



Critical Questions in Education Symposium

Presented by the

Academy for Educational Studies

2018 Conversation Theme:

Civics, Citizenship and Civility

How are these concepts framed, explored,
advanced, or derailed in our public schools?

Marriott Hotel—Country Club Gardens
Kansas City, Missouri
October 29—30, 2018

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corporation registered in the state of Missouri. Please see our
website for more information about the Academy:
<https://academyforeducationalstudies.org/>

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Jacqueline M. Jones

Critical Questions in Education Symposium

Monday, October 29th

Conference Registration Light breakfast buffet

Seville, Foyer
7:30—9:30

Greetings and Announcements

Seville I & II
8:00
Steven P. Jones
Executive Director, Academy for Educational Studies

First Concurrent Session 8:30 – 9:30

1. Teaching empathy in tumultuous times Paper/presentation — Seville I

Teaching empathy, civil discourse, and advocacy against a rising tide of venomous tweetstorms

Howard Miller, Mercy College
Jordan Jay, Lincoln University

The presentation will focus on approaches to empathy-building, civil argument, and advocacy at a
time of seemingly unbridled and uncensored public incivility.

Teaching empathy to the “Selfie Generation”: Should PreK—12 classroom teachers be responsible for developing students’ emotional intelligence?

Nicole A. Graves, South Dakota State University

This presentation is a response to the book *Unselfie: Why Empathetic Kids Succeed in Our All-About
-Me World* and will include a discussion of the role of educators in teaching empathy.

2. Global perspectives on education and civility Paper/presentation — Seville II

A global view of effective education: Can the U.S. education system benefit from other countries’ practices?

Phyllis K. Adcock, University of Nebraska, Omaha
Amanda Steiner, University of Nebraska, Omaha

A view of effective schools as found in Finland and other countries. Presenters assess how policies
in these countries are different and could influence policies in the U.S.

Understanding civility within the international context:

Ukrainian university students' narratives

Antonina Lukenchuk, National Louis University

This paper problematizes the concept of civility by using narratives from Ukrainian university students who participated in 2014-15 revolutionary events, contextualized by corresponding notions within contending philosophical discourses.

3. Developing effective leaders

Paper/presentation — Rockhill

The journey from self-leadership to other-centered leadership

Carol William Cobb Farinelli, Northeastern State University

This presentation offers examples of methods for helping students grow from gathering their own self-leadership skills to sharing their leadership skills with others—a journey that involves respect for individual and/or group differences, service learning, co-leadership, and more.

Examination of four urban principals' uses of invitational leadership theory to create a caring community for all students

Barbara N. Martin, University of Central Missouri

Catherine M. Miller, Raytown Public Schools (MO)

With use of an invitational leadership lens, this presentation examines if principals are prepared to lead in schools with diverse populations and create caring environments. Data revealed contradictions between educators' theory and actions.

4. University and school district partnerships

Paper/presentation — Roanoke

Growing school communities through university partnerships and grow your own teacher preparation

Amber Thompson, University of Houston

Samuel Brower, University of Houston

Shea Culpepper, University of Houston

Lessons learned from a university and district partnership that has made significant strides in designing and implementing a grow your own program to further support school communities will be shared.

Creating democratic learning environments in schools

Edward Podsiadlik, University of Illinois at Chicago

This session will examine nuances of extended multi-stakeholder partnerships in school communities that speak to creating cultures of collaboration that support and sustain spaces that are inclusive, democratic, and student-centered.

5. Dealing with race and urban schools in teacher education classes

Paper/presentation — Union Hill

High-poverty, high performing schools: Implications for teacher education

Dale P. Blesz, Saint Ambrose University

An experiential and service-learning component of a multicultural education course is described where students work alongside teachers in a high-poverty, high-performing school—and come to question the myth of “the failing urban school.”

A unique university race relations class that made a positive difference

Peter Kranz, University of Texas, Rio Grande Valley

This interactive race relations course was taught during a historical period of racial tension. The black and white students of a southeastern university would have a life-changing experience through this course.

Second Concurrent Session

9:40 – 10:55

6. Preparing students for civic virtue and engagement

Panel discussion — Seville II

Toward civic preparation and engagement: Reconnecting educators to the purpose of public education

Gary Seastrand, Brigham Young University

Barry Graff, Brigham Young University

Public school educators must recognize their role in preparing the young with knowledge, skills and dispositions toward civic virtue and engagement. Learn about our experience accomplishing this within our partnership.

