**MIDDLE TENNESSEE STATE UNIVERSITY.**

**COLLEGE OF EDUCATION**

# LITERACY RESEARCH CONFERENCE 2024

Saturday, Feb. 24, 2024
8:30 a.m.–4:00 p.m.

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11th Annual
**2024 LITERACY
RESEARCH CONFERENCE**

## SCHEDULE

| | | |
|---|---|---|
| 8:30–9:00 | **Registration** Light Refreshments | |
| 9:00–10:15 | **Keynote** COE 160 | |
| 10:30–11:30 | **Session I** | |
| 11:30–12:30 | **Lunch Poster Session** | |
| 12:30–1:30 | **Session II** | |
| 1:45–2:45 | **Session III** | |
| 3:00–4:00 | **Session IV** | |

Sponsored by the
MTSU Literacy Studies Ph.D.
Program

# MIDDLE TENNESSEE
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LITERACY RESEARCH CONFERENCE 2024

# KEYNOTE SPEAKER

College of Education Room 160
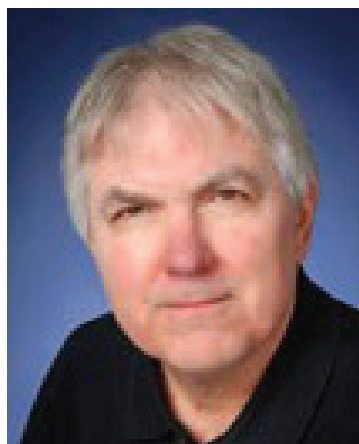


## ART GRAESSER
**Conversations with computer agents can help adults comprehend difficult material: A fusion of psychology, AI, education, and linguistics**

**Art Graesser** is emeritus professor in the Department of Psychology and the Institute of Intelligent Systems at the University of Memphis, USA, as well as an Honorary Research Fellow at University of Oxford, England. He received his Ph.D. in psychology from the University of California at San Diego. His research interests include question asking and answering, tutoring, text comprehension, reading, inference generation, conversation, problem solving, memory, emotions, artificial intelligence, computational linguistics, and human-computer interaction. He served as editor of the journal *Discourse Processes* (1996–2005) and *Journal of Educational Psychology* (2009-2014), as well as presidents of 4 societies, including Society for Text and Discourse (2007-2010), the International Society for Artificial Intelligence in Education (2007-2009), and the Federation of Associations in the Behavioral and Brain Sciences (2012-13). He and his colleagues have developed and tested software in learning, language, and discourse technologies, including those that hold a conversation in natural language and interact with multimedia (such as AutoTutor) and those that analyze text on multiple levels of language and discourse (*Coh-Metrix* and Question Understanding Aid — *QUAID*). These systems implement advances in artificial intelligence, computational linguistics, and discourse processes. He has served on five panels with the National Academy of Sciences (including How People Learn, 2018) and five expert panels in Organisation for Economic Co-operation & Development (OECD) on problem solving (PIAAC 2011, 2022; PISA 2012, 2015) and on AI and the future of work. He has received outstanding lifetime research achievement awards from the American Psychological Association, the Society for Text & Discourse, the Society for Artificial Intelligence in Education, and the University of Memphis, as well as a Harold W. McGraw Prize in Learning Sciences.

## SESSION I: SPOKEN PRESENTATIONS (10:30–11:30)

| Room | Session Title | Authors | Affiliations |
|---|---|---|---|
| 160 | Science, Literacy, and Students with Disabilities: What Middle School Science Teachers Need to Support Students with Disabilities in Their Classrooms Ⓜ Ⓡ | Zachary T. Barnes, Katie Schrodt, and Stacy Fields | Austin Peay State University<br><br>Middle Tennessee State University |
| | A National Survey of Reading Teachers on Early Literacy: Assessing Nigerian Teachers' Knowledge, Perception, and Practices of Reading Instruction Ⓔ Ⓡ | Tohib Adejumo | Middle Tennessee State University |
| 141 | The Relationship Between Reading Achievement and SLD Risk Ratios in States Implementing RTI Ⓔ Ⓡ | Adam Rollins | Middle Tennessee State University |
| | Analyzing Early Literacy Skills of Spanish-speaking Multi-language Learners and Monolingual English Speakers Through the Lens of the Simple View of Reading Ⓔ Ⓡ | Ifeoluwa Popoola, Janna Brown McClain, Emily A. Farris, and Timothy N. Odegard | Middle Tennessee State University |
| 145 | Is the Science of Reading for Multilingual Learners? Ⓚ Ⓟ | Katy Kloberdanz | Middle Tennessee State University |
| | Emojis Invigorating Writing Ⓚ Ⓟ | Jasmine Worthen and Laurie MacGillivray | University of Memphis |
| 149 | Improving Vocabulary at Home and in the Classroom Setting Ⓚ Ⓟ | Kristin Davis | Middle Tennessee State University |
| | Impact of Professional Development on Teacher Understanding of Data Literacy and Utilization of Database Decision Ⓔ Ⓟ | Kristen Sisco and Eric L. Oslund | Middle Tennessee State University |
| 153 | The Impact of Reading in Print Medium and Text Length on 9th Grade Reading Comprehension Ⓗ Ⓡ | Holly Cunningham | Middle Tennessee State University |
| | The Effects of Disciplinary Literacy Strategies on K-12 Traditional Mathematics Achievement: A Meta-Analysis Ⓚ Ⓡ | William Puckett and Leora Coleman | Middle Tennessee State University |

