



# Critical Questions in Education Symposium

Presented by the

Academy for Educational Studies

## Critical Questions in Education Symposium

Monday, October 11th

Conference Registration  
Light breakfast buffet

Mint III  
7:30—9:30

Greetings and Announcements

Mint III  
8:00

Steven P. Jones  
Executive Director, Academy for Educational Studies

### 2021 Conversation Themes:

The Pandemic  
Social and Political Unrest

Metropolitan at the 9 Hotel  
Cleveland, Ohio

October 11 — 12, 2021

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/>

Cover design:

Jacqueline M. Jones

### First Concurrent Session 8:30 — 9:30

1. **Teacher educators adjust to the pandemic**  
Paper/presentation — Private Dining Room

#### Synchronous online teaching: Humanizing online learning

Saundra L. Shillingstad, University of Nebraska at Omaha  
Humanizing our online courses and making connections with students resulted in the students creating relationships to the course, fellow students, and the instructor.

2. **Serving marginalized student populations**  
Panel discussion — Post Room

#### The FITT Toolkit: A resource for P-12 teachers serving marginalized student populations

Betty M. Marko, Walsh University  
Jeanmie DeFazio, Walsh University

Msgr. Lewis F. Gaetano, Christ the Servant parish / Our Lady of Peace School  
The facilitators representing The Impact School at Our Lady of Peace—Walsh University's lab school—present the FITT Toolkit, a resource for P-12 teachers serving marginalized students whose vulnerability is exacerbated in times of social injustice.

3. **Supporting students through grief and upheaval**  
Paper/presentation — Red Conference

#### Nuances of grieving: Public and private, individual and collective

Edward Podsiadlik, University of Illinois at Chicago

This session will examine the expansive role grief has played in this year of pandemic and social upheaval. As educators, where in our curriculum are the spaces for healing, hope, and grace?

### **Trauma informed supports for students returning to school after the COVID 19 pandemic**

Nancy Stockall, Sam Houston State University

This presentation describes four principles of trauma-informed supports for children returning to school after COVID 19. Participants will learn how to integrate these principles into school-wide policies and practices.

### **4. Making public schools democratic**

Panel discussion — Mint I

#### **Let's create the table: Reengaging democracy in teacher preparation through radical reciprocity**

Eva M. Zygmunt, Ball State University  
Wilisha Scaife, Ball State University

Programs of educator preparation, working in *radical reciprocity* with traditional marginalized communities, have the potential to democratize a system of public education that is perpetually propa-  
gative of inequity.

#### **5. Schools and the pandemic: Perspectives of educational leaders**

Paper/presentation — Mint II

#### **A comparison of (P)K-12 instructional delivery during a pandemic**

Pamela R. Rockwood, Western Illinois University  
Monica R. Rouse, Western Illinois University

COVID-19 impacted the instructional delivery in (P)K-12 school districts in 2020. This presentation shares findings from two Midwestern states as to models used, perceived success, and current teacher morale.

#### **Navigating the unknown: International school leadership and the transition from tradition to online/hybrid learning during COVID-19**

Ty Frederickson, Wilkes University  
Paul Reinert, Wilkes University

Presenters share the unprecedented journeys of international school leaders in the transition during the COVID-19 pandemic and the lessons they have learned about themselves and leadership.

### **Second Concurrent Session**

**9:40 – 10:55**

#### **6. Liberty, language, and intercultural communication**

Paper/presentation — Mint I

#### **Revisiting Isaiah Berlin's two conceptions of liberty**

Eric C. Sheffield, Western Illinois University

This presentation revisits Isaiah Berlin's conception of human liberty found in his seminal book *Four Essays on Liberty* in light of our current contentious context.

#### **Linguicism, raciolinguistics, and linguistic legitimacy: Social justice and language in American education**

Timothy Reagan, The University of Maine

This presentation explores the related ideological constructs of linguicism, raciolinguistics, and linguistic legitimacy as they impact children from linguistically marginalized backgrounds in the school context.

### **Conflating culture with COVID-19: Xenophobic repercussions of a global pandemic**

Tiffany Karalis Noel, University at Buffalo

This presentation aims to deconstruct COVID-19 xenophobia, particularly on people of Asian descent. It begins with a discussion about sensationalized media discourse and concludes with recommendations to re-strategize intercultural communication.

