2015 / 2016 Theme Questions:

1. Teaching the disciplines: How are we doing?
2. Why don’t we read serious books anymore?
3. After incidents in Baltimore, Ferguson (and elsewhere): What should schools and teachers be doing?

The Menger Hotel
San Antonio, Texas
March 7—9, 2016

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Cover design by Christina Bradshaw
MAT student, Missouri State University
Critical Questions in Education
Conference Program

Monday, March 7th

Conference Registration
Light breakfast buffet
Outside Ballroom A
7:45—11:00

Greetings and Announcements
Ballroom A
8:10
Steven P. Jones
Missouri State University
Executive Director, Academy for Educational Studies

First Concurrent Session
8:25 – 9:25

1. Preparing teacher education students for social justice
   Discussion—Ballroom B

   Teacher education and social justice: Critical race perspectives
   Theodorea Regina Berry, University of Texas, San Antonio
   ReAnna S. Roby, University of Texas, San Antonio
   A discussion of ways in which the preparation of teacher education students in three different core courses can be centered in social justice with critical race perspectives.

2. Getting to complex thinking
   Paper session—Ballroom C

   The role of the essay in developing disciplinary thinking
   Colleen M. Fairbanks, University of North Carolina, Greensboro
   Claire S. Lambert, Salem College
   This paper recasts the essay as a pedagogical tool that evidences students’ learning and traces their growing understanding of essential content knowledge, discourse, and modes of argumentation within a discipline.

   Using robotics to teach complex thinking
   Cindi H. Fries, Northeastern State University
   Youth benefit from teachers who understand complex thinking and heuristic reasoning. The practice of teacher candidates experiencing robotics to learn about teaching complex thinking will be shared in this presentation.
3. Mental health and Special Education

Paper session—Cavalier

“Making visible” the debilitating effects of anxiety for impacted student populations:
A neuroeducation model addresses the gap in intervention between how we learn and how we socially think
Chris Merideth, Portland Public Schools / University of Portland
Ellyn Lucas Arwood, University of Portland

Traditional methods to help students impacted by anxiety fall short because they neglect to include the learner’s visuo-metacognitive strengths. Neuroeducation provides a model for a paradigm shift in mental health.

How should we prepare new Special Education teachers?
Ben Nworie, Biola University

New Special Education teachers should become well aware of what special education is, what a special education teacher’s job is, what special education instruction is, and the advances and future of special education.

4. Confronting teacher beliefs about race and gender

Paper session—Patio

The (im)possible white multicultural teacher
Charise Pimentel, Texas State University

Drawing from ethnographic research data from three white teachers, this presentation will provide a nuanced examination on the (im)possibilities of white teachers implementing multicultural education.

Early childhood teacher beliefs and practices surrounding race and gender
Flora Farago, Arizona State University

Attitudes and classroom practices surrounding race, gender, and anti-bias curricula are examined in early childhood teachers via a quantitative survey and two case studies.

Featured presentation:

Historical perspectives on the theme questions
9:35 — 10:55
Ballroom A

An Academy Talk by
Wayne Urban
Paul W. Bryant Professor, College of Education
University of Alabama
Second Concurrent Session
11:05 – 12:20

5. Seeing racial and diversity issues clearly
   Paper session—Ballroom B

**White privilege: A curriculum friend or foe?**
Franklin Thompson, University of Nebraska, Omaha
This session will help social studies and diversity instructors understand the pros and cons of including white privilege in the curriculum. It is especially useful for institutions that train teachers to serve in urban settings.

**Facilitating teacher candidates’ demonstration of the fundamental truths of public education**
Bethany Hill-Anderson, McKendree University
Based on ten years of experience teaching foundations and multicultural education courses to teacher candidates with diverse backgrounds, this presentation reveals one professor’s journey of making Phillip Jackson’s five kinds of truth the groundwork of each future educator’s philosophy as well as practice.

**Preparing teachers to develop a critical consciousness in multicultural education**
Susan Dodd, St. Lawrence University
We will discuss the shifts of consciousness that a mostly white, middle-class, and female teaching force must experience to better serve populations of students whose backgrounds are different from their own.

6. What to read in teacher education classes:
   Great Books or something else?
   Paper session—Patio

**Great Books in teacher education: Developing knowledge, skills and character**
Timothy L. Simpson, Morehead State University
Christopher Beckham, Morehead State University
We demonstrate a Great Books approach to teacher education and explain how such an approach can build valuable knowledge, skill, and character in a teacher candidate.

**Classics and contemporaries: The “Top Ten” books recommended by some of the finest in the education academy**
Noelle A. Paufler, University of North Texas
The “Top Ten” list generated in this study reflects books some of the academy’s finest scholars believe educators should read, have read, or, in vernacular terms, “have on their bookshelves.”

**Replacing serious texts with serious OER: Challenges and successes**
Howard Miller, Mercy College
Jordan Jay, Lincoln University
Switching from textbooks doesn’t have to mean losing serious content. This presentation will focus on the practical implementation of Open Education Resources to support teacher preparation classes.
7. Purposes of education through a critical lens
   Paper session—Ballroom C

Social justice plus: Integrating ecopedagogy into critical pedagogy
   Neill F. Armstrong, Stephen F. Austin State University
Historically, critical pedagogy has focused upon the role that schools play in reproducing the
dominant society. This presentation suggests that a global perspective (ecopedagogy) must be
integrated into the critical mix.

