2014 / 2015 Theme Questions:

1. Why have civil rights era educational legislation and policy in the United States failed our most vulnerable students?

2. How is schooling conducted in other countries? What can America learn from other countries, and what can other countries learn from us?

The U.S. Grant Hotel
San Diego, California
February 16—18, 2015

The Academy for Educational Studies is an independent, non-profit corporation registered in the state of Missouri. Support for Academy Talk addresses and the publishing of the conference program provided by Missouri State University’s College of Education—David Hough, Dean of the College.

Cover design by Hillary Kummer
MAT student, Missouri State University
Critical Questions in Education
Conference Program

Monday, February 16th

Conference Registration
Light breakfast buffet
Grant Foyer
7:45—11:00

Greetings and Announcements
Celestial Ballroom
8:10
Steven P. Jones
Director, Academy for Educational Studies

First Concurrent Session
8:25 – 9:25

1. Jobs and career pathways for our vulnerable children
   Paper session – Grant B

   Career pathways or pathways into the new racio-economic structure of the 21st century?
   Maliheh Vafai, University of California, Berkeley
   This session explores the dynamics of Career Pathways reform policy, arguing that it promotes a greater concentration of students of color within occupational fields in lower ranks of the new labor division.

2. Helping English language learners
   Paper presentation – Grant C

   Co-teaching clinical practice model: How California secondary teacher education programs can address the needs of Long-term English Language Learners
   Anne Rene Elsbree, California State University, San Marcos
   Pat Stall, California State University, San Marcos
   Annette Daoud, California State University, San Marcos
   Presenters share their efforts to provide clinical practice co-teachers (inservice and preservice teachers) the tools to meet the needs of Long-term English Language Learners in southern California secondary schools.

   English learners in mainstream classrooms
   Hilal Peker, The University of Central Florida
   This presentation discusses some strategies to close the communication gap between teachers and ELs and include Els into U.S. mainstream education so they do not face unprecedented challenges.
3. Confronting racist teaching
Paper session – Grant D

Microaggressions in a third grade classroom: A microanalysis of teacher-student interaction
Rodney Beaulieu, California State University, San Marcos
Even highly experienced teachers who are described as “culturally sensitive” and “outstanding” exhibit microaggressions toward students of color, leading active students to become disengaged.

Breakin’ down whiteness in antiracist teaching: Introducing critical whiteness pedagogy
C. E. Matias, University of Colorado, Denver
Janiece Z. Mackey, University of Colorado, Denver
This presentation provides concrete teaching strategies on how to implement critical whiteness studies and discusses the implications of such pedagogies on racial justice and antiracist teaching.

4. International focus: Russia and Northern India
Paper session – Horton Room

Russian schools: Looping. What can we learn?
Tamara Korenman, Saint Xavier University
Looping as multi-year teaching is essential for schools in Russia. A discussion of looping may answer critical questions about the improvement of instructional and organizational design in American schools.

Critical media literacy: Pedagogy for social justice in our networked village
Jeff Share, University of California, Los Angeles
Steven Funk, American Jewish University
Critical media literacy is an essential pedagogical framework to foster social justice and participatory democracy for students and teachers in today’s digitally networked global village.

Questions and possibilities raised by the emergence of K—12 virtual schooling: Re-thinking non-local schooling remedies for the persistent problem of separate and unequal schools
Dennis Federico, Chicago State University
Implications are considered for a shift away from a schooling system characterized by compartmentalized resources inequitably distributed among isolated school districts, toward a single virtual schooling system providing equitable access.
Second Concurrent Session
11:05 – 12:20

6. Desegregation, re-segregation, and school boundaries
Paper session – Horton Room

Desegregation-Re-segregation: Leadership challenges in a poor, rural southern community
Marilyn L. Grady, University of Nebraska, Lincoln
This study focused on a poor, rural southern community. Interviews and focus groups were conducted during a three-year period to gain an understanding of the history, students, schools and leadership challenges.

Conceptualizing school boundaries to examine the role they play in limiting African Americans’ access to quality education
Tolu A. Bamishigbin, University of California, Los Angeles
This paper argues for a modified conceptualization of school boundaries in order to better understand the role they play in limiting African American students’ access to quality education.

7. International focus: Finland and Germany
Paper session – Grant B

Finland is almost at the finish line: What Finnish schools can still learn
Tiina Itkonen, California State University, Channel Islands
Manuel Correia, California State University, Channel Islands
This presentation examines policies that make Finland a world-renowned school system. Issues of equity and what Finnish schools can learn from other countries in regard to immigration will be discussed.

Finnish Lessons: What can the world learn from educational change in Finland?
Jennifer Dennis, Cameron University
Finland is consistently ranked among the top countries in education. This response will reveal what we can learn from Finland that may be applied in the United States.

Featured Presentation:
Civil rights and our most vulnerable students
9:35 — 10:55
Celestial Ballroom

An Academy Talk by
Gary Orfield
The Civil Rights Project
University of California, Los Angeles
Understanding education outside of America
Kitty B. Warsame, Prairie View A&M University
Kathy Bliss, Prairie View A&M University
An understanding of Finland and Germany’s education system, with potential ideas and strategies that could be adopted to the American education system. Also includes personal narrative stories from former students.

8. Finding social justice
Panel discussion – Grant C

Challenging the injustices in the justice: Using social justice action as a revision of lessons in education
Larry C. Bryant, University of North Texas, Dallas (Moderator)
Gina Stevenson, University of North Texas, Dallas
John Kimble, University of North Texas, Dallas
Shonda Boston, University of North Texas, Dallas
Derica Turner, University of North Texas, Dallas
Sheila Williams, University of North Texas, Dallas
Kendra Allen, University of North Texas, Dallas
Educational law during the civil rights period sometimes resulted in unintended consequences. Graduate students engaging in a social justice course explored the impact of the injustice in the justice laws.

9. Teacher education: Inquiry and social-emotional learning
Paper session – Grant D

Using inquiry practices in teacher education
Lisa Douglass, Ohio University
Matt Conley, Ohio Dominican University
John Mascazine, Ohio Dominican University
We present a variety of our practices that have been successful in teaching inquiry-based methods in mathematics, science and reading methods courses to pre-service teachers.

Paradigm shift in education: Weaving social-emotional learning into language and literacy instruction
Rocio Dresser, San Jose State University
This paper addresses the socio-emotional challenges students and teachers face in schools due to impoverished educational models. It provides adaptations teachers can employ to promote content learning and students’ well-being.

