CALL FOR PROPOSALS

Civil Literacies: Cultivating Productive Action Across Differences and Divides

December 3rd - December 6th, 2025
Planet Hollywood Las Vegas Resort & Casino

Conference Chair, Cynthia H. Brock
Conference Associate Chair, Patriann Smith

LRA will begin accepting proposals electronically on January 3rd, 2025.
Proposals must be submitted by 11:59 PM PST on March 1, 2025.

IMPORTANT DATES	
• **January 3rd, 2025**	First date that proposals for the 2025 Conference may be submitted electronically
• **February 10, 2025**	2024 conference papers must be submitted for review to the editors of *Literacy Research: Theory, Method, and Practice* to be considered for volume 74.
• **March 1, 2025**	Proposals for the 2025 conference program must be submitted electronically by 11:59 PM PST
• **July 21, 2025**	Notification of all proposal review decisions will be sent out via email, but ==only to the individual identified as the contact person when the proposal was submitted.== This person ==must== notify all other individuals.
	LRA has several awards whose nominations/applications are due throughout the summer and fall of 2025. Please visit LRA's Awards page for more details.

I. *Theme for the 75th Literacy Research Association Annual Conference*

Civil Literacies: Cultivating Productive Action Across Differences and Divides

"I am so tired of waiting.
Aren't you,
for the world to become good
and beautiful and kind?..."

Although the beginning of Langston Hughes' poem "Tired" was written almost 100 years ago, it is relevant today. Differences and divides figure prominently in lived experiences from many parts of the contemporary world as well as in academic life. Whereas differences and divides are not new, current times prompt questions such as:

- How do we, as literacy educators, embrace diversities and collaborate to develop solutions across deep divides? What are alternatives to these deep divides?
- How might literacy educators and researchers propose solutions or make inroads towards bridging divides?
- What are the advantages and disadvantages of differences? How are these advantages and disadvantages revealed in literacy research and practice? Who benefits? Who gets harmed?
- How might scholars pursue different perspectives within literacy, and outside the field, to cultivate productive literacy teaching and learning?

The theme for this year's LRA conference—engaging with others to cultivate productive action across differences and divides—foregrounds the importance of individual and collective introspection and action. This theme challenges us, as literacy researchers, to engage actively, critically, civilly, and collaboratively with others to identify problems and enact solutions for the common good.

II.   *General Information*

The Literacy Research Association (LRA), a non-profit professional organization, is comprised of individuals who share an interest in advancing literacy theory, research, and practice. We are a community that engages in research and dialogue pertaining to literacy and related topics. An important part of LRA's mission is to support the professional development of emerging and established scholars, and to advocate for research-informed improvements in education. We seek high-quality research and discussions of important theoretical and methodological issues. **Only original work related to literacy not presented or published elsewhere may be considered for presentation at the annual conference.** Also, proposals submitted to LRA should not be simultaneously submitted elsewhere. Please note that all presenters at LRA are required to register for the conference. LRA welcomes submissions and presentations in languages other than English.

Interested parties are invited to submit proposals for presentation at the 75th Annual Conference. The conference will be held at Planet Hollywood, Las Vegas, NV. For general inquiries and a digital copy of the Call for Proposals visit https://literacyresearchassociation.org/current-conference/ or, please visit the association's website (www.LiteracyResearchAssociation.org). Inquiries about specific areas of research should be directed to the respective Area Chairs (see Attachment B).

III.   *General Regulations and Policies*

Current LRA membership is not required for submitting proposals or attending the conference, but all participants and attendees are required to register. **Only original work related to literacy not presented or published elsewhere may be proposed. Also, you should not submit a proposal that is already under review for another conference.** A proposal may be submitted only once and to only one area, following the Guidelines for Submission (Attachment A) and, with the exception of study groups, blinded for review. No individual can appear on the program more than three (3) times, including participation as a chair, discussant, or presenter, but excluding invited talks, paper session chairs, and paper session discussants. If your name appears more than three (3) times, the program chair will contact you to ask you to reduce your number of appearances.

