

NCTEAR

MIDWINTER CONFERENCE 2020

**STORYING
COMMUNITIES**

**VANDERBILT UNIVERSITY • NASHVILLE TN
FEBRUARY 21-23, 2020**



Peabody College



STORYING COMMUNITIES

STORYING COMMUNITIES

MEDIA
FAYTHE BEAUCHEMIN



ASSOCIATE CHAIR
DETRA PRICE-DENNIS



SECRETARY
RYAN SCHEY



CHAIR
ANA CHRISTINA da SILVA IDDINGS



TREASURER
SHARONICA NELSON

STORYING COMMUNITIES

NCTEAR ORGANIZING COMMITTEE

STORYING COMMUNITIES

- DOUG BAKER
- JAMAL COOKS
- HUILI HONG
- ERICA NEWHOUSE
- JOHANNA PITTOCK
- JENNIFER VANDERHEIDE

LOCAL ORGANIZING COMMITTEE

STORYING COMMUNITIES

- JUSTINE BRUYÈRE
- SARAH BURRISS
- MOLLY COLLINS
- SHANNON DANIEL
- ZARABETH DAVIS
- BRIAN KISSEL
- OCEZE JOSEPH
- KEVIN LEANDER
- HEATHER MESTON
- AMBER MOORE
- EMILY PENDERGRASS
- HANNA PITTOCK
- DEBBIE ROWE
- DAVID SABEY
- AMANDA SHIMIZU

STORYING COMMUNITIES

ON-SITE STUDENT ASSISTANTS

- HARLYN BELL
- YIFAN CAO
- GIA CLAYBROOKS
- LINDSAY FLOYD
- VILMARIS GONZÁLEZ
- ADRIENNE TAYLOR
- KIARA THORPE
- CAMILLE IMAN WOODS

STORYING COMMUNITIES

STORYING COMMUNITIES

SPECIAL THANKS

- CAMILLA BENBOW
- DEAN, PEABODY COLLEGE

STORYING COMMUNITIES

STORYING COMMUNITIES

INITIATIVE FOR RACE RESEARCH AND JUSTICE
STORYING COMMUNITIES

RICH MILNER

Welcome!

Welcome to NCTEAR 2020 and to Nashville! Our NCTEAR and Local Organizing Committees have been working diligently for over a year to bring together a stellar group of scholars and to create an exciting program surrounding the theme of *Storying Communities*.

Some of the challenges we face today, as educators committed to issues of equity and justice, are unprecedented. In response, we come together to forge an expansive agenda in literacy research to include forms of resistance, advocacy, and activism.

The NCTEAR 2020 conference presentations and entailing discussions are intended to be grounds where opportunities for new understandings, partnerships, and connections among various contexts, fields, stakeholders, and communities will flourish.

We can't wait to have you join us!

Ava Christina da Silva Tddings

BETTINA L. LOVE



We Want To Do More Than Survive: Abolitionist Teaching

Dr. Love’s talk will discuss the struggles and the possibilities of committing ourselves to an abolitionist goal of educational freedom and intersectional justice, so we all can move beyond what she calls the educational survival complex. Abolitionist Teaching is built on the creativity, imagination, boldness, ingenuity, and rebellious spirit and methods of abolitionists to demand and fight for an educational system and world where all students are thriving, not simply surviving.

Dr. Bettina L. Love is an award-winning author and Associate Professor of Educational Theory & Practice at the University of Georgia. She is one of the field’s most esteemed educational researchers in the areas of how anti-blackness operates in schools, Hip Hop education, and urban education. Her work is also concerned with how teachers and schools working with parents and communities can build communal, civically engaged schools rooted in intersectional social justice for the goal of equitable classrooms.

For her work in the field, in 2016, Dr. Love was named the Nasir Jones Hiphop Fellow at the Hutchins Center for African and African American Research at Harvard University. She is also the creator of the Hip Hop civics curriculum GET FREE. In April of 2017, Dr. Love participated in a one-on-one public lecture with bell hooks focused on the liberatory education practices of Black and Brown children. In 2018, Georgia’s House of Representatives presented Dr. Love with a resolution for her impact on the field of education.

Dr. Love is a sought-after public speaker on a range of topics, including: antiblackness in schools, Hip Hop education, Black girlhood, queer youth, Hip Hop feminism, art-based education to foster youth civic engagement, and issues of diversity and inclusion. In 2014, she was invited to the White House Research Conference on Girls to discuss her work focused on the lives of Black girls. In addition, she is the inaugural recipient of the Michael F. Adams award (2014) from the University of Georgia. She has also provided commentary for various news outlets including NPR, *The Guardian*, and the *Atlanta Journal Constitution*.