10. Providing college/career access to all students
Panel discussion – Chairman’s Court

Linked Learning: Educational equity and access for America’s most vulnerable students
Jared R. Stallones, California State University, Long Beach
Olga Rubio, California State University, Long Beach
Corinne Martinez, California State University, Long Beach
Betina Hsieh, California State University, Long Beach
Linked Learning—a secondary education reform—provides college/career access and educational equity for all students. This participatory symposium presents Linked Learning’s historical/philosophical foundations, transformative principles/practices, evidence of efficacy, and implementation steps.
Third Concurrent Session
12:30 – 1:30

11. Helping new teachers meet the needs of vulnerable students
Paper session – Grant A

Teachers’ stories: Teaching in the land of rural southern poverty
Karen Ferneding, Southern Arkansas University
The characteristics of resiliency and self-efficacy developed by novice teachers who are teaching in the context of rural Southern poverty are related to their underlying moral imperatives and spiritual sensibilities regarding education and the profession of teaching.

Teaching them to THRIVE: Understanding how new teachers can augment the academic achievement of culturally, linguistically, and socioeconomically diverse learners
BernNadette Best-Green, University of California, Davis
This project examines the experiences of pre-service teachers during their induction year as they reflect upon their evolving ability to bolster culturally, linguistically, and socioeconomically diverse students’ agency as learners.

12. Dealing with dialect differences
Paper session – Grant B

Are educators addressing the literacy needs of African American children?
Contrasting African American English and academic English
Ramona T. Pittman, Texas A&M University, San Antonio
Michelle, Smith, Gwinett County Public Schools
This presentation will examine the dialect that some African American students speak—African American English—and how it may affect their literacy performance. Suggestions for practice will be provided.

From chaos to order: An empirical approach to creating quality teachers
Patricia Walker-Swinton, Philander Smith College
This study suggests that altering the curriculum of traditional education programs—to include required credits covering mixtures of American dialects—will likely have a positive impact on students’ academic achievement rates.

13. Collaborating to help low-income children
Panel discussion – Grant C

Promise, partnership and potential: Extending the school day through a new model of university, school, and community collaboration
Wilisha Scaife, Ball State University
Eva Zygmunt, Ball State University
Patricia Clark, Ball State University
Shawn Davis, Longfellow Elementary School (Muncie Community Schools)
MuncieP3 is a K-3 complementary learning program, extending the school day to promote literacy acquisition for low-income children. Multi-year data document the success of university, school and community collaboration.
14. English language learners
   Paper session – Grant D

Grappling with complex texts: A new paradigm for English learners
   Rebecca Blum Martinez, University of New Mexico
   Tryphenia B. Peele-Eady, University of New Mexico
   In this presentation, we describe our three-year work with classroom teachers in the use of complex texts and appropriate scaffolds to provide English learning students with access to academic texts.

Why have U.S. educational legislation and policy regarding ELs failed?
   Anna E.L. Chee, California State University, Los Angeles
   Rima Anosa, California State University, Los Angeles
   The aim of this case study was to understand and explain why and how the civil rights era legislation and policy regarding the education of ELs have failed them.

15. Power, privilege, and the neoliberal express
   Paper session – Horton Room

The twin train wrecks of neoliberalism and managerialism: Now playing at my university
   Neill F. Armstrong, Stephen F. Austin State University
   Kenneth R. Austin, Stephen F. Austin State University
   For quite some time, my department within the college of education has been scanning the horizon for the neoliberal express. It has officially been sighted and is bearing down upon us now.

Breaking down the barriers to social justice education in teacher preparation through learning communities
   Jaclyn Pace, Northern Arizona University
   To create and embrace anti-oppressive pedagogies and practices, pre-service teachers must examine the intersectionality of their own identities and how power, privilege, and oppression function in schools and society.

16. International focus: South Korea
   Paper session – Chairman’s Court

Academic achievement of South Korean students K-12: Lessons to bring home from observations during a one year sabbatical
   Shirley Aamidor, Indiana University, Kokomo
   Observations and insights from a year-long sabbatical teaching at a university in Seoul, South Korea, and as a participant observer in Seoul K—12 schools.
Fourth Concurrent Session
1:40 – 2:40

17. The exclusion and segregation of struggling readers
   Paper session – Grant A

Reproducing vulnerability: A Bourdieuan analysis of readers who struggle
   Elizabeth L. Jaeger, University of Arizona
This paper argues that capitalist systems benefit from the reproduction of vulnerable (struggling) readers, traces how this plays out in schools, and offers more just and productive alternatives.

Systems of exclusion in the science fiction elective classroom:
   A critical qualitative perspective
   James L. Hollar, Central Washington University
In-school segregation remains a concern in today’s schools. This paper considers the exclusions that create a lack of students of color enrolled in science fiction elective classes in secondary schools.

18. When and why government money and programs don’t help vulnerable students
   Paper session – Grant B

The Higher Education Act of 1965: Half a century later
   Amanda Opperman, Converse International School of Languages; San Diego State University/Claremont Graduate University
Civil rights era legislation has failed our most vulnerable students due to the Department of Education exceeding its regulatory authority as stated in the Higher Education Act of 1965.

Twenty trillion dollars: Enough is enough
   Thomas E. Deering, Georgia Regents University
   Samuel B. Hardy III, Georgia Regents University
American taxpayers have spent more than 20 trillion dollars over the past 50 years on social welfare programs with little to show for it. Lack of money is not the problem and more money is not the answer to the issues we face in our schools.

19. International focus: Denmark, Morocco, and England
   Paper session – Grant C

Creating effective schools: Comparing what we are teaching administrators to what is actually working in other countries
   Eugenia Damron, Marshall University
   Lone Bodekaer, Anna Troles Skole, Denmark
   Isaac Willis Larison, Marshall University
   Hassan Ait Man, Sidi ou Sidi High School, Morocco
   Kayla Steltenkamp, Bellarmine University
This paper compares the steps Sally J. Zepeda (2013) suggests principals follow in her book, Instructional Leadership for School Improvement to what is taking place in example schools from three other countries (Morocco, Denmark, and England).
20. Looking closer: The effect of poverty, culture, and other circumstances
Paper session – Grant D

The invisibility of poverty: Considerations for school leaders
Marilyn L. Grady, University of Nebraska, Lincoln
Jill McCaslin Timmons, University of Nebraska, Lincoln
An examination of invisible or unexpected poverty, including the prevalence of poverty in the U.S., snapshots of poverty in three communities, and summaries of interviews with three, white women who experienced poverty in their youth.

The impact of culture and out-of-school influences on education
Peter Serdyukov, National University
Education needs to be considered holistically, in the context of the environment and national culture. This presentation analyzes various out-of-school impacts on students and offers practical steps to address them using the Iceberg Model of education.