### **7. Ideas about engaging in difficult dialogues**

Paper/presentation — Mint II

#### **Listening for democracy**

Paul Wangemann, Brigham Young University  
Barry Graff, Brigham Young University

This presentation advocates that we create a dialogic democracy through our schools, one that unites and balances voice with the openness that is required to also hear others' voices.

#### **Engaging college students in difficult dialogues: Using inquiry to develop agency in young adults**

Heather Schilling, Manchester University

Using inquiry based pedagogy, undergraduates wrestle with topics such as "Can education be equitable?" Students develop important communication skills, discover their agency, and realize their power to bring about change.

#### **"When I have these thoughts, I always feel so bad": Using email as a private space for challenging conversations about race**

Daryl Dugas, Northern Illinois University

Discussion of an innovative email assignment that helps teacher candidates reflect upon structural racism, bias, and teaching practices. Presenter will focus on assignment features that can be applied more broadly.

### **8. Integrating technology / Achieving results**

Paper/presentation — Red Conference

#### **What can I do to support you? Distance education in times of pandemic**

Rosa D. Borgen, Barry University

Schools struggling to support online students need more teacher training in technical education areas, more specialized support personnel, exceptional student education specialists, and (in many locations throughout the country) enough translators to ensure effective teacher-parent-student communication.

#### **Moving forward in the midst of chaos: Designing impactful assignments for future teachers**

Nisreen Daoud, Capital University

We discuss how one teacher education program adapted its instructional approaches to accommodate students in unprecedented times. These changes include a shift to online technological instruction and more targeted integration of content area instruction.

#### **A lesson in struggle: Secondary math during the pandemic**

Anne Gottlieb, Dominican University

During remote learning, from Calculus classes to Integrated Math I, students and teachers struggled with learning more than in other subjects. Can lessons from this year change the way we teach math?

## 9. Funds of knowledge as tools for learning

Paper/presentation — Post Room

**Funds of knowledge: Preparing culturally competent educators to access, integrate, and reframe historically marginalized students' knowledge and skills**

Heather Macias, California State University, Long Beach  
This study investigated preservice teacher candidates' coursework, revealing the importance of preparing culturally competent educators who can recognize, integrate, and, as needed, reframe students' funds of knowledge for meaningful learning.

**Preparing agents of change: Examining the role of preservice teachers' funds of knowledge on pedagogy**

Anne Karabon, University of Nebraska at Omaha  
This presentation highlights how early childhood preservice teachers' funds of knowledge serve as a main catalyst for pedagogical decision making. Preparation programs must foster a culturally sustaining approach to pedagogy.

## Third Concurrent Session

11:05 – 12:05

### 10. Preparing for democracy in the elementary classroom

Paper/presentation — Red Conference

**Begin at the beginning: Social change begins with just a child, a book, a purpose, and a place**

Sandi Summerfield, Central State University  
Explore rich opportunities schools can play shaping the hearts, minds, perspectives, and critical thinking skills of young citizens through open inquiry using intentionally selected Children's Literature, coupled with purposeful, guided dialogue.

**Put the learning in their hands: Deliberate democracy during morning meeting in the elementary classroom**

Jacquelyn Benchik-Osborne, Chicago State University  
Susan McDonough, Dominican University  
Deliberate democracy is a strategy supporting students to think deeply about content related to society. How can educators build skills at the elementary level to prepare children for democratic society?

### 11. Student and teacher mental wellness

Paper/presentation — Private Dining Room

**Cultivating calm compassion, and care among urban minority adolescents**

Rachel Razza, Syracuse University  
Amy Edelstein, Inner Strength Foundation  
Participants will learn about the Inner Strength Teen Mindfulness curriculum, discuss data on its effectiveness as a virtual program during the pandemic, and explore supports for student mental wellness post-pandemic.

## 12. Teacher unions and teacher leadership—now and in the future

Paper/presentation — Post Room

**The state of unions: A look at the revisoning of the unions due to the pandemic**

Donal E. Mulcahy, Wake Forest University  
This paper focuses on the influence teacher unions have had during the pandemic, and what impact the pandemic may have on shaping the role of teacher unions in the future.

**When, and why, do school administrators listen to teachers?**

Steven P. Jones, Missouri State University  
School administrators like to lead, and that often means telling teachers what to do. But teachers get to lead, too, when they have great ideas and the passion to develop and present those ideas to colleagues and administrators.

