



## Afternoon Workshops

Wednesday, March 15

*11-Writing Pedagogies and Processes*

### **AW.01 Cultivating Inclusive Multilingual Pedagogies and Practices in Composition Work**

*Sponsored by the Second Language Writing Special Interest Group*

This workshop provides concrete strategies for working within and across culture and language differences in writing instruction and support.

#### **Portland Ballroom 254**

##### ***Chairs:***

Pisarn Bee Chamcharatsri, University of New Mexico, Albuquerque  
Katherine Silvester, Indiana University, Bloomington  
Emily Simnitt, University of Oregon, Eugene

##### ***Roundtable Leaders:***

Jennifer Eidum, Zinchuk Elon University, Elon, NC  
Christina Grant, University of Alberta, Edmonton, Canada  
Katherine Daily O'Meara, Emporia State University, Emporia, KS  
Tanita Saenkhum, University of Tennessee, Knoxville  
Shawna Shapiro, Middlebury College, Middlebury, VT  
Gail Shuck, Boise State University, Boise, ID  
Steve Simpson, New Mexico Tech, Socorro  
Alison Lau Stephens, University of Oregon, Eugene  
Terese Thonus, University of Kansas, Lawrence

**Description:** Our workshop provides writing teachers and tutors, administrators and coordinators, and graduate students a chance to engage and enrich the discussion around inclusive practice. As a participant of this workshop, you will have the opportunity to connect and network with top scholars and practitioners in the field of second language writing (SLW). Through a series of concurrent roundtable sessions, we will have multiple opportunities to explore what language diversity means in different institutional settings. Each roundtable will engage a different discussion, approach, or strategy of inclusive practice. You can expect to leave each roundtable with at least one concrete research-based activity or lesson plan and ideas for how to adapt these activities and plans to your specific institutional context.



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The workshop consists of a keynote address that draws on recent second language writing scholarship. Following this, there will be five roundtable discussions that focus on inclusive placement practices for WPAs, working with international graduate students, inclusive writing centers, shared values for inclusive first-year composition, and the rhetoric of feedback in the mixed L1/L2 classroom.

At the close of the afternoon, participants, workshop leaders, and guest speakers share their workshop take-aways and offer strategies for taking action to support linguistically diverse writers across a variety of writing contexts.

**Keynote:** "Institution-Wide Strategies for Supporting Multilingual Writers" draws on the recent second language writing scholarship to engage faculty outside of the first-year writing program with issues related to writing pedagogy and diversity. Critical to this work are intersecting ideas and practices associated with institutional change, including seeking "natural allies" (Cox) and developing sustainable faculty development during a time of internalization within higher education.

### Roundtables

#### *Inclusive Placement Practices for WPAs*

Facilitators discuss what writing program administrators and teachers can do to support L2 students at both the undergraduate and graduate levels, particularly focusing on placement and assessment designed to address the needs of linguistically and culturally diverse students. We will share various frameworks and materials developed at our individual institutions and ask participants to consider placement and assessment models to be used/applied in their own institutional contexts.

#### *Working with International Graduate Students*

The facilitator will discuss best practices in developing support mechanisms for multilingual graduate students in writing programs or writing centers. He will share several models that have been employed both at his own institution and discuss the benefits and drawbacks of separating or integrating support for multilingual students and domestic students. The facilitator will also provide materials for courses and workshops aimed at providing writing support for L2 and mixed L1/L2 audiences.

#### *Inclusive Writing Centers*

Writing centers often become the locus of writing instruction for multilingual writers. This roundtable explores the diversity of writing center models in both US and international settings and discusses how these different models help to support the academic writing development of diverse students.



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### *Diversity in Discourse Community: Shared Values for Inclusive FYC*

This roundtable begins in identifying participants' core values and desired outcomes when designing class activities. Participants will work together to map these to the concept of discourse community and brainstorm how existing strategies, as well as those provided by facilitators, can better include students from diverse linguistic and cultural backgrounds.

### *The Rhetoric of Feedback in the Mixed L1/L2 Classroom*

Facilitators will summarize research on fostering a supportive climate open to linguistic negotiation in mixed L1/L2 classrooms and the effects of various approaches to feedback on students' attitudes and behaviors. They will invite discussion and sharing of classroom strategies and activities that help students give and receive empowering and effective feedback, develop strong perceived self-efficacy, and strengthen their ability to work across difference.

### *3-Community, Civic & Public*

## **AW.02 Beyond Common Ground in a Digital Story Project: Listening Rhetorically as a Framework to Cultivate Change in Classrooms and on Campuses**

Using digital stories and the lens of rhetorical listening, we explore ways to communicate cross culturally, especially in classrooms.

### **C120 & C121**

**Presenter:** Allison Schuette, Valparaiso University, Valparaiso, IN

#### **Workshop Facilitators:**

Kelly Belanger, Valparaiso University, Valparaiso, IN  
Gavin Johnson, The Ohio State University, Columbus, OH  
Timothy Oleksiak, Bloomsburg University, Bloomsburg, PA  
Allison Schuette, Valparaiso University, Valparaiso, IN  
Liz Wuerffel, Valparaiso University, Valparaiso, IN

**Description:** This workshop introduces participants to strategies for rhetorical listening (Ratcliffe, 2005) within the [Welcome Project, an ongoing digital story archive](#). Participants will experience the Welcome Project as a site for developing listening strategies, first, through the facilitation practice of the Center for Civic Reflection and, second, through the interpretive framework of Ratcliffe's rhetorical listening. In comparing these approaches, participants will consider the very real challenge that difference presents



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to our desire to establish common ground and resolve conflict through identification, especially in our classrooms. We will end the session brainstorming pedagogical strategies that can help students (and others) value difference alongside commonality and gain confidence in holding cross-cultural conversations.

To further help participants consider the value of rhetorical listening, we will invite participants to consider how it might be transferred into their classrooms and onto their campuses. Breakout sessions will allow small groups to explore the framework more deeply and concretely. In their roles as teachers, participants will reflect on past experiences. What does it really look like to have a conversation where commonalities and differences are left in play? What are the obstacles to achieving this? How and when do you introduce cultural logic into a facilitated discussion? What are our actual aims in calling each other to listen this way? What sorts of change do we seek in ourselves and in our students? If we wanted to, could we move from individual consciousness-raising to collective action and culture change on our campuses?

