

Julie Coiro, associate professor in the School of Education at the University of Rhode Island, was elected to serve on the ILA Board of Directors from 2014 to 2017. She was also the 2014 corecipient of the Elva Knight Research Award and a distinguished finalist for the 2009 International Reading Association (IRA) Outstanding Dissertation of the Year.



Julie chaired IRA's Technology, Communication and Literacy Committee from 2009 to 2012, and cowrote IRA's Position Statement on New Literacies and 21st Century Technologies (2009). She has served as President of the ILA Technology in Literacy Education Special Interest Group (TILE-SIG), coeditor of the TILE-SIG Newsletter, and editor of the weekly TILE-SIG Feature Column in *Reading Today Online* (currently, ILA's *Literacy Daily* blog). Julie has also served on the ILA Program Committee, the Editorial Review Board for *The Reading Teacher* and *Reading Research Quarterly*, and she has reviewed for the ILA Research Awards and the former Presidential Award for Reading & Technology.

Julie has been a professor at the University of Rhode Island for seven years, where she earned the Early Career Research Excellence Award in 2012. She teaches reading and literacy courses for undergraduate and graduate students and she recently developed a Graduate Certificate in Digital Literacy, in collaboration with URI's Harrington School of Communication and Media. Prior to that, Julie worked as codirector of The New Literacies Research Lab at the University of Connecticut. Julie speaks nationally and internationally about her research in the instruction and assessment of online reading comprehension and effective practices for professional development.

Julie has published articles and book chapters in venues such as *Reading Research Quarterly*, *The Reading Teacher*, *Educational Leadership*, the *Journal of Adolescent & Adult Literacy*, *Theoretical Processes and Models of Reading* (5th ed.; IRA, 2004) and the *International Handbook of Literacy and Technology* (Vol. 2; Erlbaum, 2006). She is also coeditor of the *Handbook of Research on New Literacies* (Erlbaum, 2008) and coauthor of the 4th edition of the book *Teaching With the Internet K–12: New Literacies for New Times* (Christopher-Gordon, 2004).

Presentation Topics

- How does reading and learning change on the internet?
- Online reading comprehension: Challenges and opportunities for literacy educators
- Designing assessments of online reading comprehension
- Teaching online reading comprehension through inquiry, dialogue, and collaboration
- Designing inquiry-based reading lessons in elementary school
- Teaching adolescents to critically evaluate information on the internet
- Modeling the hidden complexities of online reading comprehension: Scaffolding toward independence
- Teaching self-regulation as part of online inquiry