

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

2023 NCTE Annual Convention
Columbus, Ohio
Sunday, November 19, 10:30-11:45
Aminah Robinson Grand Ballroom C, Hilton 402

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 #NCTE23 and #FutureIsNow23.

2024 NCTE Annual Convention

If you are interested in bringing undergraduate or master's level students to present as part of this session at the 2024 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/81c53a3d>.

Table 1

Exploring Teacher Readiness and Inclusion of Asian-American Literature
in Secondary English Classrooms
Akira Park, Washington State University

Examining Middle Eastern Authors and Characters in Young Adult Literature
Sahba Farahbakhsh, Eastern Washington University

All the Versions of All the Stories Ever Told:
Identity and Storytelling in Daniel Nayeri’s *Everything Sad is Untrue (A True Story)*
Rachel Thomas, Wake Forest University

Table 2

Classroom Conversations that Promote Anti-Racism using Children’s Literature
Kate Massey and Abbey Miller, Furman University

Incorporating Linguistic Justice into *A Raisin in the Sun* Unit Plan
Savannah Harris, Michigan State University

Minorities Becoming Majority through Multicultural Texts
Joanie Cox, Kennesaw State University

Table 3

Museums as Springboards to Discovery
Abby Boquist, West Chester University of Pennsylvania

To Reach the Stars, First We Must Fall: Reframing Failure Through *Celeste*
Kiernan Green, James Madison University

Is it Doodling or Visual Note-Taking? Utilizing Visual Notes with *The Lightning Thief*
Rachel Wood, Indiana University Southeast

Table 4

Harkness: Activism Through Discussion

Marissa Luzac, Alma College

Pride Goeth Before the Fall:

Exploring Hubris through Ozymandias and Other Works of Poetry with Socratic Seminar

Alex Maher, Indiana University Southeast

Socratic Seminars: Unveiling the Power of Classroom Discussion

Anna Andrel, Kennesaw State University

Table 5

Improving Student Writing Through RADaR Revision

Grace McGill, Western Illinois University

Using Inquiry to Drive Revision

Mercedes Allen, Brigham Young University

Giving Students Agency by Using Twine in the Classroom

Jordan McCloud, Kennesaw State University

Table 6

Translanguaging Pedagogies in the ELA Classroom

Katherine Mouganis and Natalie Glover, Hope College

Exploring Student Engagement through Translanguaging

Margaret Nemergut, James Madison University

Outcomes of Students' Writing

Mindy LoBello, Dublin Scioto High School (Dublin, Ohio), The Ohio State University

Table 7

Understanding WHY: Communicating Intention in the ELA Classroom

Elizabeth Smith, Highland High School (Medina, Ohio), The Ohio State University

Understanding Motivation Inside and Out
Casey Jokay, University of Georgia

Giving Students Creative Freedom through Choice Boards
Haley Pittman, Indiana University Southeast

Table 8

Teaching the Intricacies of Family Through Short Stories
Andrew Silagi, Hope College

May the Tabs Be Ever in Your Favor: Decoding Rhetoric and Themes in *The Hunger Games*
Alyssa Hill, Indiana University Southeast

Connections and Relevance with *The Crossover*
Amber Appiah Kubi and Amanda Loreman, Jere Baxter Middle School

Table 9

Immigrant and Refugee Stories: A Thematic Text Set
Stephanie Chilado, Utah Valley University

Bridging Borders: Exploring the Refugee Crisis through Literature
Makenzie Emily, Indiana University Southeast

Connecting Holocaust Literature to Social-Emotional Learning
Piper Ogden, Saint Mary's College

Table 10

What We Owe to Each Other:
Cultivating a Sense of Community with Democracy in the Classroom
Chloe Merriman, The Ohio State University

Secret Toil: *Frankenstein*, Creation, and (Un)ethics
Savannah Smith, Wake Forest University

Utilizing AI in Writing
Hailey Alcathe, Samantha Chancellor, and Logan Henson, Troy University

Table 11

The Need for Neurodiverse Literature

J. Bruno, Michigan State University

Teaching Social Injustices Through Young Adult Novels

Kelly Chapman, Eastern Washington University

Social Action in the Classroom Community

Emily Van Der Weele and Lily Bohde, Purdue University Fort Wayne

Table 12

Student Choice in Trauma-Informed Pedagogy

Kaylee Smedley, Brigham Young University

Trauma-Informed Teaching Practices: A Qualitative Study in a Midwest Suburban Context

Regan Detwiler, New Albany High School, Ohio State University

Critical Literacy with Young Minds

Savannah Higgins, Vanderbilt University

Table 13

Using the Outdoors as Your Classroom

Wren Stiner, Kennesaw State University

Building Voices: Teaching Authentic Op-Ed Writing

Kellie Winterton and Kelly Cabrerros, Utah Valley University

Learning Others by Learning Ourselves: Making Identity Visible in and Through Reading

