



Global Society of
Online Literacy Educators

WITH



OLD DOMINION
UNIVERSITY

DIGITALLY HOST

“Visions and Sites of Online Literacy Education”

JANUARY 25TH, 2019



Welcome to the Second Annual GSOLE International Conference:

“Visions and Sites of Online Literacy Education”



Conference Website: <https://www.gsole.org/conferences.html>
Join the Conversation on Twitter with #gsolecon19

Beginning January 15th, 2019:

View the President’s Welcome Video:



President of GSOLE, Scott Warnock is a Professor of English and the Director of the University Writing Program at Drexel University. He is the author of *Teaching Writing Online: How and Why*; *Writing Together: Ten Weeks Teaching and Studenting in an Online Writing Course*, with Diana Gasiewski; and numerous chapters and journal articles about online writing instruction, computers and composition, and education technology. Warnock served as co-chair of the Conference on College Composition and Communication Committee for Effective Practices in Online Writing Instruction from 2011 to 2016. He is currently a member of the Executive Board of the Council of Writing Program Administrators.

The Praxis Post(er) Hall Opens for Viewing:

A Praxis Post(er) is a 5-minute pre-recorded presentation demonstrating or examining a particular approach to a recurrent teaching scenario, issue, or topic encountered by online literacy educators, either in the virtual classroom or during online tutoring sessions. The two 2019 Praxis Post(er) topics are “Communicating with Students Online” and “Student Expectations for Online Coursework.” Post(er) presenters represent nine institutions from across the nation and cover topics such as curriculum development, feedback and response, usability, and universal design in contexts ranging from first-year composition courses to writing-intensive courses across the disciplines to graduate courses. Be sure to check out these wonderful presentations and contribute to the conversations!

CONFERENCE PROGRAM

JANUARY 25TH, 2019

PLENARY ADDRESS

10:00 to 11:00 a.m. EST



Dr. Beth Hewett



“The OLI Teacher: Generalist 2.0 or Specialist Extraordinaire?”

#A1 #gsolecon19

Beth Hewett is the immediate Past President of GSOLE and the current President and Senior Coach for Defend and Publish, LLC. She has published numerous books on online literacy education including *Reading to Learn* and *Writing to Teach: Literacy Strategies for OWI* and *The Online Writing Conference: A Guide for Teachers and Tutors* in addition to a great number of chapters and articles. She also served as past Chair of the CCCC Committee for Best Practices in Online Writing Instruction from 2007-2014, a committee on which Beth continues to serve.

CONCURRENT SESSION ONE

11:15 a.m. to 12:15 p.m. EST



Individual Paper Panel 1: Training Instructors for Online Teaching #B1

“Training Teaching Assistants for the Online Learning Environment Improves Pedagogy for All”

Miranda L. Egger, University of Colorado Denver (faculty) & Old Dominion University (Phd)

“Professionalizing Part-time Contingent Faculty: Examining WPA Approaches”

Melvin E. Beavers, University of Arkansas at Little Rock

“Visions for Giving Feedback in Online Writing Courses”

Sara Doan, University of Wisconsin–Milwaukee

Individual Paper Panel 2: International and Intercultural OLI #B2

“Mapping the Context of Teaching Writing in International Online Spaces”

Kirk St.Amant, Louisiana Tech University & University of Limerick

“Identities in Online Chinese Creative Writing”

Ryan Thorpe, University of Michigan-Shanghai Jiao Tong University

“Teaching Interculturally- and Accessibility-minded Visual Literacy”

Mary De Nora, Texas Tech University

CONCURRENT SESSION TWO

12:30 to 1:30 p.m. EST



Site Share 1:

#C1

“The Cart Before the Horse: One Program’s Missteps in Shifting to OWI”

Cat Mahaffey, University of North Carolina–Charlotte

Ashlyn Walden, University of North Carolina–Charlotte

Julie Cook, University of North Carolina–Charlotte

Sara Doan, University of Wisconsin–Milwaukee

Individual Paper Panel 3: OWI Theory and Practice

#C2

“Transfer Not Translation: Threshold Concepts in Online Writing Courses”

