CALL FOR PROPOSALS

Reclaiming Literacy Research
Centering Activism, Community, and Love

November 28th to December 1st, 2018
Indian Wells, California (Renaissance Esmeralda Indian Wells Resort & Spa)

Conference Chair, Marcelle Haddix
Conference Co-Chair, Elizabeth (Betsy) A. Baker

Proposals Must Be Submitted Electronically by 11:59 PM EST March 1, 2018

I. Theme
The theme of the 2018 conference is Reclaiming Literacy Research: Centering Activism, Community, and Love. In resistance to the current social and political climate, members of overlapping and intersecting oppressed communities, including Indigenous people, people of color, women, gender nonconforming and trans people, [un]documented immigrants, and disabled bodied people, have inspired the act of reclaiming time and power to fight against hatred and dehumanization, racial and gender injustices, and other acts of violence. These realities are not peripheral to literacy research. Literacy research matters, and it has the potential to work against social inequities or to further perpetuate harm and even be used against the people and communities it is meant to serve. To reclaim literacy research signals toward a call to honor and listen to members of communities about the historical and contemporaneous role of literacies and literate
knowledges in their everyday lives and the lives of future generations. This theme invites us to critically reflect on and answer questions about our relationships to and with communities and the purpose and impact of our work. How do we envision literacy research as forms of activism? How do particular theoretical perspectives and methodologies draw upon resistant, activist literacies to reengage research aimed toward social action with, not on, communities? How do we as literacy researchers work in solidarity and build coalitions with communities? How do we cultivate and sustain these relationships imbued with an ethos and praxis of love? Activist poet and writer June Jordan wrote, “Maybe the purpose of being here, wherever we are, is to increase the durability and occasions of love among and between peoples.” We encourage proposals that demonstrate dialogue “among and between” diverse peoples and perspectives about the ways that love serves as a critical and necessary act for literacy research with aims to inform policy and practice that impacts communities. We especially invite sessions that draw upon Indigenous, decolonizing, racial justice focused, critical race, Black feminist, queer, and humanizing methodologies to center the histories, genealogies, knowledges, and literacies rooted within communities. (see General Criteria in Section VIII).

II. General Information
The Literacy Research Association, 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. We support the professional development of emerging and established scholars. We advocate research-informed improvements in education. We seek high-quality research and discussions of important theoretical or methodological issues. Only original work related to literacy not presented or published elsewhere may be proposed for the conference. Also, proposals should not be simultaneously submitted elsewhere.

Interested parties are invited to submit proposals for presentation at the 68th Annual Conference. The Conference will be held at the Renaissance Esmeralda Indian Wells Resort & Spa. For general inquiries and a digital copy of the Call for Proposals visit http://www.literacyresearchassociation.org/annual-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 membership in the Association 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 AllAcademic system. Proposal submissions will be available on January 15, 2018 at the Association’s website www.LiteracyResearchAssociation.org. Proposals must be complete and conform to the Guidelines for Submission (Attachment A) to be considered for review.

The proposal, excluding the reference list and tables or figures, must be no more than 1500 words.
Additional sections or appendices (other than the reference list, tables, or figures) will be deleted by Area Chairs.

Proposals must be submitted online to the appropriate area no later than 11:59 PM EST on March 1, 2018. 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 Jlayson@asginfo.net.

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: Jlayson@asginfo.net for assistance. The proposal organizer will be notified of the decision regarding acceptance or rejection of the proposal by July 20, 2018. The 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 the Roundtable sessions). Any additional A/V must be paid for by the presenters and be requested through the Headquarters Office via email at: Jlayson@asginfo.net.

VII. Types of Submissions
The Association invites submissions that reflect a diversity of methodological and theoretical approaches. LRA accepts the following types of proposal submissions:

**Individual Paper**
Individual paper submissions are organized into a paper session by Area Chairs. The session includes up to three Research Reports and/or Theoretical Papers. Each individual presents 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.

The Research Report 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).

The 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**
A roundtable is a paper presentation (approximately 15-20 minutes) followed by an audience discussion (approximately 20 minutes), for a total session time of 40-45 minutes each. Typically, a roundtable is a Research-in-Progress Report, which describes an on-going study that has made sufficient progress and provides interim results. In 2018, some roundtable sessions may include two
presentations selected and organized by the Area Chairs. 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 roundtable presentation.

