

2017 American Reading Forum

December 6-9, 2017

Sanibel, Florida

Literacy and Design:
Understanding the Interconnections
and
Implications

Program Sponsored by
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Dr. Emily Howell is Assistant Professor of Literacy and Co-Director of the Online Literacy



Coaching Certificate at Iowa State University. Emily has taught English and writing at the secondary and collegiate level and currently teaches pre-service teachers and graduate students in education. Her research interests include multiliteracies, adolescent literacy, writing instruction, and digital tools. Emily approaches research through partnerships with teachers using methodologies

such as design-based research. Her research has been published in journals such as *Journal of Literacy Research*, *The Reading Teacher*, and *Professional Development in Education*.

Dr. Zoi Philippakos, is Assistant Professor of Education at UNC Charlotte. Her research interests include writing development and instruction, self-regulated strategy instruction, reading



instruction, and approaches to local and long-distance professional development with the affordances of technology. She has published the books *Developing Strategic Writers Through Genre Instruction: Resources for Grades 3 to 5* (2015 with MacArthur & Coker), *Differentiated Reading Instruction in Grades 4 and 5: Strategies and Resources* (with Walpole & McKenna), and *Effective Read-Alouds for Early Literacy: A Teacher's Guide for PreK-1* (2012 with Beauchat & Blamey). She has published several articles in peer-reviewed journals

addressing writing research (e.g., *Journal of Educational Psychology*, *Reading Research Quarterly*, *College of English Composition*) and presented her research at national and international conferences.

Gary Moorman Award

The ***Gary Moorman Early Career Literacy Scholar Award*** is given to junior American Reading Forum (ARF) members who are at the early stages of their career (generally defined as the first five years post doctorate). This annual award was established in 2017 and is named after Dr. Gary Moorman, Professor Emeritus, Appalachian State University, in honor of his leadership and mentoring of young scholars. The award includes both a monetary prize and a commemorative plaque.

Criteria for Consideration

The award targets early career ARF members. The primary criterion is engagement in innovative reading/literacy research that addresses critical questions about policy, theory, and/or instructional practice. Active participation in professional organizations, particularly ARF, will also be considered.

Applications will be reviewed by the ARF Awards Committee.

Chair

- Vassiliki Zygouris-Coe, University of Central Florida

Committee Members

- Mona Matthews, Georgia State University
- Zoi A. Philippakos, University of North Carolina, Charlotte
- Nance Wilson, State University of New York, Cortland

Application materials include:

(1) A nomination letter (maximum 1000 words) submitted by a current ARF member (self-nomination letters will not be accepted), (2) A statement about the importance of the applicant's research for the reading/literacy field (maximum of 1000 words), (3) A current curriculum vitae, and (4) Sample publications (maximum 2).

