

**2015-2016
NCTEAR
EXECUTIVE
BOARD**

Chair:
W. Douglas Baker
Eastern Michigan University

Associate Chair:
Jamal Cooks
San Francisco State University

Secretary:
Jayne C. Lammers
University of Rochester

Treasurer:
Ryan Rish
University at Buffalo (SUNY)

Newsletter Editor:
Maria José Botelho
**University of Massachusetts
Amherst**

Past Chair:
Adrienne D. Dixon
**University of Illinois at Urbana-
Champaign**

**2016 NCTEAR
Midwinter Conference**

Location:
Eastern Michigan University
Ypsilanti, MI

Date: February 5-7, 2016

Proposal Deadline:
September 21, 2015

**Submit proposal and cover
sheet (available on nctear.org)
to: nctear2016@gmail.com
More information: nctear.org**

NCTEAR

National Council of Teachers of English
Assembly for Research

Newsletter

Fall 2015

**2016 NCTEAR
Midwinter Conference at
Eastern Michigan University
W. Douglas Baker, Chair
February 5 - 7, 2016**



**MAKING RESEARCH PERSUASIVE:
THE VALUE, PURPOSE, AND METHODOLOGY OF OUR WORK**

For years NCTEAR has provided space for researchers to gather and present and discuss research on English language arts, and its association with NCTE implies a close link between research and practice. During the first fifteen years of the 21st century, conference themes have focused on research methodology in literacy and language; on relationships or intersections of social, cultural, and political issues; on power; on difference; and on new directions of and for research.

Conversely, educational policies at the federal and state levels continue to challenge the value of what researchers have uncovered or made sense of in terms of teaching and learning in classroom and virtual spaces, of the role research plays in understanding social issues in education, in preparing teachers, and in constructing opportunities for learning. Recent national and international events have brought into relief critical social issues that many educational researchers have examined and described for years, particularly researchers who have observed from sociocultural, critical and sociopolitical frames.

These research findings could inform pedagogy, policy and schooling in the United States, yet focus on deficit models of learning, efficiency models of assessment, and perceptions of failing schools undermine their worth.

NCTEAR provides a forum for sharing research, including works-in-progress, generating and sustaining conversations among research communities, and organizing ways of encouraging stakeholders in education to recognize the value of research. For example, participants through their research or other contributions to the conference might address questions such as the following:

- How can we as researchers make more visible the value and potential impact of research?
- How can we communicate to stakeholders more persuasively, including to colleagues and graduate students at our local sites, teachers, and others in related fields of study?

Presenters are encouraged to explore answers to these questions from multiple contexts of pre-K-16 English language arts education and literacy research, including afterschool and community settings, students whose first language is other than English, etc. Please consider submitting a proposal for NCTEAR 2016, attending the conference at Eastern Michigan University, and contributing to these conversations. The planning committee welcomes proposals for individual papers, symposia, work-in-progress roundtables, and alternative format sessions. A description of each type of session can be found in the next two columns. We welcome proposals representing a broad range of theoretical and methodological perspectives. We invite proposals that focus on empirical research as well as conceptual/theoretical work.

Individual Papers

Proposals for the presentation of individual papers that report empirical research should include: a cover sheet, title, a 100-150 word abstract, research question(s)/purposes, theoretical framework, methodology, findings, and contribution to theory and research in the field. Proposals for the presentation of conceptual / theoretical work should include: title, a 100-150 word abstract, purpose and rationale, a clear description of the theoretical / conceptual argument being made and the basis / warrants for the argument, and the contribution of the theoretical / conceptual argument to the field. Proposals should be clearly written and **not more than 800 words in length** (not including references). The review of proposals for the presentation of individual papers is a “masked” review and therefore no identifying information should be included in the proposal itself (on the cover sheet you should include your name, affiliation, address, and e-mail).

Symposia

A symposium consists of a series of no more than three (3) presentations plus a chair and discussant if desired. The presentations must be clearly related (e.g., address a topic from different perspectives, report different aspects of a larger study, etc.). Proposals for a symposium should include: (a) a cover sheet, (b) an overview of the symposium including a 100-150 abstract of the symposium, the names, affiliations, and e-mail addresses of all participants and titles of their presentations, and (c) **a maximum 800-word description** of the symposium. The review of proposals for the symposium is a “masked” review and therefore no identifying information should be included in the proposal itself (on the cover sheet you should include your name, affiliation, address, e-mail).

