

***The Future Is Now:
Exploring 21st-Century Teaching Ideas
with the Next Generation of English Teachers***

2021 NCTE Virtual Annual Convention
On Demand
Thursday, November 18 - Sunday, November 21

Session Chairs

Alan Brown, Wake Forest University
Luke Rodesiler, Purdue University Fort Wayne

*This session is sponsored by the English Language Arts Teacher Educators-Graduate Strand
(ELATE-GS)*

<http://www2.ncte.org/groups/elate/elate-graduate-strand>

Abstract

In this wide-ranging session sponsored by ELATE-GS, undergraduate and master's level pre-service and novice English teachers from across the nation share presentations that explore 21st-century teaching ideas and research-driven pedagogical practices.

In NCTE's online platform, session co-chairs Alan Brown and Luke Rodesiler offer an overview of the session and its history, but the presentations by undergraduate and master's level students are available using Flipgrid. Session attendees will watch videos crafted by student-presenters, each running approximately 8-10 minutes. Attendees are invited to provide video or text comments in response to each presentation they view.

Presentations

Videos of students' presentations, which are listed in the following pages, can be found at <https://flipgrid.com/ec1c56d1>.

Stay Connected to NCTE

You can find more information about the "Future Is Now" session, including student testimonials, past programs, publication opportunities, and media coverage at <https://nctefutureisnow.weebly.com>. On social media, be sure to tag NCTE and use hashtags #NCTE21 and #FutureIsNow21.

2022 NCTE Annual Convention

If you are interested in bringing undergraduate or master's level students to present as part of this session at the 2022 NCTE Annual Convention in Anaheim, California, please email Alan Brown at brownma@wfu.edu for more information. If you are interested in serving as a respondent in next year's session, please email Luke Rodesiler at rodesilerl@gmail.com.

“The Future Is Now” Presentations
available at <<https://flipgrid.com/ec1c56d1>>.

Establishing Classroom Environment: Showing vs. Telling
MJ Ashton, Bradley University

The Monsters Inside Our Heads
Jenna Ellis, Western Michigan University

Teaching Intersectionality with Young Adult Literature
Bailey Rose Inama, Washington State University

Multiple Literacies and Identity in *Wuthering Heights*
Rachel Thomas, Wake Forest University

Integrating Literature to Build Relationships and Resolve Conflict
Madison Siekman, Furman University

Using Assistive Technology to Improve Independent Writing Ability in Students with Autism
Rachel Crawfis, Saint Mary's College, Notre Dame, IN

Crisis Communication: Including Students in the Conversation
Hannah Davidson, Purdue University

Teaching Writers through a Socratic Approach
Peter Doran, Old Dominion University

"But You Say You're Not a Reader?": Exploring the Role of Reader Identity in High School Classrooms
Kaitlyn Blake, Illinois State University

Reimagining and Recreating Educational Spaces: Building Community with Hmong Students
Tepa Yang, University of Wisconsin-Eau Claire

Exploring Gender Roles in Latinx Literature
Lily Valdez, University of Central Arkansas

Teaching All Voices: Using Literature in a Culturally Sustaining Classroom
Mei Li Costa, Brown University

Working with the Grain: Neurodivergence in the ELA Classroom
JoAnna Holly, Bradley University

Teaching Strategies through Jasmine Warga's *Other Words for Home*
Katie Kukulka, Western Michigan University

Exploring Social Justice and Institutional Racism through Literature
Luke Tatum, Washington State University

illuminating the Untold Story:
How and Why it is Important to Explore the Hidden Narrative within the Classroom
Samantha Miller, Saint Mary's College, Notre Dame, IN

An Exploration into the Meaning of Dreams through *Death of a Salesman*
Alexander Farhat, Wake Forest University

Empowering Multilingual Students through Literacy
Helena Sherman, Furman University

Addressing Sensory Deficits of Students with Autism through Classroom Practice
Rebecca Sites, Saint Mary's College, Notre Dame, IN