Lauren Salisbury, Bowling Green State University

“OWI for UDI”

Jessica Ulmer, Midlands Technical College

“Professional Learning Communities and the Online Writing Center”

Nikki Holland, Western Governors University

KEYNOTE ADDRESS

1:45 to 2:45 EST



Dr. Susan Thomas

“Rearticulating Academic Writing Instruction as Creative, Collaborative, Global Practice”

#D1 #gsolecon19



Susan Thomas is Professor of Writing at the University of Sydney, Australia, where she has served as a WPA for fifteen years. She is the Founding Director of the Writing Hub and Writing Program (now the Department of Writing Studies), the first of its kind in Australia, and has worked to change cultures and perceptions of writing and literacy instruction in the Antipodes. Susan has held a variety of leadership roles at the University, including Chair of Department, Director of the Writing Center, Associate Dean Teaching and Learning, and Teaching Development Coordinator for the Division of Arts and Social Sciences, Law, and Education. She has won several awards for excellence in teaching and innovation, has attracted substantial grant funding for writing research and infrastructure, and has held leadership roles in several American and Australian professional organizations.

CONCURRENT SESSION THREE

3:00 to 4:00 p.m. EST



Individual Paper Panel 4: Program Development

#E1

"Directed Self-Placement in the Online Composition Course"

Jude Miller, Rowan University and Kate Brown, Rowan University

"Exploring Video Analytics as a Course Assessment Tool for Online Writing Instruction Stakeholders"

Jason Godfrey, Brigham Young University

"Designing Online Writing Programs to Support Underprepared Students' Literacy Development"

Joanne Baird Giordano, Salt Lake Community College and Cassandra Phillips, University of Wisconsin-Milwaukee at Waukesha

Individual Paper Panel 5: First-Year Writing

#E2

"'If I could turn back time': Student's Perceptions of Time Management"

Catrina Mitchum, University of Arizona and Shelley Rodrigo, University of Arizona

"Academic Mimicry: Ethos in the Age of Digital and Information Literacy"

Stefanie Davis, Danville Area Community College

"Open-Access WaW: Theory, Practice & Aspiration in FYW"

Jessica Kester, Daytona State College (faculty) and University of Central Florida (PhD)

PRAXIS POST(ER) SESSIONS

4:15 to 5:15 p.m. EST



Praxis Post(er) Panel 1: Communicating with Students Online

#F1

"Integrating Technologies to Provide Feedback in Online Courses in the Disciplines"

Alex Rockey, University of California-Davis

"The Value of Asynchronous Feedback in Online Writing Courses When Delivered Via Screencast"

Patrick Graham, University of Houston-Clear Lake

"Getting Creative with Multimodal Feedback: Universal Design Thinking to Augment Engagement and Revision in Online Instruction and Tutoring"

Mary De Nora, Texas Tech University

"Online Callers Holla!"

Amy Nejezchleb, Bellevue University

(PRAXIS POST(ER)S CONTINUE ON PAGE 5)

PRAXIS POST(ER) SESSIONS (CONTINUED)

4:15 to 5:15 p.m. EST



Praxis Post(er) Panel 2: Student Expectations for Online Coursework #F2

“Learning from My Own Modeling: From Fail to ‘SO MUCH FUN!’ in Two Online Graduate Reading Courses”

Christi Edge, Northern Michigan University

“Managing User Experience of the Online Writing Course by Managing Student Expectations”

Theresa Evans, Miami University

“Re(view) How You Write Assignments: Universal Design and Assignment Directions”

Megan Von Bergen, University of Tennessee-Knoxville

“Instructions, Documentation, and Usability Testing: Intra- and Extra-Accountability for Teaching Collaborative Professional Writing Online”

Jessica Clements, Whitworth University

FINAL SESSION

5:30 to 6:30 p.m. EST



Site Share 2:

#G1

“Sharing Spaces: Publishing Practice & the Future of Research in Online Literacy Education”

Michael Greer, University of Arkansas at Little Rock

Jessie Borgman, Texas Tech University

Jason Snart, College of DuPage