

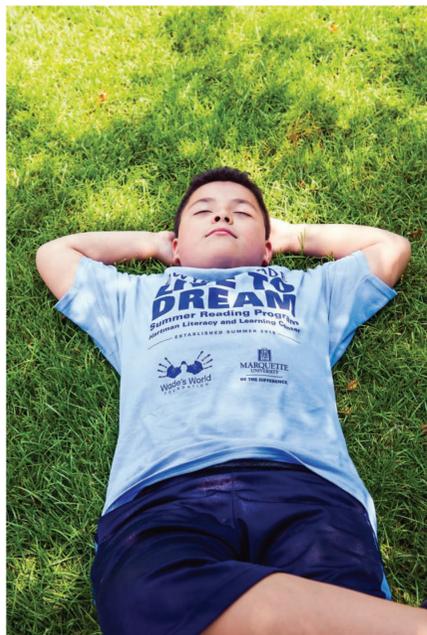


FOSTERING 21ST CENTURY LITERACY ACQUISITION AND INSTRUCTION IN MARQUETTE UNIVERSITY'S HARTMAN CENTER

Bringing The Reading Intervention Program For Urban Children Into The Digital Era Through The Use Of Technology-mediated Instruction.

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Our project is a re-envisionment of the center's reading intervention program for urban children who struggle with literacy acquisition. Our goals are to develop children's traditional literacies of reading and writing while fostering their acquisition of new literacies—those skills, strategies, insights, and dispositions needed to use and adapt to the information and communication technologies inherent in the world today, and to develop the technological pedagogical content knowledge of the teacher preparation students who serve as children's instructors.



ABOUT OUR TEAM

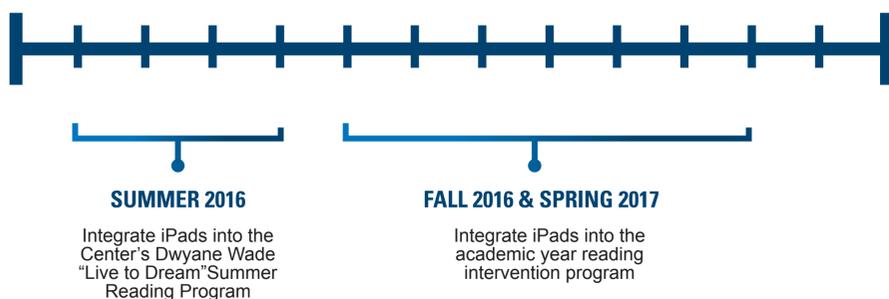
Kathleen Clark, Ph.D. Associate Professor & Director, Hartman Literacy Center
Cailin Hostad, M.L.S. Assistant Director of Communications Strategy and Enrollment, College of Education

We worked together for five years in the Hartman Center as director and literacy faculty member (Kathleen) and program coordinator (Calley). Our activities on behalf of the center included fundraising, and technology for the center was always a goal. Securing technology would enable the center to foster the digital literacy of the urban low-income children it serves and to prepare children's Hartman Center instructors to teach with technology.



SCAN QR CODE FOR HARTMAN CENTER WEB PAGE - www.marquette.edu/hartman

MILESTONES



BEYOND BOUNDARIES Pursuit of Academic Excellence for Human Well-being

Our project is closely aligned with Pursuit of Academic Excellence for Human Well-Being and **Social Responsibility and Community Engagement**. The Hartman Center employs the knowledge and instructional talents of literacy faculty and the teacher preparation students with whom they work to accelerate the reading progress of impoverished and low-income children who enter the Hartman Center's program reading well below their grade placements in school.

Following the initial integration of iPads into the Hartman Center program, possibilities exist for research that addresses literacy teaching and learning with technology with primary grade children. Leu and his colleague (Forzani & Leu, 2012) have highlighted the need for such research with young children as the preponderance of research of this kind has been conducted with much older students. Thus, moving forward with the project, we will be able to address the Strategic Plan theme of **Research in Action**.