Critical Questions in Education Symposium

Presented by the

Academy for Educational Studies

2023 Conversation theme:

Teaching, then and now:

How has the narrative of teaching changed?

* How do we see teaching and learning, now?
* ChatGPT and other new technologies: What understandings get changed?
* Lost wisdom and understandings about teaching and learning

The Ambassador Chicago Hotel

Chicago, Illinois

November 6 — 8, 2023

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https://academyforeducationalstudies.org/

Cover design:

Jacqueline M. Jones

Critical Questions in Education Symposium

Monday, November 6th

Conference Registration
Light breakfast buffet
Salon 1
7:30—9:30

Greetings and Announcements
Salons 2—4
8:00
Steven P. Jones
Executive Director, Academy for Educational Studies

Salons 1, 2, 3, 4, 5, and 6
are all on the 2nd floor of the hotel

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First Concurrent Session
8:30 – 9:30

1. Teaching, then and now: A look at what has changed
Paper/presentation — Salon 2

**I can't believe I'm still doing this! One faculty member's reflective analysis
of recent changes in teaching practices, expentations, and sustainability**
Gabriela Gui, Grand Valley State University, Michigan
The COVID-19 pandemic "forced" faculty to reconsider their teaching philosophy and practices. This
presentation discussed a professor's challenges and opportunities during and post-pandemic from
the lenses of connected teaching.

Then & now: What has changed in teacher education in the last decade?
Gina L. Bittner, Peru State College
Kelly A. Kingsley, Peru State College
Join two education professors for a Top 10 look at what has changed in teacher education over the
last decade from policy changes to challenges facing the teaching profession.

2. The power of books
Paper/presentation — Salon 3

Unintentional bibliotherapy
Laura Staal, University of North Carolina Pembroke
Learn about the power of unintentional bibliotherapy and its impact in the lives of students. Books
are powerful and their organic connections to students are inspiring and long-lasting.

The timeless wisdom of children's literature—A response to three children's literature classics: *Where the Wild Things Are* **(Maurice Sendak, 1963);** *Harold and the Purple Crayon* **(Crockett Johnson, 1955);** *The Story of Ferdinand* **(Munro Lear, 1936)**

Angela Brown-Burchett, Saint Leo University

The wisdom of children's literature is timeless. Rediscover wisdom held in tandem between the words and illustrations of children's literature classics. Share this joyous wisdom with book lovers of all ages!

3. Encouraging different populations to STEM — with mixed results
Paper/presentation — Salon 4

They didn't catch the spark! African-American NOYCE summer interns at Xavier University of Louisiana discuss their experiences engaging K-12 learners in STEM activities and why they will not teach

Rachel Davis, Xavier University of Louisiana

This presentation shares the experiences of African-American NOYCE interns engaging K-12 learners in STEM experiences during a pre-collegiate summer program. It presents their reasons for not selecting teaching.

The impact of daily social emotional check-ins: Eureka-STEM Camp

Saundra L. Shillingstad, University of Nebraska at Omaha
Sheryl McGlamery, University of Nebraska at Omaha

We share the impact of integrating a morning daily check-in during Eureka! STEM Camp. We integrated the check-in to create an open space where the girls could share how they were feeling at the start of the day.

4. Facing change: New technologies in education
Paper/presentation — Salon 5

Using ChatGPT for library and information science education: A fantasy or a viable idea?

Jianqiang Wang, University at Buffalo, the State University of New York

We analyzed the accuracy and completeness of answers returned by ChatGPT to 26 questions posted by students on the discussion board of an online graduate-level database course.

5. Teaching as an academically based professional practice
Panel discussion — Salon 6

Developing the nation's intellectual resources: Academically based teacher preparation

Connor K. Warner, University of Utah
Etta Hollins, University of Missouri-Kansas City
Antoinette Linton, California State University, Fullerton

This panel discusses transforming teaching into an academically based professional practice in order to support a high quality of life in in society by developing the nation's intellectual resources.

Second Concurrent Session
9:40 – 10:40

6. Teacher burnout and fatigue
Paper/presentation – Salon 2

Teacher burnout: A small-scale study
using the Maslach Burnout Inventory and interviews
> Sophia Paljevic, College of Saint Rose
> Christina C. Pfister, College of Saint Rose

We report results of a pilot study examining teacher burnout through a mixed methods approach using the Maslach Burnout Inventory and follow-up interviews designed to elicit contextual information.

Compassion fatigue: Mitigating factors and coping strategies
> Eileen Cyr, Springfield College

This presentation explores how Compassion Fatigue propagates and then manifests as negative social emotional behaviors. Strategies for identifying and reducing these resultant negative behaviors are explored.

7. Community schools / Community-based spaces
Paper/presentation – Salon 3

Amplifying educator voice: A Community Schools strategy for new teachers
> Janine Al-Aseer, University of Tennessee
> Kara Strouse, Community Schools (The United Way of Greater Knoxville)

What is a Community School and how might this model impact the teaching and learning of folks working within the schoolhouse doors? In this session, we discuss a multi-year endeavor to expose and educate new teachers with energizing, hopeful results for the future.

Centering community in education: Exploring new possibilities
for teaching and learning
> Nadine Dolby, Purdue University

In this presentation, I argue that education should value community-based spaces. I draw on my experiences as examples of how educational scholars might pedagogically engage in the community.

8. Exploring inclusion with preservice teachers and school personnel
Paper/presentation – Salon 4

Confidence levels of teaching students with disabilities
for high school preservice teachers
> Adrian Jung, California State University, Fullerton

This study investigated and showed that the confidence levels of preservice teachers of secondary education were increased in teaching students with disabilities after inclusion-oriented training with fieldwork.

Inclusion: An illusive concept or social justice imperative:
Changing P-12 school personnel perspectives
> Kate Esposito, California State University, Dominguez Hills

The session presents a review of the P-12 inclusion literature, discusses best practices, and provides participants with an inclusive theoretical framework rooted in social justice, equity and development learning research.

