

Updated 8/31/2022

## **DONNA E. ALVERMANN**

Department of Language & Literacy Education  
315 Aderhold Hall  
University of Georgia  
Athens, GA 30602-7123

Voice: (706) 308-7195  
E-mail: dalverma@uga.edu

### **Education**

Ph.D. 1980 Syracuse University (Reading and Language Arts Education)  
M.L.S. 1980 Syracuse University (Information Studies)  
M.A. 1968 University of Texas at Austin (Education Major; History Minor)  
B.S. 1965 University of Texas at Austin (Education Major; History Minor)

### **Current Academic Appointments**

- 2021 – Omer Clyde and Elizabeth Parr Aderhold Professor in Education and Distinguished Research Professor Emeritus, December 1, 2021, University of Georgia
- 2013 – Appointed the Omer Clyde and Elizabeth Parr Aderhold Professor in Education (an endowed faculty research position at University of Georgia)
- 2010 – Affiliated Research Faculty & Advisory Board, Center for Latino Achievement & Success in Education (CLASE), University of Georgia
- 2009 – Affiliated Faculty Member of the Institute for African American Studies, University of Georgia
- 2001 – Appointed UGA Distinguished Research Professor (reappointed for the following five-year periods: July 1, 2003-through June 30, 2008; July 1, 2008-June 30, 2013; July 1, 2013-June 30, 2018; *latest re-appointment: July 1, 2018-June 30, 2023*). [Prior to 2001, this title was known as UGA Research Professor, appointed 1993-98; reappointed 1998-2001]
- 1997 – Appointed Fellow in the William A. and Barbara R. Owens Institute for Behavioral Research, The University of Georgia (Initial appointment 1983-1992; five-year hiatus as co-director of the National Reading Research Center housed at University of Georgia; reappointed Fellow in OIBR in 2015).
- 1997 – Affiliated Faculty, Institute for Women's Studies, University of Georgia
- 1990 – Professor (tenure track), Department of Language & Literacy Education, University of Georgia

## Previous Academic Appointments

2001 (Apr)	Lansdowne Lecturer, University of Victoria, Canada
1998-2001	Co-Director, Contextual Research Group, Institute for Behavioral Research, UGA
1997-1998	Co-Director, Cognitive Studies Group, Institute for Behavioral Research
1992-1997	Co-Director and Principal Investigator, National Reading Research Center
1991	Director, Cognitive Studies Group, Institute for Behavioral Research
1982-1990	Assistant/Associate Professor, College of Education, UGA
1987 (Snr)	Visiting Associate Professor, Louisiana State University
1982	Visiting Scholar, Institute for Research on Teaching, Michigan State U.
1980-1982	Assistant Professor, College of Education, University of Northern Iowa

## Public School Experience

1975-1976	Assistant Principal, Elmira City Schools, Elmira, New York
1965-1977	Classroom Teacher in Austin, TX; Houston, TX; and Elmira, NY

## Honors and Awards

Recipient of The Society of Professors of Education Outstanding Book Award, April 23, 2022 for *Ideas that changed literacy practices: First-person accounts from leading voices* (co-edited with D. Sumara).

Named a Faculty Fellow in UGA's Special Collections Libraries Program (2020).

Retention of Title: UGA Distinguished Research Professor, July 1, 2018 – June 30, 2023.

Recipient of the Adolescent Literacy Thought Leader Award sponsored by the Secondary Reading Interest Group of the International Literacy Association (ILA). Presented at the annual meeting of ILA in Austin, Texas, July 21, 2018.

Recipient of the Divergent Award for Excellence in 21<sup>st</sup> Century Literacies given by the Initiative for 21<sup>st</sup> Century Literacies Research. Oklahoma State University (February 8, 2017). <http://www.initiativefor21research.org/divergent-award-for-excellence-in-21st-century-literacies.html>

Featured in the 2017 Grandparents of Media Literacy Gallery, the website companion to a book edited by Renee Hobbs, [Exploring the roots of digital and media literacy through personal narrative](http://www.grandparentsofmedialiteracy.com). <http://www.grandparentsofmedialiteracy.com>

Appointed to the International Literacy Association's (ILA) Literacy Research Panel (2015-2018). <http://columns.uga.edu/news/fulltext/college-of-education-professor-appointed-to-literacy-panel/>

Appointed Columnist/Author in the Department of Policy and Practice for the International Literacy Association's *Journal of Adolescent & Adult Literacy* (2016-2018). <http://columns.uga.edu/news/fulltext/college-of-education-professor-appointed-to-literacy-panel/>

Invited Keynote Speaker for the Inaugural Scholar Teaching and Learning Speaking Series, University of Wyoming (March 28 - 30, 2016).

Appointed to the Research Advisory Board of The University of Wyoming's Literacy Research Center and Clinic (LRCC) (2015 - 2018).

Nominated for Faculty Mentor of the Year (2010) by the Compact for Faculty Diversity Institute on Teaching and Mentoring. Alvermann was nominated for this award by LaTasha Price, her doctoral advisee, who then held a Doctoral Scholars Fellowship from the Southern Regional Education Board.

Selected for the 2015 ITT Teaching Online Academy, College of Education, January 15, 2015.

Invited by Dean Craig Kennedy, COE, to be one of two faculty representatives at the Investiture of Jere W. Morehead, 22<sup>nd</sup> President of University of Georgia, November 19, 2013.

Named the Omer Clyde and Elizabeth Parr Aderhold Professor of Education, 2013.

Invited to be Reading Hall of Fame's Mentor for the inaugural (2013) Supporting Young Scholars Program (Dr. Katherine Frankel, Boston University, Mentee).

Invited to give Inaugural Lecture at Florida State University's *21st Century Literacies Lecture Series*. September 18-20, 2013.

Recipient of the College of Education Research Office Award to attend the Longitudinal Data Analysis Workshop taught by Jonathan Templin, June 12-14, 2013.

Featured on UGA's homepage: "Focus on Faculty" (week of January 28, 2013) <http://uga.edu/faculty/profile/donna-alvermann/>

Recipient of Computers in Reading Research Award, Technology in Literacy Education

SIG, International Reading Association, 2012.

Elected as a Fellow of the American Educational Research Association in 2012  
[\(http://www.coe.uga.edu/news/2012/04/06/coe-faculty-members-to-be-recognized-at-2012-aea/\)](http://www.coe.uga.edu/news/2012/04/06/coe-faculty-members-to-be-recognized-at-2012-aea/)

Named Mentor of the Year (2010) by the Compact for Faculty Diversity Institute on Teaching and Mentoring. Alvermann was nominated for this award by Jairus-Joaquin Matthews, her doctoral advisee, who held a Doctoral Scholars Fellowship from the Southern Regional Education Board.  
<http://news.uga.edu/releases/article/uga-education-prof-named-sreb-mentor-of-the-year-for-the-compact-for-facult/>

Appointed to the Spencer Foundation's Dissertation Fellowship Selection Committee, 2008-09.

Research quoted in the Sunday *New York Times*, Literacy Debate: Online, R U Really Reading? (Interviewer: Motoko Rich), July 27, 2008.

Recipient of Outstanding Reviewer Award for contributions to the *American Educational Research Journal/Social and Institutional Analysis*, 2007.

Awarded the American Reading Forum's Brenda S. Townsend Service Award, 2006.

Awarded the International Reading Association's William S. Gray Citation of Merit, 2006.

Awarded the Honorary Doctorate of Pedagogy - Long Island University, May 8, 2005.

Recipient of College Reading Association's Laureate Award, 2004.

Nominated to National Institute for Literacy's Commission on Reading Research, 2004.

Appointed to the National Adolescent Literacy Coalition, Washington, DC, 2004.

Appointed to the Intermediate and Adolescent Literacy National Advisory Group, Alliance for Excellent Education, Washington, DC, 2003

Appointed to the College of Reviewers for the Canada Research Chairs Program, Social Sciences and Humanities Research Council, Canada, 2003 - 2015.

Appointed to the National Assessment of Educational Progress (NAEP) Reading Planning Committee for 2009 Reading Assessment, Washington, DC, 2003.

Appointed to Adolescent Literacy Research Agenda Setting Panel, Carnegie Corporation of New York, September 2002.

Named Distinguished Research Professor, University of Georgia, July 2001.

Appointed to the RAND/U.S. Department of Education's Reading Research Study Panel, 2000-2001.

Invited Member of the University of Georgia Teaching Academy's Inaugural Class, 2000.

Recipient of the American Association of University Women (AAUW) Educational Foundation's Senior Scholar Special Commendation of Honor, 2000.

Elected to the Reading Hall of Fame, 1999.

Invited to give the 75th Anniversary Celebration Colloquium at Rutgers University Graduate School of Education, 1999.

Recipient of William A. Owens Creative Research Award, University of Georgia, 1998.

Appointed Senior Teaching Fellow, University of Georgia, 1998.

Recipient of the Oscar S. Causey Award for Outstanding Contributions to Reading Research, National Reading Conference, 1997.

Recipient of the Albert J. Kingston Award for Distinguished Service to the National Reading Conference, 1997.

Elected to the Board of Directors, American Reading Forum, 1998-2001; Chair, Board of Directors, 2000.

Elected as a Director of the College Reading Association Board, 1997-2000.

Named Spencer Research Foundation Mentor, 1997-1998.

Appointed to National Panel of Advisors, Texas Center for Reading & Language Arts, 1997.

Invited by President C. Knapp, University of Georgia, to give President's Lecture, 1996.

Recipient of Syracuse University's School of Education Honored Alumna Award, 1995.

Honored Alumna Convocation Speaker, Syracuse University, 1995.

Named University of Georgia Research Professor, 1993.

Recipient of H.B. Herr Award for Contributions to Research in Reading Education, College Reading Association, 1993.

Appointed to the National Board of Professional Teaching Standards Committee for English Language Arts (Middle Childhood, Adolescence, and Young Adulthood), 1992-1997.

Elected to Fellow Status in the National Conference on Research in English, 1990.

Elected Vice President of the National Reading Conference, 1989-90; President-Elect, 1990-91; President, 1991-92; and Past-President, 1992-93. (NRC, now LRA, is the largest literacy research organization with over 1600 members worldwide.)

Recipient of 1988 *Journal of Educational Research* Award for Meritorious Contribution to Educational Practice Through Research.

Named as the first International Reading Association's Representative to the Board of Examiners, National Council for Accreditation of Teacher Education, for 3 year term, 1986-1989.

Elected as Director of the National Reading Conference Board, 1986-1988.

Recipient of the 1986 Achievement Award for New Scholars (awarded by the Conference of Southern Graduate Schools at its annual meeting of Graduate Deans in Knoxville, TN, 1986).

Recipient of the Warren G. Findley Research Award, 1985.

Elected to membership in the National Conference on Research in English, 1983.

Recognition of academic excellence as a teacher during the University of Georgia Honors Day Program, May 18, 1983.

Invited to membership in the Invisible College for Research on Teaching, 1983.

Cited by 1982 graduating class members (University of Northern Iowa) for being "one of the professors contributing the most to their personal development."

Invited Convocation Speaker, Syracuse University Commencement Exercises, May 1981.

Finalist (1 of 10), International Reading Association's Annual Outstanding Dissertation Awards, 1980.

### **Grants (Principal Investigator, Co-Principal Investigator, or Senior Collaborator)**

- Alvermann, D. E. (2017). Co-Principal Investigator with Lloyd Rieber (PI) and Joaquin Walther, Benjamin Thomas, Steve Oliver (Co-PIs). PersuadeMe: Promoting Engineering Environmental Sustainability and Resiliency. UGA Presidential Seed Grant, \$74, 410. Not funded.
- Alvermann, D. E. (2016). Co-Principal Investigator with Barbara Guzzetti (PI at Arizona State University) and Kylie Pepler (Co-PI at Indiana University). Research to Practice: Exploring Social Media for Engaging Adolescents in Science, National Science Foundation, \$408,104. Not funded.
- Alvermann, D. E. (2016). Co-principal Investigator with L. Rieber (PI), and J. S. Oliver, (Co-PI). "PersuadeMe: Promoting and Preparing Students for STEM Careers." Motorola Corporation, \$49,974. Not funded.
- Alvermann, D. E. (2015). Co-principal Investigator with J. S. Oliver (PI) and L. Rieber (Co-PI). "Strategies: PersuadeMe: Promoting and Preparing Students for STEM Careers." National Science Foundation's Innovative Technology Experiences for Students and Teachers (ITEST) Program, National Science Foundation, \$1,199,073. Not funded.
- Alvermann, D. E. (2015). Co-Principal Investigator with B. Guzzetti (PI at Arizona State University) and Kylie Pepler (Co-PI at Indiana University). Collaborative Research: Exploratory Pathways: Exploring Participatory Media for Engaging Adolescents in Science. National Science Foundation. \$105,758 (my share). Not funded.
- Alvermann, D. E. (2014). Co-Principal Investigator with J. S. Oliver (PI) and L. Rieber (Co-PI). "PersuadeMe: Promoting and Preparing Students for STEM Careers." National Science Foundation's Innovative Technology Experiences for Students and Teachers (ITEST) Program. \$1,135, 627. Not funded.
- Alvermann, D. E. (2014). Principal Investigator. "PersuadeMe: An Online Role-Playing Tool for Supporting Persuasive Writing in Science and ELA Classrooms." **Funded by** the 2014 Provost Summer Research Grant Program, \$5,000.
- Alvermann, D. E. (2014). Principal Investigator. "PersuadeMe: Engaging Low-Achieving Writers Digitally in Grades 4-8." [L. Rieber and M. Hannafin, co-investigators]. *Literacy Courseware Challenge*. **Funded by** the Bill & Melinda Gates Foundation (OPP1092254), \$25,000.
- Alvermann, D. E. (2013). Principal Investigator. "Traversing Discourses and Disciplinary Boundaries in Teacher Education." John Templeton Foundation Grant. Not funded.
- Alvermann, D. E. (2012). Principal Investigator. "Every Teacher a Teacher of Reading": A Case Study of Adolescent Literacy Instruction Under the Common Core State

Standards.” International Reading Association, Elva Knight Research Grant, \$8000. Not funded.

Alvermann, D. E. (2009). Senior Collaborator. “National Center for Teacher Effectiveness: Middle Grades Science and Mathematics” (Michael Hannafin, Project Director and PI). U.S. Department of Education, Institute of Education Sciences, \$3,969,800. Not funded.

Alvermann, D. E. (2006-2008). Principal Investigator. “Preparing the Next Generation of Middle School Teachers: An Online Adolescent Literacy Course.” **Funded by** the Carnegie Corporation of New York, \$100,000.

Alvermann, D. E. (2007). Principal Investigator. “Adolescent Literacy Preservice Initiative.” **Funded by** the Carnegie Corporation of New York, \$6,000.

Alvermann, D. E. (2006). Co-Principal Investigator with J. D. Marshall. “Literacy Practices in Afterschool Web-based Youth Communities.” An Edmund A. Stanley, Jr. Research Grant) **Funded by** the Robert Bowne Foundation, New York City, \$10,000.

Alvermann, D. E. (2004-2008). Co-Principal Investigator with M. Commeyras & D. Harnish. “Evaluation of Reading First in Georgia: Impact and Implementation.” **Funded by** Georgia Department of Education, \$1,173,929.

Alvermann, D. E. (2002). Principal Investigator. “Adolescent Literacy: A Knowledge Development Project.” **Funded by** the Carnegie Corporation of New York, \$48,530.

Alvermann, D.E. (1999-2000). Principal Investigator. "After School Media Clubs for 'At Risk' Adolescent Readers: Critical Media Literacy Tutoring in a Public Library Setting." **Funded by** the Spencer Foundation, \$71,100.

Alvermann, D. E. (1992 -1997) Co-Principal Investigator with J. T. Guthrie. "National Reading Research Center (NRRC)." **Funded by** U. S. Department of Education, Office of Educational Research and Improvement, \$7,800,000.

Alvermann, D. E. (1997). (Co-Principal Investigator with E. St. Pierre). “Reading Texts that are Too Hard to Read: Problems and Possibilities.” **Funded by** College of Education, UGA, Collaboration Research Grant, \$2,000.

Alvermann, D. E. (1991). Co-Principal Investigator with D. Reinking, P. Schwanenflugel, & S. Stahl. “A Pre-Proposal for the National Reading Research Center.” **Funded by** College of Education, UGA, Summer Research Program, \$4,824 (my share).



- Alvermann, D. E. (1989). Co-Principal Investigator with R. Umpleby. "A Collaborative Study of the Relationship of Discussion to Writing in the Learning and Teaching of Literature." **Funded by** the National Council of Teachers of English Research Foundation, \$4,388.
- Alvermann, D. E. (1988). Co-Principal Investigator with D. Reinking & J. Okey. "Interactive Video Program for Learning from Text." **Funded by** College of Education, UGA, Summer Research Program, \$3,600 (my share).
- Alvermann, D. E. (1987). Principal Investigator. "Teaching and Learning from Text: The Parallels Between Reading and Science." **Funded by** College of Education, UGA, Summer Research, \$1,500.
- Alvermann, D. E. (1985). Co-Principal Investigator with M. Simpson. "Vocabulary Teaching and Post-Reading Discussions in the Content Areas." **Funded by** the AATES Endowment Fund Committee, Atlanta, GA, \$511.
- Alvermann, D. E. (1985). Principal Investigator. "Activating Background Knowledge with Interactive Video: Its Effect on Text Comprehension." **Funded by** College of Education, UGA, Summer Research Program, \$2,376.
- Alvermann, D. E. (1984). Co-Principal Investigator with D. A. Hayes. "How Classroom Discussion Affects Students' Critical Reading Behavior." **Funded by** the Elva Knight Research Grant from the International Reading Association, \$4,982.
- Alvermann, D. E. (1984). Principal Investigator. "Discussion of Assigned Readings: A Triangulated Inquiry." **Funded by** College of Education, UGA, Summer Research Program, \$2,277.
- Alvermann, D. E. (1983). Principal Investigator. "Textbook Reading Assignments: An Analysis of Teacher-Student Discussions." **Funded by** The University of Georgia Research Foundation, \$4,994.
- Alvermann, D. E. (1983). "Computer-Video Interactive Program for Teaching Students to Administer and Analyze the Informal Reading Inventory." **Funded by** the University of Georgia's Office of Instructional Development, \$2,132.
- Alvermann, D. E. (1982). Principal Investigator. "Textbook Reading Assignments at the Middle School Level: Relating Teacher Behaviors to Student Performance." **Funded by** a Faculty Research Award, University of Northern Iowa, \$505.
- Alvermann, D. E. (1982). Principal Investigator. "Reading Instruction: Perceptions and Strategies of Students and Teachers." **Funded by** Iowa Council, International Reading Association, \$250.

Alvermann, D. E. (1982). Co-Principal Investigator with N. Ratekin, E. Dishner, and M. Simpson. "The Influence of Teachers' Curricular Perceptions Upon Student Learning Through Text." **Funded by** Phi Delta Kappa, \$200.

Alvermann, D. E. (1980). Principal Investigator. "A Study of Stages of Language Development in Disabled Readers Between the Ages of Six and Ten." **Funded by** a Faculty Research Award, University of Northern Iowa, \$900.

### **Grant Participation as Technical Advisor and/or Evaluator**

Alvermann, D. E. (2020-2025). Technical Advisor to the American Institutes for Research (AIR) for its work on the U.S. Department of Education's Institute for Education Sciences (IES) Systematic Replication grant. This 5-year grant will focus on the effects of the Promoting Acceleration of Comprehension and Context Through Text (PACT) intervention. **Funded by** Institute of Education Sciences, CFDA #84-305R.

Alvermann, D. E. (2020). Advisory Board for Rockdale County's "Literacy for Learning, Living, and Leading in Georgia. Georgia Department of Education (L4GA grant). **Funded by** the U.S. Department of Education in block grant awarded to Rockdale County Public Schools, P-20, Andrea Pritchett contact person. Total grant to Rockdale County is slightly over \$2.3 million.

Alvermann, D. E. (2018). Advisory Board for Rockdale County's "Literacy for Learning, Living, and Leading in Georgia. Georgia Department of Education (L4GA grant). Not funded.

Alvermann, D. E. (2014). Consultant for "Read Ahead." Proposal submitted to U. S. Department of Education. Roxanne Russell (PI), Emory University. Not funded.

Alvermann, D. E. (2013 – 2015). Advisory Group Member for "Community-Based Engineering Design Challenges for Adolescent English Learners." **Funded by** National Science Foundation (DRK-12 division), \$403,423.

Alvermann, D. E. (2008-2014). Advisory Board Member. "Possible Worlds: Portable Games as Tools for Improving Science and Literacy Achievement" <http://possibleworlds.edc.org/> awarded to the Education Development Center/ Center for Children and Technology (EDC/CCT) and Center for Science Education (CSE). **Funded by:** Institute of Education Sciences, U.S. Department of Education (PR/Award #R305C080022).

Alvermann, D. E. (2012 – end of grant). National Advisory Board Member for the Board of Regents, University System of Georgia. "Complete College America" grant. Project Director, Virginia J. Michelich, Ph.D., Associate Vice Chancellor for Student Achievement. **Funded by** Board of Regents of the University System of Georgia.

- Alvermann, D. E. (2006-2010). External Advisor/Evaluator. “ADORE: Teaching Adolescent Struggling Readers: A Comparative Study of Good Practices in European Countries” awarded to the University of Lüneburg, Germany and 9 other European partners (Belgium, Estonia, Finland, Hungary, Italy, Norway, Poland, Romania, Switzerland). **Funded by** the European Commission on Education and Culture, Brussels, 630,000 Euros.
- Alvermann, D. E. (2008-2009). Advisory Board Member. “Evaluation of Read 180” awarded to American Institutes for Research, Washington, DC. **Funded by** Scholastic/Council of Great City Schools.
- Alvermann, D. E. (2007- 2009). Consultant to Pennsylvania State University’s “Historical Study of Reading Texts.” **Funded by** the Spencer Foundation.
- Alvermann, D. E. (2007). Expert advisor on “State Policies on Adolescent Literacy” awarded to the Education Development Center and Northeast and Islands Regional Education Laboratory. **Funded by** the Institute of Education Sciences.
- Alvermann, D. E. (2006-2011). Consultant to RMC, Evaluator of the Striving Readers Initiative Grant awarded to Portland (OR) Public Schools. **Funded by** U.S. Department of Education, \$23,000,000, .
- Alvermann, D. E. (2006-2010). Advisory Board Member. “When Science and Literacy Meet: Creating Support for Teachers Implementing Writing in the Science Classroom” awarded to Brian Hand, University of Iowa, National Science Foundation Award No. ESI – 0537035.
- Alvermann, D. E. (2005-2010). Expert Panelist and Technical Working Group (TWG) Advisor. “Enhanced Reading Opportunities Study (Evaluation of Adolescent Literacy Intervention Strategies)”. Co-Principal Investigators: MDRC, OVAE, and American Institutes for Research. **Funded by** U.S. Department of Education.
- Alvermann, D. E. (2005-2007). Technical Advisor for Video in Teaching and Learning (VITAL) awarded to Channel Thirteen WNET New York (Educational Broadcasting Corporation). **Funded by** U.S. Department of Education.
- Alvermann, D. E. (2005). Out-of-School Youth Technical Assistance Advisor to Principal Investigator at Philadelphia’s Center for Literacy.” **Funded by** Youth Transition Funders Group.
- Alvermann, D. E. (2005- 2008). Technical Working Group (TWG) Advisor. “National Study of the Effectiveness of Reading Comprehension Interventions.” Co-Principal Investigators: Mathematica Policy Research, Inc., and RMC Research Corporation. **Funded by** U.S. Department of Education.

- Alvermann, D. E. (2004 - 2005). Expert Advisor. "Adolescent Literacy Summary Project." Principal Investigator: Center for Equity and Excellence in Education, George Washington University. **Funded by** National Institute for Literacy, Washington, DC.
- Alvermann, D. E. (2004 – 2005). Member of Definition Panel for the "National Accessible Reading Assessment Projects" (NARAP). Co-Principal Investigators: National Center on Educational Outcomes (University of Minnesota) and Educational Testing Service (Princeton). **Funded by** U.S. Department of Education.
- Alvermann, D. E. (2003-2005). (Advisor). "Steppingstones of Technology Integration Phase 3 Grant." Principal Investigator: Bob Follansbee, Education Development Center, Newton, MA. **Funded by** U. S. Department of Education.
- Alvermann, D. E. (2003 -2004). Advisor. "Linking Data and Learning - The Grow Network Study." Principal Investigator: Margaret Honey, Education Development Center, New York City. **Funded by** the Carnegie Corporation of New York.
- Alvermann, D. E. (2002 - 2004). Consultant. "Improving Literacy Learning for Preadolescent and Adolescent Learners: Bridging the Achievement Gap." Principal Investigator: Dorothy Strickland, Rutgers University. **Funded by** the Carnegie Corporation of New York.

### Articles (peer reviewed)

- Alvermann, D. E. (in press, to be published in June 2022). Teaching critical literacy in the middle years: New meanings, layers, and hopes. *Literacy Learnings: The Middle Years*, 30(2)
- Alvermann, D. E., Cho, A., Gannon, M., Mondì, J., Obradovic, M., Pulliam, A., Qi, F., Readhead, S., Wright, W. T., & Yeom, E. Y. (2022). Archival encounters via podcasts: Diversity and voice in practice and research. *English Education*, 54(2), 128-147.
- Wynne, E., Wright, W. T., & Alvermann, D. E. (2021). Creating gaps in understanding: How Gen Z disrupts gender norms on Tik Tok. *The International Journal of Critical Media Literacy*, 3, 1-23. <https://doi.org/10.1163/25900110-03030001>
- Alvermann, D. E., & Wright, W. T. (2021, March 25). Adolescent literacies. In *Oxford Research Encyclopedia of Education*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.1532>

- Hoffman, J. V., & Alvermann, D. E. (2020). What a genealogical analysis of Nila Banton Smith's *American Reading Instruction* reveals about the present through the past. *Reading Research Quarterly*, 55(2), 251-269. <https://doi.org/10.1002/rrq.269>
- Alvermann, D. E. (2019). The power of discourse: CML and "The Tantrum that Saved the World." *International Journal of Critical Media Literacy*, 1(1), 128-136.
- Alvermann, D., McGrail, W., Young, C., Damico, N., Zucker, L. (2019). "Beliefs for Integrating Technology into the English Language Arts Classroom": Reflections from scholars in the field. *Contemporary Issues in Technology and Teacher Education*, 19(3). Retrieved from <https://www.citejournal.org/proofing/beliefs-for-integrating-technology-into-the-english-language-arts-classroom-reflections-from-scholars-in-the-field>
- Alvermann, D. E., & Sanders, R. K. (2019). Adolescent literacy in a digital world. In R. Hobbs & P. Mihaildis (Eds.), *The international encyclopedia of media literacy*. Hoboken, NJ: Wiley. <https://doi.org/10.1002/9781118978238.ieml0001>
- Alvermann, D. E. (2018). The optimism of uncertainty: A call to action. *Journal of Adolescent & Adult Literacy*, 61(5), 581-584. [Note: This is a single-authored article in the Policy and Practice Remix section of JAAL]
- Alvermann, D. E. (2017). Social media texts and critical inquiry in a post-factual era. *Journal of Adolescent & Adult Literacy*, 61(3), 335-338. [Note: This is a single-authored article in the Policy and Practice Remix section of JAAL]
- Rowse, J., Morrell, E., & Alvermann, D. (2017). Overcoming the digital divide: Four critical steps. Newark, DE: International Literacy Association.
- Rowse, J., Morrell, E., & Alvermann, D. E. (2017). Confronting the digital divide: Debunking Brave New World discourses. *The Reading Teacher*, 71(2), 157-65.
- Alvermann, D. E. (2017). Media literacy. In K. Peppler (Ed.), *The SAGE encyclopedia of out-of-school learning*. Thousand Oaks, CA: Sage.
- Alvermann, D. E. (2017). The M-word: Dare we use it? *Journal of Adolescent & Adult Literacy*, 61(1), 99-102. [Note: This is a single-authored article in the Policy and Practice Remix section of JAAL]
- Alvermann, D. E. (2017). Move over reading: Writing matters! *Journal of Adolescent & Adult Literacy*, 60(5), 589-591. [Note: This is a single-authored article in the Policy and Practice Remix section of JAAL]
- Alvermann, D. E. (2016). Alvermann, D. E., Hutcherson Price, L., & Jackson, A. J. (2016). Looking back to look ahead, *The Journal of Education*, 196(3), 45-47.

- Alvermann, D. E. (2016). Cautionary questions. *Journal of Adolescent & Adult Literacy*, 60(3), 349-352. [Note: This is a single-authored article in the Policy and Practice Remix section of JAAL]
- Alvermann, D. E. (2016). New literacies: Introduction. *Informationen zur deutschdidaktik Zeitschrift für den Deutschunterricht in Wissenschaft und Schule* (themed issue on New Literacies). *IDE*, Issue #4, pp. 23-27. Available at: <https://macs.bookwire.de/EBookDeliveryServiceStd/rs/download-mgr/ebook/download/2004000/EA06D0A7EF07C123/9783706558709.epub>
- Alvermann, D. E., Hruby, G., Mallozzi, C., Matthews, M., Moorman, G., & Reinking, D. (2016). Academic grandparents: Things they never thought to tell us. In N. A. Vines, S. Botzakis, Cardullo, V., & J. DeHart (Eds.), *Language and literacy: Meeting the challenges of all learners* (pp. 1-32). American Reading Forum Annual Yearbook [Online]. Vol. 36.
- Alvermann, D. E. (2016). Blowin' in the wind. *Journal of Adolescent & Adult Literacy*, 60(1), 91-93. [Note: This is a single-authored article in the Policy and Practice Remix section of JAAL]
- Alvermann, D. E. (2016). Literacies and identity. In M. A. Peters (Ed.), *Encyclopedia of educational philosophy and theory* (not paginated in online version, but will be in hardback version). Singapore: SpringerMeteor.
- Alvermann, D. E., & Jackson, A. J. (2016). Response to "Beyond the Common Core: Examining 20 years of literacy priorities and their impact on struggling readers. *Literacy Research and Instruction*, 55(2), 107-110.
- Alvermann, D. E. (2015). Being in the moment: Implications for teaching and young people's digital literacies. *Journal of Adolescent & Adult Literacy*, 58(8), 625-631).
- Alvermann, D. E., Halstead, H., Troutman Goodwin, M., Rieber, L. P. (2015). Emerging research interests that complicate data analysis: How the past informs the present. In N. A. Vines, S. Botzakis, & J. DeHart (Eds.), *Language and literacy: Meeting the challenges of all learners* (pp. 1-16). American Reading Forum Annual Yearbook [Online]. Vol. 35.
- Alvermann, D. E. (2013). [Invited Section II Introduction]. Adolescent, disciplinary, and digital literacies. In P. Dunston et al. (Ed.), *62<sup>nd</sup> Yearbook of the Literacy Research Association* (pp. 140-142). Altamonte Springs, FL: Literacy Research Association.
- Alvermann, D. E., Hutchins, R. J., & McDevitt, R. D. (2012). Adolescents' engagement with web 2.0 and social media: Research, theory, and practice. *Research in the Schools*, 19(1), 33-44.