Cultural circles: Using Freirean pedagogy to promote democracy
   Timothy Bolin, Chapman University
How education may be used to promote democracy through the practice of Freirean cultural
circles with emphasis on philosophical principles, historical precedence, and connections to prac-
tical day-to-day pedagogical practices.

8. Sensitive approaches to sensitive issues
   Paper session—Renaissance

Homeless education in a mid-western community: A qualitative case study
   Karla Smart-Morstad, Concordia College (Moorhead, MN)
Homelessness impacts education. We look at a mid-western school district’s work involving
homeless students and peers, teachers, administrators, and service staff. Perspectives of multiple
parties collaborating to provide services for homeless students are included.

Being culturally responsive in a standardized system
   Phyllis Egby, University of Portland
Ignoring the whole-child can hinder and sometimes block academic development. Using
Maslow’s Hierarch of Needs as a framework, we will examine students’ social and emotional
experience in relation to education.

9. Online ePortfolios
   Panel discussion—Cavalier

Teacher candidates’ recommendations for online ePortfolio training
and the impact on satisfaction, self-efficacy, and perceived importance
   Sophia J. Sweeney, Northeastern State University
   Emily Finney, Oklahoma State University
   Judy Moody, Northeastern State University
   Cindi Fries, Northeastern State University
This presentation reports the results of a multiphase mixed-methods study on the impact of
supplemental online ePortfolio training on teacher candidates’ satisfaction, self-efficacy and
perceived impact on performance.
Third Concurrent Session

12:30 – 1:30

10. Preparing teachers for a multicultural world
Paper session—Ballroom B

Broadening the work of a College of Education: How and why my university built a collaboration with Facing History and Ourselves to help educators work in a multicultural world
James Wolfinger, DePaul University
Explains how and why DePaul University’s College of Education chose to work with Facing History and Ourselves to prepare pre- and in-service teachers, counselors, and school leaders for education students in a multicultural world.

Using international teacher training to develop leadership skills and cultural competencies in pre-service teachers
Amy W. Thornburg, Queens University of Charlotte
Jennifer Collins, University of Wisconsin, Platteville
Sharing of how one IHE has re-envisioned preparation of pre-service teachers to address the needs of their future students, many of whom are linguistically and culturally diverse from themselves.

11. Improving writing by using Writing Workshop
Panel discussion—Ballroom C

Writing Workshop and the under-serving of a community of writers
Jenny C. Wilson, Texas A&M University, San Antonio
Kathy B. Puente, The National/San Antonio Writing Project
Elise Fuentes, 6th grade ESL teacher, Wheatley Middle School
Writing Workshop encourages deeper thinking as writers learn to write, but it is not being widely used in classrooms. This panel discusses why this might be true.

12. The “truth” of standards and the “politics” of textbook adoption
Paper session—Patio

Disciplinary squeeze play: Getting (only) what you measure
Linda Mabry, Washington State University
What is taught in U.S. public schools, how, and how well has followed the politics of textbook adoption and high-stakes testing accountability policies. This is historically traced and analyzed in this presentation.

The secret discourse of science texts: Reproduction, truths and language use in the Next Generation of Science Standards
Puneet Singh Gill, Texas A&M International University
This paper seeks to analyze the language of “truth” in standards of science education in order to understand how students learn about reproduction, and how what they learn might shape their future decision-making abilities.
13. English language learners
   Paper session—Cavalier

iTeach ELLs: Efforts in closing the achievement gap
   Wendy Farr, Arizona State University
How should we prepare new teachers? Participants will learn how a college wide initiative helps prepare all teacher candidates to work with English Language Learners (ELLs).

Explicit language instruction for English and bilingual learners: Implications for teacher training
   Hanizah Zainuddin, Florida Atlantic University
   Rashid Moore, Nova Southeastern University
This presentation discusses the urgent need to include explicit language instruction for English and bilingual learners in teacher training, and it provides examples for teachers and teacher training programs.

14. The school-to-prison pipeline
   Paper session—Renaissance

School to prison pipeline bookends: White privilege and the parallel worlds of white teachers and police
   Theron N. Ford, John Carroll University
   Blanche J. Glimps, Tennessee State University
The similarities of characteristics/behaviors of white teachers and police that sustain the school to prison pipeline are examined. Understanding of their white culture is required for both groups.

Fourth Concurrent Session
   1:40 – 2:40

15. International perspectives on education
   Paper session—Ballroom B

The independent HMC British educational system
   Pauline Nugent, Missouri State University
With the enviable record of 92% of graduates continuing on to higher education and occupying 1 of every 5 positions in the top ten UK universities, the Headmasters’ & Headmistress’ Conference (HMC) schools warrant exploration. These independent schools maintain high standards as they prepare students for a world where understanding cultural differences is crucial.