IV.   *Guidelines for Submission and Deadlines*

All proposals must be submitted online through the All Academic system. Proposals can be submitted beginning January 3, 2025. Proposals must be complete and conform to the Guidelines for Submission (Attachment A) to be considered for review.

Proposals must be pasted into the submissions form and are limited to 1,500 words (not counting references). Tables and figures can be uploaded into the PDF box located on the last page of the submission form.

Proposals must be submitted online to the appropriate area **no later than 11:59 PM PST on March 1, 2025**. See Attachment B for a list of the program areas, topic descriptors, and area chairs' e-mail addresses for queries. Proposals that do not fall within a defined content area may be submitted to Area 14.

If you have questions or need assistance with your submission, do not contact the conference chair. Please contact lrahq@literacyresearchassociation.org.

V.   *Notification*

Only the proposal organizer will receive an e-mail confirmation when a proposal has been successfully submitted online. If you do not receive a confirmation e-mail message, contact the LRA Proposal Administrator via e-mail at: lrahq@literacyresearchassociation.org for assistance. The proposal organizer will be notified of the decision regarding acceptance or rejection of the proposal by **July 21, 2025**. **The proposal organizer must notify all participants of the proposal's acceptance, scheduled time and date of the session, and other relevant information when this information is received.**

VI.   *Audiovisual Equipment*

The association will provide LCD projectors/screens for all session rooms (with the exception of Roundtable and Poster sessions). Any additional A/V must be paid for by the presenters and be requested through the Headquarters Office via email at: lrahq@literacyresearchassociation.org.

VII. *Types of Submissions*

LRA invites submissions that reflect a diversity of methodological and theoretical approaches. LRA accepts the following types of proposal submissions:

NOTE: *All session formats and durations listed below assume a face-to-face conference. Proposal submitters for LRA 2025 should assume that the descriptions of sessions in this Call for Proposals are accurate for LRA's 75th Annual Meeting in Las Vegas, NV. If conditions are such that a virtual or hybrid meeting will be held in 2025 and session formats will subsequently need to be altered, all persons with accepted proposals will be notified of those changes in as timely a manner as possible.*

Individual Paper

Individual paper submissions are organized into a paper session by Area Chairs. The session includes up to three **data-based papers** and/or **theoretical papers**. Each individual will present for approximately 20 minutes. A chair is assigned to each paper session to introduce and monitor time. In cases where there is clear content expertise, a discussant will be assigned to the session to stimulate discussion. The final 30 minutes in the session are reserved for the discussant's comments and audience interaction.

A **data-based paper** provides background, rationale, questions, methodology, results, and implications of a completed study. The research should be complete, and the proposal should include findings and implications. Proposals *must mask the identity* of the author(s).

A **theoretical paper** may include, but is not limited to, research syntheses, position papers on critical issues related to literacy research, or presentations of models of literacy, literacy acquisition, or literacy instruction. The thesis, argument structure, and related literature should be clearly described. Proposals *must mask the identity* of the author(s).

Roundtable

Typically, a roundtable is a research-in-progress report, which describes an on-going study that has made sufficient progress and provides interim results. Roundtable sessions may include one or two papers at a table. Proposals *must mask the identity* of the author(s). Roundtable sessions are normally scheduled for 90 minutes with a paper presentation (approximately 15-20 minutes allotted) followed by an audience discussion (approximately 20 minutes), for a total session time of 40-45 minutes for each paper. A chair must be assigned to introduce and monitor time.

Research or theoretical work <u>in the planning stages</u>, should not be submitted for review as a roundtable presentation.

<u>Audiovisual equipment (i.e., LCD projectors, screens) is **not** provided for roundtable sessions</u>.

Poster

Poster sessions combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Poster sessions will be dedicated to the presentation of completed studies as well as **work-in-progress**. Individual presenters set up displays representing their papers in a large area with other presenters. These 90-minute sessions are ideal for participants who are conducting research and may have preliminary findings to present and discuss. Work-in-progress proposals should still meet the general criteria for review (see below) and must present original research or theoretical work. Proposals *must mask the identity* of the author(s). *Research or theoretical work, in the planning stages, should not be submitted for review as a poster presentation.* <u>Audiovisual equipment (i.e., LCD projectors, screens) is **not** provided for poster sessions</u>.

