



**NORTHERN MICHIGAN
UNIVERSITY**

Teaching Learning Advisory Council (TLAC)

Conference Grant Program

Fall 2020

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**TLAC Conference Grant Program
Application for Grant
November 1, 2020**

Dr. Christi Edge, Associate Professor
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Conference:

American Educational Research Association Conference
“Accepting Educational Responsibility”
April 9-12, 2021
<https://www.era.net/Events-Meetings/Annual-Meeting>

Webinar Series:

International Handbook of Self-Study of Teaching and Teacher Education: A Six-Part Webinar Series
<https://sstepaerasig.wixsite.com/sstep/blank-page>

Title of Presentations:

“Learning from Exploring S-STEP Literature: Making Meaning from a Systematic Review of Discipline-Focused Self-Studies”

“Reading, Literacy, and English Language Arts Teacher Education: Making Meaning from Self-Studies of Teacher Education Practices”

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 (2017-2019). During that time (2017-2020), I formed a university research group who met weekly or biweekly to collaboratively study our teaching practices. This scholarship of teaching has produced knowledge we have shared in our departments, region (UPTLC conference), and at international conferences. 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.

Goals

This grant will support two professional development goals: 1) I will attend and present at the American Educational Research Association (AERA) conference; and 2) I will attend and present at one of the 6 webinars (October 2020-February 2021) planned by a special interest group within AERA. Achieving these goals will enable me to continue to deepen and broaden my knowledge of teaching and scholarship of teaching. More specifically, attending the conference and webinars will help me to:

- enhance my teaching by helping me to stay current in my field;
- enhance knowledge for teaching, for online teaching, and for mentoring students and teachers as researchers of their teaching practices;
- continue to develop collaborative relationships with the international group of teacher education researchers who have elected me as incoming chair (2021-2023);
- share findings from two related studies on the scholarship of teaching.

It is with these goals in mind that I respectfully submit this application for a 2020 TLAC Conference Grant.

Conference Attendance

The American Educational Research Association (AERA) is an international organization focused on impacting education through scholarship. The annual conference is one of the largest and most prestigious venues for disseminating educational research and for discovering practical implications of research findings for teaching. I have selected to attend this conference for two reasons:

- 1) I will be presenting findings from a research study on the scholarship of teaching and learning at this 2021 conference.
- 2) Sharing my research and participating in critical conversations with other teacher educators will also contribute to my professional development and teaching.

The 2021 AERA Conference theme is “Accepting Educational Responsibility.” 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. Keynote speakers and panel sessions will offer opportunities to focus on teaching practices, research methodologies for the scholarship of teaching, distance, hybrid, and HyFlex teaching approaches, and teaching for equity and social justice. This year’s AERA Conference and the special tracks for teacher education researchers promise to be instrumental in my continued professional development and my work with prospective and practicing teachers.

Webinars

Within the AERA organization, the Self-Study of Teacher Education Practices (S-STEP) is an international special interest group (SIG) determined to “inform and rethink teaching and teacher education by studying practice-varied educational settings and methodologies” (<http://www.aera.net/SIG109/Self-Study-of-Teacher-Education-Practices>). While self-study research does not aim to prove answers to education phenomena, it does aim to guide teacher

educators to be researchers who explore and challenge their assumptions with the purpose of improving their understanding and practice of teaching (Bullough & Pinnegar, 2001) as well as generating knowledge that can be shared both within and beyond the professional discourse community. The S-STEP special interest group (SIG) holds its annual meeting and a research panel presentations at the AERA conference. This year, there are 6, 90-minute novel webinars planned by the S-STEP group. These related to the release of the 2nd *International Handbook of Self-Study of Teaching and Teacher Education*. Volume 1 was released in early 2020 (2019 online), and volume 2 will be released 2021 (2020 online). This is a monumental event in the “world” of S-STEP, as the 1st edition is considered to be the “bible” of methods for S-STEP research for the scholarship of teaching and learning (SOTL). Given my involvement in this SIG, attending these webinars and obtaining copies of the new handbooks will be vital for my professional development and for fostering my SOTL.

Conference Presentation on the Scholarship of Teaching

My paper, “Learning from Exploring S-STEP Literature: Making Meaning from a Systematic Review of Discipline-Focused Self-Studies” has been accepted for presentation at this year’s virtual AERA conference in April 2021. This paper draws from a larger study conducted with a co-researcher, in order to explore the question, “What meanings did/do I make from conducting a systematic review of discipline-focused self-study literature?” This inquiry contributes to the 2021 AERA conference theme “accepting educational responsibility” and to the S-STEP call by seeking to better understand how knowledge and teaching practices are situated “within multiple, interconnected systems...shaped by power and privilege” in order to “consider the ways we may be disrupting and/or reproducing oppressive systems and structures in institutions of higher education...” (Martin & Mills, 2020). Broader implications challenge educators to consider the relationship between disciplinary knowledge, values, and practices not only *in* disciplines but also *for* disciplines by making more visible how, by whom, and for what purposes knowledge is constructed, represented, and enacted.

