

LRA 2024

79th Annual Conference

December 4 - 7, 2024

The Westin Peachtree Plaza, Atlanta, GA

EASY AS ABC: Grade 1
Primary School in Maner

Literacy n

IME GRIESGRABER

WITH an average class size of
5% rate of absenteeism and
community rife with drugs
olence, it is not

Principal BP
Manuel... 80% of her
Grande Primary

**EMPOWERMENT LITERACY(IES):
MAKING 'GOOD TROUBLE' THAT
ACTUATES AGENCY**



LITERACY
RESEARCH
ASSOCIATION

During weekly tutoring ses-
sions, Grande, 15 Grade 4
with a tutor to
and
d 10
ong
out

need, Manuel said.
But with the help of C
and tutors, children are
specialised atte
opes to expand
t from once a

began
ng cla
he ye
nk "I
pau
first
air w
roud
e.
now b
oks w

“EMPOWERMENT LITERACY(IES): MAKING ‘GOOD TROUBLE’ THAT ACTUATES AGENCY”

"Never, ever be afraid to make some noise and get
in good trouble, necessary trouble."

~ Congressman John Lewis

Literacy as an act of power, emancipation, critical thought, and self-agency is in peril. In the 21st century, across nations, there are consistent systemic legislative and political efforts to thwart achievements in literacy research, pedagogical practices, curricula, diversity, equity, and cultural inclusions. Book banning, particularly books written by and about underserved and marginalized groups is unprecedented. And some legislative Bills could expose school districts to litigation and prevent public educators from teaching comprehensive and truthful United States history about racial and gender inequalities in society. The external push to dictate what literacy instruction looks like presents challenges for literacy scholars' research designs, theoretical perspectives, methodologies, and analyses.

These provocations lack inclusivity and therefore inspire me to include the late Congressman John Lewis's quote as part of the theme for our 74th annual conference. As a civil rights activist and a 'doer' Congressman Lewis once said, "Never, ever be afraid to make some noise and get in good trouble, necessary trouble." We can each consider actions no matter how big or small to ask: What action(s) can I take? Consequently, we must think about literacy research that raises critical questions to address, investigate, and reflect on the consequences of oppressive versus liberating literacy policies and implementations. What literacy research must we consider to resist and disrupt hegemonic structures that silence some voices while uplifting others? What research questions, design, and methodologies build capacity, agency and sustainable literacy development for our participants and our scholarship?

Finally, how might literacy research—and researchers—empower teachers, students, parents/guardians, administrators, and community members to make 'good trouble' and assert our right to engage, appraise, and critique oppressive literacy practices that emerge from politics?

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

TABLE OF CONTENTS

About LRA	3
Welcome.....	4
In Memoriam.....	8
Major Addresses	10
Integrative Research Review Panel.....	17
2024 Area Co-Chairs.....	21
Study Group Organizers	23
Wednesday, Thursday, Friday Study Groups...	24
LR:TMP Call for Manuscripts and Reviewers	32
Events at a Glance	33
Future LRA Conference Location.....	36
Tuesday Schedule.....	37
Wednesday Schedule.....	41
Thursday Schedule	72
Friday Schedule	102
Saturday Schedule.....	131
LRA Leadership and Honorees	138
LRA Committee Members	141
Past Presidents	146
Award Recipients.....	147
2024 Proposal Reviewers.....	151
STAR Scholars & Participants	153
Participants	156

ABOUT LITERACY RESEARCH ASSOCIATION (LRA)

The Literacy Research Association is composed of scholars who share an interest in improving literacy research and practices. LRA advocates research that enhances knowledge, understanding, and development of lifespan literacies in a multicultural and multilingual world. LRA sponsors a conference each year consisting of plenary addresses, paper sessions, roundtable discussions, alternative format sessions, and symposiums. In addition to sponsoring the annual conference, LRA publishes a quarterly journal, *Journal of Literacy Research*, and *Literacy Research: Theory, Method, and Practice*, which contains peer-reviewed papers selected from the previous year’s conference, as well as a newsletter. It also sponsors a website and listserv. To support these activities, LRA maintains a full-time administrative staff in Hoffman Estates, Illinois. For more information contact the LRA Headquarters at 2800 W Higgins Rd #440, Hoffman Estates, IL 60169. Phone: 706-443-1334

<http://www.literacyresearchassociation.org>

Cover Art Designed By: Lillianna Zhang

Lillianna Zhang is from Buffalo, NY and a recent graduate from the University of Pittsburgh. She is currently back in her hometown researching adolescent alcohol use and prevention at the University at Buffalo, SUNY. While her collegiate experience was mostly focused on STEM, she has always had a passion for visual art and enjoys drawing and design in her free time. Lillianna is the daughter of our colleague Mary McVee and Jan Zhang.

WELCOME

Dear LRA Colleagues and Guests:

Welcome to Atlanta and the 74th Literacy Research Association Conference. We're glad that Georgia's on your mind!

This conference was planned with each of you in mind because our scholarly community needs you and your research as we aspire for LRA to become more consequential in its influence, impact and international responsiveness to various parts of the world. Together, we must work to empower teachers, students, parents, guardians, administrators, and community members to make 'good trouble' and assert our right to engage, appraise, and critique oppressive literacy practices that emerge from policies and politics. We must work toward empowerment literacy(cies) that best serve diverse voices and perspectives. Thus, the theme of this year's annual conference.

A conference of this size and scope requires yearlong planning and listening to the needs and desires of the membership. We have had amazing colleagues working alongside us every step of the way. The conference would not be possible without the time and dedication of Area Chairs, everyone who submitted proposals, colleagues who reviewed proposals, members and guests who accepted invitations to provide key addresses and serve on special panels; members who volunteered hours of their time, and who traveled from near and far to assemble what we hope will be a meaningful and rewarding conference for all who have joined us in Atlanta. We greatly appreciate your attendance!

The program is particularly exciting this year with a broad array of sessions, topics, special panels, and active participation by a large proportion of our membership. We extend a special welcome and thank you to **Mr. Torre Goodson**, Director of University Bands at Clark Atlanta University (CAU), and the drumline for rendering an opening performance.

We are confident you will be energized by this year's accepted sessions and major addresses.

- **Alfred W. Tatum**, Professor in the School of Education at Metropolitan State University of Denver will deliver the Presidential Address, titled "Troubling the Dark: Un(bounded) Black Male Literacy Development" on Wednesday, December 4th, 4:45pm – 6:00pm.

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

All attendees are invited to attend the Presidential Reception from 6:00pm – 7:30pm in Augusta Ballroom, 7th floor of the Westin Peachtree Plaza, immediately following the address.

- **David Bloome**, Professor Emeritus in the Department of Teaching and Learning in the College of Education and Human Ecology at The Ohio State University will deliver the Oscar S. Causey address on Thursday, December 5th, 10:15am – 11:45am. The title of his address is “Outline of a Theory of Reading Comprehension as Intertextual Practice.”
- **Ofelia García**, Professor Emerita in The Graduate Center, City University of New York will present the Distinguished Scholar Lifetime Achievement Award address on Thursday, December 5th, 4:45pm – 6:00pm. Her presentation is titled “How Bilinguals do Literacy: Translanguaging and Written Texts.”
- **Derrick Alridge**, Philip J. Gibson Professor of Education in the School of Education and Human Development at the University of Virginia will present the morning plenary address Friday, December 6th, 10:15am – 11:45am. The title is “Oral History as ‘Soul Work’: Hearing and Telling the Stories of Civil Rights Era Teachers.”
- **Mollie Blackburn**, Professor in the Department of Teaching and Learning in the College of Education and Human Ecology at The Ohio State University will present the afternoon plenary address Friday, December 6th, 4:45pm – 6:00pm. The title of her talk is “Be(com)ing A/Part of/from a National Community in a High School LGBTQ+-themed Literature Course.”

The **Integrative Research Review Panel** presents on Saturday, December 7th, 10:30a.m. – 12:00p.m. Panelist members are Regina Ciphrah, CEO for Verbalizing Visions; Kate Kedley, Rowan University; Aria Razfar, University of Illinois-Chicago; Zhuhui Fang, University of Florida; and Brittany Adams, University of Alabama.

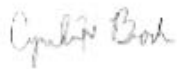
Finally, we have a Special Panel Session comprised of **School/College of Education Deans and State Agency Representatives** presenting on Thursday, December 5th, 1:15pm – 2:45pm. The title of the session is “Actuating Agency among Diverse Public Voices: Engaging in Dialogue to Better Serve Educators and Students.” Panelists members include Dawn Williams, Howard University; Thomas Hodges, University of South Carolina; Leslie Rush, University of Wyoming; Lori Pusateri-Lane, Wyoming Department

of Education; J. Fidel Turner, Clark Atlanta University; PaQuita Morgan, Georgia Professional Standards Commission, and Rebecca Pennington, Georgia Professional Standards Commission. We are honored to have these special guests join us at LRA.

Cynthia Brock and I wish everyone a conference experience that stimulates the mind, elevates the intellectual and scholarly imagination, and motivates you to feel empowered to use literacy research as a tool to make ‘good trouble’ and actuate agency.



President-Elect and 74th Annual Conference Chair



Vice President and 74th Annual Conference Co-Chair

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

HONORABLE RECOGNITION OF A K-12 TEACHER



Aretha Raye Jackson
Elementary School Teacher
Chicago Public Schools
Years of Service: 1960-1987

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

IN MEMORIAM

Dr. Linda B. Gambrell
1942-2024



Dr. Linda B. Gambrell, Past President of the National Reading Conference/Literacy Research Association (1998-99) and Oscar Causey (2011) and Albert J. Kingston (2001) award recipient, passed away on Monday, August 5, 2024.

Gambrell served as a Distinguished Professor of Education in the Eugene T. Moore School of Education at Clemson University where she also directed the School of Education. She also served on the faculty of the University of Maryland. Gambrell, a former classroom teacher and reading specialist in Maryland, wrote more than 200 articles, book chapters, and creative works focused on literacy motivation, engagement, reading comprehension, and the role of discussion in teaching and learning. She was elected to the Reading Hall of Fame in 2002.

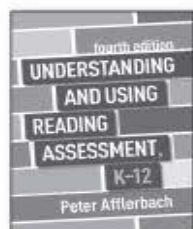
Gambrell was a stalwart of the literacy profession and her research, service, and leadership contributions deservedly received high praise and recognition. Moreover, Linda was a great colleague and friend to many whom she would “wow with her southern charm” as offered by Susan Neuman who co-edited RRQ with Linda for seven years. “She was always there and had my back. I could depend on that,” stated Neuman.

Those who worked closely with Linda find it difficult to capture Linda’s “warmth, care, and intellect” in a few words. This was true for Lesley Morrow, one of her collaborators and co-authors. Morrow shared, “Linda was an accomplished scholar, mentor, teacher, researcher, and presenter. She could write research studies and practical material elegantly.” Not one to shy away from humor, Linda would share the following at the end of presentations to teachers, “As a teacher you must know your stuff; you must know who you are stuffing and definitely stuff elegantly,” recalls Morrow.

Linda Gambrell was a true friend, loving wife, mother and grandmother.

New from GUILFORD

Use Code CF29 for 20% Off + Free Shipping



New Edition

Understanding and Using Reading Assessment, K-12

FOURTH EDITION

Peter Afflerbach, PhD

"Afflerbach is without question one of the world's leading authorities on reading assessment. Afflerbach goes beyond assessment in the well-recognized competencies of reading to additional critical and often-neglected areas.... You must have this book."

—Timothy Rasinski, PhD,
Kent State University

Includes Reproducible Checklists & Forms

Also Ideal for Course Use

December 23, 2024

7" x 10" Paperback, 270 Pages

ISBN 978-1-4625-5612-0, \$42.00

★ *New Edition of a Widely Adopted Text*

Lenses on Reading

FOURTH EDITION

An Introduction to Theories and Models

Diane H. Tracey, EdD, LP
Lesley Mandel Morrow, PhD

40,000
In Print

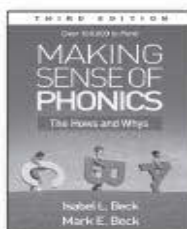
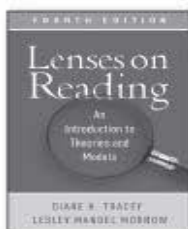
"Tracey and Morrow present a cogent, coherent, historically informed analysis of literacy theories. They have woven diverse theoretical perspectives on reading into a 'must-have' text for master's- and doctoral-level courses."

—Nancy Frey, PhD,
San Diego State University

Textbook

2024, 6¾" x 9¼" Paperback, 314 Pages

ISBN 978-1-4625-5466-9, \$45.00



★ *New Edition of a Bestselling Practitioner Guide and Text*

Making Sense of Phonics

THIRD EDITION

The Hows and Whys

Isabel L. Beck, PhD and Mark E. Beck, MEd

100,000
In Print

"A 'must' for anyone who wants to navigate the science of reading with effective, engaging, efficient instruction. Beck and Beck analyze the state of phonics instruction in current core programs and provide classroom recommendations."

—Kathleen J. Brown, PhD,
University of Utah Reading Clinic

Includes Reproducible Forms & Word Lists

Also Ideal for Course Use

2024, 7" x 10" Paperback, 244 Pages

ISBN 978-1-4625-5535-2, \$39.00

Ⓜ Global Certified Accessible ePub

New

Tackling Tough Texts

A Research-Based Guide to Scaffolding Learning in Grades 6-12

Sarah M. Lupo, PhD, Dan Reynolds, PhD,
and Christine Hardigree, PhD

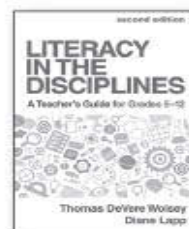
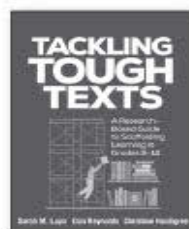
"Lupo, Reynolds, and Hardigree provide research-based, accessible, eminently classroom-applicable guidance in this elegantly written book.... I recommend this book highly for teachers, teacher educators, and professional development providers."

—Elfrida H. Hiebert, PhD,
President and CEO, TextProject

Includes Reproducible Forms & Handouts

2024, 7" x 10" Paperback, 203 Pages

ISBN 978-1-4625-5566-6, \$38.00



★ *New Edition of a Bestseller*

Literacy in the Disciplines

SECOND EDITION

A Teacher's Guide for Grades 5-12

Thomas DeVere Wolsey, EdD
Diane Lapp, EdD

"Wolsey and Lapp have crafted an engaging, thoughtful work that is chock-full of hands-on, research-informed resources for teachers.... Ideas have been finely honed based on nearly a decade of teacher input."

—Cynthia H. Brock, PhD,
University of Wyoming

Includes Reproducible Forms

Also Ideal for Course Use

2024, 7" x 10" Paperback, 282 Pages

ISBN 978-1-4625-5530-7, \$39.00

Ⓜ Global Certified Accessible ePub

New

The Power of Instructional Coaching in Context

A Systems View for Aligning Content and Coaching

Jacy Ippolito, EdD and Rita M. Bean, PhD

"This book provides valuable tools for instructional coaches, teachers, and specialized literacy professionals.... The book's specific examples...and carefully crafted questions will be of great benefit to anyone engaged in instructional coaching."

—Kevin Smith, EdD,
Florida Center for Reading Research
at Florida State University

Includes Reproducible Forms

2024, 6" x 9" Paperback, 276 Pages

978-1-4625-5401-0, \$39.00



Finding the Best Text for Your Course Is Easy! Guilford provides free professor copies to college and university instructors in the U.S. and Canada for course adoption consideration. www.guilford.com/professors



Join the Guilford Customer Club and Receive Free U.S. Shipping! Plus 25% off your next order, a 20% year-round discount, access to member-only benefits, and more. Club discounts cannot be combined with other discounts and promotions and apply only to eligible items. www.guilford.com/club

For Conference Attendees: Use Code CF29 for 20% Off + Free Shipping through 12/7/2024, and 15% + Free Shipping through 1/7/2025

GUILFORD PRESS

370 Seventh Avenue, Suite 1200
New York, NY 10001-1020
Phone 800-365-7006 • www.guilford.com

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).



74th LRA Annual Meeting

MAJOR ADDRESSES

All Major Addresses will take place in the Peachtree Ballroom.

MAJOR ADDRESSES

Dr. Alfred W. Tatum

2024 Presidential Address

Wednesday, December 4, 2024

4:45 p.m. – 6:00 p.m. | Peachtree Ballroom

Troubling the Dark: Un(bounded) Black Male Literacy Development

ABSTRACT: After discovering Dick Gregory’s autobiographical account, *Nigger*, on a shelf at a public library in 1980, I became fixated by his searing accounts of pain during the Civil Rights Movement and how he navigated life with strategic, comedic, and linguistic brilliance. I was not the same Rubix’s cube and Pac-Man video game boy living in a three-story walk-up in an urban housing complex after reading this textual blessing by an honest and fearless Black male writer. Gregory’s novel led me to seek and read the writings of other Black men and women as I became convinced that there is much to be gained from the literate lives of others. The overlaps of Blackness, intimacy, and love for words and language became clear as I read the works of Black authors who wrote fiction and nonfiction for themselves and for others. Texts placed me on a path in search of intellectual profundity and un(bounded) blackness, both of which led to me to become a teacher in a predominantly Black community and literacy researcher focused on Black boys.



I am deeply concerned that reading classrooms and schools in general have become sites of marginalization for Black boys who are besieged by the dull intellect of others or the refusal of others to teach them from a sharp intellectual stance; thereby, preventing or delaying Black boys from engaging with the most pressing questions in the natural sciences, mathematics, and the humanities. The language, reading, and writing instruction that occurs in many classrooms need social transformation and reconstruction, namely redefining what counts as legitimate reading and writing instruction for Black boys and identifying reading and writing practices that yield exponential growth in reading, writing, and mature knowledge development.

In this year’s President’s address that is part historiography, biography, case study, and literacy ethnography, I will discuss the need to ‘trouble the dark spaces’ in reading instruction and literacy research to hold the literacy development and lives of Black boys in high regard. The aim is to ensure that Black boys have privileged access to texts and knowledges across all disciplines so they can experience the clear linkages of love, language, and learning to grapple with questions and bear witness that allow them to pay homage to a storied Black literate tradition and universal intellectual tradition.

BIOGRAPHY: Dr. Alfred W. Tatum, Executive Director of the Literacy Research Center and Clinic at Metropolitan State University of Denver, is a foremost expert on the literacy development of African American boys. He has authored more than 75 publications on the topic. His works have appeared as chapters in edited books, monographs, and journals such as the *Harvard Educational Review*, *Reading Research Quarterly*, *Urban Education*, *Literacy Research: Theory, Method, and Practices*, *Black History Bulletin*, *The Reading Teacher*, *Journal of Adolescent &*

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Adult Literacy, Journal of Education, and Educational Leadership. He has authored policy reports and solution briefs for Jobs for the Future and the Council of Great City Schools.

Dr. Tatum authored the award-winning book, *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap* in 2005. His second book, *Reading for Their Life: (Re) building the Textual Lineages of African American Males* was published in 2009. His third book, *Fearless Voices: Engaging a New Generation of African American Adolescent Male Writers*, was published in 2013. A fourth book, *Teaching Black Boys in the Elementary Grades: Advanced Disciplinary Reading and Writing to Secure Their Futures* was released by Teachers College Press in December 2021. He is also the author on four major reading and writing programs used with millions of students throughout the US. His most recent research project, supported by a close to \$1 million-dollar grant by the W.K. Kellogg Foundation, focused on the roles of texts and writing to advance the literacy development of African American males in grades, 3, 4, and 5.

Dr. Tatum directed the reading clinic at the University of Illinois at Chicago for 14 years. During this time, he hosted an African American Adolescent Male Summer Literacy Institute from 2008-2012. More recently, he hosted Boys College aimed to advance the literacy development of Black boys in the elementary grades. He has led two Post-Release Education Projects for young men on intensive probation with Cook County probation. This work aligns with his moral compass to put his body in front of his work to advance man's humanity toward man.

A former dean and provost, Dr. Tatum has lectured at many of the top universities in the United States. He continues to provide professional development support in urban elementary, middle, and high schools. Dr. Tatum began his career as an eighth-grade teacher in Chicago. He earned his Ph.D. from the University of Illinois at Chicago.

David Bloome

Oscar S. Causey Address

Thursday, December 5, 2024

10:15 a.m. – 11:45 a.m. | *Peachtree Ballroom*

Outline of a Theory of Reading Comprehension as Intertextual Practices

ABSTRACT: Building on recent scholarship in sociolinguistics, discourse analysis, and social practice theories of literacy, I argue for a reconceptualization of ‘reading comprehension’ as intertextual practices. Rather than view reading comprehension as the interaction of a reader and a text, ‘reading comprehension’ is viewed as a social event in which multiple people interact with each other and with multiple texts in constructing a collective set of meanings. Those meanings are ideational, aesthetic, have social significance (e.g., social positioning, social identities), and cultural import. Metaphorically, reading comprehension is viewed as a jazz performance event in which musicians interacting with each other, with the audience, with the sheet music in front of them (or memorized), with histories of related jazz performance events, and - while leaving traces of past jazz musicians and performances - creating new music far beyond the sheet music and past performances. Such a view of reading comprehension has far-reaching implications for reconceptualizing reading and literacy scholarship and education.

BIOGRAPHY: David Bloome is Professor Emeritus in the Department of Teaching and Learning at The Ohio State University, College of Education and Human Ecology. His scholarship focuses on reading, writing, and literacy as social processes, intertextuality, languaging theory, microethnographic discourse analysis, and the use of Jewish children’s literature in the classroom. He has received the NCRLD Distinguished Scholar Award, the John J. Gumperz Memorial Award for Distinguished Lifetime Scholarship award, and the NCTE Distinguished Service Award, among other awards. He is a member of the Reading Hall of Fame and an AERA Fellow. He is a former president of NCTE and NCRLD. He is the author, co-author, editor or co-editor of 22 books and has authored or co-authored over 100 articles and book chapters. He is a former co-editor of *Reading Research Quarterly* (with Ian Wilkinson), founding editor of *Linguistics and Education* (later co-editor with Jay Lemke), and is currently a co-editor of *Research in the Teaching of English* (with Mollie Blackburn, Dorian Harrison, Michiko Hikida, Laurie Katz, and Stephanie Power-Carter). His latest book, co-authored with Evelyn B. Freeman, Rosemary Horowitz, and Laurie Katz, is *Enduring Questions: The Use of Jewish Children’s Literature in the Classroom*.



(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Ofelia García

Distinguished Scholar Lifetime
Achievement Award Address

Thursday, December 5, 2024

4:45 p.m. – 6:00 p.m. | Room: Peachtree Ballroom

How Bilinguals do Literacy: Translanguaging and Written Texts

ABSTRACT: Literacy is often defined as simply the ability to use language to act on and make sense of texts. But what do we mean by language? Does literacy have a language? Focusing on three bilingual children and youths engaged with written texts, we explore how they do language and literacy. This presentation shows how the concept of language used in schools works against the engagement with literacy of many bilingual and racialized/minoritized youth. Many educators clamor for bilingual children's development of biliteracy. But biliteracy is also shown as suffering from the same misconceptions about language that stifles literacy engagement. Taking up the concept of *translanguaging*, we show how going beyond the ways in which language has been conceptualized and taught in school results in the greater engagement with literacy of bilingual students. Translanguaging results in the transformation of theories of language, bilingualism and literacy development, as well as pedagogical practices.

BIOGRAPHY: Ofelia García is Professor Emerita in the Ph.D. programs in Urban Education and Latin American, Iberian and Latino Cultures at The Graduate Center, City University of New York. She has published widely in the areas of multilingualism and translanguaging, the education of bilingual students, sociolinguistics, and language education policy and practice. García has received many scholarly honors, among which are the Distinguished Scholar Lifetime Awards from the American Education Research Association (AERA) (Social Contexts in Education, 2019, and Bilingual Education, 2017); and from the Modern Language Association (MLA), (2022). In 2023 she was elected to membership into The Academy of Arts and Sciences (2023) and in 2018 into the National Academy of Education (2018). Her website: www.ofeliagarcia.org.



Derrick P. Alridge
Friday Morning Plenary Address

Friday, December 6, 2024
10:15 a.m. – 11:45 a.m. | *Peachtree Ballroom*

Oral History as “Soul Work”: Hearing and Telling the Stories of Civil Rights Era Teachers

ABSTRACT: Drawing on work from his large-scale Spencer-funded oral history project, Teachers in the Movement, Professor Alridge will discuss the project's nature; examine oral history and the oral tradition as culturally grounded methods in education research. Highlighting oral history interviews from his project, he will demonstrate how his concept of “soul work” surfaces and retells the history of teachers who have gone largely unheard and underrecognized as activists in the Civil Rights Movement.



BIOGRAPHY: Derrick P. Alridge, a former middle and high school social studies and history teacher, is a Professor of Education at the University of Virginia. His research interests include the history of education in the United States, American educational thought, and the civil rights movement and education. Alridge is the principal investigator of the Teachers in the Movement Oral History Project and the founding director of the Center for Race and Public Education in the South. He has published in numerous journals, which include the History of Education Quarterly, The Journal of African American History, Teachers College Record, Educational Researcher, and The Journal of Negro Education. His recent books include “The Black Intellectual Tradition: African American Thought in the Twentieth Century” (with Cornelius L. Bynum and James B. Stewart) and “Schooling the Movement: The Activism of Southern Black Educators from Reconstruction through the Civil Rights Era” (with Jon Hale and Tondra L. Loder-Jackson). Alridge’s current research explores the lives and pedagogy of teachers during the civil rights movement era. His oral history project has conducted 500 interviews. These interviews serve as the foundation for his book in progress, Teachers in the Movement: An Oral History of Living and Teaching in the Civil Rights Era and Beyond.

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Mollie Blackburn

Friday Evening Plenary Address

Friday, December 6, 2024

4:45 p.m. – 6:00 p.m. | *Peachtree Ballroom*

Be(com)ing A/Part of/from a National Community in a High School LGBTQ+-themed Literature Course

ABSTRACT: Between January of 2015 and June of 2016, I taught high school juniors and seniors in an LGBTQ+-themed literature course in a queer-friendly high school. In doing so, I was striving to contribute to a scholarly conversation about LGBTQ+-inclusive curricula and pedagogy with particular attention to secondary English Language Arts. My goal was to center LGBTQ+ people over the course of a semester, which created space for us to talk about all sorts of identities that intersect with queer sexual and gender identities, including nationality, the focus of this paper. The study was a blend of ethnography and teacher research in which I worked with a colleague to write field notes, record class discussions, and collect materials produced by teacher(s) and students. These data were analyzed iteratively and recursively, in a constant comparative method, which resulted in a collection of codes, including one on nationality. I found that students used language, including written language, to become and be a part of and apart from a nation as they engaged with Whitman, Hughes, and Ginsberg, among others. Sometimes some students imagined “America” inclusively and other times exclusively. Based on these findings, I argue that teachers and students must not only remember but also own our national biography, including its violence, to move forward more justly.

BIOGRAPHY: Mollie Blackburn is a professor in the Department of Teaching and Learning and affiliated with Women’s, Gender, and Sexuality Studies at the Ohio State University. Her research focuses on literacy, language, and social change, with particular attention to queer youth and the teachers who teach them. She is the author of *Moving across Differences: How Students Engage LGBTQ+ themes in a High-school Literature Class* and *Interrupting Hate: Homophobia in Schools and what Literacy can do about it*, the editor of *Adventurous Thinking: Students’ Rights to Read and Write*, among co-authored and co-edited books. She has received NCTE’s LGBTQ+ Advocacy and Leadership Award; WILLA’s Inglis Award for work in gender, sexuality, sexual orientation, and young people; AERA’s Queer Studies Special Interest Group’s Body of Work Award; and the Alan C. Purves Award for an article in the *Research in the Teaching of English* deemed rich with implications for classroom practice. She has also been recognized with The Ohio State University’s Alumni Award for Distinguished Teaching.



INTEGRATIVE RESEARCH REVIEW PANEL

Saturday, December 7, 2024

10:30 a.m. – 12:00 p.m. | Peachtree Ballroom

PANEL MEMBERS: Kate Kedley, Aria Razar, Regina Ciphrah, Zhihui Fang

Writing the Wor(I)d: Reclaiming Public Spaces and Reputations for Youth in Honduras

PRESENTER: Kate Kedley, Rowan University

ABSTRACT: I share a literacy research project where Honduran youth “reclaimed public spaces” from violence (state and community) by occupying street-corners with poetry, music, and performances. Honduras has high rates of violence and migration to the US, and these youth hope to associate public spaces with art as opposed to fleeing violence and oppression, and. With the purpose of reading and writing “word” and the “world” (as Freire and others have proposed), this project disrupted oppression through writing, reading, and public performance. The national, racial, economic, linguistic, and power dynamics in this project prompted us to perpetually work for a literacy-based social justice project in a transnational, multilingual space. Furthermore, because the Honduran state has been (since a 2009 coup d’état and before) antagonistic toward artists and activists, this reclaiming movement is “buenas problemas” in terms of resistance, and offers the larger North American teaching and educational audience a dynamic view of Honduran youth, one that goes beyond their identification by the media and politicians as “nacros,” “gang members,” and “migrants.”

BIOGRAPHY: Kate Kedley is Associate Professor in the College of Education at Rowan University. Kate’s research centers on critical literacy and education, public engagement, LGBTQ and young adult literature; language education, and social and educational movements in Honduras. Kate holds graduate certificates in Professional Writing and in Gender, Women's, and Sexuality Studies. Kate is a former English language arts and driver’s education teacher in Iowa, Arizona, and Honduras.



(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Screaming into the Void: Lessons from Long COVID Narratives in Community Health

PRESENTER: Aria Razfar

ABSTRACT: It can be difficult for most people to remember a world without the Coronavirus disease 2019 (COVID-19). About one in ten people with COVID continue to have symptoms or develop new symptoms that can last months or years, an infection-associated chronic condition known as “Long COVID.” For people with Long COVID patients, remembering just about anything can be far more complex. Brain fog is a common known symptom of Long COVID that can cause memory problems (Asadi-Pooya, 2022). In this presentation we consider the following research questions: What can Long COVID narrative analysis tell us about patient experiences and related training needs for healthcare providers?

What are the lessons for literacy researchers who aim to develop empathy and engender solidarity with students? We examined the first question across Long COVID narrative episodes from a range of contexts (n=101). The narratives were collected by students as part of a special course project at the University of Illinois Chicago (UIC) during the spring semester of 2023. In a convergence of qualitative and quantitative methods, we developed a rubric and used it to analyze each narrative across eight dimensions grounded in sociolinguistic, linguistic anthropological, oral history, and narrative medicine traditions. In addition, I focus on narratives that were elicited from K-12 teachers, literacy educators, especially teachers of color, who experienced racial macroaggressions during this period.

BIOGRAPHY: Aria Razfar is Professor of Literacy, Language, and Culture and an affiliate with Linguistics and Medical Education at the University of Illinois, Chicago. Aria has established himself as one of the leading scholars in the fields of applied linguistics, education, and learning sciences. The U.S. Department of Education and NSF have provided major funding for his research and he’s one of the lead editors of the *Journal of Literacy Research*. Aria’s work is anchored in communities whose language practices have been historically marginalized in many formal and official spaces of society; thus, there is an explicit social justice character to his research.

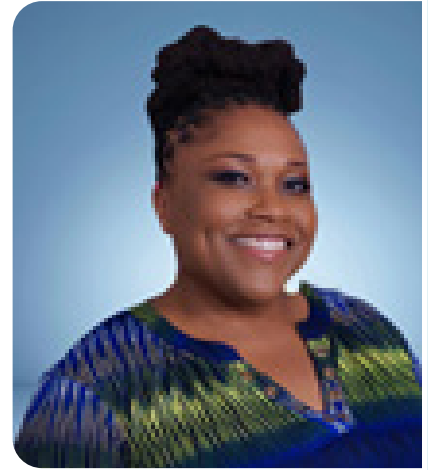


(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Fostering Agency Among Learners, Teachers, and Communities Through Culturally Sustaining STEM

PRESENTER: Regina E. Ciphrah

ABSTRACT: Culturally sustaining STEM (CS-STEM) education offers a compelling alternative to traditional educational methods by embedding the cultural backgrounds of marginalized communities into the learning environment. At the core of this method is the recognition that literacy encompasses not just reading and writing but also the ability to understand, interpret, and interact with the world from a culturally informed perspective. This presentation will illustrate how CS-STEM can empower students, educators, and communities by ensuring that learning experiences are both pertinent and transformative. By using the Gullah Geechee community as an example, the presentation will show that the key principles of CS-STEM can be universally applied to various marginalized groups, thereby promoting educational equity. Emphasis will be placed on the collaborative efforts of students, future and current teachers, and community members in creating STEM curricula that honor and utilize cultural heritage while also aligning with academic standards. This framework not only enriches academic experiences but also equips teachers with culturally relevant practices and resources, increasing their effectiveness in diverse classroom settings. Moreover, the session will examine the challenges and opportunities involved in balancing cultural preservation with modern STEM practices, highlighting the importance of “making good trouble”—proactively challenging and transforming the education system to create more inclusive and empowering experiences, enabling students of all backgrounds to view themselves as active contributors and leaders in STEM fields.



BIOGRAPHY: Dr. Regina Ciphrah is the CEO and Principal of Verbalizing Visions, LLC. A passionate educator and advocate, she began her career as a high school chemistry teacher and holds deep roots in the University of South Carolina, where her dissertation explored the genetic and social intricacies of breast cancer health disparities. Through that work, Regina uncovered the power of transdisciplinary curriculum, leading her to become a champion for culturally sustaining STEM education. She is especially committed to uplifting marginalized communities, with a focus on the Gullah/Geechee people, where she continues to anchor her work in ensuring that STEM education is accessible, inclusive, and transformative.

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Is the ‘Science of Reading’ the Key to Solving our Nation’s Reading Problem?

PRESENTERS: **Zhihui Fang**, *University of Florida* with **Brittany Adams**, *University of Alabama*

ABSTRACT: The perception that a ‘reading crisis’ exists in the U.S. has fueled the recent push to embrace the ‘Science of Reading’ (SoR), which is often promoted as a robust interdisciplinary framework demonstrating the effectiveness of systematic phonics instruction in reading acquisition and the prevention of reading failure. While evidence-based practices are undeniably crucial, this presentation argues that the prevailing focus on decoding skills within the SoR framework risks overshadowing other essential components of literacy development. Such a narrow focus can inadvertently disadvantage students from marginalized backgrounds, potentially hindering efforts toward diversity, equity, and inclusion in literacy education. Drawing inspiration from Congressman John Lewis’s call to make ‘good trouble,’ this talk advocates for resisting reductive literacy mandates and promoting inclusive literacy practices that empower all learners. We will critique the theoretical underpinnings of the SoR, acknowledging its strengths while also exposing its limitations. Additionally, we will explore the socio-cultural and political forces driving the SoR movement, including legislative actions that shape and sometimes constrain literacy education. Through this examination, we aim to highlight the necessity of a more holistic approach to literacy instruction—one that also integrates critical thinking, background knowledge, functional language analysis, and disciplinary habits of mind. By addressing the challenges faced by students across the K-12 continuum, we advocate for a comprehensive curriculum that empowers educators to exercise professional judgment and expertise in their instructional choices. Ultimately, this discussion seeks to inspire literacy educators to champion equitable and liberating literacy practices that meet the needs of all students.



BIOGRAPHY: Zhihui Fang is Professor of Language and Literacy Education in the School of Teaching and Learning at the University of Florida. His scholarly interests include reading comprehension, writing development, literacy teacher education, and functional grammar. His research focuses on the role of language in supporting reading and writing across academic genres and school subjects. His latest books include *Using Functional Grammar in English Literacy Teaching and Learning* (Foreign Language Research and Teaching Press, 2021), *Demystifying Academic Writing: Genres, Moves, Skills and Strategies* (Routledge, 2021), and *Demystifying Academic Reading: A Disciplinary Literacy Approach to Reading Across Content Areas* (Routledge, 2023).

Brittany Adams is an assistant professor of literacy education at the University of Alabama. Her research interests include critical literacy, children’s and young adult literature, and the preparation of culturally sustaining teachers. Her work has been published in *Journal of Literacy Research*; *The Reading Teacher*; *Literacy Research and Instruction*; and *Literacy Research: Theory, Method, and Practice*.

2024 AREA CHAIRS

Area 1. Pre-service Teacher Education in Literacy

Sam Von Gillern – *University of Missouri* – svongillern@gmail.com

Ann Van Wig – *Eastern Washington University* – avanwig@ewu.edu

Miranda Fitzgerald – *University of North Carolina – Charlotte* – mfitzg21@uncc.edu

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

Sarah Lupo – *James Madison University* – luposm@jmu.edu

Carolyn Hunt – *Illinois St. University* – cshunt@ilstu.edu

Dara Hill – *The University of Michigan* – Dearborn – kirdara@umich.edu

Chad Waldron – *Central Michigan University* – chad.waldron@cmich.edu

Area 3. Literacy Assessment, Learning, and Teaching

Courtney Hattan – *Illinois St. University* – chattan@unc.edu

Jackie Eunjang Relyea – *North Carolina St. University* – jackie.relyea@gmail.com

Elena Forzani – *Boston University* – eforzani@bu.edu

Shireen Al-Adeimi – *Michigan State University* – aladeimi@msu.edu

Area 4. Public Engagement and Policy in Literacy

Renee Rice Moran – *East Tennessee St. University* – ricemoran@etsu.edu

Margaret Opatz – *University of Utah* – margaret.opatz@utah.edu

Mikel Cole – *University of Houston* – mikel.w.cole@gmail.com

Area 5. Early and Elementary Literacy Processes

Jill Freiberg Grifenhagen – *NC State University* – jfgrifen@ncsu.edu

Zoi Philippakos – *University of Tennessee* – philippakos@gmail.com

Margaret Vaughn – *Washington State University* – margaret.vaughn@wsu.edu

Dana Robertson – *Virginia Tech* – rdana@vt.edu

Susan Browne – *Rowan University* – Brownes@rowan.edu

Area 6. Adolescent, College, and Adult Literacy Processes

Ziva Hassenfeld – *Brandeis University* – zivahassenfeld@brandeis.edu

Dan Reynolds – *John Carroll University* – dreynolds@jcu.edu

Corrine Wickens – *Northern Illinois University* – cwickens@niu.edu

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

Erika Johnson – *University of Iowa* – erika-johnson@uiowa.edu

Matthew Deroo – *University of Miami* – deroomat@miami.edu

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

2024 AREA CHAIRS

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

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

Janna McClain – Middle Tennessee State University – janna.mcclain@mtsu.edu

Chaehyun Lee – Southeastern Oklahoma State University – chaehyunlee11@gmail.com

Margarita Gomez – Loyola University Maryland – mgomez@loyola.edu

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

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

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

Rachelle Savitz – East Carolina University – savitzr22@ecu.edu

Roberta Gardner – Kennesaw State University – rgardn21@kennesaw.edu

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

Area 10. Literacy Media and Technology

Amy Hutchison – University of Alabama – achutchison1@ua.edu

Reka Barton – University of San Diego – rbarton@umd.edu

Robin Jocius – University of Texas Arlington – Robin.jocius@uta.edu

Scott Storm – Bowdoin College – s.storm@bowdoin.edu

Area 11. Research Methods, Practices, and Theory

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

Bradley Robinson – Texas State University – bradrobinson@txstate.edu

Area 12. International Research on Literacy Learning and Teaching

Gui Ying (Annie) Yang-Heim – Illinois State University – gayangh@ilstu.edu

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

Laila Al Salmi – Sultan Qaboos University – lailaalsalmi@squ.edu.com

Area 13. Study Groups

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

Marliese Peltier – Bell State University – marliese.peltier@bsu.edu

Tori K. Flint – University of Louisiana at Lafayette – tori.flint@louisiana.edu

Area 14. Other Topics

Marla Robertson – Utah State University – mkr Robertson2009@gmail.com

Hiawatha Smith – University of Wisconsin-River Falls – hiawatha.smith@uwrf.edu

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

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

STUDY GROUP ORGANIZERS

Adult, Family and Community Literacies Study Group

Jennifer Kobrin, University of Tennessee Knoxville

Approaches to Discourse Analysis Study Group

Amy Vetter, UNCG

Authoring as Multimodal Practice Study Group

Melanie Reaves, Montana State University Billings

Creative Nonfiction for Literacy Researchers Study Group

Stephanie L Abraham, Rowan University

Critical Culturally Sustaining Literacy Pedagogy and Advocacy Study Group

Judy Paulick, University of Virginia

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

Embracing Translingual Literacies in Literacy Research: A Step Towards Change

Mariannella Nunez, University of the Incarnate Word

Exploring the History of Reading in Atlanta

Samuel DeJulio, The University of Texas at San Antonio

If I Knew Then What I Know Now: Researchers' Perspectives

Katina Zammit, Western Sydney University School of Education

K-12 Public School Educators Study Group

Fenice B. Boyd, University of South Carolina

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

LRA Writing Research Study Group: Artificial Intelligence and Writing

Zoi Traga Philippakos, University of Tennessee Knoxville

Policy and Politics Study Group

Judson Laughter, University of Tennessee, Knoxville

Re-examining the Role of AI in times of trouble and its role to accentuate agency

Claudia Hilde Finkbeiner, University of Kassel

Study Group: Approaches to Studying and Teaching Graphic Novels

Daryl Axelrod, Florida International University

Teacher Education Research Study Group (TERSG)

Sonia M Kline, Illinois State University

Word Study: Phonics, Vocabulary, and Spelling Study Group

Dianna Townsend, University of Nevada, Reno

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

STUDY GROUPS

Adult, Family, and Community Literacies Study Group

12:00 pm - 1:00 pm
Room: Chastain I
Floor: 6th

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, established and emerging literacies scholars will facilitate participants' collaboration to create an "unconference" agenda and host related conversations around themes described below.

Chair: Leah Saal, Loyola University Maryland
Presenter: Tisha Lewis Ellison, University of Georgia
Presenter: Vera Lee, Drexel University
Presenter: Jin Kyeong Jung, Texas Tech University

Approaches to Discourse Analysis Study Group

12:00 pm - 1:00 pm
Room: Augusta E
Floor: 7th

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.

Chair: Laura A Taylor, Rhodes College

Authoring as Multimodal Practice Study Group

12:00 pm - 1:00 pm
Room: Chastain J
Floor: 6th

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.

Chair: Melanie Reaves, Montana State University Building
Presenter: Karen Ventura-Kalen, Eastern Washington University

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

STUDY GROUPS

Presenter: Corrie Dobis, North Carolina State University
Presenter: George Alan Kamberelis, Kent State University

Creative Nonfiction for Literacy Researchers Study Group

7:15 am - 8:15 am
Room: Chastain H
Floor: 6th

This study group will help literacy researchers write creative nonfiction to make sense of empirical and experiential knowledge while sharing it with audiences beyond academia.

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?
2. How can scholars, often only trained in academic writing genres, use more creative writing practices to disseminate scholarly ideas?

Chair: Jo Hawke, Tulsa Community College

Critical Culturally Sustaining Literacy Pedagogy and Advocacy Study Group

7:15 am - 8:15 am
Room: Peachtree 2
Floor: 8th

Our focus this year is on the threat to culturally sustaining pedagogy from curriculum standardization that is centered on narrow conceptions of reading and seeks to control what teachers say and do in their classrooms. We will work to understand culturally responsive literacy pedagogy through a critical lens. Through expert guest speakers facilitating group discussions about shared readings, we will deepen our knowledge and then plan for action and advocacy.

Chair: Althier M Lazar, Saint Joseph's University
Presenter: Lorien Chambers Schuldt, Fort Lewis College
Presenter: Eliza Braden, University of South Carolina
Presenter: Susan Cantrell, University of Kentucky
Presenter: Judy Paulick, University of Virginia
Presenter: Rachelle Sarah Savitz, East Carolina University
Presenter: Doris Walker-Dalhouse, Marquette University

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

STUDY GROUPS

Design-Based Experiments in Literacy Research Study Group

12:00 pm - 1:00 pm
Room: Augusta 1
Floor: 7th

The annual conference theme: “Empowerment literacy(ies): Making good trouble that actuates agency,” calls for literacy research and researchers to empower teachers, students, parents/guardians, administrators, and community members. 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. To ensure that all voices are uplifted, the focus of this year’s study group highlights the voices and research of doctoral students.

Chair: Leslie Dawn Roberts, Georgia Southern University
Presenter: Allison Phillippe, Michigan State University
Presenter: Molly Marek, The University of Texas at Austin
Presenter: Neisha Terry Young, Drexel University

Doctoral Student Innovative Community Group: Democratizing Approaches to Literacy Study Group

7:15 am - 8:15 am
Room: Peachtree 1
Floor: 8th

The DSICG Study Group convenes scholars to support doctoral students. This year, we center how literacy research and practice can be used to further democratic ends.

Chair: Darlshawn Patterson, University of South Florida
Panelist: Madison Gannon, University of Georgia
Panelist: Mary Elizabeth Talian, University of Pennsylvania
Panelist: Joanne E. Marciano, Michigan State University
Panelist: Danielle Filipiak, University of Connecticut
Panelist: Alicia Rusoja, University of California, Davis
Panelist: Patricia Ann Edwards, Michigan State University
Panelist: Stephanie Toliver, University of Illinois Urbana-Champaign
Panelist: Karla Lomeli, Santa Clara University
Panelist: Arlette Ingram Willis, University of Illinois
Panelist: Saba Vlach, University of Iowa
Panelist: Allison Skerrett, The University of Texas at Austin
Panelist: Maria Paula Ghiso, Teachers College, Columbia University
Panelist: Wan Shun Eva Lam, Northwestern University

Embracing Translingual Literacies in Literacy Research: A Step Towards Change Study Group

7:15 am - 8:15 am
Room: Augusta 3
Floor: 7th

The Multilingual and Transnational Innovative Community Group seeks to extend conversations on “making good trouble” that actuates agency by providing spaces where languages other than English are privileged. In an effort to support

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

STUDY GROUPS

researchers in navigating systemic obstacles, this three-day study groups invites attendees to reflect on ways of doing and presenting research in languages other than English. Invited scholars will share about their experiences in multilingual/translingual research in diverse research spaces.

Chair: Mariannella Núñez, University of the Incarnate Word

Chair: Tairan Qiu, University of Houston

Presenter: JaNiece Elzy-Palmer, Texas Woman's University

Presenter: Guofang Li, The University of British Columbia

Presenter: Sidury Christenson, University of Texas San Antonio

Presenter: Zhongfeng Tian, Rutgers University–Newark

Exploring the History of Reading in Atlanta Study Group

7:15 am - 8:15 am

Room: Augusta F

Floor: 7th

For the 2024 conference, the History ICG will host an off-site event to explore the history of reading in Atlanta. This will allow members to draw on and support the local community in Atlanta, provide a new and different experience for LRA attendees, and offer members of the History ICG an alternative activity outside of the traditional lunch study sessions.

Chair: Dixie D. Massey, Seattle Pacific University

Presenter: Norman A. Stahl, Northern Illinois University

Presenter: James Robert King, University of South Florida

If I knew Then What I Know Now: Researchers' Perspectives Study Group

12:00 pm - 1:00 pm

Room: Chastain G

Floor: 6th

This study group, sponsored by LRA's Research Committee, is designed to support doctoral students and emerging scholars' transition into the academy and research community. Literacy scholars, at different points in their careers and from diverse research perspectives, will share personal narratives and insights about their professional and academic trajectories (obtaining a tenure-track position, evolving their research agenda, and serving as external tenure reviewers) empowering others to take agency over their own professional journeys.

Chair: Katina Zammit, Western Sydney University
School of Education

Panelist: Jon Michael Wargo, University of Michigan

Panelist: H. Emily Hayden, Strategic Education Research
Partnership

Panelist: W. Ian O'Byrne, College of Charleston

Panelist: Dominique Skye McDaniel, Kennesaw State
University

Panelist: Stephanie Toliver, University of Illinois Urbana-
Champaign

Panelist: Lori Czop Assaf, Texas State University

Panelist: Julie L Coiro, University of Rhode Island

Panelist: Jennifer H Alford, Griffith Uni

Panelist: Nicole Mirra, Rutgers University

Panelist: Alex Corbitt, SUNY Cortland

Panelist: Tiffany Nyachae, Penn State University

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

STUDY GROUPS

K-12 Public School Educators Study Group

12:00 pm - 1:00 pm
Room: Augusta F
Floor: 7th

Presenter: Fenice B. Boyd, University of South Carolina
Presenter: Cynthia H. Brock, University of Wyoming
Presenter: Elizabeth White, University of South Carolina
Presenter: Brad Washington, Newberry Elementary School
Presenter: Alyssa Powers, Oak Pointe Elementary
Presenter: Tiffany Palmatier, Center for Inquiry
Presenter: Tammer Gary, Center for Inquiry
Presenter: Barney Lacock, Wind River and Crowheart Elementary Schools
Presenter: Chad Lemley, Wind River and Crowheart Elementary Schools
Presenter: Edward Ferguson, Wind River and Crowheart Elementary Schools
Presenter: Alice Debrow, E.B. Ellington Elementary
Presenter: Thomas Beck, E.B. Ellington Elementary
Presenter: Camriel Kostreva, Lander Valley High School
Presenter: Kristy Nelson, Lander Valley High School

Literacy and Identities Study Group

12:00 pm - 1:00 m
Room: Augusta 2
Floor: 7th

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.

Chair: Grace Enriquez, Lesley University
Panelist: Katherine Frankel, Boston University
Panelist: Christine Leighton, Emmanuel College
Panelist: Lindsey Moses, Arizona State University
Panelist: Christopher Wagner, Queens College, City University of New York

Literacy Lab/Reading Clinic Study Group

7:15 am - 8:15 am
Room: Chastain I
Floor: 6th

The Literacy Lab/Reading Clinic Study Group is a longstanding space for LRA attendees interested in creating effective, empowering, and equitable learning environments where directors, teachers, learners, and families advocate for literacy practices that value all learners. During sessions, attendees consider issues of practice within clinical teacher preparation and develop a collaborative research agenda to continue to strengthen literacy teacher preparation.