Boggs, G. L., & Alvermann, D. E. (2012). Introduction: Writing ecologies. *Pedagogies International*, 7(3), 203-208. DOI: 10.1080/1554480X.2012.685555

Alvermann, D. E., Marshall, J. D., McLean, C. A., Huddleston, A. P., Joaquin, J., & Bishop, J. (2012). Adolescents' web-based literacies, identity construction, and skill development. *Literacy Research and Instruction*, 51(3), 179-195. DOI: 10.1080/19388071.2010.523135

Selected by *LRI* editors as a featured article in Routledge's **Back to School Reading List**: a collection of editor-selected articles from the journal's archives.  
<http://www.tandf.co.uk/journals/access/ulri-bts.pdf>

Marsh, J. P., Lammers, J., & Alvermann, D. E. (2012). Quality assurance in online content literacy methods courses. *Literacy Research and Instruction*, 51(3), 233-253. DOI: 10.1080/19388071.2011.568670

Selected by *LRI* editors as a featured article in Routledge's **Back to School Reading List**: a collection of editor-selected articles from the journal's archives.  
<http://www.tandf.co.uk/journals/access/ulri-bts.pdf>

Alvermann, D. E. (2012). Afterword for a themed issue on The Future of Critical Literacies in U.S. Schools (Guest Editors: J. Avila & J. Z. Pandya). *Theory into Practice*, 51(1), 64-67. DOI: 10.1080/00405841.2012.636340

Alvermann, D. E., & Moore, D. W. (2011). Questioning the separation of in-school and out-of-school contexts for literacy learning: An interview with Donna E. Alvermann. *Journal of Adolescent & Adult Literacy*, 55(2), 156-158. DOI: 10.1002/JAAL.00019

Alvermann, D. E. (2011). Moving on, keeping pace: Youth's literate identities and multimodal digital texts. In S. Abrams & J. Rowsell (Eds.), *Rethinking identity and literacy education in the 21st century*. *National Society for the Study of Education Yearbook* (vol. 110, part I, pp. 109-128). New York: Columbia University, Teachers College.

Alvermann, D. E., & Wilson, A. A. (2011). Comprehension strategy instruction for multimodal texts in science. *Theory into Practice*, 50(2), 116-124. DOI: 10.1080/00405841.2011.558436

Alvermann, D., Friese, E., Beckmann, S., & Rezak, A. (2011). Content area reading pedagogy and domain knowledge: A Bourdieusian analysis. *The Australian Educational Researcher*, 38(2), 203-220.

[This article was reviewed by Dr. Melissa Stinnett, Associate Professor of Reading at Western Illinois University. It appeared in a column labeled Reading



Research in *Illinois Reading Council Journal* (2012), 40(3), 70-75. Available at:  
<http://www.illinoisreadingcouncil.org/images/IRCJSummer2012.pdf>

Alvermann, D. E., Rezak, A. T., Mallozzi, C. A., Boatright, M. D., & Jackson, D. F. (2011). Reflective practice in an online literacy course: Lessons learned from attempting to fuse reading and science instruction. *Teachers College Record*, 113(1), 27-56.

[Note: Executive summary available at

<http://www.tcrecord.org/Content.asp?contentid=15987>]

[This article appeared as the lead article in *TCR's* September 2012 newsletter.]

[This article was included in the CITE-ITEL Collection of Research Articles in August 2020 maintained by Professor James V. Hoffman at the University of North Texas, Denton, TX.]

Alvermann, D. E. (2010). Introduction to the themed issue on computer games and literacy. *Australian Journal of Language and Literacy*, 33(1), 9-11.

Friese, E. E. G., Alvermann, D. E., Parkes, A., & Rezak, A. T. (2008). Selecting texts for English language arts classrooms: When assessment is not enough. *English Teaching: Practice and Critique*, 7(3), 74-99. Available at:

<http://edlinked.soe.waikato.ac.nz/research/journal/view.php?article=true&id=536&p=1>

Alvermann, D. E. (2008). Commentary: Why bother theorizing adolescents' online literacies for classroom practice and research? *Journal of Adolescent & Adult Literacy*, 52, 8-19.

[Cited in Bertschi-Kaufmann, A. (2014). "Also Während dem Lesen bin ich eigentlich wie weg." Wenn Heranwachsende ihre Literalität entwickeln. *Leseraume: Zeitschrift für Literalität in Schule und Forschung*. 1. Jahrgang 204, Heft 1.

Alvermann, D. (2008). A hybrid approach to content area literacy. In *New Literacies: A professional development wiki for educators*. Developed under the aegis of the Improving Teacher Quality Project (ITQP), a federally funded partnership between Montclair State University and East Orange School District, New Jersey. Available from: <http://newlits.wikispaces.com/A+Hybrid+Approach+to+Content+Area+Literacy>

Heron-Hruby, A., Hagood, M. C., & Alvermann, D. E. (2008). Switching places and looking to adolescents for the practices that shape school literacies. *Reading and Writing Quarterly*, 24(3), 311-334. DOI:10.1080/10573560802004258

Alvermann, D. E., Hagood, M. C., Heron-Hruby, A., Hughes, P., Williams, K. B., & Jun-Chae, Y. (2007). Telling themselves who they are: What one out-of-school time study revealed about underachieving readers. *Reading Psychology*, 28, 1-19. DOI: 10.1080/02702710601115455



- Sanacore, J., & Alvermann, D. E. (2007). Fifteen guidelines for helping education faculty get published in peer-reviewed journals. *American Reading Forum Yearbook*, 27. Retrieved from:  
[http://www.americanreadingforum.org/yearbook/yearbooks/07\\_yearbook/volume07.htm](http://www.americanreadingforum.org/yearbook/yearbooks/07_yearbook/volume07.htm)
- Moore, D. W., Alvermann, D. E., & Hinchman, K. A. (2007). Literacies in and out of school: A survey of U.S. youth. *The Reading Matrix*, 7(3), 170-190. Retrieved from:  
[http://www.academia.edu/2825750/Literacies\\_in\\_and\\_out\\_of\\_school\\_A\\_survey\\_of\\_US\\_youth](http://www.academia.edu/2825750/Literacies_in_and_out_of_school_A_survey_of_US_youth)
- Alvermann, D. E. (2007). Content area literacy: The spotlight shifts to teacher educators. In M. B. Sampson, P. E. Linder, F. Falk-Ross, M. Foote, & S Szabo (Eds.), *Multiple literacies in the 21<sup>st</sup> century* (pp. 14-19). Texas A&M University-Commerce: College Reading Association.
- Alvermann, D. E. (2006). Youth in the middle: Our guides to improved literacy instruction? *Voices in the Middle*, 14(2), 7-13.
- Alvermann, D. E. (2006). Pointers for introducing critical media literacy to your students. *The Journal of Media Literacy*, 53(2), 12-15.
- Alvermann, D. E. (2006). Teaching preservice teachers to read the discourse of school reform. *Pedagogies: An International Journal*, 1(1), 69-75.
- Alvermann, D. E. (2006). Young people's relationships with reading. *The New England Reading Association Journal*, 42(1), 1-5.
- Alvermann, D. E. (2006). Joe Millionaire meets Ulysses: Preservice teachers resist—and adapt—when exposed to media-literacy training. *Threshold: Exploring the Future of Education*, 3(4), 32.  
 [Also available at  
<http://www.ciconline.com/AboutCIC/Publications/threshold.htm#framing>]
- Dressman, M., O'Brien, D., Rogers, T., Ivey, G., Wilder, P., Alvermann, D., Moje, E., & Leander, K. (2006). Problematizing adolescent literacies: Four instances, multiple perspectives. In J. V. Hoffman, D. L. Schallert, C. M. Fairbanks, J. Worthy, & B. Maloch (Eds.), *Fifty-fifth yearbook of the National Reading Conference* (pp. 141-154). Owl Creek, WI: National Reading Conference.
- Alvermann, D. E. (2005). Literacy on the edge: How close are we to closing the literacy achievement gap? *Voices in the Middle*, 13(1), 8-14.

- Alvermann, D. E. (2004). Seeing and then seeing again. *Journal of Literacy Research*, 36, 289-302.
- Alvermann, D. E. (2004). Media, information communication technologies, and youth literacies. *American Behavioral Scientist*, 48(1), 78-83.
- Alvermann, D. E. (2004). Adolescent aliteracy: Are schools causing it? *Voices in Urban Education*, 3 (Winter/Spring), 26-35. [Also available at <http://www.annenberginstitute.org/VUE/index.html>]
- Alvermann, D. E., Huddleston, A., & Hagood, M. C. (2004). What could professional wrestling and school literacy practices possibly have in common? *Journal of Adolescent & Adult Literacy*, 47, 532-540.
- Young, J. P., Alvermann, D. E., Kaste, J., Henderson, S., & Many, J. (2004). Being a friend and a mentor at the same time: A pooled case comparison. *Mentoring and Tutoring*, 12 (1), 23-36.
- Alvermann, D. E. (2004). Adolescent aliteracy: Are schools causing it? *Voices in Urban Education*, 3. Excerpted material available: <http://www.annenberginstitute.org/VUE/spring04/Alvermann.php>
- Hinchman, K., A., Alvermann, D. E., Boyd, F. B., Brozo, W. G., & Vacca, R. T. (2003/2004). Supporting older students' in- and out-of-school literacies. *Journal of Adolescent & Adult Literacy*, 47, 304-310.
- [Note: This article was selected by the International Reading Association as the basis for the Read/Write/Think lesson on "Identifying and Understanding the Fallacies Used in Advertising" (see [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=785](http://www.readwritethink.org/lessons/lesson_view.asp?id=785))]
- Alvermann, D. E., & Xu, S. H. (2003). Children's everyday literacies: Intersections of popular culture and language arts instruction across the curriculum. *Language Art*, 81, 145-154.
- Hand, B. M., Alvermann, D. E., Gee, J. P., Guzzetti, B. J., Norris, S. P., Phillips, L. M., Prain, V., & Yore, L. D. (2003). Message from the "Island Group": What is literacy in science literacy? *Journal of Research in Science Teaching*, 40, 607-615.
- Alvermann, D. E. (2003, November). Seeing themselves as capable and engaged readers: Adolescents and re/mediated instruction. *North Central Regional Educational Laboratory (NCREL)*. Available: <http://www.ncrel.org/litweb/readers/>
- Richardson, T. A., & Alvermann, D. E. (2003). Developing critical awareness in readers. *The California Reader*, 36(4), 54-57.

- Alvermann, D. E. (2003). U.S. middle years teaching education and youth literacies. *Teaching Education*, 14(1), 7-24.
- Ro, J. M., Eakle, A. J., Hruby, G., Rush, L., Alvermann, D. E., & Aaron, I. E. (2003). Writing a literacy dissertation: Looking back, looking forward. *American Reading Forum Yearbook*. Available: [http://www.americanreadingforum.org/Yearbooks/03\\_yearbook/html/Ro.htm](http://www.americanreadingforum.org/Yearbooks/03_yearbook/html/Ro.htm)
- Alvermann, D. E. (2002). Effective literacy instruction for adolescents. *Journal of Literacy Research*, 34, 189-208.
- Alvermann, D. E. (2001). Some “wonderings” about literacy teacher education. *Journal of Reading Education*, 27(1), 9-13.
- Alvermann, D. E., & Heron, A. H. (2001). Literacy identity work: Playing to learn with popular media. *Journal of Adolescent & Adult Literacy*, 45, 118-122.
- Alvermann, D. E. (2001). Teaching as persuasion: The worthiness of the metaphor. *Theory into Practice*, 40, 278-283.
- Alvermann, D. E. (2001). Reading adolescents’ reading identities: Looking back to see ahead. *Journal of Adolescent & Adult Literacy*, 44, 676-690.
- Alvermann, D. E. (2001, September). *Effective literacy instruction for adolescents: Executive summary and paper commissioned by the National Reading Conference*. Retrieved January 15, 2019 from Academia.edu  
[https://www.academia.edu/204878/Effective\\_Literacy\\_Instruction\\_for\\_Adolescents](https://www.academia.edu/204878/Effective_Literacy_Instruction_for_Adolescents)
- Alvermann, D. E., Hagood, M. C., & Williams, K. B. (2001, June) Image, language, and sound: Making meaning with popular culture texts. *Reading Online*. Available: [http://www.readingonline.org/newliteracies/lit\\_index.asp?HREF=/newliteracies/action/alvermann/index.html](http://www.readingonline.org/newliteracies/lit_index.asp?HREF=/newliteracies/action/alvermann/index.html)
- Reprinted in part in Joyce Vermeeren’s interview with Donna Alvermann (2002): “Donna Alvermann bepleit zelfvertrouwen en leerlingbetrokkenheid. *Moer: Tijdschrift voor het onderwijs in het Nederlands*, 3, 89-92.
- Alvermann, D. E. (2000, November). Narrative approaches in literacy research. *Reading Online*. Available: <http://www.readingonline.org/articles/handbook/alvermann/index.html>
- Alvermann, D.E., & Hagood, M.C. (2000). Critical media literacy: Research, theory, and practice in “New Times.” *Journal of Educational Research*, 93,193-205.
- Alvermann, D.E., & Hruby, G.G. (2000). Mentoring and reporting research: A concern for aesthetics. *Reading Research Quarterly*, 35, 46-63.

- Alvermann, D.E., & Hagood, M.C. (2000). Fandom and critical media literacy. *Journal of Adolescent and Adult Literacy*, 43, 436-446. Reprinted by the International Reading Association, 2000.
- Qian, G. & Alvermann, D.E. (2000). Relationship between epistemological beliefs and conceptual change learning. *Reading and Writing Quarterly*, 16(1), 59-74.
- Alvermann, D.E., Young, J.P., Green, C., & Wisenbaker, J. M. (1999). Adolescents' perceptions and negotiations of literacy practices in after-school Read and Talk Clubs. *American Educational Research Journal*, 36, 221-264.
- Reprinted in R. Ruddell et al. (Eds.). (2004). *Theoretical models and processes of reading* (5<sup>th</sup> ed.). Newark, DE: International Reading Association.
- Alvermann, D.E. (1999). Are we trend spotters or tale spinners? A report from the field. In J. R. Dugan, P. E. Linder, W. M. Linek, & E. G. Sturtevant (Eds.), *Advancing the world of literacy: Moving into the 21st century* (pp. 8-25). Commerce, TX: College Reading Association.
- Alvermann, D.E. (1999). Vulnerable subjects: Students' literacy perspectives and the cultural politics of interpretive research. (Alvermann's Oscar Causey Research Award Address). In T. Shanahan & F. Rodriguez-Brown (Eds.), *Forty-eighth yearbook of the National Reading Conference* (pp. 39-55). Chicago, IL: National Reading Conference.
- Alvermann, D. (1999). Telling tales, tales that are telling. (In "NRC Presidential Perspectives" edited by J. Hoffman, G. Duffy, P.D. Pearson, & M.T. Smith-Burke.) *Journal of Literacy Research*, 31, 6-46.
- Evans, K. S., Anders, P. L., & Alvermann, D. E. (1998). Literature discussion groups: An examination of gender roles. *Reading Research and Instruction*, 37, 107-122.
- Vacca, R.T., & Alvermann, D.E. (1998). The crisis in adolescent literacy: Is it real or imagined? *National Association of Secondary School Principals*, 82, 4-9.
- Alvermann, D.E., Commeyras, M., Young, J. P., Randall, S., & Hinson, D. (1997). Interrupting gendered discursive practices in classroom talk about texts: Easy to think about, difficult to do. *Journal of Literacy Research*, 29, 73-104.
- Hynd, C. R., Alvermann, D. E., & Qian, G. (1997). Preservice elementary school teachers' conceptual changes about projectile motion: Refutation text, demonstration, affective factors, and relevance. *Science Education*, 81, 1-27.
- Young, J. P., & Alvermann, D. E. (1997). The making of a researcher: A self-study of a mentoring relationship. In K. Camperell, B. Hayes, & R. Telfer (Eds.), 17<sup>th</sup>

*Yearbook of the American Reading Forum* (Vol. 17, pp. 113-125). Logan: Utah State University.

Alvermann, D. E., Young, J. P., Weaver, D., Hinchman, K. A., Moore, D. W., Phelps, S. F., Thrash, E. C. & Zalewski, P. (1996). Middle and high school students' perceptions of how they experience text- based discussions: A multicase study. *Reading Research Quarterly*, 31, 244-267.

Alvermann, D. E., Phelps, S. F., & Umpleby, R. (1996). Analyzing qualitative data using the trifold. In E. Sturtevant & W. Linek (Eds.), *Growing literacy* (pp. 228-236). Commerce, TX: College Reading Association.

Alvermann, D. E. (1996). Introducing feminist perspectives in a content literacy course: Struggles and self-contradictions. In D. J. Leu, C. K. Kinzer, & K. A. Hinchman (Eds.), *Literacies for the 21<sup>st</sup> Century* (Forty-fifth yearbook of the National Reading Conference pp. 124-133). Chicago: National Reading Conference.

Alvermann, D. E. (1996). Discussion of *JLR* critical issues in literacy. *Journal of Literacy Research*, 28, 320-324.

Alvermann, D. E., Umpleby, R., & Olson, J. R. (1996). Getting involved and having fun: Dilemmas in building a literate community in one lower-track English class. *International Journal of Qualitative Studies in Education*, 9, 461-475.

Commeyras, M., & Alvermann, D. E. (1996). Reading about women in world history textbooks from one feminist perspective. *Gender and Education*, 8(1), 31-48.

Reprinted in A.D. Spalding (Ed.). (1998). *Taking sides: Clashing views on controversial issues in gender studies*. New York: Dushkin/McGraw-Hill.

Alvermann, D. E., O'Brien, D. G., & Dillon, D. R. (1996). Conversations: On writing qualitative research. *Reading Research Quarterly*, 31, 114-120.

Reprinted in M. R. Jalongo, G. J. Gerlach, & W. Yan (Eds.). (2001). *Research Methods* (pp. 143-148). Guilford, CT: McGraw-Hill/Dushkin.

Alvermann, D. E. (1995/1996). Peer-led discussions: Whose interests are served? *Journal of Adolescent and Adult Literacy*, 39, 282-289.

Alvermann, D. E. (1995). More compelling questions in reading education: Another look at the inquiry questions of leading educators (compiled by W. Bintz and J. Dillard). *Reading Today*, 12(6), 20.

Holliday, W. G., Yore, L. D., & Alvermann, D. E. (1995). The reading -- science learning -- writing connection: Breakthroughs, barriers, and promises. *Journal of Research in Science Teaching*, 31, 877-893.

Qian, G., & Alvermann, D. E. (1995). Role of epistemological beliefs and learned

- helplessness in secondary students' learning science concepts from text. *Journal of Educational Psychology*, 87(2), 282-292.
- Alvermann, D. E., Hynd, C. R., & Qian, G. (1995). Effects of interactive discussion and text type on learning counterintuitive science concepts. *Journal of Educational Research*, 88, 146-154.
- Alvermann, D. E., & Qian, G. (1994). Perspectives on secondary school reading. *Reading and Writing Quarterly*, 10, 21-38.
- Alvermann, D. E., & Commeyras, M. (1994). Inviting multiple perspectives: Creating opportunities for student talk about gender inequalities in texts. *Journal of Reading*, 37, 566-571.
- Commeyras, M., & Alvermann, D. E. (1994). Messages that high school world history textbooks convey. *The Social Studies*, 85, 268-274.
- Alvermann, D. E. (1993). Leaders in reading research and instruction: An interview with Donna Alvermann. *Reading Psychology*, 14, 229-236.
- Alvermann, D. E. (1993). Researching the literal: Of muted voices, second texts, and cultural representations. (Alvermann's Presidential Address). In C. K. Kinzer & D. J. Leu (Eds.) (*Forty-second Yearbook of the National Reading Conference*) *Examining central issues in literacy research, theory, and practice* (pp. 1-10). Chicago, IL: National Reading Conference.
- Alvermann, D. E., Baumann, J. F. (1992). The National Reading Research Center: What it can mean to Georgians. *Georgia Journal of Reading*, 17(2), 41-44.
- Alvermann, D. E. (1991). The discussion web: A graphic aid for learning across the curriculum. *The Reading Teacher*, 45(2), 92-99.
- [Note: This article was selected by the International Reading Association as the basis for the Read/Write/Think lesson on "The Pros and Cons of Discussion" (see [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=819](http://www.readwritethink.org/lessons/lesson_view.asp?id=819))]
- Alvermann, D. E., & Dillon, D. R. (1991). Ways of knowing are ways of seeing: A response to Roller. *Reading Research Quarterly*, 26(3), 329-333.
- Alvermann, D. E., O'Brien, D. G., & Dillon, D. R. (1990). What teachers do when they say they're having discussions of content reading assignments: A qualitative analysis. *Reading Research Quarterly*, 25(4), 296-322.
- Moore, D. W., Alvermann, D. E., & O'Keefe, K. (1990). Discussion practices: An historical overview. *Reading Psychology*, 11(2), 115-130.

- Rubin, D. L., & Alvermann, D. E. (1990). Teacher assessment and teacher change in classroom communication behaviors. *Reading Research and Instruction*, 29(4), 18-25.
- Alvermann, D. E. (1990). Content reading strategies: Some caveats. *Reading in Virginia*, 15, 17-21.
- Alvermann, D. E. (1989). Teacher-student mediation of content area texts. *Theory into Practice*, 28, 142-147.
- Alvermann, D. E., & Hynd, C. R. (1989). Effects of prior knowledge activation modes and text structure on non-science majors' comprehension of physics. *Journal of Educational Research*, 83(2), 97- 102.
- Alvermann, D. E., & Hynd, C. R. (1989). Study strategies for correcting misconceptions in physics: An intervention. In S. McCormick & J. Zutell (Eds.), *Cognitive and social perspectives for literacy research and instruction* (pp. 353-361). Chicago, IL: National Reading Conference.
- Hynd, C. R., & Alvermann, D. E. (1989). Overcoming misconceptions in science: An on-line study of prior knowledge activation. *Reading Research and Instruction*, 28(4), 12-26.
- Swafford, J., & Alvermann, D. E. (1989). Content area reading strategies: Is there a research base at the postsecondary level? *Journal of Reading*, 33(3), 164-169.
- Alvermann, D. E., & Hayes, D. A. (1989). Classroom discussion of content area reading assignments: An intervention study. *Reading Research Quarterly*, 24(3), 305-335.
- Alvermann, D. E., & Hague, S. A. (1989). Comprehension of counter-intuitive science text: Effects of prior knowledge activation and text structure. *Journal of Educational Research*, 82(4), 197-202.
- Alvermann, D. E., & Swafford, J. (1989). Do content area strategies have a research base? *Journal of Reading*, 32(5), 388-394.
- Alvermann, D. E. (1988). Effects of spontaneous and induced lookbacks on self-perceived high and low ability comprehenders. *Journal of Educational Research*, 81(6), 325-331.
- This article received a 1988 *Journal of Educational Research* Award for Meritorious Contribution to Educational Practice Through Research.
- Alvermann, D. E., & Olson, J. R. (1988). Discussing read-aloud fiction: One approach for motivating critical thinking. *Reading Horizons*, 28(4), 235-241.

- Alvermann, D. E. (1987). Introduction. *Journal of Reading*, 30, 581.
- Alvermann, D. E. (1987). The role of textbooks in teachers' interactive decision making. *Reading Research and Instruction*, 26, 115-127.
- Alvermann, D. E. (1986). Discussion vs. recitation. In J. Niles & R. Lalik (Eds.), *Solving problems in Literacy: Learners, teachers, and researchers* (pp. 113-119). Rochester, NY: The National Reading Conference, Inc.
- Hynd, C. R., & Alvermann, D. E. (1986). Prior knowledge activation in refutation and non-refutation text. In J. Niles & R. Lalik (Eds.), *Solving problems in literacy: Learners, teachers, and researchers* (pp. 55-60). Rochester, NY: The National Reading Conference, Inc.
- Alvermann, D. E. (1986). Evaluation of teaching with discussion: A triangulated inquiry. In D. Lumpkin, M. Harshberger, & P. Ransom (Eds.), *Evaluation in reading: Learning, teaching and administering* (pp. 329-336). Muncie, IN: Ball State University.
- Alvermann, D. E., & Boothby, P. R. (1986). Children's transfer of graphic organizer instruction. *Reading Psychology: An International Quarterly*, 7(2), 87-100.
- Hynd, C. R., & Alvermann, D. E. (1986). The role of refutation text in overcoming difficulty with science concepts. *Journal of Reading*, 29, 440-446.
- Alvermann, D. E. (1986). A report on becoming a nation of readers. *Georgia Journal of Reading*, 11(2), 24-27.
- Simpson, M. L., Alvermann, D. E., & Kelly, D. C. (1986). The effect of instruction in strategic routines on criterion task performance. In G. L. Howell & T. J. Betenbough (Eds.), *Innovative learning strategies* (pp. 117-126). Plattsburgh, NY: SUNY Plattsburgh.
- Simpson, M. L., Ratekin, N., & Alvermann, D. E. (1986). Recommended strategies versus the content area teacher: A comparison of curricular goals. *The Journal of Reading Education*, 11(3), 20-30.
- Alvermann, D. E. (1986, March). Advances in instructional research in reading: An update. *International Quarterly*, 18-22.
- Ratekin, N., Simpson, M., Alvermann, D., & Dishner, E. (1985). Why teachers resist content reading instruction. *Journal of Reading*, 28, 432-437.
- Alvermann, D. E., Wisenbaker, J., & Dillon, D. R. (1985). Assessment of classroom interaction dynamics. In J. A. Niles and R. Lalik (Eds.), *Issues in literacy: A*



*research perspective* (pp. 337-343), 34th Yearbook of the National Reading Conference, Rochester, NY: National Reading Conference.

Alvermann, D. E., O'Brien, D. G., Dillon, D. R., & Smith, L. C. (1985). Communicating in the classroom: What makes a discussion happen? In G. McNinch (Ed.), *Reading Research in 1984: Comprehension, Computers, Communication* (pp. 100-103), Fifth Yearbook of the American Reading Forum, Carrollton, GA: American Reading Forum.

Alvermann, D. E., Dillon, D. R., O'Brien, D. G., & Smith, L. C. (1985). The role of the textbook in discussion. *Journal of Reading*, 29(1), 50-57.

Alvermann, D. E., Smith, L. C., & Readence, J. E. (1985). Prior knowledge activation and the comprehension of compatible and incompatible text. *Reading Research Quarterly*, 20(4), 420-436.

Alvermann, D. E. (1984). Using textbook reading assignments to promote classroom discussion. *The Clearing House*, 58(2), 70-73.

Alvermann, D. E. (1984). Teaching the process of inferring through a listening guide. *Reading Horizons*, 24(4), 243-248.

Alvermann, D. E. (1984). Adults who read to children need to be good listeners, too! *Academic Therapy*, 19, 537-542.

Hayes, D. A., & Alvermann, D. E. (1984). A cyclical plan for using study strategies. *Forum for Reading*, 15(2), 47-52.

Alvermann, D. E. (1984). Professional growth: A developmental approach to change. *Kappa Delta Pi RECORD*, 20(4), 104-108.

Alvermann, D. E. (1984). Helping the LD learner read in the content areas. *Topics in Learning and Learning Disabilities*, 3(4), 41-52.

Wixson, K. K., Bosky, A. B., Yochum, M. N., & Alvermann, D. E. (1984). An interview for assessing students' perceptions of classroom reading tasks. *The Reading Teacher*, 37(4), 346-352.

Smith, L. C., Readence, J. E., & Alvermann, D. E. (1984). Effects of activating background knowledge on comprehension of expository prose. In J.A. Niles and L. A. Harris (Eds.), *Changing perspectives on research in reading/language processing and instruction* (pp. 188-192), 33rd Yearbook of the National Reading Conference, Rochester, NY: National Reading Conference.

