

Elena Forzani
Curriculum Vitae
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EDUCATION

University of Connecticut Ph.D. 2016
Neag School of Education
Department of Educational Psychology
Program in Cognition, Instruction, and Learning Technologies
Major Advisor: Donald J. Leu

University of Michigan School of Education M.A. 2009
Department of Educational Studies
Program in Literacy, Language and Culture

Occidental College B.A. 2004
English and Comparative Literary Studies
Minor in Psychology

ACADEMIC EXPERIENCE

Assistant Professor, Literacy July 2017
School of Education, Boston University

Assistant Research Director, PIRLS Assessment Sep 2015 – May 2017
Managed major aspects of the PIRLS international assessment program, including PIRLS, PIRLS Literacy, and ePIRLS. Collaborated with assessment leaders in 60 participating countries, consultants, contractors, and international project partners on the development, implementation, scoring, and analysis of the PIRLS assessments. Boston College, Chestnut Hill, MA.

Adjunct Professor 2011 - 2017
Department of Curriculum and Instruction, School of Education, University of Connecticut.

Courses taught include:

- Teaching Reading and Writing in the Elementary School (EDCI 4110W)
- Teaching Reading in Middle and High School (EDCI 4215)
- Reading and Writing in the Content Areas (EDCI 4010)
- New Literacies Curriculum Laboratory (EDCI 5198 – online, masters level)

Graduate Research Assistant 2011 - 2015
 Institute of Education Sciences (IES) Research Grant: Assessing Online Reading Comprehension: The ORCA Project. Leu, D. J. & Kulikowich, J., Sedransk, N., Coiro, J. (2008). Four-year federal research grant funded by the U. S. Department of Education's Institute of Education Sciences (IES). University of Connecticut, Storrs, CT. Co-directed test administration and scoring; major contributor to assessment development and data analysis. Co-author of several studies.

Research Assistant 2008 - 2009
 NIH Research Grant: An Examination of the Social and Cultural Influences on Adolescent Literacy Motivation and Development. Moje, E. (Project Director and Principal Investigator), Eccles, J. (Co-PI). Four-year federal research grant funded by the National Institutes of Health (NIH). University of Michigan, Ann Arbor, MI.

CLASSROOM EXPERIENCE

Literacy Specialist, Classroom Teacher

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|-------------------------------------------------|--------------------------|
| Achievement-First, Amistad-Elm City High School | New Haven, CT |
| Literacy Specialist | 2009 - 2010 |
| Reading Teacher (Grades 9 and 10) | 2009 - 2010 |
| Founding English Teacher (Grades 9, 10, and 12) | 2007 - 2008; 2009 - 2010 |
| Clinton Elementary School, Teach for America | Clinton, LA |
| Elementary Classroom Teacher (Grade 1) | 2004 - 2006 |
| Department Chair | |

Lower Elementary Learning Team Leader 2005 - 2006
 Teach for America
 Baton Rouge, LA

RESEARCH AND SCHOLARSHIP

Publications

Articles

*Coiro, J., Coscarelli, C., Maykel, C., & **Forzani, E.** (2015). *Investigating Criteria Seventh Graders Use to Evaluate the Quality of Online Information. Journal of Adolescent and Adult Literacy, 59(3), 287-297.*

Leu, D.J., **Forzani, E.**, Timbrell, N., & Maykel, C. (2015). Seeing the forest, not the trees: Essential technologies for literacy in the primary and upper elementary grade classroom. *The Reading Teacher*. Newark, DE: International Literacy Association.

*Leu, D. J., **Forzani, E.**, Rhoads, C., Maykel, C., Kennedy, C., & Timbrell, N. (2015). The new literacies of online research and comprehension: Rethinking the reading achievement gap. *Reading Research Quarterly*, 50(1), 1-23. doi: 10.1002/rrq.85

The above article was the most widely discussed article in social media appearing in Reading Research Quarterly, and it ranked in the top 10% of all 2,816,478 articles across all journals tracked by Almetric in January of 2015.

