

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

2022 NCTE Annual Convention
Anaheim, California
Sunday, November 20, 10:30 AM PST to 11:45 AM PST
Session P.30, Room 204-B

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.

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 #NCTE22 and #FutureIsNow22.

2023 NCTE Annual Convention

If you are interested in bringing undergraduate or master's level students to present as part of this session at the 2023 NCTE Annual Convention, 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 (Virtual and In-Person)

Virtual Presentations may be viewed at <https://flip.com/9ced706a>.

Table 1

Using Multiple Modalities to Access Content within the HS ELA Classroom
James Watson, University of Notre Dame

This is my Favorite Tape: Fostering Student Engagement Through Diverse-Media Approached Analysis
of Musical Albums
Brett Nelson, Brigham Young University

Using Social Media Productively Inside the Classroom
Kelsey Gawel, Bradley University

Table 2

Critical Thinking in the Desegregated Classroom
Maria Luisa Manley, Winthrop University

The Role of Dialogue in Field Instructor: Teacher Candidate Efforts to Develop Frameworks for Socially
Just ELA Instruction
Shannon Maney-Magnuson, Illinois State University

Teaching Political Efficacy Through the Lens of Contemporary Social Issues
Kestra Engstrom, Washington State University

Table 3

Tempered Glass: Centering LGBTG+ Students in Inclusive Curriculum and Critical Discussions
River Gallagher, Texas Woman's University

Queer Belonging in Education: A Conversation on Queerness in Teacher Preparation Programs
Danielle Parker, Colorado State University

A Holistically Queer Approach to Education: Classroom Management and Curriculum
Chris Pratt, University of Delaware

Table 4

Queer YA Literature as a Catalyst for Critical Conversations in the High School Classroom

Bayley Goldsberry, Brigham Young University

Beyond Coming Out: Engaging with Queer Reparative Stories in YA Literature

Jace Brown, The Ohio State University

Diversifying Literature: In Defense of Queer Lit in the Classroom

Lacy Wolfe, Kennesaw State University

Table 5

Reviving Wilted Life: Combating Environmental Racism and Empowering Youth through Literature

Bailey Inama, Wake Forest University

Supporting Self-Identity of Neurodiverse Students

Zero Marshall, Colorado State University

Feminism, Compassion, and Understanding

Julie Nelson, Southern Oregon University

Table 6

“Harrison Bergeron” and the Equality Question

Caroline Pope, Wake Forest University

Worlds of Possibility: Using Young Adult Science Fiction to Rebuild Community

Abigail Byrnside, Illinois State University

Cultivating Student Spirituality and Cultural Intellect Through YA Magical Realism

Aria Crawford, University of Wisconsin Eau Claire

Table 7

How Sharing My Writing with Students Built Classroom Community (and Confidence!)

Abby Marchant, Brigham Young University

The Personal and the Universal: Middle Schoolers as Readers and Writers of Graphic Memoirs

Ella Wood, University of Notre Dame

Using the Power of Story to Teach the Next Generation of Teachers

Kaylee Smedley, Brigham Young University

Table 8

Defining the Ambiguous: Integrating SEL Practices into English Curriculum
Marion Morrow, Brigham Young University

Preparing for Media Literacy and Social & Emotional Learning
Kishwar Zia, Texas Woman's University

The Call of a Teacher: Fanning the Flames of Teacher Burnout
Corinne Downs, Brigham Young University

Table 9

Stop Blessing My Heart: Enhancing Student Ability by Eliminating
'Bless your Heart Points' in the Classroom
Constance Reynolds, Kennesaw State University

The Trouble with Transfer: Shrinking the Knowledge to Performance Gap
in Pre-Service and Practicing Teachers
Rachel Stanger-Wirth, Brigham Young University

English Teaching Graduates: Where Are They Now?
Madi Hancey, Brigham Young University

Table 10

Student Engagement and Achievement through Research Access
Katrin Jerome, Southern Oregon University

Engaging Technologies: Innovation in the English Classroom
Alex Wall, Montana State University

Opening Up Opportunities Within Education: A Summer at the U.S. Department of Education
Madison Simpson, Brigham Young University