7. Discussing race and difference with young children

Paper/presentation — Union Hill

What does an American look like?: Challenging views of patriotism with Critical Race Media Literacy

Selena E. Van Horn, California State University, Fresno

Andrea M. Hawkman, Utah State University

This session focuses on findings from a study with 4th graders engaged with Critical Race Media Literacy (Yosso, 2002) questioning *What does it mean to be patriotic?*

Discussing racism with young white children: A critical and pedagogical approach

Kerry-Ann Escayg, University of Nebraska, Omaha

Scholarly literature argues that young children, particularly white children, harbor and enact negative attitudes towards non-dominant groups. In this presentation, I provide research-derived approaches to discussing racism with young white children.

Using culturally authentic Native American literature to start the conversation

Kayla Lewis, Missouri State University

Sarah Nixon, Missouri State University

Native Americans are consistently misrepresented in school curricula, textbooks, and media. We will introduce authentic Native literature across genres and grade levels as a means for starting meaningful dialogue.

8. Digging into subject matter

Paper/presentation — Seville I

Better human book chats: Building empathy and engagement through literature

Carolyn Golden, Boise State University

Vickey Meyer, Central High School (St. Joseph, MO)

In this interactive presentation, participants will explore how reading quality literature and asking hard questions through Socratic booktalks helps secondary and post-secondary students connect with others and cultivate compassion.

Balancing the equation: Walking the narrow ridge as an exercise of civil discourse in the mathematics classroom

Pilar Forero Taylor, Florida Atlantic University & North Broward Preparatory School

David Wayne Taylor, Saint Andrew's School (Boca Raton, FL)

Presenters discuss philosophical demands for an ethical mindset and internal balance that gave rise to mathematics and argue for civility as an exercise of mathematical balance to be modeled daily.

Teachers learning to incorporate philosophy into their classrooms

Jessica Heybach, Aurora University

Research findings from a two-year project that infused philosophical and ethical inquiry in the K-12 setting will be explored through the themes of philosophical sensitivity, developing communities of philosophical inquiry, and critical and creative thinking.

9. Fostering teacher conversations

Paper/presentation — Rockhill

Co-teaching relationships from a care ethics perspective

Colette Rabin, San Jose State University

Grinnell Smith, San Jose State University

This study presents findings from an implementation of a co-teaching model based on care ethics in the student-teaching practicum. We describe practices our participants found useful in cultivating caring classrooms.

Creating spaces for teacher conversation

Shelly K. Unsicker-Durham, University of Oklahoma

The author/presenter explores the importance, challenges, and benefits of teacher conversations amid their relative scarcity in the contemporary classroom.

10. The importance of school structures:

Physical, school calendar & institutionalizing processes

Paper/presentation — Roanoke

School structure and design: The potential effects of physical environments on personal and interpersonal experience: Teaching and learning

Edward J. Caropreso, University of North Carolina Wilmington

Does the physical design and structure of schools influence personal and interpersonal experiences daily and cumulatively? An overview of architectural history of American schools offers a frame of reference for answering this question.

Creating space for innovation in school through the process of institutionalization

Chandrasena L. Cabraal, Chicago State University

Institutionalization processes create mutually shared and understood actions making everyone's actions predictable and relieving the interacting individuals of tension. This allows their institutional lives to be defined by a broadly shared system of taken-for-granted routines.

What justifies a move to a four-day school week?

Jon S. Turner, Missouri State University

Rural schools are switching to a four-day school week to respond to challenges like teacher recruitment and finding professional development time. What justifies a change in a school calendar?

Third Concurrent Session

11:05 – 12:05

11. Experiences of immigrant students

Paper/presentation — Union Hill

Critical global citizenship: Creating connections and cultivating classrooms of compassion

Lauren DeCrosa, George Washington University

This presentation examines the situations of undocumented youth in the U.S. and international Syrian refugee students and provides recommendations for educators on cultivating compassionate critical global citizenship in their classrooms.

12. Helping students with disabilities

Paper/presentation — Seville I

Using social media, technology and direct instruction to responsibly prepare students and adults with disabilities to vote

Larry Lowrance, Austin Peay State University

Emmanuel Mejeun, Austin Peay State University

Methods preparing persons with disabilities to vote in local, state, and federal elections will be presented. Data from field testing these strategies with college students experiencing autism will be shared.

The empowerment and marginalization of 1-to-1 teaching assistants serving students labelled with severe disability

William N. Myhill, Syracuse University

A critical disability examines the empowerment and marginalization of teaching assistants who serve students with severe disability, with implications for student educational experiences and school climate.