Articles about the above research study have appeared in the New York Times (September 23, 2014 - <http://www.nytimes.com/2014/09/24/us/academic-skills-on-web-are-tied-to-income-level.html>) and in Education Week (October 15, 2014 - <http://www.edweek.org/ew/articles/2014/10/15/08reading.h34.html>).

*Leu, D.J., **Forzani, E.**, & Kennedy, C. (2015). Income Inequality and the Online Reading Gap: Teaching our way to success with online research and comprehension. *The Reading Teacher*, 68, 422-427. doi:10.1002/trtr.1328

***Forzani, E.** & Maykel, C. (2013). Evaluating Connecticut Students' Ability to Critically Evaluate Online Information. *CARReader*, 10, 23-37.

***Forzani, E.** (2013). Teaching digital literacies for the Common Core: What Results from new assessments tell us. *The Connecticut Reading Association Journal*, 1(4), 12-17.

Forzani, E., & Leu, D. J. (2012). New literacies for new learners. *The Educational Forum*, 76, 421-424.

Leu, D. J. & **Forzani, E.** (2012). New literacies in a web 2.0, 3.0, 4.0,... ∞ world. *Research in Schools*, 19, 75- 81. Retrieved from http://www.msera.org/rits_191.htm

Leu, D. J., O'Byrne, W. I., Everett-Cacopardo, H., McVerry, J. G., Zawilinski, L., Kiili, C., Kennedy, C., **Forzani, E.**, (2011). The New Literacies of Online Reading Comprehension: Expanding the Literacy and Learning Curriculum. *Journal of Adolescent & Adult Literacy*, 55(1), 5-14. doi: 10.1598/JAAL.55.1.1

*Peer-reviewed.

Book Chapters

Leu, D.J., Kiili, C., & **Forzani, E.** (in press). Individual differences in the new literacies of online research and comprehension. To appear in: Afflerbach, P. (Ed.) Handbook of Individual Differences in Reading: Reader, Text, and Context. New York: Routledge.

Leu, D.J., Zawilinski, L., **Forzani, E.**, & Timbrell, N. (2014). Best practices in new literacies and the new literacies of online research and comprehension. In Morrow, L.M. & Gambrell, L. B. (Eds.) Best practices in literacy instruction. 5th Edition. New York: Guilford Press.

Leu, D.J., **Forzani, E.**, & Kennedy, C. (2013). Providing classroom leadership in new literacies: Preparing students for their future. In Shelley B. Wepner, Dorothy S. Strickland, and Diana Quatroche, (Eds.) *The Administration and Supervision of Reading Programs*, 5th edition (pp. 200-213). New York: Teachers College Press.

Leu, D.J., **Forzani, E.**, Burlingame, C., Kulikowich, J. Sedransk, N., Coiro, J., & Kennedy, C. (2013). The new literacies of online research and comprehension: Assessing and preparing students for the 21st century with common core state standards. In Neuman, S. B. & Gambrell, L.B. (Eds.), Massey, C. (Assoc. Ed.), *Reading instruction in the age of common core standards*. (pp. 219-236). Newark, DE: International Reading Association.

Works Under Review/In Process

Forzani, E., Maykel, C., Flake, J., & Leu, D.J. (in preparation). How well do seventh graders evaluate the quality of online information during a performance-based online research task?: Investigating students' abilities using three assessment formats.

Maykel, C., **Forzani, E.**, Flake, J., Kennedy, C. (in preparation). Student performance and self-evaluation of ability in online critical evaluation: Findings from the validation year of the Online Research and Comprehension Assessment Project.

Presentations

Keynote and Invited Talks

Leu, D.J. & **Forzani, E.** (2014, August). *iRead, iThink, iComprehend, and iConnect with Students Around the World*. Keynote address to the Stratford, CT school district. Stratford, CT.

Leu, D.J. & **Forzani, E.** (2014, May). *Shifting Literacy From Page To Screen: Teaching the New Literacies of Online Research and Comprehension in the K-12 Classroom*. Keynote address given to the Increasing the Rigor and Authenticity of Reading and Writing Instruction: Research to Practice group at the 59th annual meeting of the International Reading Association. New Orleans, LA.