## 13. Homeschooling—now, and post-pandemic

Paper/presentation — Mint I

**Homeschooling by choice: Autoethnographic lessons for learning alternative in a post-pandemic democratic society**

Michael Szolowicz, California State University, Bakersfield  
While the pandemic has forced many parents to homeschool, some had already chosen home-schooling pre-COVID. Two homeschoolers by choice share their different experiences with critique for post-pandemic democratic education.

## 14. Field experiences for pre-service teachers during the pandemic

Paper/presentation — Mint II

**Adapting to COVID-19: Exploring the relationship between integrating microteaching during field experiences and pre-service teachers' self-efficacy**

Paula Jakopovic, University of Nebraska Omaha  
Tracie Reding, University of Nebraska Omaha  
This session highlights the development and implementation of hybrid practicum experiences and shares the aspects of these experiences that helped to develop pre-service teacher self-efficacy across Bandura's four sources.

Lunch

12:05—1:25

On your own

## Fourth Concurrent Session 1:25 – 2:40

### 15. “Fake News” and ideology vs. reason or reasonableness

Paper/presentation — Mint I

**“Fake News” as ideology and the hopelessness of charity, humility, and democratic education**

John E. Petrovic, The University of Alabama

This paper presents Fake News as an ideology functioning in six ways. Age-old philosopher-of-education-type responses are defined and defended. These, however, will be insufficient without counter-hegemonic politicization.

**Reasonableness and democratic education**

Steve Broidy, Wittenberg University

It isn't reason itself, or perhaps alone, that should be the foundation for the interactive investigation that results in democratic decision-making. The key is reasonableness.

### 16. The joy and importance of books

Paper/presentation — Mint II

**A professor and her high school student: Seeking Jewish identity in a pandemic**

Jennifer Kagan, Oswego State University

Raia Gutman, Ithaca High School

During the pandemic, I mentored a student via a book club focusing on Jewish identity. We delved into Jewish identities of book characters, and through this discovered our own identities.

**Book discussion: Reader, Come Home: The Reading Brain in a Digital World, by Maryann Wolf**

Betsy Denton Burrows, Brevard College

Karla J. Smart-Morstad, Concordia College

What is technology's effect on our cognitive/social processes and our reading brain? Neuroscientist Wolfe offers research and suggests that educators help students develop a bi-literate code-switching reading brain. We will discuss the book and implications for teaching.

**Learning with online texts**

Jenny C. Wilson, Texas A&M University, San Antonio

Digital learning requires just that—learning. This session will discuss digital learning, both pros and cons, and showcase some of the platforms that are being used to house and instruct pre-college and college students. Literal teacher and professorial pages will be shared.

### 17. Media reporting, and information literacy

Paper/presentation — Private Dining Room

**Information literacy education as a response to social unrest created in the Gray Zone**

Kimberly Black, Chicago State University

Discussion of the role that information and media literacy education can play in the mediation of social unrest as a gray zone conflict strategy.

### 18. Publishing and presenting at conferences:

**Why, why not, and how**

Paper/presentation — Red Conference

**To publish or pad the vitae: The purpose of presenting at a national conference**

Shelley B. Harris, Texas A&M University—Central Texas

This paper/presentation focuses on the genesis of a new way to establish identity in an antiquated higher education system.

**Alternative publication model for the 21<sup>st</sup> century: The Zine**

Andrew Kemp, University of Nebraska at Kearney

Jason Allen Walter, East Georgia State College

I introduced the idea of the academic zine at CQIE in 2019. This presentation will help participants create their own zine for publication of alternative academic work.

### 19. Being a 1<sup>st</sup> year teacher during the pandemic

Panel discussion — Post Room

**Voices from the classroom: First year teaching during COVID-19**

Nisreen Daoud, Capital University

Bradley Conrad, Capital University

In this panel discussion, first year teachers candidly reflect on challenges faced during their first year as they attempted to navigate the uncharted waters during an unprecedented year full of unpredictability and constant change.

## Fifth Concurrent Session

2:50 – 4:05

### 20. Countering lies, misinformation, and hate speech with science and social studies

Paper/presentation — Mint I

**Countering the Trump era legacy of scientific lies and misinformation: The role of science education amid disinformation and political crises**

William C. Kyle, Jr., University of Missouri—St. Louis

The time has come for science educators and scientists to engage the public regarding national priorities, and to stop the endless debates over scientific knowledge and facts with those who feign ignorance and gaslight the public.