Throughout our workshop, participants will be led through several facilitated conversations followed by debrief sessions to experientially engage these very questions.

*3-Community, Civic & Public*

### **AW.03 LatinXs Taking Action In and Out of the Academy: The Doing of Social Justice Work in Our Local Communities**

This workshop seeks to cultivate community networks of social justice and educational advocacy and will focus on cultivating critical dialogues between these advocacy community leaders, the Latin@ Caucus, and scholars wanting to expand their understanding of the intricacies of social justice work.

**D137**

**Chair:** Raul Sanchez, University of Florida, Gainesville, FL

**Presenters/Speakers:**

Sara P. Alvarez, University of Louisville, Louisville, KY

Maria Carvajal, University of Illinois at Urbana-Champaign

Christina Cedillo, University of Houston, Clear Lake, TX

Romeo Garcia, Syracuse University, Liverpool, NY

Genevieve Garcia de Mueller, University of Texas, Rio Grande Valley

Laura Gonzales, University of Texas at El Paso



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Alexandra Hidalgo, Michigan State University, East Lansing  
Kendall Leon, California State University, Chico, CA  
Jaime Armin Mejia, Texas State University, San Marcos  
Octavio Pimentel, Texas State University, San Marcos  
Christopher Ramirez, University of California, Merced  
Iris Ruiz, University of California, Merced  
Helen Sandoval, University of California, Merced

**Description:** This workshop seeks to cultivate community networks of social justice and educational advocacy by opening the conference’s space to local Latinx scholars participating and leading groups, such as Rethinking Schools and Teatro Milagro. The workshop will focus on cultivating critical dialogues between these advocacy community leaders, the Latin@ Caucus, and scholars wanting to expand their understanding of the intricacies of social justice work. The workshop will also offer participants an opportunity to learn about the resilience practices of local advocacy groups and how this translates to how we, as scholar-teachers, should respond to these practices.

The established local groups have a strong tradition of developing social justice education through various means, such as the development of more socially conscious curricula that are attentive to the variety of cultural and linguistic traits of many of Portland’s K–12 Latinx students. Workshop facilitators will interact with the local groups periodically until the day of the workshop in order to become more familiar with them. Each facilitator has individual goals to cultivate through facilitating cooperative and collaborative presentations by at least four local activist groups. As one particular example, one of our facilitator duos has contacted [Teatro Milagro](#) and the [Association for Jotería Arts, Activism, and Scholarship](#). Presentations by artist-activist members of one of these two groups will provide workshop participants with ideas for expanding their rhetorical and teaching repertoires into other creative and intellectual modes besides writing. Another duo has contacted [VOZ](#), an immigrant’s rights activist group. Immigrant workers have firsthand experience with the oppressive nature of our current system and are currently excluded from many decision-making processes.

*3-Community, Civic & Public*

### **AW.04 Cultivating Change through Counter Public Writing Pedagogy**

This is a pedagogy design workshop designed to help instructors identify features of counter public writing and develop strategies for teaching it effectively.

**E147 & E148**



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### ***Presenters/Speakers:***

Chase Bollig, Gonzaga University, Spokane, WA  
Scott Lunsford, James Madison University, Weyers Cave, VA  
Phyllis Ryder, George Washington University, Washington, DC  
Jerry Stinnett, Duquesne University, Pittsburgh, PA

**Description:** The conventions that shape how we interact discursively also limit what can be said and by whom. In this way, challenges to dominant or oppressive social structures can be constrained insofar as they must accommodate existing conventions. At the same time, discourses of social change that attempt to disrupt these constraints can find themselves dismissed precisely because of those disruptions.

Writing of this kind can be difficult to envision, let alone teach. Counter public writing is writing for which there is not yet an audience nor a ready means of circulation. Such writing reflects a sophisticated understanding of public discourse as well as an ability to recognize opportunities for resistance. Given the difficulty of this work, how do we help students learn to create such transformative public discourse? Our workshop attempts to enable writing instructors to do this pedagogical work more effectively by addressing the following questions:

- How should we define counter public writing particularly as a form of writing we wish to teach?
- What are examples of counter public discourse and how might we use these in our pedagogy?
- What should learning outcomes be for teaching counter public writing?
- What lessons and assignments best scaffold learning of counter public writing?
- What are likely challenges for teaching this kind of writing and how might we address those challenges?
- What ethical questions does teaching counter public writing raise and how might we address these?

Participants will join in guided discussion to help define and identify components of contemporary examples of counter public writing. Based on this discussion, participants will collectively generate a list of generalizable features and goals that define counter public writing. The workshop will also include collaborating to determine performative learning outcomes for teaching counter public writing, including small-group work on an assignment sequence to scaffold achieving those outcomes. Groups will present their work as facilitators guide discussion with the following questions:

- What have you designed and why?
- What concepts of counter public/public writing do the lessons/assignments use well?
- What concepts do the presenters need to consider more carefully?



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- What pedagogical, logistical, or ethical challenges do these lesson/assignments potentially face?
- What revisions would address these challenges/obstacles?

Facilitators will then generate a list of four or five specific strategies for participants to use in their own classes, adding their own concrete suggestions derived from classroom experience to be distributed to participants electronically after the conference.

**Participant Preparation:** Participants will be asked beforehand to identify a particular public issue or topic that interests them to use in the workshop for discussion and lesson planning.

*3-Community, Civic & Public*

### **AW.05 Austerity, Labor Conditions, and Academic Freedom in Higher Education: Leveraging Writing for Democratic Work in Public Spheres**

Writing Democracy 2017 works to identify ways to leverage writing for democratic action in public spheres.

