



Critical Questions in Education Conference

Presented by the
Academy for Educational Studies

2022 Conversation themes:

The state of the teaching profession
What inspires your teaching?
Books, reading and writing

Francis Marion Hotel
Charleston, South Carolina
February 21 — 23, 2022

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

<https://academyforeducationalstudies.org/>

Cover design:
Jacqueline M. Jones

Critical Questions in Education Conference

Monday, February 21st

Conference Registration

Light breakfast buffet

Gold Ballroom

7:30—9:30

Greetings and Announcements

Gold Ballroom

8:00

Steven P. Jones

Executive Director, Academy for Educational Studies

Pinckney: Mezzanine

Gold ballroom: 2nd floor

Laurens: Mezzanine

Colonial Ballroom: Lobby

Rutledge: Mezzanine

Middleton: Upper Lobby

Parkview: Street level (private dining
room of Swamp Fox restaurant)

First Concurrent Session

8:30 – 9:30

1. Educator self-care

Paper/presentation — Gold ballroom

Educator self-care

Karis Clarke, Clark Atlanta University

Educators can benefit greatly from learning about and practicing self-care. Self-care is not being selfish. Participants will be asked to complete a self-care assessment and provided with self-care strategies.

2. Developing cultural competency

Paper/presentation — Pinckney

Cultivating critical questions regarding race and equity and promoting cultural competencies with first-year students

Rosemarie Jagielo-Manion, West Chester University of Pennsylvania

Jessica Tobin Nagle, West Chester University of Pennsylvania, and Temple University

Discover ways to foster critical thinking and challenge undergraduate students with a variety of experiences and perspectives as they begin their journey to becoming equitable and culturally competent educators.

Academy Book Series in Education

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. The following books in the series are available now, with more to come:

Why Kids Love (and Hate) School—Reflections on Difference

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***

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

Please check out our on-line journals

Critical Questions in Education

and

Thresholds

Find theme issues on the following topics:

Critical Health Education in Critical Times

Teaching about Islam in U.S. Schools

What can American Educators Learn from International Education?

Critical Issues in Higher Education

On the Nature of Controversy as Pedagogy

<https://academyforeducationalstudies.org/journals/>

Acknowledgements

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

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

Executive Director, Academy for Educational Studies

Steven P. Jones, Missouri State University

Thanks also to:

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

Savannah Boehmer and the staff
at the Francis Marion Hotel

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

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Advancing pre-service teacher candidates' beliefs about cultural diversity through multicultural children's literature

Brian Hibbs, Dalton State College

This presentation examines the results of a research study designed to investigate the contribution of multicultural children's literature on pre-service teacher candidates' developing personal and professional beliefs concerning cultural diversity.

3. Improving student writing

Paper/presentation — Middleton

"Make it personal": Writer identity for reluctant adult learners

Amber Kelly, Howard College

The reluctant writer identity develops over years of educational experiences, carrying over to the college years. Through the lens of andragogy, mindful instruction can challenge this struggle, promoting student success.

Turning the corner: From student writer to writing teacher

Janet Tipton Hindman, West Texas A&M University

Betty Coneway, West Texas A&M University

How can educator preparation programs better prepare teacher candidates to become effective writers who strive to improve their craft and who will become effective teachers for future generations of writers?

4. The pandemic "paradigm shift"

Panel discussion — Laurens

Managing virtual educational experiences in the midst of a paradigm shift (We all know it's going to be different—we just don't know how)

Patricia Rand, Clarkson University

Jane Oppenlander, Clarkson University

Catherine Snyder, Clarkson University

This forward-looking panel will discuss the interim period between the pandemic and the upcoming "new normal." How do we leverage change, support graduate candidates, improve curriculum, and identify research opportunities?

5. Advantages of service learning

Paper/presentation — Rutledge

Transformative critical service-learning vs. traditional mission-oriented learning: How and why should we make the change?

Heather Coffey, University of North Carolina, Charlotte

This interactive presentation provides a detailed description of the Critical Service-Learning Implementation Model (CSLIM) as a framework for engaging learners in a more transformative service-learning pedagogy.

Making the self important again: Service learning and place-based education can help put the "I" back in writing for high school students

Kasey Stecher, Clemson University

Students struggle with purpose in their writing, but place-based and service-learning curricula can support students' growth as reflective writers.

Second Concurrent Session 9:40 – 10:55

6. Influential books: Sara Lawrence-Lightfoot, Geneva Gay, and Gloria Ladson-Billings Paper/presentation — Gold ballroom

The essential conversation: What parents and teachers can learn from each other, by Sara Lawrence-Lightfoot

Camille M. Brandt, Bemidji State University

Parents and teachers have much to learn from each other. The interrelationship between gender, ethnicity, and class impacts the parent/teacher adult relationship as much as the needs of the children.