Table 11

Setting Expectations in the Classroom through Self-Regulated Learning & Reflection
Mercedes Allen, Brigham Young University

An Inquiry into Changing Cultures of Power
Stefanie Chow, University of Delaware

Finding Your Peers: Overcoming First-Year Teacher Isolation by Observing Co-Workers' Classrooms
Emily Hawks, Brigham Young University

Table 12

Analyzing the “Classics” Through Manga: Allowing Students to Connect With Literature
in a Contemporary and Accessible Format
Melissa Martin, Bradley University

Teaching Multicultural Literature in a ‘Canceled’ Society
Mattie Wood, Kennesaw State University

Exploring the Intersection Between Education and Linguistic Justice
Angela Tran, University of Delaware

Table 13

Morality and Mortality in Shirley Jackson’s “The Lottery”
Lily Richards, Wake Forest University

Exploring Reading Habits and Identities of Adolescent Boys Who Identify as Avid Readers
Marcelino Olivarez, Central Michigan University

Take a Poem, Flip It and Reverse It: Poetic Rearrangement as a Transactional Theory Exercise
in the Secondary Classroom
Alicia Landrum, Kennesaw State University

Table 14

Beyond Boxes and Borders: Discovering Identity in *Bless Me, Ultima*
Marilla Morrison, Wake Forest University

Picturebooks as Visual Literacy in K-12 Classroom
Denise Sharkey, Rachel Ruff, and Michelle Arceo; Eastern Washington University

Manipulation of Mobs and Mob Mentality in Shirley Jackson’s “The Lottery”
Angela Alvarez, Wake Forest University

“The Future Is Now” Presentations (Virtual Only)

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Hear Us: Voicing The Harsh Realities of Chicago Educators as Depicted in Abbott Elementary
Jadylyn Rogers, University of Illinois at Chicago

The Power of Social Reading
Claire Doyle, Saint Mary's College

Minecraft in the Classroom: It Can Be More than a Distraction
Mandy McMasters, Kennesaw State University

Choose Your Own Adventure: Interactive Fiction and its Place in the English Classroom
Kira Rhodeback, Kennesaw State University

What about Young Adult Literature? Teachers' Perceptions of and Methods for Teaching YAL
in Secondary English Classrooms
Allison Poli, Central Michigan University

On the Same Side: Forging Parent-Teacher Relationships in Conservative School Communities
Regarding Social Justice Teaching
Sara Daniels, Central Michigan University

Using Dialogic Reading Strategies to Facilitate Literacy Teachers' Professional Development in Uganda
Janet Nantumbwe and Claire Doyle, Saint Mary's College, Notre Dame, Indiana

Memory and Character Identity in Toni Morrison's *Beloved*
Erin Marlow, Wake Forest University

Family, Sage, and Coming of Age: Exploring Adolescent Identity Development in *Bless Me, Ultima*
Luke Tatum, Wake Forest University

Art, Relationships, and Coming of Age: An Exploration of Adolescent Trauma
in Jandy Nelson's "I'll Give You the Sun"
Chris Keiser, Wake Forest University

To Lie or Not to Lie? The Role of Dishonesty in *Hamlet*
Alex Grey, Wake Forest University

Income Inequality and *The Great Gatsby*
Bailey Runkle, University of Central Arkansas

Critical Conversations about Tiffany Jackson's *Grown*
Kaley Hale, University of Central Arkansas
Representations of Code Switching and Identity Negotiations in *The Hate U Give*
Kari Wood, University of Central Arkansas

Racial Injustice and *Dear Martin*
Rachel Lowe, University of Central Arkansas

Religion, Identity, and YA Literature
Shelby Ellison, University of Central Arkansas

5E Learning Cycle: Adapted
Sarah Laney, Brianna Moore, and Titianna Ellis, Troy University

Ecopoetic Agitation: Teaching Ecopoetry to Inspire Climate Change Connection and Activism
Kate Beaudoin, Montana State University

Striving in the Face of Injustice in Megha Majumdar's *A Burning*
Siri Pierce, Brown University

Clap When You Diversify Your Reading List: Exploring Clap When You Land as Latinx Representation
in the Classroom
Marie-Anne Barrón, Brown University

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