16. Keeping students engaged despite high stakes testing
   Panel discussion—Ballroom C

Preparing teachers who persist in providing engaging and relevant instruction in an era of test-centricity
   Valerie A. Allison, Susquehanna University
   Laurie A. Ramirez, Appalachian State University
Presenters share their collaborative self-study. Professors in different universities, presenters interrogated their efforts to prepare secondary preservice teachers to prioritize student engagement and relevance over high stakes testing.
17. Focus on teacher dispositions
Paper discussion—Patio

Dispositions: How do we evaluate?
Patty J. Horn, Northern Arizona University
The process and implementation of an instrument used to evaluate teacher candidate dispositions as an integral part of an academic program in a NCATE accredited institution will be shared.

Using dispositions as a lens to examine “Great Questions” in teacher preparation
Jane M. Cooper, University of Houston
Leslie Gauna, University of Houston
How to make the great philosophical conversations accessible to undergraduate pre-service teachers through the lens of teacher dispositions. Conversations, questions and tensions in the context of urban education.

18. A reform for educational equity and access
Panel discussion—Renaissance

Linked Learning: Educational equity and access for America’s most vulnerable students
Jared Stallones, California State University, Long Beach
Sandra Rogers, California State University, Long Beach
Linked Learning, a secondary education reform, provides college/career access and educational equity to all students. This participatory symposium presents Linked Learning’s historical/philosophical foundations, transformative principles/practices, evidence of efficacy, and implementation steps.

Fifth Concurrent Session
2:50 – 4:05

19. Perspectives on school reform
Paper session—Ballroom B

Would John Goodlad recognize the “places we call school” today?
A reflection on schools in the 21st century
Edward J. Caropreso, University of North Carolina, Wilmington
The status of today’s schools will be considered in the context of Goodlad’s 6 domains for improving schools from A Place Called School, and a review of related literature.

School “reform” in the wild Midwest: Ohio’s lack of charter school accountability and the push for public school takeover
Brianne Kramer, University of Toledo
This presentation examines the current educational crisis in Ohio, focusing on unfair practices at the state Department of Education regarding for-profit charter and virtual schools and state takeover of Youngstown schools.

Transgressive acts in an era of accountability
Gary Daniel Scavette, Rowan University
This presentation showcases significant themes emerging from a qualitative study of New Jersey educators caught in the grip of AchieveNJ, one of the state’s newest and most contested reform initiatives.
20. Science and environmental education
   Paper session—Ballroom C

State of environmental education in teacher preparation programs
   Christine Moseley, University of Texas, San Antonio
   Courtney Crim, Trinity University
This paper will share results from a national study conducted to investigate the inclusion of environmental education (EE) into teacher preparation programs across the United States.

Taking the “Bang” out of the Big Bang Theory:
A culturally responsive approach to teaching science
   Tenesha Gale, University of Houston
Participants will walk away with simple culturally relevant strategies in their classroom to create meaningful relationships with students and receive a culturally relevant lesson plan for modification or use.

Research goes to school: Teaching the Big Ideas in nanoscience to high school STEM teachers at a professional development workshop
   Alex Madsen, Purdue University
Nanoscience “big ideas” and learning objectives were developed and informed a curriculum to provide high school STEM teachers with information about cutting edge science and engineering research through a summer professional development workshop.

21. Why don’t we read?
   Paper session—Patio

Dumbing down reading and rigor in colleges and universities
   Linda Mabry, Washington State University
As high-stakes measures of teaching effectiveness, student evaluations of U.S. college and university courses encourage low-rigor readings and assignments, with detrimental consequences for academic outcomes and serious reading generally.

Why teachers don’t read and how it hurts their students
   Andrea Farenga, Lake Erie College
This presentation will explore reasons why teachers don’t read “serious” books, and the impact this has on their students.

Effective methods for motivating students to complete assigned readings
   Rae Ette Newman, Eastern Oregon University
   Ronda Fritz, Eastern Oregon University
In-class instruction often depends on students completing assigned readings. This session will present findings from a pilot study exploring the effectiveness of various strategies for encouraging students to complete readings.
22. Facing racial issues in an interdisciplinary university class
Presentation/discussion—Renaissance

A university class in race relations that made a positive difference
Peter Kranz, University of Texas, Rio Grande Valley
A unique race relations course taught at a southeastern university which provided life-changing experiences for both Black and White students. Discussion about teaching strategies used in the class and implementation of a similar class in higher education curriculum.

23. Underlying educational structures:
Facilities, settings, and policies
Paper session—Cavalier

Inequality/inequity at the school door: Addressing the achievement gap in a different way
Angel Ford, George Washington University
G. Victor Hellman, George Washington University
Educational facilities vary drastically, with some being extremely unacceptable. Evidence shows that facilities affect learning. Therefore, improving the condition of unsatisfactory school facilities might help address the achievement gap.

Creating community in non-traditional educational settings:
Six ideas from “alternative” schools
David M. Tack, Minnesota State University, Moorhead
This presentation shows how educational settings can create a strong extension of community not only within the educational settings, but to the greater community as a whole. Six main ideas emerge from the research.

Education policy and urban schools: Challenges for diversity and equity
Geneva M. RicoWatson, University of Texas, San Antonio
This paper examines the extent to which educational policy has negatively impacted urban schools and how marginalized students, mostly Latino/a and African American, struggle to receive equal educational opportunities.

