

***Literacy at the Crossroads, pp. 215-219.***

## **Biographical Details**

### **Arquette, Cecile, *Bradley University, Illinois, USA***

Cecile Arquette is an Assistant Professor in the Department of Teacher Education at Bradley University in Peoria Illinois, U. S. A., where she teaches pre-service teachers. Cecile earned her PhD in Curriculum and Instruction from New Mexico State University and holds a masters degree in Teaching English to Speakers of other Languages from Teachers College, Columbia University. Prior to her career at the University level, Cecile taught in public schools for 10 years. She has also served in the United States Peace Corps as a volunteer English language teacher in Cameroon, and worked as a teacher trainer for new volunteers in Cameroon, Zaire, and Senegal.

### **Bryan, Gregory, *University of Manitoba, Canada***

Although born and raised in Australia, Gregory Bryan is a member of the Faculty of Education at the University of Manitoba, in Canada. His duties include teaching children's literature and literacy education courses. Gregory's research interests revolve around notions of reading engagement.

### **Concannon, Tara, *University College Cork***

Tara Concannon-Gibney is a Ph.D candidate in the Education Department, University College, Cork. Her thesis deals with current practice and teacher professional development needs in relation to reading comprehension strategy instruction. She is on the executive committee of the Reading Association of Ireland.

### **Courtney, Ann, *University of Hartford, Connecticut , USA***

Ann M. Courtney, Ed.D, is an Associate Professor and Coordinator of elementary education at the University of Hartford in Connecticut, USA. Her area of specialization is literacy. She is co-author of the IRA text: *Journey of discovery: Building classroom community through diagnostic-reflective portfolios*. Her research interests include literacy learning, diagnostic-reflective portfolios, scaffolding readers and writers, and comprehension strategy instruction.

**Cregan, Áine, *Mary Immaculate College, University of Limerick***

Áine Cregan, Ph.D., is a lecturer in education (drama and language development) at Mary Immaculate College, University of Limerick. Her areas of special interest include oral language development, drama, educational disadvantage, children's literature and literacy. She has held posts as director of postgraduate studies, and director of the curriculum development unit in Mary Immaculate College. She acted as consultant to the NCCA English committee during the preparation of the Revised Primary Curriculum and is currently a member of the Primary Language Committee of the NCCA. She has recently completed a research report funded by the Combat Poverty Agency on the language of children in schools designated as disadvantaged.

**Delaney, Carol, *Texas State University, USA***

Carol J. Delaney, Ph.D. is an assistant professor of reading education at Texas State University. Her research interests include adolescent literacies (both in and out of school), second language learners, and critical literacy.

**Ferguson, James, *Stranmillis University College, Belfast***

James Ferguson is Head of Teaching and Learning (English) at Stranmillis University College, Belfast. His research interests include 18th and 19th century poetry, phonics, and creativity in developing literacy. He also heads the work in EAL at Stranmillis, having taught for extensive periods in Japan and Indonesia.

**Gardner, John, *Queen's University, Belfast***

John Gardner is Professor of Education in the School of Education at Queen's University, Belfast. His main research areas include policy and practice in education, for example in reading interventions. His recent publications include the books: *Assessment and Learning* (2006) and a co-authored book: *e-Learning Concepts and Practice* (2006), both published by Sage. He also has over 100 peer-reviewed publications.

**Harrison, Colin, *University of Nottingham, England***

Colin Harrison is Professor of Literacy Studies at the University of Nottingham. After teaching English at secondary level he worked on the

Schools Council project 'The Effective Use of Reading', during which time he chaired the Schools Council's Evaluator's Group. His books include *Readability in the Classroom*, *Interactive Learning and New Technologies*, and *The Reading for Real Handbook*. He was a founding editor of the *Journal of Research in Reading*. He is past president of the United Kingdom Reading Association, and represents UKRA and the other European reading associations on the International Reading Association's Family Literacy Commission. He has directed twenty funded research projects, including nine in the field of new technology. He has recently been awarded the Albert J. Kingston Award at the NRC conference in recognition of his distinguished service to research in the field of reading.

**Kennedy, Eithne, *St Patrick's College, Dublin***

Eithne Kennedy lectures in Literacy at St. Patrick's College, Drumcondra. Prior to that she was a classroom teacher in Ireland and the U.S.A. Her research interests include the teaching of writing, research-based balanced literacy instruction, literacy in disadvantaged schools and whole school approaches to literacy.

**King, Frederick, *University of Hartford, Connecticut, USA***

Frederick B. King, PhD, is the Chair, Department of Education and Human Services at the University of Hartford, Connecticut, USA. Dr. King earned his degree in Educational Psychology, Learning and Instruction. His sub-specialty is Educational Technology. As a cognitive psychologist, Dr. King is particularly interested in how modern electronic technologies can be used to improve learning in all learning environments. His research includes such areas as literacy learning, distance education, self-regulation, and self-efficacy.