Chair: Cheryl Dozier, University at Albany
Chair: Theresa Deeny, University of Rhode Island

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

STUDY GROUPS

LRA Writing Research Study Group: Writing Reform and Sustainability

7:15 am - 8:15 am
Room: Augusta 1
Floor: 7th

Educational reforms strive for the implementation of practices that support learners' academic performance and instructors' pedagogical content knowledge and skill. Reforms are not always fruitful and writing reform efforts at scale are not as much examined as reading ones. The sessions will address professional development and examine reform and sustainability plans and efforts at a country level for K to 12 learners, at a K to 8 district level, and at the postsecondary level.

Chair: Edy Leverette, Atkinson County School System
Presenter: Gustaf Bernhard Uno Skar, Norwegian University of Science and Technology
Presenter: Anne Holten Kvistad, NTNU
Presenter: Stephany Maria Smith, Pearson Elementary
Presenter: Linda Grace, Brandywine School District
Presenter: Charles MacArthur, University of Delaware

Policy and Politics Study Group

7:15 am - 8:15 am
Room: Chastain G
Floor: 6th

In this study group, we bring together the stories of those who have found ways to engage and push back while holding space for brainstorming about what comes next.

Chair: W. Ian O'Byrne, of Charleston

Re-examining the Role of AI in times of trouble and its role to accentuate agency Study Group

12:00 pm - 1:00 pm
Room: Chastain H
Floor: 6th

The International Study Group will provide opportunities for researchers with interest in international literacy teaching to share their experiences with respect to using AI in times of trouble and conflicts. The question is how what at the beginning often seems to be bad trouble can be transformed into good trouble and what role AI can play in this. Can AI help finding solutions and become an active agent in solving pressing issues in the world?

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

STUDY GROUPS

Chair: Claudia Hilde Finkbeiner, University of Kassel
Presenter: Bettina Buch, University College Absalon
Presenter: Desiree M Pallais, University of Texas at Austin

Study Group: Approaches to Studying and Teaching Graphic Novels

7:15 am - 8:15 am
Room: Augusta 2
Floor: 7th

This study group's purpose is to share empirical research and pedagogy on graphica (i.e., sequential texts that combine words with images), to support researchers/educators of all experience levels in developing work on graphic novels and comics in literacy education. We will examine representations of diversity in graphic novels and comics, features that appeal to a wide variety of readers, as well as how they subvert education policies that stifle diversity in schools.

Chair: Daryl Axelrod, Florida International University
Presenter: Stergios Botzakis, University of Tennessee, Knoxville
Presenter: Ewa McGrail, Georgia State
Presenter: Jared Huisingsh, University of Tennessee at Knoxville
Presenter: Nathaniel Sandler, Bookleggers

Teacher Education Research Study Group (TERSG)

7:15 am - 8:15 am
Room: Chastain J
Floor: 6th

Since 1991, The Teacher Education Research Study Group (TERSG) has created a space where literacy teacher educators meet to discuss, design, and conduct research about issues related to literacy teacher preparation and teacher professional development. This study group serves as a forum for ideas in teacher education, as a supportive place for individual and collaborative research examining teacher preparation, and as a place where beliefs related to literacy teaching and learning are challenged and interrogated.

Chair: Marliese Peltier, Ball State University
Chair: Tierney B Hinman, Auburn University
Panelist: Marliese Peltier, Ball State University
Panelist: Tierney B Hinman, Auburn University
Panelist: Sonia M Kline, Illinois State University

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

STUDY GROUPS

Word Study: Phonics, Vocabulary, and Spelling Study Group

12:00 pm - 1:00 pm

Room: Augusta D

Floor: 7th

This study group shares approaches and perspectives on different dimensions of word knowledge and instruction.

Speakers this year include Bill Nagy, Crystal Wise, Blythe Anderson, Dana Robertson, Christina Dobbs, Chris Leider, Rachel Knecht, Sarah Lupo, Dixie Massey, and Dianna Townsend.

Topics include: morphology, word consciousness, explicit instruction in word knowledge, professional learning related to word knowledge, the absence of criticality in vocabulary research, and the role of foundational skills in adolescent literacy contexts.

Chair: Laura Tortorelli, Michigan State University

Presenter: William Elmer Nagy, Seattle Pacific University

Presenter: Crystal Wise, University of Minnesota

Presenter: Blythe Anderson, University at Buffalo, SUNY

Presenter: Christina L. Dobbs, Boston University

Presenter: Christine Montecillo Leider, University of Massachusetts Lowell

Presenter: Kevin M Wong, Pepperdine University

Presenter: Rachel Knecht, Brigham Young University

Presenter: Sarah M Lupo, James Madison University

Presenter: Dixie D. Massey, Seattle Pacific University

Presenter: Dana A Robertson, Virginia Tech

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

LITERACY RESEARCH: THEORY, METHOD, AND PRACTICE, VOL. 74

Call for Manuscripts

Editors of the 74rd volume of *Literacy Research: Theory, Method, and Practice (LR: TMP)* are accepting manuscripts presented at the 2024 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:
Friday, February 7, 2025**

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, visit the [SAGE Website](#).**

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

EVENTS AT A GLANCE

Tuesday, December 3

Registration.....	10:00 am - 6:30 pm, Room: The Overlook, Floor: 6th
Silent Auction.....	3:00 pm - 8:00 pm, Room: The Overlook, Floor: 6th
Exhibit Hall	3:00 pm - 6:30 pm, Room: The Overlook, Floor: 6th
Executive Committee Meeting & Working Breakfast.....	8:30 am - 10:00 am, Room: Chastain F, Floor: 6th
Board of Directors Lunch.....	12:30 pm - 1:15 pm, Room: Chastain H, Floor: 6th
Board of Directors Meeting.....	1:30 pm - 5:00 pm, Room: Chastain F, Floor: 6th
Newcomers Welcome Reception.....	5:30 pm - 6:30 pm, Room: Chastain Room, Floor: 6th
Vital Issues.....	9:00 pm - 11:00 pm, Bar 210, Floor: 5th

Wednesday, December 4

Registration.....	7:00 am - 5:00 pm, Room: The Overlook, Floor: 6th
Silent Auction.....	7:00 am - 5:00 pm, Room: The Overlook, Floor: 6th
Exhibit Hall.....	8:00 am - 5:00 pm, Room: The Overlook, Floor: 6th
Concurrent Sessions.....	8:30 am - 10:00 am
Concurrent Sessions.....	10:15 am - 11:45 am
Concurrent Sessions.....	1:15 pm - 2:45 pm
Concurrent Sessions.....	3:00 pm - 4:30 pm
President's Address.....	4:45 pm - 6:00 pm, Room: Peachtree Ballroom, Floor: 8th
President's Public Reception.....	6:00 pm - 7:30 pm, Room: Augusta Ballroom, Floor: 7th
Vital Issues.....	9:00 pm - 11:00 pm, Bar 210, Floor: 5th

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

EVENTS AT A GLANCE

Thursday, December 5

Registration.....	7:00 am - 5:00 pm, Room: The Overlook, Floor: 6th
Silent Auction.....	7:00 am - 5:00 pm, Room: The Overlook, Floor: 6th
Exhibit Hall.....	8:00 am - 5:00 pm, Room: The Overlook, Floor: 6th
Concurrent Sessions.....	8:30 am - 10:00 am
Oscar S. Causey Award Address.....	10:15 am - 11:45 am, Room: Peachtree Ballroom, Floor: 8th
Concurrent Sessions.....	1:15 pm - 2:45 pm
Concurrent Sessions.....	3:00 pm - 4:30 pm
Distinguished Scholar Lifetime Achievement Award Address..	4:45 pm - 6:00 pm, Room: Peachtree Ballroom, Floor: 8th
Town Hall.....	6:15 pm - 7:15 pm, Room: Chastain F, Floor: 6th
LRA Trivia Night	7:30 pm – 9:00 pm, Room: Augusta 1, Floor: 7th
Vital Issues.....	9:00 pm - 11:00 pm, Bar 210, Floor: 5th

Friday, December 6

Registration.....	7:00 am - 5:00 pm, Room: The Overlook, Floor: 6th
Silent Auction.....	7:00 am - 1:00 pm, Room: The Overlook, Floor: 6th
Exhibit Hall.....	8:00 am - 5:00 pm, Room: The Overlook, Floor: 6th
Concurrent Sessions.....	8:30 am - 10:00 am
Morning Plenary Address.....	10:15 am - 11:45 am, Room: Peachtree Ballroom, Floor: 8th
Concurrent Sessions.....	1:15 pm - 2:45 pm
Concurrent Sessions.....	3:00 pm - 4:30 pm
Evening Plenary Address.....	4:45 pm - 6:00 pm, Room: Peachtree Ballroom, Floor: 8th
Annual Business Meeting.....	6:15 pm - 7:15 pm, Room: Peachtree Ballroom, Floor: 8th

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

EVENTS AT A GLANCE

Friday, December 6

In Memoriam Tribute.....7:30 pm - 9:00 pm, Room: Chastain 1, Floor: 6th

Vital Issues.....9:00 pm - 11:00 pm, Bar 210, Floor: 5th

Saturday, December 7

Registration.....7:00 am - 12:00 pm, Room: The Overlook, Floor: 6th

Purchase Silent Auction Books.....7:00 am - 11:00 am, Room: The Overlook, Floor: 6th

Concurrent Sessions.....8:30 am - 10:00 am

Integrative Research Review Panel.....10:30 am - 12:00 pm, Room: Peachtree Ballroom, Floor: 8th

Executive Committee & Board of Directors Lunch.....12:15 pm - 1:00 pm, Room: Chastain I, Floor: 6th

Executive Committee Meeting.....1:00 pm - 1:45 pm, Room: Chastain F, Floor: 6th

Board of Directors Meeting.....2:00 pm - 6:00 pm, Room: Chastain F, Floor: 6th

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).



FUTURE LRA CONFERENCE LOCATION

**December 3-6, 2025
Planet Hollywood
Las Vegas, Nevada**

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).



TUESDAY, DECEMBER 3, 2024

LRA 2024

74th Annual Conference



Connect with us!
#LRA24



(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

SESSION DESCRIPTIONS

PAPER SESSIONS

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

ROUNDTABLES

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

SYMPOSIUM SESSIONS

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

ALTERNATIVE FORMAT SESSIONS

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

STUDY GROUPS

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

AREA CHAIRS HIGHLIGHTED SESSIONS

Area Chairs selected sessions that they want to highlight for various reasons (e.g., innovative methodologies, diverse perspectives, etc.) These sessions occur concurrently with other conference sessions and are distinguished by a light gray background block.

PLENARY SESSIONS

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

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Session Title Color Key

Meetings

Scheduled meetings are highlighted in maroon throughout the program.

Roundtables

Roundtable sessions are designated in the color purple.

Study Groups

Look for study groups marked in pink throughout the program.

Top Events

To find top events, they are highlighted in teal throughout the program.

Multilingual Events

Multilingual events are color-coded in orange.

Special Sessions

Special sessions are marked in lime green.

Featured Events and Services

Featured events and key services are highlighted in navy blue throughout the program.

Sessions

Sessions are highlighted in gray for reference.

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Tuesday, December 3

Executive Committee Meeting & Working Breakfast

8:30 to 10:00 am Westin Peachtree Plaza:
Floor 6th - Chastain F

Registration

10:00 to 6:30 pm
Westin Peachtree Plaza: Floor 6th - The Overlook

Board of Directors Training

Meeting
10:30 to 12:30 pm
Westin Peachtree Plaza: Floor 6th - Chastain F, G

Board of Directors Lunch

Reception
12:30 to 1:15 pm
Westin Peachtree Plaza: Floor 6th - Chastain H

Board of Directors Meeting

Meeting
1:30 to 5:00 pm
Westin Peachtree Plaza: Floor 6th - Chastain F, G

Silent Auction

Special Event
3:00 to 8:00 pm
Westin Peachtree Plaza: Floor 6th - The Overlook

Newcomers Welcome Reception hosted by Field Council

Reception
5:30 to 6:30 pm
Westin Peachtree Plaza: Floor 6th - Chastain Room

Vital Issues

Reception
9:00 to 11:00 pm
Westin Peachtree Plaza: Floor 5th - Bar 210

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).



WEDNESDAY, DECEMBER 4, 2024

LRA 2024

74th Annual Conference



**LITERACY
RESEARCH
ASSOCIATION**

Connect with us!

#LRA24



(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Wednesday, December 4

Registration

7:00 to 5:00 pm

Westin Peachtree Plaza: Floor 6th - The Overlook

Silent Auction

7:00 to 5:00 pm

Westin Peachtree Plaza: Floor 6th - The Overlook

LRA Writing Research Study Group: Writing Reform and Sustainability

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 7th - Augusta 1

Educational reforms strive for the implementation of practices that support learners' academic performance and instructors' pedagogical content knowledge and skill. Reforms are not always fruitful and writing reform efforts at scale are not as much examined as reading ones. The sessions will address professional development and examine reform and sustainability plans and efforts at a country level for K to 12 learners, at a K to 8 district level, and at the postsecondary level.

Chair:

Edy Leverette, Atkinson County School System

Presenters:

Gustaf Bernhard Uno Skar, Norwegian University of Science and Technology

Anne Holten Kvistad, NTNU

Stephany Maria Smith, Pearson Elementary

Linda Grace, Brandywine School District

Charles MacArthur, University of Delaware

Study Group: Approaches to Studying and Teaching Graphic Novels

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 7th - Augusta 2

This study group's purpose is to share empirical research and pedagogy on graphica (i.e., sequential texts that combine words with images), to support researchers/educators of all experience levels in developing work on graphic novels and comics in literacy education.

We will examine representations of diversity in graphic novels and comics, features make them appeal to a wide variety of readers, as well as how they subvert education policies that stifle diversity in schools.

Chair:

Daryl Axelrod, Florida International University

Presenters:

Jared Huisingh, University of Tennessee at Knoxville

Nathaniel Sandler, Bookleggers

Embracing Translingual Literacies in Literacy Research: A Step Towards Change

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 7th - Augusta 3

The Multilingual and Transnational Innovative Community Group seeks to extend conversations on "making good trouble" that actuates agency by providing spaces where languages other than English are privileged. In an effort to support researchers in navigating systemic obstacles, this three-day study groups invites attendees to reflect on ways of doing and presenting research in languages other than English. Invited scholars will share about their experiences in multilingual/translingual research in diverse research spaces.

Chairs:

Mariannella Núñez, University of the Incarnate Word

Tairan Qiu, University of Houston

Presenters:

JaNiece Elzy-Palmer, Texas Woman's University

Guofang Li, The University of British Columbia

Sidury Christenson, University of Texas San Antonio

Zhongfeng Tian, Rutgers University–Newark

Formative Experiments & Design-Based Research ICG Meeting

Meeting

7:15 to 8:15 am

Westin Peachtree Plaza: Augusta C

Arthur Applebee Award Meeting

Meeting

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 7th - Augusta D

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Exploring the History of Reading in Atlanta

AREA 13. Study Groups
7:15 to 8:15 am
Westin Peachtree Plaza: Floor 7th - Augusta F

For the 2024 conference, the History ICG will host an off-site event to explore the history of reading in Atlanta. This will allow members to draw on and support the local community in Atlanta, provide a new and different experience for LRA attendees, and offer members of the History ICG an alternative activity outside of the traditional lunch study sessions.

Chair:
Dixie D. Massey, Seattle Pacific University

Policy and Politics Study Group

AREA 13. Study Groups
7:15 to 8:15 am
Westin Peachtree Plaza: Floor 6th - Chastain G

In this study group, we bring together the stories of those who have found ways to engage and push back while holding space for brainstorming about what comes next.

Chair:
W. Ian O'Byrne, College of Charleston

Creative Nonfiction for Literacy Researchers

AREA 13. Study Groups
7:15 to 8:15 am
Westin Peachtree Plaza: Floor 6th - Chastain H

This study group will help literacy researchers write creative nonfiction to make sense of empirical and experiential knowledge while sharing it with audiences beyond academia. 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? 2. How can scholars, often only trained in academic writing genres, use more creative writing practices to disseminate scholarly ideas?

Chair:
Jo Hawke, Tulsa Community College

Literacy Lab/Reading Clinic Study Group

AREA 13. Study Groups
7:15 to 8:15 am
Westin Peachtree Plaza: Floor 6th - Chastain I

The Literacy Lab/Reading Clinic Study Group is a longstanding space for LRA attendees interested in creating effective, empowering, and equitable learning environments where directors, teachers, learners, and families advocate for literacy practices that value all learners. 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:
Cheryl Dozier, University at Albany
Theresa Deeney, University of Rhode Island

Teacher Education Research Study Group (TERSG)

AREA 13. Study Groups
7:15 to 8:15 am
Westin Peachtree Plaza: Floor 6th - Chastain J

Since 1991, The Teacher Education Research Study Group (TERSG) has created a space where literacy teacher educators meet to discuss, design, and conduct research about issues related to literacy teacher preparation and teacher professional development. This study group serves as a forum for ideas in teacher education, as a supportive place for individual and collaborative research examining teacher preparation, and as a place where beliefs related to literacy teaching and learning are challenged and interrogated.

Chairs:
Marliese Peltier, Ball State University
Tierney B Hinman, Auburn University
Presenters:
Marliese Peltier, Ball State University
Tierney B Hinman, Auburn University
Sonia M Kline, Illinois State University

Critical Culturally Sustaining Literacy Pedagogy and Advocacy Study Group

AREA 13. Study Groups
7:15 to 8:15 am
Westin Peachtree Plaza: Floor 8th - Peachtree 2

Our focus this year is on the threat to culturally sustaining pedagogy from curriculum standardization that is centered on narrow conceptions of reading and seeks to control what teachers say and do in their classrooms. We will work to understand culturally responsive literacy pedagogy through a critical lens. Through expert guest speakers facilitating group discussions about shared readings, we will deepen our knowledge and then plan for action and advocacy.

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Wednesday, December 4

Chair:

Althier M Lazar, Saint Joseph's University

Presenters:

Lorien Chambers Schuldt, Fort Lewis College

Eliza Braden, University of South Carolina

Susan Cantrell, University of Kentucky

Judy Paulick, University of Virginia

Rachelle Sarah Savitz, East Carolina University

Doris Walker-Dalhouse, Marquette University

Exhibit Hall

8:00 to 5:00 pm

Westin Peachtree Plaza: Floor 6th - The Overlook

Disciplinary Literacy in Literature: Generating Evidence-Based Interpretation Through Functional Language Analysis

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

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta 1

This symposium showcases an approach to close reading of literature that helps students generate concrete textual evidence in support of a particular interpretation through detailed linguistic analysis. It describes and exemplifies three tools provided by a meaning-based theory of language called systemic functional linguistics—cohesion analysis, register analysis, and genre analysis, demonstrating how these tools can help students accumulate and use textual evidence to explore questions of character, theme, context, and values in literary reading.

Participants:

Using Cohesion Analysis in Biography Reading
Jennifer Walsh, University of Florida

Using Register Analysis in Poetry Reading
Geoffrey Kellogg, University of Florida

Using Genre Analysis in Story Reading
Jared McKee, University of Florida

Chair:

Shelley Therien, University of Florida

Discussant:

Zhihui Fang, University of Florida

Celebrating Luis Moll's Legacy: The Application of Funds of Knowledge in Research and Practice in the U.S. and Abroad.

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

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta 2

This symposium honors Dr. Luis Moll's academic legacy, notably his contributions to language and literacy education, particularly the concept of Funds of Knowledge. Originating over 30 years ago, research on Funds of Knowledge primarily focused on literacy education for Latinx children in the US Southwest. Through the research papers, we continue to advance a 'sociocultural' approach in education, leveraging the experiences and knowledge of families and children, especially from low-income communities.

Participants:

Visión y Legado: Boricua Funds of Knowledge as Decolonial Literacy Practices

Sandra L. Soto-Santiago, University of Puerto Rico at Mayagüez;

Carmen Lilianna Medina, Indiana University

Preparing Teachers to Empower Immigrant Students and Families in Schools in the U.S. and Chile

Ana Christina da Silva Iddings, Vanderbilt University

Rooted in Theory: Illuminating the Funds of Knowledge of Latina Girls through Art, Writing and Storytelling

Tracey Flores, The University of Texas at Austin

Early Childhood Communities as Bilingual and Bicultural Funds of Knowledge

Iliana Reyes, University of Arizona

Chairs:

Iliana Reyes, University of Arizona

Ana Christina da Silva Iddings, Vanderbilt University

Discussant:

Ana Christina da Silva Iddings, Vanderbilt University

Empowering ERM Scholars to Conquer Hierarchies in the Research Publication Process

AREA 14. Other Topics

Alternative Format Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta 3

This session will provide time and space for researchers, including doctoral students and early career scholars, interested in ERM-related topics to share opportunities to elevate themselves in the research publication process. Attendees will investigate publication opportunities, initiate research collaborations, and expand existing research. Last, in this space, attendees will be empowered to continue their work within the ERM umbrella as they push beyond systemic obstacles to share research that may disrupt hegemonic structures.

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Wednesday, December 4

Presenters:

Hiawatha Smith, University of Wisconsin-River Falls Blessing
Chidiebere Emodi, University of South Carolina
Chair:
Eliza Braden, University of South Carolina

Exploring Teacher Knowledge and Pedagogical Approaches to Developing Children's Language

AREA 2. In-service Teacher Education/Professional Development in Literacy
Paper Session
8:30 to 10:00 am
Westin Peachtree Plaza: Floor 7th - Augusta A

Participants:

Exploring Early Childhood Teachers' Pedagogical Reasoning for Using Language Supportive Practices
Clariebelle Gabas, University of Nebraska-Lincoln;
Paige Denise Wernick, University of Nebraska Lincoln;
Rachel Schachter, University of Nebraska-Lincoln;
Shayne B. Piasta, The Ohio State University;
Kelly M Purtell, The Ohio State University
What can we learn about early childhood teachers' knowledge from their observations of language supportive instruction?
Rachel Schachter, University of Nebraska-Lincoln;
Clariebelle Gabas, University of Nebraska-Lincoln;
Paige Denise Wernick, University of Nebraska Lincoln
Chair:
Chelsey M Bahlmann Bollinger, James Madison University
Discussant:
Roya Qualls Scales, Western Carolina University

Supporting School-wide Change Through Curriculum, Professional Learning, and Coaching

AREA 2. In-service Teacher Education/Professional Development in Literacy
Paper Session
8:30 to 10:00 am
Westin Peachtree Plaza: Augusta B

Participants:

Curriculum, Professional Development, and Leadership: The "Pillars" in Action at a Rural Elementary School Working To Improve Reading Instruction
Olivia Cox, University of Colorado Boulder
"It's a Dance": How Literacy Coaches Navigate their Experiences with Teachers
Sheila L Cochran, University of Kentucky;
Jamila KaShawn Jackson, University of Kentucky;

Susan Cantrell, University of Kentucky;
Kristen Perry, University of Kentucky;
Shannon Sampson, University of Kentucky
Shaping Teachers' Practices and Orientations Towards Culturally and Linguistically Diverse Students through Coursework and Coaching
Monica Yoo, University of Colorado Colorado Springs;
Leslie Grant, University of Colorado Colorado Springs
Chair:
Ashleigh A Allen, OISE, University of Toronto
Discussant:
Chad Waldron, Central Michigan University

Abolitionist Literacy Pedagogies

AREA 1. Pre-service Teacher Education in Literacy
Paper Session
8:30 to 10:00 am
Westin Peachtree Plaza: Floor 7th - Augusta D

Participants:

A Community of Abolitionist Praxis: A Fugitive Approach Within, Outside, & Against Teacher Education
Rubén A González, Stanford University
An Unapologetic Perspective on Blackness in Urban Education: Towards Embodying a Pro-Black Stance in Literacy Teacher Education
Jasmyn Jones, The University of Memphis
Preparing Pre-Service Teachers to Apply Anti-Racist Pedagogy in Literacy Instruction: Challenges and Breakthroughs
Carolyn Stuftt, Berry College;
Chang Pu, Berry College
Chair:
Sara Jones, Illinois State University
Kristian Douglas, Clark Atlanta University

Critical Conversations

AREA 1. Pre-service Teacher Education in Literacy
Paper Session
8:30 to 10:00 am
Westin Peachtree Plaza: Floor 7th - Augusta E

Participants:

Critical Identity Exploration: Tensions Pre-service Social Studies Teachers Experience When Learning to Teach Writing
Andrew del Calvo, University of Pennsylvania Graduate School of Education;
Amy Guillotte, University of Pennsylvania
Controversial Conversations in Teacher Education: Confined to or Moving Beyond the Classroom
Eileen Shanahan, Northern Kentucky University;
Sarah Campbell Lightner, West Chester University

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Communities of Practice and the Reading Wars:
How PSTs align themselves with shifting literacy
practices

*Emma M. Royan, Kent State University and
University School;*

Kristen Evans, Kent State University;

Jackie Ridley, Kent State University

Chair:

Wendy Gardiner, Pacific Lutheran University

Discussant:

Diana Murtaugh, Binghamton University

Conceptual, Theoretical, and Restorative Approaches to Literacy Learning and Assessment

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

Paper Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta F

Participants:

Literacy Discourses: A Conceptual Analysis of
Approaches to Reading Instruction in the Public Sphere
DarIshawn Patterson, University of South Florida

What does Restorative and Transformative ELA
Assessment Look Like In Action?

Daniel P. Moore, Stanford University

Generative “Thorny Places” and Imagining “How Else
Could They Be”: Mobilizing Research and Actuating
Agency in Literacies Assessment

Michelle Honeyford, University of Manitoba

Chair:

Emily McConaughy, University of South Florida

Discussant:

Colleen Whittingham, Loyola University Chicago

Imagination as a pedagogical necessity: Exploring policy, after-school literacy spaces, and preservice teacher education

AREA 1. Pre-service Teacher Education in Literacy
Symposium

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta G

This symposium explores the intersections between
individual and social imagination and literacy learning
from both policy and practice perspectives.

We foreground ways in which higher education faculty
can and are finding ways to create “good trouble”
through innovative learning spaces where “the
capacities to think, question, doubt, [and] imagine the
unimaginable”(Giroux, 2018, p. 7) flourish. Teacher
education can serve as a point of leverage for
preparing pre-service teachers to include imagination
in their pedagogy.

Participants:

Play-based learning and “science of reading”: The
intersection of policy, practicality, and purpose in
early childhood literacy

Nancy Teresa Walker, University of La Verne;

Amy Ardell, Mount Saint Mary's University

Empowering elementary pre-service teachers:

Building historical imagination and empathy through
literature, role- play, and artifact interaction

Gretchen S Goode, University of Southern Mississippi;

Kim Laing, Harding University;

Tommie Killen, University of Southern Mississippi;

Sunny D Wells, University of Southern Mississippi

Self as superhero: Using imagination in

(re) constructing self and the world

Laurie MacGillivray, University of Memphis;

Margaret Curwen, Chapman University

Chair:

Amy Ardell, Mount Saint Mary's University

Discussant:

Devon Brenner, Mississippi State University

Navigating Tensions Between Literacy Philosophies and Socio-Political Contexts: Making Good Trouble

AREA 4. Public Engagement and Policy in Literacy
Symposium

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta H

This series of research studies will report on student
outcomes, involvement of families, technology
integration, and educators navigating restrictive
mandates in field experiences and literacy clinics. A
portal for discussion of how literacy clinic directors as
researchers make good trouble.

Participants:

Measuring Student Growth in Literacy Clinics

Rachael Waller, Montana State University Billings;

Mary L Hoch, National Louis University;

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Wednesday, December 4

Tracy Johnson, University of Indianapolis;
Shelly Solomon Huggins, Towson University;
Tiffany L. Gallagher, Brock University; Rebecca Rogers,
University of Missouri-St. Louis; Leslie Cavendish, High
Point University; Pelusa Orellana, Universidad de los
Andes; Barbara Vokatis, SUNY Oneonta; Brian Flores,
Salisbury University

Family Representation, Access, and Voice: An
Examination of the Multimodal Design of Literacy Clinic
Websites

Theresa Deeney, University of Rhode Island; Cheryl
Dozier, University at Albany; Shelly Solomon Huggins,
Towson University; Shadrack Msengi, Southern Illinois
University Edwardsville; Abigail Emily Ferris, University
at Albany; Martille Rene Elias, University of Missouri-St.
Louis; Rebecca Rogers, University of Missouri-St. Louis;
Miranda Brannum, University of Missouri St. Louis;
Doris Villarreal, University of Missouri-St. Louis; Liliane
dos Santos Jorge, Universidade Federal de Ouro Preto

Navigating without a Compass: The Absence of
Theoretical or Pedagogical Frameworks for technology
integration in field experiences and literacy clinics

Tammy Marsh Milby, University of Richmond; Joan
Anne Rhodes, Virginia Commonwealth University; Sheri
Vasinda, Oklahoma State University

An Exploratory Study of Tensions in Literacy Clinics
within their Socio-Political Contexts: How to advocate
to make good trouble?

Melinda S Butler, University of Southern Maine; Barbara
Laster, Towson University; Nadine Bravo, USM; Debra
Cohen Gurvitz, 721252

Chair:

Cheryl Dozier, University at Albany

Discussant:

Mary L Hoch, National Louis University

Literacy in the Era of Artificial Intelligence: Transformations and Implications

AREA 10. Literacy Media and Technology

Alternative Format Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 6th - Chastain 2

This session explores the intersections of literacy and
artificial intelligence by bringing together a diverse
cohort of researchers with varied epistemological,
theoretical, and methodological commitments.

Findings demonstrate rich and varied approaches to
understanding and reimagining AI's relation to such
issues as writing pedagogy, linguistic justice,
sociotechnical harm, and platformization. Together,
these papers show how literacy scholars can make
"good trouble" by interrogating literacy and AI through
decolonizing, globally informed lenses to shape more
just futures.

Participants:

Being Human in the Age of Generative AI: Young
People's Ethical Concerns about Writing and Living with
Machines Jennifer Higgs, University of California, Davis;
Amy Stornaiuolo, University of Pennsylvania

Humanizing Data Expression: Learning from Young
Media Journalists' AI Literacies Cherise McBride,
Stanford University; Clifford Lee, Northeastern
University

Denaturalising 'Intelligence' In Higher Education: AI As
a Rupture to Imagining and Manifesting Sustainable
and Anti-Colonial Literacies Lisa Bradley, University of
Glasgow; Mia Perry, University of Glasgow; Giovanna
Fassetta, University of Glasgow; Elizabeth Lucy Nelson,
University of Glasgow

Can Culturally Cognizant AI Solve the Computer
Technology Bias Problem? A View from Three Cultures
David Bwire Wandera, TCNJ

The Internet Doesn't Exist in the Sky: Literacy, AI, and
the Digital Middle Passage Mia Shaw, NYU; Stephanie
Toliver, University of Illinois Urbana-Champaign; Tiera
Tanksley, UCLA

AlgoRitmo Literacies in Gaming: Leveraging Chicana
Praxis to Reimagine AI Systems Arturo Cortez, CU
Boulder; Jose Ramon Lizarraga, University of Colorado,
Boulder; Edward Rivero, Teachers College at Columbia
University

Critical Posthumanist Literacy: Building Theory for
Reading, Writing, and Living Ethically with Everyday
Artificial Intelligence Sarah K Burriss, Vanderbilt
University; Kevin Michael Leander, Vanderbilt University
Speculative Capture: Literacy after Platformization
T. Philip Nichols, Baylor University; Ezekiel Juma Dixon-
Roman, Teachers College, Columbia University;
Julian Quiros, University of Pennsylvania

Exploring Relationality Through Literacy Engagements
with Generative Artificial Intelligence
Brady Nash, Miami University

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Wednesday, December 4

"It's like they are using our data against us": Counter-cartographies of AI Literacy
Ricardo Martinez, Pennsylvania State University
The Next Word: A Speculative Framework for Predicting the Benefits and Harms of Generative AI as a Resource for Learning to Write
Sarah Beck, New York University Steinhardt; Sarah Levine, Stanford University

Chairs:

Bradley Robinson, Texas State University

Ty Hollett, Penn State

Discussant:

Christian Ehret, The University of North Carolina at Chapel Hill

Literacy Instruction and Assessment in Higher Education Settings

AREA 14. Other Topics

Paper Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 6th - Chastain G

Participants:

Capstone Portfolios as accreditation and professional development tools: Early childhood candidates' experience. Laila Z Al-Salmi, Sultan Qaboos University

The study aims to investigate the perceptions of teacher candidates enrolled in an early childhood program (BEEd) towards the importance of producing the capstone portfolio. The purpose of using capstone portfolios is to provide evidence that Early Childhood Education Candidates (ECEC) have met international accreditation standards as stipulated by the National Association for the Education of Young Children (NAEYC) and realize desired teacher qualities in their program of study.

Understanding the Multimodal Literacies of Faculty in Disciplinary Postsecondary Classrooms

Haley Cristea, Salisbury University

What Makes a Math Word Problem Solvable and Clear? A Linguistic and Mathematical Analysis of Two-Step Additive Word Problems

Michelle Kwok, Texas A&M University; Miriam Marie Sanders, Texas A&M University; Micayla Gooden, Texas A&M University

Chair:

Ling Hao, University of South Carolina

Discussant:

George G. Hruby, University of Kentucky

Placed Based Pedagogies with Multilingual Learners

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

Paper Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 6th - Chastain H

Participants:

Incluyendo las literacidades del territorio en los currículos de lengua materna y extranjera en la Colombia rural

Tatiana Becerra, McGill University; Marcela Ramos, University of Glasgow; Nancy Palacios Mena, Universidad de los Andes

Discutimos los avances de un proyecto comunitario que responde a la creciente necesidad de valorar los saberes y literacidades de las comunidades rurales en los currículos escolares en Colombia. Analizamos la experiencia de una de las coautoras con un grupo de docentes rurales, e ilustramos cómo las literacidades de la comunidad, específicamente las que surgen de la relación con las plantas nativas, pueden nutrir los currículos escolares para responder a la necesidad de alfabetización pluriversal.

Indigenous and transnational Latinx children writing with the arts: A placemaking-justice pedagogy

Qinchun Li, University of Illinois at Urbana Champaign; Shuai Xu, University of Illinois at Urbana Champaign;

Idalia Nunez, University of Texas at San Antonio

Place-Based Literacies in Hawai'i Classrooms Brooke Ward

Taira, University of Hawai'i at Mānoa

Chair:

Grace Cornell Gonzales, University of Washington

Discussant:

Liz Murray, Bay Area Writing Project

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Wednesday, December 4

Equity through Literacy Partnerships and Discourse

AREA 14. Other Topics

Paper Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 6th - Chastain I

Participants:

Students as Partners: Using an Equity-oriented Critical Assessment Practices (CAPS) Approach in Reading to Empower Students and Inform Instruction *Elena Forzani, Boston University; Christina L. Dobbs, Boston University; Christine Montecillo Leider, University of Massachusetts Lowell*

Supporting In-Service and Pre-Service Teachers in Rethinking Formative Literacy Assessments *Alessandra Ward, Wheaton College; Courtney Hattan, University of North Carolina at Chapel Hill*

Chair:

Keri Rae Franklin, Missouri State University

Disciplinary Literacies in Digital Contexts

AREA 10. Literacy Media and Technology

Paper Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 6th - Chastain J

Participants:

Digital literacies for Disciplinary Learning: Theoretical Convergences and Methodological Expansions *Michael Manderino, Northern Illinois University; Jill Castek, University of Arizona*

Moving through the Messy Middle: Longitudinal Case Studies of Teachers' Computational Literacies *Robin Jocius, University of Texas at Arlington; Deepti Joshi, The Citadel; Melanie Blanton, Texas Tech University*

Empowering Children's STEM Understandings and Identities Through Video Read Alouds by BIPOC STEM Professionals *Anna Jennerjohn, Rockman et al Cooperative; Lauren M. Shea, American University;*

Katie Hessen, Twin Cities PBS; Alison Allen, Rockman et al Cooperative

Chair:

Melanie Blanton, Texas Tech University

Entrée into discourse analysis: Six discourse studies and a collaborative journey of becoming discourse analysts

AREA 11. Research Methods, Practices and Theory Alternative

Format Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 8th - Peachtree 1

We report on findings from six studies that use discourse analysis to explore the many facets of our roles as literacy scholars. Studies share a common goal of understanding how students, preservice teachers, and inservice teachers story their experiences and navigate multiple discourses related to literacy education. We will also discuss our questions, struggles, and triumphs as novices entering a methodological community as well as how we empowered each other through our collaborative working group.

Participants:

Examining how institutional discourses circulate in preservice teacher's talk about inquiry-based literacy mentoring *Molly Marek, The University of Texas at Austin*

Re-reading horror fiction: Learning alongside student authors *Christopher Terrazas, The University of Texas at Austin*

Examining the role of stories in developing teacher leader mentor identities *Valerie Taylor, The University of Texas at Austin*

Labors of equitable and responsive literacy instruction amid policy change and discourses of "learning loss" on one elementary campus *Kerry H Alexander, University of Maryland College Park*

Preservice teachers figuring themselves through historically and culturally responsive literature circles *Kelsie Corrison Burnett, University of Texas at Austin*

Navigating preservice teacher's text selection under the specter of censorship discourses *Erin Ashcraft, University of North Texas; Jessica Anne Murdter-Atkinson, The University of North Texas; Rachel Ranschaert, University of North Texas*

Chair:

Molly Marek, The University of Texas at Austin

Discussant:

Melissa Wetzel, University of Texas at Austin

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Empowering Teachers with Effective Instruction: Research on Interventions, Routines, and Texts in the Elementary Classroom

AREA 5. Early and Elementary Literacy Processes
Symposium
8:30 to 10:00 am
Westin Peachtree Plaza: Floor 8th - Peachtree 2

This symposium brings together research from five universities about a summer reading intervention, small-group reading instruction, and the use of complex texts. The research—conducted to establish instructional effectiveness (Papers 1 & 3) and to examine teachers’ practices and beliefs (Paper 2)—further our understanding of elementary instruction. Following the paper presentations, we invite a robust discussion of how to interpret and make use of these findings in an era when legislation, at times, constrains allowable practices.

Participants:
Effects of a Small-Group Summer Reading Intervention on K-2 Students’ Foundational Skills and Vocabulary *Blythe Anderson, University at Buffalo, SUNY; John Strong, University at Buffalo; David Anthony Fronczak, University at Buffalo*

Worth It or a Waste of Time? Examining Teachers’ Beliefs about Small- Group Reading Instruction *Kristin Conradi Smith, William & Mary; Lauren Hubbard Bales, William & Mary; Steve Amendum, University of Delaware*

Too Much Stretch? Advanced First Grade Readers in Above Grade Level Text Purpose and Theoretical Framework *Jake Downs, Utah State University; Katie Martz, University of Mississippi*

Chair:
David Anthony Fronczak, University at Buffalo

Discussant:
Seth Parsons, George Mason University

Digital Multimodal Reading Assessments for Social Justice in EFL Courses

AREA 3. Literacy Assessment, Learning, and Teaching
Poster Session
8:30 to 10:00 am
Westin Peachtree Plaza: Floor 6th - The Overlook

Participant:
Integrating Digital Multimodal Reading Assessments for Social Justice in EFL Classes: A Case Study in Saudi Arabia *Shazia Hamid, University of South Carolina*

인도네시아 아동 문해력 교육 모형 개발 연구 (A Development of Framework for Indonesian Literacy Education in Grades 1-3)

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Symposium
10:15 to 11:45 am
Westin Peachtree Plaza: Augusta C

이 연구는 한국 초록우산어린이재단과 함께 인도네시아 초등학교 저학년(1-3학년) 아동의 문해력 증진을 위한 교육 모형의 개발을 목적으로 한다. 본 세션에서는 세 가지 내용에 대해 다룰 것이다. 첫째, 인도네시아의 초등학교 1-3학년 문해력 교육의 현실을 현장 연구 및 문헌 연구를 통해 살펴보았다. 둘째, 문헌 검토를 통해 인도네시아 학생들의 문해력 신장에 도움이 될 교수-학습 내용을 소개하였다. 마지막으로, 인도네시아의 학교, 가정, 공동체를 아우르는 사회, 문화적 맥락을 고려한 교육 모형을 제안하였다.

Participants:
The Issues of Early Literacy Education in Indonesia: Based on the Results of Literature Review and Fieldwork *Chaeyun Lee, Hanyang University; Dohyeong Kwon, Hanyang University*

Effective and Evidence-Based Methods of Early Literacy Instruction and Assessment *Hyeryung Kim, Hanyang University; Sohee Park, William Paterson University*

The Framework for Pedagogically Effective and Culturally Sustaining Education for Children's Literacy and Learning (PCELL Framework) *Byeong-Young Cho, Hanyang University*

Chair:
Bong Gee Jang, Syracuse University
Discussant:
Kewman M. Lee, Missouri State University

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Activism, Rule Breaking and Counter-Narratives in Literacy Research

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

Paper Session

10:15 to 11:45 am

Westin Peachtree Plaza: Floor 7th - Augusta D

Participants:

Rulebreaking as Leadership: How Students Disrupted Adult-Designed Spaces to Restory and Reclaim *Amy Walker, Kent State University; Casey Pennington, State University of New York-Cortland*

Using Asian Americans' Counter-Narratives for Social Justice and Equity *Chaehyun Lee, Southeastern Oklahoma State University*

Voices of Activism from Latina Writers' Contemporary Literary Discourses *Yudis Judith Contreras, Universidad de Cartagena; Sonia Maria Jerez, Universidad de Cordoba*

Chair:

Judith Dunkerly, Old Dominion University

Discussant:

Alicia Rusoja, University of California, Davis

Children and Critical Literacies: Composition, Empathy, and Justice

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

Paper Session

10:15 to 11:45 am

Westin Peachtree Plaza: Floor 7th - Augusta E

Participants:

Disability Sustaining Pedagogy in Elementary Literacy Instruction *Amy Tondreau, University of Maryland, Baltimore County; Laurie Rabinowitz, Skidmore College*

It is important for elementary educators to know how to match literacy content and pedagogy to the strengths and needs of racially, ethnically, linguistically and ability diverse students.

Building Selfies Together: Collaborating with Children through Critical Literacy Encounters *Diane Renee Collier, Brock University; Melissa McKinney-Lepp, District School Board of Niagara; Simranjeet Kaur, Brock University*

Co-Designing Literacies with Children: Making Critical Empathy *Melissa McKinney-Lepp, District School Board of Niagara; Simranjeet Kaur, Brock University; Diane Renee Collier, Brock University*

Chair:

Fuyi Feng, The Ohio State University

Discussant:

Sara Jones, Illinois State University

Teacher actions that promote language and literacy

AREA 5. Early and Elementary Literacy Processes Paper Session

10:15 to 11:45 am

Westin Peachtree Plaza: Floor 7th - Augusta F

Participants:

Cycle of Responsibility: A New Model for Early Literacy Teaching and Learning *Adrienne Minnery, Shelton Public Schools; Antony T Smith, University of Washington Bothell*

Teaching English Pragmatics in Chinese Elementary Classrooms: An Exploration of Chinese EFL Teachers' Cognition of Pragmatics *Qiuying Wang, Oklahoma State University*

Trust Building in Reciprocal Relationships: Connecting Pre-Service Teacher Actions with PreK Student Perceptions of Trust *Sarah Campbell Lightner, West Chester University; Sara E Mohler, West Chester University; Katie Solic, West Chester University of Pennsylvania; Lisa A Gordon, West Chester University*

Chair:

Emily Machado, University of Wisconsin-Madison

Nepantla and Testimonio

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

Paper Session

10:15 to 11:45 am

Westin Peachtree Plaza: Floor 6th - Chastain G

Participants:

Exploring Secondary Dual Language Teacher Ideologies via Testimonio and Critical Action Research

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Wednesday, December 4

Massiel Zaragoza, University of Illinois at Chicago
Nepantla: Testimonio and Cuentos from the
In-Between *Mónica Baldonado-Ruiz, San Diego
State University*

“Our Parents Believed that We Should Learn Spanish
the Right Way”: Texas Escuelitas and Spanish Literacy
as Sites of Ideological Negotiation *Enrique David
Degollado, The University of Iowa*

Chair:

Rosa Chavez, Texas Tech University;

Discussant:

Patricia E Venegas-Weber, University of Washington

Reading practices and challenges

AREA 5. Early and Elementary Literacy Processes
Paper Session

10:15 to 11:45 am

Westin Peachtree Plaza: Floor 6th - Chastain H

Participants:

A Meta Analysis of Readers Theater Jerome
Dagostino, The Ohio State University; *Emily Rodgers,
The Ohio State University*

Do Children Experiencing Reading Difficulties Display
Differentiated Use and Development of Reading
Strategies in the Elementary Grades? *Nicole M Martin,
Ball State University*

Young Children’s (K-3) Comprehension Monitoring: A
Systematic Literature Review from 2000-2023
*Poonam Arya, Wayne State University; Tanya Christ,
Oakland University; Iman Bakhoda, Oakland
University*

Chair:

Margaret Vaughn, Washington State University

Poetic, Theatrical, Creative, and Critical Literacies

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

Paper Session

10:15 to 11:45 am

Westin Peachtree Plaza: Floor 6th - Chastain I

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

Paper Session

10:15 to 11:45 am

Westin Peachtree Plaza: Floor 6th - Chastain I

Participants:

Women as Creative Writers: Leveraging the Aesthetic
and the Critical for Activism *Honor B. McElroy,
Salisbury University*

This qualitative study, grounded in feminist
methodologies (Sprague, 2016), documented how six
women used their creative writing as tool to leverage
aesthetic and critical dimensions in the activist texts
(Kynard, 2011). Findings documented that
participants leveraged the aesthetic and the critical as
they composed activist texts by using craft techniques
to build counter stories, to witness intersectional
experiences of oppression, and to de-pathologizing
societal stereotypes and prejudices regarding gender,
mental health, rurality, sexuality, and race.

Riding with Ruth: puppet theatre and the antiracist
socialization of white families. *Michael Haverty,
Georgia State University*

Chair:

Jo Hawke, Tulsa Community College

Discussant:

Karis Jones, Empire State University - SUNY

Early Literacy and Curricular Resistance

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

10:15 to 11:45 am

Westin Peachtree Plaza: Floor 6th - Chastain J

Participants:

Investigating Small Group Instruction in K-1
Classrooms *Lisa Cortez Hendricks, Michigan State
University; Lori Bruner, University of Alabama; Tanya
S. Wright, Michigan State University*

Retrospective: The Enhancing Literacy Instruction in
Inquiry-Based Kindergartens Project and the Right to
Read Inquiry in Ontario, Canada *Meridith Lovell-
Johnston, Lakehead University; Sonia Mastrangelo,
Lakehead University*

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Wednesday, December 4

Teachers' Principled Resistance to Curricular Control:
A Theoretical Literature Review *Andrew Huddleston, Abilene Christian University; Stephanie Talley, Abilene Christian University*

Chair:

Noel Blevins, The Ohio State University

Design-Based Experiments in Literacy Research

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta 1

The annual conference theme: "Empowerment literacy(ies): Making good trouble that actuates agency," calls for literacy research and researchers to empower teachers, students, parents/guardians, administrators, and community members. 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. To ensure that all voices are uplifted, the focus of this year's study group highlights the voices and research of doctoral students.

Chair:

Leslie Dawn Roberts, Georgia Southern University

Presenters:

Allison Phillippe, Michigan State University

Molly Marek, The University of Texas at Austin

Neisha Terry Young, Drexel University

Literacy and Identities Study Group

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta 2

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.

Chair:

Grace Enriquez, Lesley University

Katherine Frankel, Boston University

Christine Leighton, Emmanuel College

Lindsey Moses, Arizona State University

Christopher Wagner, Queens College, City University of New York

Oscar S. Causey Award Meeting

Meeting

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta 3

History ICG Meeting

Meeting

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta A

J. Michael Parker Award Meeting

Meeting

12:00 to 1:00 pm

Westin Peachtree Plaza: Augusta B

Technology and Digital Communications Committee Meeting

Meeting

12:00 to 1:00 pm

Westin Peachtree Plaza: Augusta C

Word Study: Phonics, Vocabulary, and Spelling

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta D

This study group shares approaches and perspectives on different dimensions of word knowledge and instruction. Speakers this year include Bill Nagy, Crystal Wise, Blythe Anderson, Dana Robertson, Christina Dobbs, Chris Leider, Rachel Knecht, Sarah Lupo,

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Wednesday, December 4

Dixie Massey, and Dianna Townsend. Topics include: morphology, word consciousness, explicit instruction in word knowledge, professional learning related to word knowledge, the absence of criticality in vocabulary research, and the role of foundational skills in adolescent literacy contexts.

Presenters:

William Elmer Nagy, Seattle Pacific University

Crystal Wise, University of Minnesota

Blythe Anderson, University at Buffalo, SUNY

Christina L. Dobbs, Boston University

Christine Montecillo Leider, University of Massachusetts Lowell

Kevin M Wong, Pepperdine University

Rachel Knecht, Brigham Young University

Sarah M Lupo, James Madison University

Dixie D. Massey, Seattle Pacific University

Dana A Robertson, Virginia Tech

Chair:

Laura Tortorelli, Michigan State University

Approaches to Discourse Analysis

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta E

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.

Chair:

Laura A Taylor, Rhodes College

K-12 Public School Educators Study Group

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta F

Panelists:

Fenice B. Boyd, University of South Carolina

Cynthia H. Brock, University of Wyoming

Elizabeth White, University of South Carolina

Brad Washington, Newberry Elementary School

Alyssa Powers, Oak Pointe Elementary

Tiffany Palmatier, Center for Inquiry

Tammer Gary, Center for Inquiry

Barney Lacock, Wind River and Crowheart Elementary Schools

Chad Lemley, Wind River Elementary

Edward Ferguson, Wind River Elementary

Alice Debrow, E. B. Ellington Elementary

Thomas Beck, E. B. Ellington Elementary

Camriel Kostreva, Lander Valley High School

Kristy Nelson, Lander Valley High School

Publications Committee Meeting

Meeting

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta G

International ICG Meeting

Meeting

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta H

STAR Welcome Luncheon

Reception

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 6th - Chastain F

If I Knew Then What I Know Now: Researchers' Perspectives

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 6th - Chastain G

This study group, sponsored by LRA's Research Committee, is designed to support doctoral students and emerging scholars' transition into the academy and research community. Literacy scholars, at different points in their careers and from diverse research perspectives, will share

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Wednesday, December 4

personal narratives and insights about their professional and academic trajectories (obtaining a tenure-track position, evolving their research agenda, and serving as external tenure reviewers) empowering others to take agency over their own professional journeys.

