



**Critical Questions
in Education Conference**

presented by the Academy for Educational Studies

**HAS HIGHER EDUCATION
LOST ITS SOUL?**

**WHAT IDEAS IN EDUCATION ARE
WORTH KEEPING, AND WHICH
ONES OUGHT TO BE THROWN OUT?**

October 19 - 20, 2009
Saint Louis Union Station Marriott
Saint Louis, Missouri



Critical Questions in Education Conference

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Has higher education lost its soul?

What ideas in education are worth keeping,
and which ones ought to be thrown out?

October 19 - 20, 2009

Saint Louis Union Station Marriott

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The mission of the Academy for Educational Studies is to foster a community of inquirers and provide a public space for debate and dialogue about important questions in education. The Academy encourages those interested in education, teaching, and learning to engage in thoughtful reflection, discussion, and critique of educational theory and practice. Involving people from across the state, region and country, the Academy promotes this vital dialogue by arranging education conferences and symposia and by creating publishing opportunities connected with Academy events. The Academy supports research efforts of graduate and undergraduate students and assists in the design and delivery of teacher education courses at both the graduate and undergraduate level.

CRITICAL QUESTIONS IN EDUCATION CONFERENCE PROGRAM

Monday, October 19

8:00 – 12:00

Registration

Continental breakfast

- New York / Illinois -

9:00

Welcome

Steven P. Jones, Director

Academy for Educational Studies

- New York / Illinois -

**** First Concurrent Session ****

9:20 – 10:30

1. Revitalizing the Soul of Higher Education

- Frisco -

Erich Fromm and the Soulful University: Ideas Worthy of Conversation

Don Hufford, Newman University

This presentation explores the oeuvre of Erich Fromm in a search for ideas—old and new, mainstream and radical—that may refresh and revitalize a conversation regarding higher education.

Jean-Francois Lyotard's *The Postmodern Condition* Revisited:
Implications for the Liberal Arts and Critical Enquiry

Charles J. Fazzaro, University of Missouri—St. Louis

Jean-Francois Lyotard's *The Postmodern Condition* is examined relative to the importance of the liberal arts tradition and Critical Enquiry, a project of the author's dedicated to examining, from a post structural prospective, education policies and their relation to democratic ideals.

2. Achieving Social Justice in the Public Schools

- Missouri Pacific -

Professional Development for Educational Equity—An Idea Worth Keeping

Leon Sharpe, University of Missouri—St. Louis

Desi Kirchhofer, University of Missouri—St. Louis

Jason Heisserer, Hixson Middle School, Webster Groves, SD

From the divergent perspectives of a building administrator, a district-level administrator, and an independent consultant, presenters will examine professional development to promote critical consciousness and change agency within school systems.

3. The Need for Effective Instructional Leadership

- Burlington -

Instructional Leadership: The New Frontier

Shonta M. Smith, Southeast Missouri State University

The similarities and/or differences of perception of principals and teachers will ultimately affect the overall culture of the school. This session investigates the processes of instructional leadership as it relates to teachers' and principals' perception of the instructional leadership of principals.

Strategies for Instructional Leadership that Lead to School Success

Albert Isaacs, Augusta State University

This presentation identifies educational strategies that school leaders can use to encourage faculty and students—strategies that lead to school success.

Leadership for Multi-generational K-12 Faculties:
A Phenomenon Not To Be Ignored

Laurie Milburn, University of Missouri—Columbia

Employee plurality is demanding change in public education. Leading and motivating a multi-generational faculty requires principals to customize their leadership to retain teachers, promote engagement and staff collaboration, and to reduce the hidden costs of generation dissension.

**** Keynote Address ****

10:45 – 12:00

- New York / Illinois -

Careerism, Consumerism and the Condition of Contemporary Academe:

Has American Higher Education Lost its Soul?

Christopher Lucas

University of Arkansas

**** 12:00 – 1:00 ****

Lunch on your own

**** Second Concurrent Session ****

1:00 – 2:10

4. Thinking About Teacher Education

- Frisco -

Rethinking the Supervision of Preservice Teachers: Have Previous Reforms Missed the Mark?

Kelly F. Glassett, Southern Illinois University—Carbondale

Joyce E. Killian, Southern Illinois University—Carbondale

This research considers current practice of the supervision of student teachers. Preliminary findings reveal that Colleges of Education need to reexamine their policies regarding who their supervisors are.

Which is Better--Undergraduate Teacher Education Or Alternative MAT Programs? Reflections From Two Students Who Have Been There.