**Marsh, Jackie, *University of Sheffield, England***

Dr Jackie Marsh is Reader in Education at the University of Sheffield, UK, where she directs the EdD. Jackie is involved in research which examines the role and nature of popular culture, media and new technologies in early childhood literacy, both in- and out-of-school contexts. She has conducted a number of studies that have explored children's out-of-school learning in relation to their use of media and

## **218 Biographical Details**

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new technologies and is interested in how the skills, experience and knowledge developed in these activities can be drawn upon effectively within classrooms. Recent publications in the area include the edited books: *Popular Literacies, Childhoods and Schooling* (Routledge, 2005, with Elaine Millard) and *Popular Culture, Media and New Technologies in Early Childhood* (RoutledgeFalmer, 2005).

### **McLernon, Helen, *Queen's University, Belfast***

Helen McLernon is Head of the Educational Support Centre at Arvalee School and Resource Centre, Omagh. She has a particular interest in developing the literacy skills of children with moderate learning difficulties. This area represents the focus of her PhD which she is completing in the School of Education at Queen's University Belfast.

### **Montavon, Mary, *University of Illinois, Urbana-Champaign, USA***

Mary Veronica Montavon, Ph.D., University of Illinois in Urbana-Champaign taught in private schools in Chicago and Guatemala City and in public schools in rural southern Illinois for 15 years. She coordinated and directed the Migrant Education and Bilingual Education programs in one rural district for more than a decade. She is currently a lecturer in the Department of Linguistics at Southern Illinois University, teaching methodology and assessment courses for teachers in English as a Second Language and Bilingual Education Programs. Her scholarly interests include second language literacy, critical literacy and sociocultural dimensions of literacy.

### **Murphy, Brian, *University College, Cork***

Dr Brian Murphy lectures in the Education Department of University College Cork in the areas of language teaching methodology, literacy and teaching studies. His current areas of research interest include the pedagogy of language and literacy development, second language teaching and learning, gender and language learning and language policy issues.

### **Pedro, Joan, *University of Hartford, Connecticut, USA***

Joan Y. Pedro, Ph.D, is an Associate Professor and Coordinator of teacher education at the University of Hartford, Connecticut, USA. Her

courses focus on preparing pre-service teachers in the foundation of education as well as teaching methodologies. Her research interests include reflective practice, teacher development, and literacy education.

**Shiel, Gerry, *St Patrick's College, Dublin***

Gerry Shiel is a Research Fellow at the Educational Research Centre, St Patrick's College, Drumcondra, Dublin 9. He has authored or co-authored several reports on national and international assessments of reading and has also been involved in the development of standardized tests for primary and post-primary schools. He is a former president of the Reading Association of Ireland and current chair of the European Committee of the International Reading Association.

# Literacy at the Crossroads:

## Moving Forward, Looking Back

A collection of articles based on presentations delivered at the 2006 Annual Conference of the Reading Association of Ireland, which took retrospective and prospective views on literacy development in Ireland and internationally.

### Keynote Addresses

- Reading Standards in Ireland: Moving Forward, Looking Back *Gerry Shiel*
- Developing Reading Comprehension: What Do We Need to Do to Make It Happen? *Colin Harrison*
- Digital Childhoods, Digital Classrooms: The Teaching and Learning of Literacy in a New Media Age *Jackie Marsh*

### Evolving Perspectives on Disadvantage and Literacy

- From Difference to Disadvantage: Language Variation and Children's Experiences in School *Áine Gregan*
- Building Schools Where Literacy Thrives *Eithne Kennedy*

### Early Literacy Skills

- Reading Instruction at Infant Level in Ireland: Some Insights from a Nationwide Survey of Teacher Understandings, Attitudes and Practices *Brian Murphy*
- The Journey to Literacy: Success for Children with Moderate Learning Difficulties *Helen McLernon, John Gardner and James Ferguson*
- Motivating Learners through Literacy Work Stations *Cecile Arquette*

### Guiding the Development of Reading Comprehension

- Teaching Reading Comprehension Strategies *Tara Concannon*
- Getting It Right: Scaffolding and Supporting Explicit and Mindful Comprehension Strategy Instruction *Ann Courtney, Frederick King and Joan Pedro*

### Motivation and Reading

- Understanding the Complexities of Motivation and Its Impact on Struggling Students *Heidi Davey*
- SSR (Sustained Silent Reading) or SSRE (Silence Stops Reading Engagement)? *Gregory Bryan*
- Understanding Barriers: How Pre-service and In-service Teachers Discovered Sheltered Instruction *Mary Montavon and Carol Delaney*



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