21. Reflecting carefully about how well we teach
Paper session – Horton Room

Lesson Study: What can we learn from Japan?
Patty J. Horn, Northern Arizona University
Lesson Study is a collaborative professional development process that was developed in Japan. Teachers form a group to work together developing lesson plans that are observed, analyzed, and revised.

SMILE (Shared Mentoring in Instructional Learning Environments): Examining the effectiveness of an innovative approach to student teaching supervision
Estella Williams Chizhik, San Diego State University
Alexander Williams Chizhik, San Diego State University
This study examines a new method to student teaching supervision, known as SMILE (Shared Mentoring in Instructional Learning Environments) that facilitates collaboration among university faculty, guide teachers, and student teachers.

22. International focus: International field experiences
Paper session – Chairman’s Court

Creating culturally relevant teachers: Influences from a Mayan primary school in Belize
Lisa Allen, Campbellsville University
Sharon Hundley, Campbellsville University
Pre-service teachers taught in Mayan Primary school classrooms in Belize. Findings reveal how the international field experience contributed to their development as culturally relevant and globally competent educators.

Developing teaching candidates’ beliefs and perceptions through international teaching experiences
S. Michael Putman, University of North Carolina, Charlotte
This presentation will share findings of an investigation examining the impact of an international teaching experience on preservice teachers’ beliefs and perceptions. Implications address questions surrounding international experiences for candidates.
Fifth Concurrent Session
2:50 – 4:05

23. Teaching mathematics
Paper session – Grant A

Preparing future teachers: Making philosophy of content knowledge explicit in a mathematics teacher education program
Robyn Miller, Oklahoma Christian University
Paul Howard, Oklahoma Christian University
Israel Scheffler’s call (1970) for teacher education programs to address philosophy of content knowledge went mostly unheeded. A model is presented to assess mathematics education majors’ philosophical beliefs concerning mathematics.

The persistence of genderized narratives in math and science:
School leaders’ views and a call to action
Shamini Dias, Claremont Graduate University
Margaret Grogan, Claremont Graduate University
This presentation addresses the persistence of genderizing narratives about girls in math-related subjects in spite of policy. How can school leaders change the script and lead actions for equity?

Changing the way we do math: Critical antiracist mathematics in the post-civil rights era
Paula Groves Price, Washington State University
Roxanne Moore, Washington State University
This paper argues that Critical Antiracist Mathematics should be used in schools to decolonize mathematics, dismantle racist oppressive ideologies, and develop critical consciousness in students for greater justice in schools.

24. Charter schools and other reforms
Paper session – Grant B

Misrepresenting Brown: Are Ohio schools lost in the free market?
General implications for urban education
Jane Beese, Youngstown State University
Jennifer Martin, University of Mount Union
This paper reviews several reform ideas, takes a careful look at reform in Ohio, and details the implications of the expansion of virtual charter schools on public schools—specifically on underserved urban public schools.

School choice and segregation in California’s public schools
Jennifer B. Ayscue, University of California, Los Angeles
Trends in segregation by race and poverty of California’s charter and magnet schools are explored from 1992—2012. Recommendations for school choice policy are provided.

25. Constructing race and racism
Paper session – Grant C

Trayvon Martin and the enduring significance of race: Lessons for educators
Sandra Richards Mayo, Azusa Pacific University
This paper explores the implications of the Trayvon Martin case for educators as they contend with the complexities of race, racial stereotyping, and educational disparity in the context of schooling.
Edutainment and racism: The role of mass media in constructing neo-racism
J. Roberto Garcia, Weber State University
Melina Alexander, Weber State University
The presenters integrate critical race theory and media studies with a focus on urban education to conceptualize the role media plays in developing identity for students of color.

Biological and social aspects of discrimination: How curriculum has influenced discrimination in a social cultural framework
Barry R. Thompson, Georgia Regents University
Juan Walker, Georgia Regents University
This presentation addresses social and biological frameworks that create possible problems in curriculum which perpetuate instead of eliminate discrimination in the schools.

26. Teacher education through a critical, liberal lens
   Paper session – Grant D

Teacher preparation: The search for criticality
Jean Ann Foley, Northern Arizona University
Joe Wegwert, Northern Arizona University
This paper explores the tensions between democratic education, criticality, and teacher preparation through the lens of a professional teaching culture that limits teachers’ imaginations, agency, and possibility.

Critical pedagogy: No longer failing our most vulnerable students
Fred Waweru, Oklahoma State University
Sylvia Mac, Oklahoma State University
The authors will look at the strategies, successes, and positive outcomes of using critical pedagogies so that educators can consider them and their use in educating marginalized groups, such as students of color and students with disabilities.

Identity politics in education
Sheri Dorn-Giarmoleo, Claremont Graduate University
A critical researcher, utilizing performance ethnography, to create and enact moral texts that move from the personal to the political, from the local to the historical and the cultural.

27. International focus: Belize, Japan, Spain
   Paper session – Horton Room

Geographic and resource implications on school, home and community interactions: A Belizian and American study
Alexandra J. Holter, Oklahoma State University
Lisa Brooks, Oklahoma State University
Susan Kirk, Oklahoma State University
Eunice Tarver, Oklahoma State University
Anita Penn, Oklahoma State University
Ed Harris, Oklahoma State University
An interdisciplinary research team used naturalistic inquiry to explore meanings and manifestations of school-home-community interactions. Specifically, how interactions shape educational processes in two settings, the Caribbean and U.S. rural schools.

Policy and practice for immigrant students in Japan and Spain:
Examining equity in services and support
Kenia Hernandez-Cueto, Chapman University
This presentation examines policies and practices which help serve and support immigrant students in Japan and Spain. Also examined are similarities and differences in the interpretation of what it means to serve and support.
28. Service learning
Paper session – Chairman’s Court

Critical service learning across the disciplines: Assessing the development of an emerging critical consciousness
Keali’i Troy Kukahiko, University of California, Los Angeles
Douglas Barrera, University of California, Los Angeles
Ilana Lopez, University of San Diego
A discussion of critical service learning programs tasked to prepare students for the extremely diverse society where they will live, work and govern together.

Service-learning promotes leadership development of pre-service teachers
Tosha Arriola, Queens University of Charlotte
Five different service-learning projects will be presented in the students’ own words. Data from our survey will show how this service learning opportunity affected growth in three different areas.

Sixth Concurrent Session
4:15 – 5:15

29. Fostering racial equity in education
Paper session – Grant B

A Re-envisioned interest convergence: Toward a new racial equity framework
Liliana M. Garces, Pennsylvania State University
Cynthia Gordon da Cruz, Saint Mary’s College
Drawing from Bell’s (1980) theory of “interest converge,” this paper outlines a set of principles that exemplify a “re-envisioned interest convergence” for theorizing, legislating, and fostering racial equity in education.