Audiovisual equipment (i.e., LCD projectors, screens) is not provided for roundtable sessions.

**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 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.

Audiovisual equipment (i.e., LCD projectors, screens) is not provided for poster sessions.

**Symposium**

A symposium brings together literacy research focused on a strong, unifying theme. A symposium typically consists of a chair, three speakers, and a discussant, but other arrangements are possible. Ample opportunity for audience participation should be considered. A symposium is scheduled for a 90-minute time period. In the proposal, each speaker should have a focused topic and title. Proposals must mask the identity of the author(s).

Strong preference will be given to symposia that include scholars from different institutions, representing different data sets, settings, or theoretical traditions, or bringing different perspectives together.

Symposia 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 and members of the Policy and Legislative Committee.

**Alternative Format**

An alternative format session presents 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, etc. In the proposal, each speaker should have a focused topic and title. Proposals must mask the identity of the author(s).

Alternative Format 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 and members of the Policy and Legislative Committee.
**Study Group**

A study group provides an opportunity for focused, well-planned and well-led 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 and members of the Policy and Legislative Committee. **Study Group proposals do not need to mask author(s) identity; indeed, some indication of the leaders’ experience and expertise is welcome.** In addition, LRA values longstanding study groups. Such groups should briefly describe their history, productivity, and current approach to supporting scholarship in the area.

Study groups will meet from 12-1pm over the lunch hour.

**VIII. Review of Proposals and Criteria**

All proposals, except for study groups, receive a masked review by at least 3 reviewers who are Association members and who have presented their work at previous conferences and/or who have published relevant peer-reviewed research.

Proposals 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.

**General Criteria for Review**

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 of proposal
7. Connection to **conference theme** (Note. An explicit connection to the conference theme is encouraged and will enhance a proposal, but the lack of a clear connection to the conference theme alone will not disqualify a proposal.)
8. Attention to issues of equity, inclusion, and diversity

**Additional Criteria for Symposia and Alternative Format Sessions**

1. Coherence of the theme and focus across papers or presentations
2. Evidence of multiple perspectives from more than one institution
3. Quality of individual proposals in relation to a strong collective proposal

**Additional Criteria for Study Groups**

1. Strong rationale grounded in the relevant literature
2. Well-organized and feasible agenda
3. Qualified facilitators, including facilitators with 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: 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 it to the file library 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.

X. Publication of Papers

Presenters are strongly encouraged to submit their papers for possible publication in either the *Literacy Research: Theory, Method and Practice* (LR:TMP) or the *Journal of Literacy Research*. 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. 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 1, 2018. 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).

XII. 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 the Yearbook. 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 2018 Conference.
3. The applicant must submit the full paper (25 pages or less) electronically by August 15, 2018, to the Committee Chair accompanied by a brief note indicating that the applicant is applying for the 2018 Student Outstanding Research Award. See the website for information about application
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

2018 CALL FOR PROPOSALS
GUIDELINES FOR SUBMISSION

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

Proposal
A proposal with an accompanying reference list must be submitted as a single PDF or WORD file. 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. Submitters are also encouraged to address the conference theme and attend to issues of equity, diversity, and inclusion in one or more of the previous sections (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;” 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.”
Submitters are also encouraged to address the conference theme in one or more of the previous sections (see General Criteria in Section VIII).
• When possible, explain how the symposium or alternative format session brings together multiple perspectives on the topic for the audience to consider. Strong preference will be given to proposals that have the potential to inspire dialogic experiences.

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 also encouraged to address the conference theme in one or more of the previous
sections (see general criteria in section VIII).

Submission Deadline
Proposals must be submitted electronically no later than 11:59 PM EST March 1, 2018. Any proposal received after that deadline will not be reviewed.
ATTACHMENT B