The impact of Dr. Geneva Gay's work in a multicultural classroom

Sarah Militz-Frielink, Northern Illinois University

Regina Lewis, Pikes Peak Community College

In this presentation, we integrate dialogue about cultural responsive pedagogy and the impact of Geneva Gay on our work into actions that highlight the achievements of Geneva Gay's scholarship.

Keeping the dream alive: The paradigm shift brought on by the Dreamkeepers

David Yancey, Augusta University

The Dreamkeepers by Ladson-Billings shifted my pedagogical eye away from what I was teaching to who I was teaching. Let's discuss how culturally relevant pedagogy could be the vehicle that changes education.

7. Issues in the teaching of social studies

Paper/presentation — Pinckney

Indigenous Peoples' Day: Case study and survey of K-12 social studies educators identifies the need to teach accurate and authentic histories, culture, and contributions

Angela Brandel, University of Dubuque

After the Indigenous Peoples' Day proclamation in the state, city, and school district, a study was conducted of educators to identify curriculum used and needed to teach about Native Peoples.

The counterculture paradox: Commodities of Activism or activism for democracy?

Rina Bousalis, Florida Atlantic University

Rather than the media's worn-out clichés and market-driven symbolic representation of the hippie, the 1960's-70s counterculture generation created a landscape of changes in history from which present day students can learn.

Considering the purpose of social studies: A place-based path forward

Meghan Moore-Hubbard, Clemson University

History classes have recently experienced (re)new(ed) interest from parents, media, and politicians. This presentation seeks resolution by grounding ourselves in the purpose of social studies education through a place-based approach.

Forefronting formative assessment practice for teachers' professional growth: A reflection on Moss and Brookhart's *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders* (2nd edition)

Erin Riley-Lepo, Montclair State University

This session is centered around *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders*, which is a template for formative assessment practices and collaborative inquiry in schools.

100. Why teachers are leaving the profession

Panel discussion — Rutledge

An examination of K-12 teachers leaving the teaching profession

Wisdom Mensah, University of West Florida

Sarah Savadogo, University of West Florida

David Benefo, University of West Florida

Isaac Mensah, University of West Florida

K-12 teachers are leaving the profession in droves which is affecting quality of instruction and school administration, generally. Solutions include teacher professional learning communities, professional development programs, and including teachers in decision-making.

Conference Summation

3:55 — 4:30

Gold Ballroom

We'll take a few minutes to:

- Review what we've learned during our time together
- Talk about publication opportunities with the Academy for Educational Studies
- Remind ourselves of upcoming CQIE Events:
 - The CQIE Symposium in Denver (October 24—26, 2022)
 - The CQIE Conference in San Diego (Feb. 27—March 1, 2023)

96. STEM for everyone: What we know, and what we need to do

Paper/presentation — Rutledge

Succeeding in introductory STEM courses at community colleges:

STEM instructor perceptions of essential skills and barriers to success

Daniela Payne, Augusta University

William Smith, Augusta University

A pragmatic qualitative inquiry that explored instructors' perceptions of the essential skills needed to succeed in introductory STEM courses at community colleges and barriers that may impede STEM course success.

Nineteenth Concurrent Session

2:50 – 3:50

97. Navigating special education and disability

Paper/presentation — Pinckney

How mothers of children with significant disabilities navigate special education

Kristin Wiseley, Western Illinois University

A qualitative study to understand the experiences of how mothers of children with significant disabilities navigate the special education of their children from diagnosis through age 21.

Centering first-person accounts of disability: A response to Mooney's *Normal Sucks*

Ashley Pollitt, Montclair State University

Katie Whitley, Montclair State University

This session centers Jonathan Mooney's *Normal Sucks* (2019) as an example of how first-hand narratives can be used in teacher education and K-12 settings to counter deficit stereotypes of disability.

98. School and the resilience of youth

Panel discussion — Middleton

The impact of school on youth resilience: A critical conversation

Ashley E. Poklar, Hawken School

Kyle Greene, Motivational speaker

Peter Donovan, Omphalos

Resilience—a popular goal during pandemics and social unrest. Join us in a critical conversation of the role, and consider the possibility, of schools in increasing or limiting youth resilience.

