



Critical Questions in Education Symposium

Presented by the

Academy for Educational Studies

2017 Symposium Question:

What vision of public education—and of the young people who will graduate from our high schools and colleges—should animate the work of teachers, school administrators, teacher educators, and their students?

Hotel Monaco

Pittsburgh, PA

October 30—31, 2017

The Academy for Educational Studies is an independent, non-profit corporation registered in the state of Missouri. Please see our website for more information about the Academy:
<https://academyforeducationalstudies.org/>

Co-chairs of the Symposium:

Christopher Clark, Michigan State University

Steven P. Jones, Missouri State University

Cover design:

Carsen Miller, MAT student, Missouri State University

Critical Questions in Education Symposium

Monday, October 30th

Conference Registration

Light breakfast buffet

Sofia Ballroom

7:45—9:30

Opening Session

8:20— 9:15

Sofia Ballroom

1. Greetings and questions

Steven P. Jones

Executive Director, Academy for Educational Studies

2. Orienting ourselves: Why talk about “ideals” or “visions” for students?

Christopher Clark

Michigan State University

Symposium Session One

9:30 – 10:45

1. Aims of the public schools

Clemente Meeting Room

Building a shared understanding and language around the moral aspects and the public purposes of education

Gary Seastrand, Brigham Young University

Mary Anne Prater, Brigham Young University

Lynnette Erickson, Brigham Young University

Barry Graff, Brigham Young University

Paul Wangemann, Brigham Young University

A university-public school partnership capitalizes on a program to build understanding and a shared language around moral aspects of public education. Two decades of practice and success will be shared.

The democratic public purpose of public schools in the United States of America

William Guedes Cortezia, Fitchburgh State University

Each new generation must understand the principles and institutions that support a democratic society. Public schools carry the obligation to serve this public mission of democratic citizenship.

2. Looking carefully at what we do

Salk Meeting Room

Teacher education: Towards a clinical approach including school partnerships and cohort relationships

Mary F. Handley, Cleveland State University

The demand to prepare 21st century teachers adequately requires universities to review current teacher education practices. The Clinical Model emphasizing cohort relationships marks first steps toward such reform.

Teaching content area literacy

Tiffany Karalis, Purdue University

A discussion of preservice content-area teachers' preparation experiences with the purpose of informing practitioners within teacher education about how critical literacy theories can be practically applied in the classroom.

3. What shapes and structures schools, teachers, and classroom atmosphere

Carson Meeting Room

Routinized intersections of practices: The center of organizational structure in school

Chandrasena L. Cabraal, Chicago State University

The true structure of school organization is produced and reproduced by the constant interaction systems and the practical consciousness of all members participating in the educational process in school. "Routinized intersections of practices" is discussed in this session.

Examining classroom atmosphere disparities through the lens of self-determination theory

Angel Ford, George Washington University

Classroom atmospheres vary drastically. Evidence shows that atmospheres affect student motivation and achievement. Therefore, equalized atmospheres could help to close the opportunity gap and thus decrease the gap in achievement.

Using a three level hierarchical linear model to examine the impact of political culture on teacher autonomy

Da Li, Ohio State University

Using a 3-level HLM, this study examines how political culture impacts teacher autonomy (TA), what type of political culture best supports TA, and how the relationship is moderated by teacher and school level factors. The research provides a new perspective on studying political and educational factors shaping TA.

4. Four critical questions educators must answer

Sophia Ballroom

Multiple perspectives of educational practitioners and researchers on four critical questions for cost-effective, evidence-based free and appropriate public education (FAPE) for all

Virginia Wise Berninger, University of Washington

Monica McHale-Small, Saucon Valley (PA) Public Schools

Nickola W. Nelson, Western Michigan University

Practitioners/researchers present their perspectives and provide resources for translating research into practice, best professional practices in schools, educating diverse students, and reinventing teacher education for cost-effective, evidence-based education for all.

Symposium Session Two

10:55 – 11:55

5. The root of the problem: Examining Marx and money

Sophia Ballroom

Marx theoretical concepts: Tools for understanding neoliberalism and creating a vision for resistance

Jean Ann Foley, Northern Arizona University

This presentation uses theoretical concepts from Karl Marx to analyze neoliberal strategies that threaten to dismantle public education. These concepts are also used to create a vision for resistance.

EcoJustice education and the elephant we are in: A monetary reformer's response to the second edition of Martusewica, Edmundson, and Lupinacci's superb *EcoJustice education*

Lucille L. T. Eckrich, Illinois State University

This paper argues ecojustice—meaning ecological *and economic* justice and the systems thinking and transformational action to achieve them—is the vision that should animate public school teachers and students.