Webinar Presentation on the Scholarship of Teaching

In July 2020, the executive leaders of S-STEP planned a series of 6 webinars for addressing sections of the new 2-volume S-STEP handbook (2020). In September, one of the section editors invited me to present in the January 2021 webinar. Presenting is an honor as well as an opportunity to disseminate findings from the two-year study I conducted with a colleague.

Post-Conference Plans

My two-year role as chair of the AERA SIG begins immediately after the 2021 conference. After the 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 conference during our bi-monthly meetings. I will also apply new knowledge in the transdisciplinary research group I am a part of at NMU. 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 also be shared with local teachers as I continue to work with practicing and prospective K-12 teachers to study their teaching practices for purposes of improving teaching and generating knowledge to share with others.

In summary, I believe my presentation and attendance at the 2021 AERA conference and S-STEP webinars will both bolster and expand my knowledge and skills as I continue to develop the undergraduate and graduate reading programs, as I sustain and enhance my professional responsibilities to include leadership of an international group of teacher education researchers.

Anticipated Expenses

Compensation for presentation & attendance in webinars	\$250
Compensation for research presentation at conference	\$250
International Handbook, Vol.1	\$550
International Handbook, Vol.2	\$550
AERA membership dues	\$248
Conference Fee (anticipated)	<u>\$240</u>
Total	\$2,088*

*I am requesting **\$1,000** from the TLAC Conference Grant Program. If awarded, the grant will be used for compensation of time for professional development and research dissemination (\$500), and for defraying conference and membership expenses (\$500). I am also planning to purchase the new handbooks in order to share these with my colleagues. Additional expenses may be paid out of pocket or from remaining 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
- 2017-2019 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 Schools, Florida

SELECTED RECENT PEER-REVIEWED PUBLICATIONS

- Edge, C. U., Cameron-Standerford, A., & Bergh, B. (Eds.). (2020). *Textiles and Tapestries: Self-Study for Envisioning New Ways of Knowing*. EdTech Books. https://edtechbooks.org/textiles_tapestries_self_study
- Bergh, B., Edge, C., Cameron-Standerford, A., Menard, K., VandenAvond, L., & Johnson, K. (2020). Developing glocal understandings of online teaching practices: Transforming practices through collaborative self-study. In M. Brown, M. Goilla Mhichil, E. Bernie, & E. Costello (Eds.), *Proceedings of the 2019 ICDE World Conference on Online Learning, Volume 1*, (pp. 69-77). Dublin. DOI: 10.5281/zenodo.3804013
- Edge, C., Bergh, B., & Cameron-Standerford, A. (2020). Reclaiming Opportunity, Access and Ownership through Multimodal Meaning Making in Three Online Programs. In M. Brown, M. Goilla Mhichil, E. Bernie, & E. Costello (Eds.), *Proceedings of the 2019 ICDE World Conference on Online Learning, Volume 2*, (p. 86). Dublin. DOI 10.5281/zenodo.3804256.
- Edge, C. U., & Olan, E. L. (2020). Reading, Literacy, and English Language Arts Teacher Education: Making Meaning from Self-Studies of Teacher Education Practices. In J. Kitchen, A. Berry, S. Bullock, A. Crowe, H. Guðjónsdóttir, J. Kitchen, & M. Taylor (Eds.). *2nd International handbook for self-study of teaching and teacher education*, pp. 779-821. Singapore: Springer. doi: https://link.springer.com/referenceworkentry/10.1007/978-981-13-6880-6_27
- VandenAvond, L., Menard, K., Johnson, K., Cameron-Standerford, A., Bergh, B., & Edge, C. (2020). Care and rigor in online courses: An analysis of faculty and Student Perspectives. In M. Brown, M. Goilla Mhichil, E. Bernie, & E. Costello (Eds.), *Proceedings of the 2019 ICDE World Conference on Online Learning, Volume 1*, (pp. 968-980). Dublin. DOI: 10.5281/zenodo.3804013
- Edge, C. (2020). Access, opportunity, and curriculum making through multi-modal meaning-making and technology integration in teacher education. In J. Keengwe & G. Onchwari (Eds.), *Handbook of Research on Literacy and Digital Technology Integration in Teacher Education*, (pp. 188-213). Hershey, PA: IGI Global. DOI: 10.4018/978-1-7998-1461-0.ch011

SELECTED RECENT PEER-REVIEWED PRESENTATIONS

- Cameron-Standerford, A., Bergh, B., & Edge, C. (February, 2020). Exploring Equity: Universal Design for Learning in Cross-Disciplinary Online Graduate Programs. Council for Exceptional Children Annual Conference. Portland, OR.