13. Citizenship in the digital world

Paper/presentation — Seville II

Citizenship in the digital world

Judy D. Butler, University of West Georgia

Using technology to teach in the age of digital citizenship presents the antithetical proposition of providing more information than we need and the ability to access it in isolation.

Public intellectuals for a #NewGeneration: YA literature authors, social media, and digital engagement

Nora A. Peterman, University of Missouri—Kansas

Connor K. Warner, University of Saint Mary

This presentation examines how four prominent authors of young adult literature function as public intellectuals by utilizing Twitter to engage with readers on issues of politics and ethics.

14. College and career decision-making

Panel discussion — Roanoke

Understanding motivation and choice in the college and career decision-making process

Caleb Leggett, Oklahoma State University

Erik Dewey, Oklahoma State University

Christal Strickland, Oklahoma State University

A phenomenological study using motivational theories to characterize and categorize factors of motivation and choice in the college and career decision-making process.

15. Publishing with the Academy for Educational Studies

Discussion — Rockhill

Publishing with the Academy for Educational Studies

Steven P. Jones, Executive Director of the Academy for Educational Studies

Eric C. Sheffield, Editor of Academy journals

Jessica A. Heybach, Associate Editor of Academy journals

Have a book you've been working on? A journal article that's about ready? Come explore publishing opportunities with the Academy for Educational Studies in our journals *Critical Questions in Education* and *Thresholds in Education* and the Academy's book publishing arrangement with Myers Education Press.

Lunch

12:05—1:25

On your own

Fourth Concurrent Session

1:25 – 2:40

16. Ways to civility and social understanding

Paper/presentation — Seville I

An appeal for intelligent conversation in the classroom

Jeff McLaughlin, West Chester University of Pennsylvania

This presentation will explore various historical and philosophical perspectives on the importance of teachers' rhetorical skills for creating and maintaining civility in the classroom.

Breaking down barriers: Midwestern urban and suburban youth exploring the civil rights moment together

Bradley W. Poos, Avila University

Jennifer Waddell, University of Missouri—Kansas City

This study explores the experiences of Midwestern urban and suburban high school students who participate in an innovative eight-day civil rights travel experience together through the deep south.

17. Civics and democracy: The social studies methods class

Paper/presentation — Roanoke

Civics in the college methods class: Building an understanding of democracy

Ed Starkenburg, Dordt College

Future teachers can experience democracy in real and personal ways in their college methods course. This can prepare them to introduce democratic processes to their future students.

For the common good: Citizenship as a verb in an elementary social methods course

Nancy Hayes, Coe College

Amy Russell, Coe College

Through stories of classroom successes and failures we will facilitate a conversation in which participants gain deeper understandings of how preservice teachers can "do" citizenship with their future students.

Developing critical dispositions in teacher education programs

Jarrett Moore, Black Hills State University

Conceptualizing social studies education as the site of developing criticality, this presentation proposes to reframe critical thinking in teacher education programs as a critical disposition rather than a skill.

18. Considering where we've been: The history of education

Paper/presentation — Rockhill

Restoring the Founders' vision of the primacy of education for a free people

Christopher Beckham, Morehead State University

Our founders exhibited remarkable unity on the vital role education must play in society. Their support for widespread general education should be revived among today's political leaders.

**Social capital (and its dark side): Educational relationships
in the works of Laura Ingalls Wilder**

Kipton D. Smilie, Missouri Western State University
Ethan K. Smilie, College of the Ozarks

This presentation considers Laura Ingalls Wilder's illustrative experiences as both a student and teacher in building and maintaining diverse forms of social capital in the common school era.

19. Democracy & civility: The thinking of John Dewey

Paper/presentation — Union Hill

Education's role in resuscitating a Deweyan democracy in the U.S. today

Elizabeth Meadows, Roosevelt University

In order to resuscitate a Deweyan democracy in the U.S. today, education needs to help people fully appreciate how everyone's progress matters and reconstruct democratic practices to support everyone's well-being.

Civility and Dewey's *Quest for Certainty*: A book response

Ali H. Hachem, Stephen F. Austin State University

In this book response to John Dewey's *The Quest for Certainty: A study of the relation of knowledge and action* (1929), a vision of civic engagement is drawn from the text, followed by a discussion of the potentials and limitations of such a vision to civic engagement in our current historical moment.

Ideology, cultural wars, and civility: Dewey's democratic education as resistance

Jamie C. Atkinson, Missouri State University

An exploration of Dewey's democratic form of education providing an argument for a pragmatic approach which may provide educators with a civil means to address the conservative/progressive divide in America.