6. Structures and human flourishing

Clemente Meeting Room

Establishments clauses: Structure and human flourishing

Mark D. Beatham, SUNY Plattsburgh

All living beings use structures to survive in nature's extremes. Human structures such as families and schools are examined for their adequacy for human flourishing in an age of data-driven extremes.

Living a simple life: Reflections on the writings of Leo Tolstoy

Steven P. Jones, Missouri State University

Leo Tolstoy argues that we should turn away from the temptations of the world and learn to live decent, simple, and moral lives. We examine Tolstoy's understanding and how it might contribute to the vision we create for our students and ourselves.

7. Changing the school-to-prison pipeline

Fahlman Boardroom

Addressing the school-to-prison pipeline: Implementation of restorative justice discipline procedures in a high poverty middle school

Thomas J. Pharis, Murray State University

To maintain safe, high-quality schools and address consequences of punitive school discipline procedures on students, a middle school implemented Restorative Justice discipline procedures emphasizing “repairing the harm” caused by misbehavior.

8. Mentoring in the urban school setting

Salk Meeting Room

A causal comparative examination of the effects of utilizing community based “natural” mentors in an urban school mentoring program

Judy Jackson May, Bowling Green State University

Dawn Noftz Henry, Bowling Green State University

Jacquelyn E. May, Bowling Green State University

This correlational study examined the academic and social outcomes of 187 secondary school students in a four-year school-based mentoring program. The urban district utilized community based natural mentors in the intervention.

9. Helping autistic students

Carson Meeting Room

The necessity for comprehensive support of learners having Autism Spectrum Disorders: Evidence-based approaches and a case study exploration

Eric J. Bieniek, Slippery Rock University of Pa.

Lauren Thor, The Education Center at the Watson Institute

Natalie Rugg, La Roche College

ASD students require multiple supports, so the question is: How can interventions be delivered to meet individual needs? Evidence-based solutions and case study details will be presented to provide viable solutions for educators.

Lunch

11:55 – 1:05

(On your own)

Symposium Session Three

1:05 – 2:40

10. Examining our own attitudes and beliefs about schools, teaching and learning

Sophia Ballroom

Self-study as a lens for examining attitudes and beliefs about public education

Laurie A. Ramirez, Appalachian State University

Valerie A. Allison, Susquehanna University

Carla Meyer, Duquesne University

The authors interrogated their experiences with public education as students, teachers, and teacher educators to explore how their visions and experiences can foster agency, support, and action among their students.

Preparing student-centered teachers: Negotiating tensions between innovation and tradition in teacher education

Jay C. Percell, Illinois State University

Many secondary teacher candidates have academic histories dominated by traditional, teacher-centered instruction. This can prevent or discourage them from trying innovative, student-centered instructional strategies. Drawing from literature and experience, this presentation explores this tension.

Improving the landscape for educational quality and equity:

Learning to take a critical stance in teacher education and K-12 schooling

Jenice L. View, George Mason University

Elizabeth K. DeMulder, George Mason University

The purpose of this presentation is to raise critical questions about the goals of education and to consider how a critical stance and educator voice can improve educational quality and equity.

What school-related issues are important to millennial pre-service teachers?

Do they have opinions about the role of public schools in a democracy?

Jill (Alice) Black, Missouri State University

Fifty-seven elementary/middle-school pre-service teachers were surveyed about issues they think face public schools today. They were also asked their views concerning the importance of public schools in a democracy.

11. The plundering of the public schools— and how teachers need to respond

Clemente Meeting Room

Plunder, profiteering, and the public schools

Lawrence Baines, University of Oklahoma

Suddenly there are myriad ways to plunder public schools for profit in the United States. Among the many mechanisms for private profit are vouchers, educational savings accounts, and charter schools.

Abolishing the chains on U.S. public schools and universities:

Learning from and advancing Nancy MacLean's *Democracy in Chains*

Lucille L. T. Eckrich, Illinois State University

This session will mine MacLean's 2017 book *Democracy in Chains* to understand the intellectual and political-economic lineage of the privatization of K-12 schooling and the undermining of public higher education.

Activism in (teacher) training: Educator training programs need to do their part

Eden Haywood-Bird, Lyndon State College

Ai Kamei, Lyndon State College

This presentation will advocate for an approach to teacher training pedagogy which emphasizes the need for future teachers to act not only as experts in the classroom, but as activists for their profession.

Reclaiming public education: Preparing critically conscious teachers to resist corporate education reform

Denisha Jones, Trinity Washington University

How do I prepare teachers to resist corporate education reform and to develop the critical consciousness needed to be social justice advocates for students, their families, and the profession?

