

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

(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.)
**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...
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

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

(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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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 Lomelí, 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. Newcomemr, Washington State University
  - Kathleen M. Cowin, Washington 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

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

(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.)
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

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

(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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- 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 Lens
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*

(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

- **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 Sauceda Curwen, Chapman University

- **Interrogating Educational Hierarchies through Culturally Digitized Pedagogy**
  Dominique Skye McDaniel, Kennesaw State University

**Disrupting and Navigating Educational Tensions in Literacy Instruction**

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

**“White Ways of Being Isn’t the Only Way:” Disrupting Dominance in Elementary Language/Literacies Instruction**
Kathryn Accurso, University of British Colombia
Jason Mizell, University of Miami

**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 Sauceda Curwen, Chapman University

**Interrogating Educational Hierarchies through Culturally Digitized Pedagogy**
Dominique Skye McDaniel, Kennesaw State University

**Critical Digital Literacies: On digital citizenship, information, and intellectual virtues**
Nathaniel Cha, University of Illinois at Chicago

**Learning from Moments of Wobble: Pushing through Tensions to Provide Critical Literacy Instruction**
Daniel Stockwell, Clemson University

**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

(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.)
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 Martinez, 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
**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**

(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.)
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

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

1:15 to 2:45 pm
Hilton Atlanta: Room 220

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

Chair:
Sarah M Lupo, James Madison University

Discussant:
Diane Lapp, San Diego 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.)
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 McCarthy, 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 translilingual 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 222

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...
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**

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(Re-)Defining Critical Digital Literacy and Capturing It in Real Time
**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*
### Roundtable Session II

**3:00 to 4:30 pm**

**Hilton Atlanta: Room 202**

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

**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*

**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*

#### 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*

**Roundtable Session - Table 2**

**Developing Humanizing Practice Through Social Interactions and Societal Challenges**

AREA 1. Pre-service Teacher Education in Literacy

**Chair:**

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*
Wednesday, November 29

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

(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

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:” Cosmopolitan 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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Wednesday, November 29

- 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

3:00 to 4:30 pm
Hilton Atlanta: Room 205

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

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 206

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

(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

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

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

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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Wednesday, November 29

- 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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**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 McConnaughy, *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**

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

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

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

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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

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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

(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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- 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

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

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

Grammar 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 I. Abraham, Rowan University

- Creating language-specific remedial instruction for college students through research-based design

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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

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

**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

- 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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Thursday, November 30

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
**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

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**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

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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

“The Journey from The Minga to Academia:” Honoring Literacy Legacy through Testimonial 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

Participants:
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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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

(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

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

- **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

(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

**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:
1. **Writing as a Path to the Alphabetic Principle: How Preschoolers Learn that Their Own Writing Represents Speech**
   Deborah Wells Rowe, Vanderbilt University

2. **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

3. **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

4. **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**

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

(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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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

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**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

(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

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:
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 Noguерon-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

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:
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.
  Shuchí Sinha, University of Illinois, Urbana-Champaign

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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

(Fields: Interrogating Hierarchies: Building a Humanitarian Literacy Research Architecture that Binds)
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

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**Languageing 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

**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 222

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

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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*
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

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**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

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**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
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 Corriston 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*
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

Multimodality in the Australian National Curriculum – practical ways to bring theory and practice together for pre-service and in-service teachers

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.

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
Thursday, November 30

Literacy as an Identity Practice Across Childhood and Adolescence
AREA 3. Literacy Assessment, Learning, and Teaching
Alternative Format Session

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 Kaboto, 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

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

In this symposium, scholars who study writing motivation and engagement explore aspects of writing motivation and engagement to inform theory, research,
Thursday, November 30

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

(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

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

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
  Amber Lawson, Michigan State 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

(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**

**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**

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**“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**

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**“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**

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**Individual Presentations**

3:00 to 4:30 pm  
**Hilton Atlanta: Room 222**

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**

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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.)
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

(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
Interrogating Hierarchies: Building a Humanitarian Literacy Research Architecture that Binds
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 (NCRLLL) 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.)
### Poster Session III
8:30 to 10:00 am