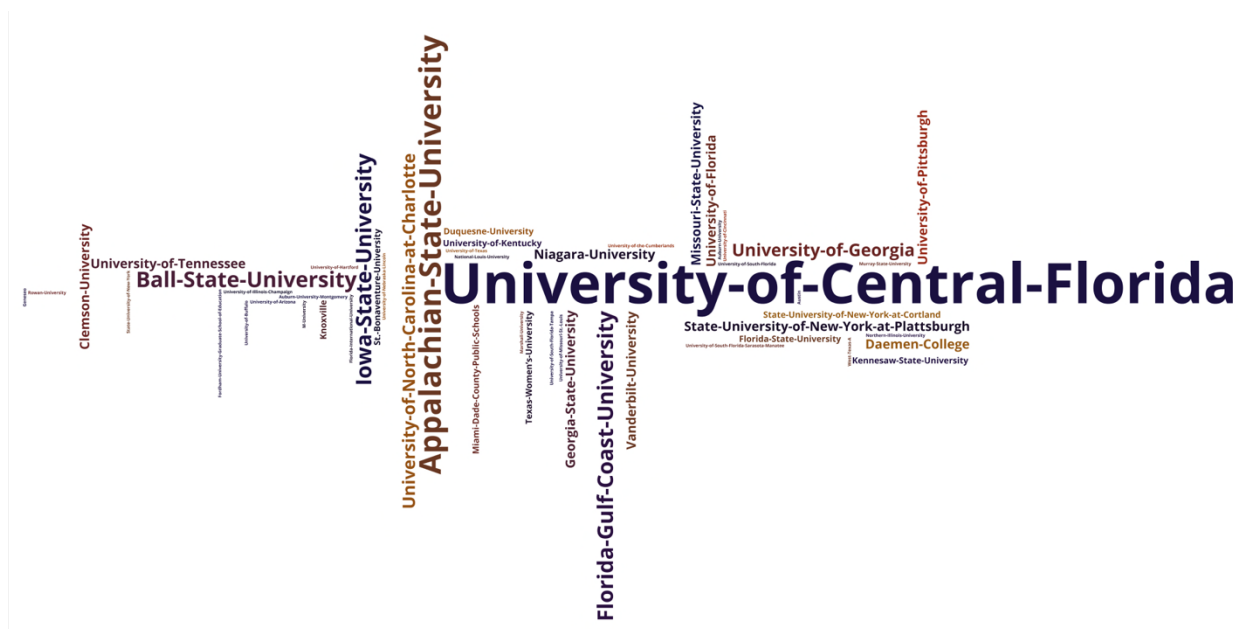
2017 American Reading Forum

Sanibel, FL December 6-9, 2017

WEDNESDAY DECEMBER 6, 2017

5:00-6:30	Board Meeting	Sandpiper
7:00-9:00	Registration & Welcome Reception	Chairperson's room

A Bird's-Eye View to Our Presenters' Institutions: Welcome!



THURSDAY, DECEMBER 7, 2017

8:00-8:30	Registration	Conference Hall
8:30-10:00	General Session	Sundial I
Welcome and Introductions: American Reading Forum Chair Victoria Cardullo , Auburn University		
Conference Co-Chairs: Emily Howell , Iowa State University Zoi A. Phillippakos , University of North Carolina Charlotte		
9:00-10:00	Opening Address	Sundial I
<i>"I'm Unlearning What Digital Even Means:" Exploring Teacher Learning and Adolescents' Practices in a Social, Digital Reading Project</i> Sara Kajder The University of Georgia		
10:00- 10:15	Break	
10:15-11:30	Paper	Osprey
<i>Developing a Critical Literacy Framework: Using YA Literature for Equity in the ELA Classroom</i> Cathie English and Danielle Lillge , Missouri State University		
<i>Using International Children's Literature to Build Cultural Competence</i> Cheryl A. Kreutter , State University of New York, Geneseo		
<i>Writing the Unwritten: Expanding the 'Who and What' of Children's Literature</i> Molly Ness , Fordham University		
Reactor: Emily Hayden , Iowa State University		
10:15-11:30	Paper	Pelican
Bridging the Reading Gap Between ESOL Students and Native English Speakers in a Digital Collaborative Classroom Shalander Samuels , University of Central Florida		
<i>Using TeachLive Simulation with Preservice Teachers in Reading Education</i> Lenora C. Forsythe , University of Central Florida		
<i>Beyond "Mas o Menos": Design-Based Research to Boost Latino/a Enrollment and Success in Advanced Coursework</i> Ryan McCarty , National Louis University; Timothy Pappageorge , Maine West High School		
Reactor: Jeanne Dyches , Iowa State University		

10:15-11:30	Problems Court	Sandpiper
<i>The What and How of Disciplinary Literacy - Lessons Learned and Unanswered Questions: A Problems Court</i>		
Chair: Gary Moorman , Appalachian State University Group 1: Vassiliki Zygouris-Coe , University of Central Florida; Group 2: Nance Wilson , SUNY Cortland; Group 3: Angela Kohnen , Zhihui Fang , and Suzanne Chapman , University of Central Florida; Group 4: Lynn E. Shanahan , University of Buffalo, SUNY		
Reactor: Carla Meyer , Duquesne University		
10:15-11:30	Advancing Literacy	Sundial I
<i>Assessing the Potential Usefulness of the Media Literacy Skills Scale (Eristi & Erdem, 2017) in a Post-Factual Era</i>		
Donna Alvermann , University of Georgia; Wendy C. McDonald, Jordan Middle School		
<i>Home Literacy Environments: Multimodal Access and Use in Early Learning Literacy Experiences</i>		
Keith Lyons , University of Kentucky		
<i>Virtual Writing Feedback as Design</i>		
Alicia Kelley , Clemson University		
Reactor: Trevor Stewart , Virginia Tech		
10:15-11:30	Problems Court	Sundial II
<i>Literacy History Through the History of Reading News and the Reading Hall of Fame Biographical Archives</i>		
Norman A. Stahl , Northern Illinois University; James R. King , University of South Florida; Sam DeJulio , University of Texas, Austin		
Reactor: Constance Beecher , Iowa State University		