12. The importance of the arts

Salk Meeting Room

Csikszentmihalyi's concept of flow and the importance of the arts in an urban public high school

Jane A. Beese, Youngstown State University

Jennifer Martin, University of Mount Union

Through the concepts of flow and motivational theory, the researchers explore high school students' experiences when completing challenging learning activities within a fine arts education program.

It's contagious! Students get the poetry bug:

Stories from a 4th grade poetry project

Edward J. Caropreso, University of North Carolina, Wilmington

The classroom and guest teachers share teaching and learning experiences from a multi-year 4th grade poetry reading and writing project.

13. Helping diverse students

Carson Meeting Room

An initiative to move forward with first generation and/or diverse teacher candidates

Ronda J. Mitchell, University of Illinois, Springfield

Many have heard of incentives designed to increase the number of first generation and/or diverse teachers. Why does a careful screening process matter? What does the data set reveal about graduates/non-graduates?

Future thinking at its best: Preparing our students for jobs not yet created

Patrice Petroff, Queens University of Charlotte

This session will focus on steps to create classrooms of inquiry, cultural knowledge and community support that help us take our students from their worldview to the world's worldview.

Accepting racial, social, and economic diversities in K-12 education: Closing the achievement gap

Tiffany Karalis, Purdue University

The debate over equity and equality in multicultural education continues. Explored here are answers to the question: Why is there a need for domestic acceptance of multicultural education?

Symposium Session Four

2:50 – 4:05

14. Ethical issues to consider

Sophia Ballroom

Exploring ethics in teacher education

Maureen E. Squires, SUNY Plattsburgh

Ethics in teacher education: How it is defined, what is taught, how it is taught, and why it is taught.

Inspiring integrity: Educating business students for the public good in an era of "alternative facts"

Azalea M. Hulbert, Penn State University

This presentation examines the critical public function that business schools may fulfill through proactive education that addresses fraud and misconduct in an age where both corporate and political scandals abound.

15. Fixing higher education

Salk Meeting Room

The return of teaching: Recapturing the original mission of higher education

Vince Aleccia, Eastern Washington University

If traditional colleges and universities are to survive the array of online and proprietary institutions, they must return to their original mission of providing high-quality, in-person undergraduate instruction.

Public missions: The last sentinel guarding against class inequality

Laura M. Harrison, Ohio University

Monica Hatfield Price, Ohio University, Chillicothe

In this solution-focused presentation on public higher education's role in reducing inequality, we present highlights from our recent book, *Interrupting class inequality in higher education: Leadership for an equitable future*.

Higher education in the era of illusions: Neoliberal trickeries, capitalistic cruelties, and the need for critical unmasking

Ali H. Hachem, Stephen F. Austin State University

The language of neoliberalism in today's university is a camouflage for a neo-capitalistic project. Resistance to such a project should take seriously the microscopic subjective embodiment of neoliberalism in various higher education contexts.

16. Enhancing student thinking: Taking a careful look

Clemente Meeting Room

The problem with problem solving: Why liberal education, not Deweyian progressivism, may provide the better vision to guide public education

Christopher Beckham, Morehead State University

John Dewey argued that the skills of thinking and problem-solving were the skill-set students most needed, but he may have had the wrong kind of problems in view.

17. Reading and poetry in the classroom

Carson Meeting Room

Literacy as social justice: (Re)locating revolutionary reading within the realm of fantasy fiction for youth

Emily J. Summers, Texas State University

This qualitative critical discourse analysis of Steven Brust's fantasy text *Teckla*, (re)locates reading into the revolution of a classed-based fantasy society where literacy undergirds a core social justice imperative.

Sounds and stories—The St. Mark Poetry Writing Project: Can teaching and learning about poetry influence elementary students' achievement?

Edward J. Caropreso, University of North Carolina, Wilmington

The St. Mark Poetry Writing Project was designed to address the lack of information about the potential effects on literacy of an extended experience with poetry reading and writing.

Symposium Session Five

4:15 – 5:15

18. Improving teacher education

Sophia Ballroom

Movement toward a standards-based growth model in a teacher education program

Tara Haskins, Eastern Washington University

Vince Aleccia, Eastern Washington University

A Northwest university piloted a model aligned with the standards-based movement to evaluate teacher-candidate performance using an appropriate instrument. Data collected across multiple terms suggest they demonstrate growth over time.

Preparing effective teachers for today's schools

Jerry Whitworth, Texas Woman's University

This presentation examines two items: first, on how comprehensive assessment and evaluation can be an essential tool for guiding teacher education programs, and; second, on the value (and amount) of field experience in teaching residency programs.

19. Responding to current political tensions: Strategies for the classroom

Clemente Meeting Room

Democracy and deliberation in the elementary classroom

Michelle Early Torregano, California University of Pennsylvania

The 2016 presidential election raised the consciousness of America—and new issues for social studies teachers in elementary schools. This presentation will challenge participants to think about using deliberation as a teaching strategy in elementary classrooms.