**Assaults on the First Amendment in K-12 schools: Balancing free speech with civility**

James R. Moore, Cleveland State University

Attacks on freedom of expression are an existential threat to social studies education. It is incumbent upon social studies professors/teachers to combat this dangerous attack on the First Amendment.

## 21. How university students adapted to the pandemic

Paper/presentation — Mint II

### Adjusting to COVID-19

Pam Epler, Youngstown State University

Twyla Williams-Diamond, Grand Canyon University

Time series study examining patterns of adjustment (general well-being, interpersonal relations, organizational, occupational, leisure and recreational activities) made by university students at the beginning, middle and "end" of the pandemic.

### Teaching and Learning in the Chat

Laura M. Harrison, Ohio University

Erin Morgenstern, Ohio University

Mike Angelo, Ohio University

Presenters will share themes collected from data regarding college students' chat use while learning remotely during the pandemic. Preliminary findings indicate high levels of peer support and self-directed learning.

### How did the expansion of grading options impact STEM students' outcomes?

Tracie Reding, University of Nebraska at Omaha

We present results of a research project into the impact of the expanded ability of higher education students to opt for Pass/No pass (PNP) grading during the Spring of 2020.

## 22. The importance of mentoring

Paper/presentation — Red Conference

### Does money really make the difference in the achievement of poverty stricken students?

Judy Jackson May, Bowling Green State University

This study investigates a low budget mentoring program on urban students. The findings reveal significantly fewer absences and higher grade point averages for students working with the natural mentors.

### Mentoring first-year teachers during a pandemic:

#### The sophisticated simplicity of relationships

Pennie L. Gray, Illinois Wesleyan University

An examination of the mentoring experiences of six first-year teachers who launched their careers during a pandemic reveals the need to re-focus mentoring programs on relationship building.

### Loopback: Feedback's impact on creative products and process:

#### A mixed methods creativity evaluation

Timothy Hinchman, Midwestern State University—Texas

The study utilized a parallel convergent mixed methods design that examined undergraduate art students' creativity when exposed to constructive feedback through a closed social media platform from more experienced artists.

## 23. Student experiences in Predominantly Black Institutions

Paper/presentation — Post Room

### Mask Off: Students' of Color traumatic experiences in K-12 education and why Historically Black Colleges and Universities make a difference

Diane Courington, Bellarmine University

This presentation increases awareness about racial trauma and its effects on Students of Color (SOC) in K-12 education. HBCUs support the healing of SOC.

### Critical dimensions of student satisfaction with graduate education at a Predominantly Black Institution

Kimberly Black, Chicago State University

Critical discussion of dimensions of student satisfaction from a cross-sectional survey of completers of graduate programs at a Predominantly Black Institution (PBI). Satisfaction is integral to students and IHE success.

## Sixth Concurrent Session

4:15 – 5:15

### 24. Changing courses to build critical consciousness

Paper/presentation — Mint I

#### Curricular decision for systemic change: Student learning during COVID and civil unrest

Winn Crenshaw Wheeler, Bellarmine University

Kristen N. Wallitsch, Bellarmine University

In 2020, the pandemic alongside widespread protests for racial justice made our cyclical, first-year seminar curriculum revisions more critical than ever. This session will share our approach and lessons learned.

#### The global pandemic and the development of critical consciousness in preservice teachers

Margaret Schauer, John Carroll University

This presentation examines the impact of the pandemic and the development of critical consciousness in student teachers. Findings center on student-teacher relationships, mentor relationships and connections to course texts and assignments.

### 25. Field experiences for pre-service teachers during the pandemic

Paper/presentation — Mint II

#### Field experiences for the future

Stacy Stetzel, Manchester University

Mistie Potts, Manchester University

Heather Schilling, Manchester University

A pandemic positive—field experiences adapted to the shuttered gates of schoolhouses. Journeys of surviving field experiences to thriving in new field experience opportunities will be shared.

### **What preparing special educators to teach in a pandemic taught us**

David Rago, National University  
Misa J. Thorsos, National University

Special education teacher preparation program faculty examine lessons from the Covid-19 pandemic and consider what the future will demand of teacher preparation programs to be relevant for 21<sup>st</sup> century learners.