Sixth Concurrent Session
4:15 – 5:15

24. Perspectives on Ferguson, Missouri
Paper session—Ballroom B

Ferguson: Educational perspectives one year later
Judith Cochran, University of Missouri, St. Louis
Presentation will discuss changes by school districts in Ferguson since August 2015. Efforts by teachers and the Ferguson Commission Report of September 16, 2015 will be shared.

An arts-based, trauma sensitive approach to teaching about Ferguson
Andrea Farenga, Lake Erie College
Cheri Reaves, Points of Access—Culturally responsive pedagogy
This presentation will explore culturally responsive and trauma sensitive teaching strategies which use the arts to address law enforcement use of force in incidents in Ferguson, Baltimore, and elsewhere.
25. Interacting with diverse others: The role of autoethnography
Panel discussion—Cavalier

Changing professional discourse by facilitating diverse cultural identity dialogue
Amanda Jo Cordova, University of Texas, San Antonio
Victoria Ajayi, University of Texas, San Antonio
Graduate students of diverse ethnic backgrounds share and reflect upon the autoethnographic experience to discover if this process changed their professional behaviors when interacting and collaborating with educators and students.

26. Education going digital: Is it a good thing?
Paper session—Ballroom C

Are hybrid courses the future look or albatross of education?
Phyllis K. Adcock, University of Nebraska, Omaha
Teaching beyond traditional classroom walls has resulted in innovative teaching approaches, like online programs, hybrid courses, and audio-video conferencing. Currently this approach to teaching is popular, but for how long?

27. How to read and teach challenging books
Paper session—Patio

Using Socratic seminars to infuse the Great Books into (most) any college class
John Long, Lindenwood University
The Great Books can be infused into classrooms using Socratic seminars. The presenter has done so from the undergraduate to doctoral level and will show you how.

A reason for educators to read Plato and thoughts on how to read difficult books
Lynda George, Central Connecticut State University
This session addresses the relevance and importance of Plato for educators. Examples of how middle school students studied difficult texts and Mortimer Adler’s thoughts on why one should read difficult books are also discussed.

28. Focus on Latino/a students
Paper session—Renaissance

Latina’s on-line learning as domestic labor: A critical cartography
Laura Jewett, University of Texas, Rio Grande Valley
Drawing on an on-going ethnographic study, this presentation explores the assemblages of socio-materialities and embodied negotiations which constitute the processes of “mashing-up and making-up” that shape the spaces of Latina’s domestic and curricular worlds.
Conference Reception
Complimentary beer and wine
5:15 — 6:45
Ballroom A

Featured Presentation:
The Public Square

Why don’t we read serious books anymore?
5:30 — 6:45
Ballroom A

Wayne Urban, University of Alabama
Karen Ferneding, Southern Arkansas University
Noelle Paufler, University of North Texas
Timothy Simpson, Morehead State University

Followed by open discussion

Moderated by Steven P. Jones
Director, Academy for Educational Studies

Informal gathering

Hotel Bar

8:30
Tuesday, March 8th

Light breakfast buffet
Outside Ballroom A
8:00—10:00

Seventh Concurrent Session
8:25 – 9:40

29. Classroom practices: Getting it right
Paper session—Ballroom B

Are grading practices and policies reasons why some students hate school?
Billy Mims, Edward Waters College
This session identifies some root causes of faulty classroom grading practices and policies and ways to fix them. Too much of what happens with grading promotes a culture of inauthentic academic achievement for students.

Writing workshop: An effective pedagogical practice for a few good teachers?
Jayne A. Sherman, George Mason University
Angela Naggles, George Mason University
This presentation will address the questions concerning writing workshop as an effective pedagogical method of instruction, especially for English Language Learners, and why so few teachers are implementing it.

Superheroes vs. Traditionalists: A deeper understand of language development between multi-age and traditional classrooms
Toby D. Soderberg, New Mexico State University
Presenting theory and practice on language development in multi-age and traditional classrooms, including ideas from Goodman, Marzano, Vygotsky, and Veenman—and practical applications gathered from current implementation of instructional programs.

30. Perspectives on urban schools
Paper session—Ballroom C

Voices of early college academy students in a Midwestern urban school setting:
An innovative school program
Bradley W. Poos, Avila University
This study explores the experiences of urban high school students, juniors and seniors from a Midwest district who participated in an early college program at a metropolitan community college.

Urban education: A view from the field
Stephen Benigno, Texas A&M International University
Urban schools are complex places with complex problems. Drawing on years of experience as a teacher, coach, and administrator in urban environments, this presentation considers some solutions to the on-going problems that face urban educators.
31. International focus: Saudi Arabia, Japan and the U.S.
   Paper session—Cavalier

Gender inequality in Saudi Arabia: Women’s rights from the perspective of a Saudi woman in a doctoral program in the United States
   Eyman Alsobhi, University of the Incarnate Word
This presentation compares the systems of education in Saudi Arabia and the United States from the perspective of gender inequality. The role of Islamic law in creating this inequality is explored.