Dealing with historic political tension through a guidance lesson

Scott Tracy, Kutztown University

Arashi Mesa, Kutztown University

This presentation examines various psychological factors affecting students in this time of political tension and civil unrest—factors like disillusionment, prejudice, and repression of expression. We present a model guidance lesson teachers can use to help students.

20. Helping migrant and displaced rural students succeed

Salk Meeting Room

MENTE (Migrants Engaged in New Themes in Education): From migrant farmworker student to university graduate

Judith Angeles, Los Angeles Unified School District

In the United States, migrant education programs, such as the MENTE Program, provide the academic support migrant students need to navigate through the educational system. This presentation explains how the program works.

21. Looking at elementary education

Carson Meeting Room

A different focus, a different culture: A comparison of urban public and charter Kindergarten classrooms

Maleka Donaldson, University of Hartford

This exploration of teacher interview data examines and compares the learning activities and interpersonal culture in urban public and charter Kindergarten classrooms, highlighting subtle differences across settings—and their implications.

7:30 — 9:00

Sophia Ballroom

Conference reception

Enjoy complimentary beer and wine
while sharing in:

The Public Square

from 8:00 — 9:15

Visions for our schools and students:
What is possible, and what isn't?

Mark Edmundson, University of Virginia

Christopher Clark, Michigan State University

Mark D. Beatham, SUNY Plattsburgh

Followed by open discussion

Moderated by Steven P. Jones

Missouri State University

Executive Director, Academy for Educational Studies

Tuesday, October 31st

Light breakfast buffet

Sophia Ballroom

7:45—9:30

Academy Talk

8:10— 9:25

Sophia Ballroom

In defense of ideals

Mark Edmundson

University of Virginia

Author of:

Why write? (2016); *Self and Sout — A defense of ideals* (2015);
Why teach?: In defense of a real education (2014); *Teacher: The one who made the difference* (2003) and several other books

Symposium Session Six

9:40 – 10:55

**22. Donald Trump as a student
in your teacher education program????**

Sophia Ballroom

**If Trump was an applicant to your mathematics education program,
would you accept him? A conversation about a difficult topic**

Jenni Harding, University of Northern Colorado

Anthony Rodriguez, Providence College

Knowing President Trump, many of us would recommend rejection into mathematics programs. We engage in a conversation about acceptance or denial of students with similar profiles in teacher education programs.

23. Critical thinking and civil discourse in our strange, strange time

Clemente Meeting Room

Confirmation bias, algorithmic bubbles and anti-intellectualism:

Teaching critical thinking to the 21st-century citizen

Allen G. Harbaugh, Boston University

The anti-intellectualism rhetoric of power brokers and their political messages is intended to devalue the expert. The educators' defense is to provide students with the skills to evaluate complex evidence.

Beyond "agreeing to disagree": Re-framing the argument culture with tools of civil discourse

Lisa M. Perhamus, Grand Valley State University

Commitment to civil-discourse can enrich democratic participation among graduating youth. Teaching civil-discourse skills can help students reframe the current argument culture in the United States and encourage their civic engagement as "solutionaries."

Critical thinking in an age of standardization and Orwellian Newspeak

Howard Miller, Mercy College

Jordan Jay, Lincoln University

The presentation will focus on the urgent need for and approaches to developing critical thinking skills in an increasingly Orwellian world of "fake news" and "alternative facts."

24. Creating Partnerships

Salk Meeting Room

Partnering with P-12 schools to innovate

Melissa M. Burnham, University of Nevada, Reno

Salwa Zaki, Washoe County School District

To nurture innovation in higher and P-12 education, the two must work together. Learn about an administrator preparation program designed and jointly run by a university and its local school district.

Quality public education in a democratic society

Susan Carson, Grand Valley State University

Universities/colleges and pre-K-12 education organizations need to work collaboratively to address much needed changes. This case study demonstrates a successful partnership between an urban elementary school and a regional university class.

Teacher preparation: What is the role of ESL?

Jane C. Manner, East Carolina University

Numbers of English learners in schools have clarified that teacher education programs may not be ready to serve the needs of teachers and candidates. We present a model that represents an effective and timely response.

25. STEAM schools and science teaching

Carson Meeting Room

WonderLab—A STEAM-based University Lab School

Susan Rauchwerk, Lesley University

Elena Rossen, Lesley University

Laura Kathrein, Lesley University

This interactive presentation will discuss the collaborative creation of WonderLab, a STEAM-based university lab school. Activities highlight the development of curricula and case studies of teacher professional development.