#### **D139 & D140**

***Chairs:***

Shannon Carter, Texas A&M University-Commerce, McKinney, TX  
Jennifer Clifton, University of Texas at El Paso  
Elenore Long, Arizona State University, Phoenix  
Deborah Mutnick, Long Island University, Brooklyn, NY

***Presenters/Speakers:***

Chowaing Belekeh, University of Texas at El Paso  
Dawn Fels, Pittsburgh, PA  
Seth Kahn, West Chester University of Pennsylvania, West Chester  
Paula Mathieu, Boston College, Chestnut Hill, MA  
Lucie Moussu, University of Alberta, Edmonton, Canada  
Jessica Philbrook, Walden University, St. Louis Park, MN  
Maxwell Philbrook, University of Missouri-Columbia  
Tony Scott, Syracuse University, New York, NY  
John Trimbur, Emerson College, Cranston, RI  
Nancy Welch, University of Vermont, Burlington



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### **Roundtable Leaders:**

Marc Bousquet, Emory University, Atlanta, GA  
Shirley Rose, Arizona State University, Tempe

**Description:** This workshop extends a conversation about the 1930s Federal Writers' Project begun informally at CCCC 2010. The goal of previous workshops has been to create a praxis that can extend beyond the confines of a conference to cultivate literacy, writing, and other public sphere projects in support of democratic activism in educational, local, national, and transnational networks. In 2017, we continue this tradition by drawing on contemporary case studies of writing as a tool for democratic action. We ask, how can each of us instantiate democracy in our own work? What are our goals, in this respect? What exigencies permeate our everyday work? What calls us to action? What do we need to do/ can we do in response to these exigencies? What tools are useful? Not useful? What does taking meaningful action in response to local exigencies look like? With these questions in mind, this year's workshop will feature a joint inquiry into democratic practices in relation to three shared concerns in higher education: academic freedom, labor conditions, and austerity measures. It unfolds over four main activities.

**Keynote:** "CCCC, NCTE, and the Steven Salaita Case: Public Life and the Failure of Composition's Professional Associations" scrutinizes the reasons CCCC and NCTE did not issue a statement protesting the University of Illinois at Urbana-Champaign's firing of newly hired Steven Salaita in August 2014. Next, the workshop will move to 15-minute presentations of case studies featuring two related concerns: academic labor conditions and austerity measures. The organizers have invited scholars with expertise in these areas to lead roundtable discussions. Data-driven case studies featuring real-time difficulties with unionization, contract negotiations, and budget cutbacks provide grist for theorizing both contemporary threats to democracy and rhetorical invention of contemporary public life under complex, elusive, rapidly changing conditions. Following this will be roundtable discussions of these case studies that move toward rhetorical intervention. Finally, we invite participants to explore together concrete ways they can call on patterns and tools to leverage writing for democratic action regarding specific issues that interest (and may directly impact) individual participants.

### *6-Information Technologies*

## **AW.06 Cultivating and Sustaining Social Media Analytics for Writing and Research**

This workshop prepares participants to use social media analytics to improve their writing pedagogy, their research, and their institution.



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### Portland Ballroom 253

#### ***Presenters/Speakers:***

Nathan Carpenter, Illinois State University, Normal  
Angela Cirucci, Kutztown University, Kutztown, PA  
Moe Folk, Kutztown University, Kutztown, PA  
Keith Massie, Kutztown University, Kutztown, PA

**Description:** This workshop will share how and why to design, implement, fund, and sustain social media analytics for/in diverse writing contexts. Presenters will show participants the importance of integrating social media analytics in contemporary writing pedagogy and research practices, and they will help participants consider how to incorporate social media analysis techniques in their own assignments and research projects. In addition, the workshop will show participants how to develop a sustainable base for maintaining a dedicated social media analytics learning space that can benefit a wide variety of writing classes and other institutional elements.

The first speaker will focus on providing an overview of teaching and researching with social media, particularly how teaching and researching *with* social media is wholly distinct from teaching and researching *about* social media. Speaker 2 will focus on demonstrating the affordances and drawbacks of multiple social media analytics software options, including both freeware and paid versions, including demonstrating methods for analyzing a social media account of a participant's choice in order to illustrate the pedagogical considerations inherent in searching, tracking, gathering, and reporting real-time data. The third speaker will focus on discussing the theory and praxis behind social media analytics writing assignments and show participants how to incorporate social media analytics into their writing assignments and how to use social media data as a means to build students' critical thinking and writing skills. The final speaker will focus on showing how to design, implement, fund, and sustain a dedicated social media analytics space for diverse writing courses by drawing on personal experience creating a successful social media lab.

#### *7-Institutional and Professional*

### **AW.07 Defining, Locating, and Addressing Bullying in the WPA Workplace**

Facilitators lead activities on multiple ways of identifying, defining, and addressing bullying in the WPA workplace.

**E141**



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### ***Presenters/Speakers:***

Sarah Allen, University of Hawaii, Honolulu  
Andrea Dardello, Frederick Community College, Frederick, MD  
Bethany Davila, University of New Mexico, Albuquerque  
Cristyn Elder, University of New Mexico, Albuquerque  
Dawn Fels, Pittsburgh, PA  
Amy Heckathorn, California State University, Sacramento  
Staci Perryman-Clark, Western Michigan University, Kalamazoo  
Erec Smith, York College of Pennsylvania, York

### ***Workshop Facilitators:***

Bethany Davila, University of New Mexico, Albuquerque  
Cristyn Elder, University of New Mexico, Albuquerque

**Description:** Although WPA literature has addressed issues of power associated with WPA work, workplace bullying has not yet received focused attention in WPA or composition studies scholarship. This, we believe, is an oversight that leaves workplace bullying largely unnamed and undertheorized, forcing WPAs into the vulnerable position of having to seek out resources and advice on their own or to read between the lines of what has been published. This workshop seeks to fill that gap by providing immediate support to WPAs and compositionists in terms of identifying and responding to workplace bullying. Each of the presenters will describe a particular kind of bullying—from institutional and disciplinary bullying to bullying that reproduces societal patterns of oppression. The presenters will then lead small groups in various activities designed to create possible agentive responses to the various kinds of bullying. Attendees will participate in guided activities to define workplace bullying, connect behaviors to institutional policies, practice responses from the perspectives of the person being bullied and/or of a witness to bullying, and develop policies to prohibit bullying within their individual WPA workplaces.

- Facilitators offer examples of ways to define, locate, and address bullying based on their varied experiences at different types of institutions.
- Participants will be divided up into smaller groups according to the bullying “themes” from their own experiences, which they will identify prior to the day of the workshop (as prompted by the co-chairs). Participants will share these experiences with bullying in a supportive atmosphere.
- Participants will be led through a series of activities to connect bullying behaviors to institutional policies, to practice responses from the perspectives of the person being bullied and/or of a witness to bullying, and to develop policies to prohibit bullying within their individual WPA workplaces.