11:30-1:00	Lunch	On Your Own
1:15-2:30	Paper	Osprey
<i>Exploring the Role of Disciplinary Literacy Instruction in Elementary Science Classrooms: A Developing Study</i>		
Rebeca A. Grysko and Vassiliki Zygouris-Coe , University of Central Florida		
<i>Science+Reading: Instructional Strategies Teachers Use to Facilitate Literacy</i>		
Erin Faulkenberry Klash , Auburn University, Montgomery		
Reactor: Zoi A. Philippakos , University of North Carolina, Charlotte		
1:15-2:30	Paper	Pelican
<i>Pre-service Non-Literacy Teachers' Perceptions Change Regarding Working with Struggling Readers and Literacy</i>		
Rachelle S. Savitz and Arsenio Silva , Clemson University		
<i>How They Do It: Examining Teachers' Understanding and Appropriation of Instructional Tools and Strategies Learned in Advanced Writing Coursework</i>		
Brooke L. Hardin , Appalachian State University		
<i>Integrating Literacy and Social Studies</i>		
Rebecca Powell , University of South Florida		
Reactor: Victoria Cardullo , Auburn University		
1:15-2:30	Panel	Sandpiper
<i>Embracing Diversity in Literacy Development: How to Work with Culturally and Linguistically Diverse Students</i>		
Chair: Margy Jones-Carey , St. Bonaventure University; Presenters: Anna Gaca , Daemen College; Susan Krickovich , Daemen College; Mindy Scirri , Daemen College; Margy Jones-Carey , St. Bonaventure University; Donna Kester-Phillips , Alice Kozen , and Rob Erwin , Niagara University		
Reactor: Carla Meyer , Duquesne University		

1:15-2:30	Advancing Literacy Round Tables	Sundial I
<i>All Students Deserve a Teacher Who Stays: New Ideas for Early Career Mentoring</i>		
Emily Hayden , Iowa State University		
<i>Promoting Self-Efficacy Through Community Connection: Unique Summer Field Experiences for Teacher Candidates</i>		
Megan Adams and Sanjuana Rodriguez , Kennesaw State University		
<i>Designing Professional Development Partnerships as Opportunities for Advocacy in Rural School Districts</i>		
Rebecca Kaminski , Clemson University; Sarah Hunt-Barron , University of South Carolina Upstate		
<i>Designing an Introductory English Language Learner (ELL) Course for Teachers</i>		
Robert T. Ackland and Yong Yu , SUNY, College of Plattsburgh		
Reactor: Emily Pendergrass , Vanderbilt University		
1:15-2:30	Paper Session	Sundial II
<i>Small Talk: The Effectiveness of a Community-Based Early Literacy Intervention</i>		
Constance Beecher , Iowa State University		
<i>The Impact Families, Peers, and School Have on College Students Reading Self-Perceptions</i>		
Jennifer Chambers , University of the Cumberlands		
Reactor: Emily Howell , Iowa State University		
2:30-2:45	Break	

2:45-4:00	Call to Forum	Sundial I
<i>Remixing Multiliteracies: Theory and Practice from New London to New Times</i>		
Co-chairs: Scott Popplewell , Diane Bottomley , and Nicole Martin , Ball State University		