### **26. Leadership in the schools—problems and possibilities**

Paper/presentation — Red Conference

#### **Owning the principals' instructional leadership—a multi-case study**

Gabriela Gui, Grand Valley State University, Michigan  
Camelia Ramona Gligor, Detroit Public Schools Community District

Although research shows that instructional leadership improves achievement, there is no standardized, systematic way to develop principals' instructional leadership, leading to a lack of focus on teacher development and student learning.

#### **Plan, inspire and evaluate: Design for a post-Covid era**

Lisa Riegel, Educational Partnerships Institute

COVID forces schools into experimentation, innovation and transformation. Capitalize on the experience by creating, implementing and monitoring a strategy that reimagines education in a post-COVID era.

### **27. Helping students navigate collective trauma**

Panel discussion — Post Room

#### **Season of survival: A conceptual framework to provide resources to vulnerable populations of students navigating collective trauma**

Tajma Cameron, Drexel University  
Turea Hutson, Drexel University

This presentation explores how vulnerable populations who experience resource scarcity under "normal circumstances" had significant pressures to adjust to unprecedented conditions during COVID-19 while their needs remain unmet.

### **28. Sidebar room**

Paper/presentation — Private Dining Room

4:15 – 4:40

#### **Subtext: Investigating constraints and millennial preservice teachers' creativity**

Timothy Hinchman, Midwestern State University—Texas

A quasi-experimental study examined designed the impact of designed constraints on millennial preservice teachers' creativity. Implication for researchers, administrators, and education stakeholders to integrate constraint-based practices to promote creativity.

4:45 – 5:15

#### **What the hell was I thinking? Reflections, ruminations, and revelations on becoming a chair**

Andrew Kemp, University of Nebraska at Kearney  
Nicholas Hartlep, Berea College.

Being a new chair is exhilarating. And difficult. And eye opening. And frustrating. This presentation will look at various experiences with being a new chair.

### **Dinner**

On your own

### **Conference Reception**

Complimentary beer and wine

7:30 — 9:00

Mint III

### **Featured Presentation**

## **The Public Square**

8:00 — 9:15

Mint III

### **A discussion about social and political unrest**

**Kimberly Black**, Chicago State University  
**Ferial Pearson**, University of Nebraska at Omaha  
**John E. Petrovic**, The University of Alabama  
**Timothy Reagan**, The University of Maine  
**Eva M. Zygmunt**, Ball State University

**Followed by open discussion**

Moderated by Steven P. Jones

Missouri State University

# Tuesday, October 12th

## Light breakfast buffet

Mint III  
7:45—9:30

## Seventh Concurrent Session

8:15 — 9:15

### 29. Navigating the pandemic: How partnerships help

Presentation — Mint I

#### The power of relationships: Navigating the pandemic in a large university-public school partnership

Barry Graff, Brigham Young University  
Paul Wangemann, Brigham Young University

This presentation will explore how long-established relationships between the various members and entities in the BYU-Public School Partnership allowed for a flexible, coherent and successful response to the pandemic.

### 30. Diversifying the teaching workforce and supporting diverse learners

Paper/presentation — Private Dining Room

#### Diversifying the STEM teaching workforce: Tools and processes for your institution's journey

José M. Rios, University of Washington Tacoma

A consortium of universities, colleges and organizations is working together to diversify the STEM teaching workforce by acknowledging and finding ways to navigate and modify structures, policies, and practices that create barriers.

#### Pandemic differentiation at a distance: Supporting diverse learners in uncertain times

Margaret Carr, Bowling Green City Schools / Bowling Green State University  
Lessons learned during a school year of distance teaching coined a new concept, "pandemic differentiation," which affords renewed insight on how to best meet the future needs of marginalized populations.

### 31. Helping one another grow and develop as teachers

Paper/presentation — Mint II

#### Learner to leader: A framework for teacher professional development

Rebecca M. Grove, Hood College  
Suzanne E. Hiller, Hood College

This session presents the LEAP program—professional development that equips teachers to meet the challenges of remote/hybrid teaching. The LEAP framework features ongoing collaboration, learning communities, and leadership development.

### "Taking off the mask" and regaining relationships in our teaching

Jenny C. Wilson, Texas A&M University, San Antonio

How to "take off your mask" and regain the professional learning community with all that we have learned throughout the pandemic. How to grow within a community during and post-COVID.