Comparing Japan and Saudi experiences in preparing student teachers in a practicum semester
   Rajeh Alshehri, Southern Illinois University, Carbondale
Universities in Japan and Saudi Arabia prepare their student teachers differently during their practicum semester. Differences, strengths, and weaknesses are explored.

32. Mathematics education
   Paper session—Patio

Re-constructing mathematical identities: Fleshing out culture and anxiety within the experiences of aspiring mathematics teachers
   Brandon L. Fox, Stephen F. Austin State University
   Tingting Xu, Stephen F. Austin State University
Recognizing that many aspiring teachers have mathematics anxiety, we engage with this critical issue to expand the call for culture-based approaches to constructing positive mathematics identities.

No shame: The math paradox
   Ann Monroe, University of Mississippi
   Mary Ann Parker, University of Mississippi
The paradox of mathematics failures and the willingness to discuss these failures. Shame theory frames the issue and a comparison of mathematics failure and documented shame in reading is discussed.
Eighth Concurrent Session
11:20 – 12:35

33. Looking at standards and standardization
Panel discussion—Ballroom A

A critical look at standardization in education
Brian A. Stone, Northern Arizona University
Sandra J. Stone, Northern Arizona University
Emilie Rodger, Northern Arizona University
Greg Prater, Northern Arizona University

The standardization of schooling at the university and elementary level is examined in terms of the limiting nature and damaging effects it presents for students, teachers and professors.

Featured presentation:
After incidents in Baltimore, Ferguson (and elsewhere): What one Cleveland teacher, his students, and his school is doing

9:50 — 11:10
Ballroom A

Charles Ellenbogen, English teacher, JFK-E3agle Academy
Peggy Schauer, Principal, JFK-E3agle Academy
Ornette Gardenhire, Dean of Community Engagement, JFK-E3agle Academy
Tony Rice, 9th grader, JFK-E3agle Academy
Dyon Davis, 9th grader, JFK-E3agle Academy
Daryl Wright, 10th grader, JFK-E3agle Academy
Cachae Stewart, 9th grader, JFK-E3agle Academy
Sgt. Charmin Leon, Cleveland Police Department
34. The experiences of African American students  
Paper session—Ballroom B

Black males and violence: A Foucaultian analysis  
Alex Jean-Charles, Missouri State University  
This paper examines the politics behind the recent incidents of police brutality in poor, urban, black communities. Foucault’s work helps us see how discourse and power is shaped regarding these issues, inside and outside of schools.

High achieving African American students: Reflections from the military child  
Frederick D. Hammond, III, University of Central Oklahoma  
Discussion of a qualitative study that explored the making sense of motivation, as defined by African American students in a faith based private school in Europe. The study helps us understand the student perspective on motivation and academic achievement.

Suspensions and expulsions of African American students: How does it compare to other racial groups?  
Tasha M. Ewoldt, Wichita State University  
The purpose of this paper is to do an in-depth analysis of the difference between suspension and expulsion rates of African American students compared to other racial groups.

35. Kindness and character education  
Paper session—Ballroom C

Kindness, relationship, and democracy  
Stefan J. Broidy, Wittenberg University  
Democratic living requires the knowledge, skills, and dispositions that are best learned in classrooms in which teacher-student relations are guided by a teaching ethic that emphasizes kindness.

Cultural heroes in literature, oral stories, music, and art in character education: Lifelong learning and the Fifth Curriculum  
Carl William Cobb Farinelli, Northeastern State University  
Character education has been a part of literature, oral stories, music, and art of many cultures throughout the ages. Examples of these will be presented as part of the fifth curriculum, the lifelong curriculum of ideas utilized for students’ integration into their communities and tribes.

36. Reading serious books?: Some perspectives  
Paper session—Patio

Challenges to the Great Books curriculum: A pragmatic approach  
Robert J. Laird, Southern Arkansas University  
The question “Should we seek to preserve the idea of a university education centered on the reading of the Great Books?” is addressed. From the perspective of pragmatism, the issue has already been decided.

Deeper than Dewey: Practitioner inquiry in Geoffrey Chaucer’s Canterbury Tales  
Elizabeth Currin, University of Florida  
This analysis of Geoffrey Chaucer’s Canterbury Tales and the delightfully radical Wife of Bath reveals how the medieval masterpiece has fresh relevance in the contemporary, action-oriented field of practitioner research.
Teaching American literature in a shelter for unaccompanied immigrant children
Julia Lynch, Texas A&M University
This paper is a reflection on my experience as a teacher in an immigrant youth shelter where I taught great American poets such as Maya Angelou and Emily Dickinson.

37. Teaching and learning in science and STEM classrooms
Paper session—Cavalier

Inquiry teaching in science: Recommended for decades, but is it happening?
Jill (Alice) Black, Missouri State University
Research has indicated since the latter decades of the 20th century that constructivism-based pedagogy results in heightened science learning, but teachers often don’t practice these inquiry methods. Why?

Communicating science in a modern classroom
Lucinda N. Sohn, Texas A&M University, Corpus Christi
Bryant Griffith, Texas A&M University, Corpus Christi
A qualitative ethnographic case study conducted through a socio-constructivist lens provides insight about communicating science. Addressing effective practices to foster science literacy in a modern STEM classroom.

