

**2017 Annual Conference of the American Reading Forum (ARF)  
Sundial Beach and Tennis Resort, Sanibel Island, FL  
December 6-9, 2017**

**“Literacy and Design: Understanding the Interconnections and Implications”**

**Conference Chairs:** Emily Howell, Iowa State University, [ehowell@iastate.edu](mailto:ehowell@iastate.edu); Zoi Philippakos, UNC Charlotte, [zphilipp@uncc.edu](mailto:zphilipp@uncc.edu)

The New London Group (1996) was concerned with how literacy pedagogy was changing in an increasingly globalized and technological world, and one of their key concepts in the description of this change was that of design. They explained:

The key concept we introduce is that of Design, in which we are both inheritors of patterns and conventions of meaning and at the same time active designers of meaning, we are designers of social futures—workplace futures, public futures, and community futures. (NLG, 1996, p. 65).

More recently the concept of design as it relates to literacy has been expanded. For example, Kress (2003, 2010) situated his notion of design in semiotics and Jenkins and colleagues discussed design in terms of new media literacies (Jenkins, Clinton, Purushotma, Robison, & Weigel, 2006; Jenkins, Kelley, Clinton, McWilliams, & Pitts-Wiley, 2013). These perspectives often extend literacy beyond written prose and emphasize the need for designing and decoding multimodal texts especially considering the affordances of digital tools. Thus, design is emerging as a key concept concerning not only the *what* of literacy (i.e., what students learn and teachers teach), but also the *how* of literacy (i.e., teaching and learning practices and research methods for understanding those practices).

Others consider design not in understanding what literacy is or its emerging forms, but instead as a methodological approach aimed at understanding problems in literacy and potential interventions to achieve identified goals for literacy education in specific contexts. For instance, Reinking and Bradley (2008) discussed that the approach of formative or design experiments, also discussed under the terms of design-based research or design research, stemmed from a need to translate research from tightly-controlled laboratory environments to the messier reality of classrooms. These approaches employ a process of iterative design to apply theoretical understandings to classroom environments, but with the intent of realizing humbler, local theories that increase pedagogical understanding and practical application. In her recent discussion of practice-embedded educational research, Snow (2015) also discussed “how crucial design expertise” (p. 463) is within the domain of education research.

Whether in analyzing what forms of literacy exist today or in how literacy is researched, *design* emerges as a fundamental concept. Thus, the American Reading Forum 2017 conference theme addresses how design can be utilized to further literacy theory, research, and practice. Topics could include design of lessons and inquiry in classrooms; researcher and practitioner partnerships and the design they include; the place of design in literacy practices for effective communication in an inter-connected, technological world within which literacy is enacted;

educational standards and assessments and their inclusion and/or exclusion of design; and preparation of current and future teachers regarding the concept of design.

The 2017 conference theme calls for participants to submit proposals, panels, and/or problems court sessions that connect with the concept of **design, broadly considered**. We extend an invitation to all members of the Reading/Literacy community to participate in the 2017 American Reading Forum Conference and to submit proposals for peer review. Proposals should be submitted to: **americanreadingforum17@gmail.com**.

***Keynote Speakers for the 2017 Conference:***

**Dr. David Reinking**, Eugene T. Moore Professor of Teacher Education in the School of Education at Clemson University

**Dr. Phil Wilder**, Assistant Professor in Literacy Education at Clemson University.

**Dr. Sara Kajder**, Clinical Assistant Professor, Department of Language and Literacy Education, University of Georgia

**Dr. Kelly Chandler-Olcott**, Laura J. and L. Douglas Meredith Professor for Teaching Excellence and Associate Dean for Research in the School of Education at Syracuse University.

***Important Dates:***

August 1, 2017 – Deadline: proposals for papers, panels, and problems courts due

September 1, 2017 – Feedback on proposals will be sent out via email

October 1, 2017 – Graduate student proposals must be submitted

October 1, 2017 – Early bird conference registration ends

November 1, 2017 – Feedback on graduate student proposals will be sent out

November 2017 – Attendees must make reservations at the Sundial

November 11, 2017 – Online conference registration ends

December 6-9, 2017 – Conference @ Sundial Resort, Sanibel Island, FL

**General Information**

Proposals for papers, panels, problems courts, and advancing literacy sessions will be considered for inclusion in the 2017 American Reading Forum Annual Conference Program if they are received by August 1, 2017. Conference proposals are peer-reviewed and all presenters are expected to register and attend the conference to present. The membership of the American Reading Forum has consistently requested that people submit proposals only if they fully believe presentation obligations can be met.