She is the author of the books *We Want To Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom* and *Hip Hop’s Li’l Sistas Speak: Negotiating Hip Hop Identities and Politics in the New South*. Her work has appeared in numerous books and journals, including the *English Journal*, *Urban Education*, *The Urban Review*, and *Journal of LGBT Youth*. In 2017, Dr. Love edited a special issue of the *Journal of Lesbian Studies* focused on the identities, gender performances, and pedagogical practices of Black and Brown lesbian educators.

FRIDAY FEBRUARY 21
4:30PM – 5:30PM
WYATT ROTUNDA

DAVID BLOOME



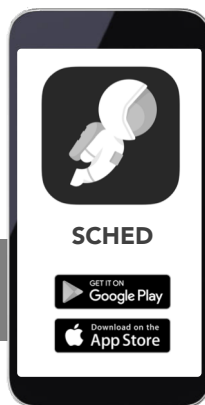
Literacy Practices, Time, and Personhood

David Bloome is the EHE Distinguished Professor of Teaching and Learning in the Department of Teaching and Learning of The Ohio State University College of Education and Human Ecology. He also serves as the director of the Center for Video Ethnography and Discourse Analysis of the Department of Teaching and Learning and co-director of the Columbus Area Writing Project. His research and teaching focus on how people use spoken and written language for learning in classroom

and non-classroom settings, and how people use language to create and maintain social relationships, to construct knowledge, and to create communities, social institutions, and shared histories and futures.

Bloome was president of the National Council of Teachers of English and President of the National Conference on Research in English. He received the Distinguish Scholar award from the National Conference on Language and Literacy, the John J. Gumperz Lifetime Achievement Award from the AERA Special Interest Group on Language and Social Processes, the AERA Division G Mentoring Award, the College of Education Dean’s Distinguished Scholarship Award, among other awards. He was elected as an AERA Fellow in 2011 and he was inducted into the Reading Hall of Fame in 2008. He was co-editor of *Reading Research Quarterly* from 2006 through 2012; and he was the founding editor of *Linguistics and Education*. He is the co-author of five books, the editor or co-editor of seven volumes, and author or co-author of over 100 journal articles and book chapters. Bloome is the author or co-author of nine books, editor or co-editor of seven volumes, and has authored or co-authored numerous journal article and book chapters.

SUNDAY FEBRUARY 23
1:15PM – 2:00PM
WYATT ROTUNDA



WANT TO GO PAPERLESS?

NCTEAR.SCHED.COM

PRE-CONFERENCE DAY

- 7:30am Continental Breakfast (Wyatt Lobby)
- 8:00am Civil Rights Tour (Kevin Leander)
- 9:00am Civil Rights Room (Nashville Public Library)
- 10:00am Fisk Tour
- 11:00am Lunch in the historic Appleton Room
- 12:30pm Churchwell Museum (Dr. Robert Churchwell)
- 2:00pm Storying Music City U.S.A. Community Panel
Henry B. Hicks III (NMAAM CEO)
Michael Gray (Senior Museum Editor)

Time	Location	Session	Titles & Presenters
3:00 – 7:00pm	Wyatt Rotunda	Registration	
4:00pm	Wyatt Rotunda	Greeting	EC Committee Welcome and Introduction <i>Ana Christina da Silva Iddings</i>
4:20pm	Wyatt Rotunda	Spoken Word	<i>Alora Young</i> Nashville Youth Laureate Poet
4:30 – 5:30pm	Wyatt Rotunda	OPENING KEYNOTE	We Want to Do More than Survive: Abolitionist Teaching - <i>Bettina Love</i>
Cosponsored by Dr. RICH MILNER and his INITIATIVE FOR RACE RESEARCH AND JUSTICE at VANDERBILT UNIVERSITY			
5:45 – 6:45pm	Wyatt Rotunda	Community Keynote Panel	Storying Nashville Communities: The Fight for Justice Over Time <i>Andrea Blackman, Nashville Public Library; Maria Paula Zapata, Conexión Americas; Tom Ward, Oasis Center; Judge Richard Dinkins, Moderator</i>
6:45 – 8:00pm	Wyatt Rotunda	Dinner & Writer's Round	<i>Musicians: Ryan Larkins, Janelle Arthur, Gabe Lee</i>