Chair:

Katina Zammit, Western Sydney University School of Education

Panelists:

Ian O'Byrne, College of Charleston Dominique

Skye McDaniel, Kennesaw State University

Stephanie Toliver, University of Illinois Urbana-Champaign

Lori Czop Assaf, Texas State University Julie L Coiro, University of Rhode Island

Jennifer H Alford, Griffith Uni Nicole Mirra, Rutgers University

Alex Corbitt, SUNY Cortland

Tiffany Nyachae, Penn State University

Re-examining the Role of AI in times of trouble and its role to accentuate agency

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 6th - Chastain H

The International Study Group will provide opportunities for researchers with interest in international literacy teaching to share their experiences with respect to using AI in times of trouble and conflicts. The question is how what at the beginning often seems to be bad trouble can be transformed into good trouble and what role AI can play in this. Can AI help finding solutions and become an active agent in solving pressing issues in the world?

Presenter:

Desiree M Pallais, University of Texas at Austin

Bettina Buch, University College Absalon

Chair:

Claudia HildeFinkbeiner, University of Kassel

Adult, Family, and Community Literacies Study Group

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 6th - Chastain I

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, established and emerging literacies scholars will facilitate participants' collaboration to create an "unconference" agenda and host related conversations around themes described below. Wednesday: Adult Literacies Thursday: Community Literacies Friday: Family Literacies

Presenters:

Tisha Lewis Ellison, University of Georgia

Vera Lee, Drexel University

Jin Kyeong Jung, Texas Tech University

Chair:

Leah Saal, Loyola University Maryland

Authoring as Multimodal Practice Study Group

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 6th - Chastain J

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.

Chair:

Melanie Reaves, Montana State University Billings

Presenters:

Karen Ventura-Kalen, Eastern Washington University

Corrie Dobis, North Carolina State University George

Alan Kamberelis, Kent State University

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

GRADUATE SPECIAL SESSION: Interrogating and Resisting the Power of Censorship

Special Sessions

Alternative Format Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 7th - Augusta 1

Censorship has become a power mechanism to suppress knowledge, and diverse identities. Out of fear of losing their source of income and professional career, educational stakeholders such as teachers, librarians, and school administrators have succumbed to censorship and silence. Hence, a culture of silence threatens freedom of expression. To that end, this doctoral special panel session seeks a space in which expert panelists can share their scholarship and ways to resist the power of censorship.

Chair:

Salondra Griggs, Doctoral Student

Presenters:

Blessing Chidiebere Emodi, University of South

Carolina Natalya Stepanova, Doctoral student

Discussant:

Kristie Clawson Camp, University of South Carolina

Bilingual Books to Promote Language and Biliteracy Learning

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

Alternative Format Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 7th - Augusta 2

In this session, we share findings from the first year of a study about reading and discussing bilingual books with fourth-grade students. The research explored the affordances of bilingual books as an instructional tool for promoting language and literacy learning. Audience interaction includes refining the bilingual reading protocol in the design-based study and providing feedback on emergent analysis of bilingual transcripts from book discussions.

Participants:

Translanguaging as a Supportive Comprehension Strategy

Bailey Santos, Student Researcher

Translation to Build Metalinguistic Awareness

Laura Beth Kelly, Rhodes College

Exploring the Cultural Relevance of English-Spanish Bilingual Books with Latinx Students

Bailey Santos, Student Researcher

Chair:

Laura Beth Kelly, Rhodes College

Discussant:

Lisa Domke, Georgia State University

Artificial Intelligence (AI) and Literacy Education: A Critical Sociotechnical Perspective

AREA 10. Literacy Media and Technology Symposium

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 7th - Augusta 3

This symposium explores the evolving relationship between literacy education and artificial intelligence (AI) technologies, and related implications for equity-oriented research, policy, and practice. Convening scholars whose work cuts across theories, methods, and research contexts, the papers offer multiple entry points for weighing the genealogies, pedagogies, and strategies that may be of use in clarifying the relations between AI and literacy education and their stakes for educational justice.

Participants:

AI platforms and writing instruction: Educational equity in new learning ecologies **Robert LeBlanc**, University of Lethbridge; **Amy Stornaiuolo**, University of Pennsylvania; **Jennifer Higgs**, University of California, Davis; **T. Philip Nichols**, Baylor University; **Roberto de Rook**, University of California, Santa Cruz

“The way we rely on AI to do things”: Young People’s Contemplations of Human Activity, Generative AI, and Ethics **Jennifer Higgs**, University of California, Davis; **Amy Stornaiuolo**, University of Pennsylvania

Writing with AI: Young People’s Creative Digital Writing Practices **Amy Stornaiuolo**, University of Pennsylvania; **Rabani Garg**, University of Pennsylvania
Speculative Capture: AI and Platforms **T. Philip Nichols**, Baylor University; **Alexandra Thrall**, Baylor University; **Julian Quiros**, University of Pennsylvania; **Ezekiel Juma Dixon-Roman**, Teachers College, Columbia University

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Chair:

Amy Stornaiuolo, University of Pennsylvania

Discussant:

Kevin Michael Leander, Vanderbilt University

Movements and Flows: Literacy Development Across Classrooms, Families, and Communities

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

Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 7th - Augusta A

Participants:

Teachers' and Parents' Perspectives on Two-Way Communication *Laura Teichert, Western Michigan University*

Play as Literacy: Exploring Play with Families in Community-Design Projects *Kristina Marie Stamatis, University of Nebraska Omaha; Debora Wisneski, University of Nebraska Omaha*

Home-School-Connection Framework: Elevating Familial Engagement Capital to Build Bridges Towards Multilingual Multiliteracies *Kristen L. Pratt, Western Oregon University; Andrea Miller Emerson, Western Oregon University; Jaclyn Caires Hurley, Western Oregon University; Maria Dantas-Whitney, Western Oregon University*

Moving across different ways of understanding migration in a classroom *Gautam Bisht, Northwestern University; Wan Shun Eva Lam, Northwestern University; Patricia Minegishj Delacruz, Evanston Township High School; Tori Yunha Choi, Northwestern University*

Chair:

Basak Cermikli Ayvaz, Vanderbilt University

Discussant:

Renata Love Jones, Georgia State University

Studying Entanglements: Research Making Good Trouble

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

In and Out of School

Symposium

1:15 to 2:45 pm

Westin Peachtree Plaza: Augusta B

New materialism, posthumanism, and agential realism give educational researchers new ways to think about data. In this session three researchers attempt to take on these perspectives by analyzing data relative to early literacy learning, school children's explorations of animal rights, and teachers' artistic responses when studying indigenous rights. These theories make good trouble challenging taken-for-granted assumptions about literacy education and research and by recognizing the entanglements that implicate literacy in relations of injustice.

Participants:

The Entanglement of Matter and Meaning: A Posthuman Account of the Emergence of a Child's Picturebook *Hilary Janks, University of the Witwatersrand*

Re-turning to Collage: An Entanglement with Agential Realism *Mitzi Lewison, Indiana University; Lee Heffernan, MCCSC*

Entanglements as Provocation *Jerome C Harste, Indiana University*

Chair:

Hilary Janks, University of the Witwatersrand

Discussant:

Jaye Johnson Thiel, University of Alabama

Current Trends in Literacy Curriculum, Policy, and Research: Considerations for Students of Color and Multilingual Learners

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

Symposium

1:15 to 2:45 pm

Westin Peachtree Plaza: Augusta C

This symposium brings together research from four research teams located in geographically-distinct areas across the U.S. to explore how current approaches to literacy policy, curricula, and instruction are impacting teachers and students, particularly multilingual learners and students of color. Our session explores how issues of equity have been neglected in this discussion, even as the branding around current approaches has marketed them as having attention to equity.

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Wednesday, December 4

Participants:

Navigating Current Approaches to Literacy Instruction with Multilingual Learners: A Comparative Case Study

Faythe Beauchemin, Boston College; Jessica Somerville-Braun, Skidmore College; Lindsey W Rowe, Clemson University

Teaching all Children to Read: Can Phonics be the Singular Solution? *Catherine Compton-Lilly, University of South Carolina*

Teacher Agency in the Era of the Science of Reading *Socorro Herrera, Kansas State University; Ester de Jong, University of Colorado Denver*

Understanding the Relationship Between Literacy and Thriving *Michiko Hikida, Ohio State University; Leah Duran, University of Arizona*

Chair:

Faythe Beauchemin, Boston College

Discussant:

Lara J Handsfield, Illinois State University

Healing and Empowering Curriculum Practices

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

Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 7th - Augusta D

Participants:

Community, Spirituality, School, and Self-Expression:

The Healing Local Literacy Practices within a Residential Facility for Trafficking Survivors *Gretchen S Goode, University of Southern Mississippi; Sunny D Wells, University of Southern Mississippi; Kimberly A Hogan, University of Southern Mississippi; Tommie Killen, University of Southern Mississippi; Rebecca R Lavigne, University of Southern Mississippi; Megan Simmons, N/A*

Empowering Young Bilingual Children: Agency Through Multimodal Responses *Ling Hao, University of South Carolina*

Testimonio as Anti-Oppressive Literacy Pedagogy with Newcomer Immigrant Youth *Kongji Qin, New York University*

Chair:

Kongji Qin, New York University

Discussant:

Doris Villarreal, University of Missouri-St. Louis

Children and Youth Oriented Literature and Literacies: Representation, Allyship, and Justice

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

Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 7th - Augusta E

Participants:

Books as Metaphors: Unveiling Power Dynamics and Possibilities in Children's Literature Representation

Rashid Alaji Murillo, Oklahoma State University

Children's literature as a tool for cultivating agency and resistance: Racial awareness and the search for allyship and praxis. *Colleen Hill, University of Arizona/New Mexico State University*

"We can talk about something that's important": Youth reimagining book clubs as spaces for social justice *Mary McConnaha, Michigan State University; Joanne E. Marciano, Michigan State University; Brittany Brewer, Michigan State University; Lauren Elizabeth Reine Johnson, University of Illinois at Chicago*

Chair:

Jackie Ridley, Kent State University

Discussant:

Michelle Kwok, Texas A&M University

Multilingual Readers and Learners

AREA 6. Adolescent, College, and Adult Literacy Processes

Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 7th - Augusta F

Participants:

"If you haven't read so much, you don't have much to share": Multilingual readers' intrahistorias on their motivation to read. *Kristhyna Fermin, Western Michigan University*

L2 Students' Cultural Schema and Reading Strategy Use During Online Multimodal Reading *Hyoju Ahn, Northern Illinois University; Seongryeong Yu, Old Dominion University*

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Wednesday, December 4

Understanding College Students' Attitudes and Perceptions about Collaborative Reasoning Discussion in an EFL Classroom in Bangladesh *Raju Ahmed, PhD student, University of Houston; Ashika Bari Jotee, Assistant Professor, American International University-Bangladesh; Jie Zhang, University of Houston; Kh Atikur Rahman, BSMR Maritime University*

Building Community Agency: Latinx Adults Learning English within Safe Spaces *Sally Brown, Georgia Southern University; Alisa Leckie, Georgia Southern University; Nahiris Dinel Lugo-Munoz, Georgia Southern University*

Chair:

Inviolata L Sore, St. John's University

Discussant:

Kristen Perry, University of Kentucky

Multimodality in early childhood and elementary settings

AREA 5. Early and Elementary Literacy Processes Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 7th - Augusta G

Participants:

“That storrey reminse you to be cefl”: A Multimodal Analysis of A First-Grader’s Blended Genre Composition *Stephanie F. Reid, University of Cincinnati; Lindsey Moses, Arizona State University; Danielle Rylak, University of Oklahoma*

The Prototypicality of Teacher Questioning During Dialogic Discussions With Three Types of Text: Print-Only, Print- Plus Image, and Video-Only *Kristin Keane, Stanford University; Rebecca Silverman, State of California*

When Joint Attention Meets Expertise: Third-Graders’ Digital Collaborative Multimodal Writing Processes *Amanda Yoshiko Shimizu, Vanderbilt*

Chair:

Liz Murray, Bay Area Writing Project

Racial and Historical Literacy Development and Practices

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

In and Out of School

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

In and Out of School

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 7th - Augusta H

Participants:

Creating the Conditions for Adolescent Racial Literacy Development in Conversations about Historical Acts of Racialized Violence *Emma Bene, Stanford University; Stephanie Robillard, Saint Mary's College of California*

A Sonic-Affect Framework for Critical Hip Hop Literacy *Viraj Patel, Illinois State University*

Making Visible He Taura Here Tangata (The binding rope that ties people together over time) *Janet S. Gaffney, University of Auckland; Sophie Tauwehe Tamati, University of Auckland; Mary M Jacobs, Auckland University of Technology; Alison M-C Li, University of Auckland*

We explored storied-conversations as a way to strengthen connections among children, families and teachers in a primary school in a superdiverse city in Aotearoa-New Zealand. Eleven triads (child-family-teacher) with a facilitator shared stories about their everyday lives three times across the year. Stories were expressed in home languages in multimodal and embodied ways. The strands of stories made connections visible to the teller and the listeners, forming a binding rope that tied the individuals together.

Chair:

Kwangok Song, University of Kansas

Discussant:

Rachelle Sarah Savitz, East Carolina University

STAR Award Mentoring Event & Committee Meeting

Meeting

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 6th - Chastain 1

Multilingual Writing Development

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

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Wednesday, December 4

Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 6th - Chastain G

Participants:

Understanding the role of discourse markers in middle school writing: Insights from academic language analysis and student language status *Angelica DaSilva, Middle Tennessee State University; Janna Brown McClain, Middle Tennessee State University*
Some scholars of bilingualism and literacy argue that the dominant focus on academic language, academic vocabulary, and the use of Standardized American English in U.S. K-12 schools has negative consequences for emerging bilingual and multilingual students (Garcia & Leiva, 2014).

Use of Mind Mapping in EFL Writing Instruction for Chinese Middle School Students: A Pilot Study *Xinyan Fu, North Carolina State University; Jackie Eunjung Relyea, North Carolina State University*

Writing Strategies for Elementary Multilingual Writers: A Systematic Literature Review

Bethany Lewis, NC State University

Chair:

Janna Brown McClain, Middle Tennessee State University

Discussant:

Sara Anne Field, George Mason University

Supporting multilingual learners' acquisition of early literacy

AREA 5. Early and Elementary Literacy Processes Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 6th - Chastain H

Participants:

Bilingual Students' Meaning-making Strategies when Exploring Wordless Picturebooks in Interactive Shared Reading *Chaehyun Lee, Southeastern Oklahoma State University*
Harmonizing Learning in Everyday Life: Understanding Child-Centered Multimodal Literacy Practices in Various Social

Settings *Lin Wang, Laurentian University; Jeffrey Wood, Laurentian University*

This sociolinguistic study aims to explore the multimodal literacy engagement of Max, a 7-year-old multilingual child in various social settings, such as the Youth Orchestra, and the swimming club, etc. Observed and documented by Max's mother, a parent-researcher, artifacts such as sheet music, concert invitations, and swimming heat sheets were collected to understand the complexity of literacy and a child's engagement with multimodal literacies practices.
keywords: multimodal, multilingual, literacy, literacy practices, social and cultural

Supporting Concept and Vocabulary Knowledge with Multilingual Preschoolers: A Guided Drawing Intervention *Christina Marie Cassano, Salem State University; Kathleen A Paciga, Columbia College Chicago*

Chair:

Dana A Robertson, Virginia Tech

Oral language and disciplinary literacy practices in early and elementary classrooms

AREA 5. Early and Elementary Literacy Processes

Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 6th - Chastain I

Participants:

"Language is a part of everything": Early childhood teachers' conceptualization of language learning *Erin Elizabeth Flynn, University of Michigan*

How to Read Like A Scientist: The Iterative Refinement of Books and Literacy Supports for an Elementary Science Curriculum *Amanda C Dahl, Michigan State University; Tanya S. Wright, Michigan State University*

"Keep the frogs alive!": Authentic Writing Opportunities through an Inquiry-Based Approach in an Early Childhood Classroom *Stephanie Branson, Northern Arizona University; Victoria Damjanovic, Northern Arizona University; Jennifer Ward, Kennesaw State University*

Chair:

Zoi A. Traga Philippakos, University of Tennessee-Knoxville

Enacting Care and Sustainability in Teacher Education During Divisive Times

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

Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 6th - Chastain J

Participants:

Seeking Sustainability: Strategies for Enacting Justice and Equity in Divisive Contexts *Jennifer Ervin, University of Wisconsin Eau Claire*

Teachers Use Care to Repair Their Lives, Pedagogies, and Curricula: Defining and Circumnavigating Care in Community *Ashleigh A Allen, OISE, University of Toronto*

"The system is on fire, but my classroom is okay": Justice and Equity-Oriented Pedagogies in Georgia's Secondary ELA Classrooms *Jennifer Ervin, University of Wisconsin Eau Claire*

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Chair:
Chad H Waldron, Central Michigan University
Discussant:
Chad H Waldron, Central Michigan University

Beyond Third Grade: Exploring Research on Foundational Word Reading Skills With Older Readers

AREA 3. Literacy Assessment, Learning, and Teaching Symposium
1:15 to 2:45 pm
Westin Peachtree Plaza: Floor 8th - Peachtree 1

The development of word reading skills is emphasized in the primary grades and often ignored in upper-elementary and secondary grades. However, instruction in multisyllabic word reading, syntax, and fluency, including repeated readings and prosody instruction, all meaningfully contribute to reading comprehension for older readers. This symposium investigates this research and proposes solutions and paths for future research to support word recognition and fluency skills with students in grades three-twelve.

Participants:

Yes, They Can Read Hard Words: Multisyllabic Decoding Achievement at the End of Elementary School Laura Tortorelli, Michigan State University; John Strong, University at Buffalo; Blythe Anderson, University at Buffalo, SUNY

Promoting Fluency in Complex Text with Repeated Reading Jake Downs, Utah State University; Alycia Cole, Utah State University

The Effects of Syntax-Focused Reading Instruction on Students' Syntactic Knowledge Rachel Knecht, Brigham Young University; Dianna Townsend, University of Nevada, Reno; Vickie Smith Barrios, University of Nevada, Reno

Exploring the Influence of Prosody Instruction on Adolescents' Comprehension Purpose Sarah M Lupo, James Madison University; Alexa Quinn, James Madison University College of Education

Chair:

Jake Downs, Utah State University

Discussant:

Elfrieda H. Hiebert, TextProject

Coming Together as Academia Works to Keep us Apart: Teacher Education Research Study Groups as a Mechanism for Change

AREA 14. Other Topics Symposium
1:15 to 2:45 pm
Westin Peachtree Plaza: Floor 8th - Peachtree 2

This symposium features three studies stemming from LRA's Teacher Education Research Study Group, covering a range of topics—from mitigating teacher educator burnout to interrogating niceness and whiteness in teacher education—and theoretical and conceptual frameworks. In working together, sharing the burden of research, teaching, and service, we share how the group has become a mechanism for higher education faculty to collaboratively fight against the institutional barriers that work to keep us apart.

Participants:

Resisting Narratives of Higher Education as a Labor of Love Marliese Peltier, Ball State University; Courtney Shimek, West Virginia University

Resisting Narratives of Niceness and Whiteness in Teacher Education Wendy Gardiner, Pacific Lutheran University; Tierney B Hinman, Auburn University; Amy Tondreau, University of Maryland, Baltimore County

Resisting Narratives of Performativity as Academic Productivity Tierney B Hinman, Auburn University; Amy Tondreau, University of Maryland, Baltimore County; Wendy Gardiner, Pacific Lutheran University

Chair:

Heidi Lyn Hadley, Auburn University

Discussant:

Seth Parsons, George Mason University

A Relational Literacy Research Perspective on Students Neighborhood Place-based Experiences, Literary Responses to and Production of Cli-fi, and AR Experiences with Climate Change Impacts

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Symposium
3:00 to 4:30 pm
Westin Peachtree Plaza: Floor 7th - Augusta 1

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Wednesday, December 4

This session adopts a relational perspective on methods for conducting literacy research based on elementary students responding to picture books and sharing experiences with climate change impacts on their local neighborhoods; research on students' relational responses to portrayals of climate change images in cli-fi literature for producing their cli-fi literature; and students' AR experiences of a desert walk to voice their perceptions with peers about their perceptions of climate change impacts on the desert. Participants:

Walking in Freshness: Placemaking as Mediating Relational Climate Literacies *Alexandra Panos, University of South Florida; Kristin Valle Geren, University of South Florida*

Students' Relational Responses to and Creation of Cli-fi *Richard Beach, University of Minnesota*

Critical Place Inquiry: Exploring Relationality on an Augmented Reality Hike *Kelly Jay Smith, University of Arizona; Jill Castek, University of Arizona*

Chair:

Richard Beach, University of Minnesota

Discussant:

Rebecca L Woodard, University of Illinois Chicago

Asset Pedagogies in Teacher Education: Engaging Preservice Teachers in Family, Community, and Out-of-School Literacies

AREA 1. Pre-service Teacher Education in Literacy Symposium

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta 2

This session includes four talks, presenting how five teacher educators incorporate family, community, multicultural literature, and out-of-school literacies into teacher education programs. This session showcases innovative pedagogical strategies to center on multiculturalism and multilingualism within literacy courses and extracurricular activities. Grounded in the concept of literacy as power, emancipation, critical thought, and self-agency, each teacher educator created opportunities for predominantly white teacher candidates to experience rich points or rupture in their teacher preparation program.

Bringing Family Literacy to Classroom: Redesign of ELA Preservice Teacher Methods Courses for Equitable Instruction *Min-Seok Choi, University of Louisiana at Lafayette; Jungmin Lee, University of Louisiana at Lafayette*

Pre-service Teachers' Journey in Book Club: Theories into Practice *Sunah Chung, University of Northern Iowa*

Transnational Reading: Preservice Teachers' Response to Multicultural Children's Literature *HeeYoung Kim, West Texas A&M University*

Projective Agency of Preservice Teachers: Enacting Culturally Sustaining Translanguaging Literacy Pedagogy *Heeok Jeong, Stephen F. Austin State University*

Chair:

Kristen L. Pratt, Western Oregon University

Discussant:

Kwangok Song, University of Kansas

Digital Methods in a Postdigital World: Ethical and Participatory Considerations for Multiscalar Inquiry

AREA 11. Research Methods, Practices and Theory Symposium

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta 3

For scholars interested in researching literacies in a postdigital world, one where literacy is fully subsumed by the digital infrastructures that make it possible, it is essential to develop methods that can reckon with the complex interplay of literacy and technology. This symposium features innovative methodological approaches for understanding learning with/through/about digital technologies in a postdigital age, with attention to critical and ethical dimensions of how digital platforms are shaping literacies.

Participants:

Parametrizing "the Digital": Education Research Methods for Platform Ecologies *T. Philip Nichols, Baylor University; Robert LeBlanc, University of Lethbridge; Alexandra Thrall, Baylor University*

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Wednesday, December 4

The collaborative critical walkthrough: Theorizing screencapture for participatory methods in a postdigital age *Amy Stornaiuolo, University of Pennsylvania; Rabani Garg, University of Pennsylvania; Mary Elizabeth Talian, University of Pennsylvania; Clara Abbott, University of Pennsylvania; Jen Freed, University of Pennsylvania*
Comment Threads Unraveled: Scraping the Surface of a Digital Reading Platform *Bradley Robinson, Texas State University; Heidi Lyn Hadley, Auburn University*
Chair:

Amy Stornaiuolo, University of Pennsylvania

Discussant:

Anna Smith, Illinois State University

Examining Large-Scale Literacy Coaching Initiatives in Three States

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

Symposium

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta

A Literacy coaching has been shown to have a measurable positive impact on teachers' instruction. However, little is known about what happens during the coaching process, especially as part of statewide coaching initiatives. In this symposium, we present research examining large-scale coaching initiatives in three states: Georgia, Michigan, and North Carolina. Our session includes discussion among presenters and participants and considers avenues for future research to better understand and improve literacy coaching initiatives.

Participants:

Examining High-Performing Districts' Professional Learning and Coaching Supports within Georgia's L4GA Initiative *Gary E Bingham, Georgia State University; Rebecca Rohloff, Augusta University; Rihana S Mason, Georgia State University*

Understanding the Implementation of Literacy Coaching Under Michigan's Read by Grade Three Law *Tanya S. Wright, Michigan State University; Lori Bruner, University of Alabama*

The Role of Literacy Coaching in North Carolina's Statewide Science of Reading Initiative *Jill Grifenhagen, NC State University; Jill S. Jones, North Carolina State University*

Chair:

Tanya S. Wright, Michigan State University

Discussant:

Sharon Walpole, University of Delaware

Time, Power, Social Change, and Learning in Literacy Research

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

3:00 to 4:30 pm

Westin Peachtree Plaza: Augusta B

This symposium suggests that questions of time and power are integral to understanding possibilities for empowerment and agency in literacy education, emphasizing that time is central to understanding education rather than being a mere background. Presents consider a range of critical, cultural, and social issues of literacy through varied contexts (e.g., elementary, middle, and high schools), qualitative methodologies (e.g., discourse analysis, narrative analysis), and theories (e.g., social theories of time, queer theory, Black trans feminisms).

Participants:

A Temporal Discourse Analysis of Writing in Elementary School: The Longitudinal Cases of Gabby and Adam *Catherine Compton-Lilly, University of South Carolina*

Challenging (Hetero)normativity: Tracing Queer Futurities in 7th Graders' Superhero Storytelling *Beth Krone, Kennesaw State University; Francisco Torres, Kent State University; Scott Storm, University at Albany, State University of New York*

Duration as Pejorative: (Not) "Moving on" during Classroom Discussions of Queerness, Transness, and Race *Ryan Schey, University of Georgia*
"Freedom Is a Place": One Black GSA's Vocabularies of Black Aliveness *Monét Cooper, University of Michigan-Ann Arbor*

Chair:

Ryan Schey, University of Georgia

Discussant:

Katherine Sciorba, University of Georgia

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

'Good Trouble' from the Tropics: Stories of Empowerment in/through Literacy in English Education

AREA 12. International Research on Teaching and Learning
Alternative Format Session
3:00 to 4:30 pm
Westin Peachtree Plaza: Augusta C

Four emerging voices from the Global South discuss literacy theories to rethink their teaching methods, educational environments, and personal growth in this alternative think tank session. Autoethnographic accounts and artifacts from doctoral and teaching experiences are shared. Every presentation shows how each presenter embraces "good trouble" by using reading, blending, and reimagining to empower academic and community development for their students and communities.

Participants:

Navigating Uncharted Waters: A Reflective Exploration of Literacies Theory *Juan David Murillo-Egurrola, Universidad Católica de Oriente*

Critical Literacy: Bridging Cultural Divides or Upholding Cultural Identity? *Luz Ely González-Humanez, Doctorado en Educación, Universidad Pontificia Bolivariana*

Resistance Narratives for Re-existence Literacies: A Critical Pedagogical Pill for Attending Educational Systems in the Global South *Edison Ferney Castrillón-Ángel, Universidad Católica Luis Amigó/Universidade Federal do Piauí*

Between Global Literacies and Funds of Knowledge: A Narrative Approach *Ángela Yicely Castro-Garcés, Universidad del Cauca*

Chair:

Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana

Discussants:

Arlette Ingram Willis, University of Illinois Patriann Smith, University of South Florida

Black Youth Literacies

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Paper Session
3:00 to 4:30 pm
Westin Peachtree Plaza: Floor 7th - Augusta D

Participants:

Situative Black Girlhood Reading Motivations: Understanding Why and How Black Girls Read and Comprehend Text *Sara Jones, Illinois State University*
Creating Future Cities with AI: How Black Youth Composed Imagined Environments as Emerging Engineers *Jenifer Jasinski Schneider, University of South Florida; Leah Burger, University of South Florida; James Robert King, University of South Florida*

Snap, chat, and write: Black youth's perceptions of literacy and responses to critical consciousness promotion *Glenda D. Chisholm, Georgia State University*

Chair:

Ozge Yalciner, University of Kentucky

Discussant:

Dominique Skye McDaniel, Kennesaw State University

Contemporary Complexities of Policy and Practice in Literacy

AREA 14. Other Topics
Paper Session
3:00 to 4:30 pm
Westin Peachtree Plaza: Floor 7th - Augusta E

Participants:

Covid: Has it resulted in a 'Lost Generation' of students, teachers, and parents? *Dixie D. Massey, Seattle Pacific University; Samuel Miller, U of N. Carolina at Greensboro; Eithne Kennedy, DCU; Hiawatha Smith, University of Wisconsin-River Falls*
The Covid lockdowns significantly impacted children and their schooling. Scores dropped (Engzell et al. 2021; Kuhfeld, 2022) and mental health issues were spotlighted (Khubchandani, et al. 2021). These results were disproportionate across race and class lines,

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Wednesday, December 4

based in part on the support that families were able to provide (DiGioannis, et al. 2023). Teachers were burned out as a result of these unique challenges (Pressley, 2021) and reported high rates of job dissatisfaction.

The Stance of a Secondary Literacy Coach within Community Engaged Scholarship *Elizabeth Stewart, Eastern New Mexico University*

Chair:

Georgia Bunnell, Central Washington University

Discussant:

K. Lea Alexander, North Carolina Central University

Disciplinary Literacies

AREA 1. Pre-service Teacher Education in Literacy

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta F

Participants:

Elementary Education Preservice Teachers Inquiry into Mathematical and Scientific Disciplinary Literacy *Stephanie M Lemley, Mississippi State University*

Learning to Teach Writing in Social Studies: How Do Preservice Teachers Describe the Role of Their Student Teaching Placements? *Amy Guillotte, University of Pennsylvania; Andrew del Calvo, University of Pennsylvania Graduate School of Education*

Elementary Preservice Teachers' Creative

Use of Linguistics when Modifying Word Problems

Michelle Kwok, Texas A&M University

Chair:

Amanda Wall, Georgia Southern University

Discussant:

Brooke L Hardin, University of South Carolina Upstate

National Trends in Science of Reading Policy Implementation

AREA 4. Public Engagement and Policy in Literacy Symposium

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta G

This session unites researchers from across the US working to understand how the current wave of legislation, aimed at alignment with the Science of Reading, is understood and enacted across the country. Across papers considering assessment, curriculum and selection processes, we aim to illuminate the landscape of legislative influence on the instructional core, to expose pathways and opportunities for researchers and practitioners to make good trouble and lead changes that support equity and opportunity.

Participants:

The Universal Screens of America: What measures reading risk and progress across the united states?

Dryw Freed, George Washington University

Curriculum Values: What counts as high-quality instructional materials across U.S. state policies *Emily Hodge, Montclair State University; Rachael Gabriel, University of Connecticut*

United States of Reading Instruction *Rachael Gabriel, University of Connecticut*

Chair:

Amber Warren, Vanderbilt University

Discussant:

Danielle Dennis, University of Rhode Island

Studies of Writing Motivation and Engagement: Theoretical and Practical Implications

AREA 3. Literacy Assessment, Learning, and Teaching Symposium

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta H

In this symposium, scholars from locations in the U.S. and abroad present research on writing motivation and engagement to inform theory, research, and practice. This session includes: (1) a theoretical taxonomy of writing engagement and motivation; (2) an exploration of writing self-efficacy in different genres; (3) a study of writing proficiency and motivation among students in different tracks in Norway; and (4) a study of writing motivation, engagement, and proficiency in Korea.

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

A Theoretical Taxonomy of Writing Engagement and Writing Motivation Types and Factors *Jonathan Marine, George Mason University; Seth Parsons, George Mason University*
Examination of Self-Efficacy and Affect for Writing in Different Genres: Validation with Upper Elementary Learners *Zoi A. Traga Philippakos, University of Tennessee- Knoxville; Adalea Carol Davis, University of Tennessee*
Writing Proficiency and Motivation among Students in Vocational and Academic Tracks in High School *Gustaf Bernhard Uno Skar, Norwegian University of Science and Technology; Steve Graham, Arizona State University; Gary Troia, Michigan State University; Runa Eugenie Røttereng Greiner, NTNU; Anne Holten Kvistad, NTNU; Marita Byberg Johansen, NTNU*
Exploring the Interplay of Writing Motivation, Activities, and Proficiency in Expository and Persuasive Essays *Bong Gee Jang, Syracuse University; Sohee Park, William Paterson University*
Chair:
Seth Parsons, George Mason University
Discussant:
Zoi A. Traga Philippakos, University of Tennessee- Knoxville

Bearing witness to agency in/through literacy: Children, Families, and Educators troubling normalcy amid multiple social crises

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Symposium
3:00 to 4:30 pm
Westin Peachtree Plaza: Floor 6th - Chastain 2

This proposed symposium highlights three distinct studies which showcase the experiences of teachers, students, and students & their families during multiple social crises (i.e. COVID 19 pandemic, racial uprisings, wildfires caused by climate change). Across our presentations, we ask 1) What can we learn from the role of literacy in times of crisis (as teachers, students, administrators, parents make sense of such moments)? 2) What does this teach us about what literacy can/should be?

Participant:
Bearing witness to agency in/through literacy: Children, Families, and Educators troubling normalcy amid multiple social crises *Cori Salmeron, Georgia State University; Elesha Grace, Georgia State University; Karla Lomeli, Santa Clara University; Maggie Beneke, University of Washington; Emily Machado, University of Wisconsin- Madison*
Chair:
Cori Salmeron, Georgia State University
Discussant:
Sanjuana Rodriguez, Kennesaw State University

Roundtable Session I

3:00 to 4:30 pm
Westin Peachtree Plaza: Floor 6th - Chastain F

1. Exploring Texts for Children and Youth

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

Participants:
Empowerment through Knowledge: Pre-service Teachers Perceptions of Application of Children's Literature in their Field Placements *Ann Van Wig, Eastern Washington University; Kathryn Mitchell Pierce, Saint Louis University; Kate Essig, Saint Louis University; Erin Price, Saint Louis University; Sarah D. Reid, Illinois State University; Peggy Rice, Ball State University*

Actuating agency with preservice teachers in a young adult literature book club focused on the school-to-prison nexus *Mary McConaha, Michigan State University*

Phonics Learning + What Children Want to Read = Empowering Decodable Books *Rebecca Norman, Mount Saint Mary College; Janine Bixler, Mount Saint Mary College; Britany Dones, Mount Saint Mary College; Kayla Williams, MSMC*

Chair:
Craig A Young, Commonwealth University - Bloomsburg

2. Instructional Practices and Resources for Disciplinary and Content

Area Instruction AREA 1.

Pre-service Teacher Education in Literacy Roundtable

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Wednesday, December 4

Session Participants:

Preservice Teachers' Perceptions of Diverse Children's Literature for Content Area Instruction
Brandi V Chapman, Clemson University; Sarah Elizabeth Jerasa, Clemson University

"Teaching them How Questions are Asked": Developing Preservice Teachers' Criticality through Critical Disciplinary Literacy Practices
Kate Brodeur, Bowling Green State University
What if replication is plagiarism? How viewing English as a discipline should change how we teach.
Todd Reynolds, University of Wyoming

Chair:

Catherine Lammert, Texas Tech University

3. Interrogating Narratives: Parental Concerns, Critical Race Theory, and Hopeful Metanarratives

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

Roundtable Session

Participants:

Parents' Rights and the "Dangers of Critical Race Theory" for Children: More Than Spots & Stripes
Christy Wessel-Powell, Purdue University; Breanya Hogue, Purdue University; Casey Pennington, State University of New York- Cortland

Towards a Critical Hope: Metanarrative Fiction and Restorying Practices in an Era of Precarity
Morgan Schaufele, University of Calgary

Chair:

Jason J Griffith, Penn State University

4. Narratives of Liberation: Exploring Diversity and Agency in Picturebooks

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

Roundtable Session

Participants:

Picturebooks Featuring Children from Refugee Backgrounds: An Analysis of Agency in Flight Stories
Jiening Ruan, University of Oklahoma; Jacey Chakrabarty, University of Oklahoma; Martha B Limbocker, The University of Oklahoma

Uplifting Asian American Voices and Leveraging AsianCrit in Picture Books: A Critical Content Analysis
Shuling Yang, University of Maryland Baltimore County; Amy Tondreau, University of Maryland, Baltimore County

Worlds Away & Belly Aches: An Abolitionist Exploration of Enclosure in Picturebooks
Seneca Beth Miller, University of Arizona

Chair:

Hayley Jordan Hoover, School District of Pickens County

5. Teachers, Students, and Families Amplifying their

Perspectives

AREA 7. Critical, Cultural, and Social

Issues of Literacy Practices In and Out of School Roundtable Session

Participants:

Virtual Literature Circles: Literacy and Social Justice Discourse Among Teacher Candidates and Practicing Teachers
Cindy Lee Benge, Eastern New Mexico University; Mae Lane, Sam Houston State University;

Chyllis Elayne Scott, University of Nevada, Las Vegas

Educator's Choices, Children's Voices: Early Childhood Conversations about Social Justice
Lisel Murdock-Perriera, Sonoma State University

"Me gustaba compartir mis historias": Mothering Literacies as Acts of Storying
Celina-Maria Espinosa, University of South Carolina

"Neither Here nor There": Preservice Teachers Figuring Themselves through Culturally and Historically Responsive Literacy Practices
Kelsie Corriston Burnett, University of Texas at Austin

6. Using Multimodality and Graphic Novels with Multilingual Students

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

Roundtable Session

Participants:

Beneficial or Challenging? A Systematic Review of Research on Graphic Novels in K-12 Multilingual Education
Chen Su, Penn State University

Unpacking Visual Narratives of Chinese and/or Chinese Americans in Picturebooks: Insights and Implications
Xiaoning Chen, National Louis University; Ran Hu, East Carolina University

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Chen Su, Penn State University 在多模态的理论框架下，我在中国的一个多语言课堂上进行了一项关于英语漫画小说《美生中国人》的研究，探索多语言学习者们在与《美生中国人》的互动和漫画作品创作中，如何实现多模态意义构建和叙述他们的故事。通过此项研究，我发现漫画小说中多模态的特征为多语言学习者不仅提供了多样化的学习空间，并在互动中呈现了学生的文化身份。他们利用漫画小说，讲自己的故事，表达个人的声音。

Chair:

Jo Hawke, Tulsa Community College

7. The Public Spaces, Politics, and Practices of Literacy—Coaching, Curricula, Methodologies, and Practices

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

Roundtable Session

Participants:

Adapting a Scripted Language Arts Curriculum in Pursuit of Social Justice Standards: The Figured Worlds of Teachers' Sensemaking *Kierstin Giunco*, Boston College

Appraising an Early Career Teachers' Interactions with Veteran Colleagues: An Exploration of Micropolitical Literacy *Madison Gannon*, University of Georgia

Discourse Within the Interactional Space of Literacy Coaching: Positioning, Identities, and Tensions *Dana A Robertson*, Virginia Tech; *Valerie Dunham*, Virginia Tech
Three Heads Are Better Than One: Using Critical Friendships to Develop Agency Within a Diverse Body of Literacy Methodologies and Identities *Sara Anne Field*, George Mason University; *Chad H Waldron*, Central Michigan University

Chair:

Chad H Waldron, Central Michigan University

8. Engagement and motivation for learning in diverse literacies education contexts

AREA 12. International Research on Teaching and Learning

Roundtable Session

This session draws on three distinct contexts to explore methods of increasing the motivation, engagement, and success of students in the areas of reading, writing, and science, in South Australia, Denmark, and Türkiye.

Participants:

Literacy and learning materials in science education: Text use and disciplinary literacy in science teaching in lower secondary school in Denmark *Jesper Bremholm*, The National Centre for Reading, Denmark; *Bettina Buch*, University College Absalon
Increasing Writing Engagement: A Formative Study in a South Australian Year 2 Classroom *Lindsey Moses*, Arizona State University; *Jill Colton*, University of South Australia; *Sarah McDonald*, University of South Australia; *Jenni Carter*, University of South Australia
Teacher attention to student engagement is crucial as it correlates with improved student outcomes and achievements (Lei et al., 2018).

Digital Reading, Motivation, and Metacognitive Strategies: Enhancing Reading Achievement of Resilient Adolescents in Türkiye *Ibrahim Kizil*, Syracuse University; *Fatima Seyma Kizil*, Syracuse University

Chair:

Seongryeong Yu, Old Dominion University

Dialogic Development among Adolescent Multilinguals

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

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 6th - Chastain G

Participants:

Examining Adolescent Peer Interaction Patterns Among Multilingual and Monolingual Students Across Content Areas *Jina Byeon*, SUNY Albany
Unpacking Avatar The Last Airbender (ATLA): Refugee Students Engaging in Class Discussions in an English Language Development Classroom *Sergio L Sanchez*, University of California, Davis

Стилистика, голос и роль искусства: Михаил Михайлович Бахтин и современная педагогика языка. Stylistics, voice, and the role of art: M. Bakhtin and contemporary language pedagogy *Anastasia Yurievna Goodwin*, Vanderbilt University; *Kevin Michael Leander*, Vanderbilt University

Wednesday, December 4

In this English/Russian paper we look at the questions of art and affect in literacy education by inviting a re-examination of the contemporary American approach to the work of Mikhail Bakhtin (Михаил Михайлович Бахтин). Through the process of translation of a relatively unknown essay on teaching stylistics in secondary schools and situating his writing within contemporary contexts, we call attention to Bakhtin's ideas of language as an artistic medium created through dialogue.

Chair:

Jina Byeon, SUNY Albany

Discussant:

David Bwire Wandera, TCNJ

Scaffolding Skills in Adolescent and Adult Learners

AREA 6. Adolescent, College, and Adult Literacy Processes

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 6th - Chastain H

Participants:

Evaluating an Asynchronous Gradual Release of Responsibility Instructional Approach to Support Graduate Students' Metacognitive Reading Practices
Jennie Baumann, Auburn University; Brittany Adams, University of Alabama; Nance S Wilson, SUNY Cortland; Elizabeth Y. Stevens, Roberts Wesleyan University; Linda Smetana, CSU East Bay; Jane Bean-Folkes, South Orange & Maplewood School District; Tess Dussling, St. Joseph's University

Where Are We With Adolescents Still Learning to Read Words?
Gay Ivey, University of North Carolina-Greensboro; Karole-Ann Friddle, East Carolina University

Theories That Guide Adolescent Literacy Research: A Systematic Review
Julianna Kershen, University of Oklahoma; Tracy E Hunt, The University of Oklahoma; Brianne Johnson, University of Oklahoma

Chair:

John Strong, University at Buffalo

Discussant:

Heidi Regina Bacon, Southern Illinois University Carbondale

Perspectives on the Teaching of Reading

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

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 6th - Chastain I

Participants:

Decomposing practice: A framework for modeling phonics instruction
Lindsay Stoetzel, Grand Valley State University; Stephanie Shedrow, St. Norbert College

The National Reading Panel's (2000) findings are widely cited as substantiating the role of systematic and explicit phonics instruction in the early literacy classroom. Since then, evidence-based findings emerging under the umbrella of 'the science of reading instruction' have solidified the importance of phonics instruction within a comprehensive literacy program (Dilgard et al., 2022).

'All hands on deck': Exploring the impact of semester-long supplemental literacy instruction provided by teacher candidates on elementary students' literacy outcomes
Erin K Washburn, University of North Carolina at Charlotte; Paola Pilonieta, University of North Carolina at Charlotte; Brittany Simone Hart, University of North Carolina at Charlotte; Alexandra Reilly, UNC Charlotte; Corinne Kingsbery, University of North Carolina at Charlotte

How Secondary Teacher Candidates' Working Theories of Literacy Inform their Uses of Disciplinary Literacies
Lisa L Ortman, Gustavus Adolphus College

Chair:

Bonnie Barksdale, Middle Tennessee State University

Discussant:

Brian Flores, Salisbury University

Enacting Change and Supporting Equity Through Drama, Storytelling, and Examining Classroom Discourse

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

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 6th - Chastain J

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Wednesday, December 4

Participants:

A Stage for Change: A Community of Inquiry Centered on Drama Integration *Jacqueline M Winsch, University of Pennsylvania*

Teachers Committing to Collective Anti-Racist Storytelling in a K-8 Public School *Patricia Enciso, Ohio State University; Detra Price-Dennis, The Ohio State University; Brian Edmiston, Ohio State University; Fuyi Feng, The Ohio State University; Ashlan B Bishop, The Ohio State University; Ruchi Pathak, The Ohio State University; Axa Khalid Warraich, The Ohio State University*

Unsettling Discussions: Teachers' Shared Practice Toward Disrupting Assumptions about Classroom Talk *Elizabeth Dutro, University of Colorado Boulder; Eicalyn Caasi, University of Colorado Boulder*

Chair:

Renata Love Jones, Georgia State University

Discussant:

Renata Love Jones, Georgia State University

Digital literacies research: From the known to the unknown

AREA 10. Literacy Media and Technology

Alternative Format Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 8th - Peachtree 1

Digital literacies are an evolving phenomena situated within the historical and emerging theoretical models of reading and literacy and rapid innovations of information and communication technologies (ICT) (e.g., ChatGPT). The purpose of this session is to take stock of the known to consider the unknown of digital literacies research and practices with the goal of coalescing, clarifying, and formulating strategic advancements in digital literacies research.

Participants:

Digital Literacies: Using Chronological Analyses to Consider the Future *Betsy Baker, University of Missouri*

Examining Digital Literacies Within and Beyond Classrooms *Robin Jocius, University of Texas at Arlington*

Examining the Impact of Emerging Technologies on Literacy and Communication Practices *Amy Hutchison, University of Alabama; Lindsay Woodward, Drake University*

Considering the Digital and Disciplinary in Digital Disciplinary Literacies *Jamie Colwell, Old Dominion University*

Presenters:

Kelsey Leigh Roach, Baylor University

Eric Claravall, California State University, Sacramento

Rachel Karchmer-Klein, University of Delaware

Julia Hagge, The Ohio State University

Samuel DeJulio, The University of Texas at San Antonio

Victoria Pennington, Clemson University

Chair:

Douglas Keith Hartman, Michigan State University

Discussant:

Frank Serafini, Arizona State University

Critical Perspectives on Positioning Theory: Considerations on Methods, Research, and Literature in the Field

AREA 11. Research Methods, Practices and Theory Symposium

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 8th - Peachtree 2

In this session, researchers from four different institutions present unique conceptual, methodological, and empirical projects. Using the lens of Positioning Theory these papers consider: In what ways does Positioning Theory bring a critical lens to literacy research? How does Positioning Theory intersect with considerations of agency? Where is further development needed in methods, theory, and research?

Participants:

Narrative Research Methods and Positioning Theory: Past Considerations and Future Directions for Literacy Research *Mary McVee, University at Buffalo, SUNY; Kristian Douglas, Clark Atlanta University; Zhiyi Liu, Zhejiang International Studies University*

A Review of Digital Literacies and Positioning Theory *Mary McVee, University at Buffalo, SUNY; Zhiyi Liu, Zhejiang International Studies University*

A Positioning Analysis of Media Portrayals of Adolescents and Their Literacies *Katherine Frankel, Boston University; Ashley Houston-King, Boston University*

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Wednesday, December 4

Agency in Multimodality use: Investigating the
Positions of EFL Teachers in Teacher Education *Zhiyi
Liu, Zhejiang International Studies University*

Chair:

Mary McVee, University at Buffalo, SUNY

Discussant:

Lara J Handsfield, Illinois State University

President's Address

Plenary Session

4:45 to 6:00 pm

Westin Peachtree Plaza: Floor 8th Peachtree Ballroom

STAR Fellows and Mentors Reception

Reception

6:00 to 7:30 pm

Westin Peachtree Plaza: Floor 6th - Chastain Room

President's Reception

Reception

6:00 to 7:30 pm

Westin Peachtree Plaza: Floor 73rd - Sun Dial Complex

Vital Issues

Reception

9:00 to 11:00 pm

Westin Peachtree Plaza: Floor 5th - Bar 210

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).



THURSDAY, DECEMBER 5, 2024

LRA 2024

74th Annual Conference



Connect with us!

#LRA24



Registration

7:00 to 5:00 pm

Westin Peachtree Plaza: Floor 6th - The Overlook

Silent Auction

7:00 to 5:00 pm

Westin Peachtree Plaza: Floor 6th - The Overlook

Reading Hall of Fame Breakfast & Induction Ceremony

Reception

7:00 to 8:30 am

Westin Peachtree Plaza: Floor 6th - Chastain F

RHF Inaugural Addresses

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 6th - Chastain F

(open to all conference attendees)

Presenters:

Marjorie G. Siegel, Teachers College, Columbia University

Edward Kame'enui, University of Oregon

David Dickinson, Peabody College, Vanderbilt University

LRA Writing Research Study Group: Writing Reform and Sustainability With Holten Kvistad, Gustaf Skar, Linda Grace, Edy Leverette, Stephany Smith, Zoi Philippakos, and Charles MacArthur

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 7th - Augusta 1

Educational reforms strive for the implementation of practices that support learners' academic performance and instructors' pedagogical content knowledge and skill. Reforms are not always fruitful and writing reform efforts at scale are not as much examined as reading ones. The sessions will address professional development and examine reform and sustainability plans and efforts at a country level for K to 12 learners, at a K to 8 district level, and at the postsecondary level.

Chair:

Edy Leverette, Atkinson County School System

Presenters:

Gustaf Bernhard Uno Skar, Norwegian University of Science and Technology

Anne Holten Kvistad, NTNU

Stephany Maria Smith, Pearson Elementary

Linda Grace, Brandywine School District

Charles MacArthur, University of Delaware

Study Group: Approaches to Studying and Teaching Graphic Novels

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 7th - Augusta 2

This study group's purpose is to share empirical research and pedagogy on graphica (i.e., sequential texts that combine words with images), to support researchers/educators of all experience levels in developing work on graphic novels and comics in literacy education. We will examine representations of diversity in graphic novels and comics, features make them appeal to a wide variety of readers, as well as how they subvert education policies that stifle diversity in schools.

