



Teaching Learning Advisory Council (TLAC)

Conference Grant Program

Fall 2018

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TLAC Conference Grant Program
Application for Grant
November 1, 2018

Dr. Christi Edge, Associate Professor
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Conference:

International Literacy Association, 64th Annual Conference
“Creating a Culture of Literacy”
October 10-13, 2019
New Orleans, Louisiana
<https://literacyworldwide.org/>

Title of Presentation:

“Making Meaning from Writing Conferences: Empowering Writers (and Teachers) to Discover, Develop Agency, and Build Relationships”

Introduction and Professional Information

In the fall of 2011, I joined the faculty at NMU as a full-time Assistant Professor for secondary (grades 6-12) reading in the School of Education, Leadership and Public Service. In 2016, I was promoted to Associate. In 2017, my responsibilities widened to take on the role of scholar for online teaching and learning at NMU. Presently, I serve as the graduate director for the two reading programs, and I have taught 25 different undergraduate and graduate courses focused on the methods for teaching reading/literacy to prospective and to practicing K-12 teachers. I work with graduate students to mentor them in studying their teaching through research, and I work with faculty who desire to improve their online teaching for purposes of student learning and for generating knowledge through research on their teaching practices. I consider the scholarship of teaching to be at the center of what unites and fuels my teaching and research, continued course development, and leadership.

Attending and presenting at the International Literacy Association Conference will enable me to continue to deepen and broaden my knowledge of teaching and teaching practices. More specifically, attending the conference will (1) help me to stay current with my field, especially with K-12 classroom teacher's literacy needs related to the new ILA standards, so that I can (2) continue to forge teacher partnerships with local teachers and school sites. Additionally, attending ILA will provide me with a venue

for sharing findings from a study on the scholarship of teaching. It is with these goals in mind that I respectfully submit this application for a 2018 TLAC Conference Grant.

Conference Attendance

The International Literacy Association (ILA) is “The World’s Leading Organization of Literacy Professionals” (<https://literacyworldwide.org/>), and for more than 60 years, the ILA annual conference has been the preeminent venue for literacy education and research in my discipline. I have selected to attend this conference for four reasons:

- 1) I need to connect to classroom (K-12) teachers’ professional needs, problems, and developing practices related to the new ILA Standards for Literacy Professionals in order to stay current in my ability to prepare beginning teachers and teacher leaders;
- 2) I am actively working to continue to develop the undergraduate and graduate reading programs in the School of Education and through a partnership with a local school and in light of state-level teacher education developments; and
- 3) I will be presenting findings from a research study on the scholarship of teaching and learning at this 2019 conference. Sharing my research and participating in critical conversations with other teacher educators will also contribute to my professional development and teaching of reading.

The 2019 ILA Conference theme is “Creating a Culture of Literacy” The timing and focus of this year’s conference is immediately relevant the focus of my teaching, to my professional development, expanding responsibilities, and to my research. This year’s ILA keynote speakers and concurrent sessions will bring expertise on preparing elementary teachers to teach reading in urban and suburban classrooms, expertise in reading comprehension strategy instruction across content areas and within specific disciplines, and expertise in research on the intersection of culture, literacy and learning. Each of these topics is a perfect fit for my professional development. My goals for learning at the 2019 ILA conference include:

- 1) Gaining knowledge on the new (2017, but released 2018) Standards for Literacy Professionals;
- 2) Learning new instructional methods and partnership models for continuing to work with Marquette Senior High School teachers as we develop a culture of literacy and to help demonstrate strategies for reading comprehension within disciplines and across content areas; and
- 3) Presenting (and to learn about) research on the scholarship of teaching.

This year’s ILA Conference and the special tracks for teacher educators promise to be instrumental in my continued professional development and my work with prospective and practicing teachers.