Time	Location	Session	Titles & Presenters
7:30 – 8:00am	Wyatt Lobby	Breakfast	
8:00 – 9:00am	Wyatt Rotunda	KEYNOTE PANEL 1	Community Literacy Practices: How Research and Community Activism Come Together <i>Stephanie Jones & Danny Martinez;</i> <i>Moderators: Tonya Perry & Ryan Schey</i>

BREAKOUT SESSION A 9:15am – 10:30am

Location	Session	Titles & Presenters
Wyatt 201	Paper Session	<p>(Re)Conceptualizing the Content of Dialogism: A Shift from Talk Moves to Lived Experience <i>Mandie Dunn & Mark Sulzer</i></p> <p>Pre-Service Teachers and Civic Engagement: Composing as Activism <i>Mike Cook & Gail Harper Yeilding</i></p> <p>Pre-Service Teachers and ‘Community’: Defining and Struggling with Teacher Activism <i>Mike Cook</i></p>
Wyatt 122	Paper Session	<p>Emotion Investments and Performances in an English Classroom <i>Teresa Sosa</i></p> <p>Creating a Heuristic for a Culturally Responsive Curriculum <i>Gena Khodos & Katie Aquino</i></p> <p>Developing Activist Communities: Enacting Critical Race English Education in Secondary ELA Classrooms <i>Keith Newvine</i></p>
Wyatt 121	Paper Session	<p>“Music Is the Weapon...!” – Unbundling Afrobeat As A Tool of Resistance <i>Daniel Olufemi</i></p> <p>The Senior Scholars Learning Community: Using Guided Inquiry Design to Develop Critical Literacies <i>Sarah Fleming</i></p> <p>The New Suspension?: How Trauma-Informed and Social Emotional Discourses Erase Community Knowledge <i>Tracey Pyscher & Anne Crampton</i></p>
Wyatt 310	Paper Session	<p>Using Poetry and 21st Century Social Media Tools to Connect Students Across Borders <i>Kristina Bybee</i></p> <p>Holding Space for Each Other's Stories: A Phenomenological Investigation of an Adolescent Story Slam <i>Jason Griffith</i></p> <p>Community Center Matters: New Materialist Narratives of Service-Learning Pedagogy <i>Jason Lovvorn</i></p>



22 FEBRUARY SATURDAY

Location	Session	Titles & Presenters
Wyatt 223	Symposium	Dialogic Literary Argumentation - Answerability, Intertextuality, and Personhood <i>Theresa Thanos, Matt Seymour, & David Bloom</i>
Wyatt 101	Alternative Format Session	An improvisational Ethos in Teaching and Learning <i>Samuel Tanner</i>
Wyatt 102	Symposium	On "Ma[king Ourselves] Known in This Space": The Interplay Between Building Community and Identity in Alternative Literacies <i>Rae Torres & Cameron Williams</i>
Wyatt Rotunda TABLE 1	Work -In-Progress	Thing-power & Photographs: A Sociomaterialist Lens of Photography in Action Research <i>Casey Pennington, Christy Wessell Powell, & Alexandra Panos</i> Podcasting for Bilingual Learners: Engaging Creativity and Community Inquiry Through Collaborative Digital Storytelling <i>Christine Chang, Shakuntala Gopal, Ryan Rish, & Sameer Honwad</i> Connecting Classroom and Online Communities Through Teacher Professional Learning <i>Alecia M. Magnifico & Jayne C. Lammers</i> Seeking to Sustain: Community Art Practice as Literacy Research <i>Matthew Deroo & Vaughn Watson</i>
Wyatt Rotunda TABLE 2	Work -In-Progress	Girls Empowering Girls: Examination of the Experiences of Mentor/Mentee Relationships with Rural Middle School Girls <i>Candice Byers</i> The Matriarchal Initiative in Mildred Taylor's <i>Let the Circle Be Unbroken</i> and Jesmyn Ward's <i>Salvage the Bones</i>: Young Black Girls "becoming" heads of their families <i>Gretel Thornton</i> A Case Study of a First-year Teacher Navigating a Community of Privilege <i>Deborah Morbitt</i> Jimmy O. Yang: How To Disrupt <i>Ahngeli Shivam</i>
Wyatt Rotunda TABLE 3	Work -In-Progress	Building on Student Literacies: Multimodality in a Field-Based Reading Methods Course <i>Brady Nash, Melissa Mosley Wetzel, Heather Dunham, & Jessica Murdter-Atkinson</i> Dominant Narratives of Marginalized Groups: Implications for Teaching <i>W. Douglas Baker & Jocelyn Chadwick</i> Professional Learning Communities at Work: A Narrative Inquiry of Urban High School Literacy Teachers <i>Sharonica Nelson</i>

