

SCHOLARSHIP

Select Publications

- Garland, K., Dredger, K. S., Beach, C. L., & Leogrande, C. (2021). *Critical literacy in media production, consumption, and dissemination*. The Rowman & Littlefield Publishing Group, Inc.
- Garland, K. (2021). Using critical media literacy pedagogy to analyze Colin Kaepernick's athletic activism. In K. Garland, K. S. Dredger, C. L. Beach, & C. Leogrande (Eds.), *Critical literacy in media production, consumption, and dissemination* (pp. 5–25). The Rowman & Littlefield Publishing Group, Inc.
- Rodesiler, L., & Garland, K. (2019). Supremacy with a smile: White saviour complex in *The Blind Side*. *Screen Education*, 92, 38–45.
- Garland, K., & Bryan, K. (2017). Partnering with families and communities: Culturally responsive pedagogy at its best. *Voices from the Middle*, 24(3), 52–55.
- Bryan, K., & Garland, K. (2016). Bridging literacies: How 21st century literacies can support second language acquisition. *English Journal*, 105(6), 94–96.
- Garland, K. (2016). Exploring racial stereotypes through sports-related film. In A. Brown, A. & L. Rodesiler, (Eds.) *Developing contemporary literacies through sports: A guide for the English classroom* (pp. 167–172). NCTE, Inc.
- Roccanti, R., & Garland, K. (2015). 21st century narratives: Using transmedia storytelling in the language arts classroom. *SIGNAL Journal*, 34(2), 25–30.
- Garland, K., & Pace, B.G. (2014). Communicative practices in action: A snapshot of how students use language and texts to design a multimodal presentation. In S. S. Abrams (Ed.) *Integrating virtual and traditional learning in 6-12 classrooms: A layered literacies approach to multimodal meaning making* (pp. 95–100). Routledge Taylor & Francis Group.
- Garland, K., & Smith, S. (2013). Exploring the core with in-depth popular film analysis: How students can create a film review using a critical media literacy framework. *Florida English Journal*, 6–12.
- Garland, K. (2012). Analyzing classroom literacy events: What observing classroom conversations about popular culture can reveal about reading. *English Journal*, 101(6), 104–106.
- Garland, K., & Mayer, M. (2012). Traditional language arts viewed through a media lens: Helping secondary students develop critical literacy with media literacy education. In J. A. Gorlewski, B. Porfilio, & D. A. Gorlewski (Eds.) *Using standards and high-stakes testing for students: Exploiting power with critical pedagogy* (pp. 207–224). Peter Lang Publishing, Inc.
- Garland, K. (2012). Prezi. *Journal of Media Education*, 3(2), 53–54.

Garland, K. (2012). Learning about laughter: Looking at one teacher's unit on comedy films. *Screen Education*, 66(4),73–78.

Garland, K. (2011). Re-viewing popular film adaptations of young adult literature using three contemporary literacy strategies. *SIGNAL Journal*, 34(2),19–24.

Garland, K. (2009). The efficacy of using multiliterate approaches: Lessons from multiliteracies classrooms. A paper written for the Florida Inclusion Network.

Invited Digital Publications

Garland, K., & Bryan, K. (2014, December). *Media literacy education and second language learners* [Digital Collection]. Literacies in L2 Project.
<http://www.literaciesinl2project.org/uploads/3/8/9/7/38976989/lslp-micro-paper-18-media-literacy-education-and-second-language-learners.pdf>

Garland, K. (2014, Aug 1). It's not your mama's playlist: Using popular music in the 21st century classroom. <http://www.initiativefor21research.org/our-thinking/its-not-your-mamas-playlist-using-popular-music-in-the-21st-century-classroom>

Garland, K. (2014, May 4). Recognizing the “literacy” in media literacy education: Key points gleaned from a trained media literacy educator. <http://www.initiativefor21research.org/our-thinking/recognizing-the-literacy-education-in-media-literacy-education-key-points-gleaned-from-a-trained-media-literacy-educator>

Garland, K. (2014, Jan 26). Decisions, decisions: Popular film choices in the language arts class. <http://www.initiativefor21research.org/our-thinking/decisions-decisions-popular-film-choices-in-the-language-arts-class>