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Ⓐ = Adolescents  |  Ⓤ =  Post-Secondary  |  Ⓢ = Special Education  |  Ⓚ = K–12

## POSTER PRESENTATIONS AND LUNCH (11:30–12:30)

| Room | Session Title | Authors | Affiliations |
|------|---------------|---------|--------------|
| P1 | Examining the Impact of Self-Regulation and Motivation on Computer-Assisted Vocabulary Interventions and L2 Development  ⒽⓅ | Anoulom Phimphiovng and Eric L. Oslund | Middle Tennessee State University |
| P2 | Emergent Literacy Profiles in Kindergarten: Exploring Dyslexia and Developmental Language Disorder Risk Indicators  ⒺⓇ | Katy Kloberdanz, Emily A. Farris, Ifeoluwa Popoola, and Timothy N. Odegard | Middle Tennessee State University |
| P3 | Educators' Perceptions about Teaching Reading, Including Their Perceived Self-Efficacy  ⓀⓇ | Lindsey Lowery, Karen Kehoe, and Timothy N. Odegard | Middle Tennessee State University |
| P4 | Effects of Cross-age Tutoring Intervention on Vocabulary and Reading Comprehension Skills of Elementary School Tutors and Tutees  ⒺⓇ | Phoebe Ahn | Vanderbilt University |
| P5 | How Literacy Strategies Can Influence Mathematical Thinking and Improve Achievement for L2 Students  ⓀⓇ | Maria Del Mar Cuadron Roldan and William Puckett | Middle Tennessee State University |
| P6 | Unveiling Barriers to Effective Literacy Coaching  ⓀⓅ | Sydney Banda and Katie Schrodt | Middle Tennessee State University |
| P7 | Contributions of Community-Based Organizations to Literacy Learning: A Review of the Literature  ⓀⓇ | Lauren MacDonell and Janna Brown McClain | Middle Tennessee State University |
| P8 | The Evil Spelling Test: The Roles of Prosody, Morphology, and Vocabulary in Spelling Complex Words  ⓊⓇ | Safa Ali, Elizabeth Flora, Stuart Bernstein, and Cyrille L. Magne | Middle Tennessee State University |
| P9 | Exploring the Effectiveness of Challenges to Implementing Disciplinary Literacy Practices in Middle School Social Studies Classrooms  ⓂⓅ | Bryan Hollister and Eric L. Oslund | Middle Tennessee State University |
| P10 | The Relationship Between Invented Spelling (English and Pinyin) of Chinese Early Elementary ESLs and Their Biliteracy Development  ⒸⓇ | Jiawen Liu | Middle Tennessee State University |
| P11 | The Relationship Between Growth Mindset Factors and the Text Selection of Middle School Students  ⓂⓅ | Jasmine Jackson | Middle Tennessee State University |

## SESSION II:  SPOKEN PRESENTATIONS (12:30–1:30)

| Room | Session Title | Authors | Affiliations |
|------|---------------|---------|--------------|
| 160 | Exploring Cognitive Profiles and Response to Intervention in Children with Dyslexia  **S** **R** | Timothy N. Odegard, Eric L. Oslund, and Amy M. Elleman | Middle Tennessee State University |
|  | Brainwaves without Barriers: The Potential of Affordable Consumer EEG Devices in Enhancing Participant Representation in Educational Neuroscience Research.  **K** **R** | Cyrille L. Magne | Middle Tennessee State University |
| 141 | Examining the Validity of the Classroom Reading Motivation Measure with Elementary Students Using Confirmatory Factor Analysis and Item Discrimination  **E** **R** | Jennifer L. Grow and Amy M. Elleman | Middle Tennessee State University |
|  | (Re)Constructing Multilingual and Multicultural Identities Through Personal Narratives of Heritage Spanish High School Students  **A** **P** | Angelica DaSilva, Tiffany Church, and Janna Brown McClain | Middle Tennessee State University |
| 145 | Enhancing Reading Comprehension: Exploring Inference Measures and Reading Strategies  **K** **P** | Jieun Park and Amy M. Elleman | Middle Tennessee State University |
|  | Building Vocabulary to Improve Literacy in the Science Classroom: A Review of the Research  **K** **P** | Debs Pingitore and Amy M. Elleman | Middle Tennessee State University |
| 149 | A.I. is Here to Stay: The Impact of Artificial Intelligence in the Classroom and How Educators Can Use It to Improve Student Writing and Reading Comprehension  **K** **P** | Molly Risley and Amy M. Elleman | Middle Tennessee State University |
|  | A Review of Literacy Leadership Effective Practices  **K** **P** | Shonna Donovan Phelps and Timothy N. Odegard | Middle Tennessee State University |