BREAKOUT SESSION B

10:45am –
12:00pm

Location	Session	Titles & Presenters
Wyatt 223	Paper Session	<p>(Re)Storying and (Re)Imagining Futures: The Liberating Potential of Multimodal Literacy Practices <i>Tori Flint & Eliza Butler</i></p> <p>Learning and Collaborating Across Difference: The Role of Digital Tools as Boundary Objects <i>Deborah Rowe</i></p> <p>“Doing Justice” for an Audience of One: Motivation and Revision when Students’ Write for Podcasts <i>Emily Southerton</i></p>
Wyatt 201	Paper Session	<p>Love and Human Being: Literacy and Justice in Early Childhood Classrooms <i>Erica Holyoke</i></p> <p>Becoming Community: Exploring the Natural Development of Community During a Summer Literacy Camp for Emergent Bilinguals <i>Bettie Parsons Barger & Erin Hamel</i></p> <p>The Vulnerabilities of Marginalized Communities in the Context of Schooling: The Story of Marion Elementary and the Jacaranda Model <i>Jane Andris</i></p> <p>Translanguaging to Scaffold Preschool Dual Language Learners’ Dialogic Engagement in English-Only Policy Contexts: An Explanatory Sequential Mixed Methods Study <i>Janna McClain, Israel Flores, Jeannette Mancilla-Martinez, & Laura Buckley</i></p>
Wyatt 121	Paper Session	<p>Promoting Possibilities for Justice-Oriented Learning in English Education <i>Davena Jackson & Ashley Johnson</i></p> <p>Decentering Western and Heteronormative Narratives in English Language Arts <i>Youmna Deiri & Mollie Blackburn</i></p>
Wyatt 122	Paper Session	<p>Creating and Implementing Literacy Centers in Urban Middle and High School Spaces <i>Tonya Perry</i></p> <p>Revitalizing Education Development in Sierra Leone—REDiSL: Affordances and Challenges <i>Kathy Ganske</i></p>
Wyatt 102	Paper Session	<p>Cultivating Accountability Across Queer-Inclusive Literacy Events in a High School <i>Ryan Schey</i></p> <p>Modeling Resistance: Biographies of Women in Children’s and Young Adult Literature <i>Amina Chaudhri & Sunah Chung</i></p> <p>From Mamie Clark’s 1939 Doll Experiment to Hidden Figures in 2016: We’ve Come A Long Way Baby, But We Still Have Ways To Go <i>Grace Jepkemboi & Annette Mohan</i></p>

Location	Session	Titles & Presenters
Wyatt 310	Symposium	Tapping into Cultures of Belonging: Classrooms as Cosmopolitan Communities <i>Lindsay Herron, Maria Lisak, & Erin McNeill</i>
Wyatt Rotunda TABLE 1	Work –In– Progress	Evidence of Critical Approaches to Disciplinary Literacy Instruction in College Undergraduate Syllabi <i>Monika Moore</i> Words as Colleagues: Building Community Through Peer Review in a Writers’ Workshop Course <i>Alexis McBride</i> “It wastes class time, but you can learn”: Tensions in Student Language Ideologies <i>Heather Meston & Emily Phillips Galloway</i> ‘Slang’ and ‘Broken English’: Developing a Framework for the Antiracist Teaching of Academic Language <i>Christina Dobbs & Malavika Ragunathan</i>
Wyatt Rotunda TABLE 2	Work –In– Progress	The Rising Tide: Love, Literacy, and the Secondary English Classroom <i>Caitlin Murphy</i> A Culture of Storytelling: What a Black Affinity Space can Teach us about Retaining Black Teachers <i>Jessica Stovall</i> “Can We Kick It?” Hip-Hop Pedagogy for Classroom Community and Storytelling <i>Kiara Thorpe</i> Teaching to Amplify the Critical Narratives: A Thematic Study of Identity Through Storytelling <i>Noelle Yoo</i>
Wyatt Rotunda TABLE 3	Work –In– Progress	Mapping Public Community Spaces Through Youth-Led Participatory Action Research <i>Ah-Young Song</i> Gentrification and Bilingual Education: Commodifying Language and Space <i>Abigail Do</i> Environmental Justice Placemaking of Transnational Youth <i>Ryan Rish, Alexa Schindel, & Kendra Ormerod</i>
Wyatt Rotunda TABLE 4	Work –In– Progress	“They’re really good listeners”: Examining Pre-Service Teachers’ Interactions with Middle School Students in an After-school Literacy Club <i>Jennifer Vanderheide, Joanne Marciano, Mike McLane, & Darshana Devarajan</i> Restorying Millennial Teachers: Examining Reflective Narratives of Millennial Teachers <i>Huili Hong, Gregory Knollman, & Patricia Doran</i> Using Teaching Narratives to Mentor Pre-service Teachers <i>Erica Newhouse</i>
Wyatt 101	Alternative Format Session	It’s LIT, A’ight! Writing in the Limelight and Building Communities with Humbled Togetherness <i>Bryan Ripley Crandall, Jarred Amato, Keith Newvine, & Sarah Fleming</i>