Chair:

Daryl Axelrod, Florida International University

Presenters:

Jared Huisingh, University of Tennessee at Knoxville

Nathaniel Sandler, Bookleggers

Embracing Translingual Literacies in Literacy Research: A Step Towards Change

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 7th - Augusta 3

The Multilingual and Transnational Innovative Community Group seeks to extend conversations on "making good trouble" that actuates agency by providing spaces where languages other than English are privileged. In an effort to support researchers in navigating systemic obstacles, this three-day study groups invites attendees to reflect on ways of doing and presenting research in languages other than English. Invited scholars will share about their experiences in multilingual/translingual research in diverse research spaces.

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Chairs:

Mariannella Núñez, University of the Incarnate Word

Tairan Qiu, University of Houston

Presenters:

JaNiece Elzy-Palmer, Texas Woman's University

Guofang Li, The University of British Columbia

Sidury Christenson, University of Texas San Antonio

Zhongfeng Tian, Rutgers University–Newark

Barr/Mosenthal Handbook of Reading Research

Award Meeting

Meeting

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 7th - Augusta A

Doctoral Student ICG Meeting

Meeting

7:15 to 8:15 am

Westin Peachtree Plaza: Augusta B

Distinguished Scholar Lifetime Achievement

Award Meeting

Meeting

7:15 to 8:15 am

Westin Peachtree Plaza: Augusta C

Field Council Meeting

Meeting

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 7th - Augusta D

Policy and Legislative Committee Meeting

Meeting

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 7th - Augusta E

Exploring the History of Reading in Atlanta

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 7th - Augusta F

For the 2024 conference, the History ICG will host an off-site event to explore the history of reading in Atlanta. This will allow members to draw on and support the local community in Atlanta, provide a new and different experience for LRA attendees, and offer members of the History ICG an alternative activity outside of the traditional lunch study sessions.

Chair:

Dixie D. Massey, Seattle Pacific University

Brian Street Memorial Award for Scholarship

Bridging Anthropology, Education & Literacy

Practices Meeting

Meeting

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 7th - Augusta G

Albert J. Kingston Award Meeting

Meeting

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 7th - Augusta H

ERM/DEJ Committee Meeting

Meeting

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 6th - Chastain 1

Policy and Politics Study Group

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 6th - Chastain G

In this study group, we bring together the stories of those who have found ways to engage and push back while holding space for brainstorming about what comes next.

Chair:

W. Ian O'Byrne, College of Charleston

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Creative Nonfiction for Literacy Researchers

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 6th - Chastain H

This study group will help literacy researchers write creative nonfiction to make sense of empirical and experiential knowledge while sharing it with audiences beyond academia. 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? 2. How can scholars, often only trained in academic writing genres, use more creative writing practices to disseminate scholarly ideas?

Chair:

Jo Hawke, Tulsa Community College

Literacy Lab/Reading Clinic Study Group

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 6th - Chastain I

The Literacy Lab/Reading Clinic Study Group is a longstanding space for LRA attendees interested in creating effective, empowering, and equitable learning environments where directors, teachers, learners, and families advocate for literacy practices that value all learners. 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:

Cheryl Dozier, University at Albany

Theresa Deeney, University of Rhode Island

Teacher Education Research Study Group

(TERSG)

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 6th - Chastain J

Since 1991, The Teacher Education Research Study Group (TERSG) has created a space where literacy teacher educators meet to discuss, design, and conduct research about issues related to literacy teacher preparation and teacher professional development. This study group serves as a forum for ideas in teacher education, as a supportive place for individual and collaborative research examining teacher preparation, and as a place where beliefs related to literacy teaching and learning are challenged and interrogated.

Chairs:

Marliese Peltier, Ball State University

Tierney B Hinman, Auburn University

Presenters:

Marliese Peltier, Ball State University

Tierney B Hinman, Auburn University

Sonia M Kline, Illinois State University

Critical Culturally Sustaining Literacy Pedagogy and Advocacy Study Group

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 8th - Peachtree 2

Our focus this year is on the threat to culturally sustaining pedagogy from curriculum standardization that is centered on narrow conceptions of reading and seeks to control what teachers say and do in their classrooms. We will work to understand culturally responsive literacy pedagogy through a critical lens. Through expert guest speakers facilitating group discussions about shared readings, we will deepen our knowledge and then plan for action and advocacy.

Chair:

Althier M Lazar, Saint Joseph's University

Presenters:

Lorien Chambers Schuldt, Fort Lewis College

Eliza Braden, University of South Carolina

Susan Cantrell, University of Kentucky

Judy Paulick, University of Virginia

Rachelle Sarah Savitz, East Carolina University

Doris Walker-Dalhousie, Marquette University

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Ethics Committee Meeting

Meeting

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 12th - Piedmont 1

Exhibit Hall

8:00 to 5:00 pm

Westin Peachtree Plaza: Floor 6th - The Overlook

SPECIAL SESSION: Negotiating Agency in the Context of Censorship Policies and Restrictive Educational Contexts

Special Sessions

Symposium

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta 1

In 2023, 150 bills in 35 states censored library materials and books impacting 5,000 schools and 4 million children. This session brings together researchers from multiple universities as well as practicing teachers and librarians to show how, in spite of the inundation of book banning legislation across the country, teachers, librarians, and allies are getting in “good trouble” as they push back against policies that censor books and materials.

Chair:

Natalia Ward, ETSU

Presenters:

Mikel Walker Cole, University of Houston

Margaret Osgood Opatz, Capti

Amber Warren, Vanderbilt University

Jed Cridland-Hughes, Spartanburg Community College

Susan Cridland-Hughes, Clemson University

Megan Van Deventer, Weber State University

Elizabeth Thackeray Nelson, Utah Valley University

Discussant:

Renee Moran, East Tennessee State University

Approaches to Aesthetics in Literacy Research

AREA 6. Adolescent, College, and Adult Literacy Processes

Symposium

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta 2

This symposium articulates new ways of theorizing and methodologically operationalizing aesthetics across a spectrum of literacy research, where aesthetics conveys attention to both what texts or participants say as well as how they say it--the artistic effects of their messages. We present four different studies by scholars from multiple institutions and drawing on different methodological traditions. These studies take up aesthetics in high school English classrooms, in youth out-of-school digital compositions, and in teacher education.

Participants:

Critical Aesthetics of Teens’ Digital Activist Literacies in an Online Multi-Case Study *Dominique Skye*

McDaniel, Kennesaw State University

Aesthetic Literacies in Youth Literary Interpretation *Scott Storm*, University at Albany, State University of New York

Aesthetic and Efferent Readings of Digital News Media in an 11th Grade ELA Classroom *Beth Krone*, Kennesaw State University

ELA Teacher Education and the (Re)turn to Aesthetics *Kelsey Leigh Roach*, Baylor University; *T. Philip*

Nichols, Baylor University

Chair:

Scott Storm, University at Albany, State University of New York

Discussant:

Glynda A Hull, University of CA, Berkeley

Digital Discourse in a Post-Digital Age: Critical Orientations in English Education

AREA 10. Literacy Media and Technology

Symposium

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta 3

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

This symposium builds on scholarship about digital discourse in English classrooms - the multiple interactive dimensions of communicating online for purposes of teaching and learning with texts. Papers investigate how educators navigate complex digital ecosystems in a post-digital world. Centering educators' experiences with digital platforms, panelists share what happens when critical uses of these digital infrastructures yield less oppressive learning environments in a Pandemic-mediated world.

Chair:

Jen Freed, University of Pennsylvania

Presenters:

Amy Stornaiuolo, University of Pennsylvania

Barrett Rosser, University of Pennsylvania

Rabani Garg, University of Pennsylvania

Autumn Adia Griffin, Georgia State University

Latrice Ferguson, University of Pennsylvania

Angela D. Crawford, Philadelphia Writing Project

Ebony Elizabeth Thomas, University of Michigan School of Education

Discussant:

Nicole Mirra, Rutgers University

Forging the relevancy of literacy research: Strategy development conversations

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

Alternative Format Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta A

The relevancy of literacy research is persistently challenged. Media outcries denounce reading instruction and its research base (e.g., Hanford, 2019; Lubell, 2017). Recently, over 37 legislatures passed state laws that specify the pedagogy of reading (Schwartz, 2024). The purpose of this alternative symposium is to center researchers in the cause for research relevancy. Panelists will describe a triune strategy, the discussant will contextualize the effort, and attendees will join research relevancy strategy development conversations.

Chair:

Sharon Walpole, University of Delaware

Presenters:

Betsy Baker, University of Missouri

Cara Wylie, eMINTS National Center

Maggie Bunten, eMINTS National Center

Discussant:

George G. Hruby, University of Kentucky

Teacher Educators' Efforts and Challenges to Adopt Multicultural Literature in Class

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

Symposium

8:30 to 10:00 am

Westin Peachtree Plaza: Augusta B

아동 청소년 도서는 사회 문화적 산물로서 해당 사회의 시대상과 가치를 반영한다. 또한 아동 청소년의 문해교육에 있어서 아동 청소년 도서, 특히나 다문화 아동 청소년 도서는 중요하게 활용되고 있는 교육적 자료이다. 본 심포지엄에서는 4명의 한국인 교수들의 다문화 아동 청소년 도서를 활용한 교사 교육 수업의 사례들을 소개하고, 이 과정에서 겪은 문제점 및 어려움을 공유하고자 한다. 이를 통해 다문화 배경을 가진 외국인 교수들의 노력과 이들의 기여에 대해 논의하고자한다.

Chair:

Sunah Chung, University of Northern Iowa

Presenters:

Sunah Chung, University of Northern Iowa

Min-Seok Choi, University of Louisiana at Lafayette

Jungmin Lee, University of Louisiana at Lafayette

Heeok Jeong, Stephen F. Austin State University

HeeYoung Kim, West Texas A&M University

Discussant:

Jongsun Wee, Pacific University

Sustaining a Research Coordination Network: Critical Relationality as the Building Blocks for CRAFT

AREA 14. Other Topics

Alternative Format Session

8:30 to 10:00 am

Westin Peachtree Plaza: Augusta C

This alternative symposium addresses equity-oriented, learning-through-making through the CRAFT Equity Making Network. CRAFT is a research coordination network for sharing knowledge and data across multiple sites

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

of research and practice. Challenges for network growth and sustainability are important considerations. These issues are not new challenges, instead they require Empowerment Literacy(ies): Making Good Trouble That Actuates Agency. Presenters will question and problematize collaboration, sustainability, critical relationality, action outcomes, and research trajectories.

Participants:

CRAFT and Critical Relationality *Eli Tucker-Raymond, Boston University*

Research Relationships and Belonging *Lisa Kervin, University of Wollongong; Jill Castek, University of Arizona*

Making as Social Activism *Francisco Castro, New York University; Sagit Betser, CRAFT Network*

Sustainability Beyond the Life of a Single Project *Mary McVee, University at Buffalo, SUNY*

Chair:

Francisco Castro, New York University

AI Literacies: Exploring Tools and Texts

AREA 10. Literacy Media and Technology

Paper Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta D

Participants:

A Survey of Elementary Teachers' Perspectives on Artificial Intelligence in Literacy Education *Sam von Gillern, University of Missouri; Amy Hutchison, University of Alabama*

From Entry to Transformation: Exploring AI Integration in Teachers' K-12 Assessment Practices

Katia Ciampa, Widener University; Zora Wolfe, Widener University; Meagan Hensley, Widener University

ChatGPT as Muse and Mentor: Using ChatGPT to Unsequester the Writing Process in for High School

Students *Christopher Mah, Stanford University Graduate School of Education; Lena Phalen, Stanford Graduate School of Education; Sarah Levine, Stanford University; Sarah Beck, New York University Steinhardt*

Chair:

Sara Kajder, University of Georgia

Practices to Support Multilingualism and Multiliteracy

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

Paper Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta E

Participants:

Bilingual/biliteracy journey of an adult English as a Second Language learner: Insights from a student-generated funds of knowledge approach *Thilina Wickramaarachchi, University of Wyoming*

Latina bilingual paraeducators as sociocultural mediators for emergent bilingual youth *Elizabeth Castro, University of California, Davis*

Learning to language: The experiences of English-dominant elementary teachers developing translanguaging pedagogies *Erika Johnson, University of Iowa; Morgan Peterson, University of Iowa*

Chair:

Samuel S David, University of Minnesota Twin Cities

Discussant:

April Salerno, University of Virginia

Grassroots Efforts to Support Multilingual Literacies

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

Paper Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta F

Participants:

A Descriptive Case Study of Kindergarten Teachers Mobilizing Translanguaging to Promote Engagement, Biliteracies, and Critical Consciousness *Rocio Ponce Almanza, TAMUC- Commerce*

Cultivating Multiracial Solidarity in Dual Language Bilingual Education: A Participatory Design of Asian American Biliteracy Curriculum *Wenyu Guo, University of South Florida; Zhongfeng Tian, Rutgers University–Newark*

Indigenous Middle Figures, Bilingual Education, and Literacy Practices in Guatemala *Ariel Borns, University of Wisconsin- Madison*

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

I explore how mid-level Indigenous state agents, including coaches, in Guatemala navigate literacy practices in contexts of Indigenous language heterogeneity, including language shift, and complex policy environments. Drawing on a 14-month ethnographic comparative case study of coaches working in primary schools across four school districts in Maya communities, I argue that we must pay greater attention to how mid-level actors adapt to (dis)continues of competing “educational projects” around literacy, bilingualism, and school management (Bartlett, 2007).

Chair:

Wenyu Guo, University of South Florida

Discussant:

Lindsey Moses, Arizona State University

“To Cue or Not to Cue? There Should be No Question:” Challenging Current Practices in the Science of Reading Era

AREA 4. Public Engagement and Policy in Literacy
Alternative Format Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta H

Educators face incredible challenges as the Science of Reading (SOR) initiative continues to drive educational mandates and programmatic changes. The session will deconstruct instructional realities faced by educators tasked with teaching reading in the SOR era. This session will use Mursion technology to simulate current challenges with reading instruction. Participants will then engage in structured dialogue in three small groups (teacher agency, professional action, research) to proactively address these challenges and plan for future action.

Chair:

Bethany Rice, Towson University

Presenters:

Bethany Rice, Towson University

Shelly Solomon Huggins, Towson University

Discussant:

Stephen Mogge, Towson University

Roundtable Session II

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 6th - Chastain 2

1. Oral and Written Development in Young Multilingual Learners

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

Participants:

Culture and language impact on Serbian-American children’s narrative development *Svetlana Mitric, University of Illinois Chicago; Aria Razfar, University of Illinois*

Exploring the Multilingualism and Identity of an Indonesian Transnational Child *Tri Sugiarto, Michigan State University* This study focuses on my daughter’s literacy experiences and intersectional identity in the US, as represented in artifacts she produced during her first year of settlement. Utilizing the perspective of translanguaging, this explores how she exercises her multilingualism and navigates her identity formation. The preliminary results reveal that she adeptly juggles the use of three different languages, varying by context and time. In her collection of stories, she consistently identifies herself as a young Indonesian Muslim

Supporting Spanish Speakers’ Oral Language Across Their Day *Elisa Marcela Holcomb, University of Houston* This paper shows research-based effective practices to enhance Spanish-speaking students’ performance in their later reading skills in the second language. Using effective practices, educators can incorporate oral language skills across phonological awareness, vocabulary knowledge, morphological awareness, and listening comprehension instruction. Therefore, this paper essentially explain what oral language is, what skills support oral language, and how these skills interconnect to support Spanish-speaking students when building English literacy skills.

Chair:

Assadullah Sadiq, California State University Channel Islands

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

2. Perspectives and Experiences of Teachers of Multilingual Learners

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

Participants:

Empowering Bilingual Teachers' Perspectives on Bilingual STEM Literacies *Yang Wang, University of South Carolina; Shuang Du, University of South Carolina; Jing Zhang, University of South Carolina*
In Her Own Words: A Translanguaging Exploration of a Multicultural Liaison's School Role and Experience *Arby M Ghemari, UVM*

Teachers' Experimentation with Translanguaging Approaches: Understanding Teachers' Challenges and Opportunities to Support Multilingual Learners *Kwangok Song, University of Kansas; Liyan Yang, University of Kansas; Josh Hayes, University of Kansas; Palmer Attias, The University of Kansas*

Chair:
Xiufang Chen, CLTM Dept., Rowan University

3. Preservice Teachers' Uses of an Responses to Technologies

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

Participants:

"AI Freaks Me Out" and other PST Responses to AI as Tool for Literacy Instruction *Shuling Yang, University of Maryland Baltimore County; Carin Appleget, Creighton University*

Centering Critical Inquiry of Texts and Technologies: Pre-service Teachers Engage with Generative Artificial Intelligence *Wendy Gardiner, Pacific Lutheran University; Sarah D. Reid, Illinois State University; Chelsey M Bahlmann Bollinger, James Madison University; Xiufang Chen, Rowan University; Chinwe H Ikpeze, St. John Fisher University; Grace Yun Kang, Illinois State University; Sonia M Kline, Illinois State University; Janet Outlaw, University of South Florida; Linda Smetana, CSU East Bay; Amanda Wall, Georgia Southern University*

Playful Literacies in a Hybrid Mentoring Project *Lori Czop Assaf, Texas State University; Sean Justice, Texas State University*

Chair:

Cris Delatado Barabas, McGill University

4. Approaches to diversity and inclusion in early literacy classrooms

AREA 5. Early and Elementary Literacy Processes Roundtable Session

Participants:

A Cross-Case Study on Family and Community Learning through Picture book Read Alouds in K-1 Classroom *Rong Zhang, Appalachian State University; Xuwei Luo, Purdue University; Christy Wessel-Powell, Purdue University*

Diglossia in the 21st Century: A Systematic Literature Review *Corrie Dobis, North Carolina State University; Sarah Montello, North Carolina State University; Haleema Khalil, North Carolina State University*

The Public Montessori: Culturally Responsive Early Literacy Development for Students of Color *Laura Iris Sanchez, University of Texas at Austin*

Chair:

Erin Bailey, Reading Is Fundamental

5. Critical Approaches towards language instruction

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

Participants:

Messa al bando di libri nelle classi K-12: Le percezioni degli insegnanti in merito all'impatto della censura di libri nell'interesse degli studenti *Rachel McCormack, Roger Williams University; Amy Leshinsky, Curry College*
Il presente studio quantitativo si è riproposto di comprendere le esperienze e le percezioni degli educatori K-12 in merito alla censura di libri. Sono stati presi in esame 276 educatori in tutti gli Stati Uniti, provenienti da tutte le regioni geografiche e da tutte le discipline accademiche. I risultati dimostrano che la maggior parte degli insegnanti condivide un'opinione simile in merito alla censura di libri, indipendentemente dalla posizione geografica.

Subversive Acts: Insights from Equity-Minded Literacy Leaders of Color *Madeleine Mejia, California State University Fullerton; Laura Keisler, CSUF; Rosario Ordonez-Jasis, CSU Fullerton*

Uprooting Colonial Practices: An Autoethnography of Pre-Service and In-Service English Language Teaching *Caitlyn Osborne Parris, Middle Tennessee State University*

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Chair:

Edison Ferney Castrillón-Ángel, Universidad Católica Luis Amigó/Universidade Federal do Piauí

6. Equity and preschool writing

AREA 5. Early and Elementary Literacy Processes Roundtable Session

Participants:

Making their Mark: An Integrative Review of Emergent Writing Birth through Age 5 Colleen Whittingham, Loyola University Chicago; Emily Brown Hoffman, National Louis University This integrative review synthesizes literature from 1994 to 2024 on the teaching and learning practices of emergent writing with children aged 0-5. Through a systematic analysis, it elucidates emergent writing development and effective instructional practices. The study navigates the evolution of theory and practice in the field, shedding light on correlations between writing and reading skills and pedagogical approaches. The session aims to facilitate discourse on emergent writing and integrative reviews as a valuable methodology.

Examining Young Learners' Identity Development through Humanizing and Relational Pedagogical Writing Practices Amy Seely Flint, University of Louisville; Tasha Tropp Laman, University of Western Washington

Outcomes of Preschoolers' Engaged Composing: A Multicase Study in Head Start Karole-Ann Friddle, East Carolina University

Chair:

Karole-Ann Friddle, East Carolina University

7. Trends in Literacy Across Programs, Technology, and Trauma-Informed Teaching

AREA 14. Other Topics

Roundtable Session

Participants:

Practitioner Reflections on Implementing Trauma-Responsive Pedagogy in a Suburban High School Robyn Corelitz, The University of Illinois at Chicago Scholarly Podcasts as a Support for Practitioners' 'Good Trouble': Using Content Analysis Data to Improve Website Navigation Lindsay Persohn, University of South Florida; Leah Burger, University of South Florida; Stephanie Branson, Northern Arizona University

What literacies organizations are presenting: An analysis of programs from LRA, ALER, and SSSR between 2010-2020 Dixie D. Massey, Seattle Pacific University; Samuel DeJulio, The University of Texas at San Antonio; Norman A. Stahl, Northern Illinois University; James Robert King, University of South Florida; Jenifer Jasinski Schneider, University of South Florida

In this session, we will share an ongoing study of conference programs from three literacy research organizations: The Literacy Research Association (LRA), the Association of Literacy and Education Researchers (ALER), and the Society for the Scientific Study of Reading (SSSR) in order to focus on what members of the field share with each other in professional organizations.

Chair:

Hiawatha Smith, University of Wisconsin-River Falls

8. Use of the Arts to promote literacy

AREA 5. Early and Elementary Literacy Processes Roundtable Session

Participants:

Creative Empowerment: Early-Career Teachers' Use of Arts Integration Melissa Wells, University of Mary Washington

Rights-Respecting Youth Theater: Understanding the Multimodal Toolkit of Playmaking Clara Abbott, University of Pennsylvania

Chair:

Noel Blevins, The Ohio State University

Technology and AI in Literacy Teacher Education

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

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 6th - Chastain G

Participants:

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

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Becoming a Teacher of Writing in a World of AI Chatbots *Julianna Kershen, University of Oklahoma;*
Brianne Johnson, University of Oklahoma
Exploring Pre-service Teachers' Practices with ChatGPT in Developing Unit Plans *Wen Wen, SUNY Oneonta;*
Huijing Wen, Moravian University

Chair:

Carolyn Stuftt, Berry College

Discussant:

Katherine Blake, University of Tennessee, Knoxville

Supporting Teachers in Reimagining Literacy Assessment for Equity and Effectiveness

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

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 6th - Chastain H

Participant:

Interrogating "Carceral" Assessment Practices and Developing Alternatives in a Secondary ELA Classroom *Daniel P. Moore, Stanford University*

Sociocritical and Multicultural Literacy Teaching, Learning, and Curricula: Political Praxis

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

Paper Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 6th - Chastain I

Participants:

Sociocritical Literacies through Testimonio: New Social Futures for Bi/multilingual Youth *Mariana Pacheco, University of Wisconsin - Madison;* *Taucia González, University of Arizona;* *Kate Roberts, University of Wisconsin - Madison;* *Joan Hong, University of Maryland;* *Na Lor, Teachers College, Columbia University*

Transpositioning across precarious identities: Claiming or losing agency *Basak Cermikli Ayvaz, Vanderbilt University*

Revisiting Freire: YA Text Selection as a Political Act *Shawn Watkins, Duquesne University*

Chair:

Karla Lomeli, Santa Clara University

Discussant:

Matthew Deroo, University of Miami

Secondary Writing Contexts Within and Beyond the Classroom

AREA 3. Literacy Assessment, Learning, and Teaching

Paper Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 6th - Chastain J

Approaches to Discourse Analysis that Examine Empowerment Literacies

AREA 11. Research Methods, Practices and Theory
Alternative Format Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 8th - Peachtree 1

The purpose of this alternative session is to share how current literacy scholars are using various approaches to discourse analysis to examine empowerment literacies and actuating agency in educational spaces. Outcomes from our session include gaining greater understandings about how various DA approaches can be used to examine empowerment literacies, including specific "how to" methods for doing that work.

Participants:

Detecting Narrative: Narratological Discourse

Analysis of Student-Composed Detective Fiction

Robert LeBlanc, University of Lethbridge

Stances on Multilingualism: Preservice Teachers

Reflecting and Analyzing Their Talk During Book Club

Discussions *Lindsey W Rowe, Clemson University;*

Katie McGee, Clemson University

Examining Backup Within Literacy Communities *Amy*

Vetter, UNCG; *Laura A Taylor, Rhodes College;*

Michiko Hikida, Ohio State University; *Aris Clemons,*

University of Tennessee Knoxville; *Melissa Schieble,*

Hunter College CUNY

Diverse orientations to a common narrative:

Language ideologies across contexts *Mike Metz,*

University of Missouri

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Preservice teachers' languaging of themselves as novices in written reflections *Jackie Ridley, Kent State University*

Backchanneling: How Students and Teachers Situate Themselves as Owners and Listeners in Discussion *Hannah Elizabeth Dietrich, University of Houston - Clear Lake*

Chair:

Amy Vetter, UNCG

Discussant:

Melissa Schieble, Hunter College CUNY

An Unjust State: Examination of Adolescents Still Developing Foundational Skills

AREA 6. Adolescent, College, and Adult Literacy Processes

Alternative Format Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 8th - Peachtree 2

Chair:

Corrine M Wickens, Northern Illinois University

Presenters:

Christina L. Dobbs, Boston University

Sarah M Lupo, James Madison University

Dianna Townsend, University of Nevada,

Reno Katherine Frankel, Boston University

Michael Manderino, Northern Illinois University

Discussant:

Kathleen A Hinchman, Syracuse University

Area 7 Posters

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

Poster Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 6th - The Overlook

Participants:

Poetic Thinking and Disciplinary Literacy in ELA *Geoffrey Kellogg, University of Florida*

Healing Literacies: The Interweaving of Literacy Frameworks that Seek to Heal *Emily McConnaughy, University of South Florida*

Oscar S. Causey Award Address

Plenary Session

10:15 to 11:45 am

Westin Peachtree Plaza: Floor 8th - Peachtree Ballroom

Design-Based Experiments in Literacy Research

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta 1

The annual conference theme: "Empowerment literacy(ies): Making good trouble that actuates agency," calls for literacy research and researchers to empower teachers, students, parents/guardians, administrators, and community members. 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. To ensure that all voices are uplifted, the focus of this year's study group highlights the voices and research of doctoral students.

Chair:

Leslie Dawn Roberts, Georgia Southern University

Presenters:

Allison Phillippe, Michigan State University

Molly Marek, The University of Texas at Austin

Neisha Terry Young, Drexel University

Literacy and Identities Study Group

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta 2

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
Katherine Frankel, Boston University
Christine Leighton, Emmanuel College
Lindsey Moses, Arizona State University
Christopher Wagner, Queens College, City University of New York

LR:TMP Meeting

Meeting

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta 3

Research Committee Meeting

Meeting

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta A

Multilingual/Transnational ICG Meeting

Meeting

12:00 to 1:00 pm

Westin Peachtree Plaza: Augusta B

Edward B. Fry Book Award Meeting

Meeting

12:00 to 1:00 pm

Westin Peachtree Plaza: Augusta C

Word Study: Phonics, Vocabulary, and Spelling

AREA 13. Study Groups

Study Group

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta D

This study group shares approaches and perspectives on different dimensions of word knowledge and instruction. Speakers this year include Bill Nagy, Crystal Wise, Blythe Anderson, Dana Robertson, Christina Dobbs, Chris Leider, Rachel Knecht, Sarah Lupo, Dixie Massey, and Dianna Townsend. Topics include: morphology, word consciousness, explicit instruction in word knowledge, professional learning related to word knowledge,

the absence of criticality

in vocabulary research, and the role of foundational skills in adolescent literacy contexts.

Chair:

Laura Tortorelli, Michigan State University

Presenters:

William Elmer Nagy, Seattle Pacific University

Crystal Wise, University of Minnesota

Blythe Anderson, University at Buffalo, SUNY

Christina L. Dobbs, Boston University

Christine Montecillo Leider, University of Massachusetts Lowell

Kevin M Wong, Pepperdine University

Rachel Knecht, Brigham Young University

Sarah M Lupo, James Madison University

Dixie D. Massey, Seattle Pacific University

Dana A Robertson, Virginia Tech

Approaches to Discourse Analysis

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta E

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.

Chair:

Laura A Taylor, Rhodes College

K-12 Public School Educators Study Group

Paper Session

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta F

Panelists:

Fenice B. Boyd, University of South Carolina

Cynthia H. Brock, University of Wyoming

Elizabeth White, University of South Carolina

Brad Washington, Newberry Elementary School

Alyssa Powers, Oak Pointe Elementary

Tiffany Palmatier, Center for Inquiry

Tammer Gary, Center for Inquiry

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Barney Lacock, Wind River and Crowheart Elementary Schools

Chad Lemley, Wind River Elementary

Edward Ferguson, Wind River Elementary

Alice Debrow, E. B. Ellington Elementary

Thomas Beck, E. B. Ellington Elementary

Camriel Kostreva, Lander Valley High School

Kristy Nelson, Lander Valley High School

Distinguished Scholar Lifetime Achievement Award Luncheon

Reception

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 6th - Chastain F

If I Knew Then What I Know Now: Researchers' Perspectives

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 6th - Chastain G

This study group, sponsored by LRA's Research Committee, is designed to support doctoral students and emerging scholars' transition into the academy and research community. Literacy scholars, at different points in their careers and from diverse research perspectives, will share personal narratives and insights about their professional and academic trajectories (obtaining a tenure-track position, evolving their research agenda, and serving as external tenure reviewers) empowering others to take agency over their own professional journeys.

Chair:

Katina Zammit, Western Sydney University School of Education

Panelists:

Ian O'Byrne, College of Charleston

Dominique Skye McDaniel, Kennesaw State University

Stephanie Toliver, University of Illinois Urbana-Champaign

Lori Czop Assaf, Texas State University

Julie L Coiro, University of Rhode Island

Jennifer H Alford, Griffith Uni

Nicole Mirra, Rutgers University

Alex Corbitt, SUNY Cortland

Tiffany Nyachae, Penn State University

Re-examining the Role of AI in times of trouble and its role to accentuate agency

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 6th - Chastain H

The International Study Group will provide opportunities for researchers with interest in international literacy teaching to share their experiences with respect to using AI in times of trouble and conflicts. The question is how what at the beginning often seems to be bad trouble can be transformed into good trouble and what role AI can play in this. Can AI help finding solutions and become an active agent in solving pressing issues in the world?

Chair:

Claudia HildeFinkbeiner, University of Kassel

Presenter:

Desiree M Pallais, University of Texas at Austin

Bettina Buch, University College Absalon

Adult, Family, and Community Literacies Study Group

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 6th - Chastain I

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, established and emerging literacies scholars will facilitate participants' collaboration to create an "unconference" agenda and host related conversations around themes described below.

Wednesday: Adult Literacies Thursday: Community Literacies Friday: Family Literacies

Chair:

Leah Saal, Loyola University Maryland

Presenters:

Tisha Lewis Ellison, University of Georgia

Vera Lee, Drexel University

Jin Kyeong Jung, Texas Tech University

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Authoring as Multimodal Practice Study Group

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 6th - Chastain J

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.

Chair:

Melanie Reaves, Montana State University Billings

Presenters:

Karen Ventura-Kalen, Eastern Washington University

Corrie Dobis, North Carolina State University

George Alan Kamberelis, Kent State University

Literacy Practices in Online Environments

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

Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 7th - Augusta 1

Participants:

Crossing Digital Boundaries: Multilingual International Students Making Sense of Navigating a New

Information Ecology Huan Gao, University of Memphis
许多研究已经探讨了国际学生在东道国寻求在线信息的情况 (Hertzum & Hyldegård, 2019; Sin & Kim, 2018); 然而, 对于多语言国际学生如何理解他们在数字、语言和非传统文化边界上的在线信息寻求经历, 尚未给予足够关注。理解该学生群体的信息搜寻素养的意义构建对于东道国的大学、图书馆员、和教师来说都至关重要, 以便更好地支持、参与并准备多语言国际学生在西方学术界的生活。本研究旨在探讨一群中国国际学生如何从跨越数字界限的经验中构建意义。

Ejerciendo la autonomía como miembro en una comunidad en línea Veronica Oguilve, Universidad Tecnica Naciona and Universidad Estatal a Distancia
Este estudio de literacidad digital exploró la creación y crecimiento de una comunidad en línea con miembros cocreadores. Utilizó la Relacionalidad Crítica (Olivares & Tucker-Raymond, 2020) como lente teórico que valora las experiencias, conocimientos y voces de los participantes. El análisis de metadatos y actividades reveló cinco fases del ciclo de vida, las preferencias de los miembros y temas emergentes sugeridos, destacando la importancia de las comunidades en línea para la autoexpresión en espacios digitales.
The Impact of Online Game-Based Collaborative Learning with Chinese College Students *Qiuying Wang, Oklahoma State University*

本研究选取300名大学生为研究对象, 采用了单因素两水平 被试间设计, 自变量为有无在线协作学习, 因变量为心流体验、内在动机、学习成绩。将彼此认识、相互了解的被试分配到实验组(2人协作游戏组, N=150), 其他被试分配到控制组(个人游戏组, N=150), 所有被试完成游戏任务后, 独立完成问卷和测验。结果显示: 两组被试的先验知识不存在显著的差异, 实验组和对照组在心流体验、内在动机、学习成绩存在显著的差异, 实验组的学习成绩显著高于控制组, 表明在游戏化学习中开展协作学习是一种有效的学习方式; 心流体验在协作学习促进学习效果中发挥了部分中介效应, 内在动机在协作学习促进学习效果中发挥了完全中介效应。本文研究结果对于探讨游戏化学习中协作学习对学习效果的影 响机制、有助于促进教育游戏的有效利用、加快游戏化学习模式的探究与运用等方面具有重要参考价值。

Chair:

Carin Appleget, Creighton University

Discussant:

Melissa Wicker, University of Oklahoma

Linguistically Diverse Literacies

AREA 1. Pre-service Teacher Education in Literacy

Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 7th - Augusta 2

Participants:

Journey Through Perspectives: Exploring Mainstream Pre-service Teachers' Beliefs about Multilingual Learners during the Education Program *Chengcheng Zhou, Vanderbilt University*

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Exploring bilingual/ESL pre-service teachers' sensemaking in their knowledge co-construction as enacted during computer-mediated classroom discussion *Hannah Park, University of Wisconsin-Madison*

English language literacy as a thirdspace for vulnerable linguistic identities *Basak Cermikli Ayvaz, Vanderbilt University*

Chair:

Nuo Xu, Bowling Green State University

Discussant:

Doris Villarreal, University of Missouri-St. Louis

Black Women Literacy Researchers at Work: On the Multiple Ways of Researching Black Girls' Literacies

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

Alternative Format Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 7th - Augusta 3

Making good trouble demands that we have the courage, commitment, and creativity to disrupt structures of power that limit which voices, stories, and lives are allowed space to exist. And so, in this Pecha Kucha session, eight Black women literacy researchers share research stories around the topic of Black girl literacies (BGL). Specifically, inspired by the work of Gholdy Muhammad and Marcelle Haddix, the presenters explain what BGL work deserves the urgency of their pens.

Chair:

Barrett Rosser, University of Pennsylvania

Presenters:

Dianne Wellington, SUNY Cortland Asia

Symone Thomas Uzomba, Augusta University

Doricka L Menefee, University of North Texas

Reka Barton, University of San Diego

Christian Hines, Texas State University

Discussant:

Stephanie P Jones, Grinnell College

Storytelling in the Policy Arena: Analyzing Narratives in Literacy Policy Debates

AREA 4. Public Engagement and Policy in Literacy Symposium

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 7th - Augusta A

This symposium examines the role of narrative in education policy negotiation and construction. Each paper draws on a unique data set to discursively analyze how teachers, parent activists, and state legislators used narratives to both make sense of policy and to further their policy agendas. Given recent legislative attempts to constrain literacy teaching and learning, this symposium will allow attendees to explore the forms and functions of narrative in the literacy policy arena.

Participants:

Positioning and storylines of responsibility within the structure-agency dialectic of third-grade reading retention policy *Amber Warren, Vanderbilt University; Natalia Ward, ETSU; Renee Moran, East Tennessee State University*

(Hi)stories of Parents' Rights: Divisive Concepts Legislation, Book Banning, and Ruby Bridges *Christy Wessel-Powell, Purdue University; Breanya Hogue, Purdue University*

Constructing Children: How Discursive Constructions of Children are Mobilized in Literacy Policy Debate *Laura A Taylor, Rhodes College*

Chair:

Breanya Hogue, Purdue University

Discussant:

Rachael Gabriel, University of Connecticut

Supporting Teacher-Educators to Empower their Students for Good Trouble: Actuating Agency via Pedagogical Practice

AREA 1. Pre-service Teacher Education in Literacy Alternative Format Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Augusta B

In this inquiry-based session, three teacher educators will share ways they draw on contemporary theories of language and literacy to support teacher candidates in developing empowering instructional literacy

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

practices that foster agency among their students. This alternative session will extend a network of individuals dedicated to disrupting traditional systems of literacy research and teacher education. Audience members will engage in interactive teacher education activities designed to bridge critical theory and pedagogical practice.

Participants:

How can generative AI support teacher educators to help teachers interrogate representations of multilingual learners? *Matthew Deroo, University of Miami*

How can linguistic cartography foster a dynamic perspective of languaging? *Christine Montecillo Leider, University of Massachusetts Lowell*

How can the promise of “partial understanding” help teacher candidates reframe their understanding of “mistakes” in student writing? *Christina L. Dobbs, Boston University*

Chair:

Christine Montecillo Leider, University of Massachusetts Lowell

(Im)Possible Spacetimes of Politics and Resistance: Queering Empowerment and Agency in Literacy Research

AREA 6. Adolescent, College, and Adult Literacy Processes

Symposium

1:15 to 2:45 pm

Westin Peachtree Plaza: Augusta C

To foster empower and agency, this symposium presents a kaleidoscopic image of queer and trans literacies research, focusing on questions of queer(ing) spacetime. Presenters consider a range of college and adult literacy processes through varied contexts (e.g., undergraduate education, teacher groups), varied qualitative methodologies (e.g., narrative analysis, discourse analysis, practitioner inquiry), and an array of theories (e.g., retroactivism, queer of color critique, interpretive agency, critical geographies).

Participants:

Reading, Retroactivism, and the Politics of Memory: Examining how LGBTQ+ Undergraduates Animate Queer History through Talk and Text *Jon Michael Wargo, University of Michigan*

“Should I Be Hopeful About That?": Examining (Im)possibilities of Queer of Color World-Making in Teacher Education *Shea Martin, The Ohio State University*

Interpretive Agency: A Narrative Inquiry of Queer Educator Resistance to LGBTQ+ Book Banning Policy *James J Coleman, University of Iowa*

Negotiating Being In and Out of Place: Belonging and Queer Educational Activism in Rural and Small Town Communities in the Deep South *Ryan Schey, University of Georgia; Rebekah Adams, University of Georgia; Lindsay Coleman-Taylor, The University of Georgia; Madison Gannon, University of Georgia; Emily Grove, University of Georgia*

Chairs:

Ryan Schey, University of Georgia **James J Coleman**, University of Iowa

Discussant:

Ileana College, Jiménez, Teachers College, Columbia University

Reading in Digital Contexts

AREA 10. Literacy Media and Technology Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 7th - Augusta D

Participants:

“Did you catch that?” A Case Study of Video Reading During Elementary Text-Based Discussions *Kristin Keane, Stanford University; Rebecca Silverman, State of California*

“I would have gone to the original source”: A study of emerging and established readers’ cognitive and metacognitive strategies during online evaluation *Julie Corrigan, Concordia University, Montreal; Elena Forzani, Boston University*

Teacher-Student Dynamics in Literacy Clinic During the COVID-19 Pandemic: Technology, Integration, Reading Comprehension, Motivation, and Inquiry-Based Learning for Fourth Graders *Andrew Holt, Towson University*

Chair:

Kristin Keane, Stanford University

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Centering Equity Pedagogies

AREA 1. Pre-service Teacher Education in Literacy
Paper Session
1:15 to 2:45 pm
Westin Peachtree Plaza: Floor 7th - Augusta E

Participants:
Making readers visible: Exploring equitable academic reading pedagogies in teacher education *Mary Ott, York University; Rachel Heydon, The University of Western Ontario*

Teacher education provides a site to make the challenges of academic reading visible. This self-study explores the emergence of an elementary language arts course while I engaged in a learning opportunity with other teacher educators and an Indigenous Knowledge Keeper (Reading Pedagogies of Equity Professional Learning: R-PEP). R-PEP made space to discover and recover reading pedagogies that better scaffolded learning in the language arts course and connected with the spirits of teacher candidates as readers.

Navigating Contemporary Literacy Education: A Reflective Journey through Critical Pedagogy, Equity Frameworks and State Policy at an HBCU *Kristian Douglas, Clark Atlanta University*

Teaching Practices for Authentic and Culturally Sustaining Writing Instruction: A Review of Pre-Service Literacy Teacher Education Literature *Amy Guillotte, University of Pennsylvania*

Chair:

Megan Van Deventer, Weber State University

Discussant:

Michael J. Young, Illinois State University

Colleges of Education and State Department of Education Administrators

Paper Session
1:15 to 2:45 pm
Westin Peachtree Plaza: Floor 7th - Augusta F

Panelists:

Fenice B. Boyd, University of South Carolina

Cynthia H. Brock, University of Wyoming

Dawn Williams, Howard University

PaQuita Morgan, Georgia Professional Standards Commission

Thomas E. Hodges, University of South Carolina

Leslie Susan Rush, University of Wyoming

Lori Pusateri-Lane, Wyoming Department of Education

Making "Good Trouble" for Rural Literacy Research to Promote Spatial and Educational Equity

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Alternative Format Session
1:15 to 2:45 pm
Westin Peachtree Plaza: Floor 7th - Augusta G

This alternative session theorizes rurality, literacy, and inequity to create a space for thinking about how, where, and when opportunity to develop literate selves does not manifest equitably across place. Rural places are often ignored in research and policy despite the 9.7 million students who attend rural schools in the US. In this interactive session four rural-serving literacy researchers invite participants to engage in discussions about rural definitions, spatial inequities, rural literacies, and literacy research.

Chair:

Karen Eppley, Penn State

Presenters:

Catherine Lammert, Texas Tech University

Alexandra Panos, University of South Florida

Devon Brenner, Mississippi State University

Karen Eppley, Penn State

"Good Trouble" as Agency and Critical Engagement in Literate Practice

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Paper Session
1:15 to 2:45 pm
Westin Peachtree Plaza: Floor 7th - Augusta H

Participants:

African American Children's Critical Engagement with Cajun

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Night Before Christmas: Making “Good Language” Trouble
Gertrude Tinker Sachs, Georgia State University; Ewa McGrail, Georgia State; Jermal Riggins Riggins, Georgia State University; Nicole Dukes, Georgia State University

Children Making “Good Trouble” by Exerting Agency for Peacebuilding through Critical Literacies
Luzkarime Calle- Diaz, Colegio El Recuerdo; Jorge Alessandro Herrera- Bustamante, Universidad del Norte; Daniel Andres Aldana, Universidad del Norte; Valentina Sánchez Zea, Universidad del Norte; Lina Trigos-Carrillo, Universidad del Norte

Empowering Minds: Nurturing Critical Literacy for 'Good Trouble' and Agency Development with Fifth Graders
Christina Victoria Salazar, Texas Woman's University
Chair:

Heeok Jeong, Stephen F. Austin State University

Discussant:

Ashley N Patterson, Penn State University

STAR Mentoring Program

Special Event

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 6th - Chastain 1

Roundtable Session III

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 6th - Chastain F

1. Developing Preservice Teachers' Agency, Identity, and Criticality

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

Participants:

Multimodal Literacy Identity Memoirs: A Pathway for Preservice Teacher Reflection on Culture and Identity
Melanie Reaves, Montana State University Billings; Tala Michelle Karkar Esperat, Eastern New Mexico University; Tairan Qiu, University of Houston; Ericka Stauffert-Reyes, University of Pennsylvania
Developing Preservice Teachers' Critical Love in a Literacy Course
Shuling Yang, University of Maryland Baltimore County

Joining Literacy Tutoring and Coursework to Empower Preservice Teachers' Agency
Lisa O'Brien, Merrimack College; Poonam Arya, Wayne State University; Christine Leighton, Emmanuel College
Chair:

Erin Price, Saint Louis University

2. Empowering Literacy: Exploring Agency and Advocacy Across Texts and Grade Levels

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

Roundtable Session

Participants:

Activating Agency: The Potential of Picturebooks to Initiate "Good Trouble" through Disciplinary Literacy in Primary Grade Classrooms
Tori Golden Hughes, University of Georgia; Jennifer Graff, University of Georgia

An analysis of a 3rd grade writing module on personal narrative: The inclusion and exclusion of evidence based practices
Denise N Morgan, Western Carolina University; Vicki McQuitty, Towson University; Kristen Evans, Kent State University

Graphic novels: “Non-entities” with potential for student empowerment and agency
Julia Maria Lopez-Robertson, University of South Carolina; Melissa Wells, University of Mary Washington; Jennifer D Morrison, Sam Houston State University

Chair:

Mark A Lewis, James Madison University

3. Adolescents and Reading Interventions

AREA 6. Adolescent, College, and Adult Literacy Processes Roundtable Session

Participants:

Empowering Junior High School Teachers and Students with a Comprehensive Tier 1 Reading Intervention
Sarah Kocherhans, University of Utah; Margaret Osgood Opatz, Capti; Sondra Hansen, The University of Utah Reading Clinic

Empowering Middle School Students through a System that Supports Foundational Reading Skills
Margaret Osgood Opatz, Capti

Increasing Middle School Reading Motivation: Preliminary Results from a 3-year Mixed Methods Study
Erin Bailey, Reading Is Fundamental; Julie Meredith, Policy Studies Associates; Kathleen Fletcher, Policy Studies Associates; Jennifer Bitzer, Policy Studies Associates

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Chair:

Margaret Osgood Opatz, Capti

4. Exploring Disciplinary Literacy Practices with Multilingual Students

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

Roundtable Session

Participants:

Empowering Newcomer ESOL Students through a Genre-Based Disciplinary Literacy Approach *Seon Ja Chang, University of Georgia; Bee Nordgren, University of Georgia*

Multimodal composing for empowerment:

Multilingual learners' use of strengths in science

Amber W Deig, University of Southern Mississippi;

Mark B Pacheco, University of Florida

Translanguaging Pedagogies for Bi/Multilingual Adolescents within English Dominant Settings: A

Qualitative Meta- Synthesis *Tiffany Lace Church,*

Middle Tennessee State University; Janna Brown

McClain, Middle Tennessee State University

Chair:

Cris Delatado Barabas, McGill University

5. Analyzing the Discourse and Rhetoric that Impact Education Today

AREA 4. Public Engagement and Policy in Literacy Roundtable Session

Participants:

“Politeracy” : A critical analysis of the intersection between current policy discourse and literacy practice

Mellissa Teston, University of South Florida

Troubling the Educational Anti-CRT Laws in 6-12

English Language Arts Curriculum *Kelly Bailes*

Wallace, University of Tennessee; Dani Gabrielle

Rimbach-Jones, University of Tennessee

We “Do Not Ban Books!” (We Just Want to Restrict

Access to Them): Analyzing the Discourse and

Rhetoric of Book- Banners *Jason J Griffith, Penn State*

University; Chen Su, Penn State University; Jubara

AbuSin, The Pennsylvania State University; Cory

Brautigam, Penn State University

Chair:

Renata Love Jones, Georgia State University

Reading Hall of Fame Mentoring Session

Meeting

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 6th - Chastain G

Chairs:

MaryEllen Vogt, California State University, Long Beach

Norman A. Stahl, Northern Illinois University

Examining Vocabulary and Language in Instruction and Assessment

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

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 6th - Chastain H

Participants:

An Experimental Study Evaluating Feasibility and Effectiveness of Multisyllabic Instruction for Upper

Elementary Learners *Margaret F. Quinn, Texas A&M*

University; Zoi A. Traga Philippakos, University of

Tennessee-Knoxville; Rebekah Picerno, University of

Tennessee

Decoding and Encoding of Multisyllabic Words: Two

Cycles of Design-Based Research *Zoi A. Traga*

Philippakos, University of Tennessee-Knoxville;

Margaret F. Quinn, Texas A&M University; Rebekah

Picerno, University of Tennessee; Adalea Carol Davis,

University of Tennessee

Assessing Academic Language in Tenth Grade Essays

Using Natural Language Processing *Andrew Potter,*

Arizona State University; Maria Goldshtein, Arizona

State University; Rod D Roscoe, Arizona State

University

Chair:

Zoi A. Traga Philippakos, University of Tennessee-

Knoxville

Supporting English Learners Through Examining Teacher Perceptions, Agency, and Professional Learning

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

Paper Session

1:15 to 2:45pm

Westin Peachtree Plaza: Floor 6th - Chastain I

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Participants:

Actuating agency in the PLC: the role of language background for teachers co-construction of professional vision for translanguaging *Samuel S David, University of Minnesota Twin Cities; Laurie Elisabet Hahn Ganser, University of Minnesota - Twin Cities*

Teacher-Directed Online Professional Learning: Equipping Educators of Multilingual Learners *Katie Crook, Clemson University; Hazel Vega, Clemson University; Emily Howell, Clemson University; Rebecca Kaminski, Clemson University; Kavita Mittapalli, MN Associates, Inc. (MNA); Amlan Banerjee, MN Associates Inc.*

Teacher Perceptions on AI Literacy Instruction for English Language Learners: AI in-between Simplification and Amplification *Nur Masarwa, Duquesne University; Xia Chao, Duquesne University*
Chair:

Adeline Mansa Borti, Grand Valley State University

Discussant:

Shelly Solomon Huggins, Towson University

Culturally Responsive Literacy Teaching

AREA 1. Pre-service Teacher Education in Literacy

Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 6th - Chastain J

Participants:

Exploring Self-Efficacy Dynamics in Culturally Responsive Teaching: A Critical Incident Analysis of Preservice Literacy Teachers *Wonki Lee, Purdue University* This study delves into the evolving self-efficacy of preservice literacy teachers within culturally responsive teaching environments. It examines how teachers' confidence influences their instructional practices and classroom dynamics, emphasizing the significance of culturally responsive teaching in literacy education. Field experiences are pivotal for developing these competencies, with critical incident analysis revealing varied self-efficacy trajectories among participants. The findings contribute to enhancing support for preservice teachers in their journey toward effective culturally responsive teaching.