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*8-Language*

### **AW.08 Access and Justice for Linguistically Marginalized Communities of Color: Moving Beyond the Rhetoric of Cultivating Capacity and Creating Change**

This workshop will provide a historical to contemporary perspective about how our discipline has addressed linguistic and racial violence.

#### **Portland Ballroom 251**

##### ***Workshop Facilitators:***

Isabel Baca, University of Texas at El Paso  
April Baker-Bell, Michigan State University, East Lansing  
Qwo-Li Driskill, Oregon State University, Corvallis  
Kim Brian Lovejoy, Indiana University-Purdue University, Indianapolis, IN  
Rashidah Jaami` Muhammad, Governors State University, University Park, IL  
Octavio Pimentel, Texas State University, San Marcos  
Elaine Richardson, The Ohio State University, Columbus  
Denise Troutman, Michigan State University, East Lansing  
Bonnie Williams, California State University, Fullerton

**Description:** The 2017 CCCC Annual Convention coincides with the twenty-year anniversary of the 1996-97 Oakland Ebonics controversy, which ignited national debates about the education of linguistically marginalized students of color in the nation's classrooms. As a discipline, "we are committed to providing English educators with the tools, training, and support needed to build a more equitable system better able to serve the unique needs of all youth. In addition to the revolution on the ground, we seek a parallel revolution in curricula, instructional models and practices, assessment approaches, and other facets of education that would lead to a future free from the barriers of prejudice, stereotyping, discrimination, and bias" ([NCTE Statement Affirming #BlackLivesMatter](#)). Though the theme of the conference is "Cultivating Capacity, Creating Change," this conversation has been ongoing for more than 40 years, as reflected in the [1974 Students' Right to Their Own Language](#) resolution. As scholars, we find historical significance and pedagogical value in this resolution as it affirms, values, and respects the language that linguistically marginalized students of color bring with them to our classrooms. Though the resolution has contributed in important ways to our ethos and identity as a discipline, the field has yet to take seriously the experiences and training teachers must have to respect linguistic and racial diversity and uphold the right of students to their own language. This is illustrated by the number of linguistically marginalized students of color who are met with messages in writing



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classrooms that suggest that their language and culture are deficient, wrong, inferior, and unintelligent. This workshop continues to advocate for the experiences of linguistically marginalized students of color in our communities and classrooms by offering participants four sections that include the following activities and topics.

- A video and guided discussion that sheds light on the racial and linguistic violence that occurs in our communities and classrooms
- A historical-contemporary perspective of the landscape of issues in the field that has and hasn't been taken up, including the history behind California's Proposition 227, which declared California an Official English state.
- An examination of how using students' home and heritage languages in the writing classroom demonstrates how we, as educators, value and honor cultural and linguistic diversity.
- Practical ways that participants can address linguistic and racial violence in their classrooms, with group work focused on peer-response models and on building their capacities to be informed urban educators for social justice, with special focus on their struggles for ideological clarity with regard to working with/in communities with the goal of their collective empowerment.
- Creating videos to use in their classrooms to address language diversity. As part of the video-making process, participants will be asked to use their own phones to take photos and/or video, as well as interview people for their own video that addresses linguistic and racial violence.

### *9-Professional and Technical Writing*

## **AW.09 Rethinking Technical, Professional, and STEM Writing Pedagogy through Writing about Writing**

Workshop participants will reimagine and innovate courses in STEM and professional writing through the lens of writing about writing.

### **F151**

#### ***Presenters/Speakers:***

Joy Arbor, Kettering University, Flint, MI  
Doug Downs, Montana State University, Bozeman  
Michael Michaud, Rhode Island College, North Kingstown  
Laurie Pinkert, University of Central Florida, Sanford  
Sarah Read, DePaul University, Chicago, IL



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**Description:** We invite participants from 2-year colleges, 4-year colleges, technical colleges, and other institutional types to innovate courses in technical, professional, and STEM writing through the lens of writing about writing (WAW) pedagogy. Given that professional writing (PW) courses and writing courses for science, technology, and engineering make up a significant percentage of course offerings nationwide and that PW writing courses are often taught by faculty who have limited access to professional development at their own institutions, there is a large audience of writing instructors likely looking for support in developing these courses. This workshop will support such participants in redeveloping an existing PW or STEM course through a WAW framework via hands-on support from innovators in WAW-PW and WAW-STEM. To enhance the interactive nature of the workshop, participants will be expected to bring their course materials to share and to draft concrete plans for pedagogical change. By the end of the workshop, participants will have done much of the intellectual work to redevelop an existing writing course within the WAW-approach.

The workshop is divided into five parts.

*Identifying WAW Tenets* offers an overview of the core tenets. Then, co-facilitators will lead small-group discussions of about how tenets align with participants' teaching philosophies and course goals. During this activity, each participant will draft a statement of specific tenets that can guide their course design.

*Acknowledging Local Situations for Adopting WAW* will demonstrate its use to effectively innovate courses in differing institutional contexts (e.g., technical, community, and four year colleges). Participants will break into small groups to map their own institutional contexts with this heuristic, considering potential constraints such as standardized outcomes and syllabi, required textbooks, student expectations, and instructor review and tenure processes.

*Profiling WAW Courses* is a breakout session in which facilitators will demonstrate existing WAW-PW and STEM course designs for small groups of participants who now have a well-articulated sense of how WAW fits with their philosophies and constraints.

*Designing Courses* allows participants to work in groups based on their pedagogical interests and institutional constraints in order to develop elements of their own courses.

*Showcasing Innovations and Looking Ahead* invites participants to briefly share key innovations developed during the day and highlight possible next steps, with the aid of a facilitator.



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*10-Research*

### **AW.10 Making [Institutional] Ethnography Our Own: Uncovering “How Things Happen” in Writing Program Contexts**

This is an interactive workshop for both novice and experienced ethnographers on the animating theories/heuristics and uses of institutional ethnography. Participants will work in groups to discuss designing IE projects, begin or troubleshoot their own projects, and share thoughts on how IE answers to writing studies' exigencies.