Marci Moore, Missouri State University

Erin Oswalt, Missouri State University

We believe our alternative MAT teacher education program is better than a traditional undergraduate teacher education program. This session explores the strengths and weaknesses of both kinds of program.

Stained Glass: Seeing American Education through Our Students' Eyes

Kathryn Richardson-Jones, The Citadel

This presentation will use the metaphor of stained glass and suggestions for learning and motivation shared by undergraduate and graduate students to view what American education ought to be today.

5. Politics and Higher Education

- New York / Illinois -

Has Teacher Education Lost Its Soul? The Growing Absence of the Liberal Arts

Chad Becker, Indiana State University

Has teacher education lost its soul? A notable growth in the number of liberal arts institutions withdrawing from teacher education/certification might indicate a very important loss. At what cost?

The Spirit of Service: Regaining Input in the Making of Education Policy

Thomas Hurst, University of Maryland, College Park

A discussion of the state of academia as a voice in crafting education policy, and what must be done for scholarly research to gain greater influence.

Political Correctness and the University

Thomas Deering, Augusta State University

This paper discusses the continuing pressure for "political correctness" in higher education and names this as a reason higher education has lost its soul.

6. Corporate and Professional Training Pressures on Higher Education

- Burlington -

Hound Dogs on Fire: Some Half-Baked Musings on How Math Instruction is Losing Its Soul

David P. Morstad, Jr., University of North Dakota

Some well-intended methods of "improving" college level mathematics instruction can rob math of its soul. This generalizes to traditional liberal arts education. What might be done to save the soul of higher education?

A Present Crisis in American Higher Education: The Business Model

Kenneth S. Schmitz, University of Missouri—Kansas City

The "business model" places economics over the quality of education, which could result in elimination of academic programs. Discussed are minimum class enrollments, dilution of course content, and student evaluations.

7. Worthy Ideas (?): Examining Schools at the Structural Level

- Missouri Pacific -

Lost in the Middle: Ideas Worth Keeping in our Middle Schools

Jerry Whitworth, Texas Woman's University

Although sometimes obscured from our sight, in middle school education can be found some impressive and laudable practices that hold great promise for the future of our schools.

Is There A Better Way To Fund Public Schools? A Look at Georgia's Funding Formula and Equalization Plan

Samuel B. Hardy, III, Augusta State University

The predominate funding method for public education is based upon a foundation formula whereby a set dollar amount is provided each student together with a differential added for disabilities and grade level. To many, despite this *best effort* by states, funding is still inadequate.

Let's Keep the Movement for Smaller Schools and Classes But Throw Out Justifying It With Higher Achievement

Garrett Delavan, University of Utah

Advocates of smaller schools and classes should be prepared *not* to prove that downsizing will increase learning. They more effectively emphasize that larger schools and classes are neglectful and unequally distributed by race.

**** Third Concurrent Session ****

2:20 – 3:30

8. Focusing on the Learner

- Frisco -

The Idea of "Professional Distance"

Steve Broidy, Wittenberg University

Should teachers maintain "professional distance" in their relationship with students, parents, and other clients? In this paper, an old chestnut of practical advice to (especially new) teachers is critically examined.

Teaching to Change: Shifting Instructional Behaviors and Motivation through Narrative Self-study and Reflective Practice

*Thomala Cathrine Wright, North Clayton High School,
College Park, GA*

Reflective practice and narrative self-study endow practicing educators with opportunities for experiential learning and reengagement so that education meets students in a real place of soul, meaning, and true learning.

Learner-Centered Instruction in the 21st – Century: Preparing Students for Life after School

Jeffrey H. D. Cornelius-White, Missouri State University

Adam P. Harbaugh, University of North Carolina—Charlotte

This presentation will explore questions worth asking, such as: What literacies do students want and need? What does it mean to communicate effectively, cooperate and think? How can teachers foster literacies?

**9. Wonderful Old Ideas:
Using Classic and Primary Texts to think about Education**

- Missouri Pacific -

Our Brave New Educational World: Bad Educational Ideas and Loss of Soul

Eric C. Sheffield, Missouri State University

This essay examines both conference themes through the lens of Aldous Huxley's novel, *Brave New World*. Drawing parallels between current educational policy and practice and that found in Huxley's nightmarish vision for the future, the author suggests that the track education currently finds itself on is indeed soul-less, pedagogically unethical, and potentially dehumanizing.