Cultural Relevance and Justice in Literature and Writing Methods Courses: Students' Conceptual

Journeys and Our Pedagogical Choices in Contested Times *Emily Catena, Florida State University; Blake Tenore, Florida State University*

Building Bridges, Constructing Classrooms, and Avoiding the Fire: How Preservice ELA Teachers Framed Subversive Changes During Student Teaching *Christopher Kingsland, University of Michigan, Ann Arbor*

Chair:

Blake Tenore, Florida State University

Discussant:

Sara Jones, Illinois State University

Indigenous and Decolonial Literacy: Advancing Sovereignty

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

Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 8th - Peachtree 1

Participants:

Indigenous Cultural Production and Narrative Sovereignty: Whose Story? Whose Medium? Whose Voice? *Amir Kalan, McGill University; Bianca Gonzalez, McGill University*

Towards Decolonial Integrations: West African Multiliterate Cultural Artifacts In School and Museum Spaces *Lakeya Afolalu, The University of Washington; Dominic Hateka, Michigan State University*
Stories as Theories: Co-Building Critical and Humanizing Literacies' Spaces with Adivasi (Indigenous), and De-notified and Nomadic Tribal (DNT) Youth in Central India *Shuchi Sinha, University of Illinois, Urbana Champaign*

Chair:

Lara J Handsfield, Illinois State University

Discussant:

Janet S. Gaffney, University of Auckland

Critical Reimaginings of Temporality in Literacy Research

AREA 11. Research Methods, Practices and Theory Symposium

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 8th - Peachtree 2

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Motivated by the need for deeper analyses of how time is assumed to work in research and a desire to open up radical differences in our understanding and practical working out of method, these papers explore what is gained when research design and analysis refuse the assumption of directed, linear temporalities.

Participants:

Once Upon a Time: Temporalities of Imagination in Design-Based Literacy Research *Christian Ehret, The University of North Carolina at Chapel Hill*

Time Out of Joint: Improvisational Literacy Research *Samuel Tanner, The University of Iowa*

What No Research Means: The Problematic of Time in Interpretive Literacy Research *Gail Boldt, Penn State University; Kevin Michael Leander, Vanderbilt University*

Chair:

Gail Boldt, Penn State University

Discussant:

Faythe Beauchemin, Boston College

Exploring Teachers' Curriculum Experiences

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

Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 12th - Piedmont 1

Participants:

From Mandate to Practice: Teacher Perspectives on the District-Wide Implementation of a New Reading Curriculum *Joelle Pedersen, Boston College; Deana Lew, Newton Public Schools; Caitlin Hogue, Newton Public Schools*

Teacher Collective Sensemaking and Experience with Mandated Curriculum *Michael S Havazelet, Vanderbilt University*

Unlocking Language: Alabama Teachers' Proficiency of Phonics, Spelling, and Morphology *Cortney Dilgard, The University of Alabama; Brittany Adams, University of Alabama; Cailin Kerch, The University of Alabama; Carol Donovan, University of Alabama; Julianne Coleman, The University of Alabama Tuscaloosa; Tracey S Hodges, Sam Houston State University*

Chair:

Seongryeong Yu, Old Dominion University

Discussant:

Pamela Mason, Harvard University

Interrogating Normativities in and through Children's and Young Adult Literature

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

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta 1

Participants:

Have We Moved Beyond Brian Robeson and Other Straight, White, Able-Bodied, Male Characters:

Perspectives on Fifth Grade Teachers' Read Alouds *Craig A Young, Commonwealth University - Bloomsburg; Kristin Conradi Smith, William & Mary*

Monsters Unmasked: Deconstructing Patriarchal Ideological Forces in Young Adult Literature Featuring Sexual Violence *Brittany Adams, University of Alabama; Gillian Mertens, SUNY Cortland*

Literary and Disability "Entanglements": Embodying Tourette Syndrome in Young Adult Fiction *Melissa Schieble, Hunter College CUNY*

Chair:

Nuo Xu, Bowling Green State University

Discussant:

Amy Tondreau, University of Maryland, Baltimore County

Literacy Learning for Linguistically Diverse Youth

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

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta 2

Participants:

Toward Critical Multimodality and Translanguaging Literacies:

Chinese American Bilinguals Retelling Chinese Folktales in Comic Strips in a Chinese Community School *Jiadi Zhang, University of Illinois Urbana-Champaign; Qinchun Li, University of Illinois at Urbana Champaign*

Playfully Translingual: Community Writing with Emergent Bilinguals *Stephanie L Abraham, Rowan University*

Intentional Chaos: Transnational Migration Literacies at the Mexico/US Border *Mikel Walker Cole, University of Houston; Stephanie Madison, Clemson University; William Nieves Davis, Charleston County School District*

Chair:

Fatima Seyma Kizil, Syracuse University

Discussant:

Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana

Leveraging AI in Multimodal Composing

AREA 10. Literacy Media and Technology

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta 3

Participants:

AI Content Creation and Multimodal Text Production: Composing Strategies of Black Youth in a VR Gaming Club *Leah Burger, University of South Florida; Jenifer Jasinski Schneider, University of South Florida; James Robert King, University of South Florida*

Multimodal Composing with Generative AI: Examining Preservice Teachers' Processes and Perspectives *Blaine Smith, Vanderbilt University; Amanda Yoshiko Shimizu, Vanderbilt; Sarah K Burriss, Vanderbilt University; Melanie Hundley, Vanderbilt University; Emily Pendergrass, Vanderbilt University*

This study examines 20 preservice teachers' processes when creating multimodal products and their perspectives on the use of AI in the classroom. Multiple data sources were collected, including screen capture, classroom video recordings, pre and post-surveys, and post-composing interviews. Drawing from qualitative and multimodal analysis, we will present main themes on how AI tools mediated

preservice teachers' design decisions as well as the affordances, tensions, and ethical considerations they grappled with.

The Story House - Actuating agency through digital writing game development *Johanna Karelia Pentikainen, University of Lapland, Finland; Ruut Tikkanen, University of Oulu; Juho Mattila, University of Oulu; Pasi Henrik Karppinen, University of Oulu; Outi Johanna Kallionpää, University of Lapland*

Chair:
Johanna Karelia Pentikainen, University of Lapland, Finland

Motivation, Self-Efficacy, Memory, & Imagination in Literacy Assessment and Instruction

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

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta A

Participants:

The Power of Situational Interest in Classroom Reading Assessment - reciprocal relations of interest, self-efficacy, and skill *Bente Rigmor Walgermo, National Reading Centre, Norway*

Echoes of the Mind: Memory and Imagination in Literacy Education *Jie Zhang, University of Georgia; Leigh Elliott, University of Georgia*

Transforming Lives Through Dialogic Literary Gatherings: A Systematic Review *Kaha Abdi, The Ohio State University; Ian A. G. Wilkinson, Ohio State University* This paper examines extant research and scholarship on Dialogic Literary Gatherings (DLGs), a form of text-based discussion rooted in Freire's (1970) notion of dialogic pedagogy. DLGs involve participants gathering to discuss classical texts through egalitarian dialogue. They aim to encourage meaning-making through communicative action based on Flecha's (2000) theory of dialogic learning. Our systematic review addresses the nature of DLGs, their origin, and theoretical basis, as well as participants' personal and social transformation.

Chair:

Sara Jones, Illinois State University

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

The Dynamics of Teacher Agency: Examples from Classroom Studies

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

Symposium

3:00 to 4:30 pm

Westin Peachtree Plaza: Augusta B

The purpose of this symposium is to discuss the dynamics of teacher agency by sharing three empirical studies in diverse classrooms in the United States.

Grounded in ecological perspectives of teacher agency, which is achieved in shifting and not fixed contexts (Biesta et al., 2015; Priestley et al., 2015), the symposium will show how literacy educators in elementary, middle, and high school settings enact their agency when working with students including multilingual learners.

Participants:

Teacher Agency in an Elementary Classroom *Christine Uliassi, SUNY Cortland*

Dynamics of Teacher Agency in an ELA Class in a Middle School Context *Bogum Yoon, State University of New York at Binghamton*

Developing a Pre-service Teacher's Agency in an ELA High School Setting *Diana Murtaugh, Binghamton University*

Chair:

Bogum Yoon, State University of New York at Binghamton

Discussant:

Lara J Handsfield, Illinois State University

Building on the theories of Brian Street: What does it mean to be a person? What does it mean to be a person alongside literacy?

AREA 14. Other Topics

Alternative Format Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Augusta C

Street (1994) argued that "[w]hat it is to be a person, to be moral and to be human in specific cultural contexts is frequently signified by the kind of literacy practices in which a person is engaged" (p. 97).

The Brian Street Memorial Award brings together language and literacy scholars to discuss: (1) how literacy is implicated in definitions of personhood, and (2) to imagine how literacy might be defined to empower those often marginalized.

Chair:

Michiko Hikida, Ohio State University

Presenters:

Saba Vlach, University of Iowa

Aris Clemons, University of Tennessee Knoxville

Lakeya Afolalu, The University of Washington

Tasha Austin, SUNY, Buffalo

Racial Literacies

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

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta D

Participants:

Digging In and Playing It Safe: Cultivating Racial Literacies with Pre-service Teachers at a Primarily White Institution *Michael J. Young, Illinois State University*

Examining the Racial Literacy of Pre-Service Teachers of Color through a Community Cultural Wealth Approach *Valentina Alpuin, University of Illinois Chicago; P Zitlali Morales, University of Illinois Chicago*

"I've Always had the Abolitionist Spirit in Me": Pre-Service Teachers of Color & Pedagogies of Abolitionist Praxis *Rubén A González, Stanford University*

Chair:

Julianna Kershen, University of Oklahoma

Discussant:

Judith Dunkerly, Old Dominion University

Fostering Dialogue with Adolescents

AREA 6. Adolescent, College, and Adult Literacy Processes

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta E

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Participants:

“I had something to say”: Student-identified conditions and predictors of participation in discussion. *Shireen Al-Adeimi, Michigan State University; Rebecca Lee Lee, Michigan State University*

Purpose: This mixed methods study analyzes early adolescent students’ perspectives about engaging in dialogic talk by focusing on the following question: What conditions do early adolescents identify as either conducive to or hindering their participation in whole-classroom dialogic talk?

How Spider Web Discussions Spark Literacy Learning and Growth through Goal-Setting *Jennie Baumann, Auburn University*

Chair:

Kyle Patrick Smith, University of Michigan

Critical Digital Literacies, Interrogating Power, Genre, and Audience

AREA 10. Literacy Media and Technology

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta F

Participants:

Transformative Critical Media Literacy Pedagogies in Secondary Classrooms *Andrea Lorraine Gambino, North Carolina State University* Critical media literacy is a theory and inquiry-based pedagogical process that investigates the relationships between audiences and media, information, and power. More research is needed with teachers to understand how this theory is adapted into practice. This critical qualitative case study reveals how critical media literacy can be a crucial pedagogical toolkit to adapt in the moment to help deconstruct some of the most complex and unprecedented sociopolitical challenges facing our democracy.

Troubling Genres of Power: Implications of Fanfiction for Literacy Education *Alecia Marie Magnifico, University of New Hampshire; Karis Jones, Empire State University - SUNY*

Crafting Interactive Life Stories through Procedural Literacies: Insights from the Gameful Living Lab *Bradley Robinson, Texas State University; Steven John Buehler, Texas State University*

Chair:

Karis Jones, Empire State University - SUNY

Multilingual/Multimodal Voices in Children's Writing

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

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta G

Participants:

Centering student voices: Translingual writing practices of fourth-grade, multilingual students

Megumi Takada, Stanford University

Multilingual Learners’ Multimodal Layers of Meaning Making in Digital Book Composing *Lindsey W Rowe, Clemson University; Victoria Pennington, Clemson University*

Practices of transculturality: how students compose plural texts and plural selves *Catherine Park, UC Berkeley; Glynda A Hull, University of CA, Berkeley*

Chair:

Seongryeong Yu, Old Dominion University

Discussant:

Erin Price, Saint Louis University

Examining Critical and Civically Oriented Writing

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

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta H

Participants:

The Role of Power in the Oppression of the Agency of Critical Writing *Natalya Stepanova, University of South Carolina* Towards Writing Civic Histories *Andrew del Calvo, University of Pennsylvania Graduate School of Education*

Reimagining Annotation as Meaningful Participation in Critical, Syncretic, and Civic Literacy *Remi Kalir, University of Colorado Denver*

Chair:

Laxmi Prasad Ojha, Michigan State University

Discussant:

Anna Smith, Illinois State University

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Roundtable Session IV

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 6th - Chastain F

1. STEM Literacies

AREA 6. Adolescent, College, and Adult Literacy Processes

Roundtable Session

Participants:

From Content Knowledge to Scientific Inquiry: Standardized Item Writing as a Catalyst for Changing Teachers' Practice of Disciplinary and Scientific Literacies *Heidi Regina Bacon, Southern Illinois University Carbondale; Lavern Byfield, Southern Illinois University Carbondale; Carol Elizabeth Colaninno, Emory University; Senetta Bancroft, Southern Illinois University Carbondale; Emily Wonnacott-Stanley, Southern Illinois University Edwardsville*

Insights into the Texts Agricultural Scientists Use for Research, Teaching, and Extension *Stephanie M Lemley, Mississippi State University*

Chair:

Heidi Regina Bacon, Southern Illinois University Carbondale

2. Communities for Professional Learning in Literacy

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

Participants:

Bridging the Gap: Transforming Pre-Service Teachers' Beliefs and Practices in Literacy Education Through Professional Learning Networks. *Shannon Kane, University of Maryland- College of Education; Loren Jones, University of Maryland, College Park; Maggie P Peterson, University*

Cross-Atlantic Community of Readers for Pre-Service Teachers: Results from a Design-Based Research Study *Clara Maria Fiorentini, Marino Institute of Education; Sharon Pratt, Indiana University Northwest; Geraldine Ann Magennis-Clarke, St Mary's University College, Belfast*

Pedagogically Empowering Literacy Faculty: Building Agency through Self-Study Communities of Practice

Kathryn Mitchell Pierce, Saint Louis University; Courtney Shimek, West Virginia University; Tala Michelle Karkar Esperat, Eastern New Mexico University; Brady Nash, Miami University; Lyudmyla Ivanyuk, Trinity Christian College; Crystal Dail Rose, Tarleton State University

Chair:

Jackie Ridley, Kent State University

3. Cross-Cultural Classroom Chronicles: Diverse Perspectives on Literacy, Equity, and English Education

AREA 12. International Research on Teaching and Learning

Roundtable Session

This session explores the multifaceted dimensions of education across cultures, focusing on literacy education beliefs in China and the U.S., equity-based practices with multilingual families in Canada, and the role perceptions of Chinese teachers in English medium instruction (EMI) schools. The session provides a comprehensive view of the global educational landscape, offering insights into the challenges and innovations in teaching diverse student populations.

Participants:

Stakeholder Perspectives on Equity-Based Practices & Reciprocity with Multilingual Families and Youth in Canada *Cynthia Reyes, University of Vermont - Burlington, VT*

Teaching English literacies in an internationalised English medium instruction school: Chinese EFL teachers' roles perceptions *Cris Delatado Barabas, McGill University* There is a growing amount of research concerning English medium instruction (EMI) in higher education contexts.

Similar foci, different lenses: Literacy education beliefs and practice of Chinese and U.S. teachers *Yang Hu, Hunter College CUNY* Differences in literacy education practices between China and the U.S. are often attributed to their different educational, sociocultural, and historical contexts.

Chair:

Fuyi Feng, The Ohio State University

4. Using Data and Assessment in Socially Just Ways: Multilingual Students, English Teachers, and EFL Classes

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

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

Participants:

“He Doesn’t Even Speak English”: Teacher Sense-making about Multilingual Students in Data Team Meetings as Part of Response to Intervention *Janna Brown McClain, Middle Tennessee State University; Lauren M MacDonell, Middle Tennessee State University; Caitlyn Osborne Parris, Middle Tennessee State University; Tiffany Lace Church, Middle Tennessee State University*

Exploring Equitable Assessment Practices in a Critical Community of English Teachers *Kelly Chandler-Olcott, Syracuse University; Sarah M Fleming, SUNY Oswego*

Chair:

Hiawatha Smith, University of Wisconsin-River Falls

5. Educators' Learning with Diverse Literacy Learners: Language, Multilingual, & (Dis)Abilities

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

Roundtable Session

Participants:

Exploring Early Career Teachers’ Experiences with Literacy Instruction for Students with Dis(abilities) *Emily Mauer, Doctoral Student- University of Texas at Austin; Melissa Wetzel, University of Texas at Austin; Beth Maloch, The University of Texas at Austin*

Exploring Shifts in Teachers’ Language Awareness: Teachers’ Perspectival Understanding of Teaching Multilingual Learners *Kwangok Song, University of Kansas; Josh Hayes, University of Kansas; Liyan Yang, University of Kansas; Palmer Attias, The University of Kansas*

The Other Half: Linguistic Comprehension within the Science of Reading Study *Melissa Wrenn, East Carolina University; Meghan D Liebfreund, Towson University; Mark David Johnson, East Carolina University; Vatozia Gardner, East Carolina University; Jenna McLawhorn, Grad student*

Chair:

Adeline Mansa Borti, Grand Valley State University

6. Empowering Literacy Educators- Experiences in Autonomy, Agency, and Diverse Environments

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

Roundtable Session

Participants:

Empowering Educators: A Case Study on Reading Intervention and Trauma-Informed Care in Afterschool Tutoring *Carla K Meyer, Duquesne University; Valerie Gresser, Duquesne University*

Empowerment Literacy: Teachers’ Feelings of Autonomy and Agency in Response to Media Reports about Reading Instruction *Kay Thursby Bourke, University of Illinois Chicago; Mary-Kate Sableski, University of Dayton*

Exploring Teacher Autonomy for Novice Teachers in Rural Settings *Rachael Waller, Montana State University Billings*

Chair:

Chelsey M Bahlmann Bollinger, James Madison University

7. Culturally Sustaining Literacy Practices In and Out of Schools

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

Roundtable Session

Participants:

Synergy of Multicultural Literature and Arts: One Teacher’s Journey towards Culturally Sustaining Practices *Shuling Yang, University of Maryland Baltimore County; Natalia Ward, ETSU*

Get Fit! With Math and Lit: Facilitating Physical Activity, Mathematics, and Literacy with Youth through Multimodality and Culturally Relevant Pedagogy *Brittany Pinkerton, Augusta University; Christine Craddock, Delaware State University*

Community Cultural Wealth: Agency through Asset-Based Approaches in Early Childhood Settings *Julia Maria Lopez- Robertson, University of South Carolina; Melissa Wells, University of Mary Washington*

Incorporating Critical Consciousness within Culturally Sustaining Literacy Practices: A Review of the Literature *Heather Dunham, Clemson University; Oluwaseun Ayobami Oti, Clemson University*

8. Promoting early and elementary writing through oral language and systematic instruction

AREA 5. Early and Elementary Literacy Processes

Roundtable Session

Participants:

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Participants:

Advancing early literacy instruction: a novel speech-to-sound-to-print approach for preschool and early elementary settings *Joy Maureen Allcock, Massey University; Naomi Polinsky, Hatch Early Learning; Nicole Elizabeth Nesheim, Hatch Early Learning; James Chapman, Massey University*

The purpose of this roundtable is to discuss a line of research aimed at developing a novel speech to sound to print approach to teaching literacy in early childhood education. Effects of the "Write Sounds" Intervention on Handwriting, Word Reading, and Spelling Outcomes *Pamela Shanahan Bazis, University of Nebraska-Lincoln*

Verbal Rehearsal as an Instructional Intervention to Support A Novice Student's Informational Writing *Kristen Evans, Kent State University; Denise N Morgan, Western Carolina University*

Chair:

Jill S. Jones, North Carolina State University

Experiences of Adult and Adolescent Multilinguals

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

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 6th - Chastain G

Participants:

"Ben meğer çok dilliymişim!" *Basak Cermikli Ayvaz, Vanderbilt University*

Özet Bu çalışma, çok dilli öğretmen adaylarının kimlik yolculuklarını dil otobiyografileri aracılığıyla araştırarak, dil öğrenme deneyimleri ile farklı sınıflarda gelecekteki öğretim uygulamaları arasındaki bağlantıları incelemektedir. Çok modlu araçlar ve yerleşik bir öğrenme perspektifi kullanan çalışma, dil hiyerarşilerinin, erişimin ve motivasyonun kimlik üzerindeki etkisini ortaya koymaktadır. Bulgular, kişisel dil yolculukları üzerine düşünmenin empatiyi beslediğini ve insancılaştırıcı pedagojileri bilgilendirdiğini göstermektedir. Çıkarımlar, kapsayıcı, eşitlikçi öğrenme ortamları yaratmada çok modlu yaklaşımların ve diller arası geçirgenliğin potansiyelinin altını çizmektedir.

C'est pas le voile qui est en train de tuer des gens :

One Muslim immigrant student's experiences in

France *Janette A Metzger, Key Concepts*

This is a small story narrative study of an Algerian Muslim immigrant student's experiences in France.

France cultural values reject multiculturalism and considers religious neutrality, to be an integral part of the national identity. Data for this study was collected from January 2018 through June 2022 in the context of a small group and individual tutoring sessions. The participant was a multi-lingual transnational student who navigated daily multicultural and multilingual social contexts.

Songs of Translingual Love and Resistance: The Cases of Three Women-Identifying Montreal-Based Singer-Songwriters and Musicians *Bianca Gonzalez, McGill University*

Chair:

Basak Cermikli Ayvaz, Vanderbilt University

Discussant:

Jo Hawke, Tulsa Community College

Family Voices About Literacy Programs and Practices

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

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 6th - Chastain H

Participants:

"I'll be there for you no matter what": On the intellectual and emotional labor of families forging a coalition for educational justice *Maria Paula Ghiso, Teachers College, Columbia University; Gerald Campano, University of Pennsylvania; Jacqueline M Winsch, University of Pennsylvania; Claire Wan, Penn GSE*

Middle Class African-American parents' perspectives of academic rigor and reading programs in Detroit Schools *Kirsten Dara Hill, The University of Michigan-Dearborn*

Parent Advocacy for Literacy Intervention: A Case Study of Motivations and Experiences *Meghan J Malloy, Clemson University*

Chair:

Tori K. Flint, University of Louisiana at Lafayette

Discussant:

Erin Bailey, Reading Is Fundamental

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Supporting Readers Who Struggle: Intervention in Context

AREA 3. Literacy Assessment, Learning, and Teaching
Paper Session
3:00 to 4:30 pm
Westin Peachtree Plaza: Floor 6th - Chastain I

Participants:

Widening the Aperture: A Call to Contextualize Reading Intervention Research Within the Broader Act of Reading *Allison Serceki, Menifee Union School District; Margaret Curwen, Chapman University*
Evaluating an Early Literacy Intervention: Teacher Impacts on Student Outcomes *Jerome Dagostino, The Ohio State University; Emily Rodgers, The Ohio State University; Daniel Litwok, Abt Associates; Kyla Brown, Abt Associates; Katherine Shilling, The Ohio State University*

Underlying reading efficiency differences between high and low achieving readers: An eye-movement study of 357 students in grades 2, 4, 6, and 8
Alexandra Spichtig, Stanford Taylor Foundation; John Ferrara, Stanford Taylor Foundation; Nancy C Brower, Stanford Taylor Foundation; Kristin Gehsmann, Clemson University

Chair:

Sheri Vasinda, Oklahoma State University

The Social Construction of Monolingual Language Ideologies

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
3:00 to 4:30 pm
Westin Peachtree Plaza: Floor 6th - Chastain J

Participants:

“But I also need to help them succeed”: Navigating Educators
“Yes... BUT” Objections to Linguistically Sustaining Pedagogies *Chris Chang-Bacon, University of Virginia; Kate Anderson, Arizona State University; Maria Guzman Antelo, University of Virginia*
Language Evasiveness in an Early Elementary Intervention: A

Conceptual Framework *JaNiece Elzy-Palmer, Texas Woman's University; Tee G. Hubbard, Texas Woman's University*

Multilingual Children’s Monolingual Becoming: The Effect of Monolingual Habitus Reproduction Across Educational Spaces *Guofang Li, The University of British Columbia; Henny Yeung, Simon Fraser University; Ziwen Mei, The University of British Columbia; Sonoka Inomoto, University of British Columbia*

Discussant:

Ashley N Patterson, Penn State University

Agentic Comprehension of Informational Texts: Strategies for Analyzing Text Features in Relation to Readers’ Needs

AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature
Alternative Format Session
3:00 to 4:30 pm
Westin Peachtree Plaza: Floor 8th - Peachtree 1

In this alternative format session, participants will explore text complexities and reader alignment as sites for agentic comprehension across multiple domains and levels. First, we highlight three studies that focus on analyzing text features in relation to readers’ needs across domains of learning and ages. Then participants will engage in interactive inquiry identifying issues and effective strategies for fostering agentic comprehension and identify hopeful practices for preservice teachers, teachers, and teacher educators.

Chair:

Marla K. Robertson, Utah State University

Presenters:

Marla K. Robertson, Utah State University
Georgia Bunnell, Central Washington University
Erica Shea, Montana State University Billings
Melanie Reaves, Montana State University Billings
Cade A Schulze, School
Tyler Lee Murray, Montana State University Billings

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Critical Religious Literacies leads to Making Good Trouble

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

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 8th - Peachtree 2

Using the The Work That Reconnects spiral format (Macy & Brown, 2014), this Transformational Education session will allow participants to express gratitude; honor our pain; practice critical religious literacies with children's literature; examine information and misinformation; have a safe space to become aware of our own biases; and generate new opportunities for collaborations.

Participants:

Grounding in Gratitude *Barbara Laster, Towson University Honoring Our Pain Claudia Hilde Finkbeiner, University of Kassel; Barbara Laster, Towson University*

Examining Children's Literature through a Critical Religious Literacy Lens *Maria Perpetua Liwanag, Towson University; Althier M Lazar, Saint Joseph's University*

Opening New Possibilities *Aria Razfar, University of Illinois; Guy Trainin, University of Nebraska Lincoln TLTE*

Chair:

Barbara Laster, Towson University

Discussants:

Barbara Laster, Towson University

Aria Razfar, University of Illinois

Distinguished Scholar Lifetime Achievement Award Address

Reception

4:45 to 6:00 pm

Westin Peachtree Plaza: Floor 8th - Peachtree Ballroom

Town Hall

Meeting

6:15 to 7:15 pm

Westin Peachtree Plaza: Floor 6th - Chastain F, G

LRA Trivia Night

Special Event

7:30 to 9:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta 1

ERM/STAR Reception

Reception

7:30 to 9:00 pm

Westin Peachtree Plaza: Floor 6th - Chastain Room

Vital Issues

Reception

9:00 to 11:00 pm

Westin Peachtree Plaza: Floor 5th - Bar 210

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).



Friday, December 6, 2024

LRA 2024

74th Annual Conference



Connect with us!
#LRA24



Friday, December 6

Registration

7:00 to 5:00 pm

Westin Peachtree Plaza: Floor 6th - The Overlook

Silent Auction

7:00 to 1:00 pm

Westin Peachtree Plaza: Floor 6th - The Overlook

LRA Writing Research Study Group: Writing Reform and Sustainability With Holten Kvistad, Gustaf Skar, Linda Grace, Edy Leverette, Stephany Smith, Zoi Philippakos, and Charles MacArthur

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 7th - Augusta 1

Educational reforms strive for the implementation of practices that support learners' academic performance and instructors' pedagogical content knowledge and skill. Reforms are not always fruitful and writing reform efforts at scale are not as much examined as reading ones. The sessions will address professional development and examine reform and sustainability plans and efforts at a country level for K to 12 learners, at a K to 8 district level, and at the postsecondary level.

Chair:

Edy Leverette, Atkinson County School System

Presenters:

Gustaf Bernhard Uno Skar, Norwegian University of Science and Technology

Anne Holten Kvistad, NTNU

Stephany Maria Smith, Pearson Elementary

Linda Grace, Brandywine School District

Charles MacArthur, University of Delaware

Study Group: Approaches to Studying and Teaching Graphic Novels

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 7th - Augusta 2

This study group's purpose is to share empirical research and pedagogy on graphica (i.e., sequential texts that combine words with images), to support researchers/educators of all experience levels in developing work on graphic novels and comics in literacy education. We will examine representations of diversity in graphic novels and comics, features make them appeal to a wide variety of readers, as well as how they subvert education policies that stifle diversity in schools.

Chair:

Daryl Axelrod, Florida International University

Presenters:

Jared Huisingh, University of Tennessee at Knoxville

Nathaniel Sandler, Bookleggers

Embracing Translingual Literacies in Literacy Research: A Step Towards Change

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 7th - Augusta 3

The Multilingual and Transnational Innovative Community Group seeks to extend conversations on "making good trouble" that actuates agency by providing spaces where languages other than English are privileged.

In an effort to support researchers in navigating systemic obstacles, this three-day study groups invites attendees to reflect on ways of doing and presenting research in languages other than English. Invited scholars will share about their experiences in multilingual/translingual research in diverse research spaces.

Chairs:

Mariannella Núñez, University of the Incarnate Word

Tairan Qiu, University of Houston

Presenters:

JaNiece Elzy-Palmer, Texas Woman's University

Guofang Li, The University of British Columbia

Sidury Christenson, University of Texas San Antonio

Zhongfeng Tian, Rutgers University–Newark

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Friday, December 6

National Council of Research on Language and Literacy (NCRL) Business Meeting Room

Meeting
7:15 to 8:15 am
Westin Peachtree Plaza: Floor 7th - Augusta A

Early Career Achievement Award Meeting

Meeting
7:15 to 8:15 am
Westin Peachtree Plaza: Augusta B

Doctoral Student ICG Proposal Mentoring Project Breakfast

Reception
7:15 to 8:15 am
Westin Peachtree Plaza: Augusta C

Doctoral Student Innovative Community Group Study Group: Democratizing Approaches to Literacy

AREA 13. Study Groups
7:15 to 8:15 am
Westin Peachtree Plaza: Floor 7th - Augusta D

The DSICG Study Group convenes scholars to support doctoral students. This year, we center how literacy research and practice can be used to further democratic ends. Wednesday: Democratizing Participation in Literacy Research Joann Marciano Danielle Filipiak Alicia Rusoja Patricia Edwards Thursday: Democratizing Literacy Education Stephanie Toliver Karla Lomeli Arlette Willis Saba Vlach Friday: Democratizing Literacy in and Beyond the Academy Allison Skerrett Maria Paula Ghiso Wan Shun Eva Lam

Chair:

Darlshawn Patterson, University of South Florida

Panelists:

Joanne E. Marciano, Michigan State University

Danielle Filipiak, University of Connecticut

Alicia Rusoja, University of California, Davis

Patricia Ann Edwards, Michigan State University
Stephanie Toliver, University of Illinois Urbana-Champaign
Karla Lomeli, Santa Clara University
Arlette Ingram Willis, University of Illinois
Saba Vlach, University of Iowa
Allison Skerrett, The University of Texas at Austin
Maria Paula Ghiso, Teachers College, Columbia University
Wan Shun Eva Lam, Northwestern University

Gender & Sexualities Committee Meeting

Meeting
7:15 to 8:15 am
Westin Peachtree Plaza: Floor 7th - Augusta E

Exploring the History of Reading in Atlanta

AREA 13. Study Groups
7:15 to 8:15 am
Westin Peachtree Plaza: Floor 7th - Augusta F

For the 2024 conference, the History ICG will host an off-site event to explore the history of reading in Atlanta. This will allow members to draw on and support the local community in Atlanta, provide a new and different experience for LRA attendees, and offer members of the History ICG an alternative activity outside of the traditional lunch study sessions.

Chair:

Dixie D. Massey, Seattle Pacific University

JLR & LR:TMP Breakfast

Reception
7:15 to 8:15 am Westin Peachtree Plaza:
Floor 6th - Chastain 1

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Policy and Politics Study Group

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 6th - Chastain G

In this study group, we bring together the stories of those who have found ways to engage and push back while holding space for brainstorming about what comes next.

Chair:

W. Ian O'Byrne, College of Charleston

Creative Nonfiction for Literacy Researchers

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 6th - Chastain H

This study group will help literacy researchers write creative nonfiction to make sense of empirical and experiential knowledge while sharing it with audiences beyond academia. 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? 2. How can scholars, often only trained in academic writing genres, use more creative writing practices to disseminate scholarly ideas?

Chair:

Jo Hawke, Tulsa Community College

Literacy Lab/Reading Clinic Study Group

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 6th - Chastain I

The Literacy Lab/Reading Clinic Study Group is a longstanding space for LRA attendees interested in creating effective, empowering, and equitable learning environments where directors, teachers, learners, and families advocate for literacy practices that value all learners. 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:

Cheryl Dozier, University at Albany

Theresa Deeney, University of Rhode Island

Teacher Education Research Study Group (TERSG)

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 6th - Chastain J

Since 1991, The Teacher Education Research Study Group (TERSG) has created a space where literacy teacher educators meet to discuss, design, and conduct research about issues related to literacy teacher preparation and teacher professional development. This study group serves as a forum for ideas in teacher education, as a supportive place for individual and collaborative research examining teacher preparation, and as a place where beliefs related to literacy teaching and learning are challenged and interrogated.

Chairs:

Marliese Peltier, Ball State University

Tierney B Hinman, Auburn University

Presenters:

Marliese Peltier, Ball State University

Tierney B Hinman, Auburn University

Sonia M Kline, Illinois State University

Critical Culturally Sustaining Literacy Pedagogy and Advocacy Study Group

AREA 13. Study Groups

7:15 to 8:15 am

Westin Peachtree Plaza: Floor 8th - Peachtree 2

Our focus this year is on the threat to culturally sustaining pedagogy from curriculum standardization that is centered on narrow conceptions of reading and seeks to control what teachers say and do in their classrooms. We will work to understand culturally responsive literacy pedagogy through a critical lens. Through expert guest speakers facilitating group discussions about shared readings, we will deepen our knowledge and then plan for action and advocacy.

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Friday, December 6

Chair:

Althier M Lazar, Saint Joseph's University

Presenters:

Lorien Chambers Schuld, Fort Lewis College

Eliza Braden, University of South Carolina

Susan Cantrell, University of Kentucky

Judy Paulick, University of Virginia

Rachelle Sarah Savitz, East Carolina University

Doris Walker-Dalhous, Marquette University

Exhibit Hall

Special Event

8:00 to 5:00 pm

Westin Peachtree Plaza: Floor 6th - The Overlook

Innovative Methodological Approaches to Literacy Motivation Research

AREA 11. Research Methods, Practices and Theory Symposium

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta 1

In this symposium session, three literacy scholars explore innovative research methods: Q-methodology, digital ethnography, and QuantCrit. Each presenter will outline the key features of these methods and discuss their potential in analyzing the reading motivation of a fictitious adolescent reader named Zion.

Participants:

Q-Methodology: A Mixed-Methods Approach *Sara Jones*, Illinois State University

Examining Situated Reading Motivation Through Digital Ethnography and Video Elicitation *Sarah Elizabeth Jerasa*, Clemson University

Quantitative critical race theory (QuantCrit) *Bong Gee Jang*, Syracuse University

Chair:

Bong Gee Jang, Syracuse University

Discussant:

Kristin Conradi Smith, William & Mary

Scholarly Publishing in a Time of Censorship, Book Bans, and Intimidation: Real Conversations about Making Trouble and Making Good Trouble

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

Alternative Format Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta 2

This alternative format session, sponsored by LRA's Ethnicity, Race, Multilingualism committee addresses the question: What is it like to publish in a time of increased censorship, silencing, and book bans? Book bans of children's and young adult literature are frequently publicized. Less often publicized is the surrounding environment that weighs on literacy scholars who publish works that excavate the sites of race, ethnicity, and languages whether these topics are explored singly or with intersectional considerations.

Participants:

Panelist #1 *Patriann Smith*, University of South Florida

Panelist #2 *Jennifer D. Turner*, University of Maryland

Panelist #3 *Bogum Yoon*, State University of New York at Binghamton

Panelist #4 *Patricia Ann Edwards*, Michigan State University

Chair:

Mary McVee, University at Buffalo, SUNY

Presenters:

Patriann Smith, University of South Florida
Patricia Ann Edwards, Michigan State University

Jennifer D. Turner, University of Maryland

Bogum Yoon, State University of New York at Binghamton

Kristen L. Pratt, Western Oregon University

Julia Maria Lopez-Robertson, University of South Carolina

Discussant:

Christine Uliassi, SUNY Cortland

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Multilingual Disciplinary Literacy

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

Paper Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta 3

Participants:

Causing 'good trouble' Using Biliteracy and Translanguaging

to Support Emergent Bilinguals in Mathematics *Rosa Chavez, Texas Tech University; Karla Lomeli, Santa Clara University; Claudia Coronado, Texas Tech University Graduate student; Chris McGilvery, Texas Tech University*

La pedagogía del translingüismo y multialfabetización: Un enfoque sociocultural de lenguaje y alfabetización en el aula bilingüe *Lucia Cardenas, Michigan State University* En esta presentación voy a explorar cómo y por qué la pedagogía del translingüismo y multialfabetización ha demostrado ser eficaz para el desarrollo bilingüe, de bialfabetización y adquisición de conocimientos para los estudiantes bilingües en el aula. Ofreceré ejemplos de estrategias para implementar esta pedagogía. En particular, mostraré estrategias en las disciplinas de ciencias naturales y lectoescritura en aulas de primaria bilingües español/inglés.

Students' Language Repertoires in Science Education *Catherine Lemmi, California State University, Chico; Karla Lomeli, Santa Clara University* We investigated how two groups of middle school science students defined their own linguistic repertoires and the ways in which they drew on multiple aspects of their repertoires during science activities. We found that the students described their linguistic repertoires with detail and complexity, and students from one group engaged in translanguaging during science activities. Students expressed the importance of the positioning of the teacher with regard to their own engagement in translanguaging practice.

Chair:

Karla Lomeli, Santa Clara University

Discussant:

Margarita Gómez, Loyola University Maryland

Experiences navigating narrow interpretations of the Science of Reading in Higher Education contexts: political leaps in logic, and conclusion confusions

AREA 4. Public Engagement and Policy in Literacy Alternative Format Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta A

Six professors share how narrow interpretations of Science of Reading policy is being operationalized into pre-service teacher preparation instruction with a critical autoethnographic approach. We address our positionalities and experiences, and features of our teacher preparation programs within the confines of ideological catchphrases and political tensions. We argue that simply emphasizing a narrow view of the SoR principles is not enough to prepare future teachers for complex and individualized reading instruction.

Chair:

Jenifer Jasinski Schneider, University of South Florida

Presenters:

Lesley Noel, University of Colorado - Colorado Springs

Lindsay Persohn, University of South Florida

Stephanie Branson, Northern Arizona University

Meg C Jones, Champlain College

Aimee Frier, Florida State University

Julia Hagge, The Ohio State University

Future of Digital Literacies: Connecting Theory, Research, and Practice

AREA 10. Literacy Media and Technology Alternative Format Session

8:30 to 10:00 am

Westin Peachtree Plaza: Augusta B

Defining digital literacies is critical for designing meaningful research- informed pedagogies, policies, and assessments that support methodological imagination and invite learners into diverse learning contexts. Shifting conceptions of digital literacies, shaped by social, cultural, and political contexts, make this work challenging.

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

This alternative symposium promotes conversations, facilitated by co-editors of the International Handbook of [Blinded] (Authors, 2025). Discussions will push the boundaries of theory, research, and practice in digital literacies represented by multiple perspectives and voices.

Chair:

Jill Castek, University of Arizona

Presenters:

Elena Forzani, Boston University

Carita Kiili, Tampere University

Jesse R. Sparks, ETS

LGBTQIA+ Inclusion and Solidarities in Educational Spaces: High School Students “Writing” (In) Justice

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

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta D

In this Alternative Session, we hear directly from two LGBTQIA+ youth activists who unflinchingly faced hateful rhetoric and discriminatory policies with intelligence, determination, and passion. They will share how they utilized liberatory literacies to mobilize peers and adult allies to advocate for change. We utilize a World Café approach to workshop with attendees ways literacy research can “cause good trouble” by utilizing humanizing methods and critical pedagogies to uplift LGBTQIA+ youth in times of oppression

Participants:

“Hate is the poison you drink, hoping others die”:
Youth Activists Writing for Change Emily LaBar, James Madison University; Camden Dunkerly, Virginia Commonwealth University : LGBTQIA+ Inclusion and Solidarities in Literacy Research

Mark Vicars, Victoria University

Facilitating LGBTQIA+ Allyship with Pre-Service Teachers in

Times of Peril Judith Dunkerly, Old Dominion University

Chair:

Mark Vicars, Victoria University

Presenters:

Camden Dunkerly, Virginia Commonwealth University

Emily LaBar, James Madison University

Feedback Matters

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

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta E

Participants:

Whose Words Matter? Teacher Candidates and Writing Conferences with Linguistically Diverse Students
Pamela Hickey, Towson University; Vicki McQuitty, Towson University

This Course is Ungraded *Theodore Kesler, Queens College, CUNY*

“Cus Energy Is Really Important to Me”: How Youth Use Language to Give Feedback to Teachers *Andrew del Calvo, University of Pennsylvania Graduate School of Education; Andrew John Schiera, University of Wisconsin-Madison*

Chair:

Sara Kajder, University of Georgia

Discussant:

Kerry H Alexander, University of Maryland College Park

Critical Discourse Literacies: Confronting Racism and Advancing Justice through Witness and Truth-telling

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

Paper Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta F

Participants:

Meaning-Making and Action-Taking in YPAR: Varied Ideas about Racism in a Student-Led Project *Sarah Rapp, Sonoma State University*

Critical Conversations for Critical Literacy: How One Teacher Facilitates Talk Around Issues of Justice
Amanda Diaz, California State University, Fullerton; William Peek, University of Illinois Chicago

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Audio Visual Media of Srebrenica Genocide Survivors' Stories as Witness and Truth-telling: A Critical Discourse Analysis *Nermin Vehabovic, Elon University*
The Memorial Center Srebrenica, which is an institution established by the state of Bosnia and Herzegovina as a memorial site and cemetery, features 100 audio visual media stories. While engaging with transcripts of these stories, I used Critical Discourse Analysis (CDA) and drew on truth-telling as an approach. Findings center around remembering and honoring the lost lives of our kin by foregrounding historical truths, amplifying survivors' experiences and voices, and articulating societal injustices.

Chair:

Kristian Douglas, Clark Atlanta University

Discussant:

Patricia Enciso, Ohio State University

Exploring Practices in Disciplinary Literacy

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

Paper Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta G

Participants:

Effects of a Cognitive Strategies Intervention to Improve Teacher Instruction and Students' Argument Writing in History *Tamara Tate, University of California; Youngsun Moon, UC Irvine; Steve Graham, Arizona State University; Jacob Steiss, UCI; Young-Suk Kim, University of California Irvine*

Letting the Mathematics Lead: A Framework for Understanding How Literacy is Implicated in Mathematics *Britnie Delinger Kane, The Citadel; Richard Robinson, Penn High School; Melanie Blanton, Texas Tech University; Jennifer Albert, The Citadel*

"Time to Cater": Poetic Analysis of a Critical Literacy Approach to College and Career Readiness *Aimee Hendrix, Texas Woman's University*

Chair:

Crystal L. Beach, Union County Schools

Discussant:

Katherine Blake, University of Tennessee, Knoxville

Gender and Sexual Diversity in Children's and Young Adult Literature

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

Paper Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 7th - Augusta H

Participants:

Blurring or Solidifying the Binary?: The "Spectrum" of Gender in MY SHADOW IS PURPLE *Katherine Sciarba, University of Georgia; Kris Bell, San Diego State University*

Critically Investigating Conflicts and Representation in Award-Winning Children's Books Featuring Trans, Nonbinary, and Gender Nonconforming Characters *Wendy Keyser, Fitchburg State University; Alyssa Whitford, Hope College*

"You Can't Limit It To One Identity...They're Experiencing Things Completely Different":

Contingent Contradictions in Constructing LGBTQ+ Youth in a Queer Young Adult Literature Course *Kyle Patrick Smith, University of Michigan; Jon Michael Wargo, University of Michigan*

Chair:

Ryan Schey, University of Georgia

Discussant:

Scott Storm, University at Albany, State University of New York

Examining Complex Factors in Multilingual Learners' Literacy Practices

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

Paper Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 6th - Chastain 2

Participants:

Biblical Hebrew Literacy: Students Use of Linguistic Repertoires to Make Sense of Sacred Text *Ziva Hassenfeld, Brandeis University*

Cross-Linguistic Transfer of Oral Language and Reading Skills for K-3 Spanish-Speaking Multilingual Learners in U.S. Public School Settings: A Systematic Review *Jonathan Kittle, University of Delaware*
Using Collaborative Retrospective Miscue Analysis to Revalue Linguistically Diverse Middle School Readers *Patricia E Rainer, Wicomico County Public Schools*

Chair:

Jonathan Kittle, University of Delaware

Discussant:

Wonki Lee, Purdue University

Digital Literacies in and Out of Schools: Stories from Youth and Families

AREA 10. Literacy Media and Technology

Paper Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 6th - Chastain H

Participants:

Digital Life at Home: Exploring the Online Activities of Chinese Newcomer Children and Parental Perceptions *Yina Liu, University of Alberta*

Digital Storytelling of Speculative Futures:

Multicultural Youth Imagining More Just Social Futures *Matthew Deroo, University of Miami; Daryl Axelrod, Florida International University; Jennifer Kahn, University of Miami*

Going Off-Script: Youth-DJs (Re)Defining the Social and Interactional Conventions of "Professional" Radio Production *Cassie J. Brownell, University of Toronto; Alex Corbitt, SUNY Cortland*

Chair:

Ashley N Patterson, Penn State University

Critically-Oriented Multimedia, Digital, and Social Media Literacies

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

Paper Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 6th - Chastain I

Participants:

"Reading the World" through Camera Lens: A Social Documentary Photography Approach to Critical

Multimodal Literacy in a Middle School Science Classroom *Xiaoyun Song, University of Massachusetts, Amherst*

Unveiling Black Immigrant Youth Discourse Navigation Through Critical Multiliteracies *Neisha Terry Young, Drexel University*

Learning about Race through Social Media: Exploring the potential for racial literacy development in white adolescents' responses to prosocial race-related posts on Instagram and TikTok *Emma Bene, Stanford University*

Getting 'good trouble' tools into their hands: co-designing a critical literacy resource with newcomer youth. *Jennifer H Alford, Griffith Uni*

Chair:

Olivia G. Stewart, St. John's University

Discussant:

Edison Ferney Castrillón-Ángel, Universidad Católica Luis Amigó/Universidade Federal do Piauí

Developing Literacy and Metalinguistic Skills Across Diverse Educational Contexts: From Vocational Training to Secondary Composition and Early Text Complexity

AREA 12. International Research on Teaching and Learning

Paper Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 6th - Chastain J

This session explores critical dimensions of literacy education across varied educational contexts, spanning from early childhood to vocational training. By examining the metalinguistic abilities of students, the intricacies of text complexity in early education, and the literacy demands of vocational training. The session aims to uncover the interconnectedness of these elements and their collective impact on literacy development. Participants will gain insights into how metalinguistic awareness can enhance writing skills, the importance of appropriate text complexity in young learners' textbooks, and the challenges and strategies in teaching reading and writing in vocational settings. This holistic approach offers a comprehensive view of literacy advancement across various educational stages.

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Participants: Text complexity in Grade 2 children's textbooks across two Caribbean islands - Upping the Ante! *Paulson Skerrit, School of Education, The University of the West Indies; Yewande Lewis-Fokum, UWI, Mona; Andre Coy, University of the West Indies; Asad Mohammed, University of the West Indies; Phaedra S. Mohammed, University of the West Indies*
Reading and writing in Vocational Educational Training – a literature review *Bettina Buch, University College Absalon*

Middle and lower secondary students' metalinguistic repertoires for talking about writerly choices in their argumentative and narrative compositions *Kristine Kabel, Aarhus University; Mette Vedsgaard Christensen, VIA University College; Morten Tannert, Aarhus University; Lise Olsen, Aarhus University*
Chair:

Zaline Roy-Campbell, Syracuse University

Discussant:

Zaline Roy-Campbell, Syracuse University

Gaming Think Tank

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

Format Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 8th - Peachtree 1

This session, a collaboration between LRA's Critical Gaming Literacies Study Group and #TeamLaV (Language-as-Victory) from the LSLP (Literacies in Second Language Project), is a Think Tank discussion reflecting on literacies and gaming research. During this interactive session, presenters from each group will share brief presentations about critical work in gaming research leading to a conversation across the two groups.