Symposium

A **symposium** brings together literacy research focused on a strong, unifying theme. The session usually consists of three individual research presentations that are submitted by one person, who organizes a coherent event to feature information on one topic. Symposia typically include a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes and should have a focused topic and title. The final 30 minutes are set aside for the discussant's comments and audience interaction. Proposals *must mask the identity* of the author(s).

Strong preference will be given to symposia that include scholars who collaborate to organize sessions on topics of research from diverse paradigmatic, theoretical, and/or methodological perspectives.

Alternative Format

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 are set aside for the discussant's comments and audience interaction. *Proposals **must mask the identity** of the author(s).*

Study Group

A **study group** provides an opportunity for focused, well-planned discussion of new concepts and research related to a topic. Study groups meet each day of the conference, and attendance is open to all meeting participants. Study group leaders and participants may decide to develop a brief statement about their topic and its relationship to literacy education and stakeholders' decision-making. This statement/draft may be submitted for development in collaboration with an Area Chair. Study groups should briefly describe their history, productivity, and current approach to supporting scholarship in the area. Study Group proposals *do not need to mask the identity* of the author(s).

*Study groups typically will meet Wednesday-Friday from 7:15 - 8:15 am or 12:00 - 1:00 pm.

VIII. Review of Proposals and Criteria

All proposals, including Study Groups, must receive (3) reviews by reviewers who are association members and who have presented their work at previous conferences and/or who have published relevant peer-reviewed research.

All proposals, with the exception of Study Groups, *must mask the identity* of the author(s). Citing one's own work is permissible, and is often necessary and useful, but authors must be careful to not reveal their identity. At the discretion of the respective Area Chairs, proposals that provide obvious clues to an author's identity may be rejected or returned for revision.

Review Criteria

During the proposal submission process, presenters will indicate the category of inquiry that best describes their literacy-related research. Reviewers will use the criteria listed below to evaluate each type of proposal.

Criteria for Review of data-based literacy research
1. Significance to the field
2. Relevance and soundness of theoretical rationale
3. Rigor of methodology
4. Trustworthiness of results and conclusions
5. Appropriateness of citations grounded in the relevant literature
6. Clarity and quality of proposal
7. Connection to the conference theme is welcome but not required.

Criteria for Review of theoretical literacy research
1. Significance to the field
2. Identification of epistemological framing (e.g., critical, feminist, postmodern)
3. Explication and rigor of appropriate inquiry approach
4. Credibility of interpretations with compelling warrants; evidence of a coherent logic throughout
5. Wide familiarity with the relevant literature
6. Clarity and quality of proposal
7. Connection to the conference theme is welcome but not required.

Criteria for Review of Study Groups
1. Importance of the topic
2. Issues to be considered
3. Evidence of members' interest in this area
4. Rationale grounded in current professional literature, including references
5. An agenda, structure, and organization for the sessions

6. Activities undertaken prior to the meeting to ensure adequate attendance and a successful study group experience
7. The history and productivity of the group if this is a longstanding study group
8. Leaders' expertise and experience with the proposed topic

Additional Criteria for Symposia and Alternative Format Sessions
1. Coherence of the theme and focus across papers, presentations, or alternative delivery modes
2. Evidence of multiple perspectives from more than one institution
3. Quality of individual proposals, participation, or performances that result in a strong collective proposal with a focused theme or message related to literacy research

Additional Criteria for Study Groups
1. Strong rationale grounded in the relevant literature
2. Well-organized and feasible agenda
3. Qualified facilitators, including facilitators having a longstanding history with the group

IX. Presenting at the Conference
All paper and symposium presenters are expected to make well-organized and coherent oral presentations within the time limits established by the session chair. All presenters in an accepted session (excluding any discussants) are required to submit a paper by the deadline for final paper submissions, especially in time for discussants to prepare remarks. Papers for symposia are not limited in length but may be shorter than final full papers (e.g., 1,000 words). Papers need to address all of the elements required for paper submissions (Data-based or Theoretical, see Section VIII above): objectives or purposes; perspectives(s) or theoretical framework; methods, techniques or modes of inquiry; data sources, evidence, or materials; findings and conclusions, and scholarly significance of the research.