9. Labor and political/cultural issues shaping higher education
Paper/presentation – Salon 5

Cognitive labor and the exodus from the Edu-factory: An exploration of the Illinois academic labor strikes of 2023
> Kimberly Black, Chicago State University

A critical examination of cognitive labor and conflict of the Illinois faculty labor strikes of 2023 through the lens of insights from the Edu-factory movement.

University drama: Ninety-nine problems but the supreme court is just one!
> Ali Sakkal, Wake Forest University

The political and cultural shifts surrounding higher education in the US have brought us to a new inflection point. This session explores some current issues, including some (possibly) surprising ones.

Third Concurrent Session
10:50 – 11:50

10. Problem: Recruiting teachers
Paper/presentation – Salon 2

How can we recruit more Black teachers?
> Brandy Gatlin-Nash, University of California, Irvine

This improvement network study examined teacher recruitment practices by interviewing teacher educators and former and current Black teacher candidates in our own and another large university's teacher education program.

11. Supporting veterans in higher education
Panel discussion – Salon 3

Supporting veterans in higher education: Challenges and opportunities
> Stephen Curda, National Louis University
> Kevin Smith, Roosevelt University

This presentation discusses and explores challenges faced by student veterans in higher education and emphasizes the importance of comprehensive support from higher education institutions.

12. Re-energizing schools and student learning
Paper/presentation – Salon 4

Agentic engagement: Facilitating student initiative and agency in today's classroom
> Shane C. Lawless, Nixa High School / Missouri State University

Learning how to develop autonomy-supportive practices to promote agentic student engagement culminating in a sustainable, substantial, and positive influence on how students think, act, and feel as learners and people.

The prosocial classroom: What is it? Why is it important?
And how do I design and build one?
> Haylee Anderson, Educational Program Coordinator, eMINTS

In this session, participants will come to understand prosocial education and why it is desperately important. They will obtain five practical strategies for designing and building a prosocial learning environment.

13. Facing change: New technologies in education
Paper/presentation – Salon 5

Incorporating LLMs into graduate level instruction: Some ideas and a conversation
Arthur E. Hernandez, University of the Incarnate Word
This presentation identifies various LLMs and Ais and introduces participants to their general capabilities and limitations, particularly how this capacity might be utilized in the classroom.

Shift in teaching: Lessons learned from teachers' and parents' perspectives about remote learning during COVID-19 pandemic
Smita Guha, St. John's University
This study examined teachers' and parents' perceptions about their children's education online during the pandemic, with lessons learned to better prepare teachers to create a culture of online learning for the future.

14. Culturally responsive teaching and using a social justice and equity lens
Paper/presentation – Salon 6

Diversity, equity, access, and inclusion (DEAI) in graduate programming: Continuum of culturally responsive inquiry-based teaching skills
Saundra L. Shillingstad, University of Nebraska at Omaha
William Austin, University of Nebraska at Omaha
The primary objective of this presentation is to share the instrument used to assess graduate students' skill levels related to integrating culturally responsive teaching strategies into the lessons they plan and teach.

Introduction to education course redesign: Empowering equity-focused educators
Jo Hoffman, Bridgewater State University
Four teacher educators found ways to center transformative pedagogies, challenge and disrupt educational norms and empower teaching practices by collaborating through the 100kin10 Project, "Rethinking Intro to Education Through a Racial Equity and Justice Lens."

LUNCH
On your own
11:50 – 1:20

Fourth Concurrent Session
1:20 – 2:40

15. Generating innovative tactics for teaching in the college classroom
Workshop – Salon 2

Pedagogical flânerie: A workshop in creative consilience
Jeff McLaughlin, West Chester University of Pennsylvania
In this intentionally playful workshop, we will creatively combine ideas that, on the surface, may seem unrelated in order to generate innovative tactics for teaching in the college classroom.

16. Literacy: Ideas for helping students
Paper/presentation – Salon 4

**Connecting scaffolded sustained reading and executive function skills
in adolescent readers: Why teachers should reconsider**
Kari Dagle-Huff, Montana State University, Billings
This presentation will examine the intersectionality of Scaffolded Sustained Reading and executive skills in adolescents. Sustained Reading with Executive Skills (SRES) can support planning, goal setting, organization, working memory, and inhibition.

Do I really need to teach reading? I'm a secondary teacher!
Rosemary Oliphant-Ingham, University of Mississippi
Missy Hopper, Mississippi State University
We will go "back to the basics" by sharing research and pedagogy on the life skills (translated, "reading") needed for our secondary students to be functioning citizens upon graduation.

Reading literacy and racial equity: A moral imperative
Lindan B. Hill, Center for Vibrant Schools
Gaps in reading achievement between Caucasian and Minority students have persisted for decades. This study examines structured literacy as a foundational process to address equity for minority students.

17. Voices of teachers: The evolution of their practice
Panel discussion – Salon 6

Voices from the field: A reflective discourse among urban educators
Edward Podsiadlik, University of Illinois, Chicago
Michelle Ludwig, Chicago Public Schools
Gerardo Rodriguez, Chicago Public Schools
Felix Saji, Norridge, Illinois District 80
Marlynne Nishimura, University of Illinois, Chicago
A panel of public-school teachers and pre-service teacher educators from Chicago and the surrounding area describe the evolution of their practice and educational philosophy especially as impacted through the pandemic.

18. Facing change: New technologies in education
Panel discussion – Salon 5

Embracing the AI revolution: Collaborating with artificial intelligence in instructional design
> Cindy S. York, Northern Illinois University
> Christopher Mong, University of Michigan
> Jennifer Howard, Waubonsee Community College

Explore AI's potential in transforming instructional material creation and delivery, discussing benefits, challenges, and diverse perspectives on enhancing student engagement, learning outcomes, and efficiency.

Fifth Concurrent Session
2:50 – 4:10

19. The need for activism and advocacy in education
Paper/presentation – Salon 2

Early childhood policy and advocacy project:
Developmental trajectory toward advocacy competence
> Heidi Hollingsworth, Elon University
> Mary Knight-McKenna, Elon University
> Portia Wade, Elon University

We present outcomes for undergraduate students in an Early Childhood Education Policy and Advocacy course who carried out an Advocacy Project. The study focused on the question, "How do students grow in their knowledge, skills, and dispositions for the role of advocate while carrying out an advocacy project?"