Unpacking and decoding and teaching the standards: Integrating subject matter knowledge and pedagogy
Sherri Cianca, Niagara University
Concerned about integrating subject matter knowledge and pedagogy? Participants will interact with a study focused on developing teacher candidates’ ability to unpack standards, build professional dispositions, and plan standards-based tasks.

38. Don’t forget the body: Leisure activities and exercise
Paper session—Renaissance

Leisure education in urban fringe community public elementary schools: An interdisciplinary approach
Bryon Martin, Chicago State University
This presentation will summarize case study research of leisure education outside the elementary school classroom and will propose an academic subject-based model focused on leisure education inside the classroom.

Children are not physically active in elementary schools: A palpable problem
Tingting Xu, Stephen F. Austin State University
This exploratory study discovered that elementary school children weren’t physically active enough to meet the physical activity guideline. Therefore, schools should make efforts to increase physical activity among young children.

Bringing exercise back to school and beyond
Steven Frierman, Hofstra University
This presentation highlights the importance of physical education in the U.S., introduces ways to bring P.E. back, and discusses viable options for increasing physical activity and exercise both in school and in our local communities.
Ninth Concurrent Session
12:45 – 1:45

39. Perceptions of American teachers
Paper session—Ballroom A

Revered to reviled: A history of the American schoolteacher
Mary Ann Parker, University of Mississippi
Ann Monroe, University of Mississippi
Historical, cultural, and ideological factors have helped shape the current public perception of the American teacher. This presentation explores historical teacher portrayals in film, television, novels, and media.

Why we love to blame teachers
Steven P. Jones, Missouri State University
An account of why so many people find it easy to blame teachers for the state of our schools, and why this “blame game” gets us nowhere.

40. Getting to key knowledge and ideas in the disciplines:
How we’re doing and how to do it
Paper session—Ballroom B

Preparing educators to teach the enduring understandings of their disciplines
Anne Rene Elsbree, California State University, San Marcos
Pat Stall, California State University, San Marcos
This session provides activities for secondary educators to explore their content discipline truths and what their disciplines aspire to reveal—the big (essential) questions they ask and try to answer.

Elementary education majors’ American history content knowledge
Penelope Fritzer, Florida Atlantic University
The results of the same American history chronology test, administered to three groups of elementary education majors over a span of twenty-two years, are reported and examined.

41. Getting younger students on the road to reading serious books
Paper session—Ballroom C

Why students don’t read serious books anymore: Using popular, contemporary books in the YA genre as springboards into the world of literacy
Beth Garcia, West Texas A&M University
Using popular, contemporary books is one possible way to engage students in reading. Once they enter the world of literacy, educators can use these texts as springboards into more serious reading.

How can teachers motivate and encourage students to love books—and not discourage them?
Jayne A. Sherman, George Mason University
Angela Naggles, George Mason University
If we want our students to become enthusiastic and motivated readers who actually want to read, then as educators it is our responsibility to demonstrate how to do so without the added stress to “cover” the curriculum.
42. Social attunement: Engaging the voices of the historically marginalized
Paper session—Patio

Promoting social attunement in our schools: Healing the racialized roots of our nation’s history
Rose Borunda, California State University, Sacramento
A discussion of various efforts to promote social attunement by engaging the voices and participation of historically marginalized communities in U.S. public schools.

43. Technology in the classroom and distance education
Paper session—Cavalier

“Give me the good stuff”: What pre-service teachers really need to know to use technology in their classroom
Heather K. Caldwell, Texas A&M University
Bart Taylor, Texas A&M University
A discussion on the preparation of pre-service teachers for use of technology in the K-12 classroom. A current K-12 technology educator and an education faculty member will discuss what is needed.

Overcoming common issues and pitfalls in distance education
Christopher Ledingham, University of Texas, Rio Grande Valley
Janet Martinez, University of Texas, Rio Grande Valley
This presentation will provide an introduction to common practices in online courses and the most frequent obstacles encountered in terms of student engagement and collaboration. We suggest creative instructional methods and online collaborative tools.

44. Pre-service preparation: Inclusion and literacy
Paper session—Renaissance

Using their voices: Preparing pre-service teachers for inclusive settings
Michele Stites, University of Maryland, Baltimore County
Amy Noggle, Towson University
This presentation focuses on the perceptions of pre-service teachers’ needs related to inclusion and how to strengthen preparation programs in the area of inclusive practices using their voices.

Language and literacy instruction for struggling readers from an elementary education preparedness perspective
Dena Reams, Olivet Nazarene University
Learning how to help struggling language and literacy learners is hard for pre-service teachers. This presentation will describe how out of school service learning can purposefully equip teacher education students to be help these students.
45. Can we get students out of the “cave” of their visual culture long enough for them to read serious books?

Of chains and selfies: A contemporary consideration of Plato’s Allegory of the Cave
Stephen B. Warren, Harding University
Plato’s Allegory of the Cave is still relevant and prophetic. This paper reexamines the allegorical implications in a contemporary context, suggesting some motivational and academic challenges the text offers today’s students.