2018 PROGRAM AREAS, TOPICS, and AREA CHAIRS

Notes:
1. Please 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 or the proposal can be submitted to Area 14.
2. Proposals must be submitted electronically. Please go to the Association’s website for the link to the All Academic submission, review, and decision site (http://www.literacyresearchassociation.org/).
3. DO NOT SUBMIT PROPOSALS DIRECTLY TO AREA CHAIRS!
4. Only the individual selected as the “organizer” when the proposal was submitted will be notified (by July 20, 2018) of the decision. 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 Instruction and Literacy Learning
Area 4: Literacy Assessment, Evaluation, and Public Policy
Area 5: Early and Elementary Literacy Processes
Area 6: Adolescent, College, and Adult Literacy Processes
Area 7: Social, Cultural, and Political Issues of Literacy Practices In and Out of School
Area 8: Literacy Learning and Practice in Multilingual and Multicultural Settings
Area 9: Text Analysis/Children’s, Young Adult, and Adult Literature
Area 10: Literacy Technology and Media
Area 11: Research Theory, Methods, and Practices
Area 12: International Research on Literacy Teaching and Learning
Area 13: Study Groups
Area 14: Other Topics
2018 PROGRAM AREAS AND TOPICS

AREA 1. Pre-service Teacher Education in Literacy
Research focusing on the study of pre-service teacher education in literacy:
- Pre-service teacher effectiveness
- Pre-service teacher cognition
- Pre-service teacher beliefs
- Pre-service teacher reflection
- Pre-service teacher development
- Pre-service teacher change
- Pre-service teacher identities (e.g. gender, sexuality, class, race, linguistic) and agency
- Discourses and social practices
- Critical literacy pedagogy in Pre-service teacher education
- Arts and embodied practices in Pre-service teacher education
- Technology in pre-service teacher education
- Formative Experiments; Inquiry Stance; Participatory Action Research

Area 1 Co-chairs:
Melissa Mosley Wetzel, The University of Texas-Austin, mmwetzel@utexas.edu
Jennifer Danridge Turner, University of Maryland College Park, jdtturner@umd.edu
Darrell Hicks, Keene State College, dhucks@keene.edu
Noah Golden, Chapman University, ngolden@chapman.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:
- Professional development theory and practice
- In-service teacher effectiveness
- In-service teacher cognition
- In-service teacher beliefs
- In-service teacher reflection
- In-service teacher development
- In-service teacher change and social contexts
- In-service teacher identities (e.g. gender, sexuality, class, race, linguistic) and agency
- Multiliteracies (New Literacies Studies)
- Discourses and social practices
- Critical literacy pedagogy and In-service teachers
- Arts and embodied practices and In-service teachers
- The use of technology for in-service teacher education/professional development
- Formative Experiments; Inquiry Stance; Participatory Action Research

Area 2 Co-chairs:
Courtney Kelly, Manhattanville College, courtneyryankelly@gmail.com
Marva Soloman, Angelo State University, Marva.soloman@angelo.edu
Mary McGriff, New Jersey City University, mmcgriff@njcu.edu
Judson Laughter, University of Tennessee-Knoxville, jlaught3@utk.edu
Kristin Hill, University of Michigan-Dearborn, kirdara@umich.edu
**AREA 3. Literacy Instruction and Literacy Learning**
Research focusing on the nature and effects of literacy instruction and learning, PK-adult:
- Instructional practices/effectiveness
- Teacher effectiveness
- Engagement and critically engaged reading
- Program and instructional material effectiveness
- Technology and literacy instruction/learning
- Multiliteracies (New Literacies Studies)
- Discourses and social practices
- Critical literacy pedagogy
- Arts and embodied practices
- Identities (e.g. gender, sexuality, class, race, linguistic) and agency in literacy learning/teaching
- Community and school relationships
- Learning environments
- School effectiveness
- Compensatory programs
- Instruction of students with reading/learning disabilities
- International perspectives on literacy instruction and literacy learning
- Formative Experiments; Inquiry Stance; Participatory Action Research

**Area 3 Co-chairs:**
Jacqueline Lynch, York University, jlynch@edu.yorku.ca
Keonghee Tao Han, University of Wyoming, khan@uwyo.edu
Katherine Frankel, Boston University, kfrankel@bu.edu
Evan Ortlieb, St. John’s University, ortliebe@stjohns.edu
Jennifer Roswell, Brock University, jroswell@brocku.ca

**AREA 4. Literacy Assessment, Evaluation, and Public Policy**
Research focusing on assessment, evaluation, and public policy:
- Literacy research impacting public policies
- Large scale assessment
- Diagnosis/Individual assessment
- Technology and literacy assessment
- Classroom assessment
- Alternative assessments
- Assessment methods
- Literacy methods for public intellectuals
- Equity
- Discourses and social practices
- Assessment and immigrant youth
- Assessment and the arts in literacy education
- International perspectives on literacy assessment, evaluation, and public policy