Navigating spaces of ambiguity: Elementary science teacher preparation programs

Wesley Adam Stroud, University of Oklahoma

Continued insight into ways pre-service educators are envisioning and redefining their classrooms as spaces to support students investigating solutions to today's scientific problems.

26. Issues with digital technology

Fahlman Boardroom

Connective practices in the pedagogy of change

Nanci Werner-Burke, Mansfield University of Pennsylvania

This participatory session explores 21st century frameworks for teaching and learning, provides related classroom-tested K-16 approaches, and poses points for discussion of future cognitive and societal shifts.

Symposium Session Seven

11:05 – 12:05

27. How John Dewey's thinking helps

Sophia Ballroom

John Dewey and the public good: Historical reconstructions in (public) biography

Ali H. Hachem, Stephen F. Austin State University

Using Dewey's pragmatism, a theoretical model of the public is proposed that attempts to resolve the tension between the mushrooming of scholarly frameworks of the public, on the one hand, and the decline of actual publics in concrete cultural practice, on the other.

The "religious" work of schools and the teacher as prophet

Jeffery Dunn, Rosemore Middle School (Whitehall, Ohio)

This presentation explores how John Dewey's notion of the religious and his enigmatic claim that the teacher is a "prophet of the true God" provides a way to subvert the culture of neoliberal schooling.

28. Re-examining diversity and white supremacy

Clemente Meeting Room

The diversity ethos in the age of totalisms: How and what does diversity serve?

Mark D. Beatham, SUNY Plattsburgh

Are diversity discussions and considerations grounded well enough in the realities of global and digital totalitarianisms? Without proper consideration, they could be part of the problem.

White supremacy, empire, and ideology of teacher professionalism

Joseph C. Wegwert, Northern Arizona University

This paper raises and addresses the question of how teacher candidates—and teachers—are socialized into and through “niceness” into perpetuating white supremacy and the militarized empire that it feeds.

29. Garnering ideas for change

Salk Meeting Room

The role of educational leadership preparation programs in fulfilling the vision of public education

Gary D. Bigham, West Texas A&M University

Mark R. Riney, West Texas A&M University

Educational leadership programs play a vital role in preparing public school leaders to fulfill the founding fathers’ vision of developing an educated citizenry to perpetuate democratic ideals.

What can we learn from Finland (and other nations) regarding teaching and learning?

John R. Mascazine, Ohio Dominican University

Several international research studies suggest that Finland has one of the most effective educational systems. This presentation analyzes some of the methods employed by Finland and asks if these methods can also be employed in American schools.

30. Looking to improve teaching and learning

Carson Meeting Room

Paradigm shift: The blurred roles of teachers and learners

Arthur E. Hernandez, University of the Incarnate Word

Virginia Fender, University of Texas at Tyler

This conversation will address research on effective instruction that makes the distinction between teaching and learning roles increasingly less well defined.

Can we think—and act—like Robert Marzano, and if so, how?: Using *The new art and science of teaching* as a professional development model

Edward J. Caropreso, University of North Carolina, Wilmington

Marzano’s *The new art and science of teaching* will be discussed as a framework for change in education—and as an intentional, proactive approach to effectively guiding and managing change now and in the future.

31. Looking at mathematics

Fahlman Boardroom

The role of 2X: Looking at the linguistics of adolescent mathematical writing

Byung-In Seo, Chicago State University

For the past 35 years adolescent mathematical writing has been studied by mathematics educators, mathematics teachers, and mathematicians. The focus of this presentation is on the linguistic features of adolescent mathematical writing, its syntax, diction, and lexicon.

How do students from privileged backgrounds conceptualize social justice mathematics?

Kari Kokka, University of Pittsburgh

Private schools can influence K-12 schooling. This paper investigates how private school students make sense of social justice mathematics.

Lunch

12:05 – 1:15

(On your own)

Academy Roundtable

1:15 — 2:30

Sophia Ballroom

Ideals, visions and other important matters: What have we learned, so far?

A chance to talk with one another about the good ideas we’ve heard so far — and to ask ourselves more important questions

Symposium Session Eight

2:40 – 4:10

32. Charter schools, vouchers, and open enrollment policies: But how about educational aims and legal issues?

Carson Meeting Room

Clean slate: Public education in the “new” New Orleans

Michelle Early Torregano, California University of Pennsylvania

Jennifer M. Torregano, Orleans Parish Juvenile Justice System Center

Hurricane Katrina has been called the worst natural disaster in the United States. The presentation includes a brief history of New Orleans Public Schools prior to Katrina, the rebuilding process, and the impact of charter schools on the school district.