- Edge, C.**, (November, 2019). From Fail to “This is Fantastic!”: Learning from My Own Modeling in Two Online Graduate Reading Courses. World Conference on Online Learning. Dublin, Ireland.
- Edge, C.**, Bergh, B., Cameron-Standerford, A., Menard, K., & VandenAvond, L. (November, 2019). Developing Global Understandings of Online Learning Practices through Collaborative Self-Study. World Conference on Online Learning. Dublin, Ireland.
- Edge, C.**, & Betz, J. (October, 2019). (Co)Creating a Culture of Agency, Discovery, and Relationship-Building: Exploring Understanding of Meaningful Events in Teacher-Student Writing Conferences. Organization of Teacher Educators in Literacy. International Literacy Association Annual Conference. New Orleans, LA.
- Edge, C.** (August, 2019). Multimodal Global Literacy Practices: (Re)Considering Print-Based Challenges to Create Access and Opportunity for Online Learners. World Education Research Association (WERA). Tokyo, Japan.
- Edge, C.**, Monske, L., & Smock, M. (May, 2019). Reimagining Online Expectations for Faculty and Program. Upper Peninsula Teaching and Learning Conference. Michigan Technological University. Houghton, MI.
- Edge, C.** (May, 2019). Accessing, Generating, and Sharing Knowledge through Multimodal Learning in Asynchronous Online Courses. Upper Peninsula Teaching and Learning Conference. Michigan Technological University. Houghton, MI.
- Menard, K., VandenAvond, L., **Edge, C.**, Cameron-Standerford, A., Bergh, B., & Johnson, K. (May, 2019). Care “vs” Rigor: Exploring Faculty and Student Perspectives in Online Courses. Upper Peninsula Teaching and Learning Conference. Michigan Technological University. Houghton, MI.

EXTERNAL GRANTS

- 2020 “(Re)Thinking Teaching: Responding to School Closure and Improving Distance Delivery.” Research in Teaching and Teacher Education, AERA Division K Seeds Grant. Writer, \$7,500
- 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

- American Educational Research Association, Self-Study of Teacher Education Practices, Chair-Elect (2019-2021)
- American Educational Research Association (AERA), Self-Study of Teacher Education Practices, Castle Conference Program Chair (2018-2024)
- Special Topics courses (ED595; ED595A) for alumni and local teachers, applying S-STEP methodologies; summer 2020
- American Educational Research Association (AERA), Self-Study of Teacher Education Practices, **Executive** Transdisciplinary Self-Study of Online Teaching Practices-University Research Group; Facilitator and Participant
- Extended Learning and Community Engagement Scholar (2017-2019), 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.
- 2017-2018 Undergraduate Research Mentor and Co-Researcher (1 McNair and 1 Freshman Fellows)
- 2017-2019 Research Advisor and Thesis Chair (4 Ed.S. and 1 Master’s theses completed)

**TLAC Conference Grant Program
Final Report
Grant Awarded November, 2018**

Date: October 29, 2020

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

Conference Attended: International Literacy Association (ILA) Annual Conference
October 10-13, 2019
New Orleans, Louisiana

Dear TLAC Committee,

With sincere gratitude, I am happy to report to the TLAC Committee the results from accepting a 2018 TLAC Conference Grant:

- **Dissemination of Research:** October 10-13, 2019 a local school leader (principal) and I presented findings to teachers and teacher educators at the International Literacy Association (ILA) Annual Conference. The title of our presentation was: “Making Meaning from Writing Conferences: Empowering Writers (and Teachers) to Discover, Develop Agency, and Build Relationships.” The presentation was well received at the conference, generating rich discussion during the presentation and leading to meaningful, extended discussions with teachers and teacher educators from Georgia, New Jersey, Florida, Indiana, Hawaii, and New Orleans after the presentation.
- **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, “Creating a Culture of Literacy.” I also attended teaching and teacher education sessions and networking events for the teacher education special interest groups I am a member of within larger professional organization (OTEL and PLTE groups). These interactions provided opportunities 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 ILA 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 ILA conference during our first bi-monthly literacy meeting. As the result of collaborative research and conference presentation, my

co-presenter and I were 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-presenter 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