



LITERACY
RESEARCH
ASSOCIATION

CALL FOR PROPOSALS

Literacy Research: Illuminating the Future

December 4th to December 7th, 2019
Tampa, FL (Tampa Marriott Waterside Hotel & Marina)

Conference Chair, Elizabeth (Betsy) A. Baker
Conference Co-Chair, Gwendolyn Thompson McMillon

LRA will begin accepting proposals electronically on January 14th, 2019 and no later than 11:59 PM PST on March 1, 2019.

IMPORTANT DATES	
• January 14, 2019	First date that proposals for the 2019 Conference may be submitted online
• February 1, 2019	2018 conference papers must be submitted for review to the Editors of <i>Literacy Research: Theory, Method, and Practice</i> to be considered for volume 69.
• March 1, 2019	Proposals for the 2019 conference program must be submitted electronically by 11:59 PM PST
• July 25, 2019	Notification of all proposal review decisions will be sent out via email, but only to the individual identified as the contact person when the proposal was submitted. This person must notify all other individuals.
• August 21, 2019	Applications for the Student Research Award must be received by the Chair of the committee (see LRA website for Award details). http://www.literacyresearchassociation.org/award-student-outstanding-research-award
• October 1, 2019	Applications for the J. Michael Parker Award must be received by the Chair of the committee (see LRA website for Award details). http://www.literacyresearchassociation.org/award--j--michael-parker-award

I. Theme

The theme, *Literacy Research: Illuminating the Future*, calls for paradigmatic, theoretical, methodological, and substantive diversity. We celebrate the polyphony of our rich and diverse field by recognizing that no one lens can fully capture the complexities and nuances of the phenomenon we refer to as literacy. We embrace a full gamut of perspectives and approaches to make sense of and advocate for literacy. We call for rigorous research that gleans insights from the past, sheds light on the present, and illuminates the future of literacy practices, policies, and research (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 69th Annual Conference. The Conference will be held at the Tampa Marriott Waterside Hotel & Marina. 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 All Academic system. Proposal submissions will be available on January 14, 2019 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.

Proposals must be pasted into the submissions form and limited to 1,500 words plus references.

Due to a glitch in All Academic, no tables or figures can be included in the proposal. Prior to the conference, presenters will be invited to upload and disseminate their final work as a single PDF that includes tables and figures.

Proposals must be submitted online to the appropriate area **no later than 11:59 PM PST on March 1, 2019**. 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 lrahq@literacyresearchassociation.org.

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: lrahq@literacyresearchassociation.org for assistance. The proposal organizer will be notified of the decision regarding acceptance or rejection of the proposal by **July 25**,

2019. 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 and Poster sessions). Any additional A/V must be paid for by the presenters and be requested through the Headquarters Office via email at: lrahq@literacyresearchassociation.org.

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 will present 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. Ongoing research should be submitted as a roundtable. In-progress research should be submitted as a poster. 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. Area Chairs may pair roundtables resulting in paper presentation (approximately 10-15 minutes). Typically, a roundtable is a Research-in-Progress Report, which describes an *ongoing* study that has made sufficient progress and provides interim results. 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.

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.

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.

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 12-1 pm 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 the [conference theme](#) is welcome but not required.

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 the file to the All Academic 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 *Literacy Research: Theory, Method and Practice (LR:TMP)* or the *Journal of Literacy Research (JLR)*. 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, 2019**. 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 *LR:TMP*. 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 2019 Conference.
3. The applicant must submit the full paper (25 pages or less) electronically by **August 21, 2019** to the Committee Chair accompanied by a brief note indicating that the applicant is applying for the 2019 Student Outstanding Research Award. See the [website](#) for information about application materials.
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

2019 CALL FOR PROPOSALS GUIDELINES FOR SUBMISSION

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

Abstract and Proposal

An abstract must be pasted into the submissions form. The abstract must not exceed 75 words and is a brief description of the proposal.

Next, a proposal with an accompanying reference list must be pasted into the submissions form. The proposal, excluding the reference list and tables or figures, must be **no more than 1500 words**. Due to a glitch in All Academic, no tables or figures can be included in the proposal. Prior to the conference, attendees will be allowed to submit their final work as a single PDF. 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 invited to make connections to the [conference theme](#) 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 invited to make connections to 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 paradigms, methodologies, and/or theoretical perspectives on the topic for the audience to consider.

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 invited to make connections to 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 PST March 1, 2019**. Any proposal received after that deadline will not be reviewed.