99. Considering assessment and accountability: The good and the bad

Paper/presentation — Laurens

The hegemony of accountability: Online grade books, emotional instantaneity, and the disappearance of reflection

Meghan Kuehnle, Ohio State University

William Kuehnle, Ohio State University

We explore the philosophical and pedagogical consequences of online grade books for teachers, students, and schools. Ultimately, we argue that online grade books are detrimental to emotional and pedagogical development.

8. Teaching during the pandemic: Pains and possibilities

Paper/presentation — Middleton

Kicking and screaming: The shift to online instruction in teacher education

Michelle Reidel, Georgia Southern University

Taylor Norman, Georgia Southern University

This presentation examines how increased demands to transition face-to-face teacher certification programs to an online platform are experienced by teacher educators.

One year of virtual teaching: The very good, the not-so-bad, and the quasi-ugly

Byung-In Seo, Chicago State University

This presentation is about my experiences teaching virtually—from taking numerous workshop, to learning to use on-line platforms, this middle-aged dog learned new tricks while incorporating tried and true instructional methods.

Instructional planning in ever-changing educational landscapes

Gary Mosley, Anderson University

Meg Walworth, Anderson University

This presentation will explore instructional planning to maximize student engagement and collaboration within seated and remote learning environments. Emphasis will be placed on research and planning in ever-changing educational landscapes.

9. Teaching world languages and ELL students in challenging times

Paper/presentation — Laurens

Teaching world languages in rural America: The challenge of racism

Timothy Reagan, The University of Maine

In this presentation, the unique political, ideological, and pedagogical challenges in teaching world languages in rural America that arise as a consequence of racism will be explored.

Academia de pensadores criticos: A school-university partnership for emergent bilingual EC-6 learning

Sarah M. Straub, Stephen F. Austin State University

COVID-19 highlighted educational inequities for students, and more dynamically for ELL's. In response, a school-university partnership emerged as a collaborative academia fostering critical thinking and multicultural affirmation.

Teaching ELLs during the pandemic and beyond: Critical questions about building equity and access for culturally and linguistically diverse classrooms

Jordan Gonzalez, St. John's University

Brett Elizabeth Blake, St. John's University

The COVID-19 pandemic has caused a rupture in the trajectory of education worldwide. Critical questions about equity for our English Language Learners, including immigrant and refugee populations, guide this discussion.

10. Ideas about classroom management

Paper/presentation — Rutledge

Learning to think not memorize: A deeper way of viewing classroom management

John D. Long, William Woods University

Teaching students to think about what they would face as teachers managing a class, not memorizing responses, changed this course into one of the most important in the program.

Unrest in a struggling school: Coaching teachers to be culturally responsive in classroom management

Georgina Rivera-Singletary, Saint Leo University

Renee Sedlack, Saint Leo University

Improving instruction can be difficult for teachers in struggling schools with academically challenged students who are unable or unwilling to meet expectations. Researchers looked at the effectiveness of outside support to teachers who were reluctant to seek assistance from school leaders.

Supporting coaching and performance feedback for classroom educators:

Direct behavior ratings-classroom management (DBR-CM)

Wesley A. Sims, University of California, Riverside

This presentation introduces attendees to the DBR-CM, a usable, accessible, and defensible assessment of educator classroom management practices. DBR-CM background and applied training and professional development applications will be discussed.

**Third Concurrent Session
11:05 – 12:05**

11. The gamification of teaching and learning

Paper/presentation — Gold ballroom

Design like a dungeon master: Adding gamified elements to enable differentiated learning and engage diverse learners

Roger Munger, Boise State University

Using concepts from popular online and tabletop fantasy role-playing games, gamified curriculum enables differentiated learning, challenges and engages students with diverse learning styles, and guides them to achieve learning activities.

Explore like a pirate: Taking the book into the classroom

Jennifer Zakrzewski, Charleston Southern University

Do you feel burned out from the COVID era? Are you looking to spice up your teaching? Come engage in conversation about gaming in the classroom to reinvigorate your teaching.

12. Responding to the pandemic—and to the stress and burn-out that came with it

Paper/presentation — Pinckney

Burn-out: The educator crisis of 2021

Katrina Swinehart Held, Central State University

“Burn-out” is a common feeling among educators this year. Research on this topic will be explored as well as the role of teacher educators, and others, in this crisis.

Private losses and public needs: Slowing the pace for written reflection among teachers and teacher educators

Lochran Fallon, Francis Marion University

Anne Elrod Whitney, Pennsylvania State University

In this interactive session, we engage reflection to address individual and collective educational trauma. Participants will “slow the educational pace” to interrogate our pandemic experiences as teachers and teacher educators.