Fifth Concurrent Session

2:50 – 4:05

20. Supporting urban and black students

Paper/presentation — Seville I

**Building a caring citizenry in secondary school for the post-secondary success
of urban female students: The impact of mentoring through
community-based youth leadership development**

Tashlai Burney, Rise and Shine Academy (Toledo, OH)
Judy Jackson May, Bowling Green State University
Teresa Castellaneta, Lima City Schools
Dana R. Eskins, Mercy College of Ohio

This phenomenological study examined the impact of a community-based mentoring program on females who participated as high school students and matriculated to post-secondary institutions. Findings include implications for policy and practice.

Personalized recruitment to graduation for the African American male

Fred D. Hammond, III, University of Central Oklahoma

The Black Male Initiative was created in 2014 to address the retention and graduation rates of African American men at a metro PWI. The nucleus of the program is the cohorted class and peer mentoring.

21. Meeting of the Secret Society for Lovers of Platonic dialogues

Paper/presentation — Rockhill

Plato's *Meno* as a model for 21st century learning environments

Frank Giuseffi, Lindenwood University

This paper argues that Socrates' investigation of virtue in the *Meno* offers educators today a way to create learning environments built on trust, civility, and shared inquiry, essential attributes for 21st century education and citizenship.

**Citizenship, civics, and legislation: Philosophical foundations
of an ethics of mutuality**

Twyla Gibson, University of Missouri
Bridget Disney, University of Missouri

Innovative digital tools can identify consistent patterns in the ordering of ideas in early texts (such as Socratic dialogues)—patterns that provide new information that can serve as a rich resource for opening dialogues addressing tensions that arise from conflicting world views.

**Where we went wrong: Tying civil disorder
to our rejection of Socrates' "city of sows" in Plato's *Republic***

Steven P. Jones, Missouri State University

Socrates offers his interlocutors a vision of a simple city where justice, harmony and peace prevail, but one of them calls it a "city of sows" and demands a more luxurious city. We want that luxurious city, too—but that's where all our problems come in. And Socrates knows it.

22. Encouraging civic engagement

Paper/presentation — Seville II

"New civics," service-learning, and civic engagement:

The National Association of Scholars' attack on "doing civics"

Eric C. Sheffield, Western Illinois University

In January 2017, the National Association of Scholars published a scathing report on civics education at universities in the United States. This paper examines that report in light of current civic unrest.

**Trailblazing: Disrupting traditional notions of literacy
through a unique community-based partnership**

Kelly L. Hatch, University of Wisconsin—Whitewater

This presentation illuminates the early impact I have measured as I disrupted my collegiate Literacy Methods classroom in order to develop the civic mindedness and environmental literacy of pre-service teachers.

**Cosmopolitan first-year experiences (CFYE): Dialogue and service
as preparation for civic life**

Katina Fontes, Lesley University

This paper explores opportunities for fostering dialogue among college students and laying a foundation for a lifelong civic practice via a first-year experience program rooted in the philosophy of cosmopolitanism.

23. Improving teaching

Paper/presentation — Union Hill

Public school education and the pedagogy of a culture of excellence: Sapientia, Virtus, and Amicitia

William Guedes Cortezia, Fitchburg State University

Our nation's public schools carry the duty to create a pedagogy that guides educators and learners alike in the formation of a social and democratic society.

How the example of history's greatest religious teachers can benefit today's classroom teachers

Dan Shepherd, Missouri Western State University

History's greatest teachers are followed by billions of students, and their pedagogy is supported by modern research. This session provides examples from their teaching that are examples of best practice.

Brain-based transformation of school civics programs

Donald Fischer, California State University at Monterey Bay

Xiaofei Zhang, Defense Language Institute Foreign Language Center

Drs. Fischer and Zhang apply the lenses of cognitive neuroscience, multimedia principles and the elements of transformative learning toward motivating reading challenged high school civics students.

24. Helping undocumented students

Presentation — Roanoke

World Café: Supporting undocumented students on campus

Anne D'Antonio Stinson, University of Wisconsin—Whitewater

Undocumented students on campuses throughout the United States experience varying levels of support. This session will explore participants' campus climates, identify ideal actions for supporting undocumented students, and concrete action plans.

Sixth Concurrent Session

4:15 – 5:15

25. Overcoming teacher burnout

Paper/presentation — Union Hill

How can we overcome burnout? Remember and revise your story

Philip P. Kelly, Boise State University

I report on a pilot study investigating a restorative professional development approach to overcoming teacher burnout based on the power of teachers' stories and concomitant agency through reframing personal narratives.