**Area 4 Co-chairs:**
Rachael Gabriel, University of Connecticut, rachael.gabriel@uconn.edu
Bobbie Kabuto, Queens College, Bobbie.kabuto@qc.cuny.edu
Elizabeth Stevens, Roberts Wesleyan College, Stevens.Evizabeth@roberts.edu
**AREA 5. Early and Elementary Literacy Processes**
Research focusing on the nature and use of literacy processes in learners of literacy, PK-elementary:

- Preschool/Early schooling
- Technology and early literacy processes
- Concepts about print
- Emergent literacy
- Child development
- Multiliteracies (New Literacies Studies)
- Vocabulary
- Literacy and language development
- Phonemic awareness
- Comprehension
- Writing
- Word recognition
- Metalinguistic awareness
- Spelling
- Content-area reading and writing
- Metacognition
- Critical literacy pedagogy
- Motivation
- Arts and embodied practices
- Disciplinary literacies
- Engagement and critically engaged reading
- Family and Community literacies
- Reading
- Literacy and language development
- Writing
- Metacognition
- Critical literacy pedagogy
- Arts and embodied practices
- Multiliteracies (New Literacies Studies)
- Disciplinary literacies
- Transnational perspectives

*Area 5 Co-chairs:*
Ying Guo, University of Cincinnati, guoy3@ucmail.uc.edu
Jacquelynn Malloy, Clemson University, Malloy2@g.clemson.edu
Ashley Patterson, Penn State University, Anp5404@psu.edu

**AREA 6. Adolescent, College, and Adult Literacy Processes**
Research focusing on the nature and use of literacy processes among adolescent, college, and adult learners or users of literacy:

- Comprehension
- Motivation
- Spelling
- Identity and agency
- Metacognition
- Equity and literacy
- Learning processes and strategies
- Literacy and work
- Literacy learning and popular culture
- Popular education
- Adolescent development
- Disciplinary literacies
- Technology and literacy
- Interdisciplinary literacies
- Vocabulary
- Multiliteracies (New Literacies Studies)
- Writing
- Digital Literacies
- Critical literacy pedagogy
- Arts and embodied practices
- Critical literacy pedagogy
- Transnational perspectives
- Arts and embodied practices
- Transnational perspectives
- Multiliteracies (New Literacies Studies)
- Family and Community literacies
- Transnational perspectives

*Area 6 Co-chairs:*
Heidi Bacon, Southern Illinois University – Carbondale, hrbacon@siu.edu
Jill Castek, University of Arizona, jcastek@email.arizona.edu
Carol Delaney, Texas State University, cdelaney@txstate.edu
Jody Polleck, Hunter College, jody.polleck@gmail.com
AREA 7. Social, Cultural, and Political Issues of Literacy Practices In and Out of School
Research focusing on the social, cultural, and political issues of literacy:
- Socio-political issues of literacy teaching and learning
- Social class and literacy
- Discourses and social practices
- Ideology and literacy education
- Power and agency
- Critical literacy
- Critical engagement
- Popular culture
- Community literacy programs

- Technology and social, cultural, or political issues of literacy practices
- Disciplinary discourses
- Race, racism, anti-racism and literacy
- Gender, sexuality, and literacy
- Culture and literacy
- Literacy and identity
- Family literacy
- Political issues
- School contexts (elementary, secondary, and post-secondary/adult)

Area 7 Co-chairs:
Judith Dunkerly-Bean, Old Dominion University, jdunkerl@odu.edu
Kate Pahl, University of Sheffield, k.pahl@sheffield.ac.uk
Lenny Sanchez, University of Missouri-Columbia, sanchezo@missouri.edu
Maisha T. Winn, University of California, Davis, mtwinn@ucdavis.edu
Melody Zoch, University of North Carolina at Greensboro, mzoeh@uncg.edu

AREA 8. Literacy Learning and Practice in Multilingual and Multicultural Settings
Research focusing on literacy learning and practices in multicultural and multilingual settings:
- Dialect variation
- Second language learning
- Emergent bilingual/biliteracy
- Bilingualism and bi-literacy
- Technology in multilingual and multicultural settings
- Diversity and equity
- ESL policies and practices
- Critical literacy pedagogy