Generally, a person will appear only once as a presenter in the program but could also appear as a reactor for one of the various sessions. It is our hope that all presenters will become active conferees. All presenters are invited to submit their papers for consideration for publication in the Yearbook of the American Reading Forum. Reactors and members of the audience are invited to write reactions for such consideration. However, if the original paper is not accepted in the peer review process, related reaction papers will be dropped from consideration.

## **Guidelines for Submitting Proposals**

**Paper sessions** will be limited to 30 minutes (may be less time depending on availability). The program committee will schedule two to four papers on related topics in a time slot. If individuals submitting the proposal have not named a reactor, the program committee will appoint a reactor who will start the sessions and facilitate a 10-minute reaction to the papers, including comments and questions from the audience. Special arrangements may be made for paper presentations that need more time, depending on schedule and availability.

**Panel sessions** will be limited to 60 minutes. Those proposing panel sessions should assemble a program on one topic or multiple but related topics focused on the conference theme. Panel proposers should name their own chairs, reactors, and any others who may have a specific role in the program. Novel approaches, ways of presenting, and/or ways of involving the audience are welcome in the panel sessions. If additional time is needed, please request additional time on the proposal cover sheet.

**Problems Court** sessions will be allotted 60 to 90 minutes. Not more than 30-45 minutes should be spent presenting a problem or problems – connected to the conference theme – that need to be resolved along with possible solutions or courses of action. The remaining 30-45 minutes should be reserved for audience participation. Panel proposers should name their own chairs, reactors, and any others who may have a specific role in the session.

**Advancing Literacy** sessions will be allotted 20 minutes during an all-conference round table session. An advancing literacy paper presentation describes an on-going study – work in the planning stages or theoretical work. Presenters share for 10 minutes with 10 minutes for follow-up discussion.

### **Materials to be Submitted with a Proposal**

**PLEASE, NO NAMES ON PROPOSAL DESCRIPTIONS. NAMES SHOULD APPEAR ONLY ON THE COVER SHEET.**

All proposals must be submitted electronically by August 1, 2017 to Emily Howell and Zoi Philippakos ([americanreadingforum17@gmail.com](mailto:americanreadingforum17@gmail.com)) and must include the following:

1. One cover sheet (include name, institutional affiliation, mailing address, cell/office telephone(s), additional presenter name(s) and their institutional affiliation, mailing address, cell/office telephone).
2. Description of proposal (including proposal type) following specific session guidelines (see next page).

NOTE: Graduate Students interested in a Graduate Student Scholarship should submit their proposals by October 1, 2017 to Nance Wilson ([nance.wilson@cortland.edu](mailto:nance.wilson@cortland.edu)). Information about this scholarship can be found under Graduate Student Award at <http://www.americanreadingforum.org/>.

Receipt of the proposal and notification of the program committee's decision will be sent electronically to the first author.

**Paper sessions** must include a two-to-three-page, double-spaced summary of the proposal including:

- Objectives
- Perspectives or theoretical framework
- Methods and/or techniques
- Data source(s)
- Results, conclusions, point of view
- Educational or scientific importance

**Panel sessions** should be outlined in a two-to-three-page, double-spaced summary including:

- Objectives
- Perspectives or theoretical framework
- Educational or scientific importance
- Key questions for discussion

**Problems Court** sessions should be outlined in a two-to-three-page, double-spaced summary including:

- Objectives
- Perspectives or theoretical framework
- Educational or scientific importance
- Key questions for discussion

**Advancing Literacy** sessions should be outlined in a two-to-three-page, double-spaced summary including:

- Objectives for presenting the work
- Developing Perspectives or theoretical framework
- Developing methods and/or techniques
- Key questions for discussion

Audio Visual Equipment: Data projectors will be provided; however, laptops, or other computer equipment will not be provided. Presenters are responsible for additional equipment, including adapters unique to their laptops. NOTE: Audiovisual equipment (i.e., LCD projectors, screens) are NOT provided for the Advancing Literacy roundtable sessions.

We encourage applicants, ARF members, and conference attendees to promote the conference and the research presented using social media via #ARF17.