2:45-4:00	Paper Session	Sundial II
<i>Supporting Reading Comprehension Achievement in Poor Comprehenders</i>		
Christina E. Grant , Murray State University		
<i>Critical Reflection by Design: Supporting Reflective Writing Practice in Pre-Service Teacher Education</i>		
Brandon Sams and Jeanne Dyches , Iowa State University		
<i>Scaffolding for Success: How the Grammar Brushstrokes Program Promotes Academic Discourse in Secondary Students</i>		
Jenell Krishnan , University of California, Irvine		
Reactor: Rachelle Savitz , Clemson University		
5:00-6:30	SPIRIT OF THE TIMES (Food and Fun for All)	Poolside

FRIDAY, DECEMBER 8, 2017

8:00-8:30	General Registration	Conference Hall
8:00-8:30	Graduate Student Meeting	Osprey
8:30-10:00	Keynote Presentation	Sundial I
<p style="text-align: center;"><i>Design Savviness Meets Motherhood: Leveraging Adolescents' Multimodal Literacy Practices</i></p> <p style="text-align: center;">Kelly Chandler-Olcott Syracuse University</p>		
10:00-10:15	BREAK	
10:15-11:30	Paper Session	Osprey
<i>Strategy Instruction on Story Writing for Grades K- 2: Results from Cycle 1 of Design Research</i>		
Zoi A. Philippakos , University of North Carolina, Charlotte		
<i>Designing Arguments: Seventh-Graders' Use of an Online Educational Game as a Resource for Crafting Arguments, Audiences, and Rhetorical Voices in Persuasive Writing for Social Action</i>		
Ann M. Lawrence , University of South Florida-Sarasota-Manatee; Michael B. Sherry , University of South Florida-Tampa		
Reactor: Constance Beecher , Iowa State University		
10:15-11:30	Paper Session	Pelican
<i>Determining Adult Science Experts' Metacognitive Moves when Completing Academic Tasks on an iPad</i>		
Nance S. Wilson , SUNY Cortland		
Vassiliki Zygouris-Coe , University of Central Florida; Victoria Cardullo , Auburn University		
<i>Designing Pedagogical and Assessment Models for the Digital Essay: Balancing Tradition with Technology</i>		
Megan Marshall , Marshall University		
<i>Designing Literature Circles to Support Multimodal Literacy Learning</i>		
Laurie Henry , University of Kentucky; Lisa Zawilinski , University of Hartford		
Reactor: Trevor Stewart , Virginia Tech		

10:15-11:30	Paper Session	Sandpiper
<i>Re-Designing Canonical Instruction: Recognizing and Resisting "Tradition" through Critical Canon Pedagogy</i>		
Jeanne Dyches , Iowa State University		
<i>Modifying the Curriculum for Creation and Justice</i>		
Emily Howell and Sara Perez , Iowa State University		
<i>From Crazy Woman to Nasty Woman: Gender Construction and Unequal Women in Interactive Read-Aloud Discussions</i>		
Mehmet Gultekin , Georgia State University		
Reactor: Nora A. Vines , University of Tennessee		
10:15-11:30	Panel	Sundial I
<i>Who Decides What Matters and Why?: Determining Importance Through Disciplinary Literacy and in our Disciplines.</i>		
Teresa Fisher-Ari and Omer Ari , Georgia State University		
Reactor: Donna Ogle		
10:15-11:30	Advancing Literacy	Sundial II
<i>Poetic Possibilities: Exploring Poetry as Art-Based, Qualitative Inquiry</i>		
Sherron Killingsworth Roberts , University of Central Florida; Patricia A. Crawford , University of Pittsburgh; Nancy Brasel , University of Central Florida.		
<i>(Re)designing Word Study with Rural Second Grade Teachers</i>		
Jennifer Jordan and Nora A. Vines , University of Tennessee; Valerie Sharp and Dennis Brock , Copper Ridge Elementary		
<i>The Generalist: An Approach to Literacy in the Intermediate and Middle Grades</i>		
E. Wendy Saul , University of Missouri- St. Louis; Angela M. Kohnen , University of Florida		
<i>Language Matters: The Rhetorical of Disciplinary Literacy</i>		
Carla K. Meyer , Duquesne University; Gary Moorman , Appalachian State University		
Reactor: Rachelle Savitz , Clemson University		
11:30-1:00	Lunch & General Session	Sundial I
<i>Can Designing Good Instruction Save Our Literacy Research Souls?</i>		
David Reinking Clemson University		