Leu, D. J., **Forzani, E.**, Maykel, C., Kennedy, C., & Timbrell, N. (2013, October). *Preparing Our Students in New Ways for New Times: Teaching, Performance-based Assessments, and New Literacies In An Era of Common Core*. Keynote address to the Connecticut Reading Association Conference. Cromwell, CT.

Leu, D. J., Kulikowich, J.M., Sedransk, N., Coiro, J., Cui, W., **Forzani, E.**, Maykel, C., & Kennedy, C. (2013, April). *The ORCA Project: Online Research and Comprehension Assessments*. Showcase address to the IES Principal Investigator's Meeting. Washington, D.C.

Leu, D.J., **Forzani, E.**, Kennedy, C., and Burlingame, C. (2012, August). *Online Research and Comprehension Assessment: How Connecticut Students in Rich and Poor School Districts Perform on New Aspects of the Common Core State Standards*. Plenary session presented at the 3rd Annual Connecticut Assessment Forum. Cromwell, CT.

Leu, D.J., Everett-Cacopardo, H., **Forzani, E.**, and Kennedy, C. (2011, October). *New Literacies for New Times*. Learning and the Brain Conference. Boston, MA.

Refereed Research Conference Papers

- Forzani, E.** (2015, April). *Investigating the effects of gender and socioeconomic status on students' ability to critically evaluate online information in science*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
 An blog post about the above paper appeared in *Education Week* (April 17, 2015 - http://blogs.edweek.org/edweek/DigitalEducation/2015/04/online_reading_science_study_results.html).
- Forzani, E.**, Leu, D., Kulikowich, J., Sedransk, N., Coiro, J. (2014, April). *The Effects of Teacher Factors on Students' Ability to Critically Evaluate Online information*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Leu, D. J., Kulikowich, J. M., Sedransk, N., Coiro, J., Liu, C., Cui, W., **Forzani, E.**, Kennedy, C., & Maykel, C. (2014, April). *The ORCA Project: Designing Technology-based Assessments for Online Research, Comprehension, And Communication*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Forzani, E.**, Maykel, C., & Kennedy, C. (2013, December). *How Well Do Students Judge Their Ability to Critically Evaluate Online Information?: Results from an Internet Use Survey and an Online Reading Comprehension Assessment*. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Kulikowich, J. M., Leu, D., Sedransk, N., **Forzani, E.**, Kennedy, C., & Maykel, C. (2013, December). *Optimizing designs of online literacy assessment: A contextual approach*. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Forzani, E.** (2013, October). *Helping Pre-service Teachers Develop Knowledge and Skills for Critically Evaluating Online Information Using Blackboard*. Paper presented at the 44th Annual Meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Forzani, E.** (2013, May). *Maximizing the Authenticities of Apprenticeships and the Efficiencies of Schooling: A Shared Context Approach to Writing Instruction from a Situated Perspective*. Paper presented at the 25th Annual Convention of the Association for Psychological Science, Washington, D.C.
- Forzani, E.**, & Burlingame, C. (2012, December). *Evaluating Representative State Samples of Seventh-Grade Students' Ability to Critically Evaluate Online Information*. Paper presented at the 62nd Annual Conference of the Literacy Research Association, San Diego, CA.
- Leu, D. J., **Forzani, E.**, Kulikowich, J., Sedransk, N., Coiro, J., McVerry, G., Zawilinski, L., O'Byrne, I., Hillinger, M., Kennedy, C., Burlingame, C., Everett-Cacopardo, H. (2012, April). *Developing three formats for assessing online reading comprehension: The ORCA project year 3*. Paper presented at the annual conference of the American Educational Research Association, Vancouver, BC, Canada.