“Seeing with, and not through, the eye”: Considering visual culture and the word
Karen Ferneding, Southern Arkansas University
The title of this essay references English poet and artist William Blake’s poem, *Songs of Innocence*. The image of “seeing with, not through, the eye” is considered with regard to the impact of post-modern visual culture and its contest with “the word.”

Creating a world where we don’t need to think or read
Steven P. Jones, Missouri State University
Students have to be convinced to pick up a book—any book—but especially a serious or “Great Book.” In the world they live in, there just isn’t any reason to do so. The conditions of this world are explored.

46. Addressing race and racism

Addressing issues of ethnic inequality in public schools: Why teachers are afraid of this, and how multicultural education can help
Geni Flores, Eastern New Mexico University
Many teachers fear presenting ethnic inequality lessons in their classrooms. Ideas for working around the fear, talking effectively with parents and administrators, and instituting true multicultural education in the classroom will be presented.

Talking about race and racism in the classroom
Brigitte Vittrup, Texas Woman’s University
Flora Farago, Arizona State University
This presentation will highlight why it is important to discuss race related issues in the classroom, barriers and challenges faced by teachers, and strategies to implement these conversations.

47. Considering interdisciplinary approaches to “teaching the disciplines”

Harnessing culturally responsive teaching and intrinsic motivation to ignite interdisciplinary curiosity
Kelly H. Ahuna, Medaille College
Crystal Elias, Medaille College
This presentation will explore ways in which true culturally responsive teaching, combined with an understanding of factors influencing intrinsic motivation, can be used to ignite student curiosity across the disciplines.
Teaching the disciplines: Epistemology and disciplinarity in an interdisciplinary STEM institute
Stephanie Schroeder, University of Florida
This paper explores the role of personal epistemology and disciplinary difference in the implementation of interdisciplinary planning and suggests that interdisciplinary instruction can negatively distort students’ disciplinary understandings.

48. International perspectives on education
Paper session—Ballroom C

A close-up view and analysis of invitational schools in Hong Kong
Jim O’Connor, Touro University, California
Hong Kong is at the center of the Invitational Schools movement. Learn about these amazing elementary and secondary schools, which the author has evaluated during the past three years.

Pre-service teachers’ cultural awareness: A comparative study
Tingting Xu, Stephen F. Austin State University
Juan Chen, Stephen F. Austin State University
This paper compares pre-service teachers’ knowledge and perceptions about China and the U.S., and investigated the intercultural awareness of pre-service teachers from both China and the U.S.

49. Developing sensitive, aware educational leaders
Paper session—Cavalier

The impact of graduate leadership training on emotional intelligence development
Chris A. Moser, University of Findlay
Matthew Moser, Bowling Green State University
This presentation will present the findings of a research study that investigated the impact of participation in selected graduate leadership courses on emotional intelligence development.

Using artmaking as bridge building to prepare educators to address issues of social justice, equity, and school reform
Christa Boske, Kent State University
Azadeh Osanloo, New Mexico State University
Presenters (practicing school leaders, teachers, community activists, and faculty) examine ways to prepare educators to understand issues of social justice, equity, and school reform. The arts represent an underutilized context-specific practice for exploring these issues.

What educators can learn beyond the traditions of gender roles about instructional leadership with at-risk students in K—12 schools
Erasmus Chirume, Central State University
While educational leaders may believe they are gender neutral when dealing with at-risk students, research suggests otherwise. This presentation looks beyond traditions regarding gender and suggests ways for instructional leaders to rethink how they deal with at-risk students.
Eleventh Concurrent Session
3:20 – 4:20

50. Reconceptualizing teaching and teacher working conditions
   Paper session—Ballroom B

Reconceptualizing teacher working conditions through a lens of alienation:
Increasing clarity on retention, burnout, and isolation
   Jesse Soza, Loyola Marymount University
Using alienation to reconceptualize teacher dissatisfaction within work environments can create enhanced clarity around issues of retention, isolation, and burnout while simultaneously creating innovative, practical solutions to detrimental conditions.

Engaging students in truth telling in a subject-centered “lecture” room:
Pedagogy of contemplation
   Beverly Sande, Shawnee State University
Discussion: How the role of a college professor has morphed from being a fact-filled, self-asserting, knowledge disseminator to that of a phenomenon anchor who facilitates the growth of an idea, observing how this ideas takes shape and form, molded by independent learners.

51. Preparing school leaders
   Paper presentation—Patio

Preparing school leaders to engage in school reform by crossing borders and promoting culturally responsive curriculum
   Christa Boske, Kent State University
   Azadeh Osanloo, New Mexico State University
Authors will provide audience members with opportunities to reconsider how engaging in social justice and equity-oriented work as school reform provides spaces for school leaders to improve the welfare of children and families from disenfranchised populations.

From disciplinarity to democracy: Critical pragmatist reconstructions for educational leadership preparation programs
   Ali Hachem, Stephen F. Austin State University
Pressure to focus educational leadership preparation programs on standards, measurement, auditing, and accountability are unrelenting, as well as narrow and distorting. This presentation proposes a more democratic and theoretical framework that could be used in ELPP curriculum and planning.