“It’s our community responsibility”: Non-dominant parent leaders re-envisioning educational equity
Ann M. Ishimaru, University of Washington
Sola Takahashi, Carnegie Foundation for the Advancement of Teaching
Drawing from a design-based research project, this paper examines the promise and complexities of efforts to engage non-dominant parents around shared interests to transform educational systems towards greater equity.

30. Teacher education: Using modern technologies
Paper session – Grant C

Preparing new teachers: Social media experiences as pedagogy
Kenneth Carano, Western Oregon University
A cross-cultural Skype activity between U.S. university students and Gaza strip residents provides pedagogy students the tools to teach K—12 students skills outlined by the Partnership for 21st Century Living.

A mixed-reality approach to preparing effective teachers
Jerry Whitworth, Texas Woman’s University
This presentation describes how a mixed reality experience, integrating both real and digital participants, can be used to support preservice teachers in developing classroom management and instructional skills.
31. International focus: Music and aesthetics  
(Greece and Germany)  
Paper session – Grant D

It’s all Greek to me: Two countries’ cultural identity and the music classroom  
Andrew H. Homburg, Missouri State University  
The United States and Greece approach music education in different ways, and this presentation reviews the different approaches. Connections are made between the music classroom and cultural identity. Recommendations for U.S. music education are suggested.

Aesthetic experience through the lens of flow state theory:  
A cross cultural examination of aesthetic literature in Germany and the United States  
Derrick Alan Crow, Hagerman Municipal Schools (Director of Bands)  
Csikszentmihalyi’s theory of “flow” helps us understand aesthetic experiences. This study provides a rich description of aesthetic experience, including how that experience is understood and experienced cross culturally.

32. African American teachers and lawyers:  
Hiring and enrollment practices  
Paper session – Horton Room

Shades of Black: Examining law school enrollment among Immigrant-origin and Native Black law students  
Daryl McAdoo, University of California, Los Angeles  
Jalil Bishop, University of California, Los Angeles  
Chantal Jones, University of California, Los Angeles  
Mistakenly seen as a monolithic category, our research seeks to disaggregate the black law student population to examine enrollment stratification by subgroup and explore how admissions practices undercut affirmative action goals.

Endangered species  
Earl R. Levingston, Jr., University of North Texas
What is being done at national, state, and district levels to recruit, protect and regenerate African American male teachers? This presentation provides ideas about recruiting and retaining African American male teachers.

33. Special education  
Paper session – Chairman’s Court

Resegregation since Brown v. Board in special education settings  
Denise P. Reid, Biola University  
By examining disproportionate representation in special education, this presentation shows how civil rights educational legislation in the United States has failed our most vulnerable students.

Instructional methods for promoting reading comprehension in non-verbal students with autism spectrum disorders  
Mel Spence, California Lutheran University  
This presentation discusses reading comprehension strategies for non-verbal students with ASD, including supports and challenges. Changes in teacher preparation programs, district support, and AAC are also discussed.
Featured Presentation:

The Public Square

An open, frank discussion about civil rights, vulnerable students, and international comparisons

5:30 — 6:45

Celestial Ballroom

Gary Orfield, UCLA
Francisco Ramirez, Stanford University
Liliana Garces, Penn State University
Ann Ishimaru, University of Washington

Followed by open discussion

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

Informal gathering

Hotel Bar

8:30
Tuesday, February 17th

Conference Registration
Light breakfast buffet
8:00—10:00

Seventh Concurrent Session
8:25 – 9:40

34. Education reform gone wrong
   Paper session – Grant B

High-stakes tests and the education underworld: The new normal of scandal, dehumanization, and unwanted English learners
   Reynaldo Reyes, University of Texas at El Paso
   Emiliano Villarreal, University of Texas at El Paso
The El Paso School District teaching scandal is indicative of how our high-stakes system has led us to a tipping point in which dehumanizing policies drive schools to blatantly disregard the rights of marginalized students. This is the new normal.

Failure after failure: The renegade engine of educational reform
   Smith Grinell, San Jose State University
   Colette Rabin, San Jose State University
Presenters will elucidate a mechanism that leads to the adoption of policies roundly criticized for failing vulnerable students and suggest a path to counter such policies.

Misinformation and mislabeling: A look at one state’s efforts to implement a new “growth model” for calculating and reporting students’ progress on state assessments
   Peter M. Vigil, Metropolitan State University of Denver
   Lisa Altemueller, Metropolitan State University of Denver
Data from a new state system for calculating and reporting standardized test scores will be examined from a critical perspective of specific subgroups of students.

35. The Bilingual Education Act and English Language Learners
   Paper session – Grant C

A critical analysis of the Bilingual Education Act of 1968 in the context of the current status of the learning and academic achievement of the ELLs in the U.S.
   Margaret Solomon, La Sierra University
This presentation will highlight the failure of the federal bilingual policy of 1968 in providing an equitable education with equal access and opportunities for the English Language Learners.

The Bilingual Education Act: A promise of equality left to interpretation
   Beth Garcia, West Texas A&M University
The Bilingual Education Act (1968) was intended to support culturally and linguistically diverse students; however, before it became law during the civil rights era, it was weakened by a bi-partisan rewording.
Dual language programs as a response to the failure of legislation and policy for our English language learners

Nicholas Block, Biola University

Although 1970’s legislation required curriculum access for English learners, political obstacles necessitated the transformation of the effort to use students’ home language into a viable option: two-way dual language programs.

36. Adding comparative education classes in teacher education and educational leadership programs

Paper session – Grant D

Scaffolding international comparative Ed.D education: Graduating educational leaders with a worldwide perspective

Therese S. Eyermann, California Lutheran University
Michael Owens, California Lutheran University

This presentation makes the case for including a strong international comparative component into Educational Leadership Ed.D programs, describing ways to intentionally infuse and scaffold comparative education throughout the curriculum.

U.S. education in global context: A new teacher specialization

Peter Serdyukov, National University
Robyn Hill, National University
Margot Kinberg, National University
Cynthia Schubert-Irastorza, National University

National University developed a new specialization for the Master of Arts in Teaching Program, “U.S. Education in Global Context.” Study of advanced international educational ideas and practices helps educators generate innovative ideas and effective solutions for their schools.

Bridging the gap: A role for comparative education in teacher education in the United States

Talia Stol, University of California, Los Angeles

This presentation argues for the great potential of a renewed role for comparative education in teacher education programs, creating enriching opportunities for both teacher practice and education scholarship.