Work-In-Progress Roundtables

Works-in-progress roundtable sessions provide opportunities for presenters to share empirical work-in-progress (including qualitative, quantitative, narrative inquiry, ethnographic, practitioner research, etc.) with a small group of colleagues and to engage in extended discussion of their research. Proposals for a work-in-progress roundtable should include: a cover sheet, title, a 100-150 word abstract, research question(s)/purposes, theoretical framework, methodology, and a description of the corpus of data to be shared at the roundtable. Proposals for a work-in-progress roundtable should be **a maximum of 800 words** (not including references). The review of proposals for work-in-progress roundtables is a “masked” review and therefore no identifying information should be included in the proposal itself (on the cover sheet you should include your name, etc.).

Alternative Format Sessions

We invite proposals for sessions that employ formats other than those listed above (e.g., performances, visual or multimodal representations, immersive theatre, installations, etc.). Alternative format sessions should be designed for no longer than 90-minute sessions. Please describe space, time, and/or digital technology needs. Proposals for alternative format sessions should include: a cover sheet, a title, a 100-150 word abstract, a clear description of the session, and a list of participants including names, affiliations, and e-mail addresses. Proposals for alternative format sessions should be **no longer than 800 words**. The review of alternative format sessions is NOT a masked review and therefore, as appropriate, identifying information may be included in the proposal.

Proposals are due by September 21, 2015. Please submit proposals and cover sheets (available at nctear.org) to nctear2016@gmail.com. If you have any questions about the conference theme and proposal submitting process, please contact Doug Baker at douglas.baker@emich.edu.



TRAVEL & DIRECTIONS

Eastern Michigan University (EMU) is conveniently located near Interstate 94 between Ann Arbor to the west (about 15 minutes from downtown) and Detroit to the east (40 minutes); under four hours from Chicago; about three hours from Columbus, Ohio; just over an hour from Lansing, Michigan; and, approximately 40 minutes from Ontario, Canada.

For directions to the EMU Student Center, go to <http://www.emich.edu/maps/> and click on “Road Map & Directions” (upper right corner) and insert your starting location in the box on the left side of the page.

CONFERENCE HOTEL

[Ann Arbor Regent Hotel and Suites](#)
2455 Carpenter Rd.
Ann Arbor, MI 48108
734-973-6100

The conference hotel is about a ten-minute car ride (3.3 miles) to EMU’s Student Center and is located on the border of Ann Arbor and Ypsilanti and very close to US 23 (which runs north and south).

Cost: Rooms will cost about \$100 per night + tax.

Shuttle: The hotel will provide shuttle service to the EMU Student Center at least twice per day.

Air: [Detroit-Wayne Metropolitan Airport](#) is next to Interstate 94 and only 20 minutes to the east.

Train: The Ann Arbor Amtrak Station (325 Depot Street, Ann Arbor, MI 48104) is about 8 miles from EMU (5 miles from the conference hotel).

Bus: Megabus and Greyhound serve Ann Arbor.

Car: There is free parking at the conference hotel and at the EMU Student Center (Friday evening, Saturday, and Sunday).

The 2016 NCTEAR Midwinter Conference Featured Speakers



Mollie Blackburn, Professor of Adolescent Literacy at The Ohio State University, considers literacy, language, and social change, with particular attention to LGBTQ youth and the teachers who serve them. She participates on two teacher inquiry projects that involve LGBT-themed literature: one focuses on teaching of these texts in a queer-friendly high school and the other is a long-term book club.



Paul Prior, Professor of English and the Center of Writing Studies at University of Illinois at Urbana-Champaign, explores sociocultural theories of writing, connections between writing and gesture, and academic writing and disciplinary learning over time. He specializes in cultural-historical activity, actor-network theory, and dialogic semiotics.



David E. Kirkland, Associate Professor of English Education at New York University, whose scholarship is transdisciplinarily informed, studies the intersections among urban youth culture, language and literacy, urban teacher preparation, and digital media. He has expertise in critical literary, ethnographic, and sociolinguistic research methods.



Peter Smagorinsky, Distinguished Research Professor of English Education at the University of Georgia, investigates the composing processes of writing and art and the literary interpretative work of group discussions through sociocultural theory. He also has conducted meta-analyses of the cultural practices associated with data collection and analysis.