- Arts and embodied practices
- Engagement and critical engagement
- Transnational perspectives
- Sheltered English instruction
- Multicultural theory and practice
- Political issues in multilingual, second language, and bilingual education
- Discourses and social practices

Area 8 Co-chairs:
Sandra Osorio, Illinois State University, sosorio@ilstu.edu
Mariana Pacheco, University of Wisconsin-Madison, mariana.pacheco@wisc.edu
Julie Pennington, University of Nevada-Reno, juliep@unr.edu
Kwangok Song, The University of Kansas, ksong@ku.edu
Ting Yuan, City University of New York, Tingyuan1999@gmail.com
AREA 9. Text Analysis/Children’s, Young Adult, and Adult Literature
Research focusing on literature, readers’ interpretations, and textual analysis:
- Literature and authors
- Multicultural literature
- Graphic Novels and Comic Books
- Literature in schools, libraries, and communities
- Engagement and critical engagement
- Critical literacy pedagogy
- Arts and embodied practices
- Transnational perspectives
- Literary reading and writing
- Discourses and social practices of literary reading
- Literature across the curriculum
- Reader response theory
- Identity and literary reading
- Literary theory
- Technology, literature, and textual studies
- Literature and content analyses
- Historical analyses

Area 9 Co-chairs:
Jesse Gainer, Texas State University, JesseGainer@txstate.edu
Mark Lewis, Loyola University Maryland, Malewis2@loyola.edu
Amanda Thein, University of Iowa, amanda-haertling-thein@uiowa.edu

AREA 10. Literacy Technology and Media
Research focusing on the use of technology and media in literacy settings:
- Reading comprehension and digital technology
- Computer-mediated communication
- Literacy and technology
- Digital learning
- Students’ uses of electronic technologies in and out of school
- Media literacy
- Critical media literacy
- New literacies of the Internet and other Informational Communication Technologies (ICT)
- Technology communities
- Alternative media
- Adaptive and assistive technologies
- Intermediality
- Multiliteracies

Area 10 Co-chairs:
Poonam Arya, Wayne State University, parya@wayne.edu
Tanya Christ, Oakland University, christ@oakland.edu
Tisha Lewis, Georgia State University, tishayL@yahoo.com
Jon Wargo, Boston College, wargoj@bc.edu
AREA 11. Research Theory, Methods, and Practices
Presentations focusing on the literacy research enterprise:

- Innovative research tools
- Innovative research approaches
- Issues pertaining to the design of literacy investigations
- Considerations for linking past research with current and future research
- Relationships between research and policy
- Relationships between research and practice
- Analyses of tensions, dilemmas, issues related to conducting literacy research
- Strategies for presenting research to various audiences
- Historical, epistemological, and paradigmatic issues related to literacy research
- Relationship among questions, methods, analysis, and interpretation
- Literacy researchers and their publics
- Conducting literacy research in varying contexts
- Issues related to the quality of evidence; making and justifying educational claims
- The politics of research
- Researcher identity
- The research community
- Issues related to standards of review
- Issues related to identifying and framing workable problems

Area 11 Co-chairs:
Kristin Conradi, The College of William and Mary, conradi@wm.edu
Danny Martinez, UC Davis, demar@ucdavis.edu
Joseph Rumenapp, Judson University, joseph.rumenapp@judsonu.edu

AREA 12. International Research on Literacy Teaching and Learning
Research focusing on global perspectives related to literacy learning, literacy instruction, and teacher education in international contexts.

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

Area 12 Co-chairs:
Lori Czop Assaf, Texas State University, lassaf@txstate.edu
Jacqueline D’warte, Western Sydney University, j.dwarte@westernsydney.edu.au
Patience Sowa, patiencesowa95@gmail.com
Katina Zammit, Western Sydney University, k.zammit@westernsydney.edu.au

**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:*
Meghan Barnes, University of North Carolina at Charlotte, meghan824@gmail.com
Keisha Green, University of Massachusetts Amherst, klgreen@educ.umass.edu

**AREA 14. Other Topics**
Research on topics and areas not included in any of the categories above.

*Area 14 Co-chairs:*
Bong Gee Jang, Syracuse University, bojang@syr.edu
Candace Kuby, University of Missouri-Columbia, kubyc@missouri.edu