**Hilton Atlanta: Main Hallway (2nd 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

### 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**

**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 Kymberly 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.)
**Friday, December 1**

- **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**

ARE 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*
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

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
  - Joohi 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

**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

**Interrogating hierarchies: Exploring the potential advantages and obstacles of a Dual-Language Classroom with integrated science education for 3rd-grade students**
- Jee Hye Park, Kennesaw State University
- Aram Cho, Georgia State University
- Jayoung Choi, KSU
- Hakyouon 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 Auxilliadora Cerrato Corrales, Georgia State University
- Elizabeth (Beth) Sanders, Georgia State University
- Michael Vo, Georgia State University

**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

(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

▷ 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

(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.)
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

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

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

(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

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

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.)
Friday, December 1

Participants:

- A Future All Their Own: A Literature Review of Digital, Multimodal Composing in Elementary Reading and Language Arts
  Kelsie Corriston 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

Examine 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.)
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.

Chair:
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(I) 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.)
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 “suffocating” 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
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

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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.)
Friday, December 1

**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*

**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*

(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.)
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 Lomelí, 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

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

Mark A Lewis, James Madison University

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
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

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 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 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.

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- 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

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**

(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

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

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

(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

- 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

- Criticality Across Interpretive Communities: Fandom, Literarian, and Classroom Spaces
  AREA 6. Adolescent, College, and Adult Literacy Processes
  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

- 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

- InstaPoetry and Digital Poetry Writing: Implications for Literacies Research
  AREA 14. Other Topics
  Symposium

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 Ipswitch, 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

(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

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

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 Edlefson, Michigan State University

**Reading Instruction in the Elementary Grades: Leveraging and Expanding the Research Architecture**
**ARENA 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**

**Researching Young Children’s Everyday Literacies: The Art of Noticing Relational Assemblages**
**ARENA 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.

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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

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

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.

(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

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

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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 Gwinett 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 Domínguez-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 Leuschens de Pico, University of Florida
Matthew Faiello, University of Florida
Gabriel James Lipartito, University of Florida
Paige Pullen, University of 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.)
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 Tenessee State University*
  
  **Emily Hayden**, *Strategic Education Research Partnership*
  
  **Natalia Ward**, *East Tenessee 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*

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**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

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**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*
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 translingual 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

(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

**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 translanguaging 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 Multilingualic 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

(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

- 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

(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.)
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 Twtch.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.)
Friday, December 1

**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*
Interrogating Hierarchies: Building a Humanitarian Literacy Research Architecture that Binds
Saturday, December 2

**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:  
Heeok 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

(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

- 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

(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.)
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 Lomelí, 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, translanguaging 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

(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

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

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

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 218

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

(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

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

(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.)
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**

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**
Saturday, December 2

- 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

(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.)
# LEADERSHIP AND HONOREES

## Executive Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Institution</th>
<th>Email</th>
</tr>
</thead>
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<td>University of Toronto</td>
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## Board Members

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<thead>
<tr>
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<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia Goatley</td>
<td>Board Director 2020-2023</td>
<td>University at Albany - SUNY</td>
<td><a href="mailto:vgoatley@albany.edu">vgoatley@albany.edu</a></td>
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<th>INTERNATIONAL</th>
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<tbody>
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<td>Lina Trigos-Carrillo (Chair)</td>
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<table>
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<th>Patriann Smith (Liaison)</th>
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<th>Tempestt Johnson (Asst. Co-Chair)</th>
<th>Lijun Jin (Co-Chair)</th>
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<th>Ryan McCarty (Chair-Elect)</th>
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<tr>
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<th>READING CLINIC/LITERACY LABS</th>
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<th>Years</th>
<th>Name</th>
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<tbody>
<tr>
<td>Wendell Weaver</td>
<td>1971-72</td>
<td>Lea M. McGee</td>
<td>2003-2004</td>
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<td>Earl Rankin</td>
<td>1972-74</td>
<td>Donald J. Leu</td>
<td>2004-2005</td>
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<td>Irene Athey</td>
<td>1982-84</td>
<td>David Reinking</td>
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<td>Lenore H. Ringler</td>
<td>1984-85</td>
<td>Patricia Anders</td>
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<td>P. David Pearson</td>
<td>1985-86</td>
<td>Robert Jimenez</td>
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<td>Jerry Harste</td>
<td>1986-87</td>
<td>Richard Beach</td>
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<td>M. Trika Smith-Burke</td>
<td>1987-88</td>
<td>Arlette Willis</td>
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<td>Gerry Duffy</td>
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<td>Patricia Enciso</td>
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<td>Robert J. Tierney</td>
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<td>Rebecca Rogers</td>
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<td>Gay Ivey</td>
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<td>Marcelle Haddix</td>
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<td>Jane Hansen</td>
<td>1994-95</td>
<td>Gwendolyn McMillon</td>
<td>2020 - 2021</td>
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Interrogating Hierarchies: Building a Humanitarian Literacy Research Architecture that Binds