Mariana Souto-Manning, Associate Professor of Early Childhood Education at Teachers College, Columbia University, examines the sociocultural and historical foundations of early childhood teacher education, early schooling, and language and literacy learning within multicultural and multilingual contexts. She studies how children, families, and teachers shape and are shaped by discursive practices.

Throughout the NCTEAR Midwinter Conference, these speakers will participate in and lead Conversation Circles, contributing their experiences as English/literacy researchers to our discussions about the Value, Purpose and Methodology of our work. They will also serve as mentors in the Pre-Conference Workshop on Friday afternoon, February 5, 2016. Follow the links available on each speaker photograph at <http://www.nctear.org/2016-featured-speakers.html> to access more information about their work.



Pre-Conference Mentoring Workshop Friday, February 5, 2016 1 pm - 5 pm



Doctoral students and early career faculty are invited to attend a Pre-Conference Mentoring workshop on Friday, February 5, from 1 pm to 5 pm. Participants will have the opportunity to dialogue with senior scholars around key issues in literacy education and scholarly and professional participation in the field. The day will begin with an opening plenary, with a focus on offering perspectives on what NCTEAR, as an assembly, aims to offer researchers across perspectives. The workshop will then shift into breakout sessions where participants will meet in small groups facilitated by senior scholars.

In the first breakout session, small groups will convene around common scholarly interests (e.g., writing in schools, language, and equity) through sharing excerpts of works in progress, focusing on methodological issues, and/or stuck points associated with data analysis and/or written representation. Upon registering for the workshop, participants will indicate their broad scholarly interests and their methodological, analytical, and/or representation issue(s). To prepare for the workshop, participants will create a handout outlining the works-in-progress issue(s) they plan to discuss with the group. Senior scholars will facilitate the small-group sessions and provide feedback/ideas as participants share their handouts and invite the small group to engage with their work.

The second breakout session will focus on professional questions doctoral students and early career faculty face. Upon registering, participants will also indicate their topic preferences: interviewing, setting up a research agenda, grants and publications, networking with external reviews in mind, and other relevant questions.

Our closing session will feature a panel of senior and early-career scholars/graduate students who will lead a dialogue in brainstorming future directions and action for the Assembly. At present, confirmed senior scholars include Mollie Blackburn, David Kirkland, Paul Prior, Peter Smagorinsky, and Mariana Souto-Manning. Please contact workshop organizers Jennifer VanDerHeide (jvheide@msu.edu) or Allison Wynhoff Olsen (allison.wynhoffolsen@montana.edu) with questions.



Jennifer VanDerHeide is Assistant Professor of English Education at Michigan State University, where she teaches courses on English methods, writing instruction, and discourse analysis. Her research interests include adolescent writing development and preservice teachers' development of dialogic practices.



Allison Wynhoff Olsen is Assistant Professor of English at Montana State University, where she teaches courses on linguistics, writing, and pedagogy. Her research interests include examinations of classroom discourse — particularly social and relational practices that facilitate deep engagement in argumentative writing — and rural English Education.

NEWS FROM THE NCTEAR COMMUNITY

Boldt, G., Lewis, C., & Leander, K. (2015). Moving, feeling, desiring, teaching. *Forum. Research in the Teaching of English*, 49, 430-441.

Connors, S.P., & Rish, R.M. (2015). Troubling ideologies: Creating opportunities for students to interrogate cultural models in YA literature. *The ALAN Review*, 42(3), 22-34.

Godley, A., Monroe, T., & Castma, J. (2015). Increasing access to and success in Advanced Placement English in Pittsburgh Public Schools. *English Journal*, 105(1), 28-34.

Godley, A., Reaser, J., & Moore, K. (2015). Pre-service English language arts teachers' development of critical language awareness for teaching. *Linguistics and Education*.

Ketter, J., & Lewis, C. (2015). Stabilizing and Destabilizing the "Ideal" Teacher in a Rural Teacher Book Group: Protective Guide, Moral Exemplar, and Purveyor of Middle Class Values. *Critical Inquiry in Language Studies*, 12, 77-109.

Kingsley, K., & Olufemi, D. (2015). Video games for engaged learning and prosocial behavior. In D. Slykhuis & G. Marks (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 784-789). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Lammers, J. C., & Marsh, V. L. (2015). Going public: An adolescent's networked writing on Fanfiction.net. *Journal of Adolescent & Adult Literacy*. [Advance online publication] DOI: 10.1002/jaal.416. Available at: <http://onlinelibrary.wiley.com/doi/10.1002/jaal.416/abstract>

Magnifico, A. M., Curwood, J. S., & Lammers, J. C. (2015). Words on the screen: Broadening analyses of interactions between fanfiction writers and reviewers. *Literacy*. [Advance online publication] DOI: 10.1111/lit.12061. Available at: <http://onlinelibrary.wiley.com/doi/10.1111/lit.12061/abstract>

Rish, R.M. (2015). Researching writing events: Using mediated discourse analysis to explore how students write together. *Literacy*, 49(1), 12-19.