Teacher renewal in a graduate program

Steven P. Jones, Missouri State University

A report on a cohort-model graduate program that worries less about "new and deeper" knowledge than on refreshing the perspectives of practicing teachers.

26. Responding to fear and trauma—building civil society

Paper/presentation — Rockhill

Trying to limit the long-term effects of election cycle trauma on cognitive learning development in children of perceived targeted groups

Tina Chaney, University of Missouri

Barbara N. Martin, University of Central Missouri

Using Maslow's hierarchy of needs as a focus, this presentation reports data about the effects of language used prior to and after the 2016 election on children of perceived targeted groups.

Building a civil society in the classroom

Jeanne Qvarnstrom, Sul Ross State University

Teacher education programs should promote respect and appreciation for civics, citizenship, and civility in our society. This presentation presents data on approaches to promoting these important values with student teachers.

27. Leadership roles for teachers

Paper/presentation — Seville I

Teachers in leadership roles: Defining teacher leadership

Saundra L. Shillingstad, University of Nebraska at Omaha

Sheryl L. McGlamery, University of Nebraska at Omaha

The study was designed to gain new, more accurate insights into teachers' views as they serve in the leadership role of CADRE Associate (CA). The benefits and challenges of their diverse roles will be addressed.

Leadership lessons from de-tracking a high school ELA program:

Avoiding total derailment

Teresa Castellaneta, Lima City Schools

This presentation chronicles an initiative to de-track a high school English program in a small high school in Ohio, focusing on four perspectives: academic performance, social/emotional development, climate and culture, and policy development.

28. Opportunities in today's American public schools

Panel discussion — Roanoke

Analysis of factors in school contexts: NCES school data across surveys

Erik Dewey, Oklahoma State University

Caleb Leggett, Oklahoma State University

Christal Strickland, Oklahoma State University

An analysis of three different NCES surveys and what those results say about the current conditions and opportunities in American public schools.

Dinner

On your own

Conference Reception

Complimentary beer and wine

7:30 — 9:00

Seville I & II

Featured Presentation

The Public Square

8:00 — 9:15

Seville I & II

What traits of civility and civility practices should teachers, students, and others model in schools, classrooms, and communities?

Grinell Smith, San Jose State University

Kerry-Ann Escayg, University of Nebraska, Omaha

Phil Kelly, Boise State University

Allison Smith, National University

Daryl Dugas, Northern Illinois University

Followed by open discussion

Moderated by Steven P. Jones

Missouri State University

Executive Director, Academy for Educational Studies

Tuesday, October 30th

Light breakfast buffet

Seville, Foyer

7:45—9:30

Greetings

Seville I

8:00

Seventh Concurrent Session

8:15 – 9:15

29. Other ways to help: Foster care & Department of Social Services

Paper/presentation — Seville I

Volunteerism within the foster care system: Why participate and what to expect

E. Basil Kessler, Emporia State University

This presentation addresses the foster care system to the uninitiated who seek to serve those families and children. Attention is given to multiple systems to which volunteers could be exposed.

Project HEART: Culturally relevant pedagogy, civic engagement, and youth development

Donna M. Davis, University of Missouri—Kansas City

Shirley Marie McCarther, University of Missouri—Kansas City

This study examines the beliefs of educators working in a state's Department of Social Services/ Division of Youth Services after engaging in culturally relevant professional development activities.

30. Capturing the voices of teacher education faculty and students

Panel discussion — Seville II

Reinventing curriculum for teacher preparation: A new lens focused on exploration, reflection, and discourse

Victoria Seeger, Northwest Missouri State University

Shantel Farnan, Northwest Missouri State University

Sue Wood, Northwest Missouri State University

Emma Dorsey, Northwest Missouri State University

Karsyn Kinney, Northwest Missouri State University

Bruce Menard, Northwest Missouri State University

Capturing faculty and candidates' voices, a newly designed educator preparation curriculum focuses on exploring the developing person, bias, culturally responsive teaching, and reflective discourse.

31. Attacks on reason and reasonable discourse

Paper/presentation — Rockhill

CAN we talk about it? An agnotological look at the role/use of ignorance in constraining civic discourse

Philip P. Kelly, Boise State University

Using agnotology, the study and use of ignorance, I ask, “CAN we talk about it?” The removal of certain topics from the civic discourse constrains our ability to publically deliberate.