**F149**

#### ***Presenters/Speakers:***

Travis Grandy, University of Massachusetts, Amherst  
Michelle LaFrance, George Mason University, Fairfax, VA  
Michelle Miley, Montana State University, Bozeman  
Melissa Nicolas, University of Nevada, Reno  
Katherine Daily O'Meara, Emporia State University, Emporia, KS  
Jennifer Eidum, Zinchuk Elon University, Elon, NC

**Description:** This workshop, suitable for new and experienced researchers, will present the analytic heuristics at the center of work with institutional ethnography (IE). Workshop leaders are experienced and emerging ethnographers, writing program researchers, and administrators who have conducted writing studies research in a number of different institutions, programs, and circumstances. Two presenters have taught graduate classes on research methods and mentored graduate students/new researchers through thesis and dissertation projects. Presenters have published extensively in the fields of writing studies, writing centers, writing programs, and writing across the curriculum or completed dissertations using IE as the central methodology. The day is framed around these two topics:

Why IE is important to writing studies

- Why does work with ethnography remain compelling within 21st-century contexts?
- What does focusing on the institution add to our research understandings as a field?
- How does IE help us to understand and/or “review” our programs, courses, work, and research interests?



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Heuristics for conducting an institutional ethnography

- What key terms/analytic practices enable the institutional ethnographer to uncover “how things happen” in sites of writing?
- How does an IE project take shape?
- How might those new to the methodology or skilled in other methodologies shape their projects successfully?
- How does the positionality of researchers affect the process and the ethics of the methodology? How do researchers navigate the implications of research findings for ourselves and other stakeholders?

Participants and facilitators will share ongoing research projects and describe questions, disjunctures, and starting points for their work. Then we will present an overview of the IE framework’s four heuristics: ruling relations, standpoint, texts/textual mediation, and problematics. Small groups will discuss the application of these terms in relation to individual research projects. Next, facilitators share/participants discuss example IE case studies and materials (protocols, data sets and findings) from writing center research, WAC/WID research, writing program, and institutional needs analysis. Small groups will discuss possibilities for conducting IE and possible research projects. Finally, large groups will share realizations and project proposals generated during the small group discussion.

In addition to workshop activities/protocol handouts, we will share a lengthy bibliography with participants.

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### **AW.11 Challenging Participatory Norms, Creating Change: Approaches and Applications for Rethinking Participation in and beyond the Writing Classroom**

This workshop confronts the common fear that students’ lack of vocal or visible participation indicates lack of learning. Instead, aligning with the 2017 Convention theme, workshop leaders ask writing instructors and administrators to cultivate more inclusive and innovative approaches, challenging and changing the landscape of participation in and beyond the writing classroom.

**E145**

#### ***Workshop Facilitators:***

Paige Banaji, Barry University, Pembroke Pines, FL

Kelly Bradbury, University of Colorado, Boulder



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Elizabeth Brewer, Central Connecticut State University, New Britain  
Kathryn Comer, Barry University, Miami Shores, FL  
Matthew Cox, East Carolina University, Greenville, NC  
Katherine DeLuca, University of Massachusetts, Dartmouth  
Lynn Lewis, Oklahoma State University, Edmond  
Lauren Obermark, University of Missouri, St. Louis  
Ryan Omizo, University of Rhode Island, Kingston  
Jason Palmeri, Miami University of Ohio, Oxford  
Lauren Terbrock, Saint Louis University, Saint Louis, MO

**Description:** Intended for instructors and administrators at all levels and at all institutions, this workshop offers participants an opportunity to collectively revise notions of “good” participation. Together, workshop leaders and participants will develop new perspectives and share alternative approaches. Overall, the goal for this workshop is the development of concrete, theoretically informed takeaways for participants’ classrooms, programs, and research.

After a brief introduction, the workshop will run as concurrent breakout groups, each hosted at its own table. Each breakout group will approach participation from a different angle, allowing for flexibility and variety for the workshop participants. The workshop will conclude with sharing and synthesis across the breakout groups, as well as networking and planning for ongoing conversations.

Breakout sessions will rotate to a new, self-selected table every 45 to 60 minutes, allowing participants to experience three breakout groups during the half-day session. There are a total of six breakouts for the afternoon.

*Evaluating Participation* focuses on the challenges and benefits of diverse ways of evaluating participation.

*Participating Digitally: Moving beyond Discussion Boards* will discuss how to incorporate digital modes of participation into the classroom, both during in-person class meetings and outside of them. Participants will have an opportunity to play and experiment with free technologies that can facilitate digital participation, from Google Docs, to social media applications like Twitter, Instagram, and Pinterest.

*Universally Designing Participation* draws on disability studies scholarship in order to examine how writing teachers can universally design common composition activities and assignments (essays and



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discussions of readings, for example) with flexibility and multiple modes of engagement in mind and why teachers should re-imagine participation through the lens of disability access.

*Participatory Dissent* considers participation rhetorics in dissent contexts, with an eye toward how dissent might shape assignments and teaching philosophies. This group will focus on three instances of student-led, on-campus dissent, exploring the dissent itself and the accompanying visual representations.

*Student Participation in Writing Program Administration* investigates questions of how to expand student participation in writing program administration and program design. As a jumping off point, leaders will share results from a grant-sponsored study of their own first-year writing program, which involves undergraduate student participation. Participants will then analyze how their programs currently incorporate student voices and to brainstorm further collaboration with students.

*Queer Participation and Social Justice* will explore how the act of queering participation can offer an approach that is inclusive of student experiences inside the walls of the classroom and also reach outside the classroom to create change at cultural and social levels. After a brief introduction to queer theory in composition and a discussion of models and modes of queer participation, participants will plan their own “queered” efforts.

*11-Writing Pedagogies and Processes*

### **AW.12 Engaging Disability and Accessibility in Class Assignments: Integrating Disability Studies in the Fabric of Comp and Technical Communication Curriculum**

Twelve experts in small, interactive groups train composition and professional writing instructors to design disability- and accessibility-focused assignments.