Vouching for education: School vouchers and long-term educational aims

Steve Broidy, Wittenberg University

This paper examines the largely ignored role of long-term aims in arguments for and against school vouchers. The paper argues for subsuming arguments concerning vouchers to ones concerning those aims.

Inter-district open enrollment policy: Vehicle for opportunity or engine for inequality? A legal and empirical analysis

Charles Vergon, Youngstown State University

Sheila Donaddio, Youngstown State University

Explore the operation of one state’s voluntary inter-district enrollment program, its effective exclusion of students of color from enhanced educational opportunities, and legal issues raised and potential challenges.

33. First ever meeting of the SSLPD:

The Secret Society for Lovers of Platonic Dialogues!!

Clemente Meeting Room

Why the true UNUM cannot be achieved with the PLURIBUS: A reflection on the role of public education through current studies on human evolution and Plato’s *Gorgias*

Margarita Garcia-Notario, SUNY Plattsburgh

This paper will expose the flaws in the punitive approach of the new education reform in the light of the Platonic-Socratic understanding of *punishment* and contemporary perspectives on human evolution.

Do we believe that the responsibility of the learned man is to improve the human condition? If so, what are we doing to support this?

Bobbi Nicholson, Marshall University

Eugenia Damron, Marshall University

Plato asserts that the responsibility of the well-educated individual is to use her knowledge to improve the human condition. This paper focuses on the role of institutional policies in encouraging/discouraging public scholarship.

What we lose when we decide that power is everything: Plato’s *Gorgias* and the long-lost simple city of the *Republic*

Steven P. Jones, Missouri State University

Those who have power, don’t want to lose it, and most people who don’t have power, want it. We see this ever more clearly in the world we live in today. Socrates teaches us something different, and much more rewarding.

34. Preparing students for civic virtue and a moral life

Salk Meeting Room

Aiming with a moral vision for public education through partnerships

Paul Wangemann, Brigham Young University

Mary Anne Prater, Brigham Young University

Lynnette Erickson, Brigham Young University

Gary Seastrand, Brigham Young University

Barry Graff, Brigham Young University

This presentation will explain how a university-public school partnership can improve the quality of education offered to all students when united by purpose and a moral vision

Igniting passion for civic engagement: The role of communities of practice in school

Gary Homana, Towson University

Young people are inquisitive, passionate, and want to engage in learning that improves their lives and neighborhoods. Positive dimensions of healthy school community can ignite passion for ongoing civic commitment.

35. Caring for struggling, reluctant, and diverse students

Sophia Ballroom

Struggling and reluctant learners: How teacher attitudes and signals can encourage students to further disengage and fail

Sandra L. Petersen, Dixie State University

Because of (sometimes unconscious) biases and expectations, teachers can inadvertently and subtly discourage struggling students with their verbal and nonverbal cues. What strategies can we substitute to support struggling students?

Grounded in racial and ethnic dimensions of social justice: Attitudes of teachers towards culturally sensitive teaching for African American students

Joy Gregg, Long Island University

This presentation will ignite conversations about the role that race and ethnicity play in teaching and learning for African American students and explore unconventional solutions for possibly closing the racial achievement gap.

Why do we care? Understanding the value of care in education

Karis Barnett, University of Central Oklahoma

Anastasia Wickham, University of Central Oklahoma

This presentation explores the role of care and its need to be elevated and emphasized in education reform.

Conference Summation

4:20 — 5:00
Sophia Ballroom

We'll take a few minutes to:

- Review what we've learned during our time together
- Talk about publication opportunities with the Academy for Educational Studies
- Remind ourselves of upcoming CQIE events in Portland, OR (March, 2018) and Kansas City, MO (October, 2018)

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Executive Director, Academy for Educational Studies

Steven P. Jones, Missouri State University

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Some ideals worth thinking (and worrying) about

From *Punished by Rewards*, by Alfie Kohn, (Boston: Houghton Mifflin Company, 1993, p. 161)

I can think of no better use of fifteen minutes for any of us who are parents or teachers than pausing to think about—and even to list on paper—the long-term goals we have for our children. What would we like them to be able to do, to want to do, to feel, to be like in the years to come? Having asked people in different places to reflect on these questions, I have noticed a substantial overlap among the ideas generated by different groups. Invariably, what I hear is a desire for children to be self-reliant and responsible but also socially skilled and caring, capable of surviving and succeeding in life yet willing to question and think in a creative and critical manner, confident and possessed of an unshakable faith in their own worth while still being open to criticism and new ideas. Some people emphasize one item more than another, and some propose amendments to this list, but few of these core objectives strike anyone as outrageously controversial.

