

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

2013 NCTE ANNUAL CONVENTION
SESSION L.23
SUNDAY, 11/24, 8:30-9:45
SHERATON INDEPENDENCE BALLROOM WEST

Session Chairs

Alan Brown, Wake Forest University
Luke Rodesiler, University of South Florida

This session is sponsored by the CEE-Graduate Strand (CEE-GS)
<http://www.ncte.org/cee/graduate>

Abstract

In this wide-ranging session sponsored by the CEE Graduate Strand, undergraduate and master's level pre-service English teachers from across the nation will lead roundtables exploring 21st century teaching ideas and best practices.

The session will open with a brief welcome by co-chairs, Alan Brown and Luke Rodesiler. Then, session attendees will join one of twelve roundtables facilitated by pre-service teachers from fourteen universities. Each presentation will last for 15 minutes. After two presentations (30 minutes total), session attendees will rotate to another table to hear two more fifteen minute presentations. In sum, attendees will have an opportunity to hear four different presentations.

NCTE 2014

If you are interested in bringing undergraduate or graduate students to present as part of this session in 2014 in Washington, D.C., please e-mail Alan Brown at brownma@wfu.edu.

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Susanna Benko (Ball State University)
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Ryan Rish (Kennesaw State University)
Melanie Shoffner (Purdue University)
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Patricia Waters (Troy University)
Nigel Waterton (Montana State University)
Margarita Zisselsberger (Loyola University Maryland)

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Christy McDowell (Western Michigan University)
Nicole Sieben (Adelphi University)
Jill Smith (The Ohio State University)
Kelli Sowerbrower (Georgia State University)
Amanda Stearns (University of Wisconsin-Eau Claire)
Paula Taylor-Greathouse (University of South Florida)
Jennifer VanDerHeide (The Ohio State University)
Larkin Weyand (The Ohio State University)
Victoria Whitfield (Autauga County School System, Prattville, AL)
Allison Wynhoff-Olsen (The Ohio State University)

Table 1:

"*Et tu, Brute?*": The Real World Costs of Betrayal in Literature
Jordan R. Daniels, Wake Forest University

“What’s Done Cannot be Undone.” But, What’s Invented Can be (Re)Invented:
A 21st Century Approach to Teaching Shakespeare
Casey Earl, Ball State University

Table 2:

Discovering the Secrets of the You-niverse:
Navigating Adolescent Identity through the World of Literature
Kate Youngblood, Wake Forest University

Teaching with Purpose: Making Connections between Reading and the ‘Real World’
Cristin L. Richards and Ashley Hall, Francis Marion University

Table 3:

Discerning Children in War, and the War within Children
Erika Bunpermkoon, Wake Forest University

Indian Education Act (of Montana) and Culturally Sustaining Pedagogy
Abbie Bandstra, Montana State University

Table 4:

“A Place to Which to Flee”: Adolescents’ Pathways of Escape in Literature
Matthew Koval, Wake Forest University

Critical Engagement Across Multiple Texts of *The Great Gatsby*
Megan Hubbard, The University of Alabama

Table 5:

Developing Empathy through Identity Enactment Techniques
Caroline Fisher, Wake Forest University / Montrose School (Boston, MA)

Developing a Pedagogy of Empathy: Exploring Difference, Identity, and Values
through Collaborative Inquiry, Dramatic Monologues, and Public Dialogue
Ashley Jones and Kameo Miller, University of Missouri

Table 6:

Integrating Folklore into Secondary English Classrooms
Jamie Lynn Joyner, University of North Carolina Wilmington

Deconstructing the Disney Delusion:
Exploring Rerendered Representations of Grimms’ Fairy Tales in Language Arts
Jessica Jacob, University of North Carolina Wilmington

Table 7:

Rebels with a Cause: Exploring Student Literacies through Collaborative Writing of Zines
Kyle Jones, Kennesaw State University

Exploring Students' Development of Written Mathematical Explanations
Lauren Catts, Loyola University Maryland

Table 8:

Small City Schools: Creating Engagement through Classroom Management
Rachel Scibetta and Ashley Kelly, Troy University

Rural Schools: Creating Engagement through Classroom Management
Alexandria Watson, Troy University, and Elizabeth Huggins, Troy City Schools

Table 9:

Challenging the Expert Blind Spot: Reflecting on How We Know What We Know in English Education
James Herman, Purdue University

Moving Beyond Reading Programs: Building Communities of Lifelong Readers
Elizabeth Smith and Amanda M. Graham, Francis Marion University

Table 10:

LGBTQ Visibility and Teacher Education
Lane Vanderhule and Megan Brown, The Ohio State University

Overwriting Stereotypes: Using Narrative Writing to Teach Critical Perspectives
Elena Harriman, Montana State University

Table 11:

Using Funds of Knowledge to Support Student Writing Development
Kim Foster, Kennesaw State University

What are They Writing?
Balancing 21st Century Social Media Writing with Traditional Academic Expectations
Rachel Johnson, Ball State University

Table 12:

In“TaCT”’: Technologies and Co-Teaching
Claire Hearn and Leunika Huguley-Pogue, Jacksonville State University

iPads in the Classroom & Readers' Perceptions
Devery Bellingham and Nicole Westenskow, Brigham Young University