Participants:

Exploring Games as Texts, Gaming Literacies, and Games in Classrooms *Hannah Elizabeth Dietrich, University of Houston - Clear Lake; Kelly Jay Smith, University of Arizona; Karis Jones, Empire State University - SUNY; Virginia Killian Lund, University of Rhode Island; Laurie "Darian" Thrailkill, East Carolina University*

Reimagining a Poorly Designed Game: Co-creating a Roleplaying Game for Teachers *Virginia Killian Lund,*

University of Rhode Island; Karis Jones, Empire State University - SUNY; Laurie "Darian" Thrailkill, East Carolina University; Kelly Jay Smith, University of Arizona

#LaV Gamification Initiative: Bridging the Gaming Ethos with Global Mindsets as Global Second-Language Literacies *Tatiana Gómez-Ramírez, ELT Think Tank; Camilo Congote, Universidad Pontificia Bolivariana; Jefferson D. Suárez, Universidad Pontificia Bolivariana*

#LaV Beyond, or When Gaming Literacies Go Transcendent *Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana; David P. Hernández, Universidad Pontificia Bolivariana*

Chair:

Virginia Killian Lund, University of Rhode Island

Multilingual Identity Development

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

Paper Session

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 8th - Peachtree 2

Participants:

Examining Students' Entanglements in Being Bilingual *Chidiebere Emodi, University of South Carolina; Lenny Sanchez, University of South Carolina; Eurydice Bauer, University of South Carolina; Yang Wang, University of South Carolina*

I Found Myself and Others in the Books: A Case Study of a Chinese American Child's Journey of Reading Multicultural Literature *Shuang Du, University of South Carolina*

Sanctioning a Space for Literacy Practices to Promote Transnational Students' Identity Development in a HL Classroom *Chaehyun Lee, Southeastern Oklahoma State University*

Chair:

Chaehyun Lee, Southeastern Oklahoma State University

Discussant:

Xiufang Chen, CLTM Dept., Rowan University

Friday, December 6

Poster Session III

8:30 to 10:00 am

Westin Peachtree Plaza: Floor 6th - The Overlook

1. Response to Intervention in Elementary Reading: A Selective Literature Review

AREA 4. Public Engagement and Policy in Literacy

Poster Session Participant:

Response to Intervention in Elementary Reading: A
Selective Literature Review *Shelley Therien, University
of Florida*

2. Elementary Literacy & Reading Comprehension

AREA 5. Early and Elementary Literacy Processes

Poster Session Participant:

Generating Textual Evidence Through Close Reading:
Using Cohesion Analysis to Compare and Contrast
Texts *Jennifer Walsh, University of Florida*

Friday AM Plenary

Plenary Session

10:15 to 11:45 am

Westin Peachtree Plaza: Floor 8th - Peachtree
Ballroom

Design-Based Experiments in Literacy Research

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta 1

The annual conference theme: “Empowerment literacy(ies): Making good trouble that actuates agency,” calls for literacy research and researchers to empower teachers, students, parents/guardians, administrators, and community members. 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. To ensure that all voices are uplifted, the focus of this year’s study group highlights the voices and research of doctoral students.

Presenters:

Allison Phillippe, Michigan State University

Molly Marek, The University of Texas at Austin

Neisha Terry Young, Drexel University

Chair:

Leslie Dawn Roberts, Georgia Southern University

Literacy and Identities Study Group

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta 2

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

Katherine Frankel, Boston University

Christine Leighton, Emmanuel College

Lindsey Moses, Arizona State University

Christopher Wagner, Queens College, City University
of New York

P. David Pearson Scholarly Influence Award Meeting

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta 3

ERM Intersectionality Brown Bag Discussion

Reception

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta A

Reading Clinics/Literacy Labs ICG Meeting

Meeting

12:00 to 1:00 pm

Westin Peachtree Plaza: Augusta B

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Friday, December 6

Student Outstanding Research Award Meeting

Meeting

12:00 to 1:00 pm

Westin Peachtree Plaza: Augusta C

Word Study: Phonics, Vocabulary, and Spelling

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta D

This study group shares approaches and perspectives on different dimensions of word knowledge and instruction. Speakers this year include Bill Nagy, Crystal Wise, Blythe Anderson, Dana Robertson, Christina Dobbs, Chris Leider, Rachel Knecht, Sarah Lupo, Dixie Massey, and Dianna Townsend. Topics include: morphology, word consciousness, explicit instruction in word knowledge, professional learning related to word knowledge, the absence of criticality in vocabulary research, and the role of foundational skills in adolescent literacy contexts.

Chair:

Laura Tortorelli, Michigan State University

Presenters:

William Elmer Nagy, Seattle Pacific University

Crystal Wise, University of Minnesota

Blythe Anderson, University at Buffalo, SUNY

Christina L. Dobbs, Boston University Christine

Montecillo Leider, University of Massachusetts Lowell

Kevin M Wong, Pepperdine University

Rachel Knecht, Brigham Young University

Sarah M Lupo, James Madison University

Dixie D. Massey, Seattle Pacific University

Dana A Robertson, Virginia Tech

Approaches to Discourse Analysis

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta E

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.

Chair:

Laura A Taylor, Rhodes College

K-12 Public School Educators Study Group

Paper Session

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta F

Panelists:

Fenice B. Boyd, University of South Carolina

Cynthia H. Brock, University of Wyoming

Elizabeth White, University of South Carolina

Brad Washington, Newberry Elementary School

Alyssa Powers, Oak Pointe Elementary

Tiffany Palmatier, Center for Inquiry

Tammer Gary, Center for Inquiry

Barney Lacock, Wind River and Crowheart Elementary Schools

Chad Lemley, Wind River Elementary

Edward Ferguson, Wind River Elementary

Alice Debrow, E. B. Ellington Elementary

Thomas Beck, E. B. Ellington Elementary

Camriel Kostreva, Lander Valley High School

Kristy Nelson, Lander Valley High School

JLR Meeting

Meeting

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta G

Past President's Luncheon

Reception

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 6th - Chastain F

If I Knew Then What I Know Now: Researchers' Perspectives

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 6th - Chastain G

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Friday, December 6

This study group, sponsored by LRA's Research Committee, is designed to support doctoral students and emerging scholars' transition into the academy and research community. Literacy scholars, at different points in their careers and from diverse research perspectives, will share personal narratives and insights about their professional and academic trajectories (obtaining a tenure-track position, evolving their research agenda, and serving as external tenure reviewers) empowering others to take agency over their own professional journeys.

Chair:

Katina Zammit, Western Sydney University School of Education

Panelists:

Ian O'Byrne, College of Charleston

Dominique Skye McDaniel, Kennesaw State University

Stephanie Toliver, University of Illinois Urbana-Champaign

Lori Czop Assaf, Texas State University

Julie L Coiro, University of Rhode Island

Jennifer H Alford, Griffith Uni

Nicole Mirra, Rutgers University Alex Corbitt, SUNY

Cortland Tiffany Nyachae, Penn State University

Re-examining the Role of AI in times of trouble and its role to accentuate agency

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 6th - Chastain H

The International Study Group will provide opportunities for researchers with interest in international literacy teaching to share their experiences with respect to using AI in times of trouble and conflicts. The question is how what at the beginning often seems to be bad trouble can be transformed into good trouble and what role AI can play in this. Can AI help finding solutions and become an active agent in solving pressing issues in the world?

Chair:

Claudia HildeFinkbeiner, University of Kassel

Presenter:

Desiree M Pallais, University of Texas at Austin

Bettina Buch, University College Absalon

Adult, Family, and Community Literacies Study Group

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 6th - Chastain I

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, established and emerging literacies scholars will facilitate participants' collaboration to create an "unconference" agenda and host related conversations around themes described below. Wednesday: Adult Literacies Thursday: Community Literacies Friday: Family Literacies

Chair:

Leah Saal, Loyola University Maryland

Presenters:

Tisha Lewis Ellison, University of Georgia

Vera Lee, Drexel University

Jin Kyeong Jung, Texas Tech University

Authoring as Multimodal Practice Study Group

AREA 13. Study Groups

12:00 to 1:00 pm

Westin Peachtree Plaza: Floor 6th - Chastain J

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.

Chair:

Melanie Reaves, Montana State University Billings

Presenters:

Karen Ventura-Kalen, Eastern Washington University

Corrie Dobis, North Carolina State University George

Alan Kamberelis, Kent State University

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Treasure Hunt: Connecting, Exploring, and Valuing the Space of Home

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Alternative Format Session
1:15 to 2:45 pm
Westin Peachtree Plaza: Floor 7th - Augusta 1

When considering best practices for involving youth within literacy, family engagement is often an afterthought. Families are the key component for building lasting relationships with youth. Understanding family language practices, cultures/traditions, assets, and challenges can help educators better meet the needs of students. In this session, we explore various aspects and intersections of family literacy engagement practices across three unique studies that center families' voices in distinct ways across various contexts.

Chair:

Rong Zhang, Appalachian State University

Presenters:

Sally Brown, Georgia Southern University

Ling Hao, University of South Carolina

Liz Murray, Bay Area Writing Project

Breanya Hogue, Purdue University

Mengying Xue, Purdue University

Influential Literacy Tactics: Shaping Opinions and Beliefs through Language and Discourse

AREA 4. Public Engagement and Policy in Literacy
Paper Session
1:15 to 2:45 pm
Westin Peachtree Plaza: Floor 7th - Augusta 2

Participants:

Attending to the Visual Stories Being Sold: An Analysis of Images in Education Week Articles on the Science of Reading *Stephanie F. Reid, University of Cincinnati*; *Reka Barton, University of San Diego*

Literacy Tactics in the Pursuit of Justice: Analyzing Op-Ed Writing as Resistance to "Divisive Concepts"

Legislation *Laura A Taylor, Rhodes College*; *Michiko Hikida, Ohio State University*; *Aris Clemons, University of Tennessee Knoxville*; *Melissa Schieble, Hunter College CUNY*; *Amy Vetter, UNCG*

TikTok as a Public Engagement Site: The Authoritative Discourse of Content Creators Around Science of Reading Policy *Sarah Elizabeth Jerasa, Clemson University*; *Lindsey W Rowe, Clemson University*; *Heather Dunham, Clemson University*; *Celeste C. Bates, Clemson University*; *Tobi Pirolla, Clemson University*; *Meghan J Malloy, Clemson University*

Chair:

Inviolata L Sore, St. John's University

Discussant:

Michael J. Young, Illinois State University

Theory ↔ Practice: Perspectives on Literacy that Drive Educational and Social Change

AREA 11. Research Methods, Practices and Theory
Alternative Format Session
1:15 to 2:45 pm
Westin Peachtree Plaza: Floor 7th - Augusta 3

In this alternative symposium session, we convene critical literacy theorists for dialogic conversations regarding how literacy theory underpins their endeavors in educational and social change. Operating from a practice-to-theory and theory-to-practice perspective, this symposium offers spaces for participants to engage in discussions concerning critical literacy as an active agent in disrupting traditional literacy research.

Participants:

Complicating Colonial Logics: Transraciolinguistic Justice in Literacy Instruction *Patriann Smith, University of South Florida*

Critical literacies of the flesh: A Borderlands Biliteracies Framework *Idalia Nunez, University of Texas at San Antonio*; *Enrique David Degollado, The University of Iowa*

The Communal Organizing Literacy and Pedagogy of Resistance of Latine/x Immigrants *Alicia Rusoja, University of California, Davis*; *Grace Cornell Gonzales, University of Washington*

Play as the Literacy of Children: Imagining Otherwise in Constrained Classrooms *Karen Wohlwend, Indiana University*

Early Literacy: A Polyphony of Theoretical Perspectives Revisited After 25 Years *David Yaden, University of Arizona*; *Camille Martinez-Yaden, University of Arizona*

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Friday, December 6

Scripts, Sponsors, and Other Queer Topics: Rejecting Literacy Normativities in the Early Years *Jon Michael Wargo, University of Michigan*

Rethinking (Il)literate Bodies: Critical Posthumanism and Minoritized Children's Literacy *Yeoju Yoon, California State University, Chico*

Playing with Platforms: A Sociotechnical Perspective on Literacy and Video Games *Bradley Robinson, Texas State University*

Broadening Theories of Disciplinary Literacy to Young Children *Tanya S. Wright, Michigan State University*

Re-imagining Science Literacies with Performing Arts Practices: The Salience of the Body *Rebecca L Woodard, University of Illinois Chicago*

Transformative Literacy Teacher Preparation: Third Space, Hybrid Spaces, and Boundary Crossing as Frameworks for Innovating on Practice *James Hoffman, University of North Texas; Samuel DeJulio, The University of Texas at San Antonio; Leah Duran, University of Arizona*

Radically Re-imagining Teacher Education through Embodiment and Improvisation *Misty Sailors, WestEd; Amanda Diaz, California State University, Fullerton; Samuel Tanner, The University of Iowa*

Neurological Queerness: A Guiding Theoretical Framework for Justice-Oriented Dis/ability and Literacy Research *Monica Kleekamp, Maryville University*

Meaning-Making at the Margins: The Emergence of DisCrit in and Through Literacy Research *Maggie Beneke, University of Washington; Emily Machado, University of Wisconsin- Madison*

Using a Historical Lens to Examine Theories of Disability *Dixie D. Massey, Seattle Pacific University*

To Play as One Does: Affirming Affective Positionalities as a Segway into Social Justice Issues *Amélie Lemieux, University of Montreal*

Positionality: How the Silent "P" in Literacy Theory Reproduces Epistemic Hierarchies *David Bwire Wandera, TCNJ*

African Orality and Storytelling as Theoretical Framework and Approach in Literacy Research *Araba Osei-Tutu, University of Ghana*

Theoretical Perspectives on Transnationalism: Advancements for Racial and Policy Sense-Making *Allison Skerrett, The University of Texas at Austin*

Precarity: Theorizing Literacy Practices from Opposing Perspectives *Donna Alvermann, University of Georgia*

Theorizing Rightful Literary Presence with Immigrant Youth

Vaughn W. M. Watson, Michigan State University; Jin Kyeong Jung, Texas Tech University; Joel Berends, Michigan State University

Chair:

Misty Sailors, WestEd

Discussant:

Vaughn W. M. Watson, Michigan State University

Exploring Knowledge, Text Strategies, and Small Group Interactions During Comprehension Instruction

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

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 7th - Augusta A

Participants:

I Think, I Know: How Students Use Knowledge During Text-Based Student-Centric Group Discussions *Jennie Baumann, Auburn University*

Overcoming reading comprehension difficulties through explicit instruction of informational text strategies: A single-case study *Lesley Noel, University of Colorado - Colorado Springs*

The Role of Hang-out Ties in Small Group Interactions and Reading Comprehension for Multilingual Students *Andrew W Weaver, Marist College*

Chair:

Jennie Baumann, Auburn University

Literacies of Refusal: Thinking Otherwise in the Wake of Scientism

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

Symposium

1:15 to 2:45 pm

Westin Peachtree Plaza: Augusta B

Within a context of contemporary social, political and curricular constraints on literacy, this symposium invites scholarship employing alternative modes of knowledge production to present otherwise ways of knowing/being/doing.

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Friday, December 6

We invite participants to trouble dehumanizing accounts of literacy research and practice that privilege a narrow view of science, forward conservative notions of appropriateness, and exclude in/human agents.

Participants:

Troubling the Scien[ce]tism of Reading: A Posthuman Account *Bessie P Dernikos, Florida Atlantic University; Daniel Ferguson, George Mason University*

“When I hear Black Lives Matter...”: Amplifying Youth’s Civic Bandwidth through Radio *Cassie J. Brownell, University of Toronto; Justin A Coles, University of Massachusetts Amherst*

Dog-Child Worlding: Kinship Compositions in Preschool *Tran Templeton, Teachers College, Columbia University*

Embodied Literacies of Rural Southern Childhoods: Attuning to Relations of Significant Otherness *Jaye Johnson Thiel, University of Alabama*

Chairs:

Bessie P Dernikos, Florida Atlantic University Daniel Ferguson, George Mason University

Discussant:

Maria Paula Ghiso, Teachers College, Columbia University

Sustaining a Commitment to Multilingualism: Teachers’ Negotiation of Curriculum in Bilingual Settings

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

Symposium

1:15 to 2:45 pm

Westin Peachtree Plaza: Augusta C

As the literacy landscape is increasingly marked by scripted curriculum, especially in early childhood and elementary classrooms, the role of teacher agency has often ceded to fidelity of curriculum implementation. It is important to understand how teachers can achieve curricular goals while being responsive to the specific multilingual students in their classrooms. This proposed symposium highlights three studies that show how teachers negotiated literacy curriculum to center the resources and pathways of multilingual students.

Participant:

Sustaining a Commitment to Multilingualism: Teachers’ Negotiation of Curriculum in Bilingual Settings *Cori Salmeron, Georgia State University; Renata Love Jones, Georgia State University; Laura Ascenzi-Moreno, Brooklyn College*

Chair:

Cori Salmeron, Georgia State University

Discussant:

Eurydice Bauer, University of South Carolina

Using Writing Instruction to Create "Good Trouble"

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

Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 7th - Augusta D

Participants:

Engaging with Arts-Infused Writing Pedagogies to Envision Educational Justice: Teachers as World Builders *Kelly Wissman, University at Albany, SUNY*
Exploring dialogism and its function in writing instruction with a comparison dialogic teacher talk in reading and writing domains of ELA *Gizem Guner, University of Pittsburgh*

Write Out Place Projects: Practitioner Agency in Making ‘Good Trouble’ through Place-Writing and Walking Curriculum Practices *Michelle Honeyford, University of Manitoba*

Chair:

Vicki McQuitty, Towson University

Discussant:

Zoi A. Traga Philippakos, University of Tennessee-Knoxville

Elementary Teachers Choosing and Evaluating Children's Literature

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

Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 7th - Augusta E

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Participants:

Books Used in Classrooms: PreK-8 Teachers Report on Acclaimed and Award-Winning Children's Books
Sunah Chung, University of Northern Iowa; Melanie D Koss, Northern Illinois University; Kathleen A Paciga, Columbia College Chicago

Elementary Teachers' Selections of Science Books for Classroom Instruction as Related to a Multimodal Continuum
Sharon Pratt, Indiana University Northwest; Carol Donovan, University of Alabama; Julianne Coleman, The University of Alabama Tuscaloosa

Preservice Teachers' Perceptions of Anthropomorphism in Children's Picturebooks
Vera Sotirovska, University of Idaho; Margaret Vaughn, Washington State University

We explore how children's literature influences the development of socially conscious educators. Drawing from critical literacy framing and reader response theory, this study explores the perspectives of seven teacher candidates on picturebooks featuring anthropomorphic characters. In an after-class critical literacy workshop, participants engaged in discourse about anthropomorphic characters and their role in shaping narrative interpretations. Our findings underscore the importance of integrating scaffolded critical readings of children's literature in teacher preparation programs.

Chair:

Ann Van Wig, Eastern Washington University

Discussant:

Craig A Young, Commonwealth University - Bloomsburg

Digital and Online Curricular Practices for Literacy Learning

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

Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 7th - Augusta F

Participants:

The Realized Panopticon: Conceptions of Power in the Literacy Classroom in the Age of Digital Curriculum Platforms
Dallas Allen, The University of Memphis

Disrupting Inequity between Mentors and Black Students: Noticing and Wondering in Online Discussions Regarding a Cross-Age Writing Club
Jasmine Worthen, The University of Memphis; Laurie MacGillivray, University of Memphis

Humanizing Online Higher Education for Equitable Outcomes and Increased Support for Traditionally Academically Marginalized Students
Olivia G. Stewart, St. John's University; Ekaterina Midgette, St. John's University

Chair:

Glenda D. Chisholm, Georgia State University

Discussant:

Christopher Hass, James Madison University

Inclusive Practices in STEM Disciplinary Literacies

AREA 6. Adolescent, College, and Adult Literacy Processes

Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 7th - Augusta G

Participants:

Exploring Transformative Disciplinary Literacies Pedagogies in Engineering
Gianina Morales, University of Pittsburgh; Emily C. Rainey, University of Pittsburgh

Science, Literacy, and Students with Disabilities: What Middle School Science Teachers Need to Support Students with Disabilities in Their Classrooms
Katie Schrod, Middle Tennessee State University; Stacy Fields, Middle Tennessee State University; Zachary Barnes, Austin Peay State University

"I am capable. Give me a chance." An Ethics of Inclusion

Lesson from Community-based Participatory Scholars with Intellectual Disabilities.
Leah Saal, Loyola University Maryland

Chair:

Tierney B Hinman, Auburn University

Discussant:

John Strong, University at Buffalo

Fresh Perspectives in Writing Instruction and Assessment: Agency, Rubrics, and Anti-Oppressive Practices

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

AREA 3. Literacy Assessment, Learning, and Teaching
Paper Session
1:15 to 2:45 pm
Westin Peachtree Plaza: Floor 7th - Augusta H

Participants:

Applying an Analytic Rubric for Early Writers: A Fresh View of Development *Jerome Dagostino, The Ohio State University; Emily Rodgers, The Ohio State University; Katherine Shilling, The Ohio State University; Amanda Vesner, The Ohio State University; Nancy E Rogers- Zegarra, Saint Mary's College, CA*
Children's Agency in Elementary Writing Classrooms *Sarah McCarthey, University of Illinois Urbana-Champaign; Jiadi Zhang, University of Illinois Urbana-Champaign; Ngan Bich Vu, University of Illinois Champaign-Urbana*

Breaking the mold: Challenging oppressive literacy practices through dialogic writing assessment *Anthonia Onajite Awhinawhi, University of South Carolina; Blessing Chidiebere Emodi, University of South Carolina; Lucy Spence, University of South Carolina*

Which features of student argumentative writing in history classrooms are most amenable, and do they differ by their grade level or EL status? *Youngsun Moon, UC Irvine; Jacob Steiss, UCI; Young-Suk Kim, University of California Irvine; Tamara Tate, University of California*

Chair:

Bonnie Barksdale, Middle Tennessee State University

Troubling the Science of Reading: A Sampler of Current Critiques

AREA 14. Other Topics

Symposium

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 6th - Chastain F

In this panel-styled symposium, literacy scholars who have published or presented peer-reviewed analytic critiques of Science of Reading research, media, legislation, instruction, and/or assessment data will quickly share their work on evidence, rationales, and possible future trends. Discussion with attendees will follow. Feedback for future publications will be encouraged.

Participants:

Federal Pandemic Learning Lag Relief Funding and the Science of Reading *George G. Hruby, University of Kentucky*

Reading Research and Problematic Claims: Making a Legitimate Research-Based Argument *Catherine Compton-Lilly, University of South Carolina*
Curricula and Screeners that Make the Short-list: An Analysis of Approvals *Rachael Gabriel, University of Connecticut*

The Unstable Meanings of "Balanced Literacy" *Marjorie Rowe, East Carolina University*

Metaphor in Science of Reading Media *Deborah A MacPhee, Illinois State University*

A Research Alignment Analysis of LETRS *Darian Thrailkill, East Carolina University*

Who Builds the Knowledge? *Michael S Havazelet, Vanderbilt University*

Advocating Research-based Literacy Instruction *Catherine Compton-Lilly, University of South Carolina; Kathryn Champeau, WSRA*

Chair:

George G. Hruby, University of Kentucky

Discussants:

Catherine Compton-Lilly, University of South Carolina
Kathryn Champeau, WSRA

Crossing Boundaries of Classroom and Community

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

Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 6th - Chastain G

Participants:

Care e problema cu "eu știu ce e cel mai bine pentru copilul tău"? Ce cred profesorii? *Elena Andrei, Cleveland State; April Salerno, University of Virginia*
Câteodată profesorii spun părinților că ei știu ce e cel mai bine pentru copilul lor. Asta se poate întâmpla mai ales în ședințele cu părinți care vorbesc alte limbi. Doi profesori au studiat ESL teachers' "figured worlds" in how they reassured families they had students' "best interest in mind." We use discourse analysis to explore: What figured worlds underlie teachers' plans to tell multilingual families that teachers have students' best interest in mind?

Friday, December 6

Hacia una Pedagogía de la Literacidad Pertinente: Una mirada desde Latinoamérica *Tatiana Chiquito-Gómez, Colegio San José de las Vegas; Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Esta ponencia demuestra cómo la Pedagogía de la Literacidad Pertinente transforma los procesos de aprendizaje de lenguas y la formación de maestros.. Desde el análisis de las experiencias de aula con notas diaetnográficas, esta ponencia da cuenta de las reflexiones sobre la literacidad y la pedagogía que se vienen dando en Colombia y Latinoamérica, como parte de una perspectiva decolonial sobre la literacidad.

Views of Community Literacy in a Community-School Partnership?: A Historical Document Analysis of the Boston University-Chelsea Schools Partnership *Christina L. Dobbs, Boston University; Christine Montecillo Leider, University of Massachusetts Lowell*

Chair: **April Salerno**, University of Virginia

Discussant:

Luz Ely Gonzalez Humanez, Universidad Pontificia Bolivariana

Critical Perspectives on Children's Literature

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

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 6th - Chastain H

Participants:

The Practice of Critical Literacy: Pre-service Teachers' Reflection on Critically Analyzing Children's Literature Through Recognizing Social Identities *HsingJung Chen, Boise State University; Eun Hye Son, Boise State University*

Undergraduate education majors' (critical) encounters with picturebooks about immigration *Audrey Lucero, University of Oregon*

Necessary Trouble: Navigating pre-service teacher's text selection under the specter of censorship discourses *Jessica Anne Murdter-Atkinson, The University of North Texas; Rachel Ranschaert, University of North Texas; Erin Ashcraft, University of North Texas*

Chair:

Diana Murtaugh, Binghamton University

Discussant:

Megan Van Deventer, Weber State University

Emerging Literacy Pedagogies of Preservice Teachers

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

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 6th - Chastain I

Participants:

"I definitely learned what not to do:" PSTs use of double-voiced discourse in written reflections about literacy instruction in their field placements *Andrea Sanchez, Kent State University; Jackie Ridley, Kent State University*

The Impact of Clinical Placement on Teacher Candidates' Literacy Knowledge and Self-Efficacy *Alicia Stewart, University of North Carolina at Charlotte; Paola Pilonieta, University of North Carolina at Charlotte*

Wobble, Agency, and the Dialogical Self: Learning from Pre-service English Teachers' Responses to Tension in their Emerging Practice *Trevor Thomas Stewart, Virginia Tech*

Chair:

Roya Qualls Scales, Western Carolina University

Discussant:

Amanda Wall, Georgia Southern University

Experiences and Perspectives of Multilingual Families

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

Paper Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 6th - Chastain J

Participants:

Maternal Perspectives in Shaping Bilingual Family Literacy: Insights from Asian Immigrant Mothers *Kyungjin Hwang, University of South Carolina*

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Success and Challenges of Transnational Multilingual Parents to Raise a Multilingual Child in the US *Laxmi Prasad Ojha, Michigan State University*

Chair:

Kyungjin Hwang, University of South Carolina

Discussant:

Soo Joung Kim, Saint Michael's College

Agency, activism and opening up the conversation on the Science of Reading

AREA 14. Other Topics

Symposium

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 8th - Peachtree 1

The symposium offers grounded, case-based descriptions of agency from responses to mandates stemming from the Science of Reading (SoR). The cases detail leading educators' responses to the SoR in US states (South Carolina and California) and Australia. In hopes of spurring more informed engagements with these developments, the cases are discussed in relationship to agency and what can be learned from these first-hand accounts of the developments witnessed, experiences incurred, actions pursued, and lessons learned.

Participants:

Overview: Science of Reading: Examining the tenets and reach *Robert James Tierney, UBC; P. David Pearson, UC Berkeley*

Becoming political *Diane Stephens, University of South Carolina*

Resisting Science of Reading: Legislative policy in California *Barbara Flores, California Association for Bilingual Education*

Literacy curricula, teaching and teacher education in Science of Reading times; an Australian perspective *Katina Zammit, Western Sydney University School of Education*

Discussion; Presenters, Chair. Audience *P. David Pearson, UC Berkeley*

Chairs:

Robert James Tierney, UBC

P. David Pearson, UC Berkeley

Discussant:

P. David Pearson, UC Berkeley

Considering the Collective and a Sense of Belonging: Framing Literary Analysis for Asian American Young Adult Literature

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

Format Session

1:15 to 2:45 pm

Westin Peachtree Plaza: Floor 8th - Peachtree 2

This alternative session applies positioning theory and considers how positions are echolocated by characters and how readers echolocate their positionality based on engagement with the text and their experiences. We showcase three cultural circles based on Chinese-, Filipino-, and Korean- American YAL. We argue that having culturally diverse literature in the classroom is insufficient and that engagement with multicultural texts must consider how students' lived experiences and culturally sustaining pedagogy can be applied to YAL.

Chair:

Maria Selena Protacio, Western Michigan University

Presenters:

Monica Yoo, University of Colorado Colorado Springs

Elizabeth Isidro, Western Michigan University

Kwangok Song, University of Kansas

Shuling Yang, University of Maryland Baltimore County

Eric Claravall, California State University, Sacramento

AREA 14 Behind the Scenes: Alternatives for Volunteering for LRA

Special Sessions

Alternative Format Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta 1

This session will review the various ways that members can volunteer for the LRA, including area chairs, committees, and other volunteering options. Come and learn from previous chairs and committee members on how they became involved in the behind the scenes work for LRA and find ways you might contribute in the future.

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Friday, December 6

Chair:

Hiawatha Smith, University of Wisconsin-River Falls

Presenter:

Marla K. Robertson, Utah State University

Discussant:

Melanie Reaves, Montana State University Billings

Instructional practices and teacher supports to promote social justice and advocacy in literacy

AREA 5. Early and Elementary Literacy Processes

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta 2

Participants:

Crafting a Sense of Response-ability: Examining Children's Coastal Calls to Action Across Three Communities *Cassie J. Brownell, University of Toronto; Kathleen Schenkel, San Diego State University; Jon Michael Wargo, University of Michigan*

Guided by a critical literacies orientation with an eye toward child-centered approaches, the authors outline how they collaboratively developed a series of seasonal kits that included hands-on inquiry activities related to the climate catastrophe. Closely examining children's visual crafts, the authors challenge commonplace understandings that children are incapable of and disinterested in serious conversations about climatic shifts.

Elementary Students' Examination of and Advocacy for Educational Accessibility *Sam von Gillern, University of Missouri; Rachel LaMear, University of Missouri; Amy Lannin, Univ of Missouri*

Teacher Scaffolding to Support Kindergarteners' Negotiations Around Social Justice Issues *Elizabeth A Watson, Stephens College; Carol Gilles, University of Missouri*

When children engage in dialogue in small group settings, they construct personal meanings that lead to deeper understanding of the topic (Kuby, 2013; Souto-Manning, 2009; Vasquez, 2014). However, the rise of mandated, one-size-fits all curricula is diminishing young children's opportunities to engage in dialogue with one another (Reznitskaya, 2012).

Chair:

Jill Grifenhagen, NC State University

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

Alternative Format Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta 3

We bring together scholars and teachers to explore how Latine children's literature is used to critically address current issues in bilingual/dual language elementary classrooms. In this interactive inquiry session, we explore how quality Latine children's literature can and has been used to prompt critical inquiry, uphold students' cultural identities (Ladson-Billings, 1995), and value students' lived experiences as a person's identity to make learning more relevant and effective while building community (Paris & Alim, 2017).

Chair:

Melissa Rojas Williams, University of North Texas

Presenter:

Melissa Rojas Williams, University of North Texas

Exploring Interpretive Thresholds, Cultural Connections, and Social Justice in Literature Education

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

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta A

Participants:

Crossing and Constructing the Interpretive Threshold: Inviting Culturally Informed Paratextual Connections After an Author/Illustrator Visit *Beth Buchholz, Appalachian State University; Beth Frye, Appalachian State University*

Multimodal, Multigenre, and Multilingual Intra-actions with Social Justice Texts as Vibrant Matter *Grace Enriquez, Lesley University; Virginia Simon, Lesley University*

(Re)Mapping Youth Mobilities in the Secondary School Literature Classroom *Caroline Hamilton-McKenna, University of British Columbia*

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Literature classrooms offer promising sites of critical and creative spatial interrogation. To date, however, few scholars of literature education have explored methods of creative spatial storytelling in their research with young adult (YA) texts and adolescent readers. In this study, I explore how Grade 10 students' engagement with found poetry, mappings, and YA texts generated new classroom-based opportunities for students to articulate and (re)map notions of how youth engage in and transform everyday worlds.

Chair:

Mark A Lewis, James Madison University

Discussant:

Frank Serafini, Arizona State University

Approaches for supporting young writers: Leveraging assessment, instructional practice, and peer supports

AREA 3. Literacy Assessment, Learning, and Teaching Symposium

3:00 to 4:30 pm

Westin Peachtree Plaza: Augusta B

This symposium examines recent innovations in early writing assessment and classroom practices aimed to support preschool and kindergarten aged writers. The four papers in this session (a) present diverse theoretical and empirical perspectives of children's writing, (b) use innovative methods to examine how teachers support young children's writing processes (c) and highlight a program for engaging peers in supporting children's writing engagement and development.

Participants:

Assessment strategies for young children's composing processes *Rebecca Rohloff, Augusta University; Jackie Ridley, Kent State University; Margaret F. Quinn, Texas A&M University; Xiao Zhang, Georgia State University*

Creating a PreK Writing Community: Teacher Supports for Students' Early Writing Practices and Writerly Identities *Deborah Wells Rowe, Vanderbilt University; Erica Lee Payne, Vanderbilt University*

Iterative development and initial feasibility of an observational assessment of preschool teachers' early writing practices *Gary E Bingham, Georgia State University; Hope Gerde, Texas A&M University; Xiao Zhang, Georgia State University*

Peer Assisted Writing Strategies (PAWS) efficacy study: Understanding what works for whom. *Cynthia Puranik, Georgia State University*

Chair:

Hope Gerde, Texas A&M University

Discussant:

Gary E Bingham, Georgia State University

Where are the Ethics in Research on Literacy and Literary Study?

AREA 6. Adolescent, College, and Adult Literacy Processes

Symposium

3:00 to 4:30 pm

Westin Peachtree Plaza: Augusta C

This symposium starts with the observation that little research on literacy and literary study focuses on ethics. Researchers in these fields have ethical commitments, but few of them account for the ethical dimensions of literacy practices, including the school-based study of literature. Panelists will (a) explain how and why researchers in the two fields should think about ethics and (b) present examples of ethical analyses of literacy and literary study.

Participants:

Against Critical Literacy, or How Iris Murdoch Can Help Literacy Studies See Ethics *Ross Collin, Virginia Commonwealth University*

Between Black and Gray: An Exploration of Morality and Ethics Forged Through Imaginary Worlds of Science, Speculative, Fantasy Fiction *Doricka L Menefee, University of North Texas*

Reader, Author, Narrator, Storyworld: The Ethics of Narrative and Narrating *Robert LeBlanc, University of Lethbridge; Amy Stornaiuolo, University of Pennsylvania*

Chair:

Ebony Elizabeth Thomas, University of Michigan School of Education

Discussant:

Ebony Elizabeth Thomas, University of Michigan School of Education

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Friday, December 6

Meet The Editors: Curating Literacy Research that Fosters “Good Trouble”

AREA 14. Other Topics
Alternative Format Session
3:00 to 4:30 pm
Westin Peachtree Plaza: Floor 7th - Augusta D

Editors from *Journal of Literacy Research*, *Reading Research Quarterly*, *Reading Teacher*, and *Literacy Research: Theory, Method and Practice* will share about the mission and goals of the journals they represent, publishing opportunities, the manuscript review process, and provide advice for submitting manuscripts. In keeping with the conference theme, editors will further describe how, through stewardship of their journals, they seek to disseminate knowledge that advances educational justice for historically marginalized students and communities.

Chair:

Eurydice Bauer, University of South Carolina

Presenters:

Eurydice Bauer, University of South Carolina

Allison Skerrett, The University of Texas at Austin

Aria Razfar, University of Illinois

Christina L. Dobbs, Boston University

Bong Gee Jang, Syracuse University

Seth Parsons, George Mason University

Anna Smith, Illinois State University

Lara J Handsfield, Illinois State University

Viraj Patel, Illinois State University

Christian Ehret, The University of North Carolina at Chapel Hill

Rachael Gabriel, University of Connecticut

Sanjuana Rodriguez, Kennesaw State University

Roberta Price Gardner, Kennesaw State University

Coding and Computational Thinking as Literacy Practices

AREA 10. Literacy Media and Technology Paper Session
3:00 to 4:30 pm
Westin Peachtree Plaza: Floor 7th - Augusta E

Participants:

Texts, Twists, and Teacher Talk: Analyzing the Teacher Moves

Made During Interactive Read-Alouds to Introduce Computational Thinking *Melanie Blanton, Texas Tech University; Robin Jocius, University of Texas at Arlington; Jennifer Albert, The Citadel; Deepti Joshi, The Citadel*

Audience Engagement in the Age of Computational Participation: Development of Rhetorical Literacy *Julia Hagge, The Ohio State University*

Bridging the Rural Coding Literacy Gap: Insights from a Mixed Methods Study *Keri Rae Franklin, Missouri State University*

Results from Implementation of a Curriculum to Develop Multimodal Literacy Through Coding *Amy Hutchison, University of Alabama; Jamie Colwell, Old Dominion University; Qi Si, The University of Alabama; Seyed Vahid Mousavi, University of Alabama*

Chair:

Julia Hagge, The Ohio State University

Critical Approaches to Literacy Learning

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

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta F

Participants:

Walking the Invisible Line: A Portraiture of Critical Literacy Practices in Politically Conservative Areas *Cassandra Schroeder, University of Nebraska-Lincoln*

Title: Causing “Good” Trouble: Using Critical Dialogue to Discuss Antiracism, Race, Women, and Academia *Dianne Wellington, SUNY Cortland; Amy Walker, Kent State University*

Centering Equity in Literacy Education Research on Agency for Collective Empowerment: A Qualitative Metasynthesis *Tierney B Hinman, Auburn University; Jennifer Collett, CUNY*

Chair:

Kathleen A Hinchman, Syracuse University

Discussant:

Kerry H Alexander, University of Maryland College Park

Fostering “Good Trouble” through Criticality in Teacher Professional Learning Communities

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Friday, December 6

AREA 1. Pre-service Teacher Education in Literacy Symposium

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta G

This symposium looks at teacher professional learning communities supporting "good trouble" across four teacher education contexts: 1) a professional learning community of pre-service teachers foregrounding culturally-infused pedagogies; 2) first-year teachers in Georgia grappling with teaching literature in socially just ways; 3) reflections of teacher candidates on moments of advocacy in translanguaging read-alouds, and 4) practitioner inquiry into roleplaying games as speculative pedagogies.

Participants:

Cultivating Culturally-Infused Teaching and Learning: Preservice Teachers' Experience in a Professional Learning Community *Dominique Skye McDaniel, Kennesaw State University*

Supporting First-Year Georgia English Teachers as They Open Critical Conversations about Literature *Beth Krone, Kennesaw State University*

Teacher candidates' learning from multilingual children advocating for their linguistic, cultural, and textual rights in translanguaging read alouds *Faythe Beauchemin, Boston College*

Leveling Up Critical Storytelling: Practitioner Inquiry around Roleplaying Game Design for Speculative Learning *Karis Jones, Empire State University - SUNY; Alex Corbitt, SUNY Cortland*

Chair:

Karis Jones, Empire State University - SUNY

Discussant:

Amy Vetter, UNCG

Global meaning making and equity in response to learning poverty and mono-cultural approaches to education

AREA 12. International Research on Teaching and Learning

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta H

This session explores the issues of "universal" and colonial legacies of literacies education in three diverse contexts. An analysis of international policy texts that influence aid and development of literacies education in low and middle income countries is put into relation with the cultural and colonial complexity of education and development of international doctoral researchers provided in a major US university. The day to day literacy education practices relating to intercultural literacies pedagogy in Italy provides the classroom perspective on how these infrastructures, of policy and training, manifest in classroom contexts. Participants:

Ideas about literacy in documents on international aid to education *Therese Cregan, Dublin City University*

Over the last two decades, governments of many diverse countries and international aid partners have succeeded in universalising primary education at speed, under the framework of the UN Education for All movement and, later, the Millennium Development Goals.

Raising critical questions in intercultural literacy and teacher education: A Participatory action project about accessibility and diversity in children's books in Italy *Laura Boynton Hauerwas, Providence College; Christina Wright Fields, Marist College; Caitlin Ausili, Providence College*

The Reciprocity of Good Trouble: University Faculty Experiencing Tensions of a Global Meaning-making Model Leading to Cultural Humility *Sheri Vasinda, Oklahoma State University; Sue Christian Parsons, Oklahoma State University*

Chair:

Inviolata L Sore, St. John's University

Discussant:

Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana

STAR Fellows Research Showcase

Special Event

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 6th - Chastain 1

Current Trends in the Legislative Landscapes Surrounding Education

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Friday, December 6

AREA 4. Public Engagement and Policy in Literacy

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 6th - Chastain 2

Participants:

State of the States: A review of Science of Reading bills across six states *Lesley Noel, University of Colorado - Colorado Springs; Monica Yoo, University of Colorado Colorado Springs; Lyn Scott, California State University, East Bay*

Major findings from a statewide longitudinal evaluation of Colorado's READ Act *Kathryn Grogan, WestEd; Amanda Nabors, WestEd*

Chair:

Elizabeth Stewart, Eastern New Mexico University

Discussant:

Ester de Jong, University of Colorado Denver

Roundtable Session V

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 6th - Chastain F

1. Standards, Policy, and Methods in Preservice Teacher Education

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

Participants:

Troubling State Standards for Initial Elementary Teacher Preparation Regarding Literature for Children *Kathryn Mitchell Pierce, Saint Louis University; Kate Essig, Saint Louis University; Erin Price, Saint Louis University; Sarah D. Reid, Illinois State University; Peggy Rice, Ball State University; Ann Van Wig, Eastern Washington University*

Designing Policy Literacy Opportunities for Pre-Service Teachers *Katharine Hull, University of South Florida; Kristin Valle Geren, University of South Florida*

All Informational Text is Not the Same: Teachers Learning the Difference Between Expository Genres in the Context of a University Writing Methods Course *Valerie Gresser, Duquesne University; Laura Mahalingappa, University of Maryland*

Chair:

Vicki McQuitty, Towson University

2. Reviewing the Digital Literacies Landscape

AREA 10. Literacy Media and Technology

Roundtable Session

Participants:

A Systematic Literature Review of Digital Reading Using PISA Data *Ibrahim Kizil, Syracuse University; Fatima Seyma Kizil, Syracuse University*

Exploring Constructs of Digital Reading with Platforms and Culture in Mind: A Critical Mapping Review *Brady Nash, Miami University; Gillian Mertens, SUNY Cortland*

Incorporating ChatGPT into online discussion: Impact and Students' Perceptions *Ran Hu, East Carolina University; Xi Lin, East Carolina University*

Mathematics Teachers' Discourse in an Online Lesson on Polynomial Expressions *Zihui Fang, University of Florida; Wanli Xing, University of Florida; Tsukuru Kamiyama, University of Florida; Zifeng Liu, University of Florida; Hong Zhang, University of Florida*

Putting the "Literacy" in AI Literacy: Disciplinary Views on Critical AI Practices *Sarah K Burriss, Vanderbilt University; Sarah Elizabeth Jerasa, Clemson University; Melanie Hundley, Vanderbilt University; Blaine Smith, Vanderbilt University; Emily Pendergrass, Vanderbilt University*

"AI literacy" has become a common term, especially in computer science circles, with deep consequences for what counts as both AI education and sanctioned literacy practice. In this paper, we provide a "loving critique" of, Long & Magerko's (2020) seminal paper outlining AI literacy competencies, critically examining this framing of AI literacy through the lens of disciplinary literacy theory and history, offering thoughts for a more liberatory view of how we could conceptualize "AI literacy."

The Role of TikTok in Language Identity Formation among Ghanaian Heritage Learners of Twi: A Study of User-Generated Content and Interactions. *Sandra Boateng, Michigan State University*

Chair:

Olivia G. Stewart, St. John's University

3. Culturally Responsive and Justice-Oriented Dispositions and Instruction

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

Participants:

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Friday, December 6

“I’m Not Going to be THAT kind of teacher” : Tracking Disposition Shifts in Pre-service English Teachers
Jamie Jordan Hogan, The University of Georgia; Rebekah Adams, University of Georgia; Lindsay Coleman-Taylor, The University of Georgia
Justice-Oriented Dialogic Instruction to Empower and Emancipate: A Study of Preservice Language Arts Teachers’ Experiences
Rebecca Lee Lee, Michigan State University Exploring Pre-Service Teachers’ Readiness in Implementing Culturally Responsive Pedagogy: A Qualitative Inquiry Ozge Yalciner, University of Kentucky

Chair:

Kyle Patrick Smith, University of Michigan

4. Empowering Voices: Decolonizing Education Through Critical Literacy and Teacher Advocacy

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

Roundtable Session

Participants:

Actuating Agency in Preservice Teachers to Share Literature Students Need
Mary-Kate Sableski, University of Dayton; Jackie Arnold, University of Dayton

Actuating Agency to Decolonize Children’s Literature: Critically Interrogating Little House on the Prairie as Curriculum Violence
Dawn Castagno-Dysart, Columbia College; Ariel Robinson, Columbia College

“Divisive Topics”, “Age-Appropriateness” and Elementary Classroom Libraries in Tennessee: An Explanatory Sequential Mixed Method Work-In-Progress
Angelica DaSilva, Middle Tennessee State University; Morgen Clay, Middle Tennessee State University; Janna Brown McClain, Middle Tennessee State University; Bonnie Barksdale, Middle Tennessee State University; Katie = Schrodt, Middle Tennessee State University

Chair:

Shuling Yang, University of Maryland Baltimore County

5. Texts, Belonging, and Identities in Secondary and Postsecondary Settings

AREA 6. Adolescent, College, and Adult Literacy Processes

Roundtable Session

Participants:

Browsing Shelves, Understanding Self: The School Library as a Place of Belonging and Autonomy
Laura Crisp, Northern Illinois University

“I’m Not Afraid to Take my Time and Actually Understand It”: Strengths and Challenges When Reading Literary Texts
Leslie Susan Rush, University of Wyoming; Jodi Patrick Holschuh, Texas State University; Jodi P Lampi, Northern Illinois University; Todd Reynolds, University of Wyoming

Upending the Canon: Science Fiction in Rural High School Seniors’ English Classroom
Michael Charles Morley, Northern Illinois University; Laura Crisp, Northern Illinois University

“Not a Monolith!”: South Asian Students’ (Multi)Literate

Identity Assertions and Belonging Narratives in Higher Education
Ankhi Thakurta, Boston College; Comfort Movihinze Ayavga, Boston College

Chair:

Jodi P Lampi, Northern Illinois University

6. Innovative Perspectives in Literacy Research: From Collaborative Resistance to Machine Learning and Student Agency

AREA 11. Research Methods, Practices and Theory Roundtable Session

Participants:

Collaborative Writing as a Method of Inquiry & Resistance: “Making good trouble” through multiperspectividad
Valentina Alpuin, University of Illinois Chicago; Kristen Zaki, University of Illinois Chicago; Mitchell Goins, University of Illinois at Chicago; Ben Kuhlman, University of Illinois at Chicago
Considering the potential of machine learning for literacy education research
Emily C. Rainey, University of Pittsburgh; Scott Storm, University at Albany, State University of New York; Gianina Morales, University of Pittsburgh

Examining Student Agency Across Literacy Contexts from A Multi-year Research Project
Margaret Vaughn, Washington State University

Chair:

Margaret Vaughn, Washington State University

7. Motivation and Social Emotional Learning in Reading and Writing Contexts

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

Participants:

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Friday, December 6

Developing the Literacy Motivation Student Survey (LMSS) for Elementary Students with Intellectual Disability Labels *Hayley Jordan Hoover, School District of Pickens County*

Outside and Inspired: Outdoor Writing Experiences for Teens *Kristie Clawson Camp, University of South Carolina*

Including Social Emotional Learning in Literacy Interventions: A Case Study Examining How Teachers Assess, Plan, and Instruct *Bethany Rice, Towson University; Meghan D Liebfreund, Towson University; Shelly Solomon Huggins, Towson University*

Chair:

Jacquelynn A Malloy, Clemson University

Cultural Insights and Motivations in Chinese Heritage and Language Education

AREA 12. International Research on Teaching and Learning

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 6th - Chastain G

This session explores the multifaceted dynamics of Chinese language education, focusing on three key aspects: Chinese students' reading motivation from teachers' perspectives, the historical and cultural influences on literacy teaching, and the negotiation of intracultural differences among Chinese heritage language learners. By examining teacher expectations, instructional practices, and the impact of cultural factors on student motivation, the session offers insights into effective strategies for enhancing reading achievement, highlights the role of beliefs and moral purposes in fostering teacher agency, and provides valuable implications for educators aiming to improve literacy and language learning in multicultural and heritage contexts.

Participants:

Chinese Students' Motivation to Read: Teacher Perspectives *Jiening Ruan, University of Oklahoma; Lijun Jin, Towson University*

The unsung heroes of a generation: An exploration of teacher agency through the lenses of "la Mística." *Rafael Santiago Meza Duriez, University of California (Berkeley School of Education)*

Negotiating Intracultural Teaching in Canada: Chinese Heritage Language Teachers' Cognition and Practices *Guofang Li, The University of British Columbia; Senyao Shen, Ph.D. candidate; Zhen Lin, The University of British Columbia*

Chair:

Bettina Buch, University College Absalon

Discussant:

Lori Czop Assaf, Texas State University

Emotion and Racial Trauma in Literacy and Literature

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

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 6th - Chastain H

Participants:

Unveiling Asian American Children's Racial Trauma and Healing *Hannah Kim, University of Colorado Boulder*

"I Just Have Big Emotions, Okay?": A Self-Study to Nurture First Graders' Emotional Literacy Background *Amie Bigelow, Brigham Young University; Lynne Kganetso, Brigham Young University*

Beyond Reading and Responding: Chinese American Children's Engagement with and Critical Evaluations of Chinese American Children's Picturebooks *Jiadi Zhang, University of Illinois Urbana-Champaign*

Chair:

Wendy Gardiner, Pacific Lutheran University

Discussant:

Rachelle Sarah Savitz, East Carolina University

Dialogic read-alouds in early childhood contexts

AREA 5. Early and Elementary Literacy Processes

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 6th - Chastain I

Participants:

Fostering Literary Understanding in Early Learners: The role of students' idea-sharing in kindergarten dialogic read-aloud discussions *Michelle Laura Bence Mathezer, University of Calgary*

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Friday, December 6

The Digital Shift: Exploring parent-child talk-turns during read alouds of printed books and storybook apps *Lori Bruner, University of Alabama; Tanya Christ, Oakland University; Allison Phillippe, Michigan State University; Danielle Alexander, Oakland University*

Chair:

Catherine Compton-Lilly, University of South Carolina

Home-Based Multimodal and Multiliteracy Practices

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

Paper Session

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 6th - Chastain J

Participants:

Enlaces: Linking home and school practices, liberating language(s) of young Multilinguals *Lydia Carnesale, University of South Carolina*

Multimodal Interaction of Korean Mothers' Bilingual Book Reading *Soo Joung Kim, Saint Michael's College*

Towards Harmonious Multilingualism: Trilingual Families making 'good trouble' through multiliteracies *Zurisaray Espinosa, KSU; Mihaela Gazioglu, Clemson University; jayoung Choi, KSU; Tuba Angay-Crowder, Kennesaw State University*

Chair:

Assadullah Sadiq, California State University Channel Islands

Discussant:

Nermin Vehabovic, Elon University

Towards Local, Meaningful and Diverse Literacies for Sustainable and Equitable Futures

AREA 12. International Research on Teaching and Learning

Symposium

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 8th - Peachtree 1

This symposium is focused on transformative literacy practices that disrupt and reclaim literacies in a range of international settings. Participants whose professional and personal life journeys are distinct will speak to the commonalities and specificities of their understanding of literacies as local and meaningful.