The Love of Wisdom: An Old and Wonderful Idea

Lynda George, Central Connecticut State University

This presentation explores the idea of the "love of wisdom" and the pedagogies that promote this love as presented in Plato's *Symposium*. Ideas in the dialogue are connected to contemporary teaching theories and methodologies and to a discussion of ways to nurture the "love of wisdom" in public schools.

Beyond the Telephone Game: The Value of Primary Texts in the Professional Training of Counselors and Psychologists

Andrew Bland, Indiana State University

Sylvia Hodorek, Indiana State University

Without insight into their historical contexts and their intellectual foundations, today's customary psychological theories and constructs often are misinterpreted and misapplied at the expense of their richness and depth

10. Pedagogical Approaches in the College Classroom

- Burlington -

Desperately Seeking a Soul: Envisioning a Soul-full Pedagogy for the University

Thomas B. Smith, Northwest Missouri State University

Vincent C. Bates, Northwest Missouri State University

Currently, higher education is based on a vision of pedagogy and curriculum that is mechanistic and soul-less. We propose a more humane pedagogy marked by four well-defined goals.

Finding Our Souls through a Radical Classroom Milieu: Professor Explications and Students' Reactions

Dave S. Knowlton, Southern Illinois University—Edwardsville

This presentation explains and defends four implemented innovations for recapturing the soul of a higher education classroom. Student perspectives in both quantitative and qualitative form will be discussed.

Practicing What We Preach: Utilizing Differentiated Instruction in the College Classroom

Tammy J. Graham, The Citadel

How do we meet the diverse needs of adult learners? This presentation explores practical strategies for incorporating differentiated instruction in the college classroom and ideas for incorporating professional development opportunities for professors.

11. Race and the Public Schools: Academic Preparation and Student Discipline

- New York / Illinois -

Changing the Paradigm of Public Schooling: Promoting a College-Bound Decision-Making Model for African American Students

Erica L. Bumpers, California University of Pennsylvania

Public schools have been the fundamental key to a quality education in the American society. Are public schools preparing African American students to further their education beyond high school?

Why Kids Hate School? Reflections on School Discipline

Jennifer Hernandez, University of Missouri—St. Louis

Kevin Murray, University of Missouri—St. Louis

Sheandra Brown, University of Missouri—St. Louis

Matthew Davis, University of Missouri—St. Louis

This panel evaluates the discipline and punishment practices of students of color in public schools. We examine the public school as a state agency that supports white supremacy and current racial power structures.

**** Fourth Concurrent Session ****

3:45 – 5:00

12. International Comparison: What Works in American Education

- Frisco -

What's Working in American Education: A Comparative Approach

Karla Smart-Morstad, Concordia College

Michael Wohlfeil, Concordia College

Sara Triggs, Concordia College

Jodell Teiken, Technology Director, Fargo Public Schools, Fargo, ND

Interviews with Scandinavian educators, and visits in Scandinavian schools, inform our comparative perspectives. What do Scandinavians think works here? What do we think works there? Topics include: at-risk, gifted/talented; early childhood; classroom management, IT in education.

13. Uncovering and Recovering the Lost Soul of Higher Education

- New York / Illinois -

In the Beginning: A Brief History of the First Universities

Ronald W. Rebore, Saint Louis University

The presenter uses a historical approach to argue the premise that the soul of the university is academic freedom; such has been the situation from the founding of the university.

Has Higher Education Lost Its Soul: Diagnoses and Prognoses

Chris Higgins, University of Illinois at Urbana-Champaign

The question is not whether higher education has lost its soul, but when, how and what we can do to recover it. To assist with this diagnosis and prognosis, I offer a critical review of the *University in Ruins* literature, from classics by Bruce Wilshire and Bill Readings to more recent books by Anthony Kronman and Donald Levine.

Did Socrates Corrupt the Youth of Athens? (And Why Higher Education Has Lost Its Soul)

Steven P. Jones, Missouri State University

Socrates is guilty as charged by the Athenian people—both of corrupting the youth and of creating false gods. Socrates offers a model for the proper soul of higher education, but our universities and its professors don't embrace Socrates' purposes and methodologies.

14. Worthy New Ideas (?): Exploring Technology and Human Relationships

- Burlington -

"Who Are My Classmates Anyway? . . . Does It Even Matter?": Exploring Human Relationships Within 21st – Century University Systems

Carl Orfield, New Mexico State University

Michael Fitzpatrick, New Mexico State University

This discussion explores the concept of human relationships as an integral component of higher education and proposes the theory that these relationships are becoming obsolete within 21st – century university systems.