Each presenter should provide a 1-2-page précis for distribution to the audience or upload the file to the All-Academic website in advance of their presentation. The précis typically includes the name and address of the presenter, a statement of the issue or question being examined, tables or figures for key findings, a summary of the conclusions/interpretations, and key references. Roundtable and alternative session presenters typically provide a similar overview depending on the focus of their session. **In addition to the précis, presenters are required to send a copy of their full paper to the assigned discussant 3 weeks before the start of the scheduled Annual Conference.**

X. Publication of Papers
Presenters are strongly encouraged to submit their papers for possible publication in either *Literacy Research: Theory, Method and Practice* (*LR:TMP*) or the *Journal of Literacy Research (JLR)*. However, acceptance on the program **does not** guarantee publication. Consult the *LR:TMP* style sheet for guidelines in preparing the manuscript. The editors of *LR:TMP* will send papers to appointed review board members for review. Individuals are also encouraged to submit papers to the ERIC system.

XI. Competitive Awards
LRA has several awards that are presented at the Annual Conference. The following are two awards that are based upon proposals presented at the conference.

A. J. Michael Parker Award
The J. Michael Parker Award was established in 2001 in honor of J. Michael Parker, winner of the Student Outstanding Research Award, to encourage research in adult literacy. The award is given to

graduate students and untenured professors who are LRA members and present research on adult learning or education at the Annual Conference. Recipient(s) of the award will receive $500. Committee members will rate the submissions on the following criteria:

1. Research is capable of making a significant contribution to theory and/or practice of adult literacy learning and instruction.
2. Methodology is appropriate to the research question and of sufficient rigor.
3. Implications of the research are of a scope needed to impact the field.

Applicants are required to submit their full paper (25 pages or less) electronically by **October 15, 2025**. Papers must be double-spaced and in 12-point font. The text limit does not include references and any appendices. Those interested in applying should visit the award's website for application instructions and materials (http://www.literacyresearchassociation.org/award–j–michael-parker-award).

B. *Student Outstanding Research Award*

The Student Outstanding Research Award was initiated in 1985 to encourage greater participation of students in the Annual Conference and to honor excellent scholarship. The award is given annually for an outstanding student paper, presented at the conference, which may or may not be based on a dissertation. All forms of research, including conceptual papers, are welcomed. Recipient(s) of the award will receive $500. A version of the winning paper is published in *LR:TMP*. Those interested in applying should visit the award's website for application instructions and materials. Please check the criteria described below before requesting award information:

1. The paper must be solely student-authored. It may be co-authored with other students, but cannot be coauthored with a faculty member, either as presented or in its published form.
2. The proposal must have been accepted for presentation at the 2025 Conference.
3. The applicant must submit the full paper (25 pages or less) electronically by **August 15, 2025,** to the committee chair accompanied by a brief note indicating that the applicant is applying for the 2025 Student Outstanding Research Award. See the website for information about application materials.
4. A cover sheet submitted with your award proposal must identify the title of your LRA presentation, your contact information, and be signed by a faculty member at your home institution to affirm that the applicant conducted the research and was a graduate student when the research was conducted.

ATTACHMENT A

2025 CALL FOR PROPOSALS
GUIDELINES FOR SUBMISSION

Proposals that are incomplete and/or do not conform to the following guidelines may be rejected without review.

Abstract and Proposal

An abstract must be pasted into the submissions form. The abstract must not exceed 75 words and is a brief description of the proposal.