Using instances of research from Colombia, Malawi, India, Canada and Scotland, we push the boundaries of what counts as literacy and illustrate how we can think and act differently with literacies.

Chair:

Diane Renee Collier, Brock University

Discussant:

Mia Perry, University of Glasgow

Presenters:

Rakhat Zholdoshalieva, UNESCO

Marcela Ramos, University of Glasgow

Nancy Palacios Mena, Universidad de los Andes

Tatiana Becerra, McGill University

Sharifa Abdulla, University of Glasgow

Lisa Bradley, University of Glasgow

Amanda Ptolomey, University of Glasgow

Melissa McKinney-Lepp, District School Board of

Niagara Simranjeet Kaur, Brock University

Co-Conspiring for Good Trouble: Empowering Marginalized Students and Teachers through Social Justice Literacies & Pedagogies

AREA 1. Pre-service Teacher Education in Literacy Symposium

3:00 to 4:30 pm

Westin Peachtree Plaza: Floor 8th - Peachtree 2

Much of what makes "good trouble" in teacher education programs is the ability to enact the work of social justice in the classroom. This symposium will explore how TEPs can cross the theory-to-praxis bridge through social justice literacies. By fostering agentive spaces that center anti-bias, anti-racist, and queer literacies and pedagogies, our TEPs become places that confound, compel, and co-conspire pre-, inservice, and teacher educators to actuate the good trouble necessary for collective liberation.

Participants:

Preparing for the Un-Preparable: Social Justice Agency in a Pre-Service Writing Across the Curriculum Course *Brandon Haskey-Valerius, University of Missouri; Christy Goldsmith, University of Missouri*

"Imagining myself being capable": LGBTQ+ and gender non-conforming secondary preservice teachers' navigations of teacher-self within field experience journals. *Summer Davis, Western Michigan University*

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Friday, December 6

Queered teacher education as (non)place: Reflections on queer uses of practitioner inquiry as teacher education *Ryan Schey, University of Georgia*

Chair:

Brandon Haskey-Valerius, University of Missouri

Discussant:

Alexandra Panos, University of South Florida

Purchase Silent Auction Books

3:00 to 6:00 pm

Westin Peachtree Plaza: Floor 6th - The Overlook

Friday PM Plenary

Plenary Session

4:45 to 6:00 pm

Westin Peachtree Plaza: Floor 8th - Peachtree Ballroom

Annual Business Meeting

Meeting

6:15 to 7:15 pm

Westin Peachtree Plaza: Floor 8th - Peachtree Ballroom

Doctoral Students ICG Happy Hour

Reception

7:00 to 8:30 pm

Westin Peachtree Plaza: Floor 7th - Augusta 1

In Memoriam Tribute

Special Event

7:30 to 8:00 pm

Westin Peachtree Plaza: Floor 6th - Chastain 1

STAR Reception (Closed Event)

Reception

7:30 to 9:00 pm

Westin Peachtree Plaza: Floor 8th - Peachtree 1

Policy Chat with the LRA P&L Committee

Meeting

8:00 to 9:00 pm

Westin Peachtree Plaza: Floor 7th - Augusta F

Vital Issues

Reception

9:00 to 11:00 pm

Westin Peachtree Plaza: Floor 5th - Bar 210

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).



SATURDAY, DECEMBER 7, 2024

LRA 2024

74th Annual Conference



**LITERACY
RESEARCH
ASSOCIATION**

Connect with us!

#LRA24



Saturday, December 7

Registration

7:00 to 12:00 pm
Westin Peachtree Plaza: Floor 6th - The Overlook

STAR Breakfast

Reception
7:00 to 8:30 am
Westin Peachtree Plaza: Floor 6th - Chastain 1

Purchase Silent Auction Books

7:00 to 11:00 am
Westin Peachtree Plaza: Floor 6th - Chastain Foyer

Area Chairs Breakfast

Reception
7:00 to 8:30 am
Westin Peachtree Plaza: Floor 7th - Augusta 1

Literacy Research Methods, Practices and Theory

AREA 11. Research Methods, Practices and Theory
Paper Session
8:45 to 10:15 am
Westin Peachtree Plaza: Floor 7th - Augusta 1

Participants:
Climate Crisis in the ELA Classroom: Developing a Place-Driven Survey and Interview Study *Alexandra Panos, University of South Florida; Katharine Hull, University of South Florida; Kristin Valle Geren, University of South Florida*
Empowering young children to appraise and critique ableism with dialogic read-alouds: new approaches to analysis *H. Emily (Emily) Hayden, Strategic Education Research Partnership*
Multisyllabic Reading and Spelling: Examination of Self-Efficacy, Affect, and Avoidance with Upper Elementary Students *Zoi A. Traga Philippakos, University of Tennessee- Knoxville; Adalea Carol Davis, University of Tennessee; Margaret F. Quinn, Texas A&M University*

Testimoniando with Women of Color Preservice Teachers: Women of Color Methodologies for Literacy Research *Adrianna Gonzalez, University of Missouri-Columbia*

Chair:
George G. Hruby, University of Kentucky
Discussant:
Sarah Beck, New York University Steinhardt

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
8:45 to 10:15 am
Westin Peachtree Plaza: Floor 7th - Augusta 2

Participants:
Exploring Dual Language Bilingual Education Teachers' Perspectives, Challenges, and Literacy Practices to Support Biliteracy Development for Students With Special Needs *Ji Ma, Georgia State University; Nuo Xu, Bowling Green State University*
The Case for Biliteracy for Bilingual Children with Reading Impairment *Dianne Macdonald, University of Toronto*
Exploring the Literacy Ecology of a Signing Deaf Child *Betsy Beckert, Boston University*
Reenacting a scene from a horror movie, ten-year-old Martin dramatically convulsed on the restaurant floor in El Salvador.
Chair:
Nuo Xu, Bowling Green State University
Discussant:
Jared McKee, University of Florida

Language and Power in Classroom Contexts

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
8:45 to 10:15 am
Westin Peachtree Plaza: Floor 7th - Augusta 3

Participants:
Addressing Critical Language Awareness in Predominantly White Contexts *Mike Metz, University of Missouri*

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Saturday, December 7

The role of language in building social relations that dismantle deficit discourses around diverse, multilingual English learners. *Jennifer H Alford, Griffith Uni*

Translanguaging and Power: Negotiating Agency in the Classroom *Mikel Walker Cole, University of Houston; Samuel S David, University of Minnesota Twin Cities*

Chair:

Mikel Walker Cole, University of Houston

Discussant:

Janette A Metzger, Key Concepts

Repositioning Literacy Research and Pedagogy in the Age of AI: Methodological and Practical Considerations

AREA 10. Literacy Media and Technology Symposium

8:45 to 10:15 am

Westin Peachtree Plaza: Floor 7th - Augusta A

This proposal discussed the ways if any that literacy research and pedagogy can be repositioned in the face of AI. Interest in AI and its potentials for teaching and research has increased. This symposium will use both practical examples as well as research data to demonstrate the ways we can reposition teaching, and research in the age of AI. The three speakers will discuss: pedagogical considerations, research and research and linguistic diversity and AI. Participant:

Repositioning Literacy Research and Pedagogy in the Age of AI: Methodological and Practical Considerations *Chinwe H Ikpeze, St. John Fisher University; Claudia Hilde Finkbeiner, University of Kassel; Sonia M Kline, Illinois State University*

Chair:

Grace Enriquez, Lesley University

Discussant:

Donna Alvermann, University of Georgia

Identity and Self-Reflexivity in Literacy Teaching and Learning

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

8:45 to 10:15 am

Westin Peachtree Plaza: Augusta B

Rewriting Self: Evaluating the Impact of Nonviolent Communication Phillip Wilder, Clemson University; *Judy Cañero Bautista, University of Canterbury; Brenette Labra Abrenica, University of San Carlos; Sherryl Muli Abellanos, University of San Carlos; Zona Hildegarde Amper, University of San Carlos*

The study is situated broadly within youth agency literature, which focuses on how youth use language and literacy to construct self and ameliorate issues of power. It intends to explore how the ongoing use of nonviolent communication (NVC) by youth influences their identity and agency. Literacy artifacts gathered during monthly NVC practice sessions are analysed using narrative inquiry to theorize on the transformative power of NVC to support youth's sense of identity and agency.

Literacy Identities: Making Good Trouble through Conversations about Diversity, Equity, and Inclusion *Tierney B Hinman, Auburn University; Antony T Smith, University of Washington Bothell; Sally Brown, Georgia Southern University; Lindsey Ives, Auburn University*

The Contributions of an Identify-Forward Field Team to a Middle School Curriculum Project *Sara Elizabeth Merkle, University of Delaware; Sharon Walpole, University of Delaware*

Chair:

Chaehyun Lee, Southeastern Oklahoma State University

Discussant:

Catherine Compton-Lilly, University of South Carolina

Tranlanguaging corrientes as empowering literacy practices: Transforming writing pedagogies for multilingual learners

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

8:45 to 10:15 am

Westin Peachtree Plaza: Augusta C

This symposium brings together researchers and educators who draw from translanguaging perspectives across a variety of contexts.

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Saturday, December 7

The papers in the session will highlight how translanguaging corrientes (Garcia et al, 2017) transform notions of writing pedagogy. The symposium will feature studies that explore a multimodal family storytelling project, a secondary American Government writing unit, and an autoethnographic (un)learning in an elementary after-school writing club, to offer insights on how translanguaging corrientes contribute to empowerment literacies.

Participants:

“Ya lo mezclamos, no?”: Following the translanguaging corriente in a multimodal family storytelling workshop *Emily Machado, University of Wisconsin-Madison; Grace Cornell Gonzales, University of Washington*

Using Translanguaging in a Secondary Social Studies Classroom to Delve into Explanatory Genre Writing *Adam Sokolski, Loyola University Maryland*

“Didn’t you say we could do this?”: Lessons in Unlearning from a Teacher Educator Exploring Translanguaging Corrientes *Margarita Gómez, Loyola University Maryland*

Chair:

Karla Lomeli, Santa Clara University

Discussant:

Laura Ascenzi-Moreno, Brooklyn College

Transnational Literacies: Navigating Race, Language, and Religion

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

Paper Session

8:45 to 10:15 am

Westin Peachtree Plaza: Floor 7th - Augusta D

Participants:

The Role of English in Shaping Literacy Practices, Teaching Dynamics, and Student Empowerment for the First Saudi Arabian Elementary School Students to Receive English Language Instruction *Ghanem Alghuwainem, Doctoral Candidate*

Asian Transnational Parents Navigating the Racial Landscape and Negotiating Their Understanding of Racism in the Deep South *Yuechen Sun, University of South Carolina; Wenyu Guo, University of South Florida; Tairan Qiu, University of Houston; Xiaochen Du, Jump Immersion School*

A Transnational Family’s Embodiment of Religious Literacy Practices across Three Generations *Laxmi Prasad Ojha, Michigan State University*

Cantonese-Speaking Parents’ Attitudes and Practices in Sustaining Childhood Bidialectalism in Canada: A Longitudinal Study *Guofang Li, The University of British Columbia; Zhen Lin, The University of British Columbia; Ziwen Mei, The University of British Columbia*

Chair:

Kristen Perry, University of Kentucky

Discussant:

Brooke Ward Taira, University of Hawai‘i at Mānoa

Visual and Semiotic Analyses of Children's and Young Adult Literature

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

Paper Session

8:45 to 10:15 am

Westin Peachtree Plaza: Floor 7th - Augusta E

Participants:

Fostering Relational Reading: Analyzing the Affordances of Wordless Picture Books through a Social Semiotic Approach *Mengying Xue, Purdue University; Christy Wessel-Powell, Purdue University*

How Popular Graphic Novels Offer Potential Textual and Visual Supports for Vocabulary Acquisition *Karyn Z Mendez, Independent Scholar*

The Instantiation of Narrative in Picturebook Forms: Semiotic, Material, and Ideological Dimensions *Frank Serafini, Arizona State University*

Chair:

Stephanie F. Reid, University of Cincinnati

Discussant:

Stergios Botzakis, University of Tennessee, Knoxville

Digital Literacy Research and Pedagogy

AREA 10. Literacy Media and Technology

Paper Session

8:45 to 10:15 am

Westin Peachtree Plaza: Floor 7th - Augusta F

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Saturday, December 7

Participants:

Leveraging Co-Design as a Research Paradigm: Implications for Digital Literacy Pedagogy *Jen Scott Curwood, The University of Sydney; Christian Ehret, The University of North Carolina at Chapel Hill; Premeet Sidhu, The University of Sydney; Emily Mannard, McGill University*

TikTok to #BookTok: Pre Service Teachers Navigating, Situating, and Transferring Their Digital Literacy Practices for Teacher Preparation *Sarah Elizabeth Jerasa, Clemson University; Morgan Love Mitchell, University of Houston; Tobi Pirolla, Clemson University*

The Effect of E-Storybooks in Different Groups Sizes on Story Comprehension and Vocabulary Acquisition Skills *Muge Ongur, Georgia State University; Dilek Altun, Ankara Yildirim Beyazit University; Feyza Tantekin Erden, Middle East Technical University*

Chair:

Lindsay Persohn, University of South Florida

Families and Diversity in Children's and Young Adult Literature

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature
Paper Session
8:45 to 10:15 am
Westin Peachtree Plaza: Floor 7th - Augusta G

Participants:

Critical Adoption Studies as a Lens for Illuminating Metanarratives about Belonging within Children's Literature *Amy Burke, Texas Woman's University; Melody Zoch, UNC Greensboro*

Kindergarteners' Responses to Children's Literature About Diverse Families *Jill Grifenhagen, NC State University; Corrie Dobis, North Carolina State University; Bethany Lewis, NC State University; Angela Wiseman, North Carolina State University*

This study examined kindergarteners' responses to children's literature featuring diverse families. After interactive readalouds, children responded through drawing, writing, and describing multimodal compositions. Qualitative inquiry and visual analysis examined how children represented and demonstrated sameness and difference in their representations of family. Findings included that children represented families with feeling, focusing on positive emotions and experiences, and their

representations of family expanded beyond their immediate family, including extended family, friends, and book characters.

Exploring Resources, Supports, and Barriers to Using Diverse Young Adult Literature in Middle and High School Spaces *Christy Howard, East Carolina University; Rachelle Sarah Savitz, East Carolina University*

Chair:

Amy Seely Flint, University of Louisville

Discussant:

Roberta Price Gardner, Kennesaw State University

Identity Informed Reflections on Literacy and Learning: A Focus on Duoethnography

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Paper Session
8:45 to 10:15 am
Westin Peachtree Plaza: Floor 7th - Augusta H

Participants:

Deheteronormalizing through duo-ethnography on transnational queer students for invisible identity and literacy *Chi En Chang, University of Washington*

We Do Language: A Duoethnographic Exploration of Black Women's Experiences in Literacy Studies Doctoral Programs *Darlishawn Patterson, University of South Florida; Tempestt S Johnson, University of South Carolina*

Troubling Through Adventures in Making 'Good Trouble': One Critical Scholar Team's Duoethnographic Study *Ashley N Patterson, Penn State University; Freyca Calderon-Berumen, Pennsylvania State University Altoona; Samuel Tanner, The University of Iowa*

Chair:

Viraj Patel, Illinois State University

Discussant:

Christine Montecillo Leider, University of Massachusetts Lowell

When different theories meet the Science of Reading (SoR): How can an SoR-based intervention framework be modified based on early literacy theories and models?

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Saturday, December 7

AREA 5. Early and Elementary Literacy Processes
Symposium
8:45 to 10:15 am
Westin Peachtree Plaza: Floor 6th - Chastain E

In this symposium, scholars who study early literacy explore how a reading intervention program grounded in the Science of Reading can be updated and enhanced through different theories. Each paper takes a different lens: 1) self-regulation and motivation, 2) historically responsive practices, and 3) English language learners. The symposium includes a discussant who will engage attendees in meaningful dialogue.

Chair:

Kate Franz, Syracuse University

Presenters:

Sunny Li, Syracuse University

Bong Gee Jang, Syracuse University
Tess Dussling, St. Joseph's University

Sohee Park, William Paterson University

Discussant:

Kristin Conradi Smith, William & Mary

LRA Leadership Orientation

Meeting

8:45 to 10:15 am

Westin Peachtree Plaza: Floor 6th - Chastain F

Early writing and supports in childhood classrooms

AREA 5. Early and Elementary Literacy Processes
Paper Session
8:45 to 10:15 am
Westin Peachtree Plaza: Floor 6th - Chastain G

Participants:

“Can I write you something?” Motivating Kindergarten Writers Through Purposeful Play Experiences
Andrea Sanchez, Kent State University

Supporting Early Writers: The Writing Notebook Approach to Meaningful Writing Exploration

Oluwaseun Ayobami Oti, Clemson University

Using Talk to Launch Message Writing in the Preschool Classroom
Laura Piestrzynski, Louisiana State University;
Jillana Williams, Louisiana State University

Chair:

Susan Browne, Rowan University

ELA & Disciplinary Literacies

AREA 6. Adolescent, College, and Adult Literacy Processes
Paper Session
8:45 to 10:15 am
Westin Peachtree Plaza: Floor 6th - Chastain H

Participants:

Disciplinary Literacy, English Language Arts, and the Operational Curriculum in Middle School English Language Arts: An Exploratory Multi-Case Study
Anna McNulty Taylor, University of Minnesota

Literary Reading: How an Expert Makes Sense of Literary Texts
Suzanne Chapman, University of Florida;
Zhihui Fang, University of Florida

Discussant:

Kathleen A Hinchman, Syracuse University

Examining Critical Literacies across Historical and Contemporary Contexts

AREA 14. Other Topics
Paper Session
8:45 to 10:15 am
Westin Peachtree Plaza: Floor 6th - Chastain I

Participants:

African (to) American Literacies: Exploring Lost Literacy Histories of Enslaved People in the United States
Samuel DeJulio, The University of Texas at San Antonio

Examining a Black Critical Literacy Teacher Educator's Doctoral Socialization
Celicia L Bell, Florida State University

Teaching with Conviction: Critical Justice Teaching in One School
Eliza Braden, University of South Carolina

Chair:

Judith Dunkerly, Old Dominion University

Discussant:

Judith Dunkerly, Old Dominion University

Traversing Borders, Cultures, and Languages: Communities, Families' Homes, and Classrooms as Transnational and Translingual Sites for Practice, Policies, and Research

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Saturday, December 7

AREA 8. Literacy Learning and Practice in
Multicultural and Multilingual Settings
Alternative Format Session
8:45 to 10:15 am

Westin Peachtree Plaza: Floor 8th - Peachtree 1

This alternative session is comprised of educators and researchers who will explore the ways in which children, youth, and families traverse borders, cultures, and languages. As a group of educators and researchers, we identify as international teachers, researchers, and scholars who share transnational, immigrant, and refugee backgrounds. Our work provides opportunities to advance theoretical knowledge and understandings related to practice across community, home, and classroom contexts, as well as education policies and humanizing research.

Participants:

Let's Get Critical: Reading Picturebooks in a Refugee-Background Family's Home as Global Engagement
Nermin Vehabovic, Elon University; Cristina Aguilar Escamilla, Elon University

Picturebooks as Windows, Mirrors, and Sliding Glass Doors in a Kindergarten ESOL Classroom: Translingual Children's Perspectives and Ways of Knowing
Javiera Leyton Alarcon, Elon University

Intertwining STEM and Bi/Multilingualism
Fernando Arevalo Rodriguez, Elon University

Chair:

Nermin Vehabovic, Elon University

Literacy as civil-rights agencies: Refusing and reorienting the narrative of banned or challenged texts

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

8:45 to 10:15 am

Westin Peachtree Plaza: Floor 8th - Peachtree 2

The question of which classroom texts should be used to teach literacy has grown increasingly contentious in recent years. This symposium invites participants to consider: How might our inquiries refuse/reorient censorship narratives? How might doing so enable us to explore the ethical possibilities of literacy as a civil right and active agent in promoting justice and/or sustaining violence?

What happens to literacy learning/instruction/research when we trouble political regulations/mandates/movements that violently reinforce white heteropatriarchal ways of knowing/being/doing?

Participants:

Otherwise, 'out-of-time' political imaginaries for posthuman literacies and book banning
Bessie P Dernikos, Florida Atlantic University

Tracing critical inquiries through "divisive" children's books with pre-service teachers
Daniel Ferguson, George Mason University

"Getting" into necessary trouble": Demystifying Florida's book banning legislation to challenge censorship in literacy education
Bianca Nightengale-Lee, Florida Atlantic University; Talia Zito, Florida Atlantic University; Melissa Antonelli, Florida Atlantic University

#BookToks as an "affective bloom-space" for banned books
Erin Bailey, Reading Is Fundamental

Chairs:

Bessie P Dernikos, Florida Atlantic University

Daniel Ferguson, George Mason University

Discussant:

Jaye Johnson Thiel, University of Alabama

Integrative Research Review Panel

Plenary Session

10:30 to 12:00 pm

Westin Peachtree Plaza: Floor 8th - Peachtree Ballroom

Executive Committee and Board of Directors Lunch

Meeting

12:15 to 1:00 pm

Westin Peachtree Plaza: Floor 6th - Chastain I

Executive Committee Meeting

Meeting

1:00 to 1:45 pm

Westin Peachtree Plaza: Floor 6th - Chastain F, G

Board of Directors Meeting

Meeting

2:00 to 6:00 pm

Westin Peachtree Plaza: Floor 6th - Chastain F, G

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

LEADERSHIP AND HONOREES

Executive Committee

Alfred W. Tatum
(President 2023-2024 & Conference Chair 2023)
Metropolitan State University of Denver
atum1@msudenver.edu

Kristen Perry
(Secretary 2023-2026)
University of Kentucky
kristen.perry@uky.edu

Fenice B. Boyd
(President Elect 2023-2024 & Conference Chair 2024)
University of South Carolina
boydfb@mailbox.sc.edu

Marla Mallette
(Treasurer 2021-2024)
Binghamton University
mmallett@binghamtom.edu

Cynthia H. Brock
(Vice President 2023-2024 & Conference Chair 2025)
University of Wyoming
cynthia.brock@uwyo.edu

Sam DeJulio
(Historian 2024-2027)
University of Texas at San Antonio
samuel.dejulio@utsa.edu

Doris Walker-Dalhouse
(Past President 2023-2024 & Conference Chair 2022)
Marquette University
doris.walker-dalhouse@marquette.edu

Cassie Brownell
(Parliamentarian 2022-2024)
University of Toronto
cassie.brownell@utoronto.ca

Board Members

Maria Paula Ghiso (Board Director 2021-2024)
Columbia University
ghiso@tc.edu

Ana Christina da Silva Iddings (Board Director 2022-2025)
Peabody College
chris.dasilva@vanderbilt.edu

Raúl Alberto Mora (Board Director 2021-2024)
Universidad Pontificia Bolivariana
raul.mora@fulbrightmail.org

Tisha Lewis Ellison (Board Director 2023-2026)
The University of Georgia
tlewisellison@gmail.com

Rahat Zaidi (Board Director 2021-2024)
University of Calgary
rahat.zaidi@ucalgary.ca

Christian Ehret (Board Director 2023-2026)
University of North Carolina at Chapel Hill
cehret@unc.edu

Bogum Yoon (Board Director 2022-2025)
Binghamton University
byoon@binghamton.edu

Nicole Mirra (Board Director 2023-2026)
Rutgers University
nicole.mirra@gse.rutgers.edu

Zhihui Fang (Board Director 2022-2025)
University of Florida
zfang@coe.ufl.edu

LEADERSHIP AND HONOREES

Standing Committee Chairs

Emily Machado (Ethics Chair 2022-2025)

University of Wisconsin – Madison
machado3@wisc.edu

Jon Wargo (Research Chair 2023-2026)

University of Michigan
jonwargo@gmail.com

Tiffany Flowers (Ethnicity, Race and Multilingualism Chair 2021- 2024)

Georgia State University
tflowers@gsu.edu

Marcus Croom (Policy & Legislative Chair 2022-2025)

Indiana University
mcroom@iu.edu

Kongji Qin (Field Council Chair 2023-2026)

New York University
kongji.qin@nyu.edu

Melody Zoch (Publications Chair 2022-2025)

University of North Carolina
mjpatter@uncg.edu

Kate Kedley (Gender & Sexualities Chair 2021-2024)

Rowan University
kedley@rowan.edu

Lindsay Woodward (Technology & Digital Communications Chair 2022-2025)

Drake University
lindsay.woodward@drake.edu

Chad Waldron (Diversity, Equity, and Justice Chair 2022-2025)

Central Michigan University
chad.waldron@cmich.edu

Journal of Literacy Research Editors (JLR)

JLR EDITORS:

Eurydice Bauer

University of South Carolina
bauereb@mailbox.sc.edu

Aria Razfar

University of Illinois, Chicago
arazfar@uic.edu

Allison Skerrett

The University of Texas at Austin
askerrett@utexas.edu

JLR CO-EDITORS:

Christina L. Dobbs

Boston University
cdobbs@bu.edu

Bong Gee Jang

Syracuse University
bojang@syr.edu

Seth A. Parsons

George Mason University
sparson5@gmu.edu

JLR EDITORIAL ASSISTANTS:

Lydia Carnesal

University of South Carolina

Claire Collins

University of Texas at Austin

Abby Dennison

George Mason University

Lauren Hunt

University of South Carolina

Svetlana Mitric

University of Illinois at Chicago

Amanda Moon

University of South Carolina

Aimee Wilkerson

University of Texas at Austin

Yan Yan

Boston University

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

LEADERSHIP AND HONOREES

LITERACY RESEARCH: THEORY. METHOD AND PRACTICE EDITORS, VOLUME 73

LR:TMP LEAD EDITORS:

Lara J. Handsfield

Illinois State University
lhandsf@ilstu.edu

Anna Smith

Illinois State University
amsmi11@ilstu.edu

LR:TMP EDITORIAL TEAM

Christie Angleton

Illinois State University
clangl1@ilstu.edu

Evelyn Baca

Illinois State University
ecbaca@ilstu.edu

Becky Beucher

Illinois State University
rlbeuch@ilstu.edu

Carolyn Hunt

Illinois State University
cshunt@ilstu.edu

Andrea Jamison

Illinois State University
aqjamis@ilstu.edu

Sara Jones

Illinois State University
sajone6@ilstu.edu

Grace Kang

Illinois State University
gykang@ilstu.edu

Sonia Kline

Illinois State University
skline@ilstu.edu

Deborah MacPhee

Illinois State University
dmacphe@ilstu.edu

Vivian E. Presiado

Illinois State University
vepresi@ilstu.edu

Erin Quast

Illinois State University
eaquast@ilstu.edu

Sarah D. Reid

Illinois State University
sdreid3@ilstu.edu

Irenea Walker

Illinois State University
ilwalke@ilstu.edu

Autumn West

Illinois State University
ajwest3@ilstu.edu

COMMITTEE MEMBERS

Award Committee Chairs

ALBERT J. KINGSTON AWARD:

Sharon Walpole (Chair 2022–2025)
University of Delaware
swalpole@udel.edu

ARTHUR APPLEBEE AWARD:

Cyndy Greenleaf (Chair 2024–2027)
University of Delaware
greenleaf.cynthia@gmail.com

BARR/MOSENTHAL HANDBOOK OF READING RESEARCH AWARD:

Lori Assaf (Chair)
Texas State University
lassaf@txstate.edu

BRIAN STREET MEMORIAL AWARD FOR SCHOLARSHIP BRIDGING ANTHROPOLOGY, EDUCATION & LITERACY PRACTICES:

Michiko Hikida (Chair 2021–2024)
The Ohio State University
hikida.3@osu.edu

DISTINGUISHED SCHOLAR LIFETIME ACHIEVEMENT AWARD:

Loukia K. Sarroub Chair, (2022 – 2025)
University of Nebraska-Lincoln
lsarroub@unl.edu

EARLY CAREER ACHIEVEMENT AWARD:

Kristin Conradi (Chair 2021–2024)
William & Mary University
keconradi@wm.edu

EDWARD B. FRY BOOK AWARD:

Christina Dobbs (Chair 2023–2026)
Boston University
cdobbs@bu.edu

J. MICHAEL PARKER AWARD:

Alicia Rusoja (Chair 2022–2025)
University of California, Davis
arrusoja@ucdavis.edu

OSCAR S. CAUSEY AWARD:

Patricia Edwards (Chair 2022–2025)
Michigan State University
Edwards6@msu.edu

P. DAVID PEARSON SCHOLARLY IMPACT AWARD:

Annemarie Palincsar (Co-Chair 2021–2024)
University of Michigan, Ann Arbor
annemari@umich.edu

Miranda Fitzgerald (Co-Chair 2021–2024)
University of North Carolina, Charlotte
mfitzg21@uncc.edu

SCHOLARS OF COLOR TRANSITIONING INTO ACADEMIC RESEARCH MENTORING PROGRAM – STAR AWARD:

Pamela Mason
Harvard University
pamela_mason@gse.harvard.edu

Aria Razfar
University of Illinois
arazfar@uic.edu

STUDENT OUTSTANDING RESEARCH AWARD

Jud Laughter (Chair 2021–2024)
University of Tennessee, Knoxville
jlaughter3@utk.edu

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

COMMITTEE MEMBERS

INNOVATIVE COMMUNITY GROUP CHAIRS

DOCTORAL STUDENTS

Tempestt Johnson (Sr. Co-Chair)

University of South Carolina
tgavins@email.sc.edu

Mary (Maggie) McConnaha (Jr. Co-Chair)

Michigan State University
mconnah@msu.edu

Darlshawn (Shawn) Patterson (Asst. Co-Chair)

University of South Florida
darlshawn@usf.edu

Tairan Qiu (Alumni Liasion)

University of Georgia
Tqui19@uga.edu

Rahat Zaidi (Liaison)

University of Calgary
rahat.zaidi@ucalgary.ca

FORMATIVE EXPERIMENTS & DESIGN-BASED RESEARCH

Leslie Roberts-Chala (Chair)

Georgia Southern University
lroberts@georgiasouthern.edu

HISTORY

Dixie Massey (Chair)

Seattle Pacific University
massetd@spu.edu

INTERNATIONAL

Lijun Jin (Chair)

Towson University
ljin@towson.edu

Ana Christina (Chris) da Silva Iddings (Liaison)

Vanderbilt University
chris.dasilva@vanderbilt.edu

Luzkarime Calle-Díaz (Co-Chair)

Universidad del Norte
luzkarimec@uinorte.edu.co

Carina Branzila (Co-Chair)

carinabranzila@gmail.com

MULTILINGUAL/TRANSNATIONAL LITERACIES

Lenny Sanchez (Co-Chair)

University of South Carolina
sanchezl@sc.edu

Mariannella Nunez (Co-Chair)

University of the Incarnate Word
mdnunez@uiwt.edu

Zhihui Fang (Liaison)

University of Florida
zfang@coe.ufl.edu

READING CLINIC/LITERACY LABS

Joan Rhodes (Chair)

Virginia Commonwealth University
jarhodes2@vcu.edu

Tammy Milby (Co-Chair)

University of Richmond
tmilby@richmond.edu

Rahat Zaidi (Liaison)

University of Calgary
rahat.zaidi@ucalgary.ca

COMMITTEE MEMBERS

ALBERT J. KINGSTON COMMITTEE

Sharon Walpole swalpole@udel.edu *Chair*
Zoi A. Traga Philippakos zphilipp@utk.edu
Rachel Karchmer karchmer@udel.edu
Dara Hill kirdara@umich.edu
Jamie Colwell jcolwell@odu.edu
Toni Williams tmwilli2@sc.edu
Susan Cantrell susan.cantrell@uky.edu
Crystal Wise cwise@umn.edu

ARTHUR APPLEBEE COMMITTEE

Cyndy Greenleaf greenleaf.cynthia@gmail.com *Chair*
Julie Learned jlearned@albany.edu
Shadrack Msengi smsengi@siue.edu
Dominique McDaniel info@dominiquemcdaniel.com
James Marshall marshall56@gmail.com

BARR/MOSENTHAL HANDBOOK OF READING RESEARCH AWARD COMMITTEE

Lori Assaf lassaf@txstate.edu *Chair*
Alfred W. Tatum atatum1@msudenver.edu
P. David Pearson ppearson@berkeley.edu
Lynne Watanabe lynne.kganetso@byu.edu
David Yaden dyadenjr@arizona.edu
Marla Mallette mmallett@binghamton.edu

BRIAN STREET MEMORIAL AWARD COMMITTEE

Michiko Hikida hikida.3@osu.edu *Chair*
Victoria Risko victoria.j.risko@vanderbilt.edu
Robert LeBlanc robert.leblanc@uleth.ca
Samuel David ssdavid@umn.edu
Anne-Marie Gunn gunn@usf.edu
Miriam Jorge jorgem@umsl.edu

DISTINGUISHED SCHOLAR LIFETIME ACHIEVEMENT COMMITTEE

Loukia K. Sarroub lsarroub@unl.edu *Chair*
Lori Assaf lassaf@txstate.edu
Kamania Wynter-Hoyt wynterhk@mailbox.sc.edu
Gay Ivey mgivey@uncg.edu
Guofang Li guofang.li@ubc.ca
Betsey Baker bbaker@literacyresearchassociation.org

DIVERSITY, EQUITY, AND JUSTICE COMMITTEE

Chad Waldron chad.waldron@cmich.edu *Chair*
Tiffany Flowers tflowers@gsu.edu
Ryan Schey ryanschey@uga.edu
Matt Deroo deroomat@miami.edu
Zaline Roy-Campbell zmroycam@syr.edu
Vaughn Watson watsonv2@msu.edu
Jenn Sanders jenn.sanders10@okstate.edu
Em Bowen ebowen@arizona.edu
Hannah Kim haki3044@colorado.edu

EARLY CAREER ACHIEVEMENT COMMITTEE

Kristin Conradi keconradi@wm.edu *Chair*
Leah Saal lksaal@loyola.edu
Kathryn Roberts anterobot@gmail.com
Virginia Killian Lund vkillianlund@uri.edu
Abdulsamad Humaidan humaidan@illinois.edu
Susan Bennett sbennet3@usf.edu
Colleen Whittingham cwhitti@luc.edu

EDWARD B. FRY BOOK COMMITTEE

Christina Dobbs cdobbs@bu.edu *Chair*
Rachel Salas rgsalas@unr.edu
Michelle Schira Hagerman mhagerma@uottawa.ca
Jessica Murdter-Atkinson jessica.murdter-atkinson@unt.edu
Freddy Hiebert hiebert@textproject.org
Kristen White kristenwhitephd@gmail.com
Lynne Watanabe lynne.kganetso@byu.edu
Lindsey Moses lindseymoses1@gmail.com

ETHICS COMMITTEE

Emily Machado machado3@wisc.edu *Chair*
Lenny Sánchez sanchezl@sc.edu
Kathleen Hinchman kahinchm@syr.edu
Jessica Masterson jessica.masterson@wsu.edu
Melissa Schieble mschiebl@hunter.cuny.edu
Antony T. Smith smithant@uw.edu
Tempestt Johnson tempestt.johnson17@gmail.com

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

COMMITTEE MEMBERS

ETHNICITY, RACE AND MULTILINGUALISM COMMITTEE

Tiffany Flowers tflowers@gsu.edu *Chair*
Mary McVee mcvee@buffalo.edu
Hiawatha Smith hiwatha.smith@uwrf.edu
Eliza Braden allene1@mailbox.sc.edu
Kristin L. Pratt prattk@mail.wou.edu
Christine Uliassi christine.uliassi@cortland.edu
Blessing Emodi bchidiebere40@gmail.com

FIELD COUNCIL COMMITTEE

Kongji Qin kongji.qin@nyu.edu *Chair*
James Joshua Colman josh-colman@uiowa.edu
Midwest Region
Althier Lazar alazar@sju.edu Northeast Region
Joanna Marciano marcian2@msu.edu Midwest Region
Barrett Rosser rosser@upenn.edu Northeast Region
Lindsay Moses lmose1@asu.edu West Region
Bridgette Davis davisbridgetteb@gmail.com West Region
Christina Kfouric kfouric22@ecu.edu International
Rebecca Jesson r.jesson@auckland.ac.nz International
Jill Grifenhagen jgrifenh@ncsu.edu South Region
Gui Ying Yang-Heim gayangh@ilstu.edu HIS
Representative
Kristian Douglas kd72@buffalo.edu HBCU
Representative

GENDER AND SEXUALITIES COMMITTEE

Kate Kedley kedley@rowan.edu *Chair*
José Ramón Lizárraga jose.lizarraga@colorado.edu
Latrise Johnson lpjohnson5@ua.edu
Darian Thrailkill thrailkill@ecu.edu
Jason Moore jasonmoore@oakland.edu
Ryan Schey ryanschey@uga.edu

J. MICHAEL PARKER COMMITTEE

Alicia Rusoja arrusoja@ucdavis.edu *Chair*
Katherine Frankel kfrankel@bu.edu
Heidi Bacon hrbacon@siu.edu
Laurie Henry lahenry@salisbury.edu
Greg Bartley bartley@oakland.edu
Renata Love Jones rjones167@gsu.edu
Amy Hutchison achutchison@ua.edu

OSCAR S. CAUSEY COMMITTEE

Patricia Edwards edwards6@msu.edu *Chair*
Seth Parsons sparson5@gmu.edu
Eurydice Bauer BAUEREB@mailbox.sc.edu
Lisa Domke ldomke@gsu.edu
Sarah McCarthey mccarthe@illinois.edu
Jim Hoffman james.hoffman@unt.edu

P. DAVID PEARSON SCHOLARLY IMPACT AWARD COMMITTEE

Annemarie Palincsar annemari@umich.edu *Co-Chair*
Miranda Fitzgerald mfitzg21@uncc.edu *Co-Chair*
Marjorie Rowe marjierowe@yahoo.com
Dana Robertson rdana@vt.edu
Maria Selensa Portacio selena.protacio@wmich.edu
Laura Teichert laura.teichert@wmich.edu
Tanya Wright tswright@msu.edu
John Strong jstrong3@buffalo.edu
Jennifer Turner jturner@umd.edu

POLICY AND LEGISLATIVE COMMITTEE

Marcus Croom mcroom@iu.edu *Chair*
Blaine Smith blainessmith@email.arizona.edu
Natalia Aleksandrovna Ward wardna1@mail.etsu.edu
Chantal Francois cfrancois@towson.edu
David McMillon david.mcmillon@emory.edu
Monica Yoo myoo@uccs.edu
Stephanie Lemley sbennett@colled.msstate.edu
Salondra Griggs wigfalls@email.sc.edu

PUBLICATIONS COMMITTEE

Melody Zoch mzoch@uncg.edu *Chair*
David Bloome davidbloome@gmail.com
Silvia Nogueron-Liu silvia.nogueronliu@colorado.edu
Wanda Brooks wbrooks@temple.edu
Paola Pilonieta pilonieta@uncc.edu
Lindsay Rowe lrowe@clemson.edu
Grace Enriquez genriquez@lesley.edu
Tierney Hinman tbh0028@auburn.edu
Kyungjin Hwang khwang@email.sc.edu

COMMITTEE MEMBERS

RESEARCH COMMITTEE

Jon Wargo jonwargo@gmail.edu *Chair*
Emily Hayden ehayden@iastate.edu
Katina Zammit k.zammit@westernsydney.edu.au
Christina Dobbs cdobbs@psu.edu
Donna Alvermann dalverma@gmail.edu
Claudia Finkbeiner cfink@uni-kassel.de
Jason Mizell jdmizell@miami.edu
Chinwe H. Ikpeze cikpeze@sjfc.edu

STUDENT OUTSTANDING RESEARCH AWARD COMMITTEE

Jud Laughter jlaught3@utk.edu *Chair*
Heather Young hkindall@uark.edu
Doug Fisher dfisher@sdsu.edu
Debbie Rowe deborah.w.rowe@vanderbilt.edu
Kwangok Song ksong@ku.edu
Catherine Compton-Lilly comptonlilly@sc.edu
Brooke Ward Taira bwtaira@hawaii.edu
Lakeya Omogun lafolalu@uw.edu
James Chisolm jschis01@exchange.louisvill.edu
Erin Quast eaquast@ilstu.edu
Tanya Christ christ@oakland.edu
Rebecca Linares linares@rowan.edu
Christopher J. Wagner cwagner@qc.cuny.edu

TECHNOLOGY & DIGITAL COMMUNICATIONS COMMITTEE

Lindsay Woodward lindsay.woodward@drake.edu *Chair*
Antero Garcia antero.garcia@stanford.edu
Olivia Stewart olivia.g.stewart@gmail.edu
Jin Jung jjung@email.arizona.edu
Jodi Pilgrim jpilgrim@umhb.edu
Heather Young hkindall@uark.edu
Beth Beschorner beth.beschorner@mnsu.edu
Melanie Blanton melanie.s.blanton@gmail.edu

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

PAST PRESIDENTS LIST

Oscar S. Causey	1952-59	Linda B. Gambrell	1998-99
William Eller	1960-61	Taffy E. Raphael	1999-2000
George Spache	1962-64	Peter B. Mosenthal	2000-2001
Albert J. Kingston	1964-65	Deborah R. Dillon	2001-2002
Paul Berg	1967-68	Lee Gunderson	2002-2003
Alton Raygor	1969-70	Lea M. McGee	2003-2004
Wendell Weaver	1971-72	Donald J. Leu	2004-2005
Earl Rankin	1972-74	Victoria PurcellGates	2005-2006
Edward B. Fry	1974-76	Patricia A. Edwards	2006-2007
Jaap Tuinman	1976-78	Norman A. Stahl	2007-2008
Harry Singer	1978-80	Kathleen A. Hinchman	2008-2009
Frank Green	1980-82	David Reinking	2009-2010
Irene Athey	1982-84	Patricia Anders	2010-2011
Lenore H. Ringler	1984-85	Robert Jimenez	2011-2012
P. David Pearson	1985-86	Richard Beach	2012-2013
Jerry Harste	1986-87	Arlette Willis	2013-2014
M. Trika Smith-Burke	1987-88	Janice Almasi	2014-2015
James V. Hoffman	1988-89	Patricia Enciso	2015-2016
Gerry Duffy	1989-90	Rebecca Rogers	2016-2017
Robert J. Tierney	1990-91	Gay Ivey	2017-2018
Donna E. Alvermann	1991-92	Marcelle Haddix	2018-2019
Rebecca Barr	1992-93	Elizabeth A. (Betsy) Baker	2019 - 2020
James Flood	1993-94	Gwendolyn McMillon	2020 - 2021
Jane Hansen	1994-95	David B. Yaden, Jr.	2021 – 2022
Richard Allington	1995-96	Doris Walker-Dalhouse	2022 – 2023
Kathryn H. Au	1996-97	Alfred Tatum	2023 – 2024
Martha R. Ruddell	1997-98		

AWARD RECIPIENTS

ALBERT J. KINGSTON AWARD

(1985) Harry Singer
(1986) Irene Athey
(1987) Frank Greene
(1988) Thomas H. Estes
(1989) Michael L. Kamil
(1990) M. Trika Smith-Burke
(1991) Edward B. Fry
(1992) Patricia L. Anders
(1993) Jerry Harste
(1994) Jerome A. Niles
(1995) John E. Readence
(1996) Richard Robinson
(1997) Donna E. Alvermann
(1998) Ronald P. Carver
(1999) Lea M. McGee
(2000) Lee Gunderson
(2001) Linda B. Gambrell
(2002) James V. Hoffman
(2003) Martha Ruddell
(2004) Peter Mosenthal
(2005) Colin Harrison
(2006) Douglas K. Hartman
(2006) Michael McKenna
(2007) John McEneaney
(2008) P. David Pearson
(2009) Diane Barone
(2009) Cathy Roller
(2010) Susan L'Allier
(2011) Marla H. Mallette
(2012) Patricia A. Edwards
(2013) Norman Stahl
(2014) David Reinking
(2015) Kathleen Hinchman
(2016) Fenice Boyd
(2017) Eurydice Bauer
(2018) Virginia Goatley
(2019) Patricia Enciso
(2020) Rachel Karchmer-Klein
(2021) Janice Almasi
(2023) Amy Hutchison

ARTHUR APPLEBEE AWARD

(2023) David E. Low and Jessica Z. Pandya
(2022) Lucia Cardenas Curiel and Leah Duran
(2021) Amanda Kibler, Judy Paulek, Natalia Palacios, and Tatiana Hill
(2021) Nicole Mirra and Antero Garcia
(2020) Cati V de los Rios
(2019) Jon-Philip Imbrenda
(2018) Stornaiuolo, A., Smith, A., & Phillips, N. C. (2017)
(2017) Ghiso, M. P. (2016)
(2017) Goldman, S. R., Britt, M. A.,
(2016) Brown, W., Cribb, G., George, M., Greenleaf, C., Lee, C. D., Shanahan, C. & Project READI

BARR/MOSENTHAL HANDBOOK OF READING RESEARCH AWARD

(2023) Gehleigbe Bobson Bleh, Sponsor: Patience Sowa
(2022) Zulfa Sakhiyya, Universitas Negeri Semarang
(2020) Carina Branzila
(2020) Janneth Chumana
(2019) Carol Leo
(2018) Charlene Bredder
(2018) Josefina Perilla Colmenres

DISTINGUISHED SCHOLAR LIFETIME ACHIEVEMENT AWARD

(2023) Dr. Lisa Delpit
(2022) Dr. Guadalupe Valdes
(2021) Dr. James Gee
(2020) Dr. Rudine Sims-Bishop
(2019) Sonia Nieto
(2018) Luis Moll
(2017) Shirley Brice Heath
(2016) Allan Luke
(2015) Gloria Ladson-Billings
(2014) Marilyn Cochran-Smith & Susan L. Lytle
(2013) Keith Raynor
(2012) Michael Halliday
(2011) Janet Emig
(2009) Walter Kintsch
(2008) Brian V. Street
(2007) Jerome Bruner
(2004) Courtney B. Cazden
(2003) Marie Clay
(2002) Louise Rosenblatt
(2000-2001) Ann Brown

EARLY CAREER ACHIEVEMENT AWARD

(2023) Emily Machado
(2022) T. Philip Nichols
(2021) Jon Wargo
(2020) Cati V. de los Rios
(2019) Zoi A. Traga Philippakos
(2018) Antero Garcia
(2017) Amy Wilson Lopez
(2016) Tisha Lewis Ellison
(2015) Steven J. Amendum
(2014) Amy Hutchison
(2013) Allison Skerrett
(2012) Kristen H. Perry
(2011) Julie Coiro
(2010) Leigh A. Hall
(2009) Misty Sailors
(2008) Nancy Frey

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

AWARD RECIPIENTS

(2007) Sharon Walpole
(2006) Beth Maloch
(2005) Melanie Kuhn
(2004) Rebecca Rogers
(2003) Nell Duke
(2002) George KamberElis
(2001) Lawrence R. Sipe
(2000) Elizabeth Birr Moje
(1999) Joyce Many
(1999) Cindy Brock

EARLY CAREER ACHIEVEMENT AWARD

(2023) *Teaching English in Rural Communities Toward a Critical Rural English Pedagogy*
Robert Petrone & Allison Wynhoff Olsen

(2022) *Advancing Racial Literacies in Teacher Education: Activism for Equity in Digital Spaces*
Detra Price-Dennis & Yolanda Sealey-Ruiz

(2021) *Transcultural Literacies: Re-visioning Relationships in Teaching and Learning*
Karen Magro & Michelle A. Honeyford

(2020) *Writing for Love and Money: How Migration Drives Literacy Learning in Transnational Families*
Kate Vieira

(2019) *Teaching Transnational Youth—Literacy and Education in a Changing World*
Allison Skerrett

(2018) *Reading the Rainbow: LGBTQ-inclusive Literacy Instruction in the Elementary Classroom*
Caitlin R. Ryan & Jill Hermann-Wilmarth

(2017) *Partnering with Immigrant Communities: Action through Literacy*
Gerald Campano, Maria Paula Ghiso, Bethany J. Welch

(2016) *Literacy Theories for the Digital Age*
Kathy A. Mills

(2015) *Visual Journeys through Wordless Narratives: An International Inquiry with Immigrant Children and the Arrival*
Carmen Martínéz-Roldan, Evelyn Arizpe, Teresa Colomer

(2014) *Critical Digital Literacies as Social Praxis: Intersections and Challenges*
JuliAnna Ávila & Jessica Zacher Pandya

(2013) *Culturally Contested Literacies: America's "Rainbow Underclass" and Urban School*
Guofang Li

(2012) *Empowering Struggling Readers: Practices for the Middle Grades*
Leigh Hall, Leslie David Burns, & Elizabeth Edwards

(2011) *Change is Gonna Come: Transforming literacy Education for African American Students*
Patricia A. Edwards, Gwendolyn Thompson McMillon, Jennifer D. Turner

(2010) *The Rhetoric of Teaching: Understanding the Dynamics of Holocaust Narratives in an English Classroom*
Mary M. Juzwik

(2009) *Handbook of Adolescent Literacy Research*
Leila Christenbury, Randy Bomer, & Peter Smagorinsky

(2008) *Storytime: Young Children's Literary Understanding in the Classroom*
Lawrence R. Sipe

(2007) *Reframing Sociocultural Research on Literacy: Identity, Agency, and Power*
Cynthia J. Lewis, Patricia E. Enciso, Elizabeth Birr Moje

(2006) *Culturally contested pedagogy: Battles of Literacy and Schooling between Mainstream Teachers and Asian Immigrant Parents*
Guofaang Li

(2005) *African American Literacies*
Elaine Richardson

(2004) *Handbook of Reading Research*
P. David Pearson, Rebecca Barr, Michael L. Kamil, Peter B. Mosenthal

AWARD RECIPIENTS

(2003) ***A Critical Discourse Analysis of Family Literacy Practices: Power In and Out of Print***