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Michael McKenna (2006)
John McCeneaney (2007)
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(2021) Amanda Kibler, Judy Paulek, Natalia Palacios, and Tatiana Hill.
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Michael Halliday (2012)
Keith Raynor (2013)
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Allan Lake (2016)
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Nancy Frey (2008)
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Leigh A. Hall (2010)
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Allison Skerrett (2013)
Amy Hutchinson (2014)

(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.)
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 Christenburg (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)
Robert Calfee (2003)
Victoria Purcell-Gates (2004)
Steven Stahl (2004)
Annemarie Sullivan Palincsar (2005)
Michael L. Kamil (2006)
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)
Susan B. Neuman (2014)
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)
<table>
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<tr>
<th>Award Category</th>
<th>Award Recipients</th>
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</table>
| 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)  
Nell Duke (2014)  
Peter Johnston (2013) |
| Student Outstanding Research Award | Peter Afflerbach (1985)  
Deborah Wells Rowe (1986)  
Maribeth Cassidy Schmitt (1987)  
Sally Hague (1988)  
Joyce Many (1989)  
Douglas K. Hartman (1990)  
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 Pailliottet (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)  
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 |
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<td>Noel, Lesley</td>
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<td>Guilleott, Amy</td>
<td>Kline, Sonia</td>
<td>Northrop, Laura</td>
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<td>Gunn, AnnMarie</td>
<td>Kuhn, Melanie</td>
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<td>Guo, Wenyu</td>
<td>LaDuke, Melissa</td>
<td>Ohle, Kathryn</td>
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<td>Hagge, Julia</td>
<td>Lammers, Jayne</td>
<td>Ojha, Laxmi</td>
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<td>David, Virginia</td>
<td>Hammond, Elizabeth</td>
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<td>Davy, Renee</td>
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<td>Leach, April</td>
<td>Opatz, Margaret</td>
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<td>Lee, Chaehyun</td>
<td>Page, Larkin</td>
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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.)
Interrogating Hierarchies: Building a Humanitarian Literacy Research Architecture that Binds