Resistance of the mind: Building critical consciousness through critical reflection
> Kara M. Taylor, Indiana University Purdue University Indianapolis
> Evan Taylor, Indiana University Purdue University Indianapolis

This presentation explores critical events that have shaped the journeys of two teachers towards asset-based teaching across multiple disciplines. We use narrative inquiry to explore what shaped our critical dispositions towards teaching our discipline and how teaching can be used as a tool for activism.

20. STEM education
Paper/presentation – Salon 3

Eureka! STEM Camp: Providing hands-on, inclusive and participatory experiences to promote STEM equity
> Saundra L. Shillingstad, University of Nebraska at Omaha
> Sheryl McGlamery, University of Nebraska at Omaha

The educational camp sessions involve the girls in participatory experiences that strengthen their ability to consider various STEM careers. We share the programming and how we support the girls in acquiring the knowledge, skills, tools, and attitudes they need to live and succeed in an inequitable world.

The evolution of teaching science methods courses to pre-service teachers
> Nancy Grim Hunter, Chicago State University
> Byung-In Seo, Chicago State University

Science education has evolved from direct instructional pedagogy to inquiry learning/inquiry teaching. In this hands-on presentation, the audience will become active participants in the presentation.

This is how we do it: Culturally relevant and culturally responsive secondary biology instruction practices

Eddie Taylor, Jr., University of Illinois, Chicago

This presentation will demonstrate what culturally relevant and culturally responsive lessons could look like and how to develop a curriculum that is rooted in the culture of the students and communities we serve.

21. Getting closer to students, families, and communities
Paper/presentation – Salon 4

Post-pandemic progress: Exploring the benefits of a high-dosage tutoring partnership

Rochelle Berndt, Baldwin Wallace University

This presentation describes a high-dosage tutoring program implemented through a university and school district partnership which was designed to provide elementary students with intensive tutoring by teacher education candidates to remedy learning loss experienced during the pandemic.

Working with families is essential to teaching and learning

Jennifer Bryson, Boston University

This study investigated an ongoing family literacy project (FLP) built on reciprocal learning for both parents/caregivers and teachers to develop a deeper understanding of how family engagement is essential to teaching and learning.

A conversation on microschools' role in the evolving educational landscape

Sarah L. Hairston, Westminster College

Jill Dunlap, Columbia Academy for Learning and Enrichment (CALE)

Engage with us in a dialogue regarding the role of microschools in the evolving educational landscape and how its tenets of independence and localization impact traditional models, reform, and innovation.

22. Some pertinent history: How we got here, like it or not
Paper/presentation – Salon 5

Corporate assault on schools: Phase II –Kill democracy

Joseph C. Wegwert, Northern Arizona University

This paper examines how schools/teaching/learning have changed—but not for the better, how they have failed to change, and factors that operate to deepen emerging anti-democratic and anti-intellectual structures, ideologies, and practices.

Tracing and imagining relations between educators, research and activism

Terry Jo Smith, National Louis University

This research provides historical renderings of relations between educators, research and activism as a means to imagine future enactments of practitioner research in the service of educational and social justice.

Contemporary culture wars and the assault on teaching

Amira Proweller, DePaul University

This paper examines some of the focal issues of the contemporary education culture wars, its implications for teachers and the teaching profession, and for public schools as democratic institutions.

23. It's a new day: Examples of how to do things differently in our classrooms
Paper/presentation – Salon 6

Facilitating a design studio to invite transformative experiences
> Monica W. Tracey, Wayne State University
> John Baaki, Old Dominion University

Experience a design course changing to a design studio environment that invited transformative experiences. Reflect on how presenters facilitated students' transformations through critical reflection, rational disclosure, and centrality of experience.

Sixth Concurrent Session
4:20 – 5:30

24. Solving educational problems: Emphasizing the positive
Presentation/discussion – Salon 2

Attunement: An antidote for a host of educational problems
> Amy Lyon, Colby-Sawyer College
> Caren Baldwin-DiMeo, Colby-Sawyer College
> Jacqueline Coe, SAU 24, New Hampshire

Attunement can be used as an antidote for education's most vexing problems. Using a "knowing that," "how," and "with" curriculum structure, presenters will discuss attunement in individuals, classrooms, and systems.

Developing positivity: Student teachers share their success stories
> Nancy Luke, Western Carolina University

In a senior seminar, student teachers share experience-based success stories and concurrently reflect on their development as teachers. This practice and the students' stories will be presented and discussed.

25. Sidebar room
Paper/presentation – Salon 4

4:20 – 4:40
From the macro to the micro and back again: Exploring the discourse between policy and classrooms
> Samantha Hayes, Missouri NEA Teaching and Learning Director

This interactive, open dialogue will explore national to state-wide educational policy, how that makes its eventual impact on classrooms, and how teachers in the classroom can play a role in its development.

4:45 – 5:05

Structure vs. agency: Online sex work as an option towards students' academic and economic wellbeing

        O'Leo Loki, Bowling Green State University

An examination of structure vs. agency in the rise of online sex work, or "camming," being a valid choice and solution by some college students to promote social, academic, and economic well-being post COVID-19 at mid-western universities.

5:10 – 5:30

The responsibility of museum educators to address provenance: A review of *The Brutish Museums* by Dan Hicks

        Amelia Coates, Kutztown University of Pennsylvania

A literature review focusing on museum education and issues of object history regarding colonialism through the case study of the Benin Punitive Expedition as discussed by Dan Hicks in his book.

26. The subject "matters": Mathematics
Paper/presentations – Salon 5

Secondary algebra teachers' perceptions and self-efficacy towards providing Responses to Intervention (RtI)

        Joseph Lauchstaedt, Columbia Public Schools (MO)
        James Concannon, William Woods University

The focus of this presentation is to present findings from a qualitative study that examined secondary algebra teachers' perceptions and self-efficacy for the implementation of RtI.