ATTACHMENT B

2019 PROGRAM AREAS, TOPICS, and AREA CHAIRS

Notes:

1. 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. Go to the All Academic submission, review, and decision site by clicking the following URL: <https://convention2.allacademic.com/one/lra/lra19/>. Your All Academic login is separate from your LRA membership login. Each year, usernames and passwords are wiped from the system. To begin the submission process, create a new username and password. For any access issues, please contact Kendra Tyner at kytyner@asginfo.net.
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 25, 2019) 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](#)

2019 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:

Jennifer Danridge Turner, University of Maryland College Park, jdtturner@umd.edu

Noah Golden, Chapman University, ngolden@chapman.edu

Darrell Hicks, Keene State College, dhucks@keene.edu

Mary McVee, University at Buffalo – SUNY, mcvee@buffalo.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:

Emily Hayden, Iowa State University, ehayden@iastate.edu

Kristin Hill, University of Michigan-Dearborn, kirdara@umich.edu

Pelusa Orellana, Universidad de los Andes, porellan@uandes.cl

Seth Parsons, George Mason University, sparson5@gmu.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:

Grace Enriquez, Lesley University, genrique@lesley.edu

Katherine Frankel, Boston University, kfrankel@bu.edu

Evan Ortlieb, St. John's University, ortliebe@stjohns.edu

Jennifer Rowsell, Brock University, jrowsell@brocku.ca

Sheri Vasinda, Oklahoma State University, sheri@vasinda.net

AREA 4. Literacy Assessment, Evaluation, and Public Policy

Research focusing on assessment, evaluation, and public policy:

- Formation and implications of federal, state and local policies
- Research impacting public literacy policies
- Large scale assessment
- Diagnosis/individual assessment
- Technology and literacy assessment
- Classroom assessment
- Alternative assessments
- Assessment methods
- Equity concerns related to assessment evaluation of policy
- Policies and political discourses
- Interdisciplinary assessments and practices (e.g. arts-based assessments in literacy education)
- International comparisons and perspectives on literacy policies, assessments and evaluation

Area 4 Co-chairs:

Bobbie Kabuto, Queens College, Bobbie.kabuto@qc.cuny.edu

Elizabeth Stevens, Roberts Wesleyan College, Stevens_Elizabeth@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
- Concepts about print
- Child development
- Vocabulary
- Phonemic awareness
- Writing
- Metalinguistic awareness
- Content-area reading and writing
- Critical literacy pedagogy
- Arts and embodied practices
- Engagement and critically engaged reading
- Technology and early literacy processes
- Emergent literacy
- Multiliteracies (New Literacies Studies)
- Literacy and language development
- Comprehension
- Word recognition
- Spelling
- Metacognition
- Motivation
- Disciplinary literacies
- Family and Community literacies
- Transnational perspectives

Area 5 Co-chairs:

Sonia Cabell, Florida State University, scabell@fsu.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
- Spelling
- Metacognition
- Engagement and critically engaged reading
- Critical analysis and interpretation
- Learning processes and strategies
- Literacy learning and popular culture
- Adolescent development
- Technology and literacy
- Vocabulary
- Writing
- Metalinguistic awareness
- Content-area reading and writing
- Motivation
- Identity and agency
- Equity and literacy
- Literacy and work
- Popular education
- Disciplinary literacies
- Interdisciplinary literacies
- Multiliteracies (New Literacies Studies)
- Digital Literacies
- Critical literacy pedagogy
- Arts and embodied practices
- Transnational perspectives
- Family and Community literacies

Area 6 Co-chairs:

Jill Castek, University of Arizona, jcastek@email.arizona.edu

Jody Polleck, Hunter College, jody.polleck@gmail.com

Kristine Pytash, Kent State University, kpytash@kent.edu

Phillip Wilder, Clemson University, pwilder@clemson.edu

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:

- Social class, gender and sexuality
- Race, racism and anti-racism
- Discourses and social practices
- Power and agency
- Critical literacy and engagement
- Popular culture
- Community literacy
- Technology
- Disciplinary discourse
- Culture and literacy
- Identity
- Family literacy
- School and community context

Area 7 Co-chairs:

Jen Scott Curwood, The University of Sydney, js.curwood@sydney.edu.au

Judith Dunkerly-Bean, Old Dominion University, jdunkerl@odu.edu

Christian Ehret, McGill University, christian.ehret@mcgill.ca

Melody Zoch, University of North Carolina at Greensboro, mzoch@uncg.edu

Christina Dobbs, Boston University, cdobbs@bu.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:

Ana Christina da Silva Iddings, Vanderbilt University, chris.sasilva@vanderbilt.edu

P Zitlali Morales, University of Illinois at Chicago, zitlali@uic.edu

Kwangok Song, The University of Kansas, ksong@ku.edu

Ting Yuan, CUNY College of Staten Island, ting.yuan@csi.cuny.edu

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:

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

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:

Jamie Colwell, Old Dominion University, jcolwell@odu.edu

Danny Martinez, UC Davis, dcmar@ucdavis.edu

Joseph Rumennapp, Judson University, joseph.rumennapp@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
- In-service 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 13 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:

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AREA 14. Other Topics

Research on topics and areas not included in any of the categories above.

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