Critical Question: What are six threats to the freedom of education academies?

Brett J. Holt, University of Vermont

This presentation identifies and addresses six common dangers to our academic freedom: governance/accreditation, budget/profitteering, special interest, socialized conformity, expert identity, and culture of fear.

32. Race in America: Past voices, past legislation

Paper/presentation — Union Hill

“Momma, why are all my teachers White?”: The failure of *Brown v. Board of Education* to integrate teachers

Denise P. Reid, Biola University

This presentation will discuss the impact of the *Brown v. Board of Education* (1954) decision on our current teaching force and all students in the public school system.

Standing for equality and democracy for all: Past voices today unveiling a new (and free) curriculum guide and website

Gary A. Homana, Towson University

A powerful film about segregation in America premiered at the 2017 Critical Questions in Education Conference. A new curriculum guide/website explores this issue, asking “Where have we been and where are we going?”

33. Diversity—here and elsewhere

Paper/presentation — Roanoke

I pledge allegiance

Eugenia Damron, Marshall University

Misty Butterfield, Granite Schools

This paper compares the behaviors and beliefs about citizenship, civics, and civility of students and teachers in remote villages of Guyana to those in the United States.

Library ethnic caucuses: We’re here, and we’re ready to reinforce your efforts to teach diverse classrooms

Jason K. Alston, University of Missouri

The American Library Association recognizes five ethnic caucuses, each with resources and librarians eager to help you find library resources to support your teaching diverse groups of students. Learn about the caucuses, how to contact them, and how they can help you educate your students.

Academy Conversation

9:25 — 10:45

Seville I & II

What parts of the American story, and what essential democratic principles, ought students come to know and embrace during their time in school?

Peter Wangemann, Brigham Young University

Elizabeth Meadows, Roosevelt University

Shirley McCarther, University of Missouri, Kansas City

Christopher Beckham, Moorehead State University

Selena Van Horn, California State University, Fresno

Andrea Hawkman, Utah State University

Followed by open discussion

Eighth Concurrent Session

11:00 – 12:15

34. Kind and caring school communities

Paper/presentation — Seville I

Building kind and caring school communities:

Lessons from Montessori early childhood education

Angela Murray, University of Kansas/American Montessori Society

Jennifer Baker Powers, Raintree Montessori School (Lawrence, KS)

Attendees will gain insights from Montessori early childhood education with its unique theory and practice prioritizing children’s development as members of a social community within the classrooms.

Kindness and democracy in the teaching ethic

Steve Broidy, Wittenberg University

The teaching-ethic is properly focused both on the welfare of a teacher’s individual students and on the welfare of the communities larger and smaller to which the students and teacher belong. A teaching-ethic oriented toward kindness serves both the needs of students and the needs of a democratic society.

The universality of moral concept and supporting data

Yiki Hasebe, Western Illinois University

Empirically defined notions of morality and the ways in which people differentiate morality from conventions/virtues (e.g. honesty) has rarely been conceptually separated in the educational conversation.

35. Exploring civic virtue

Paper/presentation — Seville II

Framing public education with or without civic virtue

Paul Wangemann, Brigham Young University

This presentation will explore systems of public education framed with or without a commitment to the development of civic virtue and the role schools play in helping to make a public.

Voltaire's *A Treatise on Tolerance* – Lessons on civility from the French Enlightenment

Jeff McLaughlin, West Chester University of Pennsylvania

Voltaire's *A Treatise on Tolerance* presents a case for civility and tolerance that translates very well in our contemporary political, social, and educational context.

Teaching mindful dissent within reason: Civic learning in a divided Virginia

Jeffrey A. Coupe, George Washington University

Dissent protected by the First Amendment is neither condoned nor exercised in civic learning. Virginia cases explore student dissent on issues from Confederate legacies to police violence, and leadership responses.

36. Using the arts to teach civics and civility

Paper/presentation — Rockhill

Teaching teachers to teach history through artistic projects: Challenges and possibilities in an era of truthiness

Eric J. Weiner, Montclair State University

In this era of lying, we need to teach students and others how to resist the discourse of "truthiness" through a tactical disruption of its rules, norms, and practices. Art projects that speak to marginalized, erased, lied about, or distorted events in history can get us closer to the truth.

The communication of civics through an historical graphic arts lens

James O. Barbre III, Indiana University East

The addition of comic and graphic literature in civics and history presents advantages over traditional lecture-based forms of social studies instruction. This presentation will detail those advantages and benefits.