Next, a proposal with an accompanying reference list must be pasted into the submissions form. The proposal, excluding the reference list and tables or figures, must be **no more than 1500 words**. No more than five (5) tables or figures may be included in the proposal. The proposal should not contain any obvious clues that identify the author(s) of the proposal. (Note: Citations of an author's work are permissible if they do not clearly identify the author – APA provides guidelines). The proposal must present specific information based on the type of session being submitted and detailed as follows:

Paper, Roundtable, or Poster Sessions

The proposal should address the following in the order specified and as applicable:

(a) purpose; (b) perspective(s) or theoretical framework; (c) methods and/or techniques; (d) data source(s); (e) results, conclusions, and/or interpretations; (f) educational and/or scientific importance of the study, and (g) interest/connection to the audience.

(b) Or in the case of theoretical work, the proposal may be structured around the following headings: (a) purpose, aims and limits of the study; (b) conceptual approach or epistemological framework; (c) methods or approaches of inquiry; (d) data, sources or material of inquiry focus; (e) warrants, interpretations, conclusions; (f) significance of the research for the field; (g) interest to the disciplinary community. Submitters are welcome to make connections to the conference theme in one or more of the previous sections, but this is not required (see General Criteria in Section VIII).

Symposia or Alternative Format Sessions

The proposal may be in one of the following two forms:

• A unified summary of all the papers or presentations that addresses the information requested in the preceding instructions for "Paper or Roundtable Sessions," parts (a) or (b) OR
• An overview of the session followed by summaries of each individual presentation containing the information requested in the preceding instructions for "Paper or Roundtable Sessions," parts (a) or (b). Submitters are welcome to make connections to the conference theme in one or more of the previous sections, but this is not required (see Criteria in Section VIII).
• When possible, explain how the symposium or alternative format session brings together multiple paradigms, methodologies, and/or theoretical perspectives on the topic for the audience to consider.

Study Groups

The proposal should address the following in the order specified and as applicable: (a) importance of the topic; (b) issues to be considered; (c) evidence of members' interest in this area; (d) rationale grounded in current professional literature, including references; (e) an agenda, structure, and organization for the sessions; (f) activities undertaken prior to the meeting to ensure adequate attendance and a successful study group experience; (g) the history and productivity of the group if this is a longstanding study group; and (h) leaders' expertise and experience with the proposed topic. Submitters are welcome to make connections to the conference theme in one or more of the previous sections, but this is not required (see General Criteria in Section VIII).

Submission Deadline

Proposals must be submitted electronically **no later than 11:59 PM PST March 1, 2025. Late entries will not be accepted.**

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ATTACHMENT B

2025 PROGRAM AREAS, TOPICS, and AREA CHAIRS

Notes:
1. Submit your proposal to the most appropriate area. Questions about a topic's fit within an area can be directed to relevant Area Chairs via e-mail. If your proposal topic does not fit within an area, the proposal should be submitted to Area 14.
2. Area Chairs wanting to submit a proposal, as an individual paper, roundtable session or as part of a symposium or alternative session **must not** submit to their own areas. Proposals including area chairs should be submitted to **Area 14**.
3. Proposals must be submitted electronically. Go to the All-Academic submission, review, and decision site by clicking the following URL: https://convention2.allacademic.com/one/lra/lra25/. *Your All Academic login is separate from your LRA membership login. Each year, usernames and passwords are wiped from the system. To begin the submission process, create a new username and password.* For any access issues, please contact LRA HQ at LRAHQ@literacyresearchassociation.org.
4. **DO NOT SUBMIT PROPOSALS DIRECTLY TO AREA CHAIRS!**
5. Only the individual selected as the **"organizer"** when the proposal was submitted will be notified (by July 21, 2025) of the decision to accept or reject the proposal. **This person MUST notify all other individuals included in the proposal.**

Program Content Areas: An Overview

Area 1: Pre-service Teacher Education in Literacy
Area 2: In-service Teacher Education/Professional Development in Literacy
Area 3: Literacy Assessment, Learning, and Teaching
Area 4: Public Engagement and Policy in Literacy
Area 5: Early and Elementary Literacy Processes
Area 6: Adolescent, College, and Adult Literacy Processes
Area 7: Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Area 8: Literacy Learning and Practice in Multicultural and Multilingual Settings
Area 9: Text Analysis, Adult, Children's, and Young Adult Literature
Area 10: Literacy Media and Technology
Area 11: Research Methods, Practices, and Theory
Area 12: International Research on Learning and Teaching
Area 13: Study Groups
Area 14: Other Topics