Smagorinsky, P., Shelton, S. A., & Moore, C. (2015). The role of reflection in developing eupraxis in learning to teach English. *Pedagogies: An International Journal*. Available at <http://www.petersmagorinsky.net/About/PDF/Pedagogies/Pedagogies2015.pdf>

Smagorinsky, P., & Barnes, M. (2015). Revisiting and revising the apprenticeship of observation. *Teacher Education Quarterly*. Available at <http://www.petersmagorinsky.net/About/PDF/TEQ/TEQ2015.pdf>

Wargo, J. M. (2015) Spatial Stories with Nomadic Narrators: Affect, Snapchat, and Feeling Embodiment in Youth Mobile Composing. *Journal of Language and Literacy Education*, (11)1, 47-64.

Wargo, J. M. (2015) Youth Tectual Economies: The Paradox and Purchase of Equity. In Noblit, G., and W. T. Pink. (Eds.), *Education, Equity, and Economy: Crafting a New Intersection*. New York: Springer

Zacher Pandya, J., Pagdilao, K., Kim, A.E., & Marquez, E. (2015). Transnational Children Orchestrating Competing Voices in Multimodal, Digital Autobiographies. *Teachers College Record*, 117(7). <http://www.tcrecord.org/Content.asp?ContentId=17946>

Zacher Pandya, J., & Pagdilao, K. (2015). "It's complicated": Children learning about other peoples' lives through a critical digital literacies project. *Australian Journal of Language & Literacy*, 38(1), 38-45.



Daniel Olufemi, a doctoral student of the Language, Literacy & Sociocultural Studies department of the College of Education at the University of New Mexico, was recently appointed managing editor of *Intersections: Critical Issues in Education*, a student-led, peer-reviewed, and open-access digital journal initiated by his department. The journal will contribute to and advance research nationally and internationally by promoting diverse

voices at the intersection of race, class, gender, sexuality, exceptionalities, and other subjectivities in education. Pieces considered for publication include featured articles, book reviews, essays, commentaries, creative pieces such as poetry, artistic creations, and fictional essays related to the mission of the journal. The journal will be published biannually, that is, one issue published in the fall and one in the spring. The debut journal issue is planned for the Spring 2016. Daniel is featured above with **Lucretia Penny Pence**, the supervising faculty of *Intersections*.



Maria José Botelho (second from the right in the back row), Associate Professor of Language, Literacy, and Culture at the University of Massachusetts Amherst, is one of the founding members of the Doors to the World: Global Children's Literature for Critical Multicultural Literacies, a collaborative project among her Five College Consortium colleagues including: Marla Solomon, Five College School Partnership Office; Natalie Sowell (third from the right in the back row), Associate Professor of Theatre at Hampshire College;

Courtney Waring (third from the left in the back row), Education Director of The Eric Carle Museum of Picture Book Art; Anne Prescott, Director of the Five College Center for East Asian Studies; and, the University of Massachusetts Amherst Center for Educational Software Development. Maria José directed the 2015 Doors to the World Summer Institute, which was held at The Eric Carle Museum and served 12 early childhood and elementary teachers and librarians in the region. Jennifer Johnston, Ed.S., (first from the right in the back row) was the teacher consultant for the summer institute and the development of the website. The project will launch its multimodal resource website in April 2016 that will feature teacher-designed mini-units that re/contextualize global children's picture books as entry points for deepening children's understanding of themselves and of their worlds. The 2015-2016 Doors to the World Advisory Board includes Michelle Martin of University of Southern Carolina; Carmen Martínez-Roldán of Teachers College; Cathryn Mercier of Simmons College; Shelley Stagg Peterson of OISE/University of Toronto; Debbie Reese, Editor and Publisher of *American Indians in Children's Literature*; Kathy Short of The University of Arizona; and, Susan Stan of Central Michigan University. This project is supported by the Longview Foundation. For more information, visit <https://www.fivecolleges.edu/partnership/programs/doors-to-the-world>.