From *The Moral Life of Schools*, by Philip Jackson, David Hansen, and Robert Boostrom, (San Francisco: Jossey-Bass Publishers, 1993, p. xii)

To anyone who takes a close look at what goes on in classrooms it becomes quickly evident that our schools do much more than pass along requisite knowledge to the students attending them (or fail to do so, as the case may be). They also influence the way those students look upon themselves and others. They affect the way learning is valued and sought after and lay the foundations of lifelong habits of thought and action. They shape opinion and develop taste, helping to form likings and aversions. They contribute to the growth of character and, in some instances, they may even be a factor in its corruption. Schools in the aggregate do all this and more to and for the students they serve. Moreover, and here is the important point, they do much of it without the full awareness and thoughtful engagement of those in charge.

From *The Pedagogy of the Oppressed*, by Paulo Freire, (New York: Continuum, 2007, Introduction)

The central problem is this: How can the oppressed, as divided, unauthentic beings, participate in developing the pedagogy of their liberation? Only as they discover themselves to be “hosts” of the oppressor can they contribute to the midwifery of their liberating pedagogy. As long as they live in the duality in which to be is to be like, and to be like is to be like the oppressor, this contribution is impossible. The pedagogy of the oppressed is an instrument for their critical discovery that both they and their oppressors are manifestations of dehumanization.

Liberation is thus a childbirth, and a painful one. The man or woman who emerges is a new person, viable only as the oppressor-oppressed contradiction is superseded by the humanization of all people. Or to put it another way the solution of this contradiction is born in the labor which brings into the world this new being: no longer oppressor nor longer oppressed, but human in the process of achieving freedom.

From Plato's *Gorgias*, (Penguin Books, 1960) translated by Walter Hamilton, p. 90, 91 (492)

Callicles (talking with Socrates): For how can a man be happy that is in subjection to anyone whatever? I tell you frankly that natural good and right consist in this, that the man who is going to live as a man ought should encourage his appetites to be as strong as possible instead of repressing them, and be able by means of his courage and intelligence to satisfy them in all their intensity by providing them with whatever they happen to desire.

For the majority, I know, this is an impossible ideal; that is why, in an endeavor to conceal their own weakness, they blame the minority whom they are ashamed of not being able to imitate, and maintain that excess is a disgraceful thing. As I said before, they try to make slaves of men of better natural gifts, and because through their own lack of manliness they are unable to satisfy their passions they praise moderation and righteousness. To those who are either of princely birth to begin with or able by their own qualities to win office or absolute rule or power what could in truth be more disgraceful or injurious than moderation, which involves their voluntary subjection to the conventions and standards and criticism of the majority, when they might enjoy every advantage without interference from anybody? How can they fail to be wretched when they are prevented by your fine righteousness and moderation from favouring their friends at the expense of their enemies, even when they are rulers in their own city?

The truth, Socrates, which you profess to be in search of is in fact this; luxury and excess and licence, provided that they can obtain sufficient backing, are virtue and happiness; all the rest is mere flummery, unnatural conventions of society, worthless cant.

From *Emile, or On Education*,—an argument for “the natural man”), by Jean-Jacques Rousseau, translated by Allan Bloom, (New York: Basic Books, 1979, Book I)

Everything is good as it leaves the hands of the Author of things; everything degenerates in the hands of man. He forces one soil to nourish the products of another, one tree to bear the fruit of another. He mixes and confuses the climates, the elements, the seasons. He mutilates his dog, his horse, his slave. He turns everything upside down; he disfigures everything; he loves deformity, monsters. He wants nothing as nature made it, not even man; for him,

man must be trained like a school horse; man must be fashioned in keeping with his fancy like a tree in his garden.

The Allegory of the Cave (in part)

From *The Republic of Plato*, translated by Allan Bloom, (New York: Basic Books, 1968, Book 7)

514a: “Next, then,” I said, “make an image of our nature in its education and want of education, likening it to a condition of the following kind. See human beings as though they were in an underground cave-like dwelling with its entrance, a long one, open to the light across the whole width of the cave. They are in it from childhood with their legs and necks in bonds so that they are fixed, seeing only in front of them, unable because of the bond to turn their heads all the way around. Their light is from a fire burning far above and behind them. Between the fire and the prisoners there is a road above, along which see a wall, built like the partitions puppet-handler set in front of the human beings and over which they show the puppets.

“I see,” he said.

“Then also see along this wall human beings carrying all sorts of artifacts, which project above the wall, and statues of men and other animals wrought from stone, wood, and every kind of material; as is to be expected, some of the carriers utter sounds while others are silent.”

“It’s a strange image,” he said, “and strange prisoners you’re telling of.”

“They’re like us,” I said. “for in the first place, do you suppose such men would have seen anything of themselves and one another other than the shadows cast by the fire on the side of the cave facing them?”

“How could they,” he said, “if they had been compelled to keep their heads motionless throughout life?”