2025 PROGRAM AREAS AND TOPICS

AREA 1. Pre-service Teacher Education in Literacy
Research focusing on the study of pre-teacher education in literacy:
- Critical pedagogies, arts, and embodied practices for pre-service teachers
- Formative experiments; inquiry stance; participatory action research
- Multiliteracies, discourses, social practices, and social contexts for pre-service teachers
- Pre-service teacher cognition, beliefs, reflective practices, and effectiveness
- Pre-service teacher development, change, and agency
- Pre-service teacher education theory and practice
- Pre-service teacher identities (e.g., gender, sexuality, class, race, linguistic)
- Quantitative and qualitative research studies that address pre-service teacher development
- The use of technology for pre-service teacher education

Area 1 Co-chairs:
Sam Von Gillern, University of Missouri, svongillern@gmail.com
Ann Van Wig, Eastern Washington University, avanwig@ewu.edu
Adeline Borti, Grand Valley State University, bortia@gvsu.edu

AREA 2. In-service Teacher Education/Professional Development in Literacy
Research focusing on the study of in-service teacher education and professional development in literacy:
- Critical pedagogies, arts, and embodied practices for in-service teachers
- Formative experiments; inquiry stance; participatory action research for in-service teachers
- In-service teacher cognition, beliefs, reflective practices, and effectiveness
- In-service teacher development, change, and agency
- In-service teacher identities (e.g., gender, sexuality, class, race, linguistic)
- Multiliteracies, discourses, social practices, and social contexts for in-service teachers
- Professional development theory and practice
- Quantitative and qualitative research studies that address in-service teacher education/professional development in literacy
- The use of technology for in-service teacher education/professional development

Area 2 Co-chairs:
Sarah Lupo, James Madison University, luposm@jmu.edu
Chad Waldron, Central Michigan University, chad.waldron@cmich.edu
Jill Castek, The University of Arizona, jcastek@arizona.edu
Ann Castle, Michigan State University, castlean@msu.edu

AREA 3. Literacy Assessment, Learning, and Teaching
Research focusing on the nature and effects of literacy instruction and learning, PK-adult:
- Classroom assessment; alternative assessments; assessment methods
- Critical pedagogies, arts, and embodied practices in literacy learning/teaching
- Engagement, critically engaged reading; instruction of students with reading/learning disabilities
- Formative Experiments; Inquiry Stance; Participatory Action Research
- Identities (e.g. gender, sexuality, class, race, linguistic) and agency in literacy learning/teaching
- International perspectives on literacy instruction and literacy learning
- Instructional practices and teacher effectiveness; program and instructional material effectiveness

- Interdisciplinary assessments and practices (e.g., arts-based assessments in literacy education)
- Large scale assessment diagnosis/individual assessment
- Literacy researchers and their publics; conducting literacy research in varying contexts
- Multiliteracies, New Literacies Studies, discourses, and social practices
- Quantitative and qualitative research studies that address literacy assessment, learning, and teaching.
- Technology and literacy assessment, learning and instruction

Area 3 Co-chairs:
Courtney Hattan, Illinois St. University, chattan@unc.edu
Jackie Eunjang Relyea, North Carolina St. University, jackie.relyea@gmail.com
Shireen Al-Adeimi, Michigan State University, aladeimi@msu.edu
Wonki Lee, Purdue University, lww3065@purdue.edu

AREA 4. Public Engagement and Policy in Literacy
Research focusing on public engagement, evaluation, and public policy:
- Community and school relationships
- Critical and historical policy analysis
- Equity concerns related to assessment evaluation of policy
- Formation and implications of federal, state and local policies
- International comparisons and perspectives on literacy policies, assessments and evaluation
- Policy impact on literacy assessment, learning, and teaching
- Policies and political discourses
- Public engagement and evaluation of literacy policies
- Quantitative, qualitative, and/or mixed methods research studies that address public engagement, evaluation, and policy in literacy
- Research impacting public literacy policies
- Role of politics in standards-based curricula
- School effectiveness and compensatory programs

