

Wisconsin Literacy Research Symposium List of Excursions, Workshops, and Roundtables

Thursday, June 22nd.

Please choose 1 of the following 5 choices to attend on Thursday.

EXCURSIONS

ALL EXCURSIONS MEET AT 10:50 AT THE REGISTRATION DESK

Note for all excursions: PLEASE BRING COMFORTABLE WALKING SHOES!

Option 1: CAMPUS LANDSCAPE AS A CLASSROOM

Aaron Bird Bear

At the beginning of the 21st century, the University of Wisconsin-Madison is proud to claim 'more distinct archaeological sites here than on any other university campus in the country—maybe even in the world!' As such, UW-Madison is re-conceptualizing how the entire campus landscape can serve as a classroom and can address learning goals for students. Inhabited for 12,000 years, we will discuss the environmental and social transformations of our place and of our landscape captured through the eyes of the UW student body. We will see reflections of our campus community's relationship and understanding of the First Nations of the western Great Lakes by visiting buildings and campus markers that illuminate our journey from Dejope (Four Lakes) to Madison."

Option 2: CHILDREN'S COOPERATIVE BOOK CENTER

Megan Schliesman

The Cooperative Children's Book Center (CCBC) is a statewide children's and young adult literature book examination center and resource library. The CCBC serves preservice and practicing teachers and school and public librarians across the state. The tour will highlight CCBC collections (including review copies of most of the new children's trade books published annually) and services to Wisconsin educators.

Option 3: THE CULTURAL IMPACT AND EVOLUTION OF PRINTED TEXT: MEMORIAL LIBRARY'S SPECIAL COLLECTIONS / RARE BOOKS

Deborah Rosenberg

Books have a rich history, and UW-Madison houses many examples on the 8th floor of Memorial Library in Special Collections / Rare Books. Explore the field of print culture to consider the history of who reads and why, or to examine early manuscripts with marginalia (where it is ok to write in your book), serialized installments of Sherlock Holmes and Charles Dickens, and much more.

WORKSHOPS & ROUNDTABLES

Option 4: CRAFTING DIGITAL TEXTS IN RESPONSE TO LITERATURE

Lindsay Stoetzel

PLEASE BRING YOUR IPAD TO THIS SESSION AND A CHILDREN'S / YA BOOK IN MIND

In this workshop, we will explore how to intentionally support student writers to attend to multimodal dimensions of author's craft when designing in digital spaces. Using children's/YA literature as a springboard for response, we will look at digital texts in the form of podcasts, digital stories, and infographics. The majority of our time will be spent in active design as participants will be provided with resources and tools to craft their own digital texts in response to a book of their choosing. Ultimately, you will be able to bring your newly created mentor text back to the classroom for K-12 students or pre-service teachers to engage in a similar process of exploring and designing digital texts.

Option 5: ROUNDTABLE SESSIONS (For this option, you are free to roam around, listen in, or sit and visit with the people at the discussion. It is suggested that you visit 1-2 in the first 45 minutes, and another 1-2 in the second half of the session)

5.1 MAKING EVERY MINUTE COUNT: EXPLICIT AND IMPLICIT ACTION LANGUAGE WITHIN COGNITIVELY GUIDED MATHEMATIC WORD PROBLEMS

Johanna Groene

What if we could bolster literacy and comprehension while attending to mathematical tasks? Does the explicit action of a word problem offer an even more powerful moment for a student to master two content areas at one time? This roundtable discussion will explore the first phase of the study examining Cognitively Guided Instruction word problems and the unique opportunity it provides for decoding language, while at the same time reinforcing problem solving and reading comprehension. Both feats would prove to be very impactful for our EL and low-socio economic students.

5.2 THE POPULATION WITHOUT A PICTURE BOOK

Allison Murrow

"Unfortunately, too often children in the United States are not exposed to print or digital materials that reflect themselves and their culture. This can have harmful effects on a child, as such an absence impacts self-esteem." (ALA, 2014). If one out of every 8 children in the United States experiences anxiety (ADAA, 2016) where are the picture books that even mention the word? In this session, we will discuss this missing link and collaborate on how to fill this void with new and current resources.

5.3 HIGH-STAKES TESTING: A MEASURE OF FAILURE

Stephanie Shedrow

The promise that high-stakes testing would once and for all close the achievement gap between white students and students of color in the United States has not come to fruition (Manna, 2011; National Research Council, 2011). Leonardo (2007) has even declared that testing gives whites a “license to declare students of color failures” (p. 269); and it is well documented that testing has increased the dropout rates of African American and Latino Students (Darling-Hammond, 2007). But what about white and middle-class students who are also declared failures? This qualitative case study takes an in-depth look at five students who struggle with testing by examining the consequences that accompany the label of “failure” and the impact it has the students’ families and home-lives.