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## SESSION III: SPOKEN PRESENTATIONS (1:45–2:45)

| Room | Session Title | Authors | Affiliations |
|---|---|---|---|
| 160 | Research-Based Practices in Reading Comprehension Instruction **K** **R** | Eric L. Oslund | Middle Tennessee State University |
| | What Works in Comprehension? A Meta-Analysis of 50 Years of Comprehension Research **K** **R** | Amy M. Elleman, Endia Lindo, Jennifer Grow, Summer Talbert, R. Stacy Fields, Pamela Shewalter, Zachary Barnes, and Eric L. Oslund | Middle Tennessee State University |
| 141 | Righting Reading in Middle School Using Readable English **M** **R** | Joanne Coggins | Middle Tennessee State University |
| | Examining the Relationships Between Reading Skill and Lexical Stress Sensitivity in Adult Readers **U** **R** | Stephanie Wolfe, Garrett McNeil, Jonathan Liu, Alexis Shumate, Reyna Gordon, and Srishti Nayak | Middle Tennessee State University Vanderbilt University |
| 145 | The Impact of Comprehension Interventions Using Visual Media on Preschool-Second Grade Students **E** **P** | Melania Khan | Middle Tennessee State University |
| | What Picturebooks Say About American Identity: A Qualitative Content Analysis **E** **P** | Timothy Nelson | Middle Tennessee State University |
| 149 | Pictorial Mnemonics: Integrated Letters to Teach Alphabetic Knowledge to Pre-K Students **C** **P** | Pamela Shewalter, Amy M. Elleman, and Timothy N. Odegard | Middle Tennessee State University |
| | Engaging Emergent Bilinguals in Writing **K** **P** | Caitlyn Osborne Parris and DeAnna DeBow Osborne | Middle Tennessee State University |

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## SESSION IV: SPOKEN PRESENTATIONS (3:00–4:00)

| Room | Session Title | Authors | Affiliations |
|---|---|---|---|
| 160 | **SYMPOSIUM:** Oral and Written Expression in Early Childhood     Ⓒ Ⓟ | | |
| | The Effects of Invented Spelling Instruction on Literacy Achievement and Writing Motivation | Katie Schrodt and Sungyoon Lee | Middle Tennessee State University |
| | Impact of Quality Picturebook Study on Preschool Students Narrative Storytelling and Drawing | Thankful Davis | Middle Tennessee State University |
| | The Relationship Between Translanguaging and Extended Dialogue in English Dominant Preschools Serving Spanish English Bilingual Students | Janna Brown McClain | Middle Tennessee State University |
| 141 | Literacy Studies Ph.D. Program Information | Amy M. Elleman | Middle Tennessee State University |

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# Ph.D. in Literacy Studies
## an interdisciplinary program

**The Literacy Studies Ph.D. program** is designed to address one of education's most pressing needs—the shortage of scholars, practitioners, administrators, and policymakers who are equipped to translate literacy-related research to effectively inform educational policy, practice, and professional preparation. Graduates of the program pursue careers as college professors, leaders at the state and district level, literacy consultants, and reading specialists/coaches.

**This 75-hour, post-bachelor's** doctoral program allows applicants holding a master's degree to transfer up to 15 credit hours with approval.

The interdisciplinary program provides coursework in neurobiology, psychology, linguistics, and education. Three concentrations are offered to deepen literacy knowledge:

• Literacy Instruction and Staff Development

• Reading Disabilities and Dyslexia

• Literacy Measurement and Analysis

**The program offers a rigorous curriculum for working professionals.** Many students in the program work full time as educators. Classes are offered through multiple delivery methods, including in-person, online, and remote instruction.

**Assistantships** are available and awarded on the basis of merit.

• The 20-hour assistantship provides **full tuition** plus a stipend of $14,000 per year.

• The 10-hour assistantship pays **half the tuition** plus a stipend of $7,000 per year. This assistantship is ideal for working professionals.

### Application Deadlines
• Feb. 1 is the application deadline for priority consideration for fall admission and assistantships.
• June 1 is the final deadline for fall admission and assistantships.

**For program details and application information, visit
mtsu.edu/literacy**

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