1:15-2:30	Paper Session	Osprey
<i>Designing Spaces for Professional Practice: Simulations as Sites of Learning within Literacy Teacher Preparation</i>		
Michelle J. Sobolak and Katrina Bartow Jacobs , University of Pittsburgh		
<i>Working Toward a Professional Development Model on Genre-Based Strategy Instruction for Grades 3-5</i>		
Zoi A. Philippakos , University of North Carolina, Charlotte		
<i>Writing in Unfamiliar Genres: Utilizing Genres in the Instruction of Writing in a Writing Methods Course</i>		
Cathie English , Missouri State University		
Reactor: Zoi A. Philippakos , University of North Carolina, Charlotte		
1:15-2:30	Paper Session	Pelican
<i>The World is Waiting: Amazing Race 'Final'e for Pre-Service Literacy Teachers</i>		
Rachel Kaminski Sanders and Heidi Hadley , The University of Georgia		
<i>Primary Grade Teacher's Reading Knowledge and Associations with Teacher Characteristics at Rural Low-wealth Schools.</i>		
Rebecca Lee Payne Jordan , Appalachian State University		
<i>Freedom School Summer Reading Program Benefits Most At-Risk Children: Results from a Multiyear Evaluation Study</i>		
Sandaluz Lara-Cinisomo , University of Illinois-Champaign; Bruce Taylor and Adriana L. Medina , University of North Carolina, Charlotte		
Reactor: Emily Hayden , Iowa State University		
1:15-2:30	Advancing Literacy	Sandpiper
<i>Developing the Early Stages of Literacy through Dialogic Reading with Bilingual Students</i>		
Elizabeth Aguila , Sasha Lino , Gabriela Rodino , Carmen Marroquin , and Vanessa M. Valle , Florida International University		
<i>Advancing Literacy Proposal: A Graduate Student Submission</i>		
Mackenzie Johnson , Florida State University		

1:15-2:30	Panel	Sundial I
<i>Designing Teacher Preparation: Lessons Learned in the Era of edTPA</i>		
Chair: Nora A. Vines , University of Tennessee, Knoxville Presenters: Amy Broemmel , University of Tennessee, Knoxville; Melanie Hundley , Vanderbilt University; Jennifer Jordan , University of Tennessee, Knoxville; Emily Pendergrass , Vanderbilt University		
Reactor: Carla Meyer , Duquesne University, Pittsburgh, PA		
1:15-2:30	Advancing Literacy Round Tables	Sundial II
<i>Promoting Pre-Service Teacher Efficiency through Dialogic Problem-Posing Sessions</i>		
Jim Hill , Virginia Polytechnic Institute and State University		
<i>Investigating Cultural Identity and Academic Writing of Culturally Diverse Undergraduate Students</i>		
Debalina Maitra , University of Wyoming		
<i>Practice-Embedded Educational Research: World Language and Culture Program of the University of Wyoming</i>		
Dilnoza Khasilova , University of Wyoming		
Reactor: Emily Howell , Iowa State University		
2:45-4:00	Problems Court	Osprey
<i>Literacy Practices at the Intersection of Disciplinary Literacies: A Transdisciplinary Research Approach</i>		
Laurie O. Campbell , Jeanette Garcia , Viki Kelchner, Nicole Damico , Andrea Gelfuso , Sue Gao , and Enrique A. Puig , University of Central Florida		
Reactor: Jeanne Dyches , Iowa State University		