5.4 RE-WRITING COLLEGIATE FOREIGN LANGUAGE INSTRUCTION: INTEGRATING READING AND WRITING WITH A FOCUS ON MEANING DESIGN

Lauren Goodspeed

Over the past twenty years, multiliteracies pedagogy has featured prominently in postsecondary foreign language (FL) education research. Its uptake in instructional practice, however, has been far less widespread—particularly within writing instruction. This presentation argues for the reading of authentic texts for writing in FL instructional practice to promote literacy as well as language acquisition. Through data presented on the socially and culturally based linguistic and schematic resources collegiate French learners gain by engaging in genre-based writing tasks, this presentation demonstrates how integrating reading and writing in the FL classroom leads learners to a critical understanding of meaning design.

5-5 THE OYA SISTERS: CIRCLES OF SUPPORT FOR AFRICAN AMERICAN GIRLS

Rosa Burdilis & Maria Loy

The Natural Circles of Support Program was originally created to improve the academic achievement and behaviors of African American boys, but at Hawthorne Elementary School in Madison, the biggest need arose with our black girls. The program encourages self-awareness and self-confidence by examining stereotypes and exposing the girls to positive African-American role models, while providing a space for social-emotional growth, school engagement, and relationship building. These 4th and 5th grade girls call themselves the Oya Sisters, after the Yoruba goddess known for protecting women and girls. They meet once a week with a facilitator to focus on topics of importance to them: stories from their lived experiences, making connections to young women in high school and college, or thinking about the legacies they might leave. This roundtable is not only a chance to hear how the program works, but also a place to discuss the multiple roles, goals, and literacies of young African American girls

Friday, June 23rd.

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EXCURSIONS

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Option 1: SO YOU THINK YOU KNOW WHAT A BOOK IS? THE KOHLER ART LIBRARY

Deborah Rosenberg

Chosen from the extensive Artists' Book Collection at the Kohler Art Library, this excursion is an exceptional opportunity to view “the book” as art, as protest, as engineering marvel, and pure beauty. Books made by artists expand our concept of what a book can be and turns it upside down. These imaginative, handmade gems shine a light on the book as a worthy object, not just a container for text.

WORKSHOPS & ROUNDTABLES

Option 2: LIGHTS, CAMERA, ACTION! IMPROV THEATRE AS A SITE FOR PROBLEM-SOLVING

Session note: This session requires lots of movement and acting silly

Mary Zuidema, PhD

In this session, participants will be introduced to theatre-in-education by playing improvisation comedy games and examining the ways in which theatre can challenge power dynamics, disrupt notions of privilege, and offer an alternative form of meaning-making for students to develop innovative literacy skills.

Option 3: LITERACY AND THE DESIGN THINKING PROCESS

(Intended audience K-3rd grade)

Christiane Wood, PhD

Are you looking for a way to blend the Common Core standards with the deeper literacy learning skills you know kids need today? Or are you trying to incorporate maker mindsets in your school or classroom? This session will give you the foundation you need to support students in The Literacy-Design Thinking Process which allows students to practice literacy skills while growing their collaboration, critical thinking, communication, imagination, and creativity. Join me to experience open-ended literacy projects that encourage children to use their imagination and creativity to build something out of nothing, solve problems and learn to work together – all of which develops early literacy skills. Tools, scaffolds and project ideas will be provided for you to take directly back to the classroom.

Option 4: USING PICTUREBOOKS TO TEACH COMPREHENSION

Frank Serafini, PhD

Classroom teachers need to develop the analytic skills and vocabularies to discuss visual images in contemporary picturebooks. In addition, they need to be able to effectively demonstrate the strategies needed to comprehend contemporary picturebooks. This session will present numerous ways to use picturebooks to develop reading strategies in young readers.

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5.3 SEVEN GRANDFATHER TEACHINGS: NATIVE AMERICAN FAMILY STORYTELLING

Jenna Quilty & Steffenie Williams

This roundtable focuses on a Native American Storytelling program for Native children and their families. Funded through a grant provided by Rachel Byington, the program centers on the Seven Grandfather Teachings story, which is a Native American folktale passed on through many tribes. Children ages 3 through 10 came with their families once every week to discuss one of the Seven Grandfather Traits, such as love, honesty, or courage. The families and the children wrote their version of the grandfather story using their own lived experiences. These stories were made into hardcover books with digital versions to read and share.

5.4 ANCIENT GRUDGE TO NEW LOVE: A REMIX OF A ROMEO AND JULIET UNIT

Timothy Jansky

A remix by definition is altering an original piece of media or text by adding, rearranging, or removing pieces to create a new piece of media or text. Join discussions at this roundtable to hear how Tim Jansky remixed his Romeo and Juliet unit to best capture the multimodal student-driven composing that was already happening in his ninth grade English classroom.

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