- Alvermann, D. E., Boothby, P. R., & Wolfe, J. (1984). The effect of graphic organizer instruction on fourth graders' comprehension of social studies text. *Journal of Social Studies Research*, 8(1), 13-21.
- Boothby, P. R., & Alvermann, D. E. (1984). The effects of graphic organizer instruction on fourth graders' comprehension. *Reading World*, 23(4), 325-339.
- Alvermann, D. E. (1983). Basals and the poor reader: Some perspectives. *Georgia Journal of Reading*, 9(1), 5-9.
- Alvermann, D. E. (1983). What students' expectations reveal about reading and studying strategies. *Michigan Reading Journal*, 16(2), 30-32.
- Alvermann, D. E., Boothby, P. R., Merrion, M. D., & Waack, W. L. (1983). A study of preservice teacher perceptions: Part I. *National Association of Laboratory Schools Journal*, 7(4), 15-19.
- Alvermann, D. E. (1983). Putting the textbook in its place--your students' hands. *Academic Therapy*, 18, 345-351.
- Alvermann, D. E. (1983). The mnemonic value of the picto-organizer for word identification among disabled readers. *Reading Horizons*, 23(2), 125-129.
- Alvermann, D. E., & Phelps, S. (1983). Elementary readers' strategic activity in processing story length materials. In J. A. Niles, and L. A. Harris (Eds.), *Searches for meaning in reading/language processing and instruction* (pp. 182-186), 32nd Yearbook of The National Reading Conference, Rochester, NY: National Reading Conference, Inc.
- Alvermann, D. E., & Boothby, P. R. (1983). A preliminary investigation of the differences in children's retention of "inconsiderate" text. *Reading Psychology: An International Quarterly*, 4, 237-246.
- Alvermann, D. E. (1983). Exposure to complex syntactic materials and stages of linguistic development in reading disabled children. *Journal of Research and Development in Education*, 16(4), 26-31.
- [Note: Reprinted in *William S. Gray Research Collection in Reading*, Manhasset, NY: Alvina Treut Burrows Institute, 1984]
- Alvermann, D. E., & Boothby, P. R. (1982). Text differences: Children's perceptions at the transition stage in reading. *The Reading Teacher*, 36, 298-302.
- [Note: Reprinted in *William S. Gray Research Collection in Reading*, Manhasset, NY: Alvina Treut Burrows Institute, 1983]

Alvermann, D. E., & Ratekin, N. (1982). Metacognitive knowledge about reading proficiency: Its relation to study strategies and task demands. *Journal of Reading Behavior*, 14, 231-241.

[Note: Reprinted in *William S. Gray Research Collection in Reading*, Manhasset, NY: Alvina Treut Burrows Institute, 1984]

Alvermann, D. E. (1982). Restructuring text facilitates written recall of main ideas. *Journal of Reading*, 25, 754-758.

[Note: Reprinted in *William S. Gray Research Collection in Reading*, Manhasset, NY: Alvina Treut Burrows Institute, 1983]

Boothby, P. R., & Alvermann, D. E. (1982). What are we proud of in the teaching of reading? A collaborative research effort. *Language Arts*, 59, 840-843.

Alvermann, D. E. (1982). Future trends in middle school reading assessment and instruction. *Reading World*, 22, 150-155.

Alvermann, D. E. (1981). The compensatory effect of graphic organizers on descriptive text. *Journal of Educational Research*, 75(1), 44-48.

Alvermann, D. E. (1981). The possible values of dissonance in student teaching experiences. *Journal of Teacher Education*, 32(3), 24-25.

## Books

Sumara, D., & Alvermann, D. E. (Eds.). (2022). *Ideas that changed literacy practices: First-person accounts from leading voices*. Gorham, ME: Myers Education Press. [Awarded "The Society of Professors of Education Outstanding Book Award" for 2022]

Alvermann, D. E., Unrau, N. J., Sailors, M., & Ruddell, R. B. (Eds.). (2019). *Theoretical models and processes of literacy* (7th ed., 624 pp.). Routledge/Taylor & Francis.

Lapp, D., Alvermann, D., Jimenez, R., Kirkland, D., Ogle, D., & Reutzel, R. (2018). *Literacy glossary: The first 300 words*. Available in paper and online. Newark, DE: International Literacy Association.

Gillis, V. R., Boggs, G. L., & Alvermann, D. E. (2017). *Content area reading and literacy: Succeeding in today's diverse classrooms* (8<sup>th</sup> ed.). Boston, MA: Pearson.

Alvermann, D. E. (Ed.). (2016). *Adolescents' online literacies: Connecting classrooms, digital media & popular culture (Revised edition)*. New York, NY: Peter Lang. (5 new chapters).

Alvermann, D. E., Unrau, N. J., & Ruddell, R. B. (Eds.). (2013). *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association.

Alvermann, D. E., & Hinchman, K. A. (Eds.). (2012). *Reconceptualizing the literacies in adolescents' lives* (3<sup>rd</sup> ed.). New York: Routledge.

[Note: 1<sup>st</sup> and 2<sup>nd</sup> editions (1998 and 2006) were edited by D. E. Alvermann, K. A. Hinchman, D. W. Moore, S. F. Phelps, & D. R. Waff and published by Erlbaum.]

The 2<sup>nd</sup> edition was reviewed in 2008 by R. Kerin in *Pedagogies: An International Journal*, 3(3), 187-191]

The 3<sup>rd</sup> edition was dedicated in honor of Donna Alvermann & Kathleen Hinchman by Nancy Bailey, PhD, to Canisius College, Andrew L. Bouwhuis Library, September 14, 2012.

The 3<sup>rd</sup> edition was reviewed by Rachel Currie-Rubin (2013) [Editor's Review for *Harvard Educational Review*, 83(2), 385-394].

The 3<sup>rd</sup> edition was reviewed by Bronwyn T. Williams (2014) in *Teachers College Record*, April 25, 2014.

<http://www.tcrecord.org/search.asp?kw=Donna+Alvermann&x=28&y=5>

Alvermann, D. E. (Ed.). (2010). *Adolescents' online literacies: Connecting classrooms, digital media, and popular culture*. New York: Peter Lang.

[Note: Reviewed in 2011 by Barbara Guzzetti in *Education Review*, 13. Retrieved February 12, 2011, from [www.edrev.info/reviews/rev1043.pdf](http://www.edrev.info/reviews/rev1043.pdf)]

[Note: Reviewed by Belinha De Abreu in *Journal of Media Literacy Education (JMLE)*, 2011, 3(1), 61-62.]

[Note: Contract issued by Peter Lang 12/16/14 for revised edition due to publisher by 10/15.

Hagood, M. C., Alvermann, D. E., & Heron-Hruby, A. (2010). *Bring it to class: Unpacking pop culture in literacy learning*. New York: Teachers College Press.

[Note: Reviewed by D. Pellegrino in *Choice: Current Reviews for Academic Libraries*, January 2011, Vol. 48, No. 05.]

[Note: Reviewed by Luke Rodesiler in *Education Review*, June 2010. Retrieved April 15, 2011, from [www.edrev.info/brief/june10.pdf](http://www.edrev.info/brief/june10.pdf) ]

[Note: Reviewed by *Voices from the Middle* (May 2011), 18(4)]

[Note: Featured in *UGA Research* (Media Shelf, Spring 2012), 41(1), p. 6]

- Alvermann, D. E., Gillis, V. R., & Phelps, S. F. (2013). *Content area reading and literacy: Succeeding in today's diverse classrooms* (7<sup>th</sup> ed.). Boston, MA: Pearson.
- Alvermann, D. E., Phelps, S. F., & Gillis, V. R. (2010). *Content area reading and literacy: Succeeding in today's diverse classrooms* (6<sup>th</sup> ed.). Boston, MA: Pearson.
- Alvermann, D. E., Phelps, S. F., & Ridgeway, V. G. (2007). *Content area reading and literacy: Succeeding in today's diverse classrooms* (5<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
- Alvermann, D. E., & Phelps, S. F. (2005). *Content area reading and literacy: Succeeding in today's diverse classrooms* (4<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
- Alvermann, D. E., & Phelps, S. F. (2002). *Content area reading and literacy: Succeeding in today's diverse classrooms* (3<sup>rd</sup> ed.). Boston, MA: Allyn & Bacon.
- Alvermann, D. E., & Phelps, S. F. (1998). *Content area reading and literacy: Succeeding in today's diverse classrooms* (2<sup>nd</sup> ed.). Boston, MA: Allyn & Bacon.
- Alvermann, D. E., & Phelps, S. F. (1994). *Content area reading and literacy: Succeeding in today's diverse classrooms*. Boston, MA: Allyn & Bacon.
- Sturtevant, E. G., Boyd, F. B., Hinchman, K. A., Brozo, W. G., Moore, D. W., & Alvermann, D. E. (Eds.). (2006). *Principled practices for adolescent literacy: A framework for instruction and policy*. Mahwah, NJ: Erlbaum.
- Strickland, D. S., & Alvermann, D. E. (2004). *Bridging the literacy achievement gap, Grades 4-12*. New York: Teachers College Press.  
[Note: Nominated for the Edward Fry Book Award, National Reading Conference, 2005.]
- Alvermann, D. E., Swafford, J., & Montero, M. K. (2004). *Content area literacy instruction for the elementary grades*. Boston, MA: Allyn & Bacon.  
[Note: Reviewed in 2005 by J. W. Guenther in *The Reading Matrix*, 5(1). Available at:  
[http://www.readingmatrix.com/book\\_reviews/guenther/book\\_review.html](http://www.readingmatrix.com/book_reviews/guenther/book_review.html)]
- Alvermann, D. E. (Ed.). (2002). *Adolescents and literacies in a digital world*. New York: Peter Lang.  
[Note: 2<sup>nd</sup> and 3<sup>rd</sup> printings of *Adolescents and literacies in a digital world*, 2004, 2005]

[Note: Reviewed in 2003 by D. Cammack in *Reading Online*, 6(10). Available at: [http://www.readingonline.org/electronic/elect\\_index.asp?HREF=reviews/adolescents/index.html](http://www.readingonline.org/electronic/elect_index.asp?HREF=reviews/adolescents/index.html)]

[Note: Reviewed in 2005 by W. G. Brozo in *Journal of Literacy Research*, 36(4), 533-538]

Moore, D. W., Alvermann, D. E., & Hinchman, K. A. (Eds.). (2000). *Struggling adolescent readers: A collection of teaching strategies*. Newark, DE: International Reading Association.

Alvermann, D. E., Moon, J. S., & Hagood, M. C. (1999). *Popular culture in the classroom: Teaching and researching critical media literacy*. Newark, DE: International Reading Association and National Reading Conference.

Muth, K. D., & Alvermann, D. E. (1999). *Teaching and learning in the middle grades* (2<sup>nd</sup> ed.). Boston, MA: Allyn & Bacon.

Guthrie, J. T., & Alvermann, D. E. (Eds.). (1999). *Engaged reading: Processes, practices, and policy implications*. New York: Teachers College Press.

Alvermann, D. E., Hinchman, K. A., Moore, D. W., Phelps, S. F., & Waff, D. R. (Eds.). (1998). *Reconceptualizing the literacies in adolescents' lives*. Mahwah, NJ: Erlbaum.

[Note: Reviewed by A. B. Heller (2000) *Journal of Adolescent & Adult Literacy*, 4, 677-679]

Santa, C., & Alvermann, D. E. (Eds.). (1991). *Science learning: Processes and applications*. Newark, DE: International Reading Association.

Alvermann, D. E., Dillon, D. R., & O'Brien, D. G. (1990). *Discutir para comprender: El uso de la discusion en el aula*. Madrid, Spain: Visor Distribuciones.

Alvermann, D. E., Dillon, D. R., & O'Brien, D. G. (1987). *Using discussion to promote reading comprehension*. Newark, DE: International Reading Association.

Alvermann, D. E., Moore, D. W., & Conley, M. (Eds.). (1987). *Research within reach: Secondary school reading*. Newark, DE: International Reading Association.

## Chapters

Alvermann, D. E., & Salman, C. (in press with a 2023 copyright). Reimagining research on writing and literacy: A timely rhizomatic argument. In D. Yaden & T. Rogers (Volume Eds.), *Literacies and Languages*, which is part of *The International*

*Encyclopedia of Education* (4<sup>th</sup> edition) edited by R. Tierney, F. Rizvi, & K. Ercikan. Routledge.

- Alvermann, D. E., Wright, W. T., & Wynne, E. (accepted by co-editors P. Fastrez and N. Landry on 12/19/2021; in production). Researching media literacy practices using both critical and posthuman inquiry. In P. Fastrez & N. Landry (Eds.), *Media literacy and media education research methods*. [Part of the Routledge Research in Media Literacy and Education Series directed by Pete Bennett and Julian McDougall.]
- Alvermann, D. E. (2022). Talking back: Media, archival pedagogy, and podcasting. In B. S. De Abreu (Ed.), *Media literacy, equity, and justice* (Ch. 19). Routledge.
- Alvermann, D. E. (2022). Entanglements: Searching for historical authenticity. In D. Sumara & D. E. Alvermann (Eds.), *Ideas that changed literacy practices: First-person accounts from leading voices* (pp. 15-23). Gorham, ME: Myers Education Press.
- Alvermann, D. E., Wynne, E., & Wright, W. T. (2022). Tales from TikTok: Gender and cultural intersectionalities. In B. J. Guzzetti (Ed.), *Genders, cultures and literacies: Understanding intersecting identities* (pp. 198-211). Routledge.
- Boggs, G. L., Spina, N., Alvermann, D. E., & Comber, B. (2021). Critical literacy out of the comfort zone—Productive textual tantrums. In J. Z. Pandya, R. A. Mora, J. H. Alford, N. A. Golden, & R. S. De Roock (Eds.), *The handbook of critical literacies* (pp. 327-334). Routledge.
- Alvermann, D. E., & Moje, E. B. (2019). A relational model of adolescent literacy instruction: Disrupting the discourse of “every teacher a teacher of reading.” In D. E. Alvermann, N. J. Unrau, M. Sailors, & R. B. Ruddell (Eds.), *Theoretical models and processes of literacy* (7<sup>th</sup> ed., pp. 362-380). New York, NY: Routledge/Taylor & Francis Group.
- Unrau, N. J., Alvermann, D. E., & Sailors, M. (2019). Literacies and their investigation through theories and models. In D. E. Alvermann, N. J. Unrau, M. Sailors, & R. B. Ruddell (Eds.), *Theoretical models and processes of literacy* (7<sup>th</sup> ed., pp. 3-34). New York, NY: Routledge/Taylor & Francis Group.
- Hinchman, K. A., & Alvermann, D. E. (2019). How gender and intersectionality inform adolescent literacy. In B. J. Guzzetti, T.W. Bean, & J-D Bean (Eds.), *Literacies, sexualities, and gender: Understanding identities from preschool to adulthood* (pp. 105-116). New York, NY: Routledge/Taylor & Francis Group.
- Alvermann, D. E. (2018). A critical untangling of adolescents’ literacy practices and popular culture. In P. Albers (Ed.), *Global Conversations in Literacy Research* (pp. 178-190). [This is the printed version of a webinar series produced at Georgia

State University]. New York, NY: Routledge. Actual video recording and slides available at <https://www.youtube.com/channel/UCay7UB8Mm5SpRnPy6Mx15Gg>

Alvermann, D. E., & Robinson, B. (2017). Youths' global engagement in digital writing ecologies. In K. Mills, A. Stornaiuolo, A. Smith, & J. Z. Pandya (Eds.), *Handbook of Writing, Literacies and Education in Digital Cultures* (pp. 161-172). New York, NY: Routledge.

[Note: This Mills et al. book received The Divergent Award for 2017. It was the first time that a book has received this prestigious award:  
<http://www.initiativefor21research.org>]

Alvermann, D. E., & Rubinstein-Ávila, E. (2017). A research agenda for Latin@ youth's new media use in the New South: ¿Common sense for the common good? In S. Salas & P. Portes (Eds.), *U.S. Latinization: Education and the New Latino South* (pp. 187-204). Albany, NY: State University of New York Press. (Peer reviewed)

Alvermann, D. E., Beach, C. L., & Boggs, G. L. (2016). What does digital media allow us to “do” to one another? Economic significance of content and connection. In B. Guzzetti & M. Lesley (Eds.), *Handbook of research on the societal impact of digital media* (pp. 2151-2174). Hershey, PA: IGI Global.

Alvermann, D. E. (2016). Donna E. Alvermann on Simone de Beauvoir. In R. Hobbs (Ed.), *Exploring the roots of digital and media literacy through personal narrative* (pp. 161-169). Philadelphia, PA: Temple University Press. [See also the interactive/collaborative [Grandparents of Media Literacy](http://www.grandparentsofmedialiteracy.com) website ([www.grandparentsofmedialiteracy.com](http://www.grandparentsofmedialiteracy.com))].

Alvermann, D. E. (2016). Introduction. In D. E. Alvermann (Ed.), *Adolescents' online literacies: Connecting classrooms, digital media & popular culture (Revised edition)*. New York, NY: Peter Lang.

Alvermann, D. E., & Bogdanich, J. L. (2015). “Now is the winter of our discontent”: Shakespeare, Kuhn, and instability in the field of reading education. In R. J. Spiro, M. DeSchryver, M. S. Hagerman, P. M. Morsink, & P. Thompson (Eds.), *Reading at a crossroads? Disjunctures and continuities in current conceptions and practices* (pp. 129-138). New York, NY: Routledge.

Alvermann, D. E., & Moore, D.W. (2013). Adolescent literacies. In P. G. Andrews (Ed.), *Research to guide practice in middle grades education* (pp. 303-327). Westerville, OH: Association for Middle Level Education (AMLE).

Alvermann, D. E., & Moje, E. B. (2013). Adolescent literacy instruction and the discourse of “every teacher a teacher of reading.” In D. E. Alvermann, N. J. Unrau, R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (6<sup>th</sup> edition, pp. 1072-1103). Newark, DE: International Reading Association.



- Unrau, N. J., & Alvermann, D. E. (2013). Literacies and their investigation through theories and models. In D. E. Alvermann, N. J. Unrau, R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (6<sup>th</sup> edition, pp. 47-90). Newark, DE: International Reading Association.
- Alvermann, D. E. (2013). Entrepreneurship education and discursive gendered practices. In B. J. Guzzetti & T. Bean (Eds.), *Adolescents' multiliteracies and the gendered self* (pp. 74-82). New York, NY: Routledge.
- Alvermann, D. E., & Marshall, J. D. (2013). Curricular conversations: Literacy teaching and learning in the middle years. In A. Luke, A. Woods, & K. Weir (Eds.), *Curriculum, syllabus design and equity* (pp. 116-128). New York, NY: Routledge.
- [Reviewed by Meredith DeCosta and Tracey Flores in *Teachers College Record*, June 21, 2013. Available at:  
<http://www.tcrecord.org/Content.asp?ContentID=17162>]
- Alvermann, D. E. (2012). Is there a place for popular culture in curriculum and classroom instruction? [The point position]. In A. J. Eakle (Ed.), *Curriculum and Instruction* (Volume 2, pp. 214-220, 227-228). [Note: Volume 2 is part of the series, *Debating issues in American education* (C. J. Russo & A. G. Osborne, Jr., General Eds.).] Thousand Oaks, CA: Sage.
- Alvermann, D. E., Mallozzi, C. A., & McLean, C. A. (2011). Introduction to Section II. In D. Lapp & D. Fisher (Eds.), *Handbook of research on teaching the English language arts* (3<sup>rd</sup> ed., pp. 37-38). New York: Routledge/Taylor Francis.
- Alvermann, D. E. (2011). Popular culture and literacy practices. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. P. Afflerbach (Eds.), *Handbook of reading research: Volume IV* (pp. 541-560). New York: Routledge/Taylor Francis & Group.
- Alvermann, D. E., & Mallozzi, C. A. (2011). Interpretive research. In A. McGill-Franzen & R. L. Allington (Eds.), *Handbook of reading disability research* (pp. 488-496). New York: Routledge/Taylor & Francis Group.
- Alvermann, D. E. (2011). Some “wonderings” about literacy teacher education. In J. B. Cobb & M. K. Kallus (Eds.), *Historical, theoretical, and sociological foundations of reading in the United States* (pp. 201-209). Boston: Pearson Education.
- Alvermann, D. E. (2010). An external perspective on the ADORE Project. In C. Garbe, K. Holle, & S. Weinhold (Eds.), *ADORE – Teaching struggling readers in European countries: Key element of good practice* (pp. 239-250). Frankfurt am Main, Germany: Peter Lang.

Alvermann, D. E. (2010). The teaching of reading. In E. Lindemann (Ed.), *Reading the past, writing the future: A century of American literacy education and the National Council of Teachers of English* (pp. 55-90). Urbana, IL: National Council of Teachers of English.

[Ideas from this chapter were featured by the National Council of Teachers of English (*The Council Chronicle*, November 2010, pp. 10-12.)]

Alvermann, D. E., & Mallozzi, C. A. (2010). Primary and elementary/middle grades reading. In P. Peterson, E. Baker, & B. McGaw, (Eds.), *International Encyclopedia of Education* (3<sup>rd</sup> ed., Vol. 1, pp. 464-467). Oxford: Elsevier.

Alvermann, D. E. (2010). Afterword. In D. R. Cole & D. L. Pullen (Eds.), *Multiliteracies in motion: Current theory and practice* (pp. 256-258). New York: Routledge.

Alvermann, D. E. (2009). New Literacies: Schnittmengen der Interessen von Heranwachsenden und der Wahrnehmungen von Lehrerinnen und Lehrern. In A. Bertschi-Kaufmann & C. Rosebrock (Eds.), Literaliät: Bildungsaufgabe und Forschungsfeld (pp. 91-103). Weinheim and München, Deutschland: Juventa Verlag.

Alvermann, D. E. (2009). Reaching/teaching adolescents: Literacies with a history. In J. V. Hoffman & Y. M. Goodman (Eds.), *Changing literacies for changing times: An historical perspective on the future of reading research, public policy & classroom practices* (pp. 98-107). New York: Routledge/Taylor & Francis Group.

Heron-Hruby, A., & Alvermann, D. E. (2009). Implications of adolescents' popular culture use for school literacy. In K. D. Wood & W. E. Blanton (Eds.), *Literacy instruction for adolescents: Research-based practices* (pp. 210-227). New York: Guilford.

Alvermann, D. E., & Mallozzi, C. A. (2009). Moving beyond the Gold Standard: Epistemological and ontological considerations of research in science literacy. In M. C. Shelley, II, L. D. Yore, & B. Hand (Eds.), *Quality research in literacy and science education: International perspectives and gold standards* (pp. 63-81). Dordrecht, The Netherlands: Springer.

Alvermann, D. E. (2009). Sociocultural constructions of adolescence and young people's literacies. In L. Christenbury, R. Bomer, & P. Smagorinsky (Eds.), *Handbook of adolescent literacy research* (pp. 14-28). New York: Guilford.

[Note: Reviewed by A. Rezak in *Teachers College Record* on April 7, 2009. Available from <http://www.tcrecord.org/content.asp?contentid=15610> (ID Number 15610).]

[Note: Reviewed by C. T. Clark, M. V. Blackburn, & G. E. Newell in January/February/March 2010 issue of *Reading Research Quarterly*, 45(1), 116-127.]

- Alvermann, D. E. (2008). An essay review of the Lewis and Fabos article on instant messaging. In D. Leu, J. Coiro, C. Lankshear, & M. Knobel (Eds.), *Handbook of New Literacies Research* (pp. 1163-1173). New York: Lawrence Erlbaum (Taylor & Francis Group).
- Alvermann, D. E., & Marshall, J. (2008). Curricular conversations: Literacy teaching and learning in the middle years. In A. Luke, K. Weir, A. Woods, & M. Moroney (Eds.), *Development of principles to guide a P-12 syllabus framework* (pp. 100-113). Brisbane, Australia: Queensland Studies Authority.
- Alvermann, D. E., Hagood, M. C., & Rush, L. S. (2008). Introduction to Part II: Methods of inquiry in the communicative, visual, and performative arts. In J. Flood, S. B. Heath, & D. Lapp (Eds.), *Handbook of research on teaching literacy through the communicative and visual arts* (pp. 89-90). Mahwah, NJ: Erlbaum.
- Sutherland, L.A., Botzakis, S., Moje, E. B., & Alvermann, D.E. (2008). Drawing on youth cultures in content learning and literacy. In D. Lapp, J. Flood, & N. Farnan (Eds.), *Content area reading and learning: Instructional strategies* (2<sup>nd</sup> ed., pp.133-156). New York: Erlbaum
- Alvermann, D. E., & Wilson, A. A. (2007). Redefining adolescent literacy instruction. In B. J. Guzzetti (Ed.), *Literacy for the new millennium* (Vol. 3, pp. 3-20). Westport, CT: Praeger/Greenwood Publishing Group.
- Alvermann, D. E., & McLean, C. A. (2007). The nature of literacies. In L. Rush, J. Eakle, & A. Berger (Eds.), *Secondary school literacy: What research reveals for classroom practice* (pp. 1-20). Urbana, IL National Council of Teachers of English.
- Alvermann, D. E., & Eakle, A. J. (2007). Challenging literacy theories and practices from the outside. In J. Lewis & G. Moorman (Eds.), *Adolescent literacy instruction: Policies and promising practices* (pp. 64-81). Newark, DE: International Reading Association.
- Alvermann, D.E. (2007). Multiliterate youth in the time of scientific reading instruction. In K. Beers, R. E. Probst, & L. Rief (Eds.), *Adolescent literacy: Turning promise into practice* (pp. 19-26). Portsmouth, NH: Heinemann.
- Alvermann, D.E., & Eakle, A. J. (2007). Dissolving learning boundaries: The doing, re-doing, and undoing of school. In D. Thiessen & A. Cook-Sather (Eds.),

*International handbook of student experience in elementary and secondary school* (pp. 143-166). Dordrecht, The Netherlands: Springer.

Alvermann, D. E., & Reinking, D. (2006). Writing for research journals. In S. Wepner & L. Gambrell (Eds.), *Beating the odds: Getting published in the field of literacy* (pp. 72-84). Newark, DE: International Reading Association.

Alvermann, D.E., Fitzgerald, J., & Simpson, M. (2006). Teaching and learning in reading. In P. Alexander & P. Winne (Eds.), *Handbook of Educational Psychology* (2<sup>nd</sup> ed., pp. 427-455). Mahwah, NJ: Erlbaum.

Alvermann, D. E. (2006). Technology use and needed research in youth literacies. In M. McKenna, L. Labbo, R. Kieffer, & D. Reinking (Eds.), *Handbook of literacy and technology* (2<sup>nd</sup> ed., pp. 327-333). Mahwah, NJ: Erlbaum.

Alvermann, D.E. (2006). Afterword: Popular literacies in an era of “scientific” reading instruction: Challenges and opportunities. In J. Marsh & E. Millard (Eds.), *Popular literacies, childhood and schooling* (pp. 241-248). London: Routledge/Falmer.

Alvermann, D. E., Jonas, S., Steele, A., & Washington, E. (2006). Introduction. In D. E. Alvermann, K. A. Hinchman, D. W. Moore, S. F. Phelps, & D. R. Waff (Eds.), *Reconceptualizing the literacies in adolescents’ lives* (2<sup>nd</sup> ed., pp. xxi-xxxii). Mahwah, NJ: Erlbaum.

Alvermann, D. E. (2006). Ned and Kevin: An online discussion that challenges the “not-yet-adult” cultural model. In K. Pahl & J. Rowsell (Eds.), *Travel Notes from the New Literacy Studies* (pp. 39-56). Clevedon, UK: Multilingual Matters.

Alvermann, D. E. (2006). Struggling adolescent readers: A cultural construction. In A. McKeough, L. M. Phillips, V. Timmons, & J. L. Lupart (Eds.), *Understanding literacy development: A global view* (pp. 95-111). Mahwah, NJ: Erlbaum.

Alvermann, D.E. (2005). The future of instructional research seen from a medium-term U.S. perspective. In J. Stückrath & R. Strobel (Eds.), *Deutschunterricht empirisch: Beiträge zur überprüfbarkeit von lernfortschritten im sprach-, literatur- und medienunterricht* (pp. 149-161). Baltmannsweiler, Germany: Schneider Verlag Hohengehren.

Alvermann, D. E., & Hughes, P. (2005). Race, ethnicity, class and gender. In S. W. Lee (Ed.), *Encyclopedia of school psychology* (pp. 429-431). Thousand Oaks, CA: Sage.

Alvermann, D. E. (2005). Exemplary literacy instruction in grades 7-12: What counts and who’s counting? In J. Flood and P. L. Anders (Eds.), *Literacy development of*

*students in urban schools: Research and policy* (pp. 187-201). Newark, DE: International Reading Association.

Alvermann, D. E., & Rush, L. S. (2004). Literacy intervention programs at the middle and high school level. In T.L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice* (pp. 210-227). New York: Guilford.

Strickland, D. S., & Alvermann, D. E. (2004). Learning and teaching literacy in grades 4-12: Issues and challenges. In D. S. Strickland & D. E. Alvermann (Eds.), *Bridging the literacy achievement gap, Grades 4-12* (pp. 1-13). New York: Teachers College Press.

Excerpts reprinted from this chapter to appear in B. Cullinan, B. Kunzel, & D. Wooten (Eds.), *The continuum encyclopedia of young adult literature*.

Alvermann, D. E. (2004). Multiliteracies and self-questioning in the service of science learning. In E. W. Saul (Ed.), *Crossing borders in literacy and science instruction: Perspectives on theory and practice* (pp. 226-238). Newark, DE: International Reading Association and National Science Teachers Association.

Alvermann, D. E., & Nealy, A. (2004). Professional development content for reading educators at the middle and high school levels. In D. S. Strickland & M. L. Kamil (Eds.), *Improving reading achievement through professional development* (pp. 85-93). Norwood, MA: Christopher-Gordon Publishers.

Excerpts reprinted in *The Laboratory for Student Success Review*, (August 2003), 2(4), 11, 24.

Alvermann, D. E., & Eakle, A. J. (2003). Comprehension instruction: Adolescents and their multiple literacies. In A. P. Sweet & C. E. Snow (Eds.), *Rethinking reading comprehension* (pp. 12-29). New York: Guilford Press.  
[This book was translated into Korean by Hankookmunhwasa Publishing, 2007.]

Alvermann, D.E., & Hruby, G.G. (2003). Fictive representation: An alternative method for reporting research. In J. Flood, D. Lapp, J. Squire, & J. Jensen (Eds.), *Handbook of Research on Teaching the English Language Arts* (2<sup>nd</sup> ed., pp. 260-272). Mahwah, NJ: Erlbaum.

This chapter was reprinted in the 2005 re-issued edition of the *Handbook of Research on Teaching the English Language Arts* (2<sup>nd</sup> ed.).

Alvermann, D. E., & Montero, M. K. (2002). Literacy and reading: Realities, unsupported assertions, and controversies. In J. W. Guthrie (Ed.), *Encyclopedia of education* (2<sup>nd</sup> ed.). New York: Macmillan.