#### **A107 & A108**

***Chairs:***

Sushil Oswal, University of Washington, Tacoma

John Wafer, University of Miami, Miami, FL

***Presenters/Speakers:***

Diane Quaglia Beltran, Clemson University, Clemson, SC

Patricia Dunn, Stony Brook University, Stony Brook, NY



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John Grant, Indiana University of Pennsylvania, Indiana, PA  
Dale Katherine Ireland, The Graduate Center, CUNY, Lawrenceville, NJ  
Elizabeth Miller, University of Nevada, Reno  
Kathryn Northcut, Missouri S&T, Rolla, MO  
Ruth Osorio, University of Maryland, College Park  
Bonnie Tucker, University of Michigan, Ann Arbor  
Stephanie Wheeler, University of Central Florida, Orlando  
Kelly Whitney, New Mexico State University, Las Cruces  
Brooke Willock, University of Arizona, Tucson  
Sean Zdenek, Texas Tech University, Lubbock, Ransom Canyon

**Description:** We plan to offer accessibility- and disability-focused writing pedagogy training through interactive and hands-on assignment design work to promote an alternative viewpoint on writing pedagogy, attract new colleagues to rhetoric and disability studies, and provide feedback on inclusive pedagogy work the workshop participants have been already doing. This workshop answers the following writing curriculum questions:

- How do I make my first-year composition course syllabus more inclusive of students with disabilities?
- How do I make my multimodal curriculum engage the different abilities of the students that the diverse population of my campus brings to my writing class?
- Is it possible to teach web accessibility standards or universal design in an advance-level composition or professional writing course?
- How do I design writing assignments that do not leave out a hefty swath of student population on my campus whether or not they're visibly disabled?

The workshop is targeted at instructors from various areas of writing studies interested in developing disability- and accessibility-focused curricula, particularly assignments for their face-to-face, online, and hybrid courses. We expect instructors with limited to no exposure to disability studies to enroll in this workshop. While the instructors new to disability and accessibility assignments will participate in a hands-on, crash course on the topic, others will have an opportunity to hone their knowledge of this area, receive feedback on their already-developed assignments, and do necessary troubleshooting with the support of the workshop speakers and attendees.

Organizers will share heuristics with the participants ahead of the workshop. Participants will share any existing assignments or ideas related disability and accessibility in their writing courses with the organizers ahead of time. Speakers will share their course framework and sample assignments with the attendees ahead of time so that the attendees can begin to think about ideas for their own assignments



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before coming to the workshop. The organizers will use workshop time to work with the attendees on their assignment ideas interactively during the workshop.

Before the end of the workshop, participants will evaluate the workshop pedagogy and structure. At the conclusion, participants will continue to interact with the workshop organizers, speakers, and one another through a shared social media space.

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### **AW.13 Writing for the Mountains: Using Place-Based Writing in the Classroom**

This workshop, sponsored by the Appalachian Rhetoric, Composition, and Literacy Special Interest Group, focuses on the benefits of using place-based learning in writing classrooms.

**B115**

#### ***Presenters/Speakers:***

Emma Howes, Coastal Carolina University, Myrtle Beach, SC  
Travis Rountree, University of Louisville, Louisville, KY  
Nathan Shepley, University of Houston, Houston, TX  
Sara Webb-Sunderhaus, Indiana University-Purdue University, Fort Wayne, IN

#### ***Workshop Facilitators:***

Emma Howes, Coastal Carolina University, Myrtle Beach, SC  
Travis Rountree, University of Louisville, Louisville, KY  
Sara Webb-Sunderhaus, Indiana University-Purdue University, Fort Wayne, IN

**Description:** This workshop gives special attention to place. We will use the first half of the workshop to share strategies and challenges from how we have built on the legacy of place-based education to prepare our students to situate their writing in and beyond Appalachia. In a roundtable discussion, the workshop facilitators will examine how we have used place-based thinking to complicate common-sense notions of place, whether we are teaching within the geographical area usually called Appalachia or elsewhere. We will argue that place-based writing curricula open avenues for students to engage with the ways people and place are constantly constructed and reconstructed from both inside and outside the self. When we prompt students to historicize and contextualize the ways regions are positioned within larger social spaces, we unravel how constructions of neighborhoods, communities, states, and other bound geographies serve particular rhetorical and material functions.



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During the second half of the workshop, we will work with workshop participants to shape their plans for lessons, units, and assignments that make place a visible and ethical dimension of college composition and rhetoric classrooms. Participants will split into breakout group that will guide discussion on using archival work in place-based classrooms, readings to use, and assignments such as rhetorical analyses, literacy narratives, and ethnographic studies of local communities. Each of these groups will have further discussion about the assignments and will also allow participants to brainstorm and share their own experiences with using place-based learning in their classrooms. Materials presented during this workshop—including analytical and persuasive writing assignments, classroom activities, and students’ understandings of their own place-based identities—position place as an entry point for deeper critical engagement with text.

Attendees will leave with a stronger rationale for utilizing place-based pedagogy as well as practical steps for implementing their ideas in the classroom.

### *13-Writing Programs*

#### **AW.14: Retention, Persistence, and Writing Programs: Supporting Student Success**

This workshop will engage participants in conversation about the role writing programs can play in university efforts to retain students.

#### **B112**

##### ***Presenter/Speaker:***

Beth Brunk-Chavez, University of Texas at El Paso  
Pegeen Reichert Powell, Columbia College, Chicago, IL  
Todd Ruecker, University of New Mexico, Albuquerque

##### ***Roundtable Leaders:***

Matthew Bridgewater, Woodbury University, Santa Clarita, CA  
Beth Buyserie, Washington State University, Pullman  
Michael Day, Northern Illinois University, DeKalb  
Patricia Ericsson, Washington State University, Pullman  
Anna Plemons, Washington State University, Pullman  
Marc Scott, Shawnee State University, Portsmouth, OH  
Robin Snead, University of North Carolina at Pembroke



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Susan Wolff Murphy, Texas A&M University, Corpus Christi, TX  
Sarah Snyder, Arizona State University, Tempe

**Description:** After a brief opening presentation contextualizing work on retention, one of composition's leading scholars in that area will give a presentation focused on the intersections of recent scholarship on threshold concepts and work on retention. After these opening presentations, established and emerging scholars, teachers, and administrators from a variety of higher-education institutions will lead a series of roundtable discussions. Roundtables will focus on sharing initiatives implemented at different campuses, exploring how to leverage institutional data to make nuanced claims and program changes, and how to support the success of increasingly diverse student populations. Participants will have the opportunity to visit two roundtables after which they will be asked to form small groups to discuss strategies for enacting change in their own classes, programs, and institutions. The workshop will close with group sharing of ideas to take away from the workshop as well as strategies to take home to enact change locally.