15. Worthy Ideas: The View from the Left

- Missouri Pacific -

Revisiting Critical Pedagogy: Lessons Learned from Brazil and the United States

Fernando Naiditch, Montclair State University

This paper revisits the meanings and uses of critical pedagogy by analyzing examples from Brazil and the United States that empowered learner at-risk from underprivileged areas and promoted social justice.

Transformative Pedagogies: Reasons Why We Want to Teach and Students Want to Learn

Kurt Love, Central Connecticut State University

Transformative learning is at the heart of why we want to learn and its absence in the classroom is a primary reason for resistance.

Rethinking Education: Probing Issues for a Critical Transformation in Public Schools

April Harris, University of Missouri—St. Louis

A discussion of the reasons radical change in the public schools is needed—focusing on social, economic, and practical reasons for change.

**** Informal Gathering ****

8:00

- Hotel Bar -

Tuesday, October 20th

8:00 – 11:00

Continental Breakfast

- New York / Illinois -

**** Fifth Concurrent Session ****

9:00 – 10:10

16. Technology and Market-Driven University Systems

- Frisco -

Evaluating the Dynamics of Market Driven University Systems

Michael Fitzpatrick, New Mexico State University

This symposium explores market driven university systems and raises questions regarding the value of textbook free classrooms, digital rights vs. plagiarism, hybrid courses, and media literacy integration.

17. The Experience of African American Students in Schools

- New York -

Does the High School Curriculum Impact College Access of African American Students?

Erica L. Bumpers, California University of Pennsylvania

African American students may sometimes misunderstand the importance of the curriculum they have been tracked into during their high school experience and how it impacts college access.

Black Students Continue to be Haunted By Ghosts That Refuse to Rest

Matthew D. Davis, University of Missouri—St. Louis

Thomasina Hassler, University of Missouri—St. Louis

Aleshea Ingram, University of Missouri—St. Louis

Leon Sharpe, University of Missouri—St. Louis

This discussion brings together three educators/doctoral students with deep roots in the St. Louis area to discuss African American education in the early 20th century and today.

**18. Wonderful Old Ideas:
Vygotsky, Bruner, Dewey, and Madeline Hunter**

- Missouri Pacific -

Wonderful Old Ideas: Applying Vygotsky's Zone of Proximal Development and Bruner's Scaffolding to Enhance Student Learning

J. L. Kemp, McKendree University

This presentation will discuss the findings of a longitudinal study that used "old" ideas to enhance students' academic skills; it will also describe a simple process teachers can use to accommodate their pedagogical style.

There is Something About Madeline

Stan Burcham, McKendree University

Should Madeline Hunter's model for direct instruction have been pushed aside by recent educational ideas? This is an argument for keeping this successful strategy in a teacher's tool belt.

Incorporating Dewey's Ideas about Uncertainty into the Design of Curriculum and Instruction in the Age of Complexity

Gilbert Jones, Saint Louis University School of Nursing

For effective problem-solving in today's complex world, educational curriculum and instruction should incorporate Dewey's insights regarding undertaking action with awareness of the *uncertainty* embedded within features of this world.

19. Standards and Standardization: Bad Old Ideas (?)

- Burlington -

National Standards or Effective Teachers?

Lynda Leavitt, Lindenwood University

Beth Kania-Gosche, Lindenwood University

National standards appear to be the answer to our country's educational woes, but research supports the influence of effective teachers to increase student achievement. Will it be research or reform?

Let's Forget About Standards

Barry R. Thompson, Augusta State University

William Gray, Augusta State University

Thomas Deering, August State University

Students have a variety of abilities, learning styles, maturity levels, and interests indicating that there are differences in the general population. Standardization implies we are all alike.

**** Keynote Address ****

10:20 – 11:35

- New York -

(Mis)Educating a Non-Existent Citizen: Reflections on the Current State of the University

Daniel Kaufman

Missouri State University

**** 11:35 – 1:00 ****

Lunch on your own

**** Sixth Concurrent Session ****

1:00 – 2:10

20. What Kind of "Soul" are We Looking For?

- New York -

Bernard Mehl's Prediction about *Soul* in Education: What Would Its Fulfillment Look Like?

William L. Fridley, Southeastern Oklahoma State University

Mehl concludes his book *Classic Educational Ideas* with a prediction that "the educational system which takes a chance and incorporates blackness, *soul* into its being, will revolutionize the world." What would this involve?