- Alvermann, D. E. (2002). Critical media literacy. In B. Guzzetti (Ed.), *Encyclopedia of Literacy* (pp. 111-113). Santa Barbara, CA: ABC-CLIO.
- Alvermann, D. E. (2002). (Dutch title): Exacte vakken na schooltijd. Gebruikmaking van dagelijks lees – en schrijfgedrag ten behoeve van het leerproces in de klas. (English translation): Science after school: Putting everyday literacies to work in the service of classroom learning. In A. Raukema, D. Schram, & C. Stalpers (Eds.), *Lezen en leesgedrag van adolescenten en jongvolwassenen*. Delft, The Netherlands: Eburon/ Stichting Lezen. (ISBN# 90 5166 947 X)
- Alvermann, D. E. (2002). Reading in discipline/content materials. In M. Kamil, J. Manning, & H. Walberg (Eds.), *Successful reading instruction* (pp. 119-135). Greenwich, CT: Information Age Publishing.
- Excerpts reprinted in *The Laboratory for Student Success Review*, (March 2002), 1(1), 14-15.
- Alvermann, D. E. (2002). Narrative approaches. In M. Kamil, P. Mosenthal, P. D. Pearson, & R. Barr, (Eds.), *Methods of literacy research: The methodology chapters from the Handbook of Reading Research* (Volume 3, pp. 47-64). Mahwah, NJ: Erlbaum.
- Snow, C., Sweet, A., Alvermann, D. E., Kamil, M. L., & Strickland, D. (2002). Formulating a research agenda about reading for understanding. In C. Roller (Ed.), *Comprehensive reading instruction across the grade levels* (pp. 88-110). Newark, DE: International Reading Association.
- Alvermann, D. E., Hagood, M. C., Heron, A., Young, J. P., & Ricks, B. J. (2002). After-school literacy clubs: A mix of media, books, and desires. In R. Garner (Ed.), *Hanging out: Community-based after-school programs for children* (pp. 19-40). Westport, CT: Bergin & Garvey.
- Alvermann, D. E., & Hruby, G. G. (2001). Content area reading and literature studies. In J. Brophy (Ed.), *Subject-specific instructional methods and activities* (pp. 51-81). Oxford, UK: Elsevier Science.
- Alvermann, D.E. (2001). Reading gender and positionality into the nine case studies: A feminist poststructuralist perspective. In E.B. Moje & D.G. O'Brien (Eds.), *Constructions of literacy: Studies of teaching and learning in secondary schools* (pp. 263-285). Mahwah, NJ: Lawrence Erlbaum Associates.
- Alvermann, D.E. (2000). Narrative approaches. In M. Kamil, R. Barr, P.D. Pearson, & P. Mosenthal (Eds.), *Handbook of reading research: Volume 3* (pp. 123-139). Mahwah, NJ: Erlbaum.
- Weaver, D., & Alvermann, D. E. (2000). Critical thinking and discussion. In T. Dickinson & K. Woods (Eds.), *Promoting literacy in grades 4-8: A handbook for teachers and administrators* (pp. 344-351). Boston, MA: Allyn & Bacon.

- Alvermann, D.E. (2000). Researching libraries, literacies, and lives: A rhizoanalysis. In E. St. Pierre & W. Pillow (Eds.), *Working the ruins: Feminist poststructural theory and methods* (pp. 114-129). New York: Routledge.
- Alvermann, D. E. (2000). Classroom talk about texts: Is it dear, cheap, or a bargain at any price? In B. Taylor, M. Graves, & P. van den Broek (Eds.), *Reading for meaning: Fostering comprehension in the middle grades* (pp. 136-151). New York: Teachers College Press.
- Alvermann, D. E. (1999). A feminist critique of media representation. In L.M. Semali & A. W. Paillotet (Eds.), *Intermediality* (pp. 141-153). Denver, CO: Harper Collins.
- Alvermann, D. E. (1999). Writing gender into reading research. In C. Grant (Ed.), *Multicultural research: A reflective engagement with race, class, gender, and sexual orientation* (pp. 68-76). New York: Falmer Press.
- Alvermann, D. E. (1999). Modes of inquiry into studying engaged reading. In J. T. Guthrie & D. E. Alvermann (Eds.), *Engaged reading: Processes, practices, and policy implications* (pp. 134-149). New York: Teachers College Press.
- Alvermann, D. E., & Commeyras, M. (1998). Feminist poststructuralist perspectives on the language of reading assessment. Authenticity and performance. In C. Harrison, M. Bailey, & A. Dewar (Eds.), *New paradigms in reading assessment* (pp. 50-60). London: Routledge.
- Myers, J., & Alvermann, D. E. (1998). A critical postmodernist perspective on the vignettes of conceptual change. In B. Guzzetti & C. Hynd (Eds.), *Theoretical perspectives on conceptual change* (pp. 183-196). Mahwah, NJ: Lawrence Erlbaum.
- Alvermann, D. E. (1998). Imagining the possibilities. In D. E. Alvermann, K. A. Hinchman, D. W. Moore, S. F. Phelps, & D. Waff (Eds.), *Reconceptualizing the literacies in adolescents' lives* (pp. 353-372). Mahwah, NJ: Lawrence Erlbaum.
- Alvermann, D. E. (1997). Introduction: Explorations in crossing boundaries. In J. Flood, S. B. Heath, & D. Lapp (Eds.), *Handbook of research on teaching literacy through the communicative and visual arts* (pp. 95-96). New York: Macmillan.
- Alvermann, D. E. (1996). Crossing boundaries with literate actions: A look inside successful content area classrooms. In D. Lapp, J. Flood, & N. Farnan (Eds.), *Content area reading and learning: Instructional strategies* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Baumann, J., Dillon, D., Shockley, B., Alvermann, D., & Reinking, D. (1996). Perspectives for literacy research. In L. Baker, P. Afflerbach, & D. Reinking

- (Eds.), *Developing engaged readers in school and home communities* (pp. 217-245). Hillsdale, NJ: Lawrence Erlbaum.
- Alvermann, D. E. (1995). Toward a feminist pedagogy of difference. In K. Camperell, B. Hayes, R. Telfer (Eds.), *Linking literacy: Past, present, and future* (pp. 7-11). Logan, UT: Utah State University.
- Alvermann, D. E., & Bruce, B. (1995). Engaged learners: Literature for life. In D. E. Alvermann et al. *Teacher to teacher: A professional's handbook* (pp. 1-4). Lexington, MA: D. C. Heath.
- Alvermann, D. E. (1994). Research on reading teacher education. In *The International Encyclopedia of Education* (2<sup>nd</sup> ed.). Oxford, UK: Elsevier Science Ltd. [Updated and published as CD-ROM, December 1997]
- Alvermann, D. E., & Commeyras, M. (1994). Gender, text, and discussion: Expanding the possibilities. In R. Garner & P. Alexander (Eds.), *Beliefs about text and instruction with text* (pp. 183-199). Hillsdale, NJ: Lawrence Erlbaum.
- Alvermann, D. E., Guthrie, J. T. (1993). The National Reading Research Center. In A. P. Sweet & J. I. Anderson (Eds.), *Reading research into the year 2000*, (pp. 129-150). Hillsdale, NJ: Erlbaum.
- Alvermann, D. E. (1993). Tradebooks and textbooks: Making connections across content areas. In L. M. Morrow, J. Smith, & L. C. Wilkinson (Eds.), *Integrated language arts: Controversy to consensus*, (pp. 51-69). Boston, MA: Allyn & Bacon.
- Alvermann, D. E. Olson, J. & Umpleby, R. (1993). Learning to do research together. In S. Hudelson & J. Lindfors (Eds.), *Delicate balances: Collaborative research in language education* (pp. 112-124). Urbana, IL: National Council of Teachers of English.
- Alvermann, D. E. (1991). Educational reform initiatives and the move to more student-centered textbook instruction. In E. Dishner, J. Readence, T. Bean, & D. Moore (Eds.), *Reading in the content areas: Improving classroom instruction* (3<sup>rd</sup> ed., pp. 142-154). Dubuque, IA: Kendall/Hunt.
- Alvermann, D. E., & Moore, D. W. (1991). Secondary reading. In R. Barr, M. L. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research: Volume 2* (pp. 951-983). White Plains, NY: Longman.
- Alvermann, D. E. (1991, 2<sup>nd</sup> ed.). Homework and reading at the secondary school level. In R. A. Thompson (Ed.), *Classroom reading instruction* (pp. 209-215). Dubuque, IA: Kendall/Hunt.



- Alvermann, D. E. (1990). Reading teacher education. In W. R. Houston, M. Haberman, & J. P. Sikula (Eds.), *Handbook of research on teacher education* (pp. 687-704). New York: Macmillan.
- Alvermann, D. E., & Muth, K. D. (1990). Affective goals in reading and writing. In G. G. Duffy (Ed.), *Reading in the middle school* (2<sup>nd</sup> ed., pp. 97-110). Newark, DE: International Reading Association.
- Alvermann, D. E. (1989). A look inside an effective content area program: Trends. In D. Lapp, J. Flood, & N. Farnan (Eds.), *Content area reading/learning: Instructional strategies* (pp. 357-365). Englewood Cliffs, NJ: Prentice-Hall.
- Alvermann, D. E. (1989). Creating the bridge to content area reading. In P. Winograd, K. Wixson, & M. Lipson (Eds.), *Improving basal reading instruction* (pp. 256-270). New York: Teachers College Press.
- Alvermann, D. E. (1987). Strategic teaching in social studies. In B. Jones, A. Palincsar, D. Ogle, & E. Carr (Eds.), *Strategic teaching and learning: Cognitive instruction in the content areas* (pp. 92- 110). Alexandria, VA: Association for Supervision and Curriculum Development and North Central Regional Educational Laboratory.
- Alvermann, D. E. (1986). Graphic organizers: Cuing devices for comprehending and remembering main ideas. In J. F. Baumann (Ed.), *Importance in prose: Research and practice* (pp. 210-226). Newark, DE: International Reading Association.
- Alvermann, D. E., & Dishner, E. (1986). The student connection: Content↔students↔materials. In E. Dishner, T. Bean, J. Readence, & D. Moore (Eds.), *Reading in the content area: Improving classroom instruction* (2nd ed.), (pp. 104-112). Dubuque, IA: Kendall-Hunt. (also a chapter in the 1st ed.).
- Alvermann, D. E., & Hayes, D. A. (1986). Instructional strategies that induce useful study skills. In E. Dishner, T. Bean, J. Readence, & D. Moore (Eds.), *Reading in the content areas: Improving classroom instruction* (2nd ed.), (pp. 281-295). Dubuque, IA: Kendall-Hunt.
- Smith, S. J., & Alvermann, D. E. (1981). Developing study-skilled readers. In E. Dishner, T. Bean, & J. Readence (Eds.), *Reading in the content areas: Improving classroom instruction*. Dubuque, IA: Kendall-Hunt.

### **Book Forewords, Afterwords, Endorsements, Book Reviews, Editorials, and Blog**

- Alvermann, D. E. (2021). [Foreword to K. A. Hinchman & H. K. Sheridan-Thomas's edited book, *Best practices in adolescent literacy instruction* (3<sup>rd</sup> ed.). Guilford.]

- Alvermann, D. E. (2021). [Endorsement for Dredger, K., Beach, C., Garland, K., & Leogrande, C. *Stories of sport: Critical literacy in media production, consumption, and dissemination*. Lexington Books]
- Alvermann, D. E. (2020). [Afterword for Morrell, E. & Rowsell, J. (Eds.). *Stories from inequity to justice in literacy education: Confronting digital divides*. Routledge.]
- Alvermann, D. E. (2020). [Endorsement for Parsons, S., & Vaughn, M. *Principles of effective literacy instruction*.]
- Alvermann, D. E. (2020). [Endorsement for Eisenbach, B. B., & Greathouse, P., *Developing adolescent literacy in the online classroom: Strategies for all content areas*.]
- Alvermann, D. E. (2019). [Foreword to S. Witte, D. Latham, & M. Gross, *Literacy engagement through peritextual analysis*. Chicago, IL: American Library Association.]
- Alvermann, D. E. (2016). [Foreword to L. Burns & S. Botzakis, *Teach on purpose! Responsive teaching for student success*. New York: Teachers College Press.]
- Alvermann, D. E. (2016). [Foreword to K. A. Hinchman & D. Appleman (Eds.), *Adolescent literacy: A handbook of practice-based research*. New York: Guilford].
- Alvermann, D. E. (2016). [Foreword to L. Johnson & C. Goering (Eds.), *Recontextualized: A framework for teaching English with music*. Rotterdam, The Netherlands: Sense Publishers.]
- Alvermann, D. E. (2016). [Foreword to C. Burnett, G. Merchant, & B. Parry (Eds.), *Literacy, media, technology: Past, present, and future*. London, UK: Bloomsbury Academic.
- Alvermann, D. E. (2016). A series of 6 blogs on [www.becoming3lectric.com](http://www.becoming3lectric.com) (her research site).
- Alvermann, D. E. (2015). "Boys Speak Out on Reading" (a research review of Loukia Sarroub's and Todd Pernicek's article in *Reading & Writing Quarterly*. <http://www.literacyworldwide.org/blog/literacy-daily/2015/11/12/boys-speak-out-on-reading>)
- Alvermann, D. E. (2015). A series of 13 blogs on [www.becoming3lectric.com](http://www.becoming3lectric.com) (her research site).

- Alvermann, D. E. (2014). [Foreword to K. A. Hinchman & H. K. Sheridan-Thomas's edited book, *Best practices in adolescent literacy instruction* 2<sup>nd</sup> ed.. New York: Guilford.]
- Alvermann, D. E. (2013, August/September). Disciplinary/content area literacy commentary in J. Cassidy & S. Grote-Garcia, Common Core State Standards Top the 2014 *What's hot, What's not* Survey. *Reading Today*, 31(1), 12-16.  
[www.reading.org](http://www.reading.org)
- Alvermann, D. (2012, March 19). 'Hunger Games' worth a class discussion. [Guest Column in Maureen Downey's Atlanta Forward>>] *The Atlanta Journal-Constitution*, p. A12. Also available online at:  
<http://www.ajc.com/opinion/hunger-games-worth-a-1390665.html>
- Alvermann, D. E. (2011). [Foreword to C. Lankshear & M. Knobel, *New literacies: Everyday practices and social learning*, 3<sup>rd</sup> ed.]. London: Open University Press.
- Alvermann, D. E. (2010). [Foreword to R. Hobbs, *Copyright clarity: How fair use supports digital learning*]. Thousand Oaks, CA; Corwin Press/NCTE.
- Alvermann, D. E. (2010). [Foreword to T. Bean, *Multimodal learning for the 21st century adolescent*]. Huntington Beach, CA: Shell Education.
- Alvermann, D. E. (2009). [Foreword to E. A. Puig & K. S. Froelich, *The literacy coach: Guiding in the right direction*, 2<sup>nd</sup> edition]. Boston, MA: Allyn & Bacon.
- Dornbrack, J., Marshall, B., & Alvermann, D. (2008). Editorial: Lines of force: Policy, identity and English as a mode of resistance. *English Teaching: Practice and Critique*, 7(1). 1-4. Available:  
<http://education.waikato.ac.nz/research/files/etpc/2008v7n1ed.pdf>
- Alvermann, D. E. (2008). [Foreword to K. A. Hinchman & H. K. Sheridan-Thomas's *Best practices in adolescent literacy instruction*]. New York: Guilford.
- Reinking, D., & Alvermann, D. E. (2007). Editorial: Reflections on our editorship. *Reading Research Quarterly*, 42(4), 460-466). (Also appears in *Reading Research Quarterly Online*, 42 (issue #4).
- Alvermann, D. E. (2006). [Foreword to C. Lankshear & M. Knobel's *New Literacies: Everyday Practices and Classroom Learning*, 2nd edition]. London: Open University Press.
- Alvermann, D.E. (2006). [Foreword to E.A. Puig and K.S. Froelich's *The literacy coach: Guiding in the right direction*]. Boston, MA: Allyn & Bacon.

- Alvermann, D.E. (2005). [Foreword to S.H. Xu's, *Trading cards to comic strips: Popular culture texts and literacy learning in grades K-8*]. Newark, DE: International Reading Association.
- Reinking, D., & Alvermann, D.E. (2005). Editorial: What are evaluation studies, and should they be published in RRQ? *Reading Research Quarterly*, 40 (2), 142-146. (Also appears in *Reading Research Quarterly Online*, 40 (issue #2).
- Alvermann, D. E., & Reinking, D. (2005). Editorial: Revealing an exchange between authors and reviewers about statistical significance. *Reading Research Quarterly*, 40 (1), 6-10. (Also appears in *Reading Research Quarterly Online*, 40 (issue #1).
- Alvermann, D.E. (2004). [Review of James Collins and Richard Blot's *Literacy and literacies: Texts, power, and identity*.] In *Linguistics & Education*, 15, 193-195.
- Alvermann, D.E., & Reinking, D. (2004). Editorial: Editorial guidelines concerning conflict of interest for *Reading Research Quarterly (RRQ)*. *Reading Research Quarterly*, 39, 10-12. (Also appears in *Reading Research Quarterly Online*, 39, issue #1)
- Reinking, D., & Alvermann, D.E. (2003). Editorial: The RRQ peer-review process. *Reading Research Quarterly*, 38, 168-171. (Also appears in *Reading Research Quarterly Online*, 38, issue #2)
- Alvermann, D.E., & Reinking, D. (2003). Editorial: On metaphors and editing. *Reading Research Quarterly*, 38, 8-11. (Also appears in *Reading Research Quarterly Online*, 38, issue #1)
- Alvermann, D. E. (2003). [Foreword to E. Paulson, M. Laine, S. Biggs, & T. Bullock (Eds.), *College reading research and practice*]. Newark, DE: International Reading Association.
- Alvermann, D. E. (2002). [Foreword to C. Lankshear and M. Knobel's *New literacies and changing knowledge in the classroom*]. London: Open University Press.
- Alvermann, D. E. (1999). [Review of A. Neumann & P. L. Peterson's *Learning from our lives* and C. Luke's *Feminisms and pedagogies of everyday life*.] In *SIGNS: Journal of Women in Culture and Society*, 25, 581-584.
- Alvermann, D. E. (1998). [Review of M. J. Finders' *Just girls: Hidden literacies and life in junior high*. In *Anthropology and Education Quarterly*, 29, 501-502.
- Alvermann, D. E. (1997). Commentary on "The cross-aged literacy program: Preparing struggling adolescents for book club discussions." In S. McMahon & T. Raphael (Eds.), *The book club connection: Literacy learning and classroom talk* (pp. 182-183). New York: Teachers College Press.

- Alvermann, D. E. (1996). Preface for L. B. Gambrell & J. Almasi's *Lively discussions*. Newark, DE: International Reading Association.
- Alvermann, D. E. (1990). Preface for J. Irvin's *Reading and the middle school student*. Boston, MA: Allyn & Bacon.
- Alvermann, D. E. (1994). [Review of J. Boyarin's *The ethnography of reading*]. In *JRB: A Journal of Literacy*, 26, 235-238.
- Alvermann, D. E. (1993). [Review of J. Allen, B. Michalove, & B. Shockley's *Engaging children: Community and chaos in the lives of young literacy learners*]. In *Georgia Alumni Record*, 73(1), 30.

### **Intellectual Property and Research Site**

*Becoming3lectric* – a Creative Commons website developed by Donna Alvermann, Crystal Beach, and Joe Johnson. Consists of blogs, fragments, and remixes. <http://www.becoming3lectric.com> Developed January-April, 2014. Launched in late April 2014 and currently active in 2021.

December 2018 Video on the History of LRA during Donna Alvermann's tenure as Vice-President Elect, Vice-President, President, and Past-President from 1989-1993.

### **Technical Reports/Monographs/Policy Briefs**

- Rowse, J., Morrell, E., & Alvermann, D. (2019). *The digital divide*. Newark, DE: International Literacy Association.
- Rowse, J., Morrell, E., & Alvermann, D. (2017). *Overcoming the digital divide: Four critical steps*. Newark, DE: International Literacy Association.
- Alvermann, D. E. (IRA Adolescent Literacy Committee Member, 2008-2011 and Adolescent Literacy Task Force Member, 2012). *Adolescent literacy* (Position statement, Rev. 2012 ed.). Newark, DE: International Reading Association. Available at: <http://www.reading.org/General/AboutIRA/PositionStatements/AdolescentLitPosition.aspx>
- Alvermann, D. E. (with Rezak, A.T., Mallozzi, C. A., & Boatright, M. D.). (2009). *Preparing the Next Generation of Middle School Teachers: An Online Adolescent Literacy Course*. Final Report for Grant B 7957 awarded by the Carnegie Corporation of New York. Athens: University of Georgia, College of Education. Also available online at the Carnegie Corporation's website <http://www.carnegie.org/literacy>

- Vasquez, V., Alvermann, D. E., & Wood-Ray, K. (2009). *Literacy Task Force Report*. Urbana, IL: National Council of Teachers of English.
- Alvermann, D. E., & Harnish, D. (2008). *Georgia Reading First Final Report: Year 4 (Cohort 1) and Year 2 (Cohort 2)*. Athens: University of Georgia, College of Education.
- Alvermann, D. E. (2008, Nov. 14). *Evaluation of the ADORE Project: Workshop 3*. Submitted to Prof. Dr. Christine Garbe at the University of Lueneburg, Germany, PI for the *ADORE Project: Teaching Struggling Adolescent Readers* funded by the European Commission on Education and Culture/European Union.
- Alvermann, D. E. (2007, October 21). *Evaluation of the ADORE Project: Workshop 2*. Submitted to Prof. Dr. Christine Garbe at the University of Lueneburg, Germany, PI for the *ADORE Project: Teaching Struggling Adolescent Readers* funded by the European Commission on Education and Culture/European Union.
- Alvermann, D. E. (2007, April 23). *Evaluation of the ADORE Project: Workshop 1*. Submitted to Prof. Dr. Christine Garbe at the University of Lueneburg, Germany, PI for the *ADORE Project: Teaching Struggling Adolescent Readers* funded by the European Commission on Education and Culture/European Union.
- Alvermann, D., Commeyras, M., & Harnish, D. (2007). *Georgia Reading First Final Report: Year 3 and Final Report for Cohort 2: Year 1.* Athens: University of Georgia, Educational Policy and Evaluation Center.
- Alvermann, D. E., Marshall, J., McLean, C. A., Bishop, J., & Kirk, D. (2006, December 30). *Literacy practices in afterschool web-based youth communities*. Final report submitted to the Robert Bowne Foundation (Edmund A. Stanley, Jr. Research Grant), New York City.
- Alvermann, D., Commeyras, M., & Harnish, D. (2006). *Georgia Reading First Final Report: Year 2*. Athens: University of Georgia, Occupational Research Group.
- Alvermann, D., Commeyras, M., & Harnish, D. (2005). *Georgia Reading First Final Report: Year 1*. Athens: University of Georgia, Occupational Research Group.
- Alvermann, D., Commeyras, M., & Harnish, D. (2004). *Georgia Reading First Teacher Knowledge Survey*. Athens: University of Georgia, Occupational Research Group.
- Alvermann, D., Commeyras, M., Harnish, D., & Milton, J. (2004). *Georgia Reading First Literacy Coach August 2004 Monthly Survey Results*. Athens: University of Georgia, Occupational Research Group.

- Alvermann, D., Commeyras, M., Harnish, D., & Milton, J. (2004). *Georgia Reading First Literacy Coach September 2004 Monthly Questionnaire Results*. Athens: University of Georgia, Occupational Research Group.
- Alvermann, D., Commeyras, M., Harnish, D., & Milton, J. (2004). *Georgia Reading First Literacy Coach October 2004 Monthly Questionnaire Results*. Athens: University of Georgia, Occupational Research Group.
- Alvermann, D., Commeyras, M., Harnish, D., & Milton, J. (2004). *Georgia Reading First Literacy Coach November 2004 Questionnaire Results*. Athens: University of Georgia, Occupational Research Group.
- Alvermann, D. E. (2003). Evaluation of *Read for health: Responding to a bullying curriculum*. (Written for Education Development Center, Newton, MA).
- Luke, A., Elkins, J., Weir, K., Land, R., Carrington, V., Dole, S., Pendergast, D., Kapitzke, C., van Kraayenord, C., Moni, K., McIntosh, A., Mayer, D., Bahr, M., Hunter, L., Chadbourne, R., Bean, T., Alvermann, D., & Stevens, L. P. (2003). *Beyond the Middle*. Brisbane, Queensland, Australia.
- Alvermann, D. E., Boyd, F., Brozo, W., Hinchman, K. A., Moore, D. W., & Sturtevant, E. (2002). *Principled practices for a literate America: A framework for literacy and learning in the upper grades*. Final report submitted to the Carnegie Corporation of New York.
- Contributing Author. (2001, September). Member of Rand Reading Study Group's *Reading for understanding: Toward a research and development program in reading comprehension*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.
- Alvermann, D. E., Young, J. P., & Green, C. (1997). *Adolescents' negotiations of out-of-school reading discussion*. (Reading Research Report No. 77). Athens, GA: The University of Georgia, National Reading Research Center.
- Alvermann, D. E., Commeyras, M., Young, J. P., Hinson, D., & Randall, S. (1996). *Interrupting gendered discursive practices in classroom talk about texts: Easy to think about, difficult to do*. (Research Report No. 54). Athens, GA: University of Georgia, National Reading Research Center.
- Alvermann, D. E., Commeyras, M., Young, J. P., Randall, S., & Hinson, D. (1996). *The gendered language of texts and classes: Teachers and students exploring multiple perspectives, and interpretations*. (Instructional Resource No. 23). Athens, GA: University of Georgia, National Reading Research Center.
- Alvermann, D. E., Commeyras, M., Young, J. P., Weaver, D., Hinchman, K., Moore, D. W., Phelps, S., Thrash, E. C., & Zalewski, P. (1995). *Middle and high school*

*students' perceptions of how they experience text-based discussions: A multicase study.* (Reading Research Report No. 36). Athens, GA: University of Georgia, National Reading Research Center.

Alvermann, D. E., & Commeyras, M. (1994). *Gender, text, and discussion: Expanding the possibilities* (Perspectives in Reading Research, No. 3). Athens, GA: University of Georgia, National Reading Research Center. (see also chapter in Garner & Alexander).

Alvermann, D. E., Guthrie, J. T. (1993). *Themes and directions of the National Reading Research Center.* (Perspectives in Reading Research No. 1). Athens, GA: University of Georgia National Reading Research Center.

Hynd, C. R., Alvermann, D. E., & Qian, G. (1993). *Prospective teachers' comprehension and teaching of a complex science concept* (Reading Research Report, No. 4). Athens, GA: University of Georgia, National Reading Research Center.

Alvermann, D. E. (1988). *Strategies for reading a social studies text.* Lexington, MA: D. C. Heath.

Alvermann, D. E. (1986). *Research based answers to classroom questions about content area reading instruction.* Lexington, MA: D. C. Heath.

### **Professional Development Workshop Materials**

Alvermann, D. E. (2007). Time for building background knowledge: Scarcity or scare? *Comments from CRISS*, 20 (3), 1, 7-8. Available: [http://projectcriss.com/prc/pdf\\_newsletters/Comments.pdf](http://projectcriss.com/prc/pdf_newsletters/Comments.pdf)

Alvermann, D. E. (2005). Interview based on keynote given at University of Central Florida for Florida Online Professional Development course (over 2000 teachers enrolled). Available: <http://www.itrc.ucf.edu/forpd/resources/alvermann.html>

Alvermann, D. E. (2004). Donna Alvermann Interview. In A. Teemant, S. Pinnegar, & R. Graham (Eds.). *The second language literacy case: A video ethnography of teaching second language students content through literacy development: Parts I, II, III, IV.* [CD-ROM]. Provo, UT: Brigham Young University.

Alvermann, D. E. (2002, December). *Videotaped interview on motivating adolescents to read books.* Interviewer, Adrian Jones, RIFNet (the distance learning service of Reading is Fundamental (RIF), funded by a Star Schools Grant from the U.S. Department of Education. [Broadcast on television on February 12, 2003, 6:30-7:30 pm., *RIF Exchange #404: Inspiring Young Readers.*]



- Alsup, J., & Alvermann, D. E. (2001, December). Power and play in the classroom: A discussion about media literacy with Donna E. Alvermann. *The Writing Instructor*. Available: <http://www.writinginstructor.com>
- Alvermann, D. E. (2000, November). Grappling with the big issues in middle grades literacy education. *Middle Web*. Available: <http://www.ed.gov/offices/OERI/NERPPB/plan.html>
- Alvermann, D.E., Moon, J.S., & Hagood, M.C. (1999). *Popular culture in the classroom: Teaching and researching critical media literacy*. Reading On-Line Bookstore, <http://bookstore.reading.org>
- Alvermann, D. E. (1997). *Reading teacher education*. International Encyclopedia of Education on CD-ROM.
- Alvermann, D. E. (1996, February 10). *What matters: Grassroots conversations*. National video teleconference sponsored by the National Council of Teachers of English, Whole Language Umbrella. (Aired live from Chicago)
- Alvermann, D. E. (1991, May). *Literacy for the '90s: Crossing the boundaries*. Audiocassette produced by the International Reading Association from a presentation at the annual meeting of IRA, Las Vegas, NV.
- Alvermann, D. E. (1989, April 6). *Reconnecting kids to learning*. National video teleconference on "The Failure of Basic Skills: Who's at Risk?" (Aired live on PBS from Indianapolis)
- Alvermann, D. E., Gibney, S., Means, P., & Rojek, K. (1987, March). *Networking: A leadership strategy for curriculum planning in the language arts*. Audiocassette produced by the Association for Supervision and Curriculum Development, from a presentation at the annual meeting of ASCD, New Orleans, LA.
- Alvermann, D. E. (1985). *Content area reading strategies*. (An interactive video program) University of Georgia, Reading Department.
- Alvermann, D. E. (1985). *Demonstration of interactive video for instructional purposes*. (A synchronized slide/tape program) University of Georgia, Instructional Resources Center.
- 8 Pupil's Text and Teacher's Edition, American Book Company, (3 editions).