37. Weaknesses of teacher education candidates: Cultural knowledge and lesson planning

Paper session – Horton Room

Cultural diversity topics in teacher education programs: Navigating pitfalls, deepening benefits

Prem Dean, National University
Stacia Levy, National University

Teacher education programs incorporating training for teaching a student population often face future teachers who resent this education, seeing it as irrelevant. This paper explores methods of addressing this attitude.

A lack of cultural and ethnic knowledge: The “Achilles Heel” of teacher education

Cassandra Singh, San Diego State University/Claremont Graduate University

Use of the well-known tale of Achilles and his fatal weakness as a metaphor to examine a common deficiency of teacher preparation and offer a diagnosis, prognosis and recommended treatments.
Using activity theory to examine the effectiveness of lesson planning, instruction, and reflection  
Estella Williams Chizhik, San Diego State University  
Alexander Williams Chizhik, San Diego State University  
Using CHAT, we examine how preservice teachers’ lesson planning and analyses of assessments affect their consideration of students’ specific needs for subsequent instruction. Findings argue for improvements in lesson planning.

38. Helping Latino/a students  
Paper session – Chairman’s Court

The voices of six third generation Mexican American teachers and their experiences teaching Mexican American students in the south Texas borderland region  
Maria de Lourdes Viloria, Texas A&M International University  
This study documents the voices and narratives of six third generation Mexican American teachers working with first, second, and third generation Mexican American students. Strategies are offered to educators working with Mexican American students.

Are at-risk students being served online?: Ethnic differences in degree of self-disclosure in online classes  
Janet E. Roehl, Eastern New Mexico University  
Trish Maguire, Eastern New Mexico University  
The purpose of this study is to investigate whether there are differences between ethnic groups in terms of number of messages they post, degree of self-disclosure, and nature of that disclosure. It will focus on Hispanic learners.

Featured Presentation:  
School and education policies in the United States and around the world  
9:50 — 11:10  
Celestial Ballroom  
An Academy Talk by  
Francisco Ramirez  
Stanford University
Eighth Concurrent Session
11:20 – 12:35

39. International focus: Guatemala and Mexico
Paper session – Grant A

The educational system of Mexico: Policies, practices, and implications
Marcela de Souza, San Jose State University
This presentation reports findings of a qualitative study on teaching and institutional practices in elementary, junior high, and senior high schools in Guadalajara, Mexico in 2009—2011.

The reality of schools as complex organisms: Lessons learned from a rural NGO-run school in Guatemala
Kelly Dalton, George Mason University
Sarah Hinshaw, George Mason University
John Knipe, George Mason University
This research represents three perspectives of education in rural Guatemala: teachers’ perceptions of how participation influences professional development, ideologies of linguistic purism in language revitalization efforts, and relationship-building in post-conflict schools.

40. Nurturing and encouraging students from underrepresented groups
Paper session – Grant B

For the first time EVER I feel like an “A” student
Kristi Mae Soriano-Nocedo, University of Washington, Bothell
Karen M. Gourd, University of Washington, Bothell
This paper challenges the value of correlational data that is interpreted and used in education in ways that conflict with the needs of many students of color.

Testimonios: Challenging deficit notions of student success
Maria Oropeza Fujimoto, California State University, Fullerton
Eugene Fujimoto, California State University, Fullerton
Leobardo Barrera, University of La Verne
Deborah Lopez, Rio Hondo College
Rikka Venturanza, California State University, Sacramento
Often student success efforts focus on students’ deficits, which has not resulted in equitable outcomes. An asset-based approach and testimonies re-conceptualize academic success of students from underrepresented groups.

41. Integrating the arts into general education
Panel discussion – Grant C

Using the arts in real student centered teaching: Reawakening a mytho-poetic consciousness in students lost in scientific literalism
Dorothea Kahena Viale, Cal Poly Pomona
Peg Lamphier, Cal Poly Pomona
Andrew Davis, Cal Poly Pomona
Rosanne Welch, Cal Poly Pomona
Using student centered learning strategies to integrate the arts into general education promotes creativity, critical thinking, historical and multicultural consciousness and articulation of values. Join us for practical “how-to” demonstrations.
University community outreach: An idea worth keeping
Jeanne Qvarnstrom, Sul Ross State University
One mission of the university is to serve as a resource for citizens in its area. This paper describes several outreach programs at Sul Ross State University in 2014.

Healing the soul of higher education, one cadre at a time
Jeremiah C. Sataraka, Washington State University
Act Six and Posse are two powerful examples of what happens when the community and the academy forge trusting partnerships to address convoluted problems deeply embedded in both worlds.

Higher education: Delayed entry into the workforce with a poor return?
Dora D. Clarke-Pine, La Sierra University
Lolita Davidson Campbell, La Sierra University
Whether intentional or not, higher education not only delays entry into the workforce, but it also fails to provide a number of college graduates the jobs that they want. What can we do?

43. International focus: China and Taiwan
Paper session – Horton Room

Classical education in contemporary China: A case study
Liang Zhao, Saint Xavier University
This ethnographic study examines how classical education is implemented in a rural public elementary school in northwestern China: what is taught, how it is taught, and why it is important.

What we can learn from the policies, purposes, and practices of the education system in Taiwan
Ching-Wen Chang, Missouri State University
This paper outlines the Taiwanese education system from K—12 through higher education, emphasizing the significant stress associated with getting accepted into the “good” schools. The system is highly structured and scaffolds young students into various career paths.

Intersection of education and diaspora: Chinese immigrant parents’ aspirations and desires in their 1.5-generation children’s education in the United States
Xiangyan Liu, University of California, Santa Cruz
This paper argues formation of Chinese transmigrant family as an educational strategy for their 1.5-generation children by presenting vignettes of three immigrant households in the Chinese diaspora to the United States.

44. Reflecting on our teaching
Paper session – Chairman’s Court

A case study of Obuchenie: Teacher learning in the moment
Baxter Williams, Western Carolina University
Dyson (2003) discussed the importance of teachers learning from students to create space for students’ home literacies. This case study explores one teacher’s experience of learning while teaching (Obuchenie).

Self-study: Melding research and practice in teacher education
Kathryn Prater, Southwestern University
This paper chronicles my attempts to align my actions with my beliefs as a teacher educator through self-study methods.
Ninth Concurrent Session
12:45 – 1:45

45. Motivating minority students
Paper session – Grant A

Meeting the academic needs of minority students through nontraditional approaches
Nichelle C. Robinson, The University of Mississippi
Thea Williams-Black, Jackson State University
Karen D. Smith, The University of Mississippi
This presentation will share a variety of nontraditional approaches used to motivate minority students. A boys’ mentoring group, 4th grade class, and the Boys and Girls Club were participants.