27. Getting published in the field of education: Some help and guidance
Discussion – Salon 6

Worried about getting published? Let's talk

        Chris Myers, Myers Education Press

Yes, there is a need to get published if you want to stay in the field of teacher education. But don't panic: there are people who can help you. Let's talk about when and how to get that first major work published.

Dinner
On your own

Conference Reception

Complimentary beer and wine

7:45 — 9:15

Salon 1

Featured Presentation

The Public Square

8:15 — 9:30

Salons 2, 3 and 4

Teaching, then and now

Has teaching "changed" in noticeable or important ways from "the way it used to be?" Or is it just that "things have changed," but teaching hasn't? Are the changes you see worrisome, or is it all "change for the better?"

Kimberly Black, Chicago State University
Michael Deschryver, Central Michigan University
Nadine Dolby, Purdue University
Samantha Hayes, National Education Association (Missouri)
Joseph Wegwert, Northern Arizona University

Followed by open discussion

Moderated by Steven P. Jones, Missouri State University

Tuesday, November 7th

Conference registration
Light breakfast buffet
Salon 1
7:30—9:30

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Seventh Concurrent Session
8:15 – 9:15

28. Getting students engaged in their learning
Paper/presentation – Salon 2

Inquiry-based learning vs. worksheets: Where are we on this educational journey?
> Kathy Perez, Saint Mary's College of California

The traditional classroom leaves many students bored and unmotivated—and they don't learn the material being taught. That's why inquiry-based learning is so important. Learn how to put students "in the driver's seat" and empower them with "hands-on, minds-on" learning.

What should we teach? Sharing the wisdom of great thinkers
and great teachers—and exploring how and why to teach students to think
> Neva Cramer, Schreiner University
> Joan Bowman, Schreiner University

Socrates said: "I cannot teach anybody anything. I can only make them think." So, let's explore ways to teach students how to think through images and reflection—not what to think.

29. Engaging in collaborative discussions and feedback
Paper/presentation – Salon 4

Process over product in teaching and learning:
The value of effective feedback in the age of AI
> Summer Clark, Lesley University
> Liv Cummins, Lesley University

We present findings from a multidisciplinary study that suggest deep benefits of the process, not just the product, of student-led peer review in the higher education classroom.

Teacher education preparation courses: Let's talk discussion posts
> Donna Block, Alliant International University
> Michael Block, Capella University

Most virtual courses require weekly discussion posts and peer responses. The current process has many flaws according to candidates/professors. What are some alternatives that can make discussions more impactful?

30. Bringing change to teacher preparation: One university's story
Panel discussion – Salon 3

**Collaborative partnerships: Viewing teacher preparation
through an optimistic lens of change**
>April Evans, University of Arkansas Fort Smith
>Nadia Wrosch, University of Arkansas Fort Smith
>Kendra Abel, University of Arkansas Fort Smith
>Janet Jahn, University of Arkansas Fort Smith

Learn how the School of Education at the University of Arkansas Fort Smith has embraced change to ensure that all teacher candidates are Day One Ready for the K-12 classroom.

31. Helping students take responsibility for their learning
Paper/presentation – Salon 6

Inspire education's new paradigm: Imagining the schools American children deserve
>Brian Coppess, Western Colorado University
>Casey Coppess, Casey Coppess, MA, LPC Candidate

A session that proposes a new educator paradigm that will motivate all students to be actively engaged and take responsibility for their own learning.

32. Special education
Paper/presentation – Salon 5

Parents as partners in Special education placement and programming decisions
>Kristin Wiseley, Western Illinois University

Are parents truly partners with IEP teams with decision-making regarding their children's education and placement? Hear the pros and cons of inclusive education, along with experiences and desires of parents for their disabled children's educational programming.

Principals leading Special Education teachers: Experiences, barriers, and needs
>Natasha W. Veale, Greensboro College

The presenter will share recently completed research that describes principals' experiences with and barriers to transformational leadership behaviors in the special education context in public schools across North Carolina.

Eighth Concurrent Session
9:25 – 10:25

33. Educational leadership / Female superintendents
Paper/presentation – Salon 2

Let the symbols speak: A story of leadership
>Janet Hindman, West Texas A&M University

A creative narrative story explores the archetypal and mythological journey of educational leaders reminiscent of Joseph Campbell's Monomyth through an innovative and synergistic online doctoral course.

Changes in educational leadership: Because of superintendent turnover throughout the nation, is this the time for more women to serve in the superintendent role?

       Linda Gray Smith, Northwest Missouri State University
       Travis Dimmitt, Northwest Missouri State University

This presentation covers research on female superintendents in a specific rural setting and seeks to engage participants in a broader discussion about increasing numbers of female superintendents in all settings.

34. Preparing students for democracy: Some very different ideas
Paper/presentation – Salon 3

Civic preparation and engagement: Reviving a disappearing public-school imperative

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

In this era of testing and the economic imperative as the focus of public schools, we need to revisit the past and revive the idea of the public school serving to enculturate the young in a social and political democracy.

Voting is child's play: Defending the extension of the franchise to first-graders

       Tony DeCesare, DePaul University

Building on emerging scholarship around voting rights for children, this paper defends the extension of the franchise to children starting in their first full year of compulsory schooling.

35. Reflecting on our experiences in education—
and reasons for hope and joy
Paper/presentation – Salon 4

Unreasonable Hospitality and our time in education

       Tom Hairston, University of Missouri

Unreasonable Hospitality by Will Guidara calls for us to serve through care. In this book response, I seek to share the gifts of hospitality we have been given or received as educators.

Teaching: Standing tall, or feeling small?

       Laura Staal, University of North Carolina Pembroke
       Amy Van Buren, Montreat College

Issues and experiences in education are hot, cold, and everything in-between. Come and share your highs and lows and middle-of-the-roads in a caring environment.

36. Drawing on funds of identity and knowledge
Paper/presentation – Salon 5

The funds of identity approach: Theory and practice

       Brian Hibbs, Dalton State College

This presentation explores the theory and practice of the funds of identity approach. The presentation considers tenets of the approach and examines various activities to document students' funds of identity.