### **Professional Development (participant in workshops that led to producing materials)**

**2020 UGA** Center for Teaching and Learning “Preparing to Pivot” (Participant).

**2020** Mary Frances Early COE Office for Diversity, Equity, and Inclusion (Participant)

### Instructional Texts for Grades 1-8

- Alvermann, D. E., Bridges, C. A., Paris, S., Schmidt, B. A., Searfoss, L. W., & Winograd, P. (Senior authors) (1995). *Heath literacy*. (Grades 1-6 reading series). Lexington, MA: D. C. Heath.
- Alvermann, D. E., Arrington, H. J., Bridge, C. A., et al. (1995). *Teacher to teacher: A professional's handbook*. Lexington, MA: D. C. Heath.
- Alvermann, D. E., Cleary, L. M., Donelson, K., Gullo, D., Haskins, A., et al. (1994). *Heath middle level literature*. Lexington, MA: D. C. Heath.
- Alvermann, D. E. (Reading Consultant) (1991). *Heath social studies* (Grades 1-6 series). Lexington, MA: D. C. Heath.
- Alvermann, D. E., Bridge, C. A., Schmidt, B. A., Searfoss, L. W., & Winograd, P. (Senior Authors) (1989; 1991; 1993). *Heath reading* (K-8th grade basal reading series consisting of 16 books both pupils' editions and teachers' editions). Lexington, MA: D. C. Heath.
- Alvermann, D. E. (Reading Consultant). (1980, 1983, 1985). *Changing Views*, Grade 7 Pupil's Text and Teacher's Edition, American Book Company, (3 editions).
- Alvermann, D. E. (Reading Consultant). (1980, 1983, 1985). *Meeting Challenges*, Grade 8.

### Presentations (International, National, Regional, State, and Local)

- 2022** Alvermann, D. [Invited (virtual) Plenary Address] “*Cultural Relevancy Matters: Intersection of Methods and Epistemology*” in the September 6-9, 2022 Summer School at UCLouvain, Brussels, Belgium. Organized by Professors Pierre Fastrez and Jerry Jacques: *Research on Digital, Media, and Information Literacy: Revamp, Repair, Rekindle Our World*.
- Alvermann, D. E. [Invited Chair for Workshop 4 on qualitative (case study an ethnography) involving three doctoral student participants on September 8, 2022 in *Research on Digital, Media, and Information Literacy: Revamp, Repair, Rekindle Our World* session
- 2021** (Due to COVID Pandemic, most conferences were hybrid/virtual)
- Alvermann, D. E. (Paper E. Wynne & with W. T. Wright), *Tales from TikTok: Gendered and Cultural Intersectionalities* in session organized by B. Guzzetti. Annual Conference of Literacy Research Association, December, Atlanta, GA, December, 2, 2021. [Note: Paper was presented

by W. T. Wright because Alvermann was sheltering in place due to Pandemic]

Alvermann, D. E. (Paper presented with C. Boersma), “*Disruptive Digital Writing Practices: Moving Beyond Deconstruction*” in D-LITE session organized by C. Moran and R. Marlatt. *Moving Preservice and Practicing Teachers Toward Equity, Justice, and Anti-racist Teaching Through Digital Literacies*. NCTE Annual Convention, Louisville, KY, November 18–21, 2021 (virtual format).

Alvermann, D. E. Paper presented with L. Brice,, R. Sander, K. Fowler, M. Kim, & Y. Jang on “E-learning Study of Literacy Teachers’ Professional Development in Silent Reading Instruction” at the E-learning Methodology, Technology, Evaluation and Future Trends' International Research Conference, hosted online by the Mongolian National University of Education (MNUE), Ulaanbaatar, Mongolia. September 23-24, 2021.

Alvermann, D. E. Invited speaker on poststructural methodologies (Professor Judith Dunkerly-Bean’s doctoral seminar). Old Dominion University, VA, June 23, 2021 (virtual).

Alvermann, D. E. (Paper presented with W. T. Wright & E. Y. Yeom). Archival Encounters via Podcasts: Diversity and Voice in Practice. Media Education Summit 2021, Bournemouth University, Bournemouth, UK, April 1. 2021 (virtual).

**2020** (Due to COVID Pandemic, most conferences were cancelled or virtual)

Alvermann, D. E. (Panelist) “*Writing Dissertations that Transform Data into Multimodal Art Explorations*.” Reading Hall of Fame session at the (virtual) annual meeting of the Literacy Research Association, December 1.

Alvermann, D. E. (Speaker) Memorial Tribute to Gordon Wells. Reading Hall of Fame session at the annual meeting of the Literacy Research Association, December 1. (virtual)

Alvermann, D. E. (Keynote Speaker). “Teaching to End a Bottomless Silence.” ELATE’s Commission on Digital Literacy in Teacher Education at the (virtual) annual meeting of the National Council of Teachers of English, November 11. (virtual)

Alvermann, D. E. (Paper Panelist). “So that I can understand.” In a session organized by W. Reynolds “Reelin’ in the Years: International Critical Media Literacy and Liberation: at the 16<sup>th</sup> Annual International

Globalization, Diversity, and Education Conference (*Re)Imagining Education for Liberation*), February 27-28.

## 2019

Alvermann, D. E. (Invited Discussant for the Annual Plenary of the Integrative Research Review, S. McCarthy, Organizer). Literacy Research Association, Tampa, FL, December 7.

Alvermann, D. E. (Paper Presenter, with E. Wynne). Marginality in social media: Sites of resistance. Annual meeting of the Literacy Research Association, Tampa, FL, December 4.

Alvermann, D. E. (Discussant) for R. Sanders' New Dissertation: The future of literacy practices in academic research. Annual meeting of the Literacy Research Association, Tampa, FL, December 4.

Alvermann, D. E. (Invited Keynote). Adolescent literacy: Engagement within and outside the disciplines. In K. Headley's Presidential Symposium on Adolescent Literacy at the International Literacy Association's Annual Meeting, New Orleans, LA, October 11.

Alvermann, D. E. (Paper Presenter). Rethinking literacies research and practice in the "post-truth" media context. In Presidential Invited Session #1 (Chair, Megan Boler), Skeptical and Affective Literacies: Redefining Critical Media Pedagogies in a "Post-Truth" Era. American Educational Research Association, Toronto, Canada, (Presented April 5, 2019)

Alvermann, D. E. (Paper Presenter). The power of discourse: CML and *The tantrum that saved the world*. International Critical Media Literacy Conference, Savannah, GA, February 23.

Alvermann, D. E. (Workshop Presenter). The power of discourse: Critical media literacy and a children's book on global warming. *Journal of Language and Literacy Education* (JoLLE), Athens, GA, February 1.

## 2018

Alvermann, D. E. (Paper Presenter). History of LRA's Research Mission (7 min. video):  
LRA's Roots and Affordances (Invited by Betsy Baker, 2018 LRA Program co-chair), Indian Wells, CA, December 1.

Alvermann, D. E. (Panelist). Mentoring Scholarly Writing among Doctoral Students. (Invited by Steve Amendum and Gina Cervetti, co-chairs of LRA Research Committee), Indian Wells, CA, December 1.

Alvermann, D. E. (Symposium Discussant). Reclaiming Student Engagement: New Materialist Perspectives (organized by Jennifer Rowsell, Indian Wells, CA, November 30.

Alvermann, D. E. (Paper Presenter). What the Arts Contribute to Our Understanding of Literacy: Songwriting Research Project. (A Think Tank Session organized by Jerome Harste), Indian Wells, CA, November 30.

Alvermann, D. E. (Panelist). Town Meeting. Re-envisioning Literacy Research, Re-envisioning LRA: An intergenerational panel. (Invited by April Baker-Bell, session organizer). Indian Wells, CA, November 28.

Alvermann, D.E. Chair of symposium titled Theory as a Collaborator in Literacy Research: Introduction of *Theoretical Models and Practices of Literacy* (7<sup>th</sup> edition). (Misty Sailors, organizer). Indian Wells, CA, November 28.

Alvermann, D.E. Ideas for writing conceptual pieces for publication. Invited by Dr. Jennifer Graff, Department of Language and Literacy Education, University of Georgia, Athens, GA, October 15.

Alvermann, D.E. Overcoming the digital divide: Four critical steps. (Presenter in the Reading Hall of Fame co-sponsored session organized by James Hoffman and Diane Lapp). International Literacy Association, Austin, TX, July 22.

Alvermann, D.E. Taking new directions in research: Songwriting. (Presenter in the Literacy Research Panel symposium organized by M. Sailors). International Literacy Association, Austin, TX, July 21.

Alvermann, D.E. From change *maker* to challenge *taker*: A literacy project for you and me. Keynote Speaker invited by Secondary Reading Interest Group (SRIG). International Literacy Association, Austin, TX, July 21.

Alvermann, D.E. Introduction to George Newell, Lifetime Achievement Award, Writing and Literacies Special Interest Group (Chair, Awards Committee), American Educational Research Association, New York, NY, April 14.

Alvermann, D.E. Critical media literacy: Neoliberalism and identity politics (with Brad Robinson). International Critical Media Literacy Conference, Savannah, GA, February 23-24.

Alvermann, D.E. Turning an end-of-course paper into an article. Savvy Student Seminar, Department of Language and Literacy Education, University of Georgia, Athens, GA, February 7.

## 2017

- Alvermann, D.E. & McDonald, W.C. (2017). Assessing the *Media Literacy Skills Scale* in a post-factual era. Presented at the annual meeting of the American Reading Forum, Sanibel Island, FL, December 7.
- Hinchman, K.A., & Alvermann, D.E. (2017). Adolescents' literacy practices: Intersectionality in recent research. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL, November 29.
- Alvermann, D. (2017). Remembering Dr. Ira Aaron. Reading Hall of Fame Breakfast, International Literacy Association, Orlando, FL., July
- Alvermann, D., & Desai, P. (2017). Digital Literacies: Comprehension and Critical Thinking. Roundtable presentation at the annual meeting of the International Literacy Association, Orlando, FL, July 15.
- Alvermann, D.E. (2017). Invited panelist on AERA Graduate Students' Fireside Chat Session. Presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Alvermann, D. (2017). Invited Presenter for COE Research Colloquium. "Awareness of Need for K-12 Silent Reading Instruction." COE Aderhold Hall, Room G5, February 10. [Invitation was from Professor Karl Newell, Associate Dean for Research.]  
<https://www.youtube.com/watch?v=o0Y8-XXQRw8&feature=youtu.be>
- Alvermann, D. (2017). Invited Panelist on Funding from Foundations. COE Aderhold Hall, Room 412, February 8. [Invitation was from Professor Karl Newell, Associate Dean for Research.]
- Alvermann, D., Beach, C., & Loomis S. (2017). Remix: See it, think it, wear it, write it. JoLLE Conference, Athens, GA: Rivers Crossing, February 3.

## 2016

- Alvermann, D. (2016). Invited Keynote Address. Move over reading: Writing matters for disciplinary literacy in a connected world. American Reading Forum, Sanibel Island, FL, December 8.
- Alvermann, D. (2016). [Discussant in Alternative Format Session organized by Barbara Guzzetti]. Men writing their lives: Situating the authoring processes of zinesters. Literacy Research Association's annual meeting. Nashville, TN, December 2.

- Alvermann, D., & Sanders, R. (2016). Online instructor feedback: Disregarded in relation to silent reading. Paper presented at the Literacy Research Association's annual meeting. Nashville, TN, December 1.
- Hoffman, J.V., & Alvermann, D. (2016). Biography as a "prism" of literacy history: A genealogical analysis of Smith's *American Reading Instruction*. (Session organized by Norman Stahl). Paper presented at the Literacy Research Association's annual meeting. Nashville, TN, December 1.
- Alvermann, D., Jackson, A.J., & Price, L. (2016). Epilogue: Looking back to look ahead. Paper presented in a symposium organized by J. Hoffman, (Still) Becoming a Nation of Readers: A Retrospective and Visionary Examination of Literacy Instruction. Literacy Research Association's annual meeting. Nashville, TN, November 30.
- Alvermann, D., & Sanders, R., & Mahany, K. (2016). Preservice teachers' views of oral and silent reading practices. National Council of Teachers of English, Atlanta, GA, November 18.
- Alvermann, D., & Beach, C. (2016). Building a culture of writing: Grades 6-12 writing genres, session #3. Georgia Department of Education, Atlanta, GA, November 17.
- Alvermann, D. (2016). [Presenter in the Literacy Research Panel's Research into Practice Featured Session]. *How practice and research can mutually inform each other*. Annual meeting of the International Literacy Association, Boston, July 10.
- Alvermann, D. (2016). [Presenter in the International Reading Association's Literacy Research Panel]. *Integrating 21<sup>st</sup> century literacies in the middle grades*. Annual meeting of the International Literacy Association, Boston, July 10.
- Alvermann, D. (2016). [Discussant in symposium organized by Cynthia Greenleaf] *Examining student opportunity to learn to new literacy standards and assessments in diverse settings*. Annual meeting of the American Educational Research Association, Washington, DC, April 11.
- Alvermann, D. (2016). When literacy identities clash: Am I really the teacher of adolescents I say I am? [Research Presentation]. Inaugural Scholar Teaching and Learning Speaking Series, Literacy Research Center and Clinic, Laramie, WY: University of Wyoming, March 28-30.
- Alvermann, D. (2016, March 8). [Speaker]. Mentor Panel. SouthxSouthwest (SxSWedu). Austin, TX.

Alvermann, D. (2016, March 7). Faculty and Graduate Student Seminar. Austin, TX: The University of Texas-Austin.

Alvermann, D. (2016, March 6). *A critical untangling of adolescents' literacy practices and popular culture*. [Webinar]. In Global Conversations in Literacy Research Web Seminar Series. Retrieved from <https://www.youtube.com/channel/UCay7UB8Mm5SpRnPy6Mxl5Gg>

Alvermann, D., Beach, C., & Loomis, S. (2016, January 30). Remix & Play: Making connections in digital media spaces. JoLLE Conference. Athens, GA: Georgia Center.

## 2015

*Academic grandparents: Things they never thought to tell us*. (A co-sponsored session with the Reading Hall of Fame) Paper presented at the annual meeting of the American Reading Forum, Sanibel Island, FL., December 12.

*The brain rules: Rethinking American education*. (Reactor). A problems court organized by Gary Moorman). Presented at the annual meeting of the American Reading Forum, Sanibel Island, FL, December 11.

*Tensions in remixing online: Multimodal literacies, creativity, and the dissemination process*. (Symposium organized by Michele Knobel). Paper presented at the annual meeting Literacy Research Association, Carlsbad, CA, December 4.

Authoring their lives: Diverse men writing zines for identity expression and social responsibility (Discussant). Literacy Research Association, Sanibel Island, CA, December 4.

*What does digital media allow us to "do" to one another? Economic significance of content and connection*. Paper presented at the annual meeting of Literacy Research Association, Carlsbad, CA, December 2.

*Episode 19: Struggling readers? Using theory to complicate understandings of what it means to be literate in school*. [Discussant], LRA's Research to Practice Video Series. <https://www.youtube.com/watch?v=NtQw10igTT8>, November 4.

*Online instructor feedback: Personalized but for in-course "public" viewing*. Paper presented at the Innovations in Teaching Conference, UGA Georgia Center, Athens, GA, October 23.



*Co-authoring manuscripts for publication in a digital age.* LLED 8000 doctoral seminar (guest speaker), College of Education, Department of Language and Literacy Education, September 28.

Google+ Hangout. Book authors, Donna Alvermann and Kathleen Hinchman, address questions students in Professor Betty Sturtevant's doctoral seminar raise after reading *Reconceptualizing the Literacies in Adolescents' Lives* (3<sup>rd</sup> ed.), George Mason University, June 23.

*Connection between theory and practice: Systematic reviews of articles in literacy journals published for teachers.* (Discussant). Symposium organized by Li-Jen Kuo. Annual meeting of the American Educational Research Association, Chicago, IL, April 16.

*From a small grant to a large interdisciplinary proposal: What's involved?* (first author with Helene Halstead, Marie Troutman, & Lloyd Rieber). Presented at the COE Faculty Research Conference, Athens, GA: University of Georgia, February 13.

*The power of remixing: Collaborating to transform literacy practices* (with first author Crystal Beach & Joe Johnson). Presented at the 3<sup>rd</sup> annual JoLLE Conference. Athens, GA: University of Georgia, February 8.

## 2014

*How the past informs the present* (first author with Helene Halstead, Marie Troutman, & Lloyd Rieber). Paper presented at the annual meeting of the American Reading Forum, Sanibel Island, FL, December 12.

*Nila Banton Smith's "American Reading Instruction": History Told, Untold and Retold* (with first author James Hoffman). Paper presented at the annual meeting of the Literacy Research Association. Marco Island, FL, December 4.

*Pushing boundaries: Online researchers and ethics committees.* In alternative format session titled "The Ethical Quagmire of New Literacies Research." Presented at the annual meeting of the Literacy Research Association, Marco Island, FL, December 4.

*Struggling readers: Using theory to challenge what it means to be literate in school.* (Discussant). Session organized by Kate. Frankel. Presented at the annual meeting of the Literacy Research Association, Marco Island, FL, December 3.

*21<sup>st</sup> century literacies.* Web presentation to Dr. Tisha Lewis Ellison's content area literacy class. Georgia State University, November 13.

*PersuadeMe: An online, social, role-playing tool for learning how to write persuasive arguments* (with first author Lloyd Rieber; second author Larry McCalla; fourth author Michael Hannafin; and fifth author Eunbae Lee). Presented at the annual meeting of the Association for Educational Communications and Technology. Jacksonville, FL , November 5.

*Taking it to the streets: A hybrid course of a different kind* (with first author Joanne Ratliff). Presented at the COE Innovations in Teaching Conference, Athens, GA: University of Georgia, October 17.

*Adolescents' digital literacies*. Invited by Dean Craig Kennedy and Associate Dean Jack Parish to speak at a symposium for Georgia Superintendents Policy Advisory Group. Athens, GA: University of Georgia, October 16.

*Four questions for Donna Alvermann on the Multiliteracies Column in JAAL*, 2014, 58(2). Interviewed by Ian O'Bryne. October 8, 2014. Available at: <https://www.youtube.com/watch?v=nLYPPoGyXDw>

*Introduction of newly elected member of Reading Hall of Fame: Diane Barone*. International Reading Association, New Orleans, LA, May 11.

*Becoming 3lectric* (with Crystal Beach & Joe Johnson). Presented at the 2<sup>nd</sup> annual Faculty Research Conference, Athens, GA: University of Georgia, April 18.

*Why talk when you can text?* (with Emily Breen). Presented at the 2<sup>nd</sup> annual JoLLE Conference. Athens, GA: University of Georgia, February 15.

## 2013

*Writing flash fiction and comics: Insights into composition*. (with Stergios Botzakis). Paper presented at the annual meeting of the American Reading Forum, Sanibel Island, FL, December 14.

*Albert J. Kingston Award Announcement*. (Committee Chair). Literacy Research Association, Dallas, TX, December 7.

*Moving forward with multimodality?: Movements of bodies, power and technologies in adolescents' new media production processes*. (Discussant for session organized by Christian Ehret. Literacy Research Association, Dallas, TX, December 7.

*Adolescent literacy conversation circles: Looking back to see ahead*. (Discussant for session organized by Victoria Gillis). Literacy Research Association, Dallas, TX, December 5.

*Ten best ideas for reading teachers: A retrospective analysis.* (Panelist on refereed session organized by J. Erikson, M. McVee, & C. Brock). Annual meeting of the Literacy Research Association, Dallas, TX, December 4.

*Third year review workshop.* Panelist (Invited by Associate Dean Cheri Hoy). Athens, GA: University of Georgia, November 20.

*Reflective practice in an online literacy course.* Invited presentation, LLED 8000 Doctoral Seminar. Athens, GA, University of Georgia, November 11.

*PersuadeMe.* (with Lloyd Reiber). The Bill & Melinda Gates Foundation, Literacy Courseware Challenge Convening. Orlando, FL, October 27.

*Art, activism, and literacies.* Co-hosts for #literacies chat on Twitter (Lindy Johnson and Donna Alvermann). May 2, 8-9 pm. See description at <http://literacieschat.wordpress.com/2013/04/29/art-activism-literacy/>. See archived chat at [http://storify.com/writerswriting/literacies-archive-5-2-art-activism-and-literacie?utm\\_campaign=&utm\\_content=storify-pingback&awesm=sfy.co\\_q5gq&utm\\_source=t.co&utm\\_medium=sfy.co-twitter](http://storify.com/writerswriting/literacies-archive-5-2-art-activism-and-literacie?utm_campaign=&utm_content=storify-pingback&awesm=sfy.co_q5gq&utm_source=t.co&utm_medium=sfy.co-twitter).

*Why is every teacher a teacher of reading?" a not-so-commonsensical discourse?* [Invited Speaker]. Reading Hall of Fame co-sponsored session, International Reading Association, San Antonio, TX, April 22.

*How research on students' uses of technology could change reading pedagogies: If we're attentive.* [Keynote Speaker]. Technology in Literacy Education SIG. International Reading Association, San Antonio, TX, April 21.

*In memory of Harold L. Herber.* [Invited Speaker]. Reading Hall of Fame. International Reading Association, San Antonio, TX, April 21.

Research strand (launching session for) *Theoretical models and processes of reading* (6<sup>th</sup> ed.). Co-editors and co-chairs: Donna Alvermann and Norman Unrau. International Reading Association, San Antonio, TX, April 21.

*Classroom tested approaches for teaching students to think critically in Web 2.0* Invited presenter and panelist. Preconvention Institute at International Reading Association, San Antonio, TX, April 19.

*The end of the beginning of media education? The next generation...* Panelist with Kathleen Tyner and Pete Fraser. Ontario Institute for Studies in Education (OISE), University of Toronto, February 14. [Note: This open-to-the-public teleconference is followed by two-day small-group work sessions, February 15-16.]

*A writerly life: How the Friday Speaker Series motivates.* Paper/lecture presented at the Institute for Women's Studies, University of Georgia, Athens, GA, February 8.

Poster Session at the COE Faculty Research Conference, University of Georgia, Athens, GA, February 1.

## 2012

*Discussions driving the Reading Hall of Fame membership: Who, what, and why?* Paper presented at the annual meeting of the American Reading Forum, Sanibel Island, FL, December 8.

*Peer feedback and revisions in an online environment.* [Discussant for a symposium organized by Bill Cope, Sarah McCarthy and colleagues from University of Illinois/Urbana-Champaign]. Literacy Research Association, San Diego, CA: November 30.

*Entrepreneurship education and gendered discursive practices.* Paper presented in a symposium organized by Barbara Guzzetti & Thomas Bean. Literacy Research Association, San Diego, CA: November 29.

*Collaboration in scholarly writing groups.* [Invited speaker]. Living the Writerly Life in Academia (an LRA study group). Literacy Research Association, San Diego, CA, November 29.

*A methodology for disrupting assumptions.* [Invited speaker]. Doctoral Student Study Group. Literacy Research Association, San Diego, CA, November 28.

*As if a writer of flash fiction: A new literacy for an old(er) professor.* Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA, November 28.

*What's in your backpack? A question reluctant readers love to answer.* (Featured Speaker). Savannah Children's Book Festival, Savannah, GA, November 9.

## 2011

*Caught in the Net: Teacher perspectives on integrating new literacies.* (Discussant). Literacy Research Association, Jacksonville, FL, December 2.

*Current and former editors' perspectives on elements of excellence and fundamental flaws in literacy research.* (Presentation as former editor of

*Reading Research Quarterly*). Literacy Research Association, Jacksonville, FL, December 1.

*Bridging the everyday/academic divide in adolescents' literacies*. (Discussant). Literacy Research Association, Jacksonville, FL, December 1.

*Reflections on teaching with participatory media: Teacher research*. (Discussant). Literacy Research Association, Jacksonville, FL, November 30

Interviewed by Spencer Striker at University of Wisconsin-Whitewater on *TechZombie.tv*. Topic: Digital literacies among youth. Google+ Hangout, November 8, 2011.

*Who? Me? Read? When reading the passage is fundamental to comprehending complex texts*. Kentucky Reading Association, Lexington, KY, October 28.

*New literacies for the Common Core era: A crosswalk worth crossing*. (Invited Featured Speaker). Kentucky Reading Association, Lexington, KY, October 27.

*Research on urban literacy examined with a historical lens*. (Invited Keynote). The 30<sup>th</sup> Annual University of Wisconsin Reading Research Symposium. *Urban Reading Education: Yesterday, Today, and Tomorrow*. Milwaukee, WI, June 23-24.

*Moving on, keeping pace: Strategies for inviting others in*. Paper presented in a Preconference Institute on Teaching Literacies with Digital and Pop Culture Media for Grades 4-12. International Reading Association, Orlando, FL, May 8.

*An external perspective on the ADORE Project*. International Reading Association, Orlando, FL, May 8.

*A focus on media literacies*. (Keynote). Fourth Guy Bond Memorial Conference on Reading. Minneapolis, MN: April 29-30.

*The future of critical literacies in U.S. schools*. (Discussant). American Educational Research Association, New Orleans, LA, April 10.

## 2010

*Presidential address session*. Introduced D. Reinking, President. Literacy Research Association (formerly NRC) at his presidential address, Ft. Worth, TX, December 1.

*Chronicling the history of NRC through the voices of past presidents.* Panelist in a session organized by P. A. Edwards. Literacy Research Association (formerly NRC). Ft. Worth, TX, December 1.

*Mathematics teacher education in content area reading.* (E. Friese & D. Alvermann). Paper presented at Literacy Research Association (formerly NRC), Ft. Worth, TX, December 1.

*Working through issues of pedagogy and technology with pre-service literacy teachers: Affordances and complexities.* Chair and discussant in symposium organized by Devon Brenner. Literacy Research Association (formerly NRC), Ft. Worth, TX, December 1.

*Bring It to class: Unpacking pop culture in literacy learning* (with M. C. Hagood, A. Heron-Hruby, & T. Kell). Presented at the annual meeting of the National Conference of Teachers of English, Orlando, FL, November 20.

*What identity can tell us about literacy education: Contemporizing literacy, pedagogy, and practice.* Chair in symposium organized by S. Abrams. American Educational Research Association, Denver, CO, May 4.

*Leveraging what we know: A literacy agenda for the 21<sup>st</sup> century.* Invited panelist with P. D. Pearson, N. Duke, E. Moje, S. Valencia, K. Goodman, R. Rueda, S. Freedman, G. Hull, & C. Lee in a Presidential Session organized by K. Gutierrez. American Educational Research Association, Denver, CO, May 2.

*Identities under construction: Adolescents' negotiations of web-based literacies as social practice* (with J. Marshall, A. Huddleston, & J. Joaquin). American Educational Research Association, Denver, CO, May 1.

*Introduction to writing ecologies.* In symposium organized by C. McLean. American Educational Research Association, Denver, CO, May 1.

*Comprehension instruction for multimodal texts in science* (with A. A. Wilson). In symposium organized by R. Jimenez and L. Handsfeld. American Educational Research Association, Denver, CO, April 30.

## 2009

*Juxtaposing emergent and adolescent phases of literacy development: An invitation to a potentially intriguing conversation.* (Reactor). Featured presentation organized by M. Matthews. American Reading Forum, Sanibel Island, FL, December 12.

*Integrated research review: A debate with ourselves about the contributions of literacy research to practice and policy.* (Invited debater). Literacy

Research Association (formerly named National Reading Conference), Albuquerque, NM, December 5. Video available at: <http://nrconline.org/conference/conf09/videos.html>

*The new youth and their literacies: National and international perspectives across school and community settings.* Discussant in symposium organized by L. K. Sarroub. Literacy Research Association (formerly named National Reading Conference), Albuquerque, NM, December 4.

*Digging up hidden treasure: Exploring academic literacy in trading cards, comic books and graphic novels, and a video game.* Discussant in symposium organized by S. Xu. Literacy Research Association (formerly named National Reading Conference), Albuquerque, NM, December 4.

*Content literacy methods classes in online disciplinary communities: Can the past inform the present?* (with J. P. Marsh & J. Lammers). Literacy Research Association (formerly named National Reading Conference), Albuquerque, NM, December 3.

*Panelist on adolescent/young adult literacy.* Invited panelist/discussant with P. D. Pearson, E. Morrell, & B. Flores). National Council of Teachers of English, Philadelphia, PA, November 20.

*Innovative methods in qualitative research* (with E. Friese). Association of Literacy Educators and Researchers, Charlotte, NC, November 6.

*Multiple mentors online: Teacher identity formation during a content literacy course.* (with A. Rezak, C. Mallozzi, & M. Boatright). American Educational Research Association, San Diego, CA, April 16.

## 2008

*Youth and popular culture: From theory to practice.* Panelist (with J. Ratliff, A. Wilson, C. McLean, & T. Stewart). American Reading Forum, Sanibel Island, FL, December 11.

*Are we there yet? Experienced and novice researchers reflect on research, theory, and career paths.* Invited panelist (alternative session, chaired by M. McVee). National Reading Conference, Orlando, FL, December 5.

*Unnatural Pairings: Conventional classroom practice, digital literacies, and the possibilities of a Bourdieu-inspired paradox.* (with E. Friese, first author). National Reading Conference, Orlando, FL, December 3.

*Online course discussions of popular culture: What happens between the discussion and lesson implementation?* (with E. Friese). National Reading Conference, Orlando, FL, December 3.

*Adolescent literacy panel* (Presidential Invited Session.): Featured Speaker.  
National Council of Teachers of English, San Antonio, November 21.

*Improving literacy instruction in an era of convergence culture.* (with C. Mallozzi). Invited paper, Fachhochschule Nordwestschweiz Pädagogische Hochschule Institut Forschung und Entwicklung, Ascona, Switzerland, August 29.

*Adolescent literacy: Policy into practice and practice into policy.* Co-organizer (with C. Santa), Pre-Convention Institute, International Reading Association, Atlanta, GA, May 4.

*Adolescent literacy: Fact, fiction, and future.* Featured presentation, Teaching for Intelligence, Believe to Achieve: National Urban Alliance Conference, Albany, NY, March 28.

*Inviting popular culture into literacy instruction.* Invited speaker, Lehman College, City University of New York. Bronx, NY, March 26.

*Looking to students for relevant literacy practices.* Paper presented at WGBH, Boston, MA, February 19.