“I just what to change my stereotype so bad”: How an academic club in an urban school empowered black male youth to succeed
Sean Drake, University of California, Irvine
Gilberto Conchas, University of California, Irvine
For Black male youth in urban high schools, an academic structure of peer and adult support can boost GPA numbers and strengthen college aspirations and expectations.

46. English language learners
Paper session – Grant B

Indigenous English learners: Triqui-speaking students on the central California coast
Carolina Serna, California State University, Monterey Bay
The presentation will discuss preliminary findings of a study examining the schooling experiences of Triqui-speaking elementary students. Recommendations to support indigenous speaking students in their literacy development will be discussed.

Why Carmen can’t read or write: Writing workshop as an intervention for English language learners
Jayne A. Sherman, George Mason University
Angela Naggles, Christa McAulliffe Elementary School (Woodbridge, VA)
This paper reviews the literature on writing workshop as an effective pedagogical practice for increasing literacy gains among ELLs. Since NCLB in 2001, there still exist issues of inequity and inequality in education for ELLs.

47. Science standards, science teachers
Paper session – Grant C

A critique of the next generation science standards: Where is the pedal on the speeding bandwagon?
Alberto J. Rodriguez, Purdue University
I offer an in-depth critique of the new National Science Education Standards and urge us to reflect on the implications of jumping on another shortsighted education reform, fast moving train.

Differentiation: The keys to change
Sharonda R. Eggleton, North Carolina State University
Bernard Mack, University of North Carolina, Greensboro
With a student body representing 80% low-socioeconomic status, this paper explores the practices of two high school science teachers as they address the academic and social needs of their students.
48. International focus: Saudi Arabia
Paper session – Grant D

Educational similarities and differences between the United States and Saudi Arabia
Nada Alsanea, Missouri State University
Majed Alsam, Missouri State University
Our educational experiences suggest ways to compare and contrast education in the KSA and USA. We will explore the similarities and differences in the systems and policies of education, academic subjects, educational style, and gender issues.

49. International focus: Finland
Paper session – Horton Room

Five months in Finland: Lessons learned in secondary education and teacher preparation
Erin Mikulec, Illinois State University
This presentation will discuss the key elements of education that have led to the success of Finland as well as challenges faced by educational practitioners. Implications for the U.S. will also be discussed.

Modes of being: Contrasting American and Finnish educational practices
Randall Dana Ulveland, Western Oregon University
I examine how “modes of being that nurture” contrast with “ordering and challenging forth.” These distinctions are then used to better understand the differences between Finnish and American educational practices.

50. Educating young adolescents and other reticent students
Paper session – Chairman’s Court

How can we educate 10—14 year olds?
M. Lee Manning, Old Dominion University
Educators have sought to educate 10—14 year olds, those learners between elementary and secondary schools. Although various school organizations have been tried, educators continue to question how they can best educate young adolescents.

Let the sunshine enter reticent students’ world
Gloria Zhang, University of Southern California
This presentation focuses on strategies for working with reticent high school students. I adopt Krashen’s Affective Filter Theory (2005) to summarize effective strategies to motivate reticent students and reduce their hatred of school.
Tenth Concurrent Session
1:55 – 3:10

51. The need for educational aims and ideals
Paper session – Grant A

“Ready, shoot, aim”: American reforms in a global context
Lawrence Baines, University of Oklahoma
An examination of the international research base supporting recent American initiatives in 1) extending time spent at school, 2) assigning homework, 3) increasing spending on technology, and 4) expanding testing.

A star to guide them: Other nations and educational ideals
Steve Broidy, Wittenberg University
One key difference between American schooling and that of other nations is a level of awareness of and consensus over ideal aims. Is this difference linked to different levels of educational “success?”

52. Civil rights and grassroots education reform
Panel discussion – Grant B

Lessons learned from Learning Rights Law Center’s TIGER program (Training Individuals for Grassroots Education Reform)
Janeen Steel, Learning Rights Law Center (Los Angeles)
Rodolfo Estrada, Learning Rights Law Center
Attendees will explore the Learning Rights Law Center’s TIGER Program which teaches parents of special needs children self-advocacy and how to leverage advocacy into reform.

53. Leadership and educational change
Paper session – Grant C

Leadership that fosters student learning in a case study of one middle school in a low socio-economic neighborhood in southern California
Margaret Grogan, Claremont Graduate University
Laura Quintana, Claremont Graduate University
This paper reports the first phase of a case study looking at leadership to foster student learning in a middle school in a low socio-economic neighborhood. It is part of an international study of leadership of similar schools in seven different countries.

Moving from programs to principles: Explaining why most external school reform efforts driven by current legislation and policy have limited effect in transforming schools
Albert Jones, California State University, Los Angeles
John Shindler, California State University, Los Angeles
This paper outlines the non-linear pathway for school transformation based on the strong correlation between school climate as measured by the ASSC School Climate Assessment Instrument (SCAI) and student achievement.

Instructional leadership skills for cross-culturally competent teacher leaders and administrators: Addressing the instructional needs of our most vulnerable students
Christie M. Petersen, Corban University
Can teacher leaders/administrators use comprehensive achievement indicators in an effort to develop innovative approaches to cultural engagement to change their systems leading to high student achievement for the vulnerable?
54. Supporting the college aspirations of underrepresented students
Paper session – Grant D

Why is the push for more rigorous courses for underrepresented students not working? A critical examination of “belonging” for students of color in predominantly white, upper-level high school classrooms
Shameem Rakha, Washington State University, Vancouver
There is a movement to increase access to highly rigorous curricula to increase college access for students of color. In this paper, I discuss why this policy is insufficient.

Developing a critical third space: The role of schools
Shena Sanchez, University of California, Los Angeles
Jonathan Davis, University of California, Los Angeles
This paper provides an empirical foundation and a conceptual framework for urban educators striving to create a school culture that empowers, supports, and guides their students’ college-going aspirations.

55. International focus: Bilingual education across the world
Paper session – Horton Room

Languages in early childhood: Policy, people, and processes
Marine Jago, Pepperdine University
This paper explores the professional values which underpin choices made on behalf of young children for learning a foreign language in preschools and elementary schools in the UK.

Bilingual education in Canada and Haiti
Sandra C. Colantonio, Chapman University
This presentation investigates bilingual education in Haiti and Canada. These are two important nations in the Francophone world that implement bilingual education in very different ways.