### 32. Responding to racial unrest and injustice

Panel discussion — Post Room

#### Bad things keep happening in our state

Ferial Pearson, University of Nebraska at Omaha  
Sandra Rodriguez-Arroyo, University of Nebraska at Omaha  
Gabriel Gutiérrez, University of Nebraska at Omaha

Nebraska has recently been a hotbed of racial unrest in predominantly white public school districts. Join three Nebraska teacher educator of color as they share the aftermath of these events.

### 33. Virtual field experiences—post-pandemic

Panel discussion — Red Conference

#### Necessity and innovation: The role of virtual field experiences in post-pandemic teacher preparation

Megan Wereley, College of Wooster  
Ryan Ozar, College of Wooster  
Sarah Dunlap, College of Wooster

This presentation explores the potential for comprehensive preservice field programs in teacher education that integrate virtual experiential learning alongside traditional in-person field experiences, incorporating "lessons learned" during the pandemic.

## Academy Conversation

9:25 — 10:45

Mint III

### Responding to the pandemic

Diane Courington

Pennie L. Gray

Sandra L. Shillingstad

Sandi Sumerfield

Michael Szolowicz

Jacquelyn Benchik-Osborne

Shelton K. Johnson

Alicia Saxe

Shelley B. Harris

Sandra Rodriguez-Arroyo

Betsy Denton Burrows

Lisa Riegel

Followed by open discussion

Moderated by Steven P. Jones, Missouri State University

## **Eighth Concurrent Session**

**11:00 – 12:15**

### **34. Critical Race Theory (CRT) and related issues**

Paper/presentation — Mint I

**Academic Weaponry: An investigative analysis of Critical Race Theory's contemporary reputation, opposition, and the deceptive political rhetoric strategy employed to "Save American public education"**

Shelton K. Johnson, The University of Alabama

An analysis of the rhetoric used to create opposition to Critical Race Theory in education through an examination of the opposing arguments, and an analysis of the implications the current opposition has on American public education.

**Indoctrinating? You're damn right I'm indoctrinating**

Philip P. Kelly, Boise State University

Claims of indoctrination in classrooms are splattered across our nation's newspapers and media outlets. My social foundations course is being investigated in Idaho. As a lifelong educator, I welcome it.

### **35. School gardens—Student perspectives**

Presentation — Mint II

**"Who's gonna water my tomatoes?" Student perspectives on school gardens for a post-pandemic world**

John Stark, California State University, Bakersfield

Michael Szolowicz, California State University, Bakersfield

What role might edible school yards play in post-pandemic education? This presentation discusses student survey data from schools featuring school gardens taken as students returned after pandemic induced distance learning.

### **36. Seeing how graduate students now think about themselves and their world**

Paper/presentation — Red Conference

**Social identities in a global pandemic and social unrest**

Sandra L. Guzman Foster, University of the Incarnate Word

Graduate students' view of their social identities during a global pandemic and civil/social unrest—a new world that's different from the one we left in March 2020.

**Curriculum of life and COVID-19: Disparities, resilience and educational renewal**

Edward Podsiadlik, University of Illinois at Chicago

This session will present description, details, and reflections from an original graduate course that relied on phenomenological inquiry designed for individual and collective introspection and sense-making during the time of pandemic and social unrest.

### **37. Student engagement, and trauma, during the pandemic**

Panel discussion — Post Room

**Teachers' perceptions of student engagement during the coronavirus pandemic: Reflections on trauma, mindfulness, and social-emotional learning**

Daniel Casebeer, Seton Hill University

Melissa Tamburrino, Seton Hill University

Kayleen Pontoriero, Seton Hill University

This panel describe the results of a phenomenological study of K-12 teachers' perceptions of student engagement during the Coronavirus pandemic. It focuses on issues of trauma, mindfulness, and social-emotional learning.

### **38. Neuro-Education / Brain-based learning**

Paper/presentation — Private Dining Room

**Using neuro-education theory to inform the design and implementation of elementary distance learning**

Heidi Parrett, University of Portland

Rebecca Imison, University of Portland

Eilyn Arwood, University of Portland

Through the lens of neuro-education, which draws from neuroscience, cognitive psychology, and language, the presenters will share research-based strategies informed by the brain for effective instruction in K-5 distance learning.

Lunch

12:15—1:35

On your own

## **Ninth Concurrent Session**

**1:35 – 2:35**

### **39. Race and the need for self-examination**

Paper/presentation — Mint I

**Confronting and dismantling whiteness in higher education: A grassroots approach**

Winifred Needham, Principia College

Who is responsible for continuous improvement within an organization, especially regarding racial social stratification? This presentation offers one model for grassroots activism using critical conversations and results from my study.