2:45-4:00	Paper Session	Pelican
<i>We Make the Road by Talking: Collaborative Teacher Education, Literacy Research, and Direct Action Through an Ethic of Mutual Aid</i>		
Celicia Bell and George Boggs , Florida State University; Nik Heynen , University of Georgia		
<i>Designing Literacy Experiences for Social (and Pedagogical) Change</i>		
Emily Pendergrass and Melanie Hundley , Vanderbilt University		
<i>Educators' Perceptions Regarding Response to Intervention</i>		
Rachelle S. Savitz , Clemson University		
Reactor: Adrianna Medina , University of North Carolina, Charlotte		
2:45-4:00	Paper Session	Sandpaper
<i>The Development and Validation of the Elementary Literacy Coach Self-Efficacy Survey</i>		
Adam Ulenksi , Bridgewater State University		
<i>Exploring the Professional Development Needs of Middle and High School District Instructional Coaches Through a Needs Assessment Matrix</i>		
Analexis Kennedy and Vassiliki Zygouris-Coe , University of Central Florida		
<i>An Innovative Design for Peer Mentoring: Tiered Cognitive Coaching</i>		
Joyce C. Fine , Florida International University; Obi Lawrence and Al Lawrence , Miami Dade County Public Schools		
Reactor: Bruce Taylor , University of North Carolina, Charlotte		

2:45-4:00	Advancing Literacy	Sundial I
<i>Making Reading Workshop Easier</i>		
Natalie Hollinger , University of Cincinnati		
<i>A Model of Two-Way Dual Language Program: Ways to Build and Measure Fluency</i>		
Celia Maria Blandon , Florida International University		
Reactor: Victoria Cardullo , Auburn University		
2:45-4:00	Paper	Sundial II
<i>Am I Allowed to Be Bilingual Here?: Languages and Literacies in a Bilingual After-School Program</i>		
Stephanie Abraham and James Hall , Rowan University		
<i>Chinese Children's Literature in Chinese Heritage Language Classrooms</i>		
Jun Li , University of Arizona		
<i>A Contrastive Reading Miscue Analysis with an Adult ELL Reading in Chinese and English</i>		
Peijuan Cao , University of Florida		
Reactor: Zoi Philippakos , University of North Carolina, Charlotte		
4:15-6:00	Business Meeting	Sundial I

SATURDAY, DECEMBER 9

8:30-9:45	Closing Keynote Presentation	Sundial 1
<p><i>Design-Based Research as a Tool for Sustaining Responsive Literacy Teaching in Secondary School Disciplines</i></p> <p>Phillip Wilder Clemson University</p>		
10:00-11:15	Paper Session	Osprey
<p><i>Research Design and Response to Intervention in Secondary School: Insights and Questions</i></p> <p>Melissa Mitchell, Vassiliki Zygouris-Coe, University of Central Florida</p> <p><i>Mandatory Third-Grade Retention-An Analysis: A Report on the Reading Attitudes of Urban Elementary</i></p> <p>Emily Sherwood, University of Tennessee-Knoxville</p> <p>Reactor: Emily Howell, Iowa State University</p>		
10:00-11:15	Paper Session	Sandpiper
<p><i>Designing Instruction with eTextbooks and OERs: How Can Preservice and Inservice, English Language Arts Teachers Support Students' Content Knowledge and Online Comprehension Skills?</i></p> <p>Lourdes H. Smith and Vassiliki Zygouris-Coe, University of Central Florida</p> <p><i>Literacy Development through a Neurobiological Lens: Design Implications</i></p> <p>George G. Hruby, University of Kentucky;</p> <p><i>Preservice Teachers Explore Text Structure of Informational Texts to Improve Comprehension</i></p> <p>Michelle Ciminelli; Niagara University</p> <p>Reactor: Zoi Philippakos, University of North Carolina, Charlotte</p>		
10:00-11:15	Panel	Pelican
<p><i>Exploring the Potentialities of Poetry: Designing Instructional Sequences for Reading and Writing Poetry in the Elementary Classroom</i></p> <p>Elizabeth M. Frye, Adrian Rice, and Woodrow Trathen, Appalachian State University;</p> <p>Reactor: Brooke L. Hardin, Appalachian State University.</p>		