*Switching places: Looking to students for practices that shape critical literacy.* Invited keynote at Conference on Literacy, Urban Issues, and Social Studies Education, Georgia State University, Atlanta, February 8.

*Doctoral student writing: When “adequate” isn’t enough.* (College of Education podcast with E. St. Pierre). Language & Literacy Education Graduate Student Organization and the Faculty/Student Forum. University of Georgia, Athens, GA, January 22.

## 2007

*Handbooks, yearbooks, and other edited volumes of record: From within and beyond.* (Panelist). American Reading Forum, Sanibel Island, FL, December 8.

*Understanding readers’ understandings from a New Literacies perspective.* Paper presented (with C. McLean) at the American Reading Forum, Sanibel Island, FL, December 6.

*Digital forms and forums: Advancing identity through intertextuality.* Symposium organized by B. Guzzetti. (Discussant). National Reading Conference, Austin, TX, December 1.



*Stories of poverty in the literacy classroom: Supporting preservice teachers' responses to the realities of students' lives.* Symposium organized by E. Dutro. (Discussant). National Reading Conference, Austin, TX, November 30.

*Advancing the literacy of adolescents.* Symposium organized by A. Henriquez, Carnegie Corporation. (Discussant). National Reading Conference, Austin, TX, November 29.

*Response to the Inspector General's Report: Reflections on ourselves and our field.* (Panelist). National Reading Conference, Austin, TX, November 28.

*Literacy on the edge: How close are we to closing the literacy achievement gap?* Invited speaker, Northeast Georgia IRA, October 15.

*Closing the adolescent literacy achievement gap.* Invited Speaker, Georgia School Superintendents' Conference, Athens, GA, October 3.

*Overview of research on adolescents and their literacies: From a U. S. perspective.* Invited lecture, Hungarian Reading Association and ADORE (a project of the European Commission on Education and Culture/European Union), Budapest, September 25.

*Principled practices for literacy teaching and learning.* (with C. Mallozzi & A. Wilson). General session speaker at the 11<sup>th</sup> CRISS certified trainer conference. Kalispell, MT, July 13.

*Closing the adolescent literacy achievement gap: Fact, fiction, and future.* Keynote presentation for the Virginia Literacy Institute, Richmond, VA, July 10.

*Reading and writing revisited.* Workshop presentation. Virginia Literacy Institute, Richmond, VA, July 10.

*Principled practices for adolescent literacy: A research base for change.* Keynote presentation at the Math and Reading Summit sponsored by Metro RESA and the Georgia Department of Education, Atlanta, GA, June 14.

*Lessons learned from adolescents: Shaping the teacher in me.* Panelist at the National Urban Alliance session on "In order to teach all of the children, you must believe they all can learn." International Reading Association, Toronto, Canada, May 16.

*Why are high school youth reading online, and why should we be surprised?*

Keynote presented at Preconvention Institute #15, "Engaging and sustaining adolescents' new literacies: Multiple texts, multiple perspectives." International Reading Association, Toronto, Canada, May 13.

*Carnegie Corporation's Advancing Literacy Initiative: An embedded-mentoring online adolescent literacy course.* Paper presented at Reading Research 2007, International Reading Association, Toronto, Canada, May 12.

*Principled practices for teaching adolescents: A research base for change.*

Featured speaker at the National Urban Alliance's "Teaching for Intelligence: Believe to Achieve" Conference. Birmingham, AL, April 27.

*'Ways of knowing' in the language and literacy research community during the Gold Standard Era.* Panelist on the NARST Research Committee-sponsored symposium. National Association for Research on Science Teaching Conference, New Orleans, LA, April 16.

*Enhanced Reading Opportunities (ERO) for adolescents: Early findings from an impact evaluation of supplemental literacy interventions.* Discussant in session organized by J. Kemple, Director, K-12 Education Policy Area of MDRC. American Educational Research Association, Chicago, IL, April 12.

*New literacies in the classroom: Digital video composing as multimodal learning tool for new times.* Discussant in a session organized by S. Miller, State University of New York. American Educational Research Association, Chicago, IL, April 12.

*21<sup>st</sup> century literacy: A symposium in honor of Michael Pressley.* Discussant in session chaired by Elizabeth Albro, Institute of Education Sciences. American Educational Research Association, Chicago, IL, April 9.

*Web identities and digital literacies in an out-of-school program.* (with J. Marshall). Paper presentation. American Educational Research Association, Chicago, IL, April 9.

*Principled practices for adolescent literacy: A research base for change.* Keynote presenter at the Vermont Reads Institute, Stowe, VT, March 29.

## 2006

*Literacy practices in afterschool web-based youth communities.* (co-presenter, James Marshall). Research Roundtable sponsored by the Edmund A. Stanley, Jr., Research Grant/Robert Bowne Foundation. The Princeton Club of New York, New York City, December 15.

*Supporting the publishing efforts of non-tenured literacy faculty while focusing on writing for peer-reviewed journals.* Paper presented (with J. Sanacore) at the American Reading Forum, Sanibel Island, FL, December 8.

*Exploring the social embedded nature of youths' technoliteracies.* Discussant in symposium organized by E. Rubinstein-Avila. National Reading Conference, Los Angeles, CA, December 1.

*Constructing and interpreting multimodal texts.* Discussant in symposium organized by M. McVee, National Reading Conference, Los Angeles, CA, December 1.

*Doctoral student research: Searching, (re)searching, musing, and decision making.* Co-chair/Discussant (with J. Baumann), Symposium presented at the annual meeting of the National Reading Conference, Los Angeles, CA, December 1.

*The Inspector-General's report on Reading First: Reflections on ourselves and our field.* Invited panelist in special session organized by R. J. Tierney, National Reading Conference, Los Angeles, November 30.

*Literacy messages within young people's instant messages.* (with P. Dunston, first author). Paper presented at the annual meeting of the National Reading Conference, Los Angeles, CA, November 29.

*Instructional practices that support adolescent literacy.* Alternative format session (E. Sturtevant, Chair), Principled Practices for Adolescent Literacy: Next Steps for Schools and Researchers. National Reading Conference, Los Angeles, CA, November 29.

*A visit with the authors: Approaches to Language and Literacy Research (An NCRL Collection).* Co-editor of the NCRL Collection and co-chair of session (with J. Allen). Annual meeting of the National Council of Teachers of English, Nashville, TN, November 17.

*Adolescent literacy in the national spotlight.* First Adolescent Literacy Summit of the Collaborative Center for Literacy Development, Murray State University, November 10.

*Review of "Ramp-Up Literacy."* Paper presented at America's Choice Ramp-Up Review Committee Meeting. Washington, DC, October 30.

*Young people's Web-based literacies: Implications for summer learning programs.* Invited panelist for First Virtual Seminar of Johns Hopkins Center for Summer Learning, Baltimore, MD, October 25.

*Local literacies: Recruitment grounds for distant literacies?* Invited paper (with C McLean, first author/presenter). Workshop on Multiple Literacies (Funded by the Social Sciences and Humanities Research Council of Canada) University of Ottawa, August 28 – 29.

*Literacy and literacy teacher education in Georgia: A summit for higher education.* Co-Convener (with H. Allison), Grades 9-12. Georgia Reading Consortium. Athens, GA, July 27-28.

*Principled practices for teaching adolescents: A research base for change.* Featured speaker, the Kentucky Literacy Research Symposium and the Collaborative Center for Literacy Development. University of Kentucky, Spindletop Hall, Lexington, KY, May 11.

*Recent research and policy implications for reading teacher educators.* Keynote speaker, Organization of Teacher Educators in Reading (OTER), International Reading Association, Chicago, IL, May 4.

*Restoring hope through literacy: Eliminating the learning gap.* Invited speaker in session organized by E. Cooper, National Urban Alliance, International Reading Association, Chicago, IL, May 4.

*Out-of-school time literacy practices.* Paper presented at the annual meeting of the International Reading Association in a Preconvention Institute organized by J. Lewis & G. Moorman. Chicago, IL, April 30.

*Changes in theoretical orientations and research over a 25-year period: Personal reflections on adolescent literacy.* Invited speaker, Clemson University, Clemson, SC, April 17.

*Online discussions that challenge the "not-yet-adult" cultural model.* Paper presented in a symposium organized by K. Pahl & J. Rowsell titled "Travel notes from the New Literacy studies." American Educational Research Association, San Francisco, April 11.

*Raymond B. Cattell Early Career Award Lecture.* Chair. American Educational Research Association, San Francisco, April 10.

*Out-of-school time research: Looking back, looking ahead.* Invited panelist. American Educational Research Association, San Francisco, April 9.

*Dissolving learning boundaries: The doing, redoing, and undoing of school* (with A. J. Eakle, first author). Paper presented in an alternative format session organized by A. Cook-Sather & D. Thiessen titled “Amplifying student voices in educational research: Lessons from the *International Handbook of Student Experience in Elementary and Secondary School*.” American Educational Research Association, San Francisco, April 8.

*New Literacy Studies and the study of new literacies*. Invited speaker. University at Buffalo, SUNY, Buffalo, NY, March 9.

*Exemplary literacy instruction for high schools*. Invited speaker. Sweet Home High School, Amherst, NY, March 8.

*Alvermann's Response to Reading Between the Lines: What the ACT Reveals About College Readiness in Reading*. Invited panelist at Alliance for Excellent Education and ACT Panel Hearing, the Capitol Building, Washington, DC, March 1.

*Editing journals in the 21<sup>st</sup> century: Contested sites, shifting discourses*. (with David Reinking). Conference on Interdisciplinary Qualitative Studies (QUIG). Athens, GA, January 8.

## 2005

*Predictions of the next big thing in literacy*. Second General Session Panelist. American Reading Forum, Sanibel Island, FL, December 9.

*Adolescent literacy: Curricular intersections of research, practice, and policy*. Symposium Discussant. National Reading Conference, Miami, FL, December 2.

*Gender issues in post-typographic texts and talk: Past, present, and future*. Area 10 Invited Symposium Discussant. National Reading Conference, Miami, FL, December 2.

*Why choose one? Multimodality, identity, and literacy practices of LiveJournal bloggers*. (with Achariya Rezak). Paper presented at National Reading Conference, Miami, December 2.

*Problematizing adolescent multiliteracies*. Area 6 Invited Symposium Discussant. National Reading Conference, Miami, FL, December 1.

*Exploring adolescents' unofficial lives: Literacy, networked technologies, and popular culture*. Symposium Discussant. National Reading Conference, Miami, FL, November 30.

*Boys, girls, and the myths of literacies and learning.* Symposium Discussant. National Reading Conference, Miami, FL, November 30.

*Examining discipline-based literacies in students' language and literacy development.* Symposium Discussant. National Reading Conference, Miami, FL, November 30.

*Adolescents and literacies in a digital world.* Keynote speaker at the annual meeting of the Professional Association of Georgia Educators, Savannah, November 5.

*Content reading and literacy: The spotlight shifts to you!* Invited J. Estill Alexander Award paper presented at the College Reading Association, Savannah, GA, November 5.

*Stepping forward together: Voicing the concerns of teacher educators through practical applications and collaborative actions.* Discussant. College Reading Association, Savannah, November 4.

*New literacies in action: Exploring content area reading comprehension and online communication with middle school students.* Discussant. College Reading Association, Savannah, November 4.

*What constitutes scientific evidence in the time of the Gold Standard?* Invited workshop presented at the NSF- sponsored Gold Standard(s) of Quality Research in Science Literacy Conference, Victoria, British Columbia, October 26-30.

*Thinking in science is analogous to reading critically, or is it?* Invited paper presented at the NSF-sponsored Conference on Connecting Science and Literacy in the Classroom: Challenges, Promises, and Opportunities, University of St. Louis, St. Louis, MO, September 30-October 2.

*Teaching to meet the literacy demands of older students.* Keynote speaker. 36<sup>th</sup> Annual Price Reading and Language Arts Symposium, Appalachian State University, Boone, NC, September 16.

*External evaluation of Reading First 2004-05: Summary of findings.* (With Michelle Commeyras, Dottie Harnish, and Steve Cramer). A report presented to the Georgia Department of Education, Atlanta, GA, August 22.

*Does reality TV have a role to play in preservice literacy teacher education courses?* (with Stergios Botzakis). Paper presented at the National Media Education Conference, San Francisco, June 27.

*Adolescent literacy and out-of-school time.* Invited participant in meeting with New York City's Department of Youth and Community Development. Carnegie Corporation, New York City, June 21.

*Critical issues in adolescent literacy for effective coaching.* Keynote speaker. National Adolescent Literacy Coalition Conference, Washington, DC, May 10.

*Reaching and teaching adolescents using literacy strategies: From the golden oldies to current chic.* Invited speaker. Reading Hall of Fame Session. International Reading Association, San Antonio, TX, May 4.

*Tips for writing for IRA's journals.* Invited speaker. International Reading Association, San Antonio, TX, May 3.

*Youth cultures and annual yearly progress: Preservice teachers finding their way into literacy and literature.* Invited speaker. Research Roundtable Session. International Reading Association, San Antonio, TX, May 2.

*Literacy intervention programs for adolescents: Guidelines and needed research.* Invited speaker. Reading Research 2005. International Reading Association, San Antonio, TX, April 30.

*Why adolescent literacy is interested in out-of-school time programs.* Invited presentation. Adolescent Literacy Summit, The Center for Summer Learning (Johns Hopkins University), Baltimore, MD, April 21-22.

*Content reading and literacy: The biggest challenge is yet to come.* Invited speaker. University of Miami, Miami, FL, April 20.

*Early Career Award.* Introduction and presentation of award to Amanda Datnow. American Educational Research Association, Montreal, Canada, April 13.

*Directions in adolescent literacy research.* (AERA SIG: Basic Research in Reading and Literacy Invited Symposium). Invited panelist. American Educational Research Association, Montreal, Canada, April 12.

*Exemplary literacy instruction: Grades 7-12.* Invited panelist, California State University System's Reading Faculty Forum, Sacramento, CA, April 8.

*Content reading and literacy: The spotlight is on YOU!* Keynote speaker for the 40<sup>th</sup> year celebration, College of Education, University of Central Florida, Orlando, FL, April 1.

*Visual media production and literacy* (with A. J. Eakle & R. A. Chavez). Paper presented at the American Reading Forum, Marco Island, FL, December 9.

*Perspectives from the editors of Reading Research Quarterly* (with D. Reinking). Invited speaker in session organized by M. Mallette & N. Duke, "Research methodology series: What makes for excellence in literacy research methodology?" National Reading Conference, San Antonio, TX, December 3.

*Information communication technology and adolescent literacy*. Paper presented in a symposium organized by M. McKenna, "The potential of technology in principal dimensions of literacy instruction." National Reading Conference, San Antonio, TX, December 3.

*Instructional practice*. Invited paper presentation in session organized by M. Dressman, "Struggling adolescent readers across instructional, inservice, and administrative contexts: Researchers and practitioners in dialogue." National Reading Conference, San Antonio, TX, December 2.

*Crossing over to Canaan: Engaging distinguished women and/or minority scholars in critical conversations about tenure*. Invited Panelist. National Reading Conference, San Antonio, TX, December 2.

*Five professors of reading teacher education "read" Joe Millionaire I and II*. Paper presentation in a symposium organized by J. Ratliff, "Reading visual texts: What literacy researchers can learn from reality TV." National Reading Conference, San Antonio, TX, December 1.

*What counts as reading?* Invited Panelist, National Endowment for the Arts special session on *Reading at Risk: A Survey of Literary Reading in America*. Indianapolis, November 21.

*The future development of instructional research*. Teleconference Keynote, Universität Lüneburg, Germany, September 27.

*Bridging the literacy achievement gap among adolescents*. Invited Speaker, Alliance for Excellent Education Summer Breakfast Series, Washington, DC, July 22. (Follow-up meetings on the Hill with 5 Congressional staffers in the offices of Denise Majette, Johnny Isakson, Rubén Hinojosa, Patty Murray, and Susan Davis).

*Comprehension instruction: Ongoing through the middle and high school years*. Invited Keynote. CIERA Summer Institute, Ann Arbor, MI, July 14.



*Adolescent aliteracy: "Talking" our way out of the dilemma.* Invited Speaker, Advancing Reading Conference, SERVE, Charlotte, NC, July 12.

*Adolescent aliteracy: Are schools causing it?* Invited Speaker, High Schools That Work, 18<sup>th</sup> Annual Staff Development Conference. Atlanta, GA, July 8.

*Handbook of research on teaching literacy through the communicative and visual arts: Meet the editors and architects.* Invited Speaker, International Reading Association, Reno, NV, May 5.

*Theoretical models and processes of reading (5<sup>th</sup> edition): Issues in literacy theory and research.* Invited Speaker. International Reading Association, Reno, NV, May 4.

*Teaching the "I-can-read-but-I-don't-want-to" generation.* Featured Speaker, International Reading Association, Reno, NV, May 3.

*Writing for online publications.* Speaker. International Reading Association, Reno, NV, May 3.

*Writing for "your" public: Making research matter.* Poster Session Presenter. International Reading Association, Reno, NV, May 3.

*Improving literacy learning for pre-adolescent and adolescent learners: Bridging the achievement gap.* Co-Organizer and Presenter (with Dorothy Strickland), Preconvention Institute #3. International Reading Association, Reno, NV, May 2.

*Journal Talks: Reading Research Quarterly.* Editor, American Educational Research Association, San Diego, CA, April 13.

*Literacies in and out of school: A survey of U. S. youth.* Roundtable paper, American Educational Research Association, San Diego, CA, April 13.

*Exploring the literacies in adolescents' lives.* Discussant for the symposium, American Educational Research Association, San Diego, CA, April 15.

*Making progress, feeling Good: Literacy achievement that matters.* Luncheon Speaker for the Kentucky Reading Project's Annual Meeting, Louisville, KY, March 20.

*NICHD/IRA conference on reading comprehension of complex text.* Invited Participant. Natcher Center, National Institute of Health, Bethesda, MD, February 23-25.

*Youth culture, digital literacies and intersecting methodologies* (with Cynthia Lewis and Kevin Leander). National Council of Teachers of English /Assembly for Research (NCTEAR). University of California-Berkeley, February 21.

*Popular culture, media, and youth literacies in a digital world: A cultural studies perspective*. Invited fireside chat, National Council of Teachers of English /Assembly for Research (NCTEAR). University of California-Berkeley, February 21.

*Assessing adolescents' literacies: What counts and why*. Invited Featured Speaker, *Reading First* Faculty Learning Seminar. University of Akron, Akron, Ohio, February 13.

*We can't fix what we can't face*. Invited Speaker. Supporting Teacher Capacity and Adolescent Literacy: A Workshop in Support of the Carnegie Corporation's *Reading to Learn Initiative*. Atlanta, GA, February 6.

*Publishing qualitative studies*. Panelist (with D. Reinking & D. Rubin), International Qualitative Studies in Education Conference, Athens, GA, January 11.

## 2003

*Reading research on student learning: Does what counted once count now?* (Keynote speaker). American Reading Forum, Sanibel Island, FL, December 11.

*Youths' views of literacy practices in-and-out-of-school: A national survey* (with David Moore and Kathleen Hinchman). National Reading Conference, Scottsdale, AZ, December 4.

*Teachers, students, and popular culture: Literacy through alternative texts* (Symposium Discussant). National Reading Conference, Scottsdale, AZ, December 3.

*Complexities of locating connections between adolescent literacies and places* (paper in symposium organized by Mark Dressman titled *Evidence and Epistemology in Adolescent and Adult Literacy Research*). National Reading Conference, Scottsdale, AZ, December 3.

*Eliminating the achievement gap: Adolescent literacy strand*. Speaker, Council of Chief State School Officers' Annual Policy Forum, Indianapolis, IN, November 7-8.

*Spencer Foundation Dissertation Fellows' Fall Forum*. Faculty Mentor. Emory University Conference Center, Atlanta, GA, October 3.

*Interdisciplinary collaboration: Linking research, teaching, and public service.*  
Keynote speaker, 5<sup>th</sup> Annual Faculty Forum, College of Health, Education,  
and Human Development, Clemson University, Clemson, SC, April 17.

*Exemplary literacy instruction in grades 7-12: What counts and who's counting?*  
Panelist. International Reading Association/Urban Partnership  
Conference, San Diego, CA, April 10-11. [Note: I sent my paper to be  
read by chair due to ear infection that prevented air travel.]

*Principled practices in middle years teaching: What research can and can't tell  
you.* Keynote speaker. Beyond the Middle: International and Australian  
Directions for the Middle Years Conference, April 3-5, Gold Coast,  
Queensland, Australia. [Note: I sent my paper to be read by chair due to  
ear infection that prevented air travel.]

*Connecting real world objectives with the Quality Core Curriculum (QCC).*  
Featured speaker (with Tara Richardson). Georgia Reading Association,  
February 25.

*Literacy-rich school cultures for accelerating students' development as readers.*  
Advisor. Bill and Melinda Gates Foundation/Jobs for the Future. Seattle,  
WA, February 24.

*Comprehension instruction: Ongoing through the middle and high school years.*  
Featured speaker.  
Literacy Summit, California State University-Dominguez Hills, Carson,  
CA, February 8.

*Comprehension instruction.* Panelist, Atlanta Speech School, Vinings, GA,  
February 7.

*The importance of discussion.* Featured Speaker, Atlanta Speech School, Vinings,  
GA, February 6.

*Publishing qualitative studies.* Panelist (with D. Reinking, P. Smagorinsky),  
International Qualitative Studies in Education Conference, Athens, GA,  
January 4.

## 2002

*Adolescents' online literacy practices: A methodological exploration.* Paper  
presentation in a symposium organized by K. Leander, "Researching the  
online literacy practices of adolescents: New questions and methodologies  
for new literacies." National Reading Conference, Miami, FL, December  
6.

*What could professional wrestling and a high school English curriculum possibly have in common?* (with A. Huddleston & M. Hagood). Paper presentation in a symposium organized by S. Xu, "Students' popular culture in literacy instruction." National Reading Conference, Miami, FL, December 6.

*Being a friend and a mentor at the same time: A pooled case comparison.* (with J. Young, first author; J. Many, S. Henderson, & J. Kaste). Paper presentation in a symposium organized by J. Readence, "Exploring the intricacies of the doctoral mentoring process in reading and writing." National Reading Conference, Miami, FL, December 5.

*Identity development in Latina/Latino students.* Discussant paper for symposium organized by E. Moje, "Negotiating boundaries: Studies of youth, literacy, and positioning." National Reading Conference, December 4.

*High needs, high expectations, and new literacies.* Invited featured speaker. New York State Reading Association, New York City, November 24.

*Science after school: Putting everyday literacies to work in the service of classroom learning.* Invited paper for the Conference on Philosophical, Psychological, and Linguistic Foundations for Language and Science Literacy Research, University of Victoria, British Columbia, September 12-15.

*Critical media literacy instruction.* Keynote address for the International Perspectives on the Theory and Practice of Critical Literacy Institute, Teachers College, Columbia University, New York, July 14.

*Aliteracy among adolescents who struggle with school-related reading.* Invited panelist. Summit on Secondary Reading, The Education Trust, Washington, DC, July 12-13.

*Adolescents and their literacies: Constructing the big picture.* Keynote address for the First Syracuse University Literacy Institute, Syracuse, NY, July 2.

*Adolescent literacies in a digital world.* Keynote address for the Stichting-Lezen Conference on Adolescents and Reading, Utrecht, the Netherlands, May 23-24.

This paper was quoted and featured in an article written by Wendy de Graaff and titled "De regering heft er baat bij om het spook-beeld van de ontleding in stand te houden!" The article appeared in *Lezen*, Nr. 3, 2002.

*Doing online literacy research.* Invited presenter in IRA Publications Series, International Reading Association, San Francisco, CA, May 1.

*Standards and accountability are not the same.* Invited panelist, Reading Hall of Fame, International Reading Association, San Francisco, CA, April 30.

*A closer look at comprehension strategies that address reader differences.* Invited panelist, Preconvention Institute #14, Research-Based Comprehension Practices, International Reading Association, San Francisco, CA, April 28.

*Youth literacies in new times: Implications for classroom practice.* Keynote address for the Conference on Literacy, Diversity, & Equity in the Context of Reform, Brown University, Providence, RI, April 25-27.

*Switching places and looking to adolescents for the formation of standardizing practices in relation to school literacies.* (with M Hagood & A. Heron). American Educational Research Association, New Orleans, LA, April 3.

*Principles of good teaching in discipline/content materials.* Invited paper in J. Brophy (chair), Contributions of Generic and Subject-Specific Perspectives on Teaching Symposium, American Educational Research Association, New Orleans, LA, April 3.

*Adolescents and literacies in a digital world.* (Organizer and co-chair of symposium). American Educational Research Association, New Orleans, LA, April 1.

*Struggling adolescent readers: A cultural construction.* Keynote lecture for the International Perspectives on Literacy Education Lecture Series (co-sponsored by the University of Alberta, University of Calgary, and the University of Prince Edward Island, Canada). Lecture transmitted by interactive videoconference, University of Alberta, March 23.

*Response to "Motivation: Its influence on success in literacy in adolescents."* Invited panelist for the Adolescent Literacy Workshop: State of the Science and Research Needs, National Institute for Child Health and Human Development, Washington, DC, March 6-8.

## 2001

*Power relations in data collection: Reversible and mobile.* Paper presentation, National Reading Conference, San Antonio, TX, December 5-8.

*Mentoring is like playing cards: A doctoral student's perception of the process.* (with J. King & P. Leftwich). Paper presentation, National Reading Conference, San Antonio, TX, December 5-8.

*Perspectives on the state of qualitative research in literacy.* Symposium discussant, National Reading Conference, San Antonio, TX, December 5-8.

*“She said/He said”: The dialogues of literacy and science.* (with J. Lemke). Keynote address, Crossing Borders: Connecting Science and Literacy Symposium sponsored by the National Science Foundation and the Elementary Science Integration Projects. University of Maryland - Baltimore County, MD, August 24-26.

*Literacy teacher education.* Keynote address, Organization of Teacher Educators in Reading, a special interest group of the International Reading Association, New Orleans, April 30.

Grappling with the big issues in literacy teacher education from a U.S. perspective. Invited Lansdowne Lecturer, University of Victoria, Vancouver Island, British Columbia, April 6.

*Developing critical awareness of popular media texts: Practices, pitfalls, and possibilities.* Invited Lansdowne Lecturer, University of Victoria, Vancouver Island, British Columbia, April 5.

*Blurring the boundaries in academic writing.* Invited Lansdowne Lecturer, University of Victoria, Vancouver Island, British Columbia, April 4.

*Comprehensive reading instruction across the grades.* Invited panelist, Reading Research 2001 Conference, New Orleans, LA, April 28.

*Looking at the “critical” in critical media literacy: Are adolescents critical?* (with M. Hagood, A. Heron, P. Hughes, & K. Williams). Paper presentation, American Educational Research Association, Seattle, WA, April 14.

*Poststructural feminism and its deconstructive methods,* Panelist, International Qualitative Studies in Education Conference, Athens, GA, January 13.

## 2000

*When our past is not enough: Addressing others’ perceptions of “real” reading people.* American Reading Forum, Sanibel Island, FL, December 7.

*A position statement on adolescent literacy.* Panelist paper. National Reading Conference, Scottsdale, AZ, December 1.

*Media literacies: Varied but distinguishable.* (with M. Hagood, first author). National Reading Conference, Scottsdale, AZ, November 30.

*Changing our understandings of the “critical.”* (with M. Hagood, A. Heron, P. Hughes, & K. Williams). National Reading Conference, Scottsdale, AZ, November 29.

*Toward a long term research agenda for reading: Report of the Rand Reading Study Group*, Panelist paper, National Council of Teachers of English, Milwaukee, WI, November 18.

*Adolescent literacies: Multiple and complex.* Keynote Speaker, Adolescent Literacy Commission Forum, Detroit, MI, November 11.

*Strategies for struggling readers: Implications for teacher educators.* (with L. Rush, first author). College Reading Association, St. Petersburg, FL, November 3.

*Critical media literacy: Implications for teacher education.* (with M. Hagood, A. Heron, P. Hughes, & K. Williams). College Reading Association, St. Petersburg, FL, November 4.

*Personal critiques: Coaching prospective writers.* Panelist paper, College Reading Association, St. Petersburg, FL, November 4.

*Adolescent literacy: A summary of the issues and research.* Invited speaker, Adolescent Literacy Commission and Policy Institute, Washington, DC, October 6.

*Grappling with the big issues in middle grades literacy education.* Invited keynote speaker, National Educational Research Policy and Priority Board’s Conference (sponsored by Education Development Center and U.S. Department of Education/OERI), Washington, DC, July 24-25.

*Engaging readers: Culturally constructing a process for enabling kids’ literacies.* Invited speaker, First Copenhaver Institute, Roanoke College, VA, June 26-27.

*Out-of-school literacies: Methodological implications for research and school literacies* (with M. Hagood). Paper presentation. 19<sup>th</sup> Annual University of Wisconsin Reading Symposium, Madison, WI, June 23-24.

*After-school media clubs for “at-risk” adolescent readers.* Keynote paper presentation, Reading Hall of Fame, International Reading Association, Indianapolis, IN, May.

*Addressing the crisis in adolescent literacy: People and programs.* Preconvention Institute organizer and co-chair, International Reading Association, Indianapolis, IN, May.

*Programs that bring adolescents and their literacies together* (with L. Rush). Paper presentation International Reading Association, Indianapolis, IN, May.

*Teaching as persuasion: A new metaphor for a new decade*. Discussant's paper presentation, American Educational Research Association, New Orleans, LA, April.

*Breaking through barriers to adolescent literacy* (with L. Rush). Paper presentation, National Center for Education and the Economy, Reston, VA, March.

*Tools and resources for adolescent literacy: Media and technology*. Paper presentation, International Reading Association's Adolescent Literacy Commission Forum, Tucson, AZ, March.

## 1999

*Mentoring in literacy teacher education* (with G. Hruby). Paper presentation, American Reading Forum, Sanibel Island, FL.

*The significance of critical media studies in literacy research: A theoretical overview* (with M. Hagood). Paper presentation, National Reading Conference, Orlando, FL.