So long, and thanks for all the systemic trauma: Healing through an Indigenous perspective on community asses and funds of knowledge

       Heather Macias, California State University, Long Beach

The Eurocentric, assimilationist approach to "traditional" US schooling enacts systemic trauma on marginalized students, but an Indigenous perspective on learning and community assets can begin to heal that trauma.

37. When states restrict discussions about race
Paper/presentation – Salon 6

White anxiety inside and outside the classroom
>Christine Saxman, Saxman Consulting

Teaching when curricula with accurate portrayals of racism are prohibited in some states highlights the impact of whiteness and the need for *Being White Today: A Roadmap to a Positive Antiracist Life*.

Connecting anti-CRT legislation to restrictions of culturally responsive teaching, culturally relevant teaching, and social emotional learning
>Ronald Cunningham, Indiana University Indianapolis

This presentation shows how efforts to ban CRT either restrict or ban culturally responsive teaching, culturally relevant teaching, and SEL.

Ninth Concurrent Session
10:35 – 11:55

38. The importance of teacher leadership
Paper/presentation – Salon 2

Empowering teachers through leadership development
>Christopher J. Jochum, Fort Hays State University

This presentation will emphasize the value of leadership development to empower, inspire and retain PK-12 teachers. Participants will learn to apply the process for themselves and/or their pre-service students.

The importance of teacher leadership and followership in K-12 schools
>Kelly Lenarz, Trinity Christian College

The increased importance of teacher leadership in K-12 schools today requires a better understanding of the role followership plays in the establishment of a healthy school environment and effective learning community.

Teacher leaders' contributions to a diverse high school
>Nathan Bond, Texas State University

How do teacher leaders contribute to a diverse high school today? This case study examined 12 teacher leaders in Texas. Findings show that participants benefitted students, colleagues, and community members.

39. Breaking through imposed anti-educator ideas
Paper/presentation – Salon 3

Curricular chaos for the corporate constituency
>Donal Mulcahy, Wake Forest University

This paper explores inconsistencies in the anti-educator, standard movement and argues for teacher empowerment over curricular decision-making as the antidote to the ongoing corporate hampering of educational matters.

Breaking the current structures of time in education:
Creating new pedagogical narratives for teaching and learning in a 24/7 world
Stacey Pistorova, Heidelberg University

The myths of "productivity" and "not having time" dominate education in recent decades. This presentation challenges educators to focus on powerful learning opportunities for the 21st century learners, not time.

Redefining knowledge acquisition: How anti-CRT legislation
"dumbs down" teaching and learning
Ronald Cunningham, Indiana University Indianapolis

This presentation employs Webb's Depth of Knowledge to reveal ways in which anti-CRT legislation promotes recall and memorization over more cognitively rigorous tasks.

40. Facing change: New technologies in education
Paper/presentation – Salon 4

Exploring the distinctly human contributions
to technology-mediated creative environments in educational contexts
Michael DeSchryver, Central Michigan University

This presentation outlines a flexible heuristic to identify, practice, and preserve distinctly human qualities of creativity in the context of our creative partnerships with increasingly ubiquitous and intelligent AI technologies.

Narrative, video games, and literacy in a virtual, globalizing world:
Implications for research and instruction
P. G. Schrader, University of Nevada, Las Vegas
Kenneth Fasching-Varner, University of Nevada, Las Vegas

This presentation conveys a gaming-literacy conceptualization by modeling and sharing the ways video games are isomorphic to literacy, particularly in terms of intersectionality. Three games are discussed: The Deed, World of Warcraft, and Super Mario Brothers.

What is ChatGPT? Learn how to embrace ChatGPT
to improve instruction and increase learning
Joan Bowman, Schreiner University
Neva Cramer, Schreiner University

Experiencing ChatGPT for the first time generates strong emotions. Join other educators to discuss how ChatGPT can positively impact students, and how educators can effectively manage ChatGPT to ensure it increases learning and critical thinking. Let's face our fears!

41. Educational ideas we can't forget:
Care, inclusivity, and asset pedagogies
Paper/presentation – Salon 5

Street data paired with ethics of care for students
Mona Zignego, Cooperative Education Service Agency

Through the ethics of care framework and street data model, this presentation discusses the need for multiple forms of data to discern next steps in teaching and learning.

Receptive discourse: A pedagogical tool for sustaining languages in classrooms
   Laura Rychly, Augusta University

Receptive discourse is a pedagogical tool teachers can cultivate in their classrooms to enact culturally sustaining pedagogy. It describes a way of listening receptively before responding to students.

Fostering inclusivity in teacher preparation and education
   Rasha Elhage, Chicago State University
   Brian Hibbs, Dalton State College

This presentation explores two strategies for promoting inclusivity in teacher education programs at two minority serving institutions: the utilization of vignettes, and the application of the BranchED Inclusive Instruction Rubric.

42. The doctoral degree: A discussion about supporting students
Paper/presentation/discussion – Salon 6

Coaching then and coaching now: Changing the way we support dissertation candidates
   William Steve Stone, Gardner-Webb University

This presentation will examine the supportive coaching model Gardner-Webb University has developed for students completing their dissertation for the Doctorate of Education degree.

Teaching beyond the classroom: Integrating scholar-practitioner mentors into doctoral education
   Kathleen Neville, Springfield College

Research indicates a racial difference in doctoral completion. This presentation explores a mentor initiative in an Educational Leadership PhD program designed to support the success and completion of ALL students.

Examining doctoral advising—from an American and two South Africans
   Byung-In Seo, Chicago State University

The focus of this presentation is two professors' doctoral advising styles. We explain how two professors—one American and one South African—advised one South African doctoral student. An open discussion will follow the presentation.

LUNCH
On your own
11:55 – 1:15

Tenth Concurrent Session
1:15 – 2:15

43. Responding to socially sensitive topics—
in AP African American History courses (for example)
Paper/presentation – Salon 2

How do I respond to socially sensitive topics and maintain a nurturing pedagogy?
>John Patten, Brigham Young University
>Barry Graff, Brigham Young University
>Paul Wangemann, Brigham Young University

More than ever, K-12 teachers face legitimate concerns over how to simultaneously create environments of care and connection, while responding appropriately when sensitive topics arise. Can we achieve both?