Conference Presentation on the Scholarship of Teaching

During 2015-2016, I served as thesis chair for Jess Betz’s (2016) Ed.S. study on the topic student writing in the secondary classroom. In April 2017, Betz (now a doctoral student and local K-12 principal) and I began exploring connections between my line of research (e.g., Edge, 2011; Edge, 2017) and her thesis. Our paper was accepted at the Literacy Research Association Conference in 2017, and we presented the research methodology to a group of literacy educators focused on research. Our presentation was well received; however, we also realized that the implications from findings could meaningfully inform the work of classroom teachers. It is with this in mind that we have submitted a proposal to attend the International Literacy Association Conference—a conference that is highly attended by K-12 teachers, literacy coaches, and school leaders. It is with this audience in mind that we have continued to extend our work to consider practical implications and ways to contribute to the scholarship of teaching. Drawing from our connected

research findings, this presentation will focus on empowering teachers and students to read, write, and learn from one another during paper conferences. The purpose of this presentation is to (1) provide an overview of a recent case study in a middle grades English and history classroom in order to (2) illuminate how paper conferences were an "event" through which students and teachers made meaning together. Discussing examples drawn from the data, attendees will have the opportunity to (3) examine how and to what extent paper conferences generated opportunities to discover, develop agency, and relationships. Attendees will also (4) garner resources to guide and/or adapt their own paper conferences in K-12 classrooms. Attending to examples of student-teacher meaning-making during writing conferences, attendees will discuss the idea of empowering both teachers and student writers through methods that employ collaboration, interaction, and a growth mindset in order to help all students succeed as literate writers.

Post-Conference Plans

After returning from the 2019 ILA Conference, I will meet with my colleagues in the School of Education, Leadership, and Public Service to share and critically discuss ideas and resources gathered at the ILA conference during our bi-monthly literacy meetings. Knowledge garnered will also be shared with other Michigan teacher educators through my involvement in the Michigan Program Network (MiPN) and the Teaching Works program. In my teaching, I am preparing to revise existing undergraduate and graduate courses (ED 319, ED 380; ED 570; ED 573) to align with the new ILA Standards for Preparing Literacy Professionals and with the High Leverage Practices being defined in the Michigan through the MiPN and Teaching Works. My learning will also be shared with my NMU graduate and undergraduate students both directly through course experiences and indirectly as my acquired knowledge guides my planning for teaching four new courses and continuing to improve the courses I already teach. The knowledge, skills, ideas, resources and research garnered from my attendance at the conference will be shared with local teachers as I continue to work with practicing and prospective K-12 teachers, and as I continue to develop a literacy-centered pedagogy through a university-school partnership.

In summary, I believe my presentation and attendance at the 2019 International Literacy Association Annual Conference will both bolster and expand my knowledge and skills as I continue to develop the undergraduate and graduate reading programs, as I sustain and deepen my role as a teacher education partner with Marquette Senior High School, and as I expand my teaching responsibilities to include leadership in online teaching and learning.

Anticipated Expenses

Airfare	\$550
Lodging (5 nights)	\$1000
Ground Transportation	\$100
Meals	\$160
Conference Fee	<u>\$400</u>
Total	\$2,210*

*I am requesting **\$1500** from the TLAC Conference Grant Program. If awarded, the grant will be used to help defray the cost of attending the International Literacy Association Conference. Additional expenses may be paid out of pocket or from remaining 2019 AAUP Professional Development Funds.

Thank you for considering this proposal.

Respectfully Submitted,

Christi Edge PhD

Christi Edge, PhD

Curriculum Vitae

EDUCATION

- 2011 Ph.D., Secondary Curriculum and Instruction: Teaching and Learning Teacher Education, University of South Florida
- 2006 Master of Arts, English Education, University of South Florida
- 1998 Bachelor of Arts, English, Clearwater Christian College

TEACHING

- 2016-present Associate Professor of Education, School of Education, Leadership and Public Service Northern Michigan University
- 2017-present Scholar, Extended Learning and Community Engagement
- 2014-present Graduate Reading Programs Coordinator, NMU School of Education, Leadership and Public Service
- 2011-2016 Assistant Professor, NMU School of Education, Leadership and Public Service
- 2006-2011 University of South Florida
Graduate Teaching Instructor, Department of Secondary Education, English Education
- 1998-2006; Teacher of English Language Arts, Advanced Placement Literature, Advanced Reading and Intensive Reading
Sickles High School; Alonso High School, Hillsborough County Public Schools, Florida