### Roundtables

#### *Retention and Critical Pedagogy*

The Critical Literacies Achievement and Success Program (CLASP) is a retention program that rejects a deficit model for both students and teachers. After highlighting our student retention and persistence data, we will engage participants in select portions of CLASP's pedagogy series for composition instructors, which connects retention theory with critical Composition pedagogy. Afterward, participants will discuss how they might use this model to help instructors consider the relationship between classroom pedagogy, student agency, and retention.

#### *Leveraging Institutional Data*

For WPAs and faculty new to Big Data, statistical inference, and quantitative analysis of retention data, this roundtable provides a useful overview of concepts that will prepare participants to "speak data" with institutional stakeholders. Table leaders will familiarize attendees with essential terms, provide an overview of statistical software and suggestions for the collecting, storing, and analysis of data, and discuss examples of assessment reports in which the table leaders have represented retention assessment data to external audiences.

#### *Supporting Linguistically Diverse Writers*

This roundtable discusses matters of linguistically diverse student populations who are subject to basic writing practices. Table leaders will provide context on work they've done at their own institution by sharing a stretch program retention data concerning L2 writers and retention and probation data within a developmental learning community at a Hispanic Serving Institution. They will engage participants in



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thinking about the role of the WPA and first-year composition can and should play in supporting the success of linguistically diverse writers.

### *Developing Programmatic Supports*

This roundtable focuses on examples of extra student support that first-year composition (FYC) programs can provide to help first-year students with persistence and academic success. One table leader will introduce the example of a peer-mentoring initiative in one FYC program, and the other table leader will introduce a “plus-one” writing workshop component in another program. Since both peer mentoring and add-on writing tutorial workshops figure heavily in first-year success strategy research, they will invite participants to share efforts at other institutions while envisioning some of the challenges and opportunities that come with program building.

### *14-Cultivating Connections, Cultivating Space*

## **AW.15 Writing, Making, Cultivating, Doing: An Indigenous Pedagogy Giveaway**

This workshop, sponsored by the Caucus for American Indian Scholars and Scholarship, presents indigenous methods of land-based pedagogy, TA training, and administrative conversations.

### **D133 & D134**

#### ***Presenters/Speakers:***

Yavanna Brownlee, Ohio University, Athens

Ezekiel Choffel, Syracuse University, Syracuse, NY

Rose Gubele, University of Central Missouri, Warrensburg, MO

Lisa King, University of Tennessee, Knoxville, TN

Gail MacKay, University of Saskatchewan, Saskatoon, Canada

Joyce Rain Anderson, Bridgewater State University, Brockton, MA

Andrea Riley-Mukavetz, Bowling Green State University, Bowling Green, OH

**Description:** This workshop is designed to show the process of building and cultivating relationships across university contexts when working within indigenous rhetorics. The goals of this workshop are: 1) for participants to implement indigenous pedagogies while negotiating institutional expectations; 2) to provide different methods of relating pedagogical practices to the land; and 3) to provide options for teacher training that embeds Indigenous rhetorics into the framing. We’ll accomplish these goals in three ways: 1) by providing intellectual contexts to anchor activities for the workshop, 2) by providing hands-on opportunities to develop strategies for incorporating Indigenous texts, makings, and practices



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into many different writing contexts, and 3) by modeling the pedagogical strategies and practices that are the focus of this workshop. This learning-based workshop focuses on the needs of our participants by fostering collaboration with experienced teachers of Indigenous rhetorics to develop learning outcomes and plan assignments tailored to participants' local context. In addition, we'll supply a wide array of starter resources for instructors, such as syllabi, assignments, and curricular designs.

The workshop begins the way that scholarship in indigenous rhetorics often begins: with the history of the peoples on whose lands we are located, the Multnomah peoples of Portland, Oregon. This context is necessary in order to understand the work of indigenous rhetorics as engaged with the histories, cultures, and political realities shaping indigenous spaces. Following this context-setting, facilitators will give 15-minute presentations during which they will discuss university-specific contexts for indigenous rhetorics; situate specific conversations based on their foci (administration, students, teacher training); and provide strategies to incorporate indigenous rhetorics within local curricular, institutional, and community contexts. The purpose is to demonstrate the variety of relationships where Indigenous rhetorics can be incorporated and to provide a basis for conversation in breakout sessions.

We are framing this workshop as a presentation followed by breakout session to further engage and cultivate conversation. We will encourage our participants to write and post questions during the presentation(s) so that there will be options available for discussion during the breakout sessions. Facilitators will be available to answer additional follow-up questions as needed. After initial questions are asked, each facilitating group will present participants with a short activity in which participants will put into practice the situations/theories previously discussed.

Participants will leave the workshop with a better understanding of how to approach and work with different academic situations and example activities to utilize in their classrooms.

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### **AW.16 Beyond Professional and Technical Writing: Practicing Usability Testing in Composition**

This workshop provides an overview of usability testing. Participants will apply this information to their own materials and classrooms.

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### **Workshop Facilitators:**

Joseph Bartolotta, University of New Mexico, Albuquerque

Dev Bose, Iowa State University, Ames

Angelia Giannone, University of Arizona, Tucson

Antonnet Johnson, University of Arizona, Tucson

Marijel (Maggie) Melo, University of Arizona, Tucson

Angelia Giannone, University of Arizona, Tucson

**Description:** This workshop centers on usability testing in and for the composition classroom. We will introduce participants to basic design principles and provide an overview of usability testing. Participants will apply this information to their own curricular materials and classrooms during a series of roundtables as well as consider how to bring usability into the classroom. Drawing on current usability, design, and writing scholarship, participants will explore the following questions: How can usability testing help composition instructors shape or revise course materials? Why does design and usability testing matter for composition instructors? How can composition instructors, and their students, benefit from design and usability studies? Through an opening talk and five concurrent roundtables, we aim to engage composition instructors with usability testing, both with respect to the ways in which instructors design course materials (e.g., syllabi, online learning environments, etc.) as well as ways that instructors might get students engaged in usability testing in the classroom.