*Highlights and expansions on points raised in Larry Sipe's and Josephine Young's remarks: Graduate Student Research Workshop*. National Reading Conference, Orlando, FL.

*Looking backwards and forwards: A dialogue among colleagues (Reflections of past-presidents of NRC)*. National Reading Conference, Orlando, FL.

*Reading research at the turn of the millennium: The Handbook of Reading Research, Volume 3. (Alvermann's chapter on Narrative Research Methodology)*. National Reading Conference, Orlando, FL.

*Using popular culture to interest adolescents in reading*. Paper presentation, National Council of Teachers of English, Denver, CO.

*Launching the NCRL Series: A special session on the Language and Literacy Research Series: A chat with the Series Editors*. National Council of Teachers of English, Denver, CO.

*Breaking through barriers: Creating environments that bring youngsters and their literacies together*. Keynote address, Clemson University Reading Conference, Clemson, SC.



*Personal critiques: Coaching prospective writers.* Panelist, College Reading Association, Hilton Head, SC.

*Reconceptualizing classroom reading as intertextual practice: A critique.* Paper presentation, American Educational Research Association, Montreal, Canada.

*Mentoring in literacy education: 'The Commonplace Book' as an archive for learning* (with G. Hruby). Paper presentation, American Educational Research Association, Montreal, Canada.

*Fandom and critical media literacy* (with M. Hagood). Paper presentation, International Reading Association, San Diego, CA.

*A bill of rights for adolescent literacy learners*, Co-chair and Organizer of Preconvention Institute #5, International Reading Association, San Diego, CA.

*Strategies for eliciting adolescents' concerns about learning from text* (with C. Triplett). Paper presentation, International Reading Association, San Diego, CA.

*Breaking through barriers to adolescent literacy.* Keynote address given at Fordham University's Forum on Adolescent Literacy (sponsored by the Adolescent Literacy Commission of the International Reading Association in cooperation with Manhattan Reading Council and New York State Reading Association), New York City.

*Personal critiques: Coaching prospective writers.* Panelist, College Reading Association, Myrtle Beach, SC.

*National Center for Adult Learning and Literacy Conference on National Reform of Literacy Education.* Adolescent literacy panelist, Rutgers Graduate School of Education, New Brunswick, NJ.

*Developmental literacy: Adult literacy - Building connections.* Invited panelist, Rutgers University Graduate School of Education's 75th Anniversary, New Brunswick, NJ.

## 1998

*Mentoring in literacy education: A pasticcio of voices.* Paper presentation, National Reading Conference, Austin, TX.

*Vulnerable subjects: Students' literacy perspectives and the cultural politics of interpretive research.* The Oscar S. Causey Distinguished Research Award Address, National Reading Conference, Austin, TX.

*Oral history project in content literacy.* Paper presentation, American Reading Forum, Sanibel Island, FL.

*Are we trend spotters or tail spinners? A report from the field.* Keynote paper presentation, College Reading Association, Myrtle Beach, SC.

*Adolescent literacy: The growing crisis in middle and high schools.* Preconvention Institute #3, International Reading Association, 43rd Annual Convention, Orlando, FL.

*Conversations with educators: Handbook of research on teaching literacy through the visual and communicative arts.* Panelist, IRA Publications Symposium, International Reading Association, Orlando, FL.

*Critical theory, critical reading.* Speaker, International Reading Association, Orlando, FL.

*A survey of literacy teacher educators' mentoring relationships.* Paper presentation, American Educational Research Association, San Diego, CA.

*Researching negotiated book talk through a map, not a tracing.* Symposium paper presentation, American Educational Research Association, San Diego, CA.

## 1997

*Imagining the possibilities.* Paper presentation, National Reading Conference, Scottsdale, AZ.

*Reconceptualizing the literacies in adolescents' lives.* Keynote address, Anchored-in-Reading Conference, Anchorage, AK.

*Feminism and intermediality.* Paper presentation, National Reading Conference, Scottsdale, AZ.

*Adolescent read-and-talk book clubs in the public library.* Paper presentation, College Reading Association, Boston, MA.

*Roots of and routes to a concept of literacy: Third wave feminism.* Paper presentation, American Reading Forum, Sanibel Island, FL.

*Desiring teacher neutrality: How it limits students' access to negotiating the gendered language of language arts classroom.* Paper presentation, National Council of Teachers in English, Detroit, MI.

*Discussion.* Panelist in symposium organized by J. Dole, University of Utah, on “Comprehension Instruction: A Research Agenda for the 21st Century,” American Educational Research Association, Chicago, IL.

*Educators' stances toward gender issues in literacy* (with M. Commeyras). Paper presentation, American Educational Research Association, Chicago, IL.

*Adolescents' negotiations of voluntary out-of-school reading discussions* (with J. Young and C. Green). Paper presentation, American Educational Research Association, Chicago, IL.

*Final report of the National Reading Research Center's Legacy* (with J. Guthrie, J. Baumann, L. Baker, C. Hynd, L. Wilkinson). Special session featured at Reading Research '97 Conference, Atlanta, GA.

*Adolescents' voices on the literacies in their lives.* Preconvention Institute #10 (organizer and presenter), International Reading Association, Atlanta, GA.

*Introduction: Handbook of Research on teaching the communicative and visual arts* (section on research methodology). International Reading Association, Atlanta, GA.

*The National Reading Research Center: An historical perspective.* Paper presentation, International Reading Association, Atlanta, GA.

*Critical theory, critical reading.* Paper presentation, International Reading Association, Atlanta.

*Classroom talk about texts: Is it dear, cheap, or a bargain at any price?* Paper presentation, 2<sup>nd</sup> Guy Bond Commemorative Reading Conference, University of Minnesota, Minneapolis.

## 1996

*Getting involved and having fun: Dilemmas in building a literate community in one lower-track English class.* Paper presentation, American Educational Research Association, New York.

*Revealing the researcher: A feminist approach to construction participant profiles* (with M. Commeyras). Reading Research '96 Conference, New Orleans, LA.

*On writing qualitative research: A conversation.* Paper presentation, International Reading Association, New Orleans, LA.

*Gendered discursive practices in classroom talk about texts.* Invisible College, New York.

*Feminist poststructuralist perspectives on reading assessments: Authenticity and performance.* JCT Conference on Curriculum Theory and Classroom Practice (with M. Commeyras). Monteagle, TN.

*A rose by any other name: Students' self-selected pseudonyms.* Paper presentation, National Reading Conference, Charleston, SC.

*Adolescents read when they want to and that's more often than we thought* (with J. Young). Paper presentation, National Reading Conference, Charleston, SC.

*Feminist perspectives on the language of reading assessment* (with M. Commeyras). Paper presentation, National Reading Conference, Charleston, SC.

*The making of a researcher: A self-study of a mentoring relationship.* Paper presentation. American Reading Forum, Sanibel Island, FL.

## 1995

*Cycles of literacy across the curriculum.* Interactive video conference with 200 ESL teachers in Santiago, Chile.

*Feminist perspectives on reading assessment.* New Paradigms in Reading Assessment Seminar, Nottingham University, Nottingham, England.

*Social and cultural influences on discussions of content area reading textbooks.* Paper presentation, International Reading Association, Anaheim, CA.

*The contribution of the discussion research group to developments at the National Reading Research Center.* American Educational Research Association, San Francisco.

*Identifying discursive practices that perpetuate inequalities in talk about text.* Paper presentation, American Educational Research Association, San Francisco, CA.

*Talking is something we've pretty deprived of at school: Middle school students speak out.* American Educational Research Association, San Francisco, CA.

*Reflections of writing qualitative research.* Joint round table discussion, National Reading Conference, New Orleans, LA.

*Straddling the contradictory worlds of feminism and patriarchy.* Paper presentation, National Reading Conference, New Orleans, LA.

*Finding gender in secondary school students' talk about text. Girls take notes because they spell better and some researchers make more of this than is there.* National Reading Conference, New Orleans, LA.

*E-mail as a tool for improving teacher preparation in reading.* American Reading Forum, Sanibel Island, FL.

**1994**      *Case studies of content reading discussions: An interactive panel on cross-cultural practices.* Reading Research '94 Conference, Toronto, Canada.

*Reporting and evaluating instructional research for Reading Research Quarters.* Paper presentation, International Reading Association, Toronto, Canada.

*Gendered texts.* Panelist, National Center to Improve the Tools of Educators' Symposium for Publishers, Toronto, Canada.

*African-American folklore and melodrama: Two engaging literate practices* (with M. Jefferson). Preconvention Institute on Engaging Classroom Communities: Perspectives from the National Reading Research Center. International Reading Association, Toronto, Canada.

*Promoting literacy through dialogue.* Invited Speaker, Fordham University's Annual Reading Institute, New York City.

*Analyzing how gendered discursive practices are manifested in text-based classroom discussion.* Paper presentation, 15<sup>th</sup> Annual Ethnography in Education Conference, University of Pennsylvania, Philadelphia.

*Feminist scholarship and the language of literacy.* Paper presentation, American Educational Research Association, New Orleans, LA.

**1993**

*In defense of their own literacy: The voices of students.* Paper presentation, National Reading Conference, Charleston, SC.

*Pervasive (but hidden) role of gender in literacy research.* Paper presentation, National Reading Conference, Charleston, SC.

*Student voice in class discussion: A feminist poststructuralist perspective.* Paper presentation, National Reading Conference, Charleston, SC.

*Graduate student focus: Discussion with representatives of the national centers on trends in reading research.* Paper presentation, National Reading Conference, Charleston, SC.

*Understanding and increasing students' motivation for reading/language arts: An engagement perspective.* Paper presentation, Association of American Publishers, Boston, MA.

*Where are we headed? A response to Reading research into the year 2000.* Paper presentation, American Educational Research Association, Atlanta, GA.

*National Reading Research Center's Agenda for the '90s.* Paper presentation, Reading Research '93. San Antonio, TX.

*Connections of research with policy and practice.* Paper presented at the Reading Research '93. San Antonio, TX.

*Are we becoming engaged?* General session , Preconvention Institute #3, International Reading Association, San Antonio, TX.

## 1992

*Researching the literal: Of muted voices, second texts, and cultural representations.* Presidential address, National Reading Conference, San Antonio, TX.

*Turning the next corner: A sequel to Herber's "turning point."* Paper presentation, Syracuse University, School of Education, Syracuse, NY.

*Tracing conceptual change: A three-part analysis.* Paper presentation, American Educational Research Association, San Francisco, CA.

*The influence of sociocultural factors on cognitive strategy instruction: A review of the research.* Paper presentation, American Educational Research Association, San Francisco, CA.

*The National Reading Research Center: The federal agenda for moving literacy research into practice toward the Year 2000.* Paper presentation, International Reading Association, Orlando, FL.

*Research into practice: The work of the national literacy research centers.* Paper presentation, International Reading Association, Orlando, FL.

*Research questions that don't pan out.* Paper presentation, 13th Annual Ethnography in Education Research Forum, Philadelphia, PA.

## 1991

*Reflections on collaborative research: Three perspectives.* Paper presentation, American Reading Forum, Sarasota, FL.

*Studying classroom interaction: Finding a voice.* Invited speaker in NCRE-sponsored research session. National Council of Teachers of English, Seattle, WA.

*Literacy for the '90s: Crossing the boundaries.* Invited speaker in the *Perspectives on Literacy* strand, International Reading Association, Las Vegas, NV.

*Preservice teachers' prior knowledge, beliefs, and attitudes.* Paper presentation, College Reading Association, Crystal City, VA.

*Writing research commentaries and responses.* Invited speaker, *Reading Research Quarterly* (publications session), International Reading Association, Las Vegas, NV.

*Oral and written language instruction: Ninth-grade lower track students' attempts to bring meaning to school work.* Paper presentation, Conference on Ethnographic and Qualitative Research in Education, University of Massachusetts, Amherst, MA.

*Learning from science text: Processes and applications.* Paper presentation, International Reading Association, Las Vegas, NV.

## 1990

*The Board of Examiners' institutional visit.* Invited speaker, NCATE Board of Examiners special session, International Reading Association, Atlanta, GA.

*Reading teacher education.* Invited speaker, Association of Teacher Educators, Las Vegas, NV.

*Preservice teachers' comprehension and teaching of a physics principle: An experimental intervention* (with C. Hynd). Paper presentation, National Reading Conference, Miami Beach, FL.

*Research on reading education.* Panelist, College Reading Association, Nashville, TN.

*Discussion strategies for improving reading and writing to learn.* Paper presentation, Thirteenth World Congress on Reading, Stockholm, Sweden.

*Begin by listening to students' thinking about their reading.* Speaker, International Reading Association, Atlanta, GA.

*Secondary school reading: A review of the research.* Paper presentation, American Educational Research Association, Boston, MA.

## 1989

*The art of integrating oral language into English and content area reading.* Paper presentation, Lower Mainland Council of the International Reading Association, Vancouver, Canada.

*The influence of discussion, demonstration, and text on the learning of counterintuitive science concepts.* Paper presentation, National Reading Conference, Austin, TX.

*Where we've been in research on reading teacher education* (NRC Special Session: Research Perspectives on Teacher Development). National Reading Conference, Austin, TX.

*Meaning of literacy in the lives of at-risk students in a rural secondary school.* Paper presentation, National Reading Conference, Austin, TX.

*Reading teacher education.* Paper presentation, College Reading Association, Philadelphia, PA.

*Methodological problems in analyzing transcripts of oral discourse that occurs during writing conferences.* Invisible College, San Francisco, CA.

*Using literature in content area subjects.* Paper presentation, International Reading Association, New Orleans, LA.

*From data reduction to data display: Decision points.* Paper presentation, American Educational Research Association, San Francisco, CA.

**1988** *Discussion: The art of integrating oral language into content areas.* Paper presentation, *State of Reading Goes National*. National Professional Development Leadership Conference sponsored by Michigan State Board of Education's Reading Curriculum Review Committee, Lansing, MI.

*Strategies for comprehending text.* Keynote speaker, New Zealand Reading Association Conference, Waikato, New Zealand.



*What part can language play in enhancing learning?* Post-World Reading Congress Symposium, Brisbane College of Advanced Education, Queensland, Australia.

Breakfast speech for the Australian Reading Association's Special Interest Group on Literacy and Learning in Secondary Schools. Gold Coast, Queensland, Australia.

Speech for Brisbane Adult Literacy Council, Queensland, Australia.

*Graphic Organizers.* Speaker, Australian Reading Association's Special Interest Group Literacy and Learning in Secondary Schools. Gold Coast, Queensland, Australia.

*Affective dimensions of literacy: Impact on adolescents.* Speaker in Preconvention Institute organized by S. Glazer, Twelfth World Congress on Reading, The Gold Coast, Australia.

*Study strategies for correcting misconceptions in physics: An intervention.* Paper presentation, National Reading Conference, Tucson, AZ.

*Directions for research and practice in secondary school reading: Strategies for secondary school reading instruction.* Paper presentation, International Reading Association, Toronto, Canada.

*Reading research: What differences are we making?* Paper presentation, International Reading Association, Toronto, Canada.

**1987** *Overcoming misconceptions in science: An on-line study of prior knowledge activation.* Paper presentation, National Reading Conference, St. Petersburg, FL.

*Is there a research base for the strategies advocated in content area reading methods texts?* Paper presentation, College Reading Association, Baltimore, MD.

*Research on teaching reading processes in the secondary curriculum.* Paper presentation, International Reading Association, Anaheim, CA.

*Discussion in secondary methods texts: The influence of three historical periods.* Paper presentation, Co-sponsored IRA/ASCD Assembly, Association for Supervision and Curriculum Development, New Orleans, LA.

**1986** *How classroom discussion affects students' critical reading behavior.* Paper presentation, Elva Knight Research Award session, International Reading Association, Philadelphia, PA.

*Comprehension of counter-intuitive science text: The effects of text structure and activation of prior knowledge.* Paper presentation, American Reading Forum, Sarasota, FL.

*Effects of prior knowledge activation mode and text structure on non-science majors' comprehension of physics text.* Paper presentation, National Reading Conference, Austin.

*How computers are being used in reading education.* Paper presentation, College Reading Association, Knoxville, TN.

*The impact of reading methods courses on preservice teachers' beliefs about instructional practices.* Paper presentation, College Reading Association, Knoxville, TN.

*Incorrect prior knowledge: A detriment to comprehension of content area texts?* Part II. Paper presentation, Eleventh World Congress of Reading, London, England.

*Teaching comprehension: Descriptions, demonstrations, and discussions.* Paper presentation, International Reading Association, Philadelphia, PA.

*Discussion: The forgotten language art in becoming literate in the secondary school.* Paper presentation, American Educational Research Association, San Francisco, CA. [Reprinted in *The RAL Report*, Winter, 1987, 4(1), 7]

*Video-assisted coaching of textbook discussion skills: Its impact on critical reading behavior.* Paper presentation, American Educational Research Association, San Francisco, CA.

*After evaluation: What?* Paper presentation, Association of Teacher Educators, Atlanta, GA.

**1985** *Spotting good stories: Proactivity in the program.* Invited speaker in AERA's Editor-at-Large Program Seminar, American Educational Research Association, Chicago, IL.

*Methodological issues in analyzing transcripts.* Speaker, Invisible College for Research on Teaching, Chicago, IL.

*Analysis of transcripts.* Round Table Luncheon Speaker, American Educational Research Association, Special Interest Group on Language Development, Chicago, IL.

*Innovative approaches to basal instruction: A study of preservice teaching.* Paper presentation, National Reading Conference, San Diego, CA.

*Discussion vs. recitation.* Paper presentation, National Reading Conference, San Diego, CA.

*Prior knowledge activation with refutation and non-refutation text.* Paper presentation, National Reading Conference, San Diego, CA.

*Evaluation of teaching with discussion: A triangulated inquiry.* Paper presentation, American Reading Forum, Sarasota, FL.

*Interfacing microcomputers with videocassettes: A program for teaching the IRI.* Paper presentation, College Reading Association, Pittsburgh, PA.

*Alternatives in reading comprehension instruction and assessment: How to implement change.* Paper presentation, International Reading Association, New Orleans, LA.

**1984** *Textbook reading assignments: An analysis of teacher-student discussions.* Conference on Reading Research (CORR), Center for the Study of Reading, Atlanta, GA.

*Grant writing: What and how.* Invited speaker, Graduate Students in Reading Education Special Interest Group, International Reading Association, Atlanta, GA.

Panelist, Task Force on Textbook Selection "Excellence in Our Schools: Making it Happen." A National Forum presented by the Far West Research Laboratory, San Francisco, CA.

*Patterns of classroom discussion: Their relation to critical interpretation of text.* Paper presentation, National Reading Conference, St. Petersburg, FL.

*Assessment of classroom interaction dynamics.* Paper presentation, CRA/NRC co-sponsored session, National Reading Conference, St. Petersburg, FL.

*The role of textbooks in teachers' interactive decision-making.* Paper presentation, National Reading Conference, St. Petersburg, FL.

*Communicating in the classroom: What makes a discussion happen?* Paper presentation, American Reading Forum, Orlando, FL.

*New approaches to comprehension: How schools are implementing the research.* IRA/CRA co-sponsored session, College Reading Association, Washington, D.C.

*Knowledge of text structure and its influence on a transfer task.* Paper presentation, American Educational Research Association, New Orleans, LA.

*Effects of spontaneous and induced lookbacks on self-perceived high and low ability comprehenders.* Paper presentation, American Educational Research Association, New Orleans, LA.

- 1983** *How reading field experience students view the observation/evaluation process.* Paper presentation, American Reading Forum, Sarasota, FL.

*Teacher-student talk within the content area reading assignment.* Paper presentation, National Reading Conference, Austin, TX.

*Effects of activating prior knowledge on retention of expository text.* Paper presentation, National Reading Conference, Austin, TX.

*Teaching strategies and their relationship to student performance on content area reading assignments.* Paper presentation, National Middle School Association, Chicago, IL.

*The role of the university supervisor in field-based reading education courses.* Paper presentation, College Reading Association, Atlanta, GA.

*The impact of curricular perceptions on instructional decisions: A framework for research.* Paper presentation, International Reading Association, Anaheim, CA.

*Story constituents and children's strategic preferences.* Paper presentation, American Educational Research Association, Montreal, Canada.

*Exploratory field experience programs: Do they influence college students' beliefs?* Paper presentation, American Educational Research Association, Montreal, Canada.

*Assessing readers' awareness of factors that influence text comprehension.* Paper presentation, Council of Exceptional Children, Detroit, MI.

- 1982** *Elementary readers' strategic activity in processing story-length material.* Paper presentation, National Reading Conference, Clearwater Beach, FL.

*The effects of graphic organizer instruction on children's comprehension and recall of classroom text.* Paper presentation, National Reading Conference, Clearwater Beach, FL.

*Textbook reading assignments at the secondary level: Relating teacher behaviors to student performance.* Paper presentation, National Reading Conference, Clearwater Beach, FL.

*Clinical application of the learner-in-context model.* Paper presentation, College Reading Association, Philadelphia, PA.

*Comprehension strategies employed in the context of reading proficiency and purpose.* Paper presentation, Ninth World Congress on Reading, Dublin, Ireland.

*Metacognitive knowledge about reading proficiency: Its relation to learner strategies and task demands.* Paper presentation, American Educational Research Association, New York.

*The dissonance factor: Hindrance or help to preservice teachers?* Paper presentation, National Association of Laboratory Schools Convention, Houston, TX.

**1981** *Using comprehension strategies: Do average readers behave like "average" readers?* Invited speaker, Committee on Research, National Council of Teachers of English, Boston, MA.

*Outstanding Dissertation Finalist Presentation: Effects of graphic organizers, textual organization, and reading comprehension level on recall of expository prose.* International Reading Association, New Orleans, LA.

*Expectations of a first year professor.* Invited panelist, Graduate Students in Reading Education, Special Interest Group, International Reading Association, New Orleans, LA.

*Stages of language development in disabled readers between the ages of six and ten.* Paper presentation, National Reading Conference, Dallas, TX.

*Organizers that compensate for text organization: Research with application to teaching reading.* Paper presentation, International Reading Association, New Orleans, LA.

*The compensatory effect of graphic organizer instruction on text structure.* Paper presentation, American Educational Research Association, Los Angeles, CA.

### **Professional Workshops and Talks**

From **1980** to the present, Dr. Alvermann has given **210** workshops and talks for teachers, curriculum supervisors, administrators, and teacher educators. These

presentations have involved applied aspects of her research in literacy teaching and learning.

## Editorial Service

*Journal of Adolescent & Adult Literacy's* Policy and Practice Department  
 Columnist/Author, alternating issues from 2016-2018 with Colin Harrison.  
 Responsible for volume 60, issues #1, #3, and #5. Also responsible for volume 61, issues #1, #3 International Literacy Association/Wiley Publishers.

## Editorships

Co-Editor (with Celia Genishi; as of 2019, with Maria Paula Ghiso), 2006 – present.  
*Language and Literacy Series*, Teachers College Press, Columbia University.  
 This is a series of more than 100 monographs on issues related to language development and literacy practices at the pre-K, elementary, middle, high school, and postsecondary levels.

Lead Editor (Donna Alvermann (with Norman Unrau, Misty Sailors, and Robert Ruddell), *Theoretical Models and Processes of Literacy* (7<sup>th</sup> edition), 2016 - present.  
 [Note: When the International Literacy Association (formerly the International Reading Association) decided not to publish books anymore, the editors found a new publisher (Routledge). *TMPL7*.

Lead Editor (Donna Alvermann (with Norman Unrau and Robert Ruddell), *Theoretical Models and Processes of Reading* (6<sup>th</sup> edition), 2009-2013. *TMPR6* continues a long line of editions, dating back to 1970. It is the International Reading Association's best-selling volume on research. The editors commissioned chapters from leading researchers worldwide.

Editor (with David Reinking), *Reading Research Quarterly*, 2003-2007.

Co-Editor (with JoBeth Allen), *Approaches to Language and Literacy Research (NCRL's On... Series)*, 1998–2010.

This series of 150-page monographs on literacy research methodologies is co-published by the National Conference on Research in Language and Literacy and Teachers College Press. The nine volumes in this series include:

Kamberelis, G., & Dimitriadis, G. (2005). *On qualitative inquiry*  
 Dyson, A. H., & Genishi, C. (2005). *On the case*  
 Reinking, D., & Bradley, B. (2007). *On formative and design experiments*  
 Heath, S. B., & Street, B. V. (2008). *On ethnography*  
 Willis, A., et al. (2008). *On critically conscious research*  
 Bloome, D., et al. (2008). *On discourse analysis in classrooms*  
 Goswami, D., et al. (2009). *On teacher inquiry*

Calfee, R., & Sperling, M. (2010). *On mixed methods*  
 Schaafsma, D., & Vinz, R. (2011). *On narrative inquiry*

Section Editor (with C. Mallozzi & C. McLean). (2011). Introduction to Section II. In D. Lapp & D. Fisher (Eds.), *Handbook of research on teaching the English language arts* (3<sup>rd</sup> ed., pp. 37-38). New York: Routledge/Taylor Francis.

Section Editor (with M. Hagood & L. Rush) (2008). Methods of inquiry in the communicative, visual, and performing arts. In J. Flood, S. B. Heath, & D. Lapp (Eds.), *Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts* (Vol. II, pp. 89-200). Mahwah, NJ: Lawrence Erlbaum.

Guest Editor (with J. Dornbrack and B. Marshall). *English Teaching: Practice and Critique*, 2007-2008.

Associate Editor, *Journal of Literacy Research*, 1998-2001.

Guest Editor for Special Year 2000 themed issue on "Reading Research and Instruction," *Journal of Educational Research*.

Section Editor, 1997. Methodology section of the *Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts* (Editors: J. Flood, S. B. Heath, & D. Lapp). Macmillan.

Co-Editor, 1994. Special Issue of the *Journal of Research in Science Teaching*. (Theme: print-based language arts and science learning).

Guest Editor, April 1987 themed issue of the *Journal of Reading*. (Theme: developing independent readers; set up a 16-member guest editorial review board).

Acquisitions Editor, 1984-1986. American Educational Research Association's Editor-at-Large Program.

### **Editorial Review Boards and Editorial Advisory Boards**

Editorial Review Board, *Journal of Adolescent & Adult Literacy*, 2008-2015; 2018 - present.

Editorial Review Board, *Journal of Literacy Research*, 2014 – present.

Editorial Advisory Board, *The Journal of Education*, 2016 – 2022.

Editorial Review Board, *The International Journal of Critical Media Literacy*, 2019-present.

Editorial Review Board, *Research in the Teaching of English*, 2007 – 2021.

Editorial Review Board, *Australian Journal of Language and Literacy*, 2010-present.

Editorial Review Board, *Educational Review*, 2009-present.

Editorial Review Board, *Pedagogies: An International Journal*, 2005-2021.

Editorial Review Board, *Digital Culture & Education*, 2008-2021.

Editorial Review Board, *Journal of Media Literacy Education*, 2009-2012.

Editorial Review Board, *Frontier Women University (FWU) Journal of Social Sciences* (Peshawar, Pakistan), 2017-2019.

Editorial Advisory Board, *Deconstructing the education-industrial complex in the digital age*, IGI Global, 2016.

Editorial Advisory Board, *Handbook of research on the societal impact of digital media* (IGI Global, 2014-2015).

Advisory Board, *Handbook of literacy studies*, Routledge, 2012-2014.

Editorial Review Board, *American Educational Research Journal* (Social and Institutional Analysis, Vols. 43-48), 2006-2011.

Editorial Advisor, *English Teaching: Practice and Critique*, 2008-2012.

Editorial Review Board, *Reading Research Quarterly*, 1985-1999; 2007- 2013.

Editorial Review Board, *Educational Researcher*, 2000-2003; 2007-2010.

Editorial Review Board, *Voices from the Middle (VM)*, 2006-2011.

Editorial Review Board, *Afterschool Matters*, 2006-2009.

Editorial Board, *Literacy Hub for Broader Middle East and North Africa (BMENA) Countries*, 2006-2008.

Editorial Board, *E-Learning* (<http://www.worldwords.co.uk/elea/editorialboard.html>), 2004-2009.

Editorial Board, *Yearbook of the College Reading Association* (vol. 28), 2006.

Editorial Board, Teachers College Press *Language and Literacy Series*, 1989-2005.

Editorial Board, *Yearbooks of the National Reading Conference*, 2001 – 2008.



Editorial Advisor, *Literacy in America: An Encyclopedia of History, Theory, and Practice*. 2000-2002.

Editorial Board, *Reading Research and Instruction*, 1999-2002; 2019-present.

Editorial Board, *Review of Research in Education* (Vol. 25) 2000-2001; (Vol. 26) 2002; (Vol. 31) 2007; (Vol. 35) 2011.

Editorial Board, *The Reading Teacher*, 1989-1999.

Editorial Board, *47<sup>th</sup> Yearbook of the National Reading Conference*, 1998.

Editorial Board, *Journal of Literacy Research*, 1995-1998.

Editorial Board, *Educational Research Quarterly*, 1996-1999.

Editorial Board, *17<sup>th</sup> Yearbook of the American Reading Forum*, 1997.

Editorial Board, *46<sup>th</sup> Yearbook of the National Reading Conference*, 1997.

Editorial Board, *JRB: A Journal of Literacy*, 1984-1992; 1994-1995.

Editorial Board, *16<sup>th</sup> Yearbook of the American Reading Forum*, 1996.

Editorial Board, *Reading Research and Instruction*, 1985-1986; 1992-1997.

Editorial Board, *45<sup>th</sup> Yearbook of the National Reading Conference*, 1996.

Editorial Board, *Review of Educational Research*, 1993-1994.

Editorial Board, *44<sup>th</sup> Yearbook of the National Reading Conference*, 1995.

Editorial Board, *15<sup>th</sup> Yearbook of the American Reading Forum*, 1995.

Editorial Board, *43<sup>rd</sup> Yearbook of the National Reading Conference*, 1994.

Editorial Board, *7<sup>th</sup> Yearbook of the American Reading Forum*, 1987.

Editorial Board, *Reading Psychology: An International Quarterly*, 1984-1986.

Editorial Board, *35<sup>th</sup> Yearbook of the National Reading Conference*, 1986.

Editorial Board, *6<sup>th</sup> Yearbook of the American Reading Forum*, 1986.