Area 4 Co-chairs:
Renee Rice Moran, East Tennessee St. University, ricemoran@etsu.edu
Mikel Cole, University of Houston, mikel.w.cole@gmail.com
Minda Lopez, Texas State University, minda.lopez@txstate.edu

AREA 5. Early and Elementary Literacy Processes
Research focusing on the nature and use of literacy processes in learners of literacy, PK-elementary:
- Arts and embodied practices
- Child development
- Comprehension, metacognition
- Content-area reading and writing, disciplinary literacies
- Critical literacy pedagogy
- Emergent literacy, concepts about print, phonemic awareness, word recognition, phonics instruction
- Engagement and critically engaged reading; motivation
- Family and Community literacies
- Literacy and language development; metalinguistic awareness
- Multiliteracies (New Literacies Studies)
- Preschool/Early schooling

- Spelling; vocabulary; writing
- Technology and early literacy processes
- Transnational perspectives

Area 5 Co-chairs:
Jill Freiberg Grifenhagen, North Carolina State University, jfgrifen@ncsu.edu
Zoi Philippakos, University of Tennessee, philippakos@gmail.com
Dana Robertson, Virginia Tech, rdana@vt.edu
Lindsey Moses, Arizona State University, lindseymoses1@gmail.com
Catherine Compton-Lilly, University of South Carolina, comptonlilly@sc.edu

AREA 6. Adolescent, Adult, and College Literacy Processes
Research focusing on the nature and use of literacy processes among adolescent, college, and adult learners or users of literacy:
- Adolescent development
- Arts and embodied practices
- Critical analysis and interpretation; critical literacy pedagogy
- Comprehension, writing, spelling, vocabulary
- Content-area reading and writing; Disciplinary literacies
- Digital Literacies; technology and literacy
- Engagement and critically engaged reading
- Equity and literacy
- Learning processes and strategies
- Literacy learning and popular culture; popular education
- Metalinguistic awareness, metacognition, Motivation
- Interdisciplinary literacies; multiliteracies (New Literacies Studies)
- Quantitative, qualitative, and/or mixed methods research studies that address adolescent, adult, and college literacies
- Transnational perspectives

Area 6 Co-chairs:
Ziva Hassenfeld, Brandeis University, zivahassenfeld@brandeis.edu
Corrine Wickens, Northern Illinois University, cwickens@niu.edu
Tierney Hineman, Auburn University, tbh0028@auburn.edu

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Research focusing on the critical, cultural, political, and social issues of literacy:
- Critical literacy, affect, and activism
- Culture, identity, and intersectionality
- Digital and popular culture
- Discourses and social practices
- Family and literacies
- Inclusivity, diversity, equity, and activism
- Power and agency
- Quantitative and qualitative research studies that address critical, cultural, and social issues of literacy
- Race, racism, and anti-racism
- Social class and critical dis/ability

Area 7 Co-chairs:
Kelly Johnston, Baylor University, kelly_johnston@baylor.edu
Matthew Deroo, University of Miami, deroomat@miami.edu
Erika Johnson, University of Iowa, erika-johnson@uiowa.edu
Mary Beth Hines, Indiana University, mhines@iu.edu

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

Research focusing on literacy learning and practices in multicultural, multilingual, intercultural and plurilingual settings:

- Arts and embodied practices
- Bilingualism and bi-literacy
- Critical literacy pedagogy
- Dialect variation
- Discourses and social practices
- Diversity and equity
- Emergent bilingual/biliteracy
- Engagement and critical engagement
- ESL policies and practices
- Multicultural theory and practice
- Political issues in multilingual, second language, and bilingual education
- Quantitative and qualitative research studies that address literacy learning and practice in multicultural, multilingual, intercultural and plurilingual settings
- Second language learning
- Sheltered English instruction
- Technology in multilingual and multicultural settings
- Translanguaging, linguistic ethnography, language variations
- Transnational perspectives