Panther, Leah
Parsons, Seth
Paulick, Judy
Peltier, Marliese
Perry, Kristen
Perry, Mia
Peters, Andrea
Piazza, Susan
Pickard, Amy
Pierce, Kathryn
Pilgrim, Jodi
Pratt, Sharon
Priestley, K Lea
Protacio, Maria Selena
Qu, Pengtong
Quast, Erin
Quinn, Alexa
Quinn, Margaret
Quiroa, Ruth
Reaves, Melanie
Reid, Sarah
Reid, Stephanie
Reyes, Cynthia
Reynolds, Dan
Rheem, Christine “Sol”
Ries, Elizabeth
Roberts, Kathryn
Roberts, Leslie
Robertson, Dana
Robinson, Bradley
Rohloff, Rebecca
Rowe, Lindsey
Roy-Campbell, Zaline
Rusoja, Alicia
Sableski, Mary-Kate
Samuelson, Courtney
Savitz, Rachel
Schumacher, Megan
Schutz, Kristine
Seunarinesingh, Krishna
Shilling, Kate
Shimek, Courtney
Shimizu, Amanda
Smith, Hiawatha
Smith, Jennifer
Smith, Kyle
Snidarich, Stephanie
Son, Eun Hye
Song, Zhiwen
Sore, Inviolata
Spatzierath, Daniel
Stewart, Olivia
Storm, Scott
Strong, John
Stutelberg, Erin
Teichert, Laura
Tenore, Frank
Thrailkill, Darian
Tondreau, Amy
Traga Philippakos, Zoi
Trainin, Guy
Troiano, Beverly
Van Wig, Ann
Venegas-Weber, Patricia
Vesner, Amanda
Vetter, Amy
Vitullo, Adrienne
Wagner, Christopher
Waldron, Chad
Wall, Amanda
Wang, Sen
Wang, Sitong
Ward, Natalia
Wargo, Jon
Warraich, Axa Khalid
Watts, Claudia
Whittingham, Colleen
Wickens, Corrine
Williams, Olivia
Wrenn, Melissa
Yang, Shuling
Yeom, Semi
Yerkes, Emily
Yoo, Monica
Young, Heather
Yun, Sehyun
Zoch, Melody

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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

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:

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

(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.)
## STAR PARTICIPANTS

### STAR FELLOWS AND MENTORS

<table>
<thead>
<tr>
<th>2022-2024 Fellows</th>
<th>Mentors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcus Croom</td>
<td>Patricia Edwards</td>
</tr>
<tr>
<td>Tala Karkar Esperat</td>
<td>Pamela Mason</td>
</tr>
<tr>
<td>Jin Kyeong Jung</td>
<td>Vaughn Watson</td>
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<tr>
<td>Jungmin Kwon</td>
<td>Wan Shun Eva Lam</td>
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<td>Jason Mizell</td>
<td>Aria Razfar</td>
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<tr>
<td>Rosa Nam</td>
<td>Kyung Sung</td>
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<td>Lakeya Omogun</td>
<td>Patriann Smith</td>
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<tr>
<td>Crystal Wise</td>
<td>Maneka Brooks</td>
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<tr>
<td><strong>Indiana University Bloomington</strong></td>
<td><strong>University of Miami</strong></td>
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<tr>
<th>2019-2021 Fellows</th>
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<tbody>
<tr>
<td>Paty Abril-Gonzalez</td>
<td>Carmen Medina</td>
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<td>Earl Aguilara</td>
<td>Tisha Lewis Ellison</td>
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<td>Rebecca Linares</td>
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<td>Tran Nguyen</td>
<td>Ana Christina da Silva Iddings</td>
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<td>Bianca Nightengale-Lee</td>
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<td>Idalia Nuñez Cortez</td>
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<td>Alicia Rusoja</td>
<td>Danny Martine</td>
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<tr>
<td><strong>University of Texas at Austin</strong></td>
<td><strong>California State University, Fresno</strong></td>
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<td>Eliza Braden</td>
<td>Aria Razfar</td>
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<td>Patriann Smith</td>
<td>Ramón Martinez</td>
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<tr>
<td><strong>University of South Carolina</strong></td>
<td><strong>Tennessee State University</strong></td>
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<th>2015-2017 Fellows</th>
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<td>April Baker Bell</td>
<td>Tonya Perry</td>
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<td>Theda Gibbs</td>
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<td>Bong Gee Jang</td>
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<tr>
<td>Lamar Johnson</td>
<td>Jennifer Danridge Turner</td>
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<tr>
<td>Bonnie Jean (Williams) Farrier</td>
<td>Carmen Kynard</td>
</tr>
<tr>
<td><strong>Michigan State University</strong></td>
<td><strong>Texas State University</strong></td>
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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.)
**STAR PARTICIPANTS**

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<tr>
<th>2013-2015 Fellows</th>
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<tr>
<td>Monica Yoo</td>
<td>Allison Skerrett</td>
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<td>Yolanda Sealey-Ruiz &amp; Tonya Perry</td>
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<td>María Fránquiz &amp; Eurydice Bauer</td>
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<td>Aria Razfar</td>
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