What Florida's ability to restrict content in the Advanced Placement African American history course suggests about the future of other AP humanities courses
>Ronal Cunningham, Indiana University Indianapolis

This presentation interrogates the College Board's decision to revise the African American history course and challenges participants to consider whether the organization is capable of resisting political influences on educational content.

44. No more unwelcoming classrooms
Paper/presentation – Salon 3

Transgressive teaching: the bell hooks imperative
>Jeanne Okrasinski, Eastern Illinois University

Transgressive teaching and learning empowers students to engage in reflective and responsive actions in the classroom. bell hooks' ideas resonate in education today, as loudly as they did decades ago.

**Co-owning inquiry, learning outcomes, and student choice
in the higher education classroom research study**
>Todd Alan Price, National Louis University
>Molly Buren, National Louis University
>C. Martin Caver, National Louis University

In this presentation, our university team shares findings from a recently completed study concerning attempts to make our classrooms more welcoming to help our students develop a sense of belonging.

45. Trusting teachers: Scripted lessons vs. teacher professionalism
Paper/presentation – Salon 4

Democratizing educational knowledge: The teacher as researcher
>Brian Ludlow, Southern Utah University
>Joel Judd, Southern Utah University
>Annie Hicks, Northeastern Nevada Regional Professional Development Program

In an era of "evidence-based" school programs, the evidence usually comes from outside experts, not teachers themselves. We argue this demeans teacher professionalism and affects the quality of curriculum and instruction.

46. Navigating through rough waters in education
Paper/presentation – Salon 5

Navigating (G)local interconnected challenges in educator preparation
>Kenneth J. Varner, University of Nevada Las Vegas
>P. G. Schrader, University of Nevada Las Vegas

This paper examines context in Chile, Germany, and the United States within frames of preparation and engagement for pre-service and in-service teachers, highlighting challenges and opportunities in preparing teachers from both global and local lenses, using glocality to bridge global similarities manifest in localized contexts.

47. Less "managing" – More fostering of identity and agency
Panel discussion – Salon 6

Exploring the paradigm of "Teachers of all children"
>Leanne M. Evans, University of Wisconsin--Milwaukee
>Tatiana Joseph, University of Wisconsin--Milwaukee
>Sara Jozwik, University of Wisconsin--Milwaukee

This presentation explores the preservation of self-determination in inclusive educational settings. The conversation will center on moving from managing to fostering identities and agency in each learner.

Eleventh Concurrent Session
2:25 – 3:25

48. Reflections on racism and multicultural education
Paper/presentation – Salon 2

**What we choose to see reflects what we think they should be:
Confronting the impact of personal racial identity and racialized experiences
on biases in order to understand and best serve black students.**
>Carole Rene' Collins Ayanlaja, Easter Illinois University

This presentation engages participants in thought, dialogues, and strategies regarding identity exploration and biases as a means to increase cross-racial understandings that promote authentic engagement between teachers and students/families.

**Shifting the narrative of multicultural education:
Opening the conversation to non-human animal stories**
>Nadine Dolby, Purdue University

In this presentation, I provide a map of my evolving perspectives during my 30-year career, shifting and broadening to include both human and non-human animal concerns and priorities.

49. Authors (now, and in the past) who help us think and understand
Paper/presentation – Salon 3

**Educational insights at the intersection of 1986 and 2019:
William H. Schubert and Ocean Vuong**
>Edward Podsiadlik, University of Illinois, Chicago

At the intersection of W. H. Schubert's (1986) *Curriculum: Perspective, Paradigm, and Possibility* and Ocean Vuong's (2019) *On Earth We're Briefly Gorgeous* are insights into perennial curricular queries of what's worth experiencing and wondering.

**"Aptness to teach": Revisiting Horace Mann's writings
on discovering and cultivating good teachers**
>Cathleen K. Stutz, Assumption University

The presentation will revisit Horace Mann's writings on identifying and cultivating good teachers. Mann's writings, generally overlooked today, offer an expansive view of teaching, one resistant to purely technical, prescriptive approaches to teaching.

50. Addressing teacher preparation
Panel discussion – Salon 4

Extra-curricular teacher preparation: Complexly addressing teacher preparation through the case of the Nevada Institute on Teaching and Educator Preparation (NITEP)
>Kenneth J. Varner, University of Nevada Las Vegas
>P.G. Shrader, Kenneth J. Varner, University of Nevada Las Vegas
>Nicole Atwell, University of Nevada Las Vegas
>Kelsey Claus, University of Nevada Las Vegas

This panel centers teacher preparation addressing challenges/opportunities in four arenas: a) coordination, b) engagement, c) research, and d) development. Two interrelated critical questions are addressed: What affordances and drawbacks guide decision-making and 2) what lessons can educator gain?

51. Can we have healthy schools without a healthy democracy?
Panel discussion – Salon 5

Can we have healthy schools without a healthy democracy?
>Paul Wangemann, Brigham Young University
>Barry Graff, Brigham Young University
>John Patten, Brigham Young University

Schools do not exist in vacuums and are affected by their cultural context. With a changing society we must ask not only if schools are safe for society but if society is still safe for our schools.

52. Embracing the equity lens of students
Panel discussion – Salon 6

Responding in real time: Embracing our students' equity lens
>Elizabeth Hobbs, Neuqua Valley High School (Naperville, IL)
>Margarita Altidis, Neuqua Valley High School (Naperville, IL)
>Christina Jakubas, Neuqua Valley High School (Naperville, IL
>Maryam Sultan, Neuqua Valley High School (Naperville, IL
>Jason Verdin, Lyons Township High School (LaGrange, IL)

From altering daily lessons/diversifying curriculum, to creating a Student Equity Action Committee, panelists will discuss the transformative benefits to teaching practices when student voice drives grassroots equity work.

Twelfth Concurrent Session
3:35 – 4:35

53. Coaching teachers
Paper/presentation – Salon 2

Support for teachers: Transformational coaching through a lens of care
> Mona Zignego, Cooperative Education Service Agency

Coaching teachers today is fraught with negative connotations. Transformational coaching that is solution-oriented and conducted through a lens of care provides greater potential for equitable educational possibilities for students.