Time	Location	Session	Titles & Presenters
12:00 – 1:00pm	Wyatt Lobby	Lunch	
12:30 – 1:00pm	Wyatt Rotunda	Featured Speaker	Marjorie Faulstich Orellana
1:15 – 2:15pm	Wyatt Rotunda	KEYNOTE PANEL 2	Storying Cultural and Community Wealth Across Place, Space and Identities <i>Tamara Butler, Ah-Young Song, & Grace Player</i> Moderators: <i>Detra Price-Dennis & Erica Newhouse</i>

BREAKOUT SESSION C 2:30pm – 3:45pm

Location	Session	Titles & Presenters
Wyatt 201	Paper Session	Coaching Elementary Teachers: Sharing Expertise to Hypothesize, Design, and Implement Effective Instruction for Emergent Bilingual Learners <i>Shannon Daniel, Mark Pacheco, & Lisa Pray</i> Developing Analytic Methods for Mapping Multimodal Music-Making Literacies <i>Jennifer Parker-Monger</i> Narratives of Identity Negotiation in Multilingual Contexts <i>Lydia Kiramba</i>
Wyatt 122	Paper Session	Student Leadership in Restorative Practices <i>Laura Fittz & Ellen Montgomery</i> Conceptualizing Religious Identity Around Islamophobia <i>Maretha Dellarosa</i> Why Ex/include? : Mapping Notions of Inclusion with Teachers in India <i>Tanushree Sarkar</i>
Wyatt 310	Paper Session	Developing and Co-creating Spaces for the Othered: After Schools' Impact on Youth <i>Dorian Harrison</i> Cultural Community Wealth: Project PRIDE (People Recollecting Insightful Data Effervescently) A Commemorative MEMorial Black Collective Trenton, NJ - The Capital City <i>Angeline Dean</i> (Re)Narrating What Counts as Narratives of Resistance <i>Ramon Vasquez</i>
Wyatt 223	Symposium	Dialogue in an Age of Polarization <i>David Sabey, Jennifer Vanderheide, & Allison Wynhoff Olsen</i>
Wyatt 121	Symposium	Deaf Culture: Reinventing the Narrative <i>Laura Jimenez, Anna Lim Franck, & Betsy Beckert</i>