Rebecca Rogers

(2003) ***Why Reading Literature in School Still Matters: Imagination, Interpretation, Insight***

Dennis J. Sumara

(2002) ***Literary Practices as Social Acts: Power, Status, and Cultural Norms in the Classroom***

Cynthia J. Lewis

(2001) ***Teacher Education and the Cultural Imagination: Autobiography, Conversation, and Narrative***

Susan Florio-Ruane

(2000) ***Inside City Schools: Investigating Literacy in Multicultural Classrooms***

Sara Warshauer Freedman, Elizabeth Radin Simons, Julie Shallhope Kalnin, Alex Casareno, and the M-CLASS

(1999) ***Handbook of Literacy and Technology: Transformations in a Post-Typographic World***

David Reinking, Michael McKenna, Linda Labbo, Ronald Kieffer

(1996) ***Exchanging writing, exchanging cultures: Lesson in school reform from the United States and Great Britain***

Sarah Warshauer Freedman

(1995) ***Reading Development in a Second Language: Theoretical, Empirical, & Classroom Perspectives***

Elizabeth Bernhardt

J. MICHAEL PARKER AWARD

(2006) Robin Waterman

(2007) Amy Johnson

(2007) Kristin Perry

(2008) Tisha Y. Lewis

(2008) Amy Trawick

(2009) Holly Hungerford-Kresser

(2010) Silvia Cecilia Nogueron

(2011) Laurie A. Henry

(2012) Lea Katherine

(2013) Kathleen Alley

(2014) Diane Taveggia

(2015) Xia Chao

(2016) Dr. Rossina Zamora Liu

(2017) Rachel Gruen

(2018) Emily Rose Schwab

(2019) Lyudmyla Ivanyuk

(2020) Jim Sonsnowski Veronical

Oguilve, Wen Wen, Em Bowen,

Yousra Abourehab, Amanda

Bermudez, Elizabeth

(2021) Gaxiola, Jill Castek

(2022) Jin Kyeong Jung

OSCAR S. CAUSEY AWARD

(2023) David Bloome

(2022) Elizabeth Moje

(2021) Arlette Willis

(2020) Patricia Edwards

(2019) William H. Teale

(2018) James V. Hoffman

(2017) Peter Johnston

(2016) Kris D. Gutiérrez

(2015) Elfrieda H. Hiebert

(2014) Susan B. Neuman

(2013) Yetta Goodman

(2012) Jerry Harste

(2011) Linda B. Gambrell

(2010) Lesley M. Morrow

(2009) Barbara M. Taylor

(2008) Taffy E. Raphael

(2007) Scott G. Paris

(2006) Michael L. Kamil

(2005) Annemarie Palincsar

(2004) Steven Stahl

(2004) Victoria Purcell-Gates

(2003) Robert Calfee

(2002) Connie Juel

(2001) Patricia Ann Alexander

(2000) Michael Pressley

(1999) Rebecca Barr

(1998) Kathryn H. Au

(1997) Donna E. Alvermann

(1996) Keith E. Stanovich

(1995) Robert Ruddell

(1994) Shirley Brice Heath

(1993) Kenneth S. Goodman

(1992) John T. Guthrie

(1991) Linnea C. Ehri

(1990) Ronald P. Carver

(1989) P. David Pearson

(1988) Isabel Beck

(Citation of Merit — 1987)

Monte Penney

(1987) Richard C. Anderson

(1986) Philip Gough

(1985) S. Jay Samuels

(1984) Harry Singer

(1983) Joanna P. Williams

(1982) J. Jaap Tuinman

(1981) George R. Klare

(1980) Edward B. Fry

(1979) Earl E. Rankin

(1978) Paul C. Berg

(1975) Al Lowe

(1971) Homer L. J. Carter

(1970) George B. Schick

(1969) George D. Spache

(1968) Albert J. Kingston

(1967) Arthur S. McDonald

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

AWARD RECIPIENTS

P. DAVID PEARSON SCHOLARLY INFLUENCE AWARD

(2023) Carol Booth Olson, Tina Matuchniak, Huy Q. Chung, Rachel Stumpf, George Farkas
(2022) Gay Ivey and Karen Broaddus
(2021) Marjorie Lipson and Karen Wixson
(2020) Gail Boldt
(2020) Kevin Leander
(2019) Annemarie Sullivan Palincsar
(2018) Keith Stanovich
(2017) Cynthia Shanahan and Timothy Shanahan
(2016) Kathryn Hu-Pei, Jana M. Mason
(2015) Richard L. Allington, Sheila W. Valencia, Marsha Riddle-Buly
(2014) Nell Duke
(2013) Peter Johnston

STUDENT OUTSTANDING RESEARCH AWARD

(1985) Peter Afflerbach
(1986) Deborah Wells Rowe
(1987) Maribeth Cassidy Schmitt
(1988) Sally Hague
(1989) Joyce Many
(1990) Douglas K. Hartman
(1990) Joyce Holt Jennings
(1991) Sarah J. McCarthey
(1991) J. Michael Parker
(1992) Debra K. Meyer
(1993) Janice F. Almasi
(1994) Janet W. Bloodgood
(1994) Ann Watts Pailliotet
(1995) Jane West
(1996) Kathryn H. Davinroy
(1997) Susan J. Dymock
(1997) Lawrence R. Sipe
(1998) Josephine Peyton Young
(1999) Patrick Manyak
(1999) Emily M. Rodgers

(2000) Rebecca Rogers
(2001) Nancy A. Place
(2002) Kim Bobola
(2003) Yoon-Hee Na
(2004) Rebecca Deffes Silverman
(2005) Megan Madigan Percy
(2006) Antony T. Smith
(2007) Elizabeth Stolle
(2008) Margarita Zisselsberger
(2008) Gary Paul Moser
(2009) Susan E. Bickerstaff
(2010) Amanda P. Goodwin
(2011) Michael Manderino
(2011) Nathan Phillips
(2011) Blaine Smith
(2012) Melody Zoch
(2013) Angela Zapata
(2014) Jaye Johnson Thiel
(2015) Beth Buchholz
(2016) Dan Reynolds
(2017) Jennifer Reichenberg
(2018) Joy D. Erickson
(2019) Jungmin Kwon
(2020) Monica C. Kleekamp
(2021) Lindsey W. Rowe
(2022) Huan Gao
(2023) Scott Storm

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

2024 PROPOSAL REVIEWERS

José Abad
Brittany Adams, Top Reviewer

Lakeya Afolalu
Raquel Aguilar Murillo
Raju Ahmmed
Hyoju Ahn
Irssa Ahuja
K. Lea Alexander
Kerry Alexander
Ghanem Alghuwainem
Ashleigh Allen
Valentina Alpuin
Laila Al-Salmi
Steve Amendum

Blythe Anderson, Top Reviewer

Phylicia Anderson
Elena Andrei
Tyler Aracena
Laura Ascenzi-Moreno
Gwynne Ash

Lori Assaf, Top Reviewer

Deborah Augsburg
Heidi Bacon
Chelsey Bahlmann Bollinger
Erin Bailey
Iman Bakhoda
Cris Barabas

Bonnie Barksdale, Top Reviewer

Jennie Baumann, Top Reviewer

Crystal Beach
Jane Bean-Folkes
Tatiana Becerra
Sarah Beck
Susan Bennett
Monika Bharti
Yue Bian
Katherine Blake
Melanie Blanton
Noel Blevins

Chelsey Bollinger, Top Reviewer

Stergios Botzakis
Laura Desportes Bowman
Fenice Boyd

Stephanie Branson, Top Reviewer

Carina Branzila
Cynthia Brock
Sally Brown
Lori Bruner
Bettina Buch
Georgia Bunnell
Kelsie Burnett
Lydia Callahan
Robert Carpenter
Rebecca Carpenter de Cortina
Jill Castek
Ann Castle
Edison Castrillón-Ángel
Basak Cermikli Ayvaz
Seon Ja Chang
Brandi Chapman
Tina Chaseley
Xiufang Chen
Geri Chesner
Ming Ming Cheung
Min-Seok Choi
Eric Claravall

Debra Coffey, Top Reviewer

James Coleman
Jamie Colwell

Catherine Compton-Lilly, Top Reviewer

Kristin Conradi Smith
Katie Crook
Ana da Silva Iddings
Amanda Dahl
Samuel David
Ester de Jong, Top Reviewer

Samuel DeJulio
Andrew del Calvo
Bessie Dernikos
Glenn deVoogd
Amanda Diaz
Cortney Dilgard
Demetra Disotuar
Gina Doepker
Taylor Dougherty
Kristian Douglas
Heather Dunham
Judith Dunkerly
Jongyeon Ee

Aimee Ellis
Patricia Enciso
Alison Ersheid
Jennifer Ervin
Fuyi Feng
Sara Field
Stacy Fields
Miranda Fitzgerald
Tori Flint
Brian Flores
Katherine Frankel

Keri Franklin, Top Reviewer

Kate Franz
Karole-Ann Friddle
Janet Gaffney
Madison Gannon
Huan Gao
Wendy Gardiner
Elizabeth Gaxiola
Mihaela Gazioglu
Kristin Geren
Kierstin Giunco
Polina Golováina-Mora
Margarita Gómez

Grace Gonzales, Top Reviewer

Luz Gonzalez Humanez
Gretchen Goode
Monica Gordon Pershey

Jennifer Graff, Top Reviewer

Karen Graham, Top Reviewer

Jill Grifenhagen
Jason Griffith
Amy Guillotte
Rana Haidar
Bonnie Hallman
Caroline Hamilton-McKenna
Lara Handsfield
Ling Hao
Brooke Hardin
Tracy Harper
Douglas Hartman
Christopher Hass
Jo Hawke
Lisa Hendricks
Pamela Hickey
Kathleen Hinchman
Tierney Hinman
Hayley Hoover, Top Reviewer

Marcus Hora
Talia Howard
George Hruby, Top Reviewer

Shelly Huggins
Geoffrey Hughes
Abdulsamad Humaidan
Aaron Chia Yuan Hung
HyeJin Hwang
Kyungjin Hwang
Sylvia Ibarra Delgado
Susan Israel
Annie Ittner
Lyudmyla Ivanyuk
Virginie Jackson

Bong Gee Jang
Eunjee Jang
Hilary Janks
Heeok Jeong

Nan Jiang
Erika Johnson
Tracy Johnson

Jill Jones
Karis Jones
Meg Jones

Renata Jones
Sara Jones

Ted Kesler, Top Reviewer

Jin Kyeong Jung
Sara Kajder
Hitomi Kambara

Kristin Keane
Geoffrey Kellogg
Laura Kelly

Julianna Kershen

Alexander Kerry, Top Reviewer

Grace Jue Yeon Kim
Ji Eun Kim
Soo Joung Kim

Fatima Kizil
Keiko Konoeda
Stavroula Kontovourki, Top Reviewer

Hsiao-Chin Kuo
Michelle Kwok
Jungmin Kwon

Melissa LaDuke
Catherine Lammert
Elizabeth Landry

Diane Lapp
Barbara Laster
Kevin Leander

Chaehyun Lee
Wonki Lee

Laura Lemanski
Stephanie Lemley
Bethany Lewis

Mark Lewis
Sunny Li
Meghan Liebfreund

Guangxiang Liu
Yina Liu
Karla Lomeli

David Londoño-Vásquez
Victor Lozada
Chu Ly

Chi Ma
Emily Machado
Alecia Magnifico
Jacquelynn Malloy

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Michael Manderino
Molly Marek
Pamela Mason
Marisol Masso
Cherise McBride
Janna McClain
Mary McConaha
Emily McConaughy
Dominique McDaniel
Emily McDonald
Honor McElroy
Vicki McQuitty
Mary McVee
Mohit Mehta
Madeleine Mejia
Karyn Mendez
Xinyi Meng
Sara Merkle
Gillian Mertens, Top Reviewer
Mike Metz
Janette Metzger
Amir Michalovich
Catherine Michener
Ekaterina Midgette
Catherine Miller
Erin Miller
Zulma Mojica Monroy
Norma Monsivais Diers
Youngsun Moon, Top Reviewer
Raúl Alberto Mora
Gianina Morales
P Zitlali Morales
Lindsey Moses
Jhon Mosquera Pérez
Angeles Munoz
Liz Murray
Diana Murtaugh
Jamal Nogoud
Lori Norton-Meier
Alfredo, III Obregón
Kathryn Ohle
Laxmi Ojha
Evan Ortlieb
Oluwaseun Oti
Sohee Park
Seth Parsons, Top Reviewer
Viraj Patel
Ashley Patterson
KatiePeachey
Joelle Pedersen
Marliese Peltier
Jennifer Peñaflorida
Johanna Pentikainen
Kristen Perry
Lindsay Persohn
Allison Phillippe
Laura Piestrzynski
Jodi Pilgrim
Andrew Potter
Kristen L. Pratt
Sharon Pratt
Erin Price
Maria Selena Protacio
Tairan Qiu
Pengtong Qu

Alexa Quinn
Margaret Quinn
Ruth Quiroa
McKenzie Rabenn
Rachel Ranschaert
Melanie Reaves
Stephanie Reid
Jackie Relyea
Cynthia Reyes
Bethany Rice
Jackie Ridley
Kelsey Roach
Kathryn Roberts
Leslie Roberts
Dana Robertson, Top Reviewer
Marla Robertson
Claudia Rodriguez-Mojica
Rebecca Rohloff
Lindsey Rowe
Marjorie Rowe
Emma Royan
Alicia Rusoja, Top Reviewer
Danielle Rylak
Assadullah Sadiq
April Salerno
Courtney Samuelson
Andrea Sanchez
Loukia Sarroub
Rachelle Savitz, Top Reviewer
Roya Scales
Morgan Schaufele
Ryan Schey
Anna Schick
Melissa Schieble
Megan Schumacher
Frank Serafini
Jacquelyn Sernau
Krishna Seunarinensingh, Top Reviewer
Sarah Sharpe
Amanda Shimizu
Anna Smith, Top Reviewer
Hiawatha Smith
Jennifer Smith
Katelin Smith
Kyle Smith, Top Reviewer
Marva Solomon
Eun Hye Son
Kwangok Song
Inviolata Sore
Vera Sotirovska
Daniel Spatzierath
Kristina Stamatis
Brett Stamm
Natalya Stepanova
Elizabeth Stewart, Top Reviewer
Olivia Stewart
Lindsay Stoetzel
Scott Storm
Ekaterina Strekalova-Hughes
John Strong
Carolyn Stufft
Chen Su
Christiana Succar
Elizabeth Swaggerty
Brooke Taira

Anna Taylor
Laura Taylor
Blake Tenore
Faith Thompson
Laurie Thraillkill
Amy Tondreau
Zoi A. Traga Philippakos, Top Reviewer
Huseyin Uysal
Megan Van Deventer
Ann Van Wig
Sheri Vasinda
Margaret Vaughn
Nermin Vehabovic
Patricia Venegas-Weber
Amanda Vesner
Amy Vetter
Sara Villanueva
Doris Villarreal
Sam von Gillern
Christopher Wagner
Kimberlee Wagner
Chad Waldron
Amy Walker
Amanda Wall
David Wandera
Jue Wang
Sitong Wang
Yang Wang
Alessandra Ward
Tara Warmerdam
Xiaoyi Wei
Dianne Wellington
Anne West
JoAnne West
Colleen Whittingham
Melissa Wicker
Thilina Wickramaarachchi
Melissa Wilhelmi
Olivia Williams
Toni Williams
Bing Xiao
Nuo Xu
Ozge Yalciner, Top Reviewer
Liyan Yang
Shuling Yang
Xuexue Yang
Ali Yaylali
Monica Yoo
Heather Young
Michael Young
Neisha Young
Seongryeong Yu
Luqing Zang
Fan Zhang
Jiadi Zhang
Melody Zoch

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

STAR SCHOLARS

Since 2009, the STAR program (Scholars of color Transitioning into Academic Research institutions) has mentored eight 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.

2024 MEETING EVENTS

WEDNESDAY, DECEMBER 4, 2024

Welcome Luncheon: 12:00 – 1:00 p.m.

STAR Mentoring Session: 1:15 – 2:45 p.m.

THURSDAY, DECEMBER 5, 2024

ERM/DEJ Committee Meeting 7:00 - 8:15 a.m.

STAR Mentoring Session: 1:15 - 2:45 p.m.

ERM/STAR Reception: 7:30 - 9:00 p.m.

FRIDAY, DECEMBER 6, 2024

ERM Intersectional Brown Bag Discussion: 12:00 - 1:00 p.m.

STAR Fellows Research Showcase: 3:00 - 4:00 p.m.

STAR Reception: 7:30 - 9:00 p.m.

SATURDAY, DECEMBER 7, 2024

STAR Fellows and Mentors Breakfast (Closed Event): 7:00 - 8:30 a.m.

STAR DIRECTORS:

Pamela Mason and Aria Razfar 2023 - 2025

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 4, 2024. For the most accurate information, please refer to the app or the online program).

STAR PARTICIPANTS

STAR FELLOWS AND MENTORS

2024-2026 Fellows

		Mentors
Diane Wellington	<i>State University of New York, Cortland</i>	Patricia Edwards
Lakisha Odlum	<i>Queens College, CUNY</i>	Gwen McMillon
Kahdeidra Martin	<i>Vassar College</i>	Allison Skerrett
Stephanie Robillard	<i>St. Mary's, California</i>	Zitlal Morales
Tairan Qiu	<i>University of Houston</i>	Cati de los Rios
Eunjee Jang	<i>University of Wisconsin, River Falls</i>	Grace Enriquez

2022-2024 Fellows

		Mentors
Marcus Croom	<i>Indiana University Bloomington</i>	Patricia Edwards
Tala Karkar Esperat	<i>Eastern New Mexico University</i>	Pamela Mason
Jin Kyeong Jung	<i>Texas Tech University</i>	Vaughn Watson
Jungmin Kwon	<i>Michigan State University</i>	Wan Shun Eva Lam
Jason Mizell	<i>University of Miami</i>	Aria Razfar
Rosa Nam	<i>Colorado State University</i>	Kyung Sung
Lakeya Omogun	<i>University of Washington</i>	Patriann Smith
Crystal Wise	<i>University of Minnesota</i>	Maneka Brooks

2019-2021 Fellows

		Mentors
Paty Abril-Gonzalez	<i>University of Texas at Austin</i>	Carmen Medina
Earl Aguilera	<i>California State University, Fresno</i>	Tisha Lewis Ellison
Rebecca Linares	<i>Montclair State University</i>	Patricia Baquenao-Lopez
Tran Nguyen	<i>Templeton University of North Texas</i>	Ana Christina da Silva Iddings
Bianca Nightengale-Lee	<i>Florida Atlantic University</i>	Latrise Johnson
Idalia Nuñez Cortez	<i>University of Illinois, Urbana-Champaign</i>	Carmen Martinez-Roldán
Tiffany Nyachae	<i>Buffalo State College, SUNY</i>	Jennifer Danridge Turner
Alicia Rusoja	<i>St. Mary's College of California</i>	Danny Martine

2017-2019 Fellows

		Mentors
Eliza Braden	<i>University of South Carolina</i>	Aria Razfar
Kisha Bryan	<i>Tennessee State University</i>	Jamal Cooks
Delicia Greene	<i>SUNY Albany</i>	Antero Garcia
Stephanie Jones	<i>Grinnell College</i>	Danny Martinez
Gilberto Lara	<i>The University of Texas Rio Grande Valley</i>	Grace Enriquez
Alice Lee	<i>Illinois State University</i>	Carmen Kynard
Claudia Rodriguez-Monica	<i>Santa Clara University</i>	P. Zitlali Morales
Patriann Smith	<i>Texas State University</i>	Ramón Martinez

STAR PARTICIPANTS

2015-2017 Fellows

Mentors

April Baker Bell	<i>Michigan State University</i>	Tonya Perry
Maneka Deanna Brooks	<i>Texas State University</i>	Eurydice Bauer
Theda Gibbs	<i>Ohio University</i>	Yolanda Sealey-Ruiz
Bong Gee Jang	<i>Syracuse University</i>	Ramón Antonio Martínez
Lamar Johnson	<i>Michigan State University</i>	Jennifer Danridge Turner
Bonnie Jean (Williams) Farrier	<i>California State University Fullerton</i>	Carmen Kynard

2013-2015 Fellows

Mentors

Monica Yoo	<i>University of Colorado at Colorado Springs</i>	Allison Skerrett
Kwangok Song	<i>Arkansas State University</i>	Eurydice Bauer & Mileidis Gort
Maria Selena Protacio	<i>Western Michigan University</i>	Robert Jiménez
Mary McGriff	<i>New Jersey City University</i>	Yolanda Sealey-Ruiz & Tonya Perry
Soria Colomer	<i>University of South Florida</i>	María Fránquiz & Eurydice Bauer
Antonieta Avila	<i>Independent Scholar</i>	Aria Razfar

2011-2013 Fellows

Mentors

Marva Solomon	<i>Angelo State University</i>	Wanda Brooks
Silvia Noguerón-Liu	<i>University of Colorado - Boulder</i>	Patricia Enciso & Marjorie Orellana Faulstich
P. Zitlali Morales	<i>University of Illinois at Chicago</i>	Kathleen Hinchman

2010-2012 Fellows

Mentors

Tisha Ellison	<i>University of Georgia</i>	Gwendolyn McMillon
Seemi Aziz	<i>University of Arizona</i>	María Fránquiz
Carol Brochín	<i>University of Arizona</i>	María Fránquiz
Yoo Kyung Sung	<i>University of New Mexico</i>	Kathy Au

2009-2011 Fellows

Mentors

Grace Enriquez	<i>Lesley University</i>	María E. Fránquiz
Ying Guo	<i>University of Cincinnati</i>	Lee Gunderson
Marcelle Haddix	<i>Syracuse University</i>	Mark Conley

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

PARTICIPANTS

Abbott, Clara
Abdi, Kaha
Abdulla, Sharifa
Abellanos, Sherryl Muli
Abraham, Stephanie L
Abrenica, Brenette Labra
AbuSin, Jubara
Adams, Brittany
Adams, Rebekah
Afolalu, Lakeya
Aguilar Escamilla, Cristina
Ahmmed, Raju
Ahn, Hyoju
Al-Adeimi, Shireen
Albert, Jennifer
Aldana, Daniel Andres
Alexander, Danielle
Alexander, Kerry H
Alexander, K. Lea
Alford, Jennifer H
Alghuwainem, Ghanem
Allcock, Joy Maureen
Allen, Alison
Allen, Ashleigh A
Allen, Dallas
Almanza, Rocio Ponce
Alpuin, Valentina
Al-Salmi, Laila Z
Altun, Dilek
Alvermann, Donna
Amendum, Steve
Amper, Zona Hildegarde
Anderson, Blythe
Anderson, Kate
Andrei, Elena
Angay-Crowder, Tuba
Antonelli, Melissa
Appleget, Carin
Ardell, Amy
Arevalo Rodriguez, Fernando
Arnold, Jackie
Arya, Poonam
Ascenzi-Moreno, Laura
Ashcraft, Erin
Assaf, Lori Czop
Attias, Palmer
Ausili, Caitlin
Austin, Tasha
Awhinawhi, Anthonia Onajite
Axelrod, Daryl
Ayavga, Comfort Movihinze
Bacon, Heidi Regina
Bahlmann Bollinger, Chelsey M
Bailey, Erin
Baker, Betsy
Bakhoda, Iman
Baldonado-Ruiz, Mónica
Bales, Lauren Hubbard
Bancroft, Senetta
Banerjee, Amlan
Barabas, Cris Delatado
Barksdale, Bonnie
Barnes, Zachary
Barton, Reka
Bates, Celeste C.
Bauer, Eurydice
Baumann, Jennie
Bautista, Judy Cañero
Beach, Crystal L.
Beach, Richard
Bean-Folkes, Jane
Beauchemin, Faythe
Becerra, Tatiana
Beck, Sarah
Beck, Thomas
Beckert, Betsy
Bell, Celicia L
Bell, Kris
Bence Mathezer,
Michelle Laura Bene, Emma
Beneke, Maggie
Benge, Cindy Lee
Berends, Joel
Betser, Sagit
Bigelow, Amie
Bingham, Gary E
Bishop, Ashlan B
Bisht, Gautam
Bitzer, Jennifer
Bixler, Janine
Blake, Katherine
Blanton, Melanie
Blevins, Noel
Boateng, Sandra
Boldt, Gail
Borns, Ariel

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Borti, Adeline Mansa
Botzakis, Stergios
Boyd, Fenice B.
Braden, Eliza
Bradley, Lisa
Brannum, Miranda
Branson, Stephanie
Brautigam, Cory
Bravo, Nadine
Bremholm, Jesper
Brenner, Devon
Brewer, Brittany
Brodeur, Kate
Brower, Nancy C
Brown, Kyla
Brown, Sally
Browne, Susan
Brownell, Cassie J.
Bruner, Lori
Buch, Bettina
Buchholz, Beth
Buehler, Steven John
Bunnell, Georgia
Bunten, Maggie
Burger, Leah
Burke, Amy
Burnett, Kelsie Corriston
Burriss, Sarah K
Butler, Melinda S
Byeon, Jina
Byfield, Lavern
Caasi, Ericalyn
Caires Hurley, Jaclyn
Calderon-Berumen, Freyca
Calle-Diaz, Luzkarime
Camp, Kristie Clawson
Campano, Gerald
Cantrell, Susan
Cardenas, Lucia
Carnesale, Lydia
Carter, Jenni
Cassano, Christina Marie
Castagno-Dysart, Dawn
Castek, Jill
Castrillón-Ángel, Edison Ferney
Castro, Elizabeth
Castro, Francisco
Castro-Garcés, Ángela Yicely
Catena, Emily
Cavendish, Leslie

Cermikli Ayvaz, Basak
Chakrabarty, Jacey
Chambers Schuldt, Lorien
Champeau, Kathryn
Chandler-Olcott, Kelly
Chang, Chi En
Chang, Seon Ja
Chang-Bacon, Chris
Chao, Xia
Chapman, Brandi
Chapman, James
Chapman, Suzanne,
Chavez, Rosa
Chen, HsingJung
Chen, Xiufang
Chiquito-Gómez, Tatiana
Chisholm, Glenda D.
Cho, Byeong-Young
Choi, Jayoung
Choi, Min-Seok
Choi, Tori Yunha
Christ, Tanya
Christensen, Mette Vedsgaard
Christenson, Sidury
Chung, Sunah
Church, Tiffany Lace
Ciampa, Katia
Claravall, Eric
Clay, Morgen
Clemons, Aris
Cochran, Sheila L
Coiro, Julie L
Colaninno, Carol Elizabeth
Cole, Alycia
Cole, Mikel Walker
Coleman, James J
Coleman, Julianne
Coleman-Taylor, Lindsay
Coles, Justin A
Collett, Jennifer
Collier, Diane Renee
Collin, Ross
Colton, Jill
Colwell, Jamie
Compton-Lilly, Catherine
Congote, Camilo
Conradi Smith, Kristin
Contreras, Yudis Judith
Cooper, Monét

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Corbitt, Alex
Corelitz, Robyn
Coronado, Claudia
Corrigan, Julie
Cortez, Arturo
Cox, Olivia
Coy, Andre
Craddock, Christine
Crawford, Angela D
Cregan, Therese
Cridland-Hughes, Jed
Cridland-Hughes, Susan
Crisp, Laura
Cristea, Haley
Crook, Katie
Curwen, Margaret
Curwood, Jen Scott

Dagostino, Jerome
Dahl, Amanda C
Damjanovic, Victoria
Dantas-Whitney, Maria
DaSilva, Angelica
Da Silva Iddings, Ana Christina
David, Samuel S
Davis, Adalea Carol
Davis, Summer
Deeney, Theresa
Debrow, Alice
Degollado, Enrique David
Deig, Amber W
De Jong, Ester
DeJulio, Samuel
Delacruz, Patricia Minegishj
Del Calvo, Andrew
Dennis, Danielle
Dernikos, Bessie P
Deroo, Matthew
De Roock, Roberto
Diaz, Amanda
Dietrich, Hannah Elizabeth,
Dilgard, Cortney
Dixon-Roman, Ezekiel Juma
Dobbs, Christina L
Dobis, Corrie
Domke, Lisa
Dones, Britany
Donovan, Carol
Douglas, Kristian
Downs, Jake
Dozier, Cheryl

Du, Shuang
Du, Shuang
Du, Xiaochen
Dukes, Nicole
Dunham, Heather
Dunham, Valerie
Dunkerly, Camden
Dunkerly, Judith
Duran, Leah
Dussling, Tess
Dutro, Elizabeth

Edmiston, Brian
Edwards, Patricia Ann
Ehret, Christian
Elias, Martille Rene
Elliott, Leigh
Elzy-Palmer, JaNiece
Emerson, Andrea Miller
Emodi, Blessing Chidiebere
Enciso, Patricia
Enriquez, Grace
Eppley, Karen
Ervin, Jennifer
Espinosa, Celina-Maria
Espinosa, Zurisaray
Essig, Kate
Evans, Kristen
Fang, Zhihui
Fassetta, Giovanna
Feng, Fuyi
Ferguson, Daniel
Ferguson, Edward
Ferguson, Latrice
Fermin, Kristhyna
Ferrara, John
Ferris, Abigail Emily
Field, Sara Anne
Fields, Stacy
Filipiak, Danielle
Finkbeiner, Claudia Hilde
Fiorentini, Clara Maria
Fleming, Sarah M
Fletcher, Kathleen,
Flint, Amy Seely
Flint, Tori K.
Flores, Barbara
Flores, Brian
Flores, Tracey
Flynn, Erin Elizabeth
Forzani, Elena

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Frankel, Katherine
Franklin, Keri Rae
Franz, Kate
Freed, Dryw
Freed, Jen
Friddle, Karole-Ann
Frier, Aimee
Fronczak, David Anthony
Frye, Beth
Fu, Xinyan

Gabas, Clariebelle
Gabriel, Rachael
Gaffney, Janet S.
Gallagher, Tiffany L.
Gambino, Andrea Lorraine
Gannon, Madison
Gao, Huan
Gardiner, Wendy
Gardner, Roberta Price
Gardner, Vatoyia
Garg, Rabani
Gary, Tammer
Gazioglu, Mihaela
Gehsmann, Kristin
Gerde, Hope
Geren, Kristin Valle
Ghemari, Arby M
Ghiso, Maria Paula
Gilles, Carol
Giunco, Kierstin
Goins, Mitchell
Goldshtein, Maria
Goldsmith, Christy
Gómez, Margarita
Gómez-Ramírez, Tatiana
Gonzales, Grace Cornell
Gonzalez, Adrianna
Gonzalez, Bianca
González, Rubén A
González, Taucia
Gonzalez Humanez, Luz Ely
Goode, Gretchen S
Gooden, Micayla
Goodwin, Anastasia Yurievna
Gordon, Lisa A
Grace, Elesha
Grace, Linda
Graff, Jennifer
Graham, Steve
Grant, Leslie

Greiner, Runa Eugenie Røttereng
Gresser, Valerie
Grifenhagen, Jill
Griffin, Autumn Adia
Griffith, Jason J
Griggs, Salondra
Grogan, Kathryn
Grove, Emily
Guillotte, Amy
Guner, Gizem
Guo, Wenyu
Gurvitz, Debra Cohen
Guzman Antelo, Maria

Hadley, Heidi Lyn
Hagge, Julia
Hahn Ganser, Laurie Elisabet
Hamid, Shazia
Hamilton-McKenna, Caroline
Handsfield, Lara J
Hansen, Sondra
Hao, Ling
Hardin, Brooke L
Harste, Jerome C
Hart, Brittany Simone
Hartman, Douglas Keith
Haskey-Valerius, Brandon
Hass, Christopher
Hassenfeld, Ziva
Hateka, Dominic
Hattan, Courtney
Hauerwas, Laura Boynton
Havazelet, Michael S
Haverty, Michael
Hawke, Jo
Hayden, H. Emily
Hayes, Josh
Heffernan, Lee
Hendricks, Lisa Cortez
Hendrix, Aimee
Hensley, Meagan
Hernández, David P.
Herrera, Socorro
Herrera-Bustamante, Jorge Alessandro
Hessen, Katie
Heydon, Rachel
Hickey, Pamela
Hiebert, Elfrieda H.
Higgs, Jennifer
Hikida, Michiko
Hill, Colleen

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Hill, Kirsten Dara
Hinchman, Kathleen A
Hines, Christian
Hinman, Tierney B
Hoch, Mary L
Hodge, Emily
Hodges, Tracey S
Hoffman, Emily Brown
Hoffman, James
Hogan, Jamie Jordan
Hogan, Kimberly A
Hogue, Breanya
Hogue, Caitlin
Holcomb, Elisa Marcela
Hollett, Ty
Holschuh, Jodi Patrick
Holt, Andrew
Honeyford, Michelle
Hong, Joan
Hoover, Hayley Jordan
Houston-King, Ashley
Howard, Christy
Howell, Emily
Hruby, George G.
Hu, Ran
Hu, Yang
Hubbard, Tee G.
Huddleston, Andrew
Huggins, Shelly Solomon
Hughes, Tori Golden
Huisingh, Jared
Hull, Glynda A
Hull, Katharine
Hundley, Melanie
Hunt, Tracy E
Hutchison, Amy
Hwang, Kyungjin
Ikpeze, Chinwe H
Inomoto, Sonoka
Isidro, Elizabeth
Ivanyuk, Lyudmyla
Ives, Lindsey
Ivey, Gay
Jackson, Jamila KaShawn
Jacobs, Mary M
Jang, Bong Gee
Janks, Hilary
Jennerjohn, Anna
Jeong, Heeok

Jerasa, Sarah Elizabeth
Jerez, Sonia Maria
Jiménez, Ileana College
Jin, Lijun
Jocius, Robin
Johansen, Marita Byberg
Johnson, Brianne
Johnson, Erika
Johnson, Mark David
Johnson, Tempestt S
Johnson, Tracy
Jones, Jasmyn
Jones, Jill S.
Jones, Karis
Jones, Loren
Jones, Meg C
Jones, Renata Love
Jones, Sara
Jones, Stephanie P
Jorge, Liliane dos Santos
Joshi, Deepti
Jotee, Ashika Bari
Jung, Jin Kyeong
Justice, Sean
Kabel, Kristine
Kahn, Jennifer
Kajder, Sara
Kalan, Amir
Kalir, Remi
Kallionpää, Outi Johanna
Kamberelis, George Alan
Kaminski, Rebecca
Kamiyama, Tsukuru
Kane, Britnie Delinger
Kane, Shannon
Kang, Grace Yun
Karchmer-Klein, Rachel
Karkar Esperat, Tala Michelle
Karppinen, Pasi Henrik
Kaur, Simranjeet
Keane, Kristin
Keisler, Laura
Kellogg, Geoffrey
Kelly, Laura Beth
Kennedy, Eithne
Kerch, Cailin
Kershen, Julianna
Kervin, Lisa
Kesler, Theodore
Keyser, Wendy

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Kganetso, Lynne
Khalil, Haleema
Kiili, Carita
Killen, Tommie
Killian Lund, Virginia
Kim, Hannah
Kim, HeeYoung
Kim, Hyeryung
Kim, Soo Joung
Kim, Young-Suk
King, James Robert
Kingsbery, Corinne
Kingsland, Christopher
Kittle, Jonathan
Kizil, Fatima Seyma
Kizil, Ibrahim
Kleekamp, Monica
Kline, Sonia M
Knecht, Rachel
Kocherhans, Sarah
Koss, Melanie D
Kostreva, Camriel
Krone, Beth
Kuhlman, Ben
Kvistad, Anne Holten
Kwok, Michelle
Kwon, Dohyeong
LaBar, Emily
Lacock, Barney
Laing, Kim
Lam, Wan Shun Eva
Laman, Tasha Tropp
LaMear, Rachel
Lammert, Catherine
Lampi, Jodi P
Lane, Mae
Lannin, Amy
Laster, Barbara
Lavigne, Rebecca R
Lazar, Althier M
Leander, Kevin Michael
LeBlanc, Robert
Leckie, Alisa
Lee, Chaehyun
Lee, Chaeyun
Lee, Clifford
Lee, Jungmin
Lee, Kewman M.
Lee, Rebecca Lee
Lee, Vera
Lee, Wonki
Leider, Christine Montecillo

Leighton, Christine
Lemieux, Amélie
Lemley, Chad
Lemley, Stephanie M
Lemmi, Catherine
Leshinsky, Amy
Leverette, Edy
Levine, Sarah
Lew, Deana
Lewis, Bethany
Lewis, Mark A
Lewis Ellison, Tisha
Lewis-Fokum, Yewande
Lewison, Mitzi
Leyton Alarcon, Javiera
Li, Alison M-C
Li, Guofang
Li, Qinchun
Li, Sunny
Liebfreund, Meghan D
Lightner, Sarah Campbell
Limbocker, Martha B
Lin, Xi
Lin, Zhen
Litwok, Daniel
Liu, Yina
Liu, Zhiyi
Liu, Zifeng
Liwanag, Maria Perpetua
Lizarraga, Jose Ramon
Lomeli, Karla
Lopez-Robertson, Julia Maria
Lor, Na
Lovell-Johnston, Meridith
Lucero, Audrey
Lugo-Munoz, Nahiris Dinel
Luo, Xuwei
Lupo, Sarah M
Ma, Ji
MacArthur, Charles Macdonald,
Dianne MacDonell, Lauren M
MacGillivray, Laurie
Machado, Emily
MacPhee, Deborah A
Madison, Stephanie
Magennis-Clarke, Geraldine Ann
Magnifico, Alecia Marie
Mah, Christopher
Mahalingappa, Laura

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Malloy, Jacquelynn A
Malloy, Meghan J
Maloch, Beth
Manderino, Michael
Mannard, Emily
Marciano, Joanne E.
Marek, Molly
Marine, Jonathan
Martin, Nicole M
Martin, Shea
Martinez, Ricardo
Martinez-Yaden, Camille
Martz, Katie
Masarwa, Nur
Mason, Pamela
Mason, Rihanna S
Massey, Dixie D.
Mastrangelo, Sonia
Mattila, Juho
Mauer, Emily
McBride, Cherise
McCarthy, Sarah
McClain, Janna Brown
McConnaha, Mary
McConnaughy, Emily
McCormack, Rachel
McDaniel, Dominique Skye
McDonald, Sarah
McElroy, Honor B.
McGee, Katie
McGilvery, Chris
McGrail, Ewa
McKee, Jared
McKinney-Lepp, Melissa
McLawhorn, Jenna
McQuitty, Vicki
McVee, Mary
Medina, Carmen Liliana
Mei, Ziwen
Mejia, Madeleine
Mena, Nancy Palacios
Mendez, Karyn Z
Menefee, Doricka L
Meredith, Julie
Merkle, Sara Elizabeth
Mertens, Gillian
Metz, Mike
Metzger, Janette A
Meyer, Carla K

Meza Duriez, Rafael Santiago
Midgette, Ekaterina
Milby, Tammy Marsh
Miller, Samuel
Miller, Seneca Beth
Minnery, Adrienne
Mirra, Nicole
Mitchell, Morgan Love
Mitric, Svetlana
Mittapalli, Kavita
Mogge, Stephen
Mohammed, Asad
Mohammed, Phaedra S.
Mohler, Sara E
Montello, Sarah
Moon, Youngsun
Moore, Daniel P.
Mora, Raúl Alberto
Morales, Gianina
Morales, P Zitlali
Moran, Renee
Morgan, Denise N
Morley, Michael Charles
Morrison, Jennifer D
Moses, Lindsey
Mousavi, Seyed Vahid
Msengi, Shadrack
Murdock-Perriera, Lisel
Murdter-Atkinson, Jessica Anne
Murillo, Rashid Alaji
Murillo-Egurrola, Juan David
Murray, Liz
Murray, Tyler Lee
Murtaugh, Diana
Nabors, Amanda
Nagy, William Elmer
Nash, Brady
Nelson, Elizabeth Lucy
Nelson, Kristy
Nelson, Elizabeth Thackeray
Nesheim, Nicole Elizabeth
Nichols, T. Philip
Nieves Davis, William
Nightengale-Lee, Bianca
Noel, Lesley
Nordgren, Bee
Norman, Rebecca
Nunez, Idalia
Núñez, Mariannella
Nyachae, Tiffany

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

O'Brien, Lisa
O'Byrne, W. Ian
Oguilve, Veronica
Ojha, Laxmi Prasad
Olsen, Lise
Ongur, Muge
Opatz, Margaret Osgood
Ordonez-Jasis, Rosario
Orellana, Pelusa
Ortmann, Lisa L
Osborne Parris, Caitlyn
Osei-Tutu, Araba
Oti, Oluwaseun Ayobami
Ott, Mary
Outlaw, Janet
Pacheco, Mariana
Pacheco, Mark B
Paciga, Kathleen A
Pallais, Desiree M
Palmatier, Tiffany
Panos, Alexandra
Park, Catherine
Park, Hannah
Park, Sohee
Parsons, Seth
Parsons, Sue Christian
Patel, Viraj
Pathak, Ruchi
Patterson, Ashley N
Patterson, Darlshawn
Patterson, Darlshawn
Paulick, Judy
Payne, Erica Lee
Pearson, P. David
Pedersen, Joelle
Peek, William
Peltier, Marliese
Pendergrass, Emily
Pennington, Casey
Pennington, Victoria
Pentikainen, Johanna Karelia
Perry, Kristen
Perry, Mia
Persohn, Lindsay
Peterson, Maggie P
Peterson, Morgan
Phalen, Lena
Phillippe, Allison
Piasta, Shayne B.
Picerno, Rebekah
Pierce, Kathryn Mitchell

Piestrzynski, Laura
Pilonieta, Paola
Pinkerton, Brittany
Pirolla, Tobi
Polinsky, Naomi
Potter, Andrew
Powers, Alyssa
Pratt, Kristen L.
Pratt, Sharon
Price, Erin
Price-Dennis, Detra
Protacio, Maria Selena
Ptolomey, Amanda
Pu, Chang
Puranik, Cynthia
Purtell, Kelly M
Qin, Kongji
Qiu, Tairan
Quinn, Alexa
Quinn, Margaret F.
Quiros, Julian

Rabinowitz, Laurie
Rahman, Kh Atikur
Rainer, Patricia E
Rainey, Emily C.
Ramos, Marcela
Ranschaert, Rachel
Rapp, Sarah
Razfar, Aria
Reaves, Melanie
Reid, Sarah D.
Reid, Stephanie F.
Reilly, Alexandra
Reine Johnson, Lauren Elizabeth
Relyea, Jackie Eunjung
Reyes, Cynthia
Reyes, Iliana
Reynolds, Todd
Rhodes, Joan Anne
Rice, Bethany
Rice, Peggy
Ridley, Jackie
Riggins, Jermal Riggins
Rimbach-Jones, Dani Gabrielle
Rivero, Edward
Roach, Kelsey Leigh
Roberts, Kate
Roberts, Leslie Dawn
Robertson, Dana A
Robertson, Marla K.

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Robillard, Stephanie
Robinson, Ariel
Robinson, Bradley
Robinson, Richard
Rodgers, Emily
Rodriguez, Sanjuana
Rogers, Rebecca
Rogers-Zegarra, Nancy E
Rohloff, Rebecca
Roscoe, Rod D
Rose, Crystal Dail
Rosser, Barrett
Rowe, Deborah Wells
Rowe, Lindsey W
Rowe, Marjorie
Royan, Emma M.
Roy-Campbell, Zaline
Ruan, Jiening
Rush, Leslie Susan
Rusoja, Alicia
Rylak, Danielle

Saal, Leah
Sableski, Mary-Kate
Sadiq, Assadullah
Sailors, Misty
Salazar, Christina Victoria
Salerno, April
Salmeron, Cori
Sampson, Shannon
Sanchez, Andrea
Sanchez, Laura Iris
Sanchez, Lenny
Sanchez, Sergio L
Sánchez Zea, Valentina
Sanders, Miriam Marie
Sandler, Nathaniel
Santos, Bailey
Savitz, Rachelle Sarah
Scales, Roya Qualls
Schachter, Rachel
Schaufele, Morgan
Schenkel, Kathleen
Schey, Ryan
Schieble, Melissa
Schiera, Andrew John
Schneider, Jenifer Jasinski
Schrodt, Katie
Schroeder, Cassandra
Schulze, Cade A

Sciurba, Katherine
Scott, Chyllis Elayne
Scott, Lyn
Serafini, Frank
Serceki, Allison
Shanahan, Eileen
Shanahan Bazis, Pamela
Shaw, Mia
Shea, Erica
Shea, Lauren M.
Shedrow, Stephanie
Shen, Senyao
Shilling, Katherine
Shimek, Courtney
Shimizu, Amanda Yoshiko
Si, Qi
Sidhu, Premeet
Silverman, Rebecca
Simmons, Megan
Simon, Virginia
Sinha, Shuchi
Skar, Gustaf Bernhard Uno
Skerrett, Allison
Skerrit, Paulson
Smetana, Linda
Smith, Anna
Smith, Antony T
Smith, Blaine
Smith, Hiawatha
Smith, Kelly Jay
Smith, Kimberly O,
Smith, Kyle Patrick
Smith, Patriann
Smith, Stephany Maria
Smith Barrios, Vickie
Sokolski, Adam
Solic, Katie
Somerville-Braun, Jessica
Son, Eun Hye
Song, Kwangok
Song, Xiaoyun
Sore, Inviolata L
Sotirovska, Vera
Soto-Santiago, Sandra L.
Sparks, Jesse R.
Spence, Lucy
Spichtig, Alexandra
Stahl, Norman A.
Stamatis, Kristina Marie
Staufert-Reyes, Ericka
Steiss, Jacob

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Stepanova, Natalya
Stepanova, Natalya
Stephens, Diane
Stevens, Elizabeth Y.
Stewart, Alicia
Stewart, Elizabeth
Stewart, Olivia G.
Stewart, Trevor Thomas
Stoetzel, Lindsay
Storm, Scott
Stornaiuolo, Amy
Strong, John
Stuft, Carolyn
Su, Chen
Suárez, Jeferson D
Sugiarto, Tri
Sun, Yuechen
Taira, Brooke Ward
Takada, Megumi
Talian, Mary Elizabeth
Talley, Stephanie
Tamati, Sophie Tauwehe
Tanksley, Tiera
Tanner, Samuel
Tannert, Morten
Tantekin Erden, Feyza
Tate, Tamara
Taylor, Anna McNulty
Taylor, Laura A
Taylor, Valerie
Teichert, Laura
Templeton, Tran
Tenore, Blake
Terrazas, Christopher
Teston, Mellissa
Thakurta, Ankhi
Therien, Shelley
Thiel, Jaye Johnson
Thomas, Ebony Elizabeth
Thomas Uzomba, Asia Symone
Thrailkill, Laurie "Darian"
Thrall, Alexandra
Thursby Bourke, Kay
Tian, Zhongfeng
Tierney, Robert James
Tikkanen, Ruut
Tinker Sachs, Gertrude
Toliver, Stephanie
Tondreau, Amy
Torres, Francisco

Tortorelli, Laura
Townsend, Dianna
Traga Philippakos, Zoi A.
Trainin, Guy
Trigos-Carrillo, Lina
Troia, Gary
Tucker-Raymond, Eli
Turner, Jennifer D.
Uliassi, Christine

Van Deventer, Megan
Van Wig, Ann
Vasinda, Sheri
Vaughn, Margaret
Vega, Hazel
Vehabovic, Nermin
Venegas-Weber, Patricia E
Ventura-Kalen, Karen
Vesner, Amanda
Vetter, Amy
Vicars, Mark
Villarreal, Doris
Vlach, Saba
Vokatis, Barbara
von Gillern, Sam
Vu, Ngan Bich

Wagner, Christopher
Waldron, Chad H
Walgermo, Bente Rigmor
Walker, Amy
Walker, Nancy Teresa
Walker-Dalhouse, Doris
Wall, Amanda
Wallace, Kelly Bailes
Waller, Rachael
Walpole, Sharon
Walsh, Jennifer
Wan, Claire
Wandera, David Bwire
Wang, Lin
Wang, Qiuying
Wang, Yang
Ward, Alessandra
Ward, Jennifer
Ward, Natalia
Wargo, Jon Michael
Warraich, Axa Khalid
Warren, Amber

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).

Washburn, Erin K
Washington, Brad
Watkins, Shawn
Watson, Elizabeth A
Watson, Vaughn W. M.
Weaver, Andrew W
Wee, Jongsun
Wellington, Dianne
Wells, Melissa
Wells, Sunny D
Wen, Huijing
Wen, Wen
Wernick, Paige Denise
Wessel-Powell, Christy
Wetzel, Melissa
Whitford, Alyssa
White, Elizabeth
Whittingham, Colleen
Wickens, Corrine M
Wicker, Melissa
Wickramaarachchi, Thilina
Wilder, Phillip
Wilkinson, Ian A. G.
Williams, Jillana
Williams, Kayla
Williams, Melissa Rojas
Willis, Arlette Ingram
Wilson, Nance S
Winsch, Jacqueline M
Wise, Crystal
Wiseman, Angela
Wisneski, Debora
Wissman, Kelly
Wohlwend, Karen
Wolfe, Zora
Wong, Kevin M
Wonnacott-Stanley, Emily
Wood, Jeffrey
Woodard, Rebecca L
Woodward, Lindsay
Worthen, Jasmine

Wrenn, Melissa
Wright, Tanya S.
Wright Fields, Christina
Wylie, Cara

Xing, Wanli
Xu, Nuo
Xu, Shuai
Xue, Mengying

Yaden, David
Yalciner, Ozge
Yang, Liyan
Yang, Shuling
Yeung, Henny
Yoo, Monica
Yoon, Bogum
Yoon, Yeojoo
Young, Craig A
Young, Michael J.
Young, Neisha Terry
Yu, Seongryeong
Zaki, Kristen
Zammit, Katina
Zaragoza, Massiel
Zhang, Hong
Zhang, Jiadi
Zhang, Jie
Zhang, Jing
Zhang, Rong
Zhang, Xiao
Zholdoshalieva, Rakhat
Zhou, Chengcheng
Zhou, Xuanya
Zito, Talia
Zoch, Melody

(The information in this program is current as of November 4, 2024. For the most accurate information, please refer to the app or the online program).



LITERACY
RESEARCH
ASSOCIATION