Faculty peer coaching for intentional teaching
> Jennifer McKenzie, Southern Utah University
> Doug Stump, Southern Utah University
> John Rodari Meisner, Southern Utah University

This presentation discusses one intitution's attempt to address the changing landscape of teaching and learning in higher education through a campus-wide faculty peer coaching model.

54. Student and faculty experiences in HBCUs and HWCUs
Paper/presentation – Salon 3

Advancing equitable outcomes for Pell Grant students in higher education: HBCUs vs. PWIs
> Olanipekun Laosebikan, Chicago State University

This study provides a review of research comparing the success of HBCUs and PWIs to advance equitable outcomes for Pell Grant students in higher education.

Leveraging tokenism: Phenomenology of Black faculty and student experiences dealing with underrepresentation and microaggressions at HWCUs
> Chad J. Sloss, University of Dayton

Affirmative Action and how tokenism is utilized is once again a hot topic. This presentation discusses discriminative practices/interactions that Black students/faculty/administrators must navigate through at HWCUs, and the strategies used to circumvent inequalities.

55. Cultivating disability equity and inclusion in education
Panel discussion – Salon 5

**Cultivating disability equity and inclusion in education:
Learning from the history of disability activists**
> Terry Jo Smith, National Louis University
> Joyce Madzinga, National Louis University
> Tiffany Sommerio, National Louis University
> Ashley Palladini, National Louis University

Panelists will discuss insights from disability history to address resistance and nurture culture change towards meaningful learning and inclusion of students with disabilities in all area of education.

56. Facing change: New technologies in education
Paper/presentation — Salon 6

Exploring artificial intelligence potential and challenges in teacher education
Tony Durr, South Dakota State University
This presentation will include preliminary findings from an exploration of teachers' knowledge, use, and perceptions of Artificial Intelligence (AI) in the classroom with a focus on implications for teacher preparation.

Prompting the ChatBot: Presenting a teaching case using generative AI applications in secondary education
Magdalena Pando, Southern Methodist University
Rick Marlatt, New Mexico State University
This presentation features a recent investigation of teacher educator scholars conducting research using artificial intelligence (AI) to create opportunities in learning and address issues of equity and access in education.

Featured Presentation

Academy Conversation

4:45 — 6:15

Salons 2, 3, 4

Complimentary beer, wine / Hors d'oeuvres

The best teacher I ever had:
A discussion about teacher qualities

Share your story of the best teacher you ever had: the teacher who gave you the greatest gift; the teacher who was wise and profound; the teacher who had a most stimulating vision of teaching. Or come with a passage from a book that gets at what, for you, is "the essence of teaching."

Christopher Clark, Arizona State University
Laura Staal, University of North Carolina Pembroke

Wednesday, November 8th

Coffee and pastries
Salon 1
8:00—9:30

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Thirteenth Concurrent Session
8:15 – 9:35

57. Evidence-based teaching for college instruction
Panel discussion – Salon 2

Evidence-based teaching across the disciplines in a college setting
> Sara Baillie Gorman, Trinity Christian College
> Karen O'Connor, Trinity Christian College
> Sarah Gouwens, Trinity Christian College
> Tina Decker, Trinity Christian College
> Clay Carlson, Trinity Christian College

This presentation will discuss a research study that was developed using interdisciplinary collaboration targeting the use of an evidence-based teaching approach for college instruction of prelicensure nursing students.

58. Accelerated teacher preparation
Panel discussion – Salon 3

Toward an acceleration of educator preparation:
Addressing teacher licensure through accelerated apprenticeships
for paraprofessionals, school support personnel, and career switchers
> Kenneth J. Varner, University of Nevada Las Vegas
> Nicole Atwell, University of Nevada Las Vegas
> Nate Koerber, University of Nevada Las Vegas
> Kelsey Claus, University of Nevada Las Vegas
> Morgan Jackson, University of Nevada Las Vegas
> Borna Nemet, University of Nevada Las Vegas
> Mohammed Ibrahim, University of Nevada Las Vegas

This session addresses critical aspects of teacher preparation, highlight a model of accelerated apprenticeship programming centered on filling gaps caused by teacher shortages, cultivating next-generation teachers trained with next-generation pedagogies.

59. Joy, hope, and holistic student support
Paper/presentation – Salon 4

Images of joy: Preservice teachers' evolving reflections
on the actions of Black children in early childhood classrooms
> Crystal P. Glover, Winthrop University

This presentation outlines how senior level early childhood teacher candidates used the artistic strategy known as photovoice to document expressions of joy in the early childhood classroom.

***Let Your Light Shine* shows the power of mindfulness
and how it can change and empower children and communities**
>   Jennifer Kagan, Oswego State University

The Holistic Life Foundation's book *Let Your Light Shine* provides a beacon of hope for struggling communities through meditation, yoga, mindfulness, and a commitment to social justice.

Whole person education
>   Sladjana S. Rakich, National University

This book response examines examples of how the teaching and learning process has evolved to be a multidisciplinary effort to provide "whole -person" education through "holistic student support and development."   This presentation defines these constructs and discusses their potential to promote educational improvements.

60. Facing change: New technologies in education
Paper/presentation — Salon 1

Opportunity or Threat? Developing student learning in higher education through ChatGPT: A critical review of the literature
>   Elsa Bechara, Bowling Green State University

This presentation critically reviews empirical studies on the potential use of ChatGPT in higher education institutions to revolutionize students' learning processes, emphasizing the significance of academic integrity.

The impact of artificial intelligence on the sustainability of educational goals in developing countries amidst global challenges. Does it bridge the gap or increase the challenges?
>   Richard Maguire, Bowling Green State University

The presentation critically examines whether artificial intelligence (AI) will improve or create a gap in education in developing countries. AI is considered one of the tools to improve education not only in developed countries but in developing countries as well.

Fourteenth Concurrent Session
9:45 – 10:45

61. Preparing teachers for refugee students
Paper/presentation – Salon 3

Preparing future teachers for refugee students in our schools
>   Jennifer D. Schilling, Ball State University
>   Gilbert C. Park, Ball State University
>   Jayne Beilke, Ball State University

This presentation explores the literature on refugee school experiences to make concrete suggestions for teacher educators in preparing future teachers for refugee students.

