Teaching for Tomorrow: Empowering Learners Through Strategic and Challenging Work (Opening Keynote)

Learning is as much social as it is cognitive. Within an integrated language workshop, teachers provide students with collaborative opportunities to build, expand, and transfer knowledge across multiple contexts. In the process, students develop language skills and flexible strategies for constructing deeper meanings from challenging materials. This attitude is self-empowering, and it prepares them to deal with the challenges of tomorrow's learning.

Presented by: Dr. Linda Dorn

Ph.D. in Reading Education- Director of Center for Literacy, Professor of Reading Education (University of Arkansas Little Rock, Center for Literacy)

Dr. Linda Dorn is a Professor of Reading Education at the University of Arkansas at Little Rock where she coordinates the Educational Specialist, Doctoral, and Graduate Certificate in Reading programs. She is the founder and lead trainer for the Partnerships in Comprehensive Literacy Model and the Comprehensive Intervention Model. In1999, she received the University Faculty Excellence Award for her work in research and scholarly activity.

Linda is a Reading Recovery Trainer, and is past president of the Board of Directors for the Reading Recovery Council of North America. At the state level, she has testified to legislative and state agencies on literacy instruction, and her work has been influential in shaping educational initiatives in the state. She has presented at over 300 state, national, and international conferences, including keynote addresses and featured sessions. Her publications include 7 books, book chapters, media publications, journal articles, and teaching materials. Her latest publication is *Changing Minds, Changing Schools, Changing Systems: A Comprehensive Literacy Design for School Improvement* (Hameray, 2015). Linda is currently conducting research with the University of Maine on the effects of layered interventions on the reading acceleration of low-performing students.