10:00-11:15	Paper Session	Sundial I
<i>To Infinity and Beyond: Gaming in the Classroom</i>		
Rachel Kaminski Sanders , The University of Georgia		
<i>A University's Literacy Festival and Its Impact on Title I Students and Teacher Candidates</i>		
Cynthia, Martelli , Florida Gulf Coast University; Vickie Johnston , Debbie Giambo , Lisa Crayton ; Florida Gulf Coast University		
<i>A Phenomenological Study on Parents' and Children's Views on the Digital Devices for Literacy Events at Home</i>		
Shuling Yang , University of Nebraska-Lincoln		
Reactor: Adrianna Medina , University of North Carolina at Charlotte		
10:00-11:15	Paper Session	Sundial II
<i>The Implementation of Lesson Study to Strengthen Integration Assessment, Instruction and Teacher Professionalism</i>		
Dian Bottomley , Scott Popplewell , Nicole Martin , Matthew J. Stuve , and Natalie Schelling , Ball State University		
<i>Prompting Educator Majors' Reflections about Teaching Literacy through Their Poetry</i>		
Janet Richards , University of South Florida; Christian Succor , Literacy Coach, Florida		
Reactor: Trevor Stewart , Virginia Tech		
11:30-11:45	Closing Remarks & Adjournment	Sundial I
<p>American Reading Forum Chair Victoria Cardullo Auburn University</p>		

2017 Keynote Speakers



Dr. Kelly Chandler-Olcott is Laura J. and L. Douglas Meredith Professor for Teaching Excellence and Associate Dean for Research in Syracuse University's School of Education, where she also coordinates the English Education programs. A former English and social studies teacher in her home state of Maine, she now teaches literacy courses to undergraduate and graduate students seeking teacher certification in nine different subject areas. The author of five books and more than 75 chapters and articles, she currently directs and researches a summer enrichment program that brings middle school students, pre-service teacher candidates, practicing teachers, and university faculty together to teach and learn. She co-edits the *Journal of Adolescent & Adult*

Literacy with her Syracuse colleague Kathleen A. Hinchman.

Title: Design Savviness Meets Motherhood: Leveraging Adolescents' Multimodal Literacy Practices

Abstract: The title of this talk deliberately echoes that of Chandler-Olcott and Mahar (2003), the *Reading Research Quarterly* article that represents my best-known work on multiliteracies and adolescents' technology-mediated literacy practices. The edits to some constructs and retention of others in the new title signal my critical reconsideration of the relationships among fandom, multimodality, and school-based literacy pedagogy, more than 15 years after the original study. In the tradition of Bissex (1980) and Bean, Bean, and Bean (1999), I frame my argument with an example from my son's multimodal composing: the customization, or ReDesign (New London Group, 1996), of a pair of soccer cleats. I draw on data from three newer projects with pre-service and in-service teacher participants, two of them formative experiments, to illustrate the potential, and the perils, of designing instruction to support multimodal composing by youth. I conclude with a call for boundary-crossing design research to help literacy educators leverage—neither dismiss nor lionize--adolescents' strengths and interests for learning purposes.



Dr. Sara Kajder is a faculty member in Language and Literacy Education at The University of Georgia. She has recently served as a Professor in Residence in a local middle school, supporting practicing teachers' literacy learning and offering a robust model of immersive pre-service teacher preparation in high-need PDS contexts. Her most recent research examines secondary English teacher practices and adolescent literacy identities as they are constructed in dialogue with uses of digital tools and social media. Amongst many peer-reviewed articles, chapters and books, she is the author of *Adolescents and Digital Literacies*, the 2012 Recipient of the National Council of Teachers of English James Britton Award. Dr. Kajder is the immediate past chair of the Middle Level Section of NCTE and, since the Fall of 2015, has collaborated with Dr. Shelby Witte to co-edit the NCTE journal, *Voices from the Middle*. Kajder's work was recently recognized with the 2016 Divergent Award for Excellence in 21st Century Literacies, the 2016 Ocie Deckle Teaching Award, and the 2017 Conference on English Education/Society of Technology in Teacher Education National Technology Leadership

Title: "I'm Unlearning What Digital Even Means:" Exploring Teacher Learning and Adolescents' Practices in a Social, Digital Reading Project

Abstract: Where this talk unpacks a project exploring adolescents' multiliterate identities and how various instructional practices provide new entrances or possibilities for students who often resist or struggle within secondary literacy classrooms, it sits in an uncomfortable space around what purposeful failure can look like in secondary classrooms and in design-based experiments. The project challenged faculty, teachers and students to jointly explore their practices, purposes, and discourses within a social, digital reading project pairing two classrooms of readers in different states. Together, we will explore what happened as readers (and teachers) came together in a social, digital reading environment to discuss a high-interest text. But, perhaps more importantly, we'll push up against ideas about creativity, failure, innovation, and learning in schools.