52. Efforts to improve teacher education programs
   Paper session—Cavalier

Using graduate perception data for continuous program improvement
   Jennifer Chambers, University of the Cumberlands
   Karen Goldman, University of the Cumberlands
   Lori Hollen, University of the Cumberlands
Graduate perception surveys are insightful sources that provide data to measure program effectiveness for continuous improvement. Presenters discuss the survey development process and share results that led to substantive change.
Lessons learned from the mandated state policy to improve teacher education
John David Tiller, Tennessee State University
This session features how one HBCU university with limited resources and personnel turnover managed to implement and continues to improve teacher education given state mandates and impending changes with CAEP.

53. Serious books that challenge the dominant discourse
Discussion—Ballroom C

Challenged and banned: Too “serious” for the cultural elite
Larry C. Bryant, University of North Texas at Dallas
Graduate students, using theories of justice, have explored the critical examination of “serious” books that challenge the dominant discourse. The session discusses the function of socio-psychological indoctrination of banned publications.

Twelfth Concurrent Session
4:30 – 5:30

54. Autoethnography: A vehicle for transformation
Discussion—Ballroom B

Why should educators engage in transformation? An autoethnographic experience
Amanda Jo Cordova, University of Texas, San Antonio
Autoethnographies of 21 graduate students connecting their cultural identity to personal and professional transformations demonstrates how the autoethnographic experience altered professional practices. But is the transformation long-lasting?

55. Helping graduate students with their research
Paper session—Patio

Lessons from a songwriter: Engaging graduate students throughout the research writing process
Regina Chanel Rodriguez, West Texas A&M University
Bryant Griffith, Texas A&M University, Corpus Christi
This presentation encourages graduate students and committee members to examine how they approach research writing, and whether or not their approach propels or hinders graduate candidates from moving forward in their research. Ideas are shared.

56. Focus on social studies classrooms
Paper session—Cavalier

Healing and cultivating self-efficacy: Creating educative experiences for adolescents in the social sciences
Janiece Z. Mackey, University of Denver
In order to develop future critical “practitioners” and “consciouspreneurs,” adolescents must heal and build self-efficacy to mitigate sociopolitical phenomena

How the use of media and pop culture in social studies classrooms whitewashes women in American history
Haley Grimland, University of Houston
Does the use of popular media in the classroom leave women out of the historical contexts which teachers create for their students? How can teachers combat this missing piece of media?
Thirteenth Concurrent Session
9:00 – 10:00

57. Mentoring new teachers
Panel discussion—Ballroom A

Mentoring induction year teachers: Are we doing a good job?
Jean Kiekel, University of St. Thomas
Denise McDonald, University of Houston, Clear Lake
Teacher attrition rates, especially in the first five years, is too high, especially for middle and secondary teachers, and mentoring can make a difference. How can schools of education improve the mentoring process so our graduates become more effective and stay in the field?

58. Foundations courses: Wanted dead or alive?
Paper session—Patio

The foundational approach for teaching understanding
Charles C. Jackson, Augusta University
Students need foundations courses where there is active student engagement—engagement designed to require each student to take positions on historical and current issues in education. This would lead to greater analysis and comprehension.

Can the value and influence of teachers’ intellectual and ethical work be made self-evident to those believing it superfluous to technical skill?
Naomi Jeffery Petersen, Central Washington University
Can we predict the consequences of sacrificing foundations courses? Is the invisible infrastructure of scholarly inquiry and creativity that generates and refines the theory and research behind professional practice seriously threatened?

59. Real and sometimes unjust challenges facing Latino students
Paper session—Ballroom B

Disproportionality of culturally and linguistically diverse students in gifted and talented programs
Jennifer M. Coronado, Texas A&M International University
This session focuses on recent data of disproportionality of culturally and linguistically diverse students in gifted and talented programs and some of the major causes.
Considerations for Latino’s school success
Laura B. Ramos Lopez, University of Texas, Rio Grande Valley
Teaching Latino students at-risk in a new land may seem a daunting task for abroad educators. Participants will explore considerations to become more effective teachers of minority populations.

60. No more bullying
Panel discussion—Cavalier

Shifting from anti-bullying to promoting culturally responsive policies and practices in schools
Christa Boske, Kent State University
Azadeh Osanloo, New Mexico State University
This presentation highlights research regarding bullying in schools, especially the impact of bullying on marginalized populations. Presenters will argue for the importance of cultural responsiveness as a viable tool for revolutionizing inclusive practices and policies in schools.

A Seat at the Table
10:15 — 12:00 (approximately)
Ballroom A
Those conference participants who want to talk together and explore the theme topics this year are invited to have “A Seat at the Table” on this third day.

We’ll review and try to summarize some of what we’ve learned from the presentations over the past two days. We’ll applaud the good ideas we’ve encountered, make some connections between ideas, discuss what hasn’t yet been said, and discuss possible ways to approach the topics.

We’ll discuss writing opportunities—possibly essays in a theme issue of the Critical Questions in Education journal; possibly essays for that same journal, but not in a theme issue; possibly essays in a book of collected essays. If we think about a book, we’ll have to think about what audience we would want for the book and what cohesive, sensible, manageable approach such a book of essays might need to take. That might mean agreeing to a particular structure or approach in creating chapters for the book.
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David Hough, Dean of the College
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