Teaching civility through the arts: Creating socially just safe spaces for urban students

Shirley Marie McCarther, University of Missouri—Kansas City

Donna M. Davis, University of Missouri—Kansas City

We asked students in grades 5—12 to share their personal convictions around the concept of social justice and create an artistic expression exemplifying their beliefs.

37. Building kind and caring classroom communities

Paper/presentation — Roanoke

Civility, community, and the failure of "programs": One teacher's journey

Daryl Dugas, Northern Illinois University

This presentation describes the path of a teacher from a failed district-wide civility program to successful approaches to building classroom communities. Arguments against large-scale programs promoting civility will be discussed.

Advancing positive classroom learning environments through modeling and prioritizing empathetic relationships

Laura Erhard Fiorenza, West Chester University of Pennsylvania

Positive classroom environments enhance students' learning and well-being. Kind and caring interactions evolve in classrooms where teachers model and prioritize empathetic interactions. This presentation will identify strategies to promote empathy.

Using morning meetings to build community in the classroom

Briana Rodgers, Nixa Public Schools

Explore the benefits of a daily Morning Meeting in classrooms. These meetings help students build a community and develop friendships with others while also building social-emotional skills that can be utilized in all areas of life.

38. Tools to improve learning

Paper/presentation — Union Hill

Utilizing civic participation and project-based learning to increase engagement in the high school classroom

Alan English, Bethany College

A practical demonstration of a civic engagement and project-base learning experience with Kansas Honor Flights and a statistical analysis of its impact on student engagement and performance in the classroom.

Kieran Egan's cognitive tools

Alex Terwelp, Missouri State University

Egan argues we have cognitive tools just waiting to be used in imaginative lessons. This presentation reviews those tools, then offers an example lesson using the story of the Oracle of Delphi to imaginatively engage students as they learn the future tense in Latin.

Teaching writing for insight: Lessons from psychoanalysis

Peter LaMear, Fulton Public Schools (MO)

This presentation addresses applications of psychoanalytic thought to K-12 writing instruction. Along with presenting theory, I draw on classroom experience and discuss examples of unconscious expression in student writing.

Lunch
12:15—1:35

On your own

Ninth Concurrent Session
1:35 – 2:35

39. Examining the question of “equity”
Paper/presentation — Seville I

Reframing diversity in terms of equity vs. adequacy

Allison Smith, National University

This session will utilize an “adequacy vs. equity” lens—typically used in school finance—and apply it to issues of diversity in education. Discussion will focus on reframing diversity initiatives and discussions beyond an equity narrative.

40. Exploring privilege and oppression with undergraduate students
Panel discussion — Union Hill

Creating brave spaces: Understanding intersectionality of identity in learning environments

Melissa Reed, Emporia State University
Heather Caswell, Emporia State University
Danica Bender, Emporia State University
Sadie Boline, Emporia State University
Allie Crome, Emporia State University
Sydney Gulley, Emporia State University
Paul Reichenberger, Emporia State University
Savannah Smith, Emporia State University
Chieko Zimmerman, Emporia State University

Preservice teachers and their professors will share intersectionality aspects of privilege and oppression in their personal and professional lives. Presenters make connections between preservice experiences, theory, pedagogy, and learning environments.

41. Science and civics: What we can learn
Paper/presentation — Rockhill

An important book that propelled citizenship and civility with science teaching—exponentially!

Jill (Alice) Black, Missouri State University

Cosmos, by Carl Sagan, inspired a generation of science teachers, their students, and people worldwide with awe for the natural world and for the civil, rational Nature of Science.

Tenth Concurrent Session
2:45 – 4:00

42. Civility and educational standards
Paper/presentation — Seville I

U.S. Constitution v. Educational accountability policy

Linda Mabry, Washington State University, Vancouver

As an example of civics in action, this presentation will trace educational policy in the U.S. and provide an update on the implementation of the *Every Student Succeeds Act* (2015).

Examining the unintentional educator preparation programs’ contribution to society’s non-discursive status quo

Jo A. Birdsell, National University

Keith A. Walters, California Baptist University

Presentation of ways standards-based teacher preparation programs contribute to a non-discursive, status quo society. Ideas to prepare teachers who prepare students for civics, citizenship and civility will be explored.

43. Tending to the mindsets of teachers and students
Paper/presentation — Roanoke

Minding teachers’ mindsets: Impact of professional development promoting a positive school climate for learners

Ollie Bogdon, Missouri Western State University

Julie Thiele, Kansas State University

Teachers’ beliefs on learning inspire kind and caring school cultures. Successes and challenges of a professional development series, embedded with growth mindset initiatives, affords educators the opportunity to support learners.

