

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Poster Session: Literacy Research Projects

Chair: Patricia Schillings, University of Liège, Belgium

Tuesday, July 24, at 10.00–11.00

Location: Seminar Building / Room S 25

LITERACY CHANGES LIVES.

Readings and reflections: A review of practices and pedagogies regarding adolescent literacy and motivation

Presenter:

Deidre Cutter, George Mason University, Fairfax (VA), United States.

Abstract:

As a high school teacher and a PhD student, I know how busy an academic life can be. The average practitioner faces myriad responsibilities which can make it challenging to keep up with current research as well. My poster covers the results of a survey of research articles focused on literacy and motivation in secondary school settings that have been published in peer reviewed journals over the last twenty-five years. The emphasis is on strategies and practices that have been shown to be effective, especially for minority students. Additionally, the relationship between literacy, teacher practices, and motivation is explored. Interwoven with this literature synthesis is a reflection on my own practices as a teacher of team taught inclusion classes: students with and without disabilities taught by teachers with two different sets of training. Increasing motivation and literacy achievement is key to increasing equity and ameliorating the effects of discrimination. The bureaucracy of schools is ponderous and slow to change, but there are strategies which can be enacted in the everyday practices of teachers and schools which can help address this achievement gap for minority students, students with disabilities, and for struggling readers.

References:

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- Chambers Cantrell, S., Almasia, J. F., Rintamaab, M., & Carter, J.C. (2016). Supplemental reading strategy instruction for adolescents: A randomized trial and follow-up study. *The Journal of Educational Research, 109*(1), 7-26, DOI: 10.1080/00220671.2014.917258
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Marinak, B. A., Malloy, J. A., & Gambrell, L. B. (2010). Engaging readers: Research-based practices that nurture the motivation to read. *The International Journal of Learning*. 17(5), 503-511.

Bio Note:

Deidre Cutter is a PhD student at George Mason University in Virginia, USA. Her research interests are motivation and literacy. Deidre has been a classroom teacher for seven years and is working full time while pursuing her degree. She teaches high school English in an inclusion setting, Creative Writing, and Photojournalism.