Dr. David Reinking, is an Emeritus Distinguished Professor of Education, holding faculty positions at Rutgers University, the University of Georgia, and Clemson University. He has also been a visiting distinguished professor at Johns Hopkins University and the Università degli Studi della Tuscia in Viterbo Italy. His work focuses on technological aspects of literacy, including how the affordances of digital texts affect literacy and contribute to the development of literacy in schools. His co-authored book entitled *On*

Formative and Design Experiments (Teachers College Press) has led the field in promoting design-based research as a methodological approach to literacy research. He has served as editor of the *Journal of Literacy Research* and co-editor of *Reading Research Quarterly*. He is a past-president of the Literacy Research Association. His research has attracted substantial funding from the U.S. Department of Education and has been published in leading journals. Although retired from his university positions, he remains active in the field. He lives with his wife Sharon in Athens, Georgia, enjoying the company of his four grandchildren and exploring the natural surroundings of a cabin retreat in the North Georgia mountains.

Title: Can Designing Good Instruction Save our Literacy Research Souls?

Abstract: An overly dramatic title? Maybe. But, to extend the allusion to religion, I will argue that the longstanding gap between education research and its influence on practice is the original sin of researchers and policy makers, not of inattentive or recalcitrant practitioners. We (I contritely include myself) have unwittingly sold our souls to methods and theories that serve more to advance our academic careers than to provide realistically useful guidance to practitioners. We can be partially forgiven because of the relatively low esteem of education in the academy, and thus the temptation to elevate our status by worshiping theories and methods from more highly regarded disciplines (see Labaree, *The Trouble With Ed Schools*, and Lagemann, *An Elusive Science: The Troubling History of Education Research*). Further, because findings from literacy research are often positioned as prescriptive truths (e.g., best practice), rather than tentative recommendations subject to contextual variation, they become false gods that risk denigrating the professional judgment of teachers. Drawing on personal conversion experiences, I will argue evangelically for design-based research as an approach with potential to put us on a path toward salvation.



Dr. Phillip M. Wilder is an Assistant Professor of Adolescent Literacy at Clemson University. A former high school English and social studies teacher and literacy coach, Phillip spent seventeen years as a practitioner including seven years partnering with middle and secondary school teachers to improve disciplinary literacy instruction while working at the Center for Education in Small Urban Communities at the University of Illinois at Urbana-Champaign. Whether in his role as the Senior Education Advisor to Mwangaza Education for Partnership in Arusha, Tanzania where he guides a grass-roots Tanzanian organization in supporting critically conscious

schools and communities, a literacy consultant to South Carolina school districts designing district-wide models of professional learning on disciplinary literacies, or as a researcher exploring how rural middle school mathematics teachers understand and scaffold literate habits of mind, Phillip prioritizes partnerships which leverage design-based research as a tool for supporting adolescent literacies. His research documents this collaborative work and has been published in *Research in the Teaching of English*, the *Journal of Adolescent and Adult Literacy*, *Voices from the Middle* and edited books like *Reconceptualizing the Literacies in Adolescents' Lives* with the hope of creating more humanizing pedagogies and spaces for students, teachers, and communities.

Title: Design-Based Research as a Tool for Sustaining Responsive Literacy Teaching in Secondary School Disciplines

Abstract: At a time when ESSA gives states powerful control over ensuring educational equity for all students, state literacy policies do not always provide the best path forward for students and teachers. Thus, literacy researchers and school districts must re-examine how collaborative partnerships can develop our collective capacity to meet the literacy rights of adolescents. Design-based research offers one such collaborative tool for supporting responsive disciplinary literacy teaching. By using design-based research *with* school districts, we can support adolescent literacies within disciplines while developing sustainable models of professional learning where we collectively pursue equity for our students.