Area 8 Co-chairs:
Renata Love Jones, Georgia State University, rjones167@gsu.edu
Maria Selena Protacio, Western Michigan University, selena.protacio@wmich.edu
Chaehyun Lee, Southeastern Oklahoma State University, chaehyunlee11@gmail.com
Margarita Gomez, Loyola University Maryland, mgomez@loyola.edu
Kwangok Song, University of Kansas, ksong@ku.edu

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

Research focusing on literature, readers' interpretations, and textual analysis:

- Arts and embodied practices
- Critical literacy pedagogy
- Discourses and social practices of literary reading
- Engagement and critical engagement
- Graphic Novels and Comic Books
- Historical analyses
- Literary reading and writing
- Literary theory
- Literature across the curriculum
- Literature and authors
- Literature and content analyses
- Literature in schools, libraries, and communities

- Multicultural literature
- Reader response theory
- Identity and literary reading
- Technology, literature, and textual studies
- Transnational perspectives

Area 9 Co-chairs:
Ryan Schey, University of Georgia, ryanschey@uga.edu
Roberta Gardner, Kennesaw State University, rgardn21@kennesaw.edu
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AREA 10. Literacy Media and Technology
Research focusing on the use of technology and media in literacy settings:
- Adaptive and assistive technologies
- Alternative media
- Computer-mediated communication
- Critical media literacy
- Digital learning; intermediality
- Literacy and technology
- Media literacy; multiliteracies
- New literacies of the Internet and other Informational Communication
- Quantitative and qualitative research studies that address literacy media and technology
- Reading comprehension and digital technology
- Students' uses of electronic technologies in and out of school
- Technologies (ICT)
- Technology communities

Area 10 Co-chairs:
Scott Storm, Bowdoin College, scottwesleystorm@gmail.com
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Emily Howell, Clemson University, esmothe@g.clemson.edu

AREA 11. Research Methods, Practices and Theory
Presentations focusing on the literacy research enterprise:
- Analyses of tensions, dilemmas, issues related to conducting literacy research
- Considerations for linking past research with current and future research
- Historical, epistemological, and paradigmatic issues related to literacy research
- Issues related to the quality of evidence; making and justifying educational claims
- Issues related to standards of review
- Issues related to identifying and framing workable problems
- Literacy researchers and their publics; conducting literacy research in varying contexts
- Relationship among questions, methods, analysis, and interpretation
- Relationships between research and policy; relationships between research and practice
- Strategies for presenting research to various audiences
- The politics of research; researcher identity; the research community

Area 11 Co-chairs:
Emily Rodgers, The Ohio State University, rodgers.42@osu.edu
Bradley Robinson, Texas State University, bradrobinson@txstate.edu

Area 12. International Research on Learning and Teaching

Research focusing on global perspectives related to literacy learning, literacy instruction, and teacher education in international contexts.

- Conducting international research: procedures, ethics, and cultural considerations
- Global citizenship, global consciousness, and literacy learning and teaching
- International literacy research initiatives involving non-profit and NGO entities
- International comparative research on literacy instruction and learning in global settings
- International perspectives on the history of literacy learning and instruction
- Literacy assessment, instruction, and learning in global settings
- Literacy policies and practices in global settings
- Pre-service and in-service teacher education in global settings
- Research in international multilingual educational contexts involving promotion of multilingual literacies and language awareness.
- Research on international researchers, scholars, and students
- Sociopolitical nature of literacy and language learning in international contexts
- The use of technology and literacy media in global settings

Area 12 Co-Chairs:
Guiyang (Annie) Yang-Heim, Illinois State University, gayangh@ilstu.edu
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Julia Gillen, Lancaster University, j.gillen@lancaster.ac.uk

AREA 13. Study Groups

Daily research and study group conversations, held during the lunch hour, focus on topics proposed by the members.

Area 13 Co-chairs:
Emily Machado, University of Wisconsin-Madison, machado3@wisc.edu
Marliese Peltier, Bell State University, marliese.peltier@bsu.edu
Amy Spiker, University of Virginia, aspikeruw@gmail.com

AREA 14. Other Topics

Research on topics and areas not included in any of the categories above or for submissions where Area Chairs are included as participants.

Area 14 Co-chairs:
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