SELECTED PEER-REVIEWED PUBLICATIONS

- Olan, E. L., & Edge, C. (2018). Critical friends as co-authors: Pushing boundaries and crossing borders together. In D. Garbett & A. Ovens, (Eds.). *Pushing boundaries and crossing borders: Self-study as a means for knowing pedagogy* (461-467). Herstmonceux, UK: S-STEP, ISBN: 978-0-473-35893-8.
- Edge, C. (2018). A teacher educator's meaning-making from a hybrid "Online Teaching Fellows" professional learning experience: Toward literacy practices for teaching and learning in multimodal contexts. In J. Keengwe (Ed.), *Handbook of Research on Virtual Training and Mentoring of Online Instructors* (pp. 76-109). Hershey, PA: IGI Global.
- Bergh, B., Edge, C., & Cameron-Standerford, A. (2018). Reframing our use of visual literacy through academic diversity: A cross-disciplinary collaborative self-study. In J. Sharkey & M. M. Peercy (Eds.), *Self-Study of Language and Literacy Teacher Education Practices across Culturally and Linguistically Diverse Contexts*. Advances in Research on Teaching, Vol. 30 (pp. 115-142). Bingley, UK: Emerald Group Publishing.
- Edge, C. (2017). (Mis)Reading the classroom: A two-act 'play' on the conflicting roles in student teaching. *International Journal of Learning, Teaching and Educational Research*, 16(1), 38-56.
- Edge, C. (2015). On the nature of experience in the education of prospective teachers: A philosophical problem. *International Journal of Learning, Teaching and Educational Research*, 13(1), 29-41.
- Edge, C., Cameron-Standerford, A., Bergh, B. (2014). Using Self-Study to Navigate the Changing Seas of Standards-Based Education. In D. Garbett & A. Ovens (Eds.), *Changing Practices for Changing Times: Past, Present and Future Possibilities for Self-Study Research*. Proceedings of the Tenth International Conference of Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. Auckland, New Zealand: University of Auckland.

SELECTED RECENT PEER-REVIEWED PRESENTATIONS

- Edge, C.**, Cameron-Standerford, A., VandenAvond, L., Menard, K., Johnson, K., & Bergh, B. (May, 2018). Cross-Disciplinary Self-Study of Online Teaching Practices. Upper Peninsula Teaching and Learning Conference. Marquette, MI.
- Edge, C.** (January, 2018). From Discovering to Generating Multimodal Literacy Practices in an Online Course: Toward Understanding Literacy Practices for Teaching and for Learning in Diverse Contexts. Global Society of Online Literacy Educators First International Online Conference.
- Edge, C.**, & Betz, J. (November 2017). Expanding Understanding of Meaningful Literacy Practices in Teacher-Student Paper Conferences: Discovery, Agency, and Relationship-building through Transactional Events. Literacy Research Association Annual Conference: Tampa, FL.
- Edge, C.** (July 2017). Reimagining Teacher Preparation through Transmediation: Using Sketching to Stretch Prospective Teachers' Understandings. Research presented for the International Literacy Association Annual Conference: Orlando, FL.
- Edge, C.** (March 2017). Considering Teachers' *Classroom Literacy*: Toward Uniting the Knowledge Base for Teaching and for Learning. Paper presented for the American Association of Colleges for Teacher Education Annual Conference: Tampa, FL.
- Roberts, C., Higdon, K., Atkins, H., Duhon, L., Vásquez, A., **Edge, C.**, & Greathouse, P. (November, 2016). Advocacy in Teacher Preparation: Preparing teachers for what *is* or for what *could be*? National Council Teachers of English Annual Conference: Atlanta, GA.
- Reaves, M., **Edge, C.**, Rayner, K., Sippola, T., & Corcoran, K. (March, 2016). Expanding Definitions and Applications of Literacy. Michigan Reading Association Annual Conference: Detroit, MI.
- Bergh, B., **Edge, C.**, & Cameron-Standerford, A., (April, 2015). Examining the culture of policy: Creating the space to change our teaching practice. American Educational Research Association Annual Meeting: Chicago, IL.
- Vipperman, C., & **Edge, C.**, (April, 2015). Transition from student to teacher: A phenomenological study. 29th Annual National Conference on Undergraduate Research: Cheeney, WA.