Editorial Board, *34<sup>th</sup> Yearbook of the National Reading Conference*, 1985.

Editorial Board, *Reading World*, 1984-1985.

Editorial Board, *33<sup>rd</sup> Yearbook of the National Reading Conference*, 1984.

Editorial Board, *The Journal of Reading Education*, 1984-1986.

Editorial Advisory Board, *Georgia Journal of Reading*, 1984-1987.

Editorial Board, *Nexus*, Central New York School Study Council and School Board Institute, 1980.

### **Guest/External Reviewer**

Guest Reviewer, *Reading Research Quarterly* (Special issue, Ehret & Rowsell (2020)

Guest Reviewer, *English Education* (2020)

Guest Reviewer, *Journal of Curriculum Studies* (2020)

Guest Reviewer, *Cultura y Educación* (2020)

Guest Reviewer, *Association of Literacy Educators and Researchers Yearbook* (2020)

Guest Reviewer, *Literacy Research and Instruction* (2020)

Guest Reviewer, *E-Learning and Digital Media*, 2015 – present.

Guest Reviewer, *Journal of Educational Psychology*, 2018.

Guest Reviewer, *Literacy Research & Instruction*, 2017-2022.

Guest Reviewer, *English Education*, 2016-2017.

Guest Reviewer, *Reading Research Quarterly*, 2014 – 2015.

Guest Reviewer, *Voices from the Middle*, 2012-2015.

Guest Reviewer, *Science Education*, 2015.

Guest Reviewer, *Teachers College Record* (for O'Brien & Rogers handbook chapter), 2014.

Guest Reviewer, *American Educational Research Journal* (Teaching and Learning section), 1987, 1989, 1990, 1991, 1992, 2012.

Guest Reviewer, *English Education*, 2002, 2005, 2012.

Guest Reviewer, *The 3rd International Conference on Education, Training and Informatics: ICETI*, 2012.

External Reviewer, *International Journal of Learning and Media* (MIT Press), 2009

Guest Reviewer, *Journal of Teacher Education*, 2008

Guest Reviewer, *Review of Research in Education*, 2006.

Guest Reviewer, *Canadian Journal of Education*, 2005-2006.

Guest Reviewer, *Mentoring & Tutoring: Partnership Learning*, 2005

Guest Reviewer, *Learning and Instruction: The Journal of the European Association for Research on Learning and Instruction*, 2004.

Guest Reviewer, *Narrative Inquiry Journal*, 2004.

External Reviewer, Research Proposal, Carnegie Corporation, 2003.

Guest Reviewer, *Journal of Teacher Education*, 2003.

Guest Reviewer, *Mentoring & Tutoring: Partnership in Learning*, 2003.

Reviewer, Australian Research Council, 2002.

Guest Reviewer, *Journal of Educational Psychology*, 2002.

Reviewer, IRA's Elva Knight Research Grant Competition, 1986-1993; 2000-2005.

Reviewer, *IRA's Annual Convention Proposals*, 2003-2006.

Reviewer, *IRA Standards for Literacy Coaches*, 2005

Guest Reviewer, *Journal of Higher Education Research and Development*, 2001.

Guest Reviewer, *Scientific Studies of Reading*, 2000.

Guest Reviewer, *Review of Educational Research*, 2000.

Reviewer, The Spencer Foundation (major grants program), 2000.

Guest Reviewer, *SIGNS: Journal of Women in Culture and Society*, 1998.

Guest Reviewer, *Anthropology Education Quarterly*, 1994, 1995, 1996.

Guest Reviewer, *Journal of Learning Disabilities*, 1998.

Guest Reviewer, *Contemporary Psychology*, 1998.

Guest Reviewer, *Review of Educational Research*, 1996.

Guest Reviewer, *Research in the Teaching of English*, 1998.

Guest Reviewer, *Handbook of Research on Teaching* (4th ed.), 1996-1997.

Guest Reviewer, *Journal of Adolescent & Adult Literacy*, 1996, 1998.

Guest Reviewer, *Teaching and Teacher Education: An International Journal of Research and Studies*, 1995, 1999.

Guest Reviewer, QSE, *International Journal of Qualitative Studies in Education*, 1991, 1992, 2000.

Guest Reviewer, *Reading and Writing: An Interdisciplinary Journal*, 1991, 1992, 1993.

Guest Editorial Board for *Journal of Reading*, themed April 1995 issues on family literacy (Jeanne Paratore and Colin Harrison, Guest Editors).

Guest Editorial Board for *The Reading Teacher* themed April 1993 issue on literacy for a diverse society (Ed Kameenui, Editor).

Guest Editorial Board for *The Reading Teacher's* themed April 1992 issue on exemplary practices in literacy development and instruction (Peter Winograd, Guest Editor).

Guest Editorial Board for *Journal of Reading's* themed April 1991 issue on thinking and learning across the curriculum (Tom Estes, Guest Editor).

Guest Editorial Board for *Journal of Reading's* themed April 1990 issue on at-risk readers (Linda Gambrell, Guest Editor).

Guest Referee, *Journal of Reading*, 1989, 1991, 1992, 1993, 1994.

Reviewer, Lawrence Erlbaum Associates, 2001.

Reviewer, Social Sciences and Humanities Research Council of Canada, 1996.

Reviewer, *IRA/NCTE English Language Arts Standards*, 1995-1996.

Reviewer, *IRA Standards for Reading Professionals*, 1992.

Reviewer, *Handbook of Educational Psychology*, 1992.

Reviewer, Spencer Foundation Large Grants Program, 1995, 1999.

Reviewer, Social Sciences and Humanities Research Council of Canada, 1995.

Reviewer, The University of British Columbia Office of Research, Hampton Fund, 1995.

Reviewer, *Journal of Teacher Education*, 1981-1993.

Guest Reviewer, *Instructional Science*, 1991.

Reviewer, *Handbook of Research on Teaching the English Language Arts*, Macmillan, 1990.

Guest Reviewer, *Teaching and Teacher Education*, 1987.

Reviewer, *Questioning Exchange*, 1987.

Reviewer, *Journal of Adolescent Research*, 1986.

Reviewer, National Conference of Research on English, Mid-Decade Monograph, 1986.

Guest Reviewer, *Curriculum Review*, Curriculum Advisory Service, 1981-1987.

### **Other Professional Activities**

**Alliance for a Media Literate America (AMLA)**, 2004 – 2011.

Member, Higher Education Caucus, 2004 – 2010.

**Reading Hall of Fame**, Member, 1999-present.

**Transnational Critical Literacy Network**, Member, 2018 - present

**International Literacy Association (ILA) (Formerly International Reading Association (IRA))**, 1978-present.

Member, Adolescent Literacy Research Panel, 2015-2018.

Member, Adolescent Literacy Task Force, 2010-2012.

Member, Subcommittee on William S. Gray/Citations of Merit, 2008-2010.

Member, Subcommittee on the Research Publication Awards, 2006-2008.

Member, Advisory Board for the IRA Commission on Adolescent Literacy, 2003-2004.

Member, IRA Commission on Adolescent Literacy, 2000-2003.

Co-Chair, IRA Commission on Adolescent Literacy, 1997-2000.

Member, IRA Subcommittee on Joint Impact Institute with NCTE, 1994-1997.

Critiqued and responded to final draft of IRA/NCTE's English Language Arts Standards, 1996.

Member, IRA Strategic Planning Committee, 1992-1993.

Member, IRA Nominating Committee, 1991-1993.

Member, IRA Studies and Research Committee: Grants, 1991-1992.

Member, Georgia Council of IRA Long Range Planning Committee, 1991-1992.

Chair, Search Committee for Editor of *Reading Research Quarterly*, 1989-1990.

President, Organization of Teacher Educators in Reading, Special Interest Group of IRA, 1989-1990.

Member, Alpha Upsilon Alpha Committee, 1989-1991.

Chair, Alpha Upsilon Alpha Program Committee for Atlanta Convention, 1989-1990.

President-Elect, Organization of Teacher Educators in Reading, Special Interest Group of IRA, 1988-1989.

Vice President, Organization of Teacher Educators in Reading, Special Interest Group of IRA, 1987-1988.

Member, The Peace Corps Experience, Special Interest Group of IRA.

Member, Reading/Language in Middle Schools Subcommittee, 1988-1989.

Member, Program Subcommittee on Special Institutes and Seminars, 1987-1988.

(Re-appointed) Chair, IRA Comprehension and Learning Committee, 1986-1987.

Representative for College Reading Improvement/IRA to the College Reading Association, 1986-1987.

Member, Membership Committee, College Reading Improvement/IRA, 1986-1987.

Chair, IRA Comprehension and Learning Committee, 1985-1986.

Member, Comprehension and Learning Committee, 1984-1985.

Member, IRA New Approaches to Comprehension and Text Comprehensibility Committee, 1983-1984.

Member, Program Committee, Georgia Council of IRA, 1987-1988.

Member, Administrators and Reading Committee, Georgia Council of IRA, 1986-1987.

Secretary, Georgia Council of Reading Professors, 1983-1985.

Member, Awards Committee, College Reading Improvement, an IRA Special Interest Group, 1984-1986.

Member, Research Committee, Georgia Council of IRA, 1983-1984.

Member, Long-Range Planning Committee, Georgia Council of IRA, 1983-1984.

Member, Georgia Council of IRA, 1982-present.

Member, Georgia Council of Reading Professors (GCRP), 1982-1990.

Member, Northeast Georgia Council of IRA, 1982-present.

Secretary-Treasurer, Black Hawk Council (Iowa) of the International Reading Association, 1981-1982.

Member, Election Committee. Iowa Council of IRA, 1981-82.

Member, Iowa Council of IRA, 1980-1982; Black Hawk (Iowa) Council, 1980-1982.

Membership in IRA Special Interest Groups: Teaching as a Continuing Experiment, 1987-89, and Teaching as a Researching Profession, 1990-1995.

Professors of Reading Teacher Educators (PRTE), 1981-1984.

Organization of Teacher Educators in Reading (OTER), 1984-present.

Numerous editorial responsibilities (see above under Editorships, Editorial Boards, Reviewing)

**Literacy Research Association** (formerly **National Reading Conference**) 1980-present.

Chair, Albert J. Kingston Award Committee, 2011-2013.

Member, Albert J. Kingston Award Committee, 2009-2010.

Member, Ad hoc Committee investigating an organizational name change, 2007.

Associate Editor, *Journal of Literacy Research*, 1998-2001.

Member, Committee to Respond to the National Reading Panel, 1999-2000.

Member, Oscar Causey Research Award Committee, 1998-1999.

Member, Critical Spaces ad hoc Committee, 1999-2001.

Member, Research Dissemination ad-hoc Committee, 1999.

Member, Albert J. Kingston Award Committee, 1998-1999.

Member, Policy and Legislative Committee, 1993-1995.

Chair, Management Evaluation Committee, 1993.

Immediate Past President, National Reading Conference, 1992-1993.

President, National Reading Conference, 1991-1992.

President-Elect, National Reading Conference, 1990-1991.

Vice President, National Reading Conference, 1989-90.

Elected to Board of Directors, National Reading Conference, 1986-1988.

Board Liaison, NRC Publications Committee, 1987-1988.

Member, Publications Committee, National Reading Conference, 1983-1985.

Member, Program Review Committee, National Reading Conference, 1985-1992.

NRC Field Council Representative, 1983-1986.



**American Educational Research Association (AERA)**, 1980-2020.

Chair, Awards Committee, AERA's Writing and Literacies SIG, 2017-2019.

Nominated and selected for Fellow status in the American Educational Research Association, 2012.

Numerous editorial responsibilities (see above under Editorships, Editorial Boards, Reviewing)

Mentor, Division C's New Faculty Mentoring Program (for Amanda Godley, Assistant Professor, University of Pittsburgh), 2005.

Chair, Raymond B. Cattell Early Career Award Committee, 2004-2005.

Chair-Designate and member, Raymond B. Cattell Early Career Award Committee, 2003-2004.

Member, AERA Standing Committee for Relating Research to Practice Award, 1996-1998.

Reviewer for Divisions C and K since 1985; also reviewer for several AERA SIGs.

Division K Liaison to the Committee on the Role and Status of Women in Educational Research and Development, 1990-92.

Member, Outstanding Dissertation Award Committee, 1983-85.

**Association of Literacy Educators and Researchers (ALER)** (formerly, College Reading Association (CRA)), 1981-2013; renewed membership in 2018 – 2019.

Judge, Outstanding Dissertation Award, 2011.

Director, College Reading Association Board, 1997-2000.

Member, A. B. Herr Research Award Committee, 2000.

Member, CRA Election/Nominations Committee, 1998-1999.

Judge, CRA Dissertation Award, 1990.

Chair, Publications Committee, 1984-1987.

Member, Publications Committee, 1982-1984.

Member, Committee on Use of Computers in Reading, 1985-1987.

Member, Awards Committee, 1985-1986; 1987-1988.

Judge, Dissertation Award Committee, 1983.

**American Reading Forum (ARF)**, 1983-present

Member, Brenda Townsend Service Award Committee 2015 - present

Member, Editorial Advisory Committee, 2003-2004

Chair, Nominations/Election Committee, 2001.

Chair, ARF Board of Directors, 2000.

Member, ARF Board of Directors, 1998-2001.

**National Council of Teachers of English (NCTE)**, 1980-present.

Invited to write the chapter on reading instruction in NCTE's Centennial Volume, 2011

Member, NCTE Task Force on Literacy, 2008-2009.

Member, Working Group to reform No Child Left Behind Act, 2007.

Member, Standing Committee on Research, 1998-2001.

Member, NCTE Promising Researcher Award Committee, 1999-2000.

Member, Reading Research Coalition Task Force, 1997-1999.

Member, Reading Task Force on Research and Practice, 1997-1998.

Member, Subcommittee on Joint Impact Institute with IRA, 1994-1997.

Panelist, National Teleconference, What Matters: Grassroots Conversations, 1996.

Member, Elementary Language Arts/Literacy Unit of the New Standards Project, 1991-1996.

Member, NCTE Assembly for Research, 1985.

Judge for NCTE Achievement Awards in Writing, 1983-1990.

**National Conference on Research in Language and Literacy (formerly NCRE).**  
1983-present.

Co-Editor, NCRL Language and Literacy Research Series, 1998 – 2010.

Member, Distinguished Researcher Award Committee, 2001-2002.

Elected to Fellow Status – 1990.

**Georgia Educational Research Association (GERA),** 1983-1998.

Chair, Reading Special Interest Group, 1993-1998.

President, 1987.

President-Elect and Program Co-Chair, Eleventh Annual Meeting, 1986.

Program Co-Chair, Tenth Annual Meeting, 1985.

**Memberships in Other Professional Organizations**

Invisible College for Research on Teaching, 1987- 2007.

Wellesley Centers for Women, 2000 – 2003.

European Association for Research on Learning and Instruction (EARLI)

Laubach Literacy Volunteer Tutor for Adult Literacy Program, 1978-80.

**Honor Societies**

Kappa Delta Pi, 1985-present.

Chapter Associate Counselor, 1987-1988.

Member, Awards Committee, Beta Kappa Chapter, 1985.

Historian-Reporter, Beta Kappa Chapter, 1983-1984, 1984-1985.

Pi Lambda Theta, 1965-present.

Phi Delta Kappa, 1983-1990.

Local Chapter Vice President for Programs, 1986-1987.

Local Chapter Membership Committee, 1984-1985.

Alpha Upsilon Alpha Honor Society (Charter Member), 1987-2006.

Local Chapter (Xi Chapter) Advisor, 2003-2006.

Local Chapter (Xi Chapter) Advisor, 1987-1994.

### **Service to Georgia Department of Education**

2011- present GADOE Literacy Task Force

2010-2011 External Reader/Advisor for Georgia Department of Education.  
*Georgia's Conceptual Literacy Framework for Birth-to-Grade 12.*

### **Service to Board of Regents, University System of Georgia**

2012-2013 National Advisory Board Member for the "Complete College America" grant.

### **Service to University of Georgia**

2021 Appointed by VP Jack Hu to serve on Interview Team for selection of VP for Research. (attended all candidates' presentations, virtual interviews, and evaluative write-ups on each candidate).

2016-18 Voting member, Distinguished Research Professor Selection Committee

2015 Panelist for OIBR/NIH Panel Review of Senior and Early Career Scientists.

2014 Discussion Leader, Honors Book Discussion (11 Arts & Sciences Majors) 314 Moore College (the library), *New Destination Dreaming: Immigration, Race, and Legal Status in the Rural American South* (H.B. Marrow). Spring 2014.

2012-2013 Member, College Board Advocacy & Policy Center's Affinity Network

2011 UGA/COE Recruiter. Southern Regional Education Board's Compact for Faculty Diversity, Institute on Teaching and Mentoring. Atlanta, GA: October 20-22.

2009 Appointed by President Michael Adams to Provost Search Committee

2009 Evaluator for the Graduate School Teaching Portfolios Program

2006 External Member, Department of Geography's Faculty Search Committee

2005	Chair, William A. Owens Research Award Committee (OVPR)
2005-2006	Office of VP for Instruction and Associate Provost's P & T Committee for the Division of Academic Enhancement
2004-2007	Office of VP and Associate Provost's Research Advisory Council
2004	University Promotion and Review Committee (Professional & Applied Sciences – A)
2004-2006	Advisory Board Member, Institute for Women's Studies at UGA
2003	Member, Peabody Awards Screening Committee (Television Documentary), Grady School of Journalism
2003	University Promotion and Review Committee (Professional & Applied Sciences – A)
2003	Mentor to Dr. Carmen Tesser (Department of Romance Languages) in her 2003 Study in a Second Discipline (Reading Education)
2002-2003	Administrative Review Committee (Dr. Sherrie Nist, Division of Academic Enhancement)
2002	University Promotion and Review Committee (Professional & Applied Sciences – A)
2002	University Research Professionals Promotion Committee
2001-2002	IBR Research Mentor to Dr. Linda Harklau, Department of Language Education
1998-2002	Office of VP for Research Advisory Committee
2000-2001	Office of VP for Research Committee - Distinguished Research Professors
2001	Instructor, Freshman Seminar, a project of the UGA Teaching Academy
2001	William Owens Research Award Committee, Office of VP for Research
1998-2001	Survey Research Center Advisory Committee
2000	Provost's Committee to Review University's Mandates for the Office of the VP for Research
1997-2000	Academic Honesty Panel

1999	William Owens Research Award Committee, Office of VP for Research
1999-2000	Strategic Planning Committee for the Office of Vice President for Research
1998-1999	IBR Mentor to Dr. Stacey Neuharth-Pritchett, Elementary Education
1997-1998	IBR Research Mentor to Dr. Richard Ingersoll, Sociology Department
1996-1997	President's Advisory Committee to review the Office of VP for Research
1996-1997	Women's Studies Promotion and Tenure Committee
1996-1999	Women's Studies Curriculum Committee
1996-1997	Elected Representative of Affiliated Faculty, Women's Studies Program
1996	University's Creative Research Medal Awards Committee
1996	Program Reviewer (Reading) for the University Council Program Review Committee's review of the Division of Academic Assistance
1994-1997	Research Advisory Committee to VP for Research
1994-1995	University Search Committee for Joint Position in Women's Studies and Foundations of Education
1994-1997	University Promotion and Tenure Appeals Committee
1994	University Promotion Committee
1994-2007	Affiliated Faculty, Women's Studies Program
1993-1996	University's Special Professorship Committee

#### **Service to College of Education (COE) and Department**

2021	Co-chair (with Dr. Mary Guay) Endowed Distinguished Professor Committee. (this was terminated with my retirement as of 12/1/2021).
2021	Chair, Post-Tenure Review Committee for Dr. Linda Harklau
2021	Member, Online Master's Degree in Digital Literacies (Admissions)
2021	Read final exams for Master's Degree in Reading Ed. (on-campus)

2020-21	Chair, MFE COE Awards Committee for Fall '20 and Spring '21; then served as a member of that committee for Fall Semester '21 (up to retirement effective 12/01/21).
2020	Member, Online Master's Degree in Digital Literacies (Admissions)
2017-2018	Chair, Search Committee for Tenure Track Assistant Professor (P-5) Early Childhood Literacy (Successful: hired Dr. Sakeena Everett)
2017-2018	CLASE Advisor on Grant Submissions and AERA article submission
2018 (Mar)	Judge, COE's Research Conference (Student Poster Division)
2016-18	Member of COE's Promotion and Tenure Committee
2018 (Feb)	Substitute Member for COE Awards Committee
2016	Reviewed Early Career Faculty Grants for COE Research Office.
2015-2016	Chair, Search Committee for Tenure Track Assistant Professor (P-8) in Digital Literacies (Successful: hired Dr. Tisha Lewis Ellison)
2015	Member of Online Best Practices Committee
2015	Member of LLE Grade Appeals Committee.
2015	Member of Annual Faculty Review & Merit Raise Committee (LLE)
2015	CLASE Advisor on Grant Submissions
2015	Judge for Graduate Student Posters (February 13)
2015	Chair, Faculty Research Conference Committee
2015-2016 (Spring)	Coordinated Doctoral Student Recruitment Weekend
2014 –2016 (Spring)	Coordinator of PhD Program in LCL
2014 - 2015	Chair, 2014 and 2015 Faculty Research Conference Committee.
2014	Member, Editorial Review Committee for Faculty's Maymester and Summer Research Proposals.
2014	Developed new course – LLED 6060 Alternative Format in Atlanta

2013-2014	Chair, Search Committee for 2 <sup>nd</sup> Clinical Professor in English Education, Department of Language and Literacy Education.
2011- 2014	Member, Dr. Silvia Nogueron-Liu's Mentoring Committee.
2013	Member, Search Committee for Clinical Professor in Reading, Writing, Children's Literature, and Digital Literacy, Department of Language and Literacy Education.
2013	Member, Search Committee for Clinical Professor in English Education, Department of Language and Literacy Education
2012-2013	Member, Search Committee for Research Scientist, Center for Latino Achievement and Success in Education (CLASE)
2013	Member, Post Tenure Review Committee for Bob Fecho.
2012 - 2013	Member, NCATE Task Force Planning Committee.
2011- 2013	Member, Dean's Committee on Diversity (program planning subcommittee)
2011	Chair, Post Tenure Review Committee for Dr. Bettie St. Pierre
2011-2012	Member, Interdisciplinary Qualitative Studies Certificate Program
2011	Senior Scholar Panel for Graduate Student Research Conference
2011	Member, Committee to Review Research Policies at Department Level (appointed by Dean Horne, chaired by Associate Dean Gregg)
2010-2011	Member, Research Culture Implementation Team (appointed by Dean Horne, chaired by Associate Dean Gregg)
2009-2010	Member, ad hoc Advisory Research Committee (Dean Horne)
2009-2013	Member, Dr. Ruth Harman's Mentoring Committee
2008-2010	Advisor, Dr. Mark Vagle's grant proposal to UGARF Junior Faculty Research Program (Vagle was awarded this in November 2008)
2007	Reader, Dr. Melisa Cahnmann's grant proposal to Spencer Foundation
2007-2008	Member, Dr. Rebecca Callahan's Mentoring Committee
2007-2008	Member, Search Committee for CLASE Research Scientist



2007-present	Member, CLASE Advisory Board (Latino Education)
2007	Member, Dr. Linda Labbo's Post-Tenure Review Committee
2007-2008	Member, Early Childhood Education Redesign Task Force
2007-2008	Member, Educational Policy & Evaluation Center Steering Committee
2007	Member, Search Committee for Reading Education Program Area
2005-2007	Member, Faculty Senate Awards Committee
2006	Member, Search Committee for Interim Head for EPEC
2005	Member, Post-Tenure Review Committee for Dr. Margaret Graham
2004-2006	Member, Search Committee for Goizueta Foundation Endowed Professorship
2004-2005	Member, Interdisciplinary Qualitative Studies Advisory Committee
2003	Member, Post-Tenure Review Committee (for Dr. Noel Gregg)
2001	Mentor for Dr. Yolanda Majors, Language Education
1998-2001	Member, COE Senate
2000	Chair, Post-Tenure Review Committee (for Dr. James Baumann)
2000	Member, Search Committee for Director of School of Teacher Education
2000	Member, Committee on Comprehensive Review of the Office of the Associate Dean for Research Development and Outreach.
2000	Member, Language Education's Promotion and Tenure Committee
2000	Panelist, COE Promotion and Tenure Workshop
1999-2000	COE Promotion and Tenure Committee
1997-1998	Member, COE/Senate Awards Committee
1997-2001	Mentor for Dr. Nancy Knapp, Educational
1996-2001	Mentor for Dr. Elizabeth St. Pierre, English Education

- 1996-1997 Chair, COE/Senate Awards Committee
- 1996-1998. Mentor for Dr. Lubna Chaudhry, Social Science Education/Foundations (
- 1996 Member, Graduate Faculty Appointment/Reappointment Appeals Committee
- 1996 Team Leader, *Faculty Support Faculty* campaign
- 1994 Dean's Search Committee, College of Education
- 1993-1996 COE Crim Community Faculty Steering Committee
- 1994-1997 COE School of Teacher Education Advisory Council
- 1993-1995 COE Committee for new Ph.D. Program in Foundations

#### **Service to University of Illinois - Chicago**

- 2006 - 2009 External Doctoral Committee Member on Eli Tucker-Raymond's dissertation entitled *Mediated: A Collaborative Action Research Group on Critical Media Literacy*

#### **Service to Georgia State University**

- 2007-2008 External Examiner for Rebecca Calder's dissertation entitled *The Writing Experiences of Urban Adolescents: A Multicase Study*

#### **Service to University of Victoria (Canada)**

- 2008-2011 External Examiner for Ann Beck (PhD) *The Power of Literacy in J. K. Rowling's Harry Potter*

#### **Service to University of Western Ontario (Canada)**

- 2012 External Examiner for Margaret Anne Watson (PhD) *"Men to the Rescue" – The Influence of Male English Teachers on Boys' Literacy Achievement*

#### **Service to University of Kwazulu-Natal (College of Humanities, Scottsville, South Africa)**

- 2013 External Examiner for Adrienne Patricia Watson (PhD) *"Reconceptualising Adolescent Literacies as Textual Assemblages"*

#### **Service to Temple University**

- 2014 External Examiner for Michael RobbGrieco (PhD) *"Media for media literacy: Discourses of the media literacy movement in Media &Values magazine, 1977-1993"*

**Service to Boston University**

2013 – present Reading Hall of Fame Mentor to Assistant Professor Kate Frankel

**Service to Georgia State University**

2014 – 2015. Informal mentor for Dr. Tisha Lewis Ellison (made web presentation to her content literacy class and read of drafts of her manuscripts for publication)

**Service to the University of the West Indies**

2015 - 2016 External Examiner for Glovina Springer (PhD) *“Middle school Voices: Third form students’ perceptions of their in-class literacy instruction at four selected newer public secondary schools in Barbados”*

**Service to Australian Catholic University, Learning Sciences Institute, Faculty of Education and Arts**, External evaluator of Bessie Gay Stone, PhD Dissertation, 2018, “The affordances of online multiplayer games for the social interactions of middle-primary school-aged students with an ASD”; graduated May 2018.

**Service to Georgia State University**

2018 - 2019 Member of Stephanie Loomis’s Doctoral Committee – graduated May 2019.

**Service to University of Cyprus**

2021 External Member of Dr. Kontovourki’s Promotion to Associate Professor with tenure at the University of Cyprus (multi-year process that involved written evaluation of 3 independent, international researchers’ letters of recommendation to the University of Cyprus followed by service on the actual voting committee in 2021 (three-hour Zoom meeting at the presentation of formal research paper and then pass/fail of that Dr. Kontovourki’s presentation for promotion with tenure. (Note: this is the most complex P&T process I’ve been involved in).

**Service to University of Adelaide, Australia**

2021 Voting Member, Guiallume Vetu’s doctoral committee. Dissertation passed in August 2021

**Summary of Consulting Activities**

Donna Alvermann has been a consultant for local or state agencies in 48 of the 50 states, and an external evaluator of literacy education programs at the University of Illinois-Chicago, University of New Mexico, University of Arizona, and University of Long Island-C.W. Post Campus. In addition, she served on the NCATE Board of Examiners and two national standards projects (SPELA and NBPTS). She has also been a consultant to numerous organizations, some of which include: the RAND Corporation, Washington, DC; Governor’s Office of Research and Analysis, Georgia Department of Education; Bilingual/ESL Endorsement through Distance Education Project, Brigham Young University, Provo, UT; DETYA Middle Schooling Project, Queensland, Australia; North Central Regional Education Lab/Learning Point Associates, Napier, IL; Education Development Center, Newton, MA; Center for Literacy, Inc., Philadelphia, PA; National Center on Educational Outcomes, University of Minnesota, Minneapolis; U.S. Department of Education Institute of Education Sciences’ Assessment of

Regional Educational Laboratory Programs; National Center on Education and the Economy, Washington, DC; Purdue University (Office of the Dean), Lafayette, IN; Boys and Girls Clubs of America (National Headquarters, Atlanta); Education Trust, Washington, DC; Spencer Foundation, Chicago, IL; Public/Private Ventures, Philadelphia, PA; Kentucky Reading Project/Kentucky State Department of Education, Louisville, KY; Center for Equity and Excellence in Education, George Washington University, Arlington, VA; Schools for a New Society, Carnegie Corporation of New York; and the Bill and Melinda Gates Foundation/Jobs for the Future, Seattle, WA. She has served as an external evaluator of literacy education grants awarded to Brown University, Providence, RI, and the University of Lüneburg in Germany. Currently, she serves on the Adolescent Literacy Advisory Board of the Alliance for Excellent Education, Washington, DC, and is a National Advisory Board Member for the Board of Regents, University System of Georgia's *Complete College America*. Alvermann has consulted for the American Institutes for Research, Washington, DC; the RMC Research Corporation, Portland, OR; MDRC, New York City; Center for Children and Technology, New York City; Pearson (Media), Phoenix, AZ; WestEd, Oakland, CA; WNET Channel Thirteen, New York City; WGBH Boston Public TV; WETA, the flagship PBS station in Washington, DC; Georgia Department of Education.