Supervenience, *Synesis*, and Irreducibly Subjective Ontologies:
Reclaiming the Soul of the Students by Recognizing the Reality of Human Consciousness

Scott Smith, Kansas State Department of Education

Granting the reality of human consciousness is essential for any discussion of *soul*: If educators reject in the name of science William James' assertions about the importance of a student's stream of consciousness, then why bother talking about soul?" The author engages in what might be thought of as an apologetic for human consciousness as a first step to discussing the soul of education.

21. Constructivism: A Good Idea Worth Keeping (?)

- Missouri Pacific -

Problem Based Learning: A Critical Analysis Using Learning and Memory Theory

Kathy S. Moss, University of Missouri—Columbia

Synthesis of cognitivist learning theory, human memory theory, and multiple prospective research studies examining unguided instructional methodology suggest limitations to the effectiveness of problem based instructional strategies.

How I Learned About Constructivism Through Socratic Seminars:
An Autoethnographic Study

Michelle L. Jackson, Southern Illinois University—Carbondale

Constructivism has become a clichéd concept in education, but if reexamined and used with integrity in instruction, its application results in authentic student learning.

Effects of Teaching Experience and Teaching Load on Teacher
Collaboration and Constructivist Instruction: 8th Grade Math Classrooms
in the United States

Jie Chen, University of Kansas

This study explores effects teachers' teaching experience and amount of teaching load have on the frequency of teacher collaboration, their beliefs about constructivist learning, and their practice of constructivist instruction.

Why Would You Ever Ask That?: Why Teachers Should be Much More
Careful about Their Choice of "Real-World" Mathematics Problems

Brenan Bardige, New York University

This paper addresses the idea that real-world, problem-based mathematics instruction is superior. Inconsistencies between the intended mathematics content and the chosen real-world context limit the benefits of using real-world problems.

22. The Context of Race in Doing Educational Research

- Burlington -

How Deep is Your Love: Critical Research Narratives Through a White
Lens

Matthew D. Davis, University of Missouri—St. Louis

Desi Kirchoffer, University of Missouri—St. Louis

Emily Hager, University of Missouri—St. Louis

Jennifer Hernandez, University of Missouri—St. Louis

These papers examine specific examples of the racialized enterprise of educational research through a white lens. Thus, all three papers, through different voices, challenge racialized research routines within higher education.

23. Wonderful Old Ideas: Cooperative Learning Groups

- Frisco -

Cooperative Learning Groups: New Terminology for an Age Old Practice

Sandra S. Lang, McKendree University

Eric Abrams, McKendree University

Rick Bonsall, McKendree University

Jean Sampson, McKendree University

Undergraduate students, McKendree University

"Cooperative Learning Groups"—simply another terms for teams or group work—have provided strong learning experiences, preparation for life after graduation, and fostered learning beyond the project at hand.

**** Seventh Concurrent Session ****

2:20 – 3:30

24. Caring for College Students: Disabilities and Class Size

- Frisco -

Forgetting Reconsidered: When "Sorry, I Forgot" is Unethical

Karen A. Myers, Saint Louis University

Patrick Cuba, Saint Louis University

"Sorry, I forgot" is no excuse when it comes to students with disabilities. Forgetting results in exclusion. By forgetting respect and justice, higher education may have "forgotten" its soul.

Does College Class Size Affect Student Academic Achievement?

Steve Terry, University of Missouri—Kansas City

This presentation examines empirical research into the effect of class size on student academic achievement and persistence. Findings suggest it is not class size, but instructor methods, students' motivations, and students' past performances that influence student performance and persistence.

25. Becoming a Teacher/Researcher Through Action Research

- Missouri Pacific -

Becoming a Teacher/Researcher Through an Action Research Course

Deborah Seltzer-Kelly, Southern Illinois University

Elizabeth Piatt, Southern Illinois University

Anthony Baker, Southern Illinois University

Genevra Gallo-Bayjates, Southern Illinois University

Michelle Jackson, Southern Illinois University

This symposium explores the process of becoming a teacher/researcher through completion of an action research course requirement. Presenters include members of a recent cohort and the course instructor.

26. Finding Our Soul Through Dance and Myth

- Burlington -

Universities Find Their Soul in Times of Crisis

Therese Miller, Westminster College

Higher education confronts additional pressure to shake its self-absorbed image in face of recent criticism. While community-based learning creates relevance, it is often "practical." By attending to the spiritual in community service, universities and partners find their soul.

Mythopoetic Pedagogy: Nurturing Embodied Learning

Ioana Stoica, University of Maryland—College Park

This research reconceptualizes the curriculum as holistic and pedagogy as embodied through a mythopoetic investigation of the similarities between dance and mathematics classroom spaces.

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