### **Roundtables**

*Disability, Universal Design, and Usability Testing* analyzes universal design for learning (UDL) for developing digital writing curricula. UDL will be discussed through *ekphrasis*, typically defined as literary commentary on a visual art piece. In an effort to engage in ekphrastic instruction through the lens of usability, participants will remediate existing teaching materials in an effort to understand how “other” modes of perception, including sound and touch, are articulated within course materials.

*Usability Testing for Learning Management Systems Customization* will address strategies for testing usability in learning management systems (LMSs). While the architecture of many LMSs makes large-scale change difficult, the customization options instructors have make some usability enhancements possible.

*Syllabi and Course Schedules* introduces effective design principles for creating and revising syllabi and course schedules. Participants will work together to compare and analyze their own course syllabi and schedules, discuss usability testing options for these materials, and collaboratively write a usability test for a sample syllabi and course schedule.



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*Assignment Sheets/Activities Prompts* will address ways to apply usability testing to assignment sheets along with prompts for activities that focus on student-centered design and comprehension. Participants will first have an opportunity to brainstorm what makes effective assignment sheet and activities prompts design before testing their own materials.

*Usability Testing in Composition Courses* focuses on integrating usability testing into the first-year composition classroom. Participants will work together to discuss the benefits and challenges of bringing usability testing into first-year composition courses, brainstorm how this could be integrated into first-year composition, and collaboratively develop an adaptable deliverable for future use. This deliverable may be an assignment sheet, a lesson plan, a presentation, or even a table of potential learning outcomes or skill to which usability testing contributes.

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### **AW.17 Cultivating Interdisciplinary Relationships: Incorporating Information Literacy in Writing Classrooms, Writing Programs, and across the Curriculum**

This workshop engages participants in the cross-disciplinary cultivation of information literacy in the writing classroom.

#### **Portland Ballroom 255**

##### ***Presenters/Speakers:***

Leslie Arms, University of Texas at El Paso

Daisy Benson, University of Vermont, Burlington

Emily Crist, University of Vermont, Burlington

Paul LaPrade, University of Texas at El Paso

Angela Lucero, University of Texas at El Paso

Libby Miles, University of Vermont, Burlington

Consuelo Salas, University of Texas at El Paso

Ernie Tsacalis, San Antonio College, San Antonio, TX

**Description:** A team of writing instructors and instructional librarians from different campuses join forces to explore the intersectionality between our disciplines. This workshop aims to benefit writing instructors seeking better ways to incorporate interdisciplinary literacy (IL) into their own classes, WPAs seeking more robust programmatic connections with IL, and librarians seeking more productive collaborations with writing instructors. The workshop will be highly interactive, based on discussion and application. Beforehand, leaders and participants will communicate online in a wiki space, so co-leaders



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can tailor the workshop to participants' specific contexts and questions. The wiki will remain available after the workshop to facilitate ongoing conversations.

### *Part 1: Encountering ACRL*

The first half will include 15-minute welcoming remarks and overviews of the ACRL Standards and Frameworks. Participants will explore interdisciplinary relationships and strategies through 30-minute roundtables devoted to selected CWPA Outcomes and ACRL Standards and Frameworks. Participants will choose between four roundtables, and table leaders will delve deeper into selected frames or standards, addressing the following: What are they? What do they look like in practice? What materials have we developed/could we develop?

#### **Roundtables**

*Rhetorical Knowledge* demonstrates connections between the CWPA's Rhetorical Knowledge Outcome and the ACRL standards of Need, Find, Use, and Evaluate and Incorporate. Table leaders will present ideas for collaborative workshops and activities, then invite participants to share their own insights into how IL can facilitate students' construction of rhetorical knowledge.

*Critical Thinking, Reading, and Composing* focuses on the intersections between the CWPA's Critical Thinking, Reading, and Composing Outcome and the ACRL standards of Need, Find, Use, and Evaluate and Incorporate. While the "Locate and Evaluate" component of this outcome is the most obvious commonality, table leaders will explore connections to all four of its components through workshop materials and in-class activities.

*Scholarship as Conversation* describes the ACRL frame of Scholarship as Conversation, which intersects with the CWPA outcomes of Processes and Critical Reading, Thinking, and Composing. Leaders will share ACRL materials regarding practices and dispositions for this frame, and will also provide in-class activities and assignments that help students see the conversation and participate in it.

*Searching as Strategic Exploration* connects the ACRL frame of Searching as Strategic Exploration with the CWPA outcome of Processes.

Following this 30-minute section, we will have a 15-minute "Report Out," where each table will share one or two insights, practices, activities, or assignments that support writing and IL learning.

### *Part 2: Situating Writing and Information Literacy*

In the second half, participants will choose two of four 40-minute roundtables devoted to cross-cutting campus issues. Each table will be led by a librarian-compositionist team, who will offer materials and perspectives from their own campuses.



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### Roundtables

*Information Literacy/Writing in the First-Year Writing Class* engages workshop attendees in several activities, such as the CRAAP Test and the Information Timeline, to help them imagine ways they might incorporate IL in their own first-year writing classrooms.

*Information Literacy/Writing and Multilingual Writers* focuses on the complex relationships between writing, IL, and multilingual writers. Table leaders from diverse institutional contexts will reflect on what it means to honor multilingualism and home literacies within a robust IL framework, offering practical suggestions for harnessing the unique skills multilingual students bring into the classroom.

*Information Literacy/Writing in the Disciplines* discusses how to incorporate IL across the curriculum and institution, particularly with revising an institution's Quality Enhancement Plan to incorporate IL.

*Information Literacy/Writing and Faculty Development* provides examples of faculty development work at their institutions and guides participants through building alliances back home. Librarians at the table will learn techniques for venturing into writing courses to enhance current research practices, and compositionists will learn techniques for working more effectively with the library.

The workshop concludes with the co-chairs leading a 20-minute wrap-up session focusing on ways participants can incorporate information literacy in their institutional contexts. We will invite participants to continue exploring key concepts and practices after the conference on the workshop wiki.