56. The legacy of discrimination
Paper session – Chairman’s Court

The enduring legacy: Structured inequality in America’s schools
Mark Ryan, National University
This paper aligns present practice—specifically, perceived ability grouping and tracking—with the historical realities of political decisions that affected educational policies since the beginning of the republic.

Quality versus quantity: How to properly educate instead of unconsciously discriminate
Patricia Walker-Swinton, Philander Smith College
The presentation will examine why civil rights era legislation has failed our most vulnerable students; it will also focus on how to address the needs of these students in and out of the classroom at both the K—12 and collegiate levels.

Understanding at-risk students in the era of civil rights legislation:
Teacher leadership dynamics for academic success in K—12 education
Erasmus Chirume, Central State University
Civil rights legislation improved access to educational opportunity for American minorities, but a good number of such students in urban schools scorched and blighted by poverty remain underserved and ill-prepared.
Eleventh Concurrent Session
3:20 – 4:20

57. Latino student and parent advocacy for academic achievement
Paper session – Grant A

*Mendez v. Westminster*: Parent advocacy in Latino communities and the continuous struggle for educational equity

Jennifer McCormick, California State University, Los Angeles
Ben De Leon, Felicitas and Gonzalo Mendez High School for College and Career Preparation

This study entails an analysis of *Mendez v. Westminster* and a discussion of a collaborative effort between university professors, a high school teacher, and CBO staff that culminated when high school students conducted research on Mendez.

**Holding on by a thread: High achieving Latinas in an urban school district**

Corinne Martinez, California State University, Long Beach
Monica G. Garcia, California State University, Northridge

This paper addresses a significant gap in the research regarding factors influencing successful high school Latinas and provides policy recommendations for wider effectiveness with this student population.

58. Why so many students struggle to be independent learners
Paper session – Grant B

**The questions of efficacy regarding today’s schooling and the preparation of students for independent, self-directed living**

Neill F. Armstrong, Stephen F. Austin State University
Kenneth R. Austin, Stephen F. Austin State University

Increasingly, public school graduates are sorely lacking in the skills and dispositions necessary for effective and self-directed living. This presentation seeks to explore the constructs of self-directed living and truth seeking in the light of career readiness and workforce entry.

**Fostering dependency: How science education stifles curiosity and creates student reliance and dependency on teacher/curriculum-derived questions**

Brian Stone, Northern Arizona University
Sandra J. Stone, Northern Arizona University

Inquiry is typically used as a curriculum-centered strategy for teaching science content. Over time, students become reliant/dependent upon their teachers and are less likely to be innovative, creative, or curious.

59. International focus: Middle East, Africa, Caribbean and elsewhere
Paper session – Grant C

**Educational policies and practices in Albania, Ethiopia, Great Britain and Turkey**

Cynthia Lindquist, Metropolitan State University, Denver
Peg Fraser, Metropolitan State University, Denver

The educational policies of Albania, Ethiopia, Great Britain and Turkey are examined. The findings compare both positive and negative practices and potential benefits to the United States education system.
Exploring school practices in Lithuania, Bangladesh, Mauritius, Sierra Leone & Belize: Lessons learned
William Edwards, Missouri Southern State University
Jeanie Cozens, Missouri Southern State University
An overview of daily school practices in Lithuania, Bangladesh, Mauritius, Sierra Leone, and Belize. Educational comparisons are recent and derived from the professional experiences of the presenters in these countries.

60. Developing teacher leaders
Paper session – Grant D

Outcomes of ethics education and educational leadership
Daniel J. Mahoney, Gonzaga University
This session reports the effects a course on practical and professional ethics and leadership has had on the professional practice of K-12 teachers and administrators.

Developing teacher leaders
Amy W. Thornburg, Queens University of Charlotte
Experiences that provide opportunities for teacher leadership development will be shared along with pre-service teachers’ voices explaining how these experiences have been beneficial to their success in developing leadership skills.

61. Strategies to get graduate and undergraduate students to read carefully
Paper session – Horton Room

Using O.R.I.D. to stimulate discussion
James Hawkins, Cameron University
This presentation discusses using O.R.I.D. to stimulate discussions in graduate level administration classes. O.R.I.D. is a process to get students to realize the Objective, Reflect on it, Interpret it, and make Decisions about it.

Why teacher education students don’t read carefully and what we can do about it
Steven P. Jones, Missouri State University
Too many teacher education students think reading something for class means grazing their eyes over the page. Some strategies for standing up to this are discussed.

62. International focus: Vocational education and sign language educators
Paper session – Chairman’s Court

A tale of three cities: Amsterdam, Paris, and Odisha—Successful models of vocational education
Jyothi Bathina, California State University, Fresno
This study examines the Netherlands, France, and India—specifically the successful approaches they take in schools to vocational education for students at risk for failure. Differences and similarities are discussed.

High demands, limited resources—and high stakes
Stacy Webb, Heriot-Watt University (Edinburgh, Scotland)
A multi-national study investigating experiences and perceptions of interpreter educators’ job demands and resources and how these affect individual job and overall program performance, in relation to student learning outcomes—specifically the readiness-to-work gap.
Twelfth Concurrent Session
4:30 – 5:45

63. Segregated schooling and mathematics education
Symposium/Panel – Grant A

The perpetuation of master narratives: Examining equity, race, and mathematics education from a historical perspective
Nicole M. Joseph, University of Denver
Erika Bullock, University of Memphis
Toya Jones Frank, George Mason University
This interactive symposium locates the conference critical question within a historical context that explores counter-narrative of segregated schooling and mathematics education.

64. Early childhood and elementary education
Paper session – Grant C

Implementations of Italy’s Reggio Emilia early childhood philosophy in two early childhood programs in southern California: Insights from the field
Jyotsna Pattnaik, California State University, Long Beach
Daniella Arbizzi, California State University, Long Beach
Anita de la Puente, Growing Place
Evelyn Godinez, Growing Place
The presentation will share implementation of Reggio Emilia early childhood philosophy in two early childhood programs in southern California.

Gender equity, identity and conformity in picture books: Teacher selection and use in the early childhood classroom
Thomas J. Doyle, National University
Suzanne Evans, National University
Susan Gilbert, National University
Are ECE teachers adequately trained to consciously select picture books that both challenge traditional stereotypes and demonstrate gender non-conformity? Study data, book selections and section criteria will be shared.

Discovering the perceptions of pre-service/novice elementary educators toward health education and health instruction in the elementary classroom
Beverly A. Michael, Fairmont State University
An investigation designed to discover perceived influence of pre-service training experience on health instruction delivery by novice elementary educators by clarifying impact on attitudes and behavioral intent to teach health.
65. International focus: China
Paper session – Grant D

Examining differences between Chinese primary schools and American primary schools in school day scheduling: What can we learn?
Tingting Xu, Stephen F. Austin State University
Jannah Nerren, Stephen F. Austin State University
This paper examines the differences between American and Chinese primary classroom scheduling for intermittent breaks throughout the school day, and the effect on classroom learning.