EXTERNAL GRANTS

- 2016 **National Endowment for the Humanities Grant.**
“Digital Humanities Institute: Photovoice Stories Using Technology for Educator-Researchers (Digital HIPSTERS).” Institute for Advanced Topics in the Digital Humanities. Co-Writer.
- 2015 **Collaboration for Effective Educator Development, Accountability, and Reform(CEEDAR) Grant. U.S. Department of Education;** Co-Lead Investigator; Award, \$50,000

SYNERGYSTIC ACTIVITIES

- 2017- Extended Learning and Community Engagement Scholar, Northern Michigan University
- 2017 SMILE UP: Content Literacy. Virtual Professional Development Content Literacy Workshops with 100 teachers across 5 sites. Invited literacy consultant and facilitator.
- 2015 **Edge, C. & Reaves, M. *Student-Centered Writing in the Content Areas*.** Professional Development Workshops (March-June, 2015). Delta Schoolcraft ISD, Manistique, MI
- 2014-2016 Undergraduate Research Mentor and Co-Researcher (1 McNair and 2 Freshman Fellows)
- 2014-2017 Research Advisor and Thesis Chair (2 Ed.S. and 4 Master's theses completed)

**TLAC Conference Grant Program
Final Report
Grant Awarded November, 2016**

Date: October 25, 2018

From Grant Recipient: Dr. Christi Edge, Associate Professor
School of Education, 194 Whitman
cedge@nmu.edu; 227-6039

Conference Attended: American Educational Research Association (AERA) Annual Conference
April 27 – May 1, 2017
San Antonio, TX

With sincere gratitude, I am happy to report to the TLAC Committee the results from accepting a 2016 TLAC Conference Grant:

- **Dissemination of Research:** April 27-May 1, 2017 a colleague and I presented findings to teacher educators and educational researchers at the American Educational Research Association in San Antonio, Texas. The title of our presentation was: “Exploring Use of Multimodal Literacies in Academically Diverse Online Classrooms: Creating Opportunity, Access, and Ownership.” The presentation was well received at the conference, generating rich discussion during the presentation and leading to meaningful, extended discussions with teacher educators from Indiana, New York, the Netherlands, and Iceland after the presentation. Interestingly, several hours after our presentation, as my colleague and I were walking along the San Antonio river walk from the conference venue to our hotel, one of the attendees stopped us on the sidewalk to ask about our collaborative conference protocol and the infographic we had used to present our methodology. She was interested in reading more about it and in citing our work in her own.
- **Conference Attendance:** While at the conference, I was also able to attend presentations related to K-12 literacy trends, university literacy teaching, research related to the conference theme, “Knowledge to Action: Achieving the Promise of Equal Educational Opportunity.” I also attended each of the Self-Study of Teaching and Teacher Education Practices sessions, a Special Interest strand through which I had the opportunity to discuss the intersection of pedagogy and research methodology with attendees. The insights I derived from international speakers who are also teacher educators and educational researchers only heightened the timeliness for implications from our research presentation as well as the need to continue research and teaching that purposefully prepares teachers to impact K-12 education.
- **Post-conference Collaboration:** Following my return from the AERA conference, I was able to meet with my literacy colleagues in the School of Education, Leadership, and Public Service to share and critically discuss ideas and resources gathered at the AERA conference during our first

bi-monthly literacy meeting. As the result of collaborative conversations at the conference, and specifically, during the panel discussion following our presentation, my co-presenters and I were also invited to prepare our conference presentation as a manuscript for publication.

- **Post-conference Impact:** The extended conversations related to our presentation generated new, related, but more specific research questions to guide this ongoing line of inquiry. As previously stated, my co-presenters and I were invited to write a chapter based off of our presentation.

Thank you for supporting my teaching and scholarship through the TLAC Grant Program. I am grateful for the university's and the TLAC committee's investment in my teaching and research. .

Respectfully Submitted,

Christi Edge PhD