62. Science education
Paper/presentation – Salon 4

Five photographs: A journey in visual literacy skills
>   Vito M. Dipinto, National Louis University

What's behind the closed door? What do you see in this image taken on the winter solstice? Come join me on a journey of exploring visual literacy skills.

63. Retention of doctoral students: Using a cohort-based model
Panel discussion – Salon 1

**Voices from the trenches: The impact of the cohort-based model
on the retention, persistence and graduation of educational doctoral students:
a mixed-methods exploration**

> Judy Jackson May, Bowling Green State University
> Elsa Bechara, Bowling Green State University
> Matthew A. Boggs, Bowling Green State University
> Sayyora Ibadullayera, Bowling Green State University
> O'Leo Loki, Bowling Green State University
> Richard Henry Maguire, Bowling Green State University
> Kaylani Rae Othman, Bowling Green State University

Utilizing surveys and semi-structured interviews, the study explores what current and post-doctoral students describe as the most significant factors contributing to a successful cohort-based educational experience**.**

64. Building culturally responsive mindset
and helping educators engage in equity work
Paper/presentation – Salon 2

Equity in focus: Empowering teachers for transformational change

> Christopher Thomas, Kutztown University
> Marissa Wallace, Kutztown University

This presentation is designed to help preservice and in-service educators with tools to engage in equity work within their contexts to serve their students better and enhance their praxis.

Re-designing schools that learn through the cultivation of cultures of thinking

> Rodney Rock

Join this interactive book response on creating more satisfying visions of what it means to be a teacher by re-designing *School that Learn* and cultivating *Cultures of Thinking*.

Fifteenth Concurrent Session
10:55 – 12:15

65. Facing change: New technologies in education
Paper/presentation — Salon 2

From engineering education to adapting to its evolution

> Timothy Mattison, University of Southern Indiana
> Elizabeth Wilkins, University of Southern Indiana

We offer a discussion of a necessary shift from engineering education to adapting to technological changes in artificial intelligence that appears to be out of the control of school administrators and policy makers.

AI in education: Two roads diverged, and which one makes all the difference?

> Danny Canfield, Cleveland State University

In this paper I explore interactions of educators and students as producers and consumers with artificial intelligence and its relationship to policy theories, technology theory, and within the class-room environment.

66. Keeping an eye on teacher education programs—from beginning to end
Paper/presentation – Salon 3

Analyzing freshman and sophomore pre-service educators' first observations
> Lindon Ratliff, Mississippi State University

This study examined the first observation experiences of future student teachers. Data from narratives were coded and analyzed, with conclusions to be shared.

Educational outcomes following participation in a 5-year master's program
> Robin Rackley, Texas A&M University

Students in a combined undergraduate/masters program in curriculum and instruction were asked to evaluate the program in the area of transferability of skills, levels of satisfaction, opportunities for professional growth provided within the program, and personal growth experienced. Results will be shared.

Preparing teacher-leaders for underperforming schools (PLUS):
Voices from the field and lessons learned
> Daniel Holm, Indiana University South Bend
> Jason Zook, South Bend Community Schools Corporation

This presentation will explain how the PLUS project was structured, the reactions of the individuals who participated in the program, and lessons learned from the implementation of the project.

67. Planning carefully for student achievement: Sharing ideas
Paper/presentation – Salon 1

T(SET) Method: A K-12 writing pedagogy that aligns instruction with achievement
> Matthew A. Boggs, Bowling Green State University

The T(SET) Method revolutionizes instruction of paragraph development across the K-12 spectrum by emphasizing structural foundations, aligning and communicating appropriate expectations, reducing reteaching, and closing gaps in student mastery.

Exploring the effectiveness of self-regulation strategies in K-16 learning environments: A critical review of empirical literature on the relationship between mental contrasting with implementation intentions and academic goal enhancement
> Sayyora Ibadullaeva, Bowling Green State University

This presentation reviews empirical studies on Mental Contrasting with Implementation Intentions (MCII) conducted between 2011 and 2023 that explore the effectiveness of enhancing academic goal attainment through self-regulation strategies.

68. Changes in teaching: AI and the pandemic
Paper/presentation – Salon 4

Adult learning theories in the new context of generative artificial intelligence (AI):
Scholastic implications of large language Models (LLMs) in higher education
> Soheila Sadeghi, University of The Incarnate Word
> Arthur E. Hernández, University of The Incarnate Word

ChatGPT, other LLMs, and future AI advancements are examined in relation to three adult learning theories: andragogy, self-directed learning, and transformative learning.

The evolution of teaching and student learning
> Kaylani Othman, Bowling Green State University

This presentation will examine how teaching has evolved over the years, more specifically examining post-COVID-19 pandemic. Furthermore, the way in which students learn has also changed which has impacted their mindset in applying for college.

Conference Summation

12:20 — 12:50

Salon 2

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 gathering:

CQiE Conference in New Orleans (March 4—6, 2024)

Acknowledgements

For more information:

About the Academy: Contact Steven P. Jones, Executive Director of the Academy, at 417-836-5982, or email him at spjones@missouristate.edu
About the Journals: Contact Eric Sheffield, Editor of the journals, at ec-sheffield@wiu.edu

Please visit the Academy website:
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in conjunction with Myers Education Press

This book series—targeting preservice and practicing teachers as well as teacher educators—publishes select books that connect scholarship in educational foundations to important questions about schools, teaching and learning

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Why Kids Love (and Hate) School—Reflections on Practice
A Case for Kindness: A New Look at the Teaching Ethic
Making Sense of Race in Education: Practices for Change in Difficult Times
John Dewey's Imaginative Vision of Teaching: Combining Theory and Practice
Literary Imagination and Professional Knowledge:
Using Literature in Teacher Education

Books coming soon*:*
What Do We Mean by That?: Interrogating Familiar Expressions in Education

We are soliciting book proposals. Have anything you'd like to share?
_____

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Notes