



American
Reading Forum

2022 ANNUAL CONFERENCE

Wednesday, December 7 – Saturday, December 10, 2022
Sundial Beach and Tennis Resort, Sanibel Island, FL

INVESTING IN LITERACY: EXAMINING WHO PROFITS FROM LITERACY CURRICULUM, RESEARCH, POLICY, AND PRACTICE

Keynote Speakers:



Dr. Rebecca Rogers,
E. Desmond Lee
Endowed Professor in
Tutorial Education and
Curators' Distinguished
Research Professor,
University of Missouri-
St. Louis

**"CENTERING COMMUNITY IN LITERACY STUDIES
DURING AN ERA OF COVID-19"**



Dr. Amy Stornaiuolo,
Associate Professor of
Literacy, Culture, and
International Education,
University of
Pennsylvania

**"THE NEW SPONSORS OF LITERACY: DIGITAL
PLATFORMS AS LITERACY INTERMEDIARIES"**



Dr. Lisa Scherff,
English and AP
Research Teacher,
Community School of
Naples

**"BENEFITS AND CONSEQUENCES—A HISTORICAL
JOURNEY THROUGH LITERACY CURRICULUM,
INSTRUCTION, AND TESTING IN FLORIDA"**



Dr. Gillian E. Mertens,
Postdoctoral Associate,
STEM Translational
Communication Center,
University of Florida

**"MEDIA LITERACY DURING AN INFODEMIC:
LESSONS, CHALLENGES, AND
OPPORTUNITIES"**

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As we approach the quarter point of the 21st century, profit, literacy education, and literacy itself are more entwined than ever before. Considering “profit” as both a noun (a gain) and a verb (deriving benefit), we see questions of who profits from literacy and literacy education swirling around nearly every aspect of our work.

Major corporations, private foundations, and other profit-driven companies have increasingly greater influence over what is taught and learned in public schools, as well as how that learning is measured. Alternative teacher certification pathways actively compete with traditional college and university teacher preparation programs. For university faculty, the potential to generate external funding is a factor in hiring and promotion decisions at many institutions, often to the detriment of those whose research does not require funding and/or appeal to funding agencies.

As literacy scholars, we are challenged to examine who profits from our research and its dissemination, particularly when our work engages under-represented populations as research participants. Furthermore, online experiences are increasingly advertiser- and algorithmically-controlled, with hidden forces shaping what we see and read. Yet, simultaneously, we see a push for open learning, open access to publications and teaching resources, and the democratization of communication.

With these tensions in mind, we invite discussions of questions such as: Who profits or benefits from literacy education, research, and policy? What resources are taken up and why? We invite stakeholders who explicitly centralize these issues in their work and challenge other stakeholders to consider the conspicuous and subversive ways in which their work shapes and is shaped by ideas around profit.

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