Location	Session	Titles & Presenters
Wyatt Rotunda TABLE 1	Work –In– Progress	<p>Developing Home-School Relationships in an Early Childhood Classroom <i>Nermin Cantas</i></p> <p>Pre-Kindergarten Writers: The Stories They Write and What We Can Learn <i>Brian Kissel</i></p> <p>The Importance of Talk in a Third Grade Writing Workshop <i>Julie Johnson</i></p> <p>Supporting Young Children’s Idea Development and Composing in Emergent Writing Events <i>Zarabeth Davis</i></p>
Wyatt Rotunda TABLE 2	Work –In– Progress	<p>Creating Spaces for Immigrant Children and Families to Thrive <i>Laurie Katz, Ana Christina Da Silva Iddings, Ruba Hamam and Jackie Ridley</i></p> <p>Detecting the Politics and Pathways of Migration and Adulthood through <i>The Final Bet</i> and <i>Whitefly</i> <i>Youmna Deiri and Shahreena Shahrani</i></p> <p>Media Counter Narratives by Urban Youth <i>Teresa Sosa and Margaret Bergamini</i></p> <p>Learning about the Digital Literacies of Indonesian Youth: Sharing with our Community of Inquiry <i>Jayne C. Lammers and Puji Astuti</i></p>
Wyatt Rotunda TABLE 3	Work –In– Progress	<p>(Un)Standardizing Emotions: Using DisCrit and CDA to Surface Ideologies and Critique Damaging Discourses in SEL <i>Caroline Clark, Alyssa Chrisman, & Suzanne Lewis</i></p> <p>“People are treated unfairly because basically they’re not white”: Narratives from Elementary Students about Race, Racism, and Racial Justice <i>Anne Daly-Lesch</i></p> <p>The Literacies of Black Women and Girls: Education, Mentorship & Preservation <i>Adrienne Taylor</i></p> <p>It Takes a Village to Develop an Activist <i>Gia Claybrooks</i></p>
Wyatt Rotunda TABLE 4	Work –In– Progress	<p>Constructing an Understanding of What it Means to be Teachers of Writing <i>Marie Borkowski & Melissa Wilson</i></p> <p>Coaching From the Outside: Building Knowledge of Evidence-Based Literacy Practices and Developing Relationships with Novice Teachers <i>Jill Grifenhagen & Jill Jones</i></p> <p>Empathy and Imagined Testimony: One Teacher Candidate’s Movement Towards Testimonial Reading of Sexual Assault Narratives <i>Amber Moore</i></p> <p>Language and Literacy in Out-of-School Contexts: The Experiences and Self-Perceptions of Children of Refugees <i>Hillary Libnoch</i></p>
Wyatt 101	Alternative Format Session	<p>Dramatic Transformations: Identity Formation in Storying Communities using Dramatic Inquiry <i>Brian Edmiston & Myung-Jin Kim</i></p>
Wyatt Lobby	Alternative Format Session	<p>Converse and Create at Studio NPL at the Nashville Public Library <i>Nathan Phillips, Virginia Killian Lund, & Rebecca Woodard</i></p> <p>Meet in the lobby for transportation to Nashville Public Library</p>

BREAKOUT SESSION D

4:00pm –
5:15pm

Location	Session	Titles & Presenters
Wyatt 223	Paper Session	<p>Examining the Relational and Academic Work Achieved by Emergent Bilingual Students Through Humorous Language-use <i>Lindsey Rowe</i></p> <p>Re-Constructing literacy events into literacy practices: The intersection of talk, testing, and identities for fifth-grade community of Latinx readers and their novice teacher <i>Jennifer Collett & Nancy Dubetz</i></p> <p>Languaging Literacy as Communal Joy <i>Michiko Hikida & Tracy Johnson</i></p>
Wyatt 201	Paper Session	<p>Questioning, Embodiment, and Action: Critical Literacy in the Classroom <i>Justine Bruyère</i></p> <p>The (mythologized) Place of Community in Drama for Social Justice <i>Kelly Freebody</i></p> <p>Culturally- Sustaining Communities Through Comedy: Lessons from Dramatic Improvisation <i>Laura Carter-Stone</i></p> <p>Immersive Literacies: Play and Imaginaries of Community in Children’s Worlds <i>Karen Wohlwend</i></p>
Wyatt 122	Paper Session	<p>Interepistemic Collaboration: An Asset-Oriented Approach to Nonwestern(ized) Knowledge Systems <i>David Bwire</i></p> <p>Imitation of Life - Passing for (W)Rite: Eliciting Narratives of Students’ Lived Experiences <i>Joy Valentine</i></p> <p>Critical Invitations: Interpreting and Reframing Troubling Talk by White Elementary Students <i>Saba Vlach & Laura Taylor</i></p>
Wyatt 102	Paper Session	<p>Translingual Practices and Community Building in Postsecondary Spaces <i>Holland White</i></p> <p>Collaboration: Teaching Through Community Service Learning <i>Kyongson Park</i></p> <p>Expanding Community Within and Beyond the Classroom: Using Digital Literacies to Support Students’ Academic, Emotional, and Social Growth <i>Rachel Floyd</i></p>



22 FEBRUARY SATURDAY

Location	Session	Titles & Presenters
Wyatt 121	Symposium	Planning for Social Justice: Community Narratives as Window to 'seeing' Equitable Spaces <i>Dorian Harrison, Autumn West, & Jeanne Fain</i>
Wyatt 310	Alternative Format Session	Cautionary Tales, Canon, and Coding: A Conversation About Literature and Technology <i>Sarah Burriss</i>
Wyatt 101	Alternative Format Session	Potluck: A Poetics of Living <i>Lea Ehret</i>