Leu, D. J., **Forzani, E.**, Kulikowich, J., Sedransk, N., Coiro, J., McVerry, G., Zawilinski, L., O'Byrne, I., Hillinger, M., Kennedy, C., Burlingame, C., Everett-Cacopardo, H. (2012, April). *Performance Patterns of Common Core State Standards in New Literacies Within Rich and Poor School Districts: Are the Rich Getting Richer and the Poor Getting Poorer?* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC, Canada.

Leu, D.J., Coiro, J., O'Byrne, W. Ian, Zawilinski, L., McVerry, G., Everett-Cacopardo, H., Kennedy, C., & **Forzani, E.** (2011, December). *Online Reading Comprehension Assessment (ORCA): A Preliminary Study of Online Reading Comprehension Ability in Rich and Poor School Districts.* Paper Presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.

Refereed Research Conference Posters

Forzani, E., & Burlingame, C. (2013, March). *Evaluating Representative State Samples of Seventh-Grade Students' Ability to Critically Evaluate Online Information.* Research poster presented at the Jean-Paul Dionne Symposium, University of Ottawa, Ottawa, Ontario, CA.

Leu, D., Kulikowich, J., Sedransk, N., Coiro, J., McVerry, G., Zawilinski, L., **Forzani, E.**, O'Byrne, W., Kennedy, C., Burlingame, C., & Hillinger, M. (2012, May). *Developing online research and comprehension assessments: ORCAs.* Poster presented at the Second Annual CBER Research Symposium at the University of Connecticut, Storrs, CT.

Leu, D., Kulikowich, J., Sedransk, N., Coiro, J., McVerry, G., Zawilinski, L., **Forzani, E.**, O'Byrne, W., Kennedy, C., Burlingame, C., & Hillinger, M. (2012, May). *Developing online research and comprehension assessments: ORCAs.* Poster presented at the 57th Annual IRA Convention in Chicago, IL.

Burlingame, C., Leu, D., **Forzani, E.**, & Kennedy, C. (2012, April). *The ORCA Project: Online Research and Comprehension Assessment.* Poster presented at Language Fest 2012: Bilingualism in Print, Sign, Sound and Brain at the University of Connecticut, Storrs, CT.

Practitioner Conference Presentations

Forzani, E. & Maykel, C. (2013, October). *Teaching Critical Evaluation of Online Information for Common Core.* Presented at the annual Connecticut Reading Association Conference. Cromwell, CT.

Technical Reports

Forzani, E., Leu, D., Kulikowich, J., Sedransk, N., Coiro, J. (2014). *The Effects of Teacher Factors on Students' Ability to Critically Evaluate Online information.* ORCA Project Technical Report #11. Storrs, CT: University of Connecticut.

Maykel, C., **Forzani, E.**, Leu, D.J., Coiro, J., & Kulikowich, J. (Fall, 2014). *Hand versus auto scoring in the Online Research and Comprehension Assessments. ORCA Project Report # 9*. Storrs, CT: University of Connecticut.

AWARDS & HONORS

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| Outstanding Student Researcher Neag School of Education, University of Connecticut | 2015 |
| Forzani, E. , & Maykel, C. Wirth-Santoro Award for Outstanding Literacy Research from the Connecticut Association for Reading Research (April, 2013). Award presented for the study, "Evaluating Connecticut Students' Ability to Critically Evaluate Online Information." | |
| Pre-doctoral Fellowship Neag School of Education, University of Connecticut | 2013 |
| Neag New Literacies Fellow New Literacies Research Lab, University of Connecticut | 2011 - 2015 |
| Master's Fellowship School of Education, University of Michigan | 2008 - 2009 |

PROFESSIONAL SERVICE

- Doctoral Student Community Innovative Group, Literacy Research Association, Member-at-Large 2011-2013
- Assessment Committee Member, Neag School of Education, University of Connecticut, 2011-2013
- Doctoral Student Guest Reviewer, Reading Research Quarterly, 2011-2015
- Reviewer, Literacy Research Association Yearbook, 2013-2014

PROFESSIONAL AFFILIATIONS

- Literacy Research Association
- International Reading Association
- American Educational Research Association
- New England Research Association