Standardized tests: Is it a global discourse?
Lihua Zhang, New Mexico State University
Both China and the United States are full of test-oriented and grade-driven teaching practices and standardized tests. This paper probes the underlying ideologies for educational practice both in China and the United States.

66. Developing a college-going culture for Latino students
Symposium/Panel – Horton Room

The role of a university-community partnership in developing a college-going culture
Eugene Fujimoto, California State University, Fullerton
Jahvry Bailous, California State University, Fullerton
Vanessa Chavez, California State University, Fullerton
Henry Flores, California State University, Fullerton
Raul Mendoza, California State University, Fullerton
This session describes a University-Community partnership aimed at co-development of a college-going culture in a largely Latino community in south Los Angeles. Graduate students will present their learning and findings.

67. International focus: The administrator in high need schools
Paper session – Chairman’s Court

Beliefs and actions in overcoming challenges in a high need school in Nepal and the U.S.: A cross-case comparison of head teacher and principal leadership
Betty J. Alford, California Polytechnic University, Pomona
Chetanath Gautam, Stephen F. Austin State University
This presentation will share information from a qualitative cross-case comparative study of a successful head teacher in Nepal and a successful principal in the U.S. who serve in high need schools.

Inclusion in international schools: Theoretical principles, ethical practices, and consequentialist theories
Julie M. Lane, Fresno Pacific University
David R. Jones, Fresno Pacific University
This study sought to determine what, if any, relationship exists among International School Administrators’ Self-report on Values of Connectedness, the Council for Exceptional Children Code of Ethics, and consequentialist theory.
Wednesday, February 18th

Coffee
8:00—10:00

Thirteenth Concurrent Session
8:25 – 9:40

68. Improving instruction, especially in mathematics
Paper session – Grant A

Closing the opportunity gap: A macro and a micro solution
Karin Wiburg, New Mexico State University
This paper suggests why policies fail and/or succeed, and argues for a two-pronged approach for student success—working at the macro systems level and the micro level with culturally-responsive learning.

How should we prepare new teachers?
Taik Kim, New Mexico Highlands University
The purpose of this study was to find out how teachers put NCTM Standards and recommendations to use in the classroom, and thereby to determine the quality of classroom instruction.

69. Integrating social justice into teacher preparation
Panel discussion – Grant B

Re-thinking teacher preparation: Social justice and equity addressing minority students
Ronald S. Beebe, University of Houston, Downtown
Diane G. Corrigan, Cleveland State University
Kristien Zenkov, George Mason University
This session will suggest new directions for teacher preparation based on a framework of social justice and equity that empowers underserved student populations and enhances teacher quality and effectiveness.

70. International focus: Multicultural education around the world
Panel discussion – Grant C

Multicultural education around the world
Carolina Silva, Washington State University
Paulina Abustan, Washington State University
Jeremiah Sataraka, Washington State University
Nancy Carvajal, Washington State University
Courtney Benjamin, Washington State University
Roxanne Moore, Washington State University
Paula Groves Price, Washington State University (Chair and discussant)
This session discusses multicultural education in Cuba, Colombia, New Zealand, Peru, the Philippines, and Uruguay and policies and practices that may be useful for the U.S. to consider.
71. English language learners
Paper session – Grant D

The relationship between cultural acquisition and language acquisition and its role in public education
Rosie Ojeda, University of San Francisco
A sociolinguistic analysis of an interview with an EL student. The relationship between acculturation, homogenous classes, and their relationship to language acquisition is also analyzed.

Long term English learners
Maria L. Velasquez, California State University, San Marcos
This case study investigates why Long Term English Learners (LTEL) students who have been enrolled in U.S. schools for more than six years remain LTEls throughout their educational experience.

Fourteenth Concurrent Session
9:50 – 10:50

72. Bringing human rights and humane values to the classroom
Paper session – Grant A

Bringing human rights and humane values to the classroom
Sadia Warsi, National-Louis University
Islam and Muslims continue to be presented as exotic and disenfranchised beings in children’s literature. I will analyze a select group of books from a critical literacy perspective.

An examination of the growing trend towards re-segregation of public schools
Griselda Palma, San Diego State University/Claremont Graduate University
An examination of review articles that address social issues related to the re-segregation of majority-minority schools in recent times.

73. Strategies for working with ESL students
Paper session – Grant B

Norms versus possibilities in high school English
Briana Hinga, University of California, Irvine
This study compares student development when relatively typical, standardized instruction is used versus development within a Social Design Experiment where learning is “organized around expansive notions of learning and mediated praxis.”

The effectiveness of videoconferencing for teaching life science online to Chinese elementary school students
Jon M. Levin, Chapman University
Yingying Yang, Chapman University
This study examines the overall effectiveness of videoconferencing, compared to audioconferencing, with 54 Chinese elementary ESL school students studying Life Science.
74. Inviting and keeping minority populations in STEM professions
   Paper session – Grant C

It’s not my party
   David C. Martin, San Diego State University/Claremont Graduate University
Limited participation of marginalized people in post-secondary science, technology, engineering, and mathematics (STEM) programs persists. Why aren’t marginalized persons accepting the invitation, and what might be done?

Why certain students hate math
   James Martinez, California Lutheran University
This presentation provides engaging details related to a 12-year, longitudinal study of the relationship between developing psychosocial learning attitudes to academic achievement in mathematics for high school students.

75. International focus: Higher education (South Africa, China, and Finland)
   Paper session – Grant D

Higher education reform: China and Finland. A comparative education analysis
   Eman Almutairi, Chapman University
This paper analyzes how some national higher education legislation is reformed in both China and Finland.

South African higher education: Policies, purposes, and practices twenty years after apartheid
   Janelle Rahyns, University of California, Los Angeles
Post-apartheid South Africa is experiencing an increase in black (Indian and colored) Africans enrolling in higher education institutions. Are these higher education institutions prepared to support these students?

A Seat at the Table
   11:00 — 1:00 (approximately)
   Grant A & B

Those conference participants who want to talk together and explore the two theme topics this year—both the international theme and the civil rights / vulnerable students theme—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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For more information about the Academy for Educational Studies and the Critical Questions in Education peer-reviewed journal:

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Baltimore, November 2—4, 2015, Hyatt Regency Hotel
New Orleans, February 2—4, 2016, Hyatt Regency Hotel (tentative)
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