Time	Location	Session	Titles & Presenters
5:30 – 6:00pm	Wyatt Rotunda		Vygotsky's Sisters Improv
6:00 – 7:00pm	Wyatt Rotunda	KEYNOTE PANEL 3	Storying Communities Through Children's Literature and Multimodalities <i>Angie Zapata, Tracey Flores, & Carmen Medina</i> <i>Moderator: Iliana Reyes</i>


Time	Location	Session	Titles & Presenters
7:30 – 8:00am	Wyatt Lobby	Breakfast	
8:00 – 9:00am	Wyatt Rotunda	KEYNOTE PANEL 4	Engaging Communities of Transformation: Powerful Practices of Teachers, Preservice Teachers, and Students with <i>Chris Goering, E. Sybil Durand, & Sarah Beck</i> Moderators: <i>Sharonica Nelson & Jen VanDerHeide</i>

BREAKOUT SESSION E

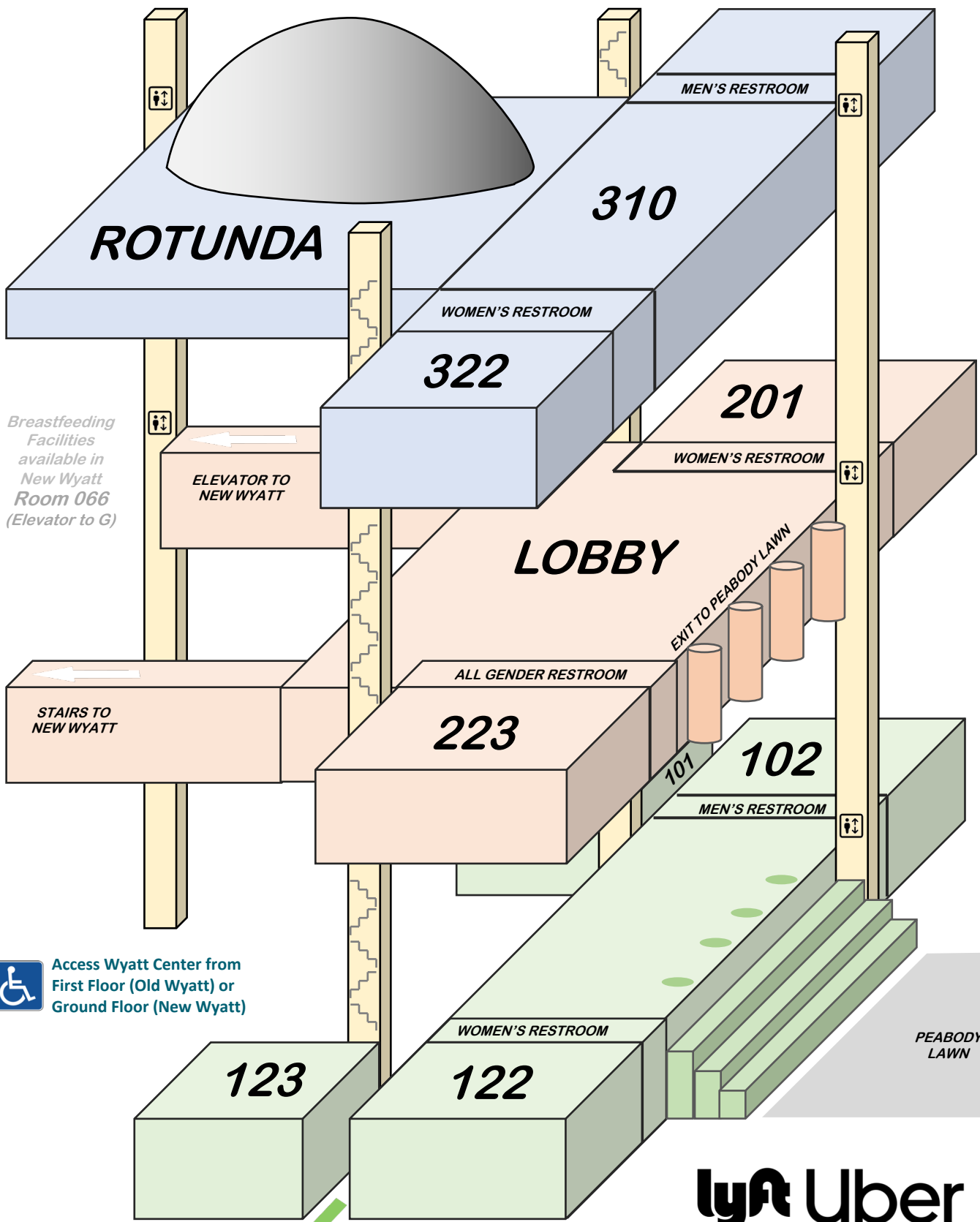
9:15am – 10:30am

Location	Session	Titles & Presenters
Wyatt 223	Paper Session	<p>Self-Control, Social Change, and Literacy Learning: Representations of Anger in SEL Materials and Children’s and YA Literature <i>Caroline Clark & Alyssa Chrisman</i></p> <p>Critical Content Analysis: Explorations of Identity in Children’s Picturebooks <i>Mary Adu-Gyamfi</i></p> <p>The Critical Work of Serious/Funny Storytelling: Proleptically Restorying Place in Middle School Superhero Narratives <i>Pat Enciso & Beth Krone</i></p> <p>Teaching Antiracism with Multimodal Multicultural Children’s Literature in Elementary Literacy Classroom Communities <i>Saba Khan Vlach & Anne Daly-Lesch</i></p>
Wyatt 201	Paper Session	<p>Is the “Struggle” Real when it Comes to Reading? The Misnomer of the “Struggling” Reader in American Classrooms <i>Gina Caneva, Melina Lesus, & Elizabeth Herdering</i></p> <p>Centering Students’ Perceptions and Experiences to Inform Policy and Practice: A Meta-Synthesis of Qualitative Research on Secondary Literacy Intervention Classes <i>Katherine Frankel, Maneka Brooks, & Julie Learned</i></p> <p>Languaging Fieldwork: A Language as Social Action View of Participant Observation <i>Faythe Beauchemin</i></p>
Wyatt 122	Paper Session	<p>Imagining Community: Storying Hopes of Black Adolescent Females for Contexts of Writing in School <i>Heather Hill</i></p> <p>Building Community Through Rich Text Environments that Motivates Students to Engage in Literacy <i>Emily Pendergrass & Chloe Talbott</i></p> <p>Writing Processes for Emergent Bilingual Kindergartners in an Islamic School in the United States <i>Halah Alwehaibi</i></p>