“And what about the things that are carried by? Isn’t it the same with them?”

“Of course.”

“if they were able to discuss things with one another, don’t you believe they would hold that they are naming these things going by before them that they see?”

“Necessarily.”

“And what if the prison also had an echo from the side facing them? Whenever one of the men passing by happens to utter a sound, do you suppose they would believe that anything other than the passing shadow was uttering the sound?”

“No, by Zeus,” he said. “I don’t.”

“Then most certainly,” I said, “such men would hold that the truth is nothing other than the shadows of artificial things.”

"Most necessarily," he said.

"Now consider," I said, "what their release and healing from bonds and folly would be like if something of this sort were by nature to happen to them. Take a man who is released and suddenly compelled to stand up, to turn his neck around, to walk and look up toward the light; and who, moreover, in doing all this is in pain and, because he is dazzled, is unable to make out those things whose shadows he saw before. What do you suppose he'd say if someone were to tell him that before he saw silly nothings, while now, because he is somewhat nearer to what *is* and more turned toward beings, he sees more correctly; and, in particular, showing him each of the things that pass by, were to compel the man to answer his questions about what they are? Don't you suppose he'd be at a loss and believe that what was seen before is truer than what is now shown?"

"Yes," he said, "by far."

"And, if he compelled him to look at the light itself, would his eyes hurt and would he flee, turning away to those things that he is able to make out and hold them to be really clearer than what is being shown?"

"So he would," he said.

"And if," I said, "someone dragged him away from there by force along the rough, steep, upward way and didn't let him go before he had dragged him out into the light of the sun, wouldn't he be distressed and annoyed at being so dragged. And when he came to the light, wouldn't he have his eyes full of its beam and be unable to see even one of the things now said to be true?"

"No, he wouldn't," he said, "at least not right away."

"Then I suppose he'd have to get accustomed, if he were going to see what's up above. At first he'd most easily make out the shadows; and after that the phantoms of the human beings and the other things in water; and, later, the things themselves. And from there he could turn to beholding the things in heaven and heaven itself, more easily at night—looking at the light of the stars and the moon—than by day—looking at the sun and sunlight."

"Of course."

"Then finally I suppose he would be able to make out the sun—not its appearances in water or some alien place, but the sun itself by itself in its own region—and see what it's like."

"Necessarily," he said.

"And after that he would already be in a position to conclude about it that this is the source of the seasons and the years, and is the steward of all things in the visible place, and is in a certain way the cause of all those things he and his companions had been seeing."

"It's plain," he said, "that this would be his next step."

"What then? When he recalled his first home and the wisdom there, and his fellow prisoners in that time, don't you suppose he would consider himself happy for that change and pity the others?"

"Quite so."

From *The School and Society*, by John Dewey (Chicago: University of Chicago Press, 1900, p. 3)

What the best and wisest parent wants for his own child, that must the community want for all of its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy. All that society has accomplished for itself is put, through the agency of the school, at the disposal of its future members. All its better thoughts of itself it hopes to realize through the new possibilities thus opened to its future self. Here individualism and socialism are at one. Only by being true to the full growth of all the individuals who make it up, can society by any chance be true to itself. And in the self-direction thus given, nothing counts as much as the school, for, as Horace Mann said, "Where anything is growing, one former is worth a thousand re-formers."

From *Resurrection*, by Leo Tolstoy (New York: Grosset & Dunlap, p. 513-514), translated by Louise Maude

He did not sleep all night, and, as happens to many and many a man who reads the Gospels, he understood for the first time the full meaning of words read often before but passed by unnoticed. He drank in all these necessary, important, and joyful revelations as a sponge soaks up water. And all he read seemed quite familiar, and seemed to bring to consciousness and confirm what he had long known but had never fully realized and never quite believed. Now he realized and believed it; and not only realized and believed that if men would obey these laws they would attain the highest blessing possible to them, he also realized and believed that the sole duty of every man is to fulfil these laws, that in this lies the only reasonable meaning of life, and that every deviation from these laws is a mistake which is immediately followed by retribution. This flowed from the whole of the teaching, and was most strongly and clearly illustrated in the parable of the vineyard.

The husbandmen imagined that the vineyard in which they were sent to work for their Master was their own, that all that was in it was made for them, and that their business was to enjoy life in this vineyard, forgetting the Master and killing all those who reminded them of his existence.

"Are we not doing the same," Nehludof thought, "when we imagine ourselves to be masters of our lives, and think that life is given us for enjoyment? For that, evidently, is absurd. We were sent here by some one's will and for some purpose. And we have made up our minds that we live only for our own enjoyment, and of course things go ill with us, as they do with labourers when they do not fulfil their master's orders. . . ."