Using professional development based on motivational theory to equalize student experiences

Angela Ford, George Washington University

Evidence demonstrates that educators utilizing motivational techniques see improvements in their students’ performances. Therefore, required professional development in Self-Determination Theory could be used to equip teachers with helpful techniques.

Is pushing back against deficit narratives empowering? How we talk about value

Hannah Torma, Ohio State University

Deficit narratives are problematic, but positive value judgements can be as well. Youth experiencing homelessness should not be tasked with improving their education through resiliency. This is a systemic problem.

44. Digging deeper: The aesthetic, civil inquiry, and cultural liturgy
Paper/presentation — Union Hill

Spirituality of habit & the aesthetic in relationships of learning

Becky L. Noël Smith, California State University, Fresno

Randy Hewitt, University of Central Florida

This paper relates components of John Dewey’s conceptions of habit and aesthetic experience to the meaningful connections that are often formed in transformative learning relationships.

**Community-based action research for the public good:
Deweyan reconstructions in civil inquiry**

Ali H. Hachem, Stephen F. Austin State University

Questions about civility in public schools are inseparable from ontological questions about democracy and epistemological questions about the relationship between community, inquiry, knowledge and action. This paper provides a Deweyan reconstruction of action research that attempts to resolve these questions in educational research.

45. School violence

Paper/presentation — Rockhill

**School structure and design: The potential effects of physical environments
on personal and interpersonal experience: School violence**

Edward J. Caropreso, University of North Carolina Wilmington

Does the physical design and structure of schools influence personal and interpersonal experiences in ways that may result in or increase potential for violence? A review of American school architecture will be used as a context to consider how the built environment may affect school violence.

School shootings yesterday, today, and tomorrow:

Exploring gun violence in American schools

Paul Haxton, University of Central Oklahoma

Katie Gaston, University of Central Oklahoma

Joy Osborne, University of Central Oklahoma

Jon Stefanick, University of Central Oklahoma

This presentation examines the history and statistics of school shootings in the United States, characteristics of school shooters, and current preventative measures as well as future options.

Eleventh Concurrent Session

4:10 – 5:10

46. Deliberate ignorance and inattentiveness about education

Paper presentation — Rockhill

Governors and education: An analysis of attentiveness

Gili Lushkov, Plymouth State University

Kathleen Norris, Plymouth State University

Given states' responsibility for education, do state governors address education in public addresses? Through text analysis, we reveal the extent of gubernatorial rhetorical attention to education from 1860 to the present.

For profit colleges' greatest asset: Ignorance

Daniel Hopkins, Boise State University

Phil Kelly, Boise State University

A discussion of for-profit colleges' use of ignorance in advertising, recruiting, and lobbying.

47. Illinois standards: Impeding social-emotional learning of students

Paper/presentation — Roanoke

Neo-liberalist ideology: Impeding the social-emotional learning in schools today

Theresa L. Udziela, Aurora University

The competitive neoliberal ideologies in the school setting are challenging and diluting the underpinnings of social-emotional learning (SEL). Credentialism, narrow competition, and mindless self-promotion are forces to be resisted.

48. Offering support when needed

Paper/presentation — Union Hill

**Teachers' self-efficacy beliefs about delivering effective questions
in instructional settings**

Ashlynn Girard, William Woods University

Timothy Hanrahan, William Woods University

James P. Concannon, William Woods University

This quantitative study examined novice teachers' beliefs about asking questions effectively in a traditional educational setting. Gender and grade level differences proved significant.

A restorative approach to responding to support calls and referrals

DeVeda Ellen Coley, Hood College

Get ready to discuss and reflect on using Restorative Practices when responding to support calls and office referrals. This session will provide restorative tools for these "first responders."

Conference Summation

5:15 — 5:45

Seville I

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—including the possibility of a book on this Symposium theme
- Remind ourselves of the upcoming CQIE Conference in Savannah, Georgia (March 4–6, 2019)

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is pleased to announce the

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This new book series—targeting preservice and practicing teachers as well as instructors of teacher preparation courses (both preservice and graduate)—intends to produce select books that connect scholarship in educational foundations to important questions about schools, teaching and learning. The first two books in the series investigate *Why Kids Love (and Hate) School*—one of the books reflecting on how students come to view school based on their differences, the other based on classroom practices teachers choose. Three other books are in the pipeline—and we'll be pleased to announce them shortly.

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