Breaking Bread, Breaking Bread: Developing Positive Relationships with Elementary-Aged Students with Disabilities (With Applications towards the Secondary Classroom)
Nadia Crace, Purdue University

The Use of Grading Contracts to Support Culturally and Historically Responsive Literacy Instruction
Margaret Fluharty, Old Dominion University

Creating Community with the Arts:
Centering Trust, Belonging, Conflict, and Visibility with Emerging Bilingual Adolescents
Jessica Sharpstein, Fairdale High School, Louisville, KY

A Journey through Immigration
Emilie Gallegos, University of Central Arkansas

Form and Content: An Introduction
Peter Bulan, Brown University

Recovering from COVID-19: Trauma-responsive ELA Teaching in a Post-pandemic World
Hannah Ivy and Jade Sewell, Bradley University

Influencers of Identity Development
Meaghan Anderson, Western Michigan University

Adapting an Honors Literature Course for General Education
Megan Gardenhour, Shippensburg University

Boys with Perms and Monkeys with Shoes:
Race, Assimilation, and Identity in Gene Luen Yang's *American Born Chinese*
Madison Casey, Wake Forest University

English Language Learners in the Classroom:
How Mainstream English Educators Can Prepare for Linguistically Diverse Students
Tara Jensen, University of Delaware

The Relationship between ADHD/ADD and Reading Comprehension
MaryKatherine Dempsey, Saint Mary's College, Notre Dame, IN

Teaching Writing Instruction in the 21st Century
Hanna Cayton, Purdue University

Learning about Race and Microaggressions through YA Literature
Jania Wood, University of Central Arkansas

Latine Identities and You(ng Adult Literature):
A Culturally Sustaining and Responsive Approach to Identity in the Classroom
Maria Rios-Zendejas, Sonoma State University

Lost Stories: The Value of Teaching Queer History and Activism in the ELA Classroom
Maddie Maslan, Bradley University

Comedy as Epideictic Rhetoric in the ELA Classroom
Myfawny Sierra Ruiz, Appalachian State University

Exploring Justice and Morality in Madeline Miller's *Circe*
Jenna Whitener, Wake Forest University

To Read, or Not to Read:
Evaluating the Role of Young Adult Literature in Middle and High School English Classrooms
Kaitlyn Wilson, Keene State College

Building Solid Foundations in Early Literacy Instruction with English Language Learners
Laura Fehr, Saint Mary's College, Notre Dame, IN

There's More Than a Single Story in Our ELA Classrooms
Leani Oliveros, Bradley University

Making Time: Valuing Critical Literacy in the Digital Classroom
Emily Gentry, Texas Woman's University

Celebrating Black Joy through Texts
Kate Massey & Grace Mather, Furman University

The Importance of LGBTQ+ Inclusion in Elementary Education
Alexia Flores, Saint Mary's College, Notre Dame, IN

Circling Back to Move Forward
Crystal Webb, Purdue University

Incorporating Multiple Media in the ELA Classroom:
Role-playing Games as Collaborative Narratives
Daniel Samelson, Bradley University

Making the Grade
Amber Dumbuya, Murray State University

Addressing the Gender Gap through Digital Literacy
Sarah Cvitkovich, Saint Mary's College, Notre Dame, IN

Reading "Classics" in the Classroom is Inevitable; Negating Student Interest Isn't
Drew Wenger, Bradley University

A Sociocultural Analysis of
Frequently Mentioned Book-Length Works in *English Journal* Articles, 2010-2020
Elizabeth Price, University of Arkansas

Identity and Inclusion in the Classroom
Neebelle Khromachou, Texas Woman's University

Lessons Learned by Educators During the Pandemic
Stefanie Chow, University of Delaware

Emphasizing the Value of Multiple Perspectives through *Song of Achilles*
Katie Wooten, Wake Forest University

The Voices of Students Matter: How Student Choice Can Lead to Engaged Reading
Megan Williams, Bradley University

***Thanks to the following teacher educators for supporting students' participation in
"The Future Is Now":***

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