Bailey Ramer, Indiana University Southeast

Table 14

Integrating Culture & Authenticity: Using TED Talks in the Secondary English Classroom

Maci Ferre and Sabrina Mendez, Utah Valley University

Reinventing a Text:
How Incorporating Fan Fiction in the English Classroom Helps Foster Students' Creativity
Isabella Carapellotti, Kennesaw State University

Using Movie Scripts in the ELA Classroom
Makaya Sheats, Kennesaw State University

Table 15

Slowing Down Our Reader Responses
Brooklyn Vogel, Illinois State University

Don't Believe Everything You Hear: Teaching Critical Media Literacy through "the Leeds 13"
Liz Shanks, James Madison University

But Some Are More Equal Than Others: Hypocrisy in Ideal Governments and Why They Fail
Jayna Palumbo, Wake Forest University

Table 16

Connecting to the Canon: Using Multimodality to Teach *Of Mice and Men*
Jenna Stetina, James Madison University

Mass Hysteria!!! Immersing Students into The Salem Witch Trials using *The Crucible*
Taylor Lockhart, Indiana University Southeast

Important Conversations Around *To Kill a Mockingbird*
Rebecca Hallman, Michigan State University

Table 17

Growing Up Chicago: The Evolution of a City through Storytelling
Megan Gallardo, University of Illinois at Chicago

Using Poetry Anthologies to Connect to Writing
Kawehilani Leffler, Indiana University Southeast

Understanding Identity through Community and Culture in Jason Reynolds' *Long Way Down*
Taylor Whitman, Wake Forest University

Table 18

A Medley of Musicals: How to Use Musicals in the ELA Classroom as a New Narrative Text
Robby Hogsten, Kennesaw State University

Scared to Engage? Scare, to Engage!:
Benefits of Using Horror Literature in the Secondary Classroom
Randy Swim, Purdue University Fort Wayne

Reading Graphic Novels in ELA Classrooms
Tiffany Horton, Matthew Smith, and Theresa Weber, Shippensburg University

Table 19

Prioritizing Student Choice in Classrooms: Collaborative Rubric Building
Sara Peeper and Dallas VanAcker, Michigan State University

Creating Resources with Students
Jessamyn Greenbride, University of Georgia

More than Creativity: The Benefits of Engaging Students through Creative Writing
Rachel Sweningson, University of Arkansas

Table 20

Arts & Place Based Pedagogies:
Creating Connections Outside the Classroom to Enhance Student's Learning
Andrew Rubas, West Chester University of Pennsylvania

Let's Get SmART about ELLs
KC Thoman, West Chester University of Pennsylvania

Reimagining ELL Training in Teacher Preparation Programs
to Meet the Needs of Diverse Learners
Teagan McDonough, University of Delaware

Table 21

Legislation and Learning: Navigating Text Selection in the Secondary Classroom
Emma Slater, Brigham Young University

Deepening Literary Analysis: Making Mentor Texts Matter
Margaret Guggenberger, University of Notre Dame

We Need More Context: Deepening Students' Understanding and Appreciation
of Language and Grammar Through Contextualized Instruction
Nathan Lobb, Bradley University

Table 22

How to Use Classics with a Modern Lens for the 21st Century Student
Anne Van Tieghem, Western Illinois University

Teacher Identity and Wellness: Designing a Course for/in Precarious Times
*Alannah Dalton, Kyla Diggs, Kaiu Ricketts, Morgan Rush, and Kyra Stewart,
Salisbury University*

“The Future Is Now” Presentations (Virtual Only)

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Where Have All the Black Teachers Gone? A Look Into the College Majors of Black
Undergraduate Students
Carter, Towson University

What's the Buzz? Gauging Social Media Integration
into Teaching English Language Arts (ELA) Skills and Content
David Kuriny Jr, Towson University

Engaging Hands, Heads, and Hearts: Hands-on Social Emotional Learning through STEAM
Erik Wikane and Kara Seidel, University of Maryland Baltimore County

Being a Forefront for Change
Logan Petrie and Mae Lotts, Bridgewater College

Sports! Not Just for the Coaches: Bringing Sports to the ELA Classroom
Sara Robinson, Purdue University Fort Wayne

Learn to Rest, Not to Quit
Aaron Brosman, Purdue University Fort Wayne

If You Can't Play the Game, Write About It
Dylan Malone, Purdue University Fort Wayne

How We Mourn: An Exploration of Culture and Grief in Kitchen
Anahel Novo, Wake Forest University

Money and Relationships: How Wealth and Inheritance Affect
Relationships in F. Scott Fitzgerald's *The Great Gatsby*
Emerson Crichton, Wake Forest University

Emphasizing Empathy ELA Education
Terry Mantoath, University of Alabama

Exploring Young Adult Literature as a Catalyst for Teaching About Sexual Assault,
Misogyny and the #MeToo Movement
Victoria Cagle, University of Alabama

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participation in "The Future Is Now":***

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