### **40. Helping ELL and learners**

Paper/presentation — Red Conference

**Current challenges facing English language learners**

Nelofar Khamisani, Kansas State University

This presentation highlights the challenges ELLs face in the pandemic, the role of the teachers and parents for them, and their learning needs when they move to face-to-face learning.



#### 41. Virtual experiential learning in teacher education

Panel discussion — Mint II

**The robots are here to stay—Use of telepresence to support virtual experiential learning in teacher education**

Megan Wereley, College of Wooster  
Sarah Dunlap, College of Wooster  
Ryan Ozar, College of Wooster

Telepresence robots offer an immersive strategy for providing access to preservice teacher field experiences in diverse settings and in environments where physical presence may not be physically or resource feasible.

#### 42. Academy for Educational Studies—Some information

Discussion — Post Room

**The Academy for Educational Studies: Opportunities to publish and present**

Steven P. Jones, Missouri State University; Executive Director of AES  
The Academy for Educational Studies offers opportunities to present at national conferences and to publish in journals and books. We'll talk about some of these possibilities.

### Tenth Concurrent Session

2:45 — 4:00

#### 43. Suppressing academic freedom

Paper/panel discussion — Mint I

**Does higher education use fear generators to suppress academic freedom?**

Brett J. Holt, University of Vermont

The purpose of this presentation is to identify fear generators frequently employed in higher education to suppress academic freedoms and answer questions such as "how" and "why" fear generators are utilized in higher education.

**Academic what? The decline of academic freedom in higher education**

Andrew Kemp, University of Nebraska at Kearney  
Claudia Nickolson, University of North Carolina-Pembroke  
Shelley Harris, Texas A&M University—Central Texas  
Alicia Saxe, University of Nebraska at Kearney  
William White, James Madison University  
Jason Allen Walter, East Georgia State College

The members of this panel will engage in a discussion with the audience regarding misnomers about freedom in higher education including academic and intellectual freedom, promotion and tenure, and evaluations.

#### 44. Trauma informed practices, resilience, and SEL

Paper/presentation — Mint II

**Understanding trauma informed practices and social/emotional learning during pandemics and social unrest**

Cheryl Fuller, Duke University

TI practices and SEL are a priority for educators. We will understand and learn strategies to create schools that are attuned to the individual and collective needs of emotionally rich and nurturing environments.

#### How to foster resilience in a trauma-informed classroom

Katherine Perez, Saint Mary's College of California

The time is now! Trauma has a profound effect on learning. This presentation shares effective research-based techniques to respond to students who are experiencing trauma in ways that recognize their emotional needs.

#### 45. Helping students: Exclusionary practices, emotional behavioral disorders, and trauma

Paper/presentation — Post Room

**School exclusionary practices in Ohio: Trends and impacts on African American females**

Lilian Naa Obiorfor Tetteh, Youngstown State University

This presentation focuses on disproportionate school exclusionary practices impacting African American females in Ohio and their increasing risk of exclusion compared to other populations. It explores policy guidelines and best practices to address this challenge.

**The impact of trauma on learning demands new teaching practices and preparation**

Sinead Meehan, Drexel University

Turea Hutson, Drexel University

Eliana Black, Drexel University

Trauma impacts about half of K-12 students, therefore calling all stakeholders to understand the sources of trauma, trauma's impact on student learning, and how to implement trauma-informed practices.

### Conference Summation

4:05 — 4:35

Mint III

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:

The CQIE Conference in Charleston (February 21—23, 2022)

The CQIE Symposium in Denver (October 24—26, 2022)

The CQIE Conference in San Diego (Feb. 27—March 1, 2023)

## Acknowledgements

Members of the Board of Directors of the  
Academy for Educational Studies:

Stefan Broidy, Wittenberg University  
Betsy Burrows, Brevard College  
Sam Hardy, University of Phoenix  
David Morstad, University of North Dakota  
Eric Sheffield, Western Illinois University  
Karla Smart-Morstad, Concordia College

Executive Director, Academy for Educational Studies  
Steven P. Jones, Missouri State University

### Thanks also to:

Jackie Jones, for her help, encouragement,  
guidance, love and support

Erica Vrabec and the staff  
at the Metropolitan at the 9 Hotel

### For more information:

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