Location	Session	Titles & Presenters
Wyatt 102	Paper Session	<p>Hear What I'm Not Saying: Student Stories of Mental Health Challenges to Inform Teacher Preparation Program Design <i>Mary Beth Ressler, Cynthia Apantenco, Kathleen King, & Lindsay Wexler</i></p> <p>Reflecting on the Interrelationships Between Story and Community: When Teacher Candidates Author Multicultural Books <i>Amy Good, Brian Kissel, & Erin Miller</i></p> <p>Storying School Transformation <i>Michael Anderson</i></p> <p>Pedagogies of the Horse: Intelligible Meaning for Children and Youth from Domestic Violence? <i>Tracey Pyscher</i></p>
Wyatt 121	Paper Session	<p>Researching Adolescent Reading Motivation: Who Is Centered, Who Is Rendered Invisible, and Why Does It Matter? <i>Sara Jones</i></p> <p>Reclaiming Their Voice: Sexual Empowerment for Black Women and Girls through Hip Hop Music <i>Charise Richards</i></p> <p>Blackness Is Not Monolithic: Black Immigrant Women Scholars Enacting Change Through Storytelling <i>Olabisi Adenekan & Mellissa Gyimah-Concepcion</i></p>
Wyatt 101	Symposium	<p>Storying Racial Knowledge with High School Students <i>Karla Zaccor, Latrise Johnson, & Elizabeth Eubanks</i></p>

Time	Location	Session	Titles & Presenters
10:45 – 11:45am	Wyatt Rotunda	KEYNOTE PANEL 5	<p>Creating Humanizing Research Collaborations and Narratives While Working Together with Communities <i>Deborah Wells Rowe, Patricia Enciso, Michiko Hikida, & Cassie Brownell</i> Moderators: <i>Faythe Beauchemin & Huili Hong</i></p>
12:00 – 1:00pm	Wyatt Lobby	Lunch	
1:15 – 2:00pm	Wyatt Rotunda	CLOSING KEYNOTE	<p>Literacy Practices, Time, and Personhood <i>David Bloome</i></p> 
2:15 – 4:00pm	Wyatt 223	Writing Workshop	Kevin Leander (organizer)

THE WYATT CENTER



Breastfeeding Facilities available in New Wyatt Room 066 (Elevator to G)

 Access Wyatt Center from First Floor (Old Wyatt) or Ground Floor (New Wyatt)

Exit to Parking Lot

lyft Uber
1930 South Drive