**Eighteenth Concurrent Session
1:25 – 2:40**

92. Teacher shortages: Recruiting diverse students

Paper/presentation — Gold ballroom

An Ohio HBCU’s response for teacher shortage through distance learning

Lap Nguyen, Central State University

The national shortage of teachers has been identified as affecting Ohio schools. CSU’s College of Education has responded, and is still responding, to the teacher shortage in a multi-faceted approach.

93. The strong argument for multicultural education

Paper/presentation — Pinckney

Elements of cultural proficiency:

Adopting a critical multicultural instructional approach

Franklin Thompson, University of Nebraska, Omaha

This session is for those who wish to go beyond “feel-good” multicultural instructional practices that fail to address important missing gaps such as the abuse of power and privilege.

This is the time: Forgetting normal and reimagining what a humanity center pedagogy means for students and families

Dani Parker Moore, Wake Forest University

This paper explores the notion of moving past getting back to “normal” to consider what it means to learn from national events to help shape how we interact with students and families in schools.

94. Research on methods of case study

Paper/presentation — Middleton

Multivariate production function in educational research: A methods case study

Olajide O. Agunloye, Augusta University

The presentation explains a case study involving the use of Canonical Analysis (CA) and re-search Multivariate Regression Analysis (MRA) in a multivariate educational production function study and implications for educational research.

95. Internationalizing higher education

Panel discussion — Laurens

Promoting internationalization of higher education

Wisdom Mensah, University of West Florida

Isaac Mensah, University of West Florida

David Benefo, University of West Florida

Sarah Savadogo, University of West Florida

Given that the world has far too much misunderstanding, hatred, and violence, internationalization of education should be deepened to break prejudices and foster peace and tolerance of others with diverse backgrounds. It should be sustained as a global forum of knowledge transfer, the development of intellectual capital, and the meeting of minds.

88. Ideas to increase equity and engage students

Paper/presentation — Pinckney

Increasing equity: Discovering student potential and changing teacher practice through problem-based learning

Kimberley Daly, George Mason University

This presentation discusses two projects that use problem-based learning (PBL) as a universal screening for advanced academic coursework. Findings show that implementing PBL curriculum improves equity and increases student achievement.

89. Responding to shortages: Special Education teachers

Panel discussion — Middleton

How can leaders respond to special education teacher shortages? A call to action!

Susan Bon, University of South Carolina

Melissa Chiplis, University of South Carolina

Mary Margaret Stahl, University of South Carolina

This session will provide an overview of the special education teacher shortage and the legal and ethical responsibility of education leaders within the complexity of special education.

90. Changing roles and demands made of college faculty

Paper/presentation — Laurens

The changing roles faculty members of Humanities and Social Science in large-scale graduate programs

Amany Saleh, Arkansas State University

David Holman, Arkansas State University

The presenters discuss the changing relationship between faculty and students in online graduate programs and highlight the need to redefine the role of faculty to better reflect the changing culture.

Creating academic service excellence in higher education:

An instrumental case study

Wisdom Mensah, University of West Florida

Emily Nyakooa Kwaa, University of West Florida

Academic service excellence is the quality of services offered by faculty that is structured on students' expectations to produce excellent academic programs. How can faculty create these services excellently?

91. War metaphors for teaching: A critique

Panel discussion — Rutledge

Front lines? Trenches? Why these war metaphors?

Real-life educators discuss the state of the education profession/s

Deanna Chappell, Williamette High School

Drew Kemp, University of Nebraska, Kearney

William Smith, Augusta University

We increasingly hear military terminology applied to public schools—from the public and in teacher resignation letters. A panel of K-12 educators explores what this means for the education profession/s.

13. Looking back to myths and classic texts for inspiration

Paper/presentation — Middleton

Classic myths and character education: Old remedies for modern times

Margarita Garcia-Notario, State University of New York at Plattsburgh

Classic myths can inspire and guide today's youth's quotidian struggles, just as they can guide character, civility, virtue building and appreciation for tradition.

Throw her on the fire: Why preservice teacher education should invite questions about life, the universe, and everything

Cory Glenn, Missouri State University

Michelle Brown, Missouri State University

A discussion of why investigating the perennial questions about Truth, Goodness, and Beauty is essential to teacher education programs, and an exploration of its influence on our teaching practices.

14. Fostering learning and student engagement

Panel discussion — Laurens

Engaging the whole learner: Exploring the experiences of secondary and higher education learners in transition

Dhymsey Z. Vixamar-Owens, University of the District of Columbia

Anika Spratley Burtin, University of the District of Columbia

Afiya Fredericks, University of the District of Columbia

This panel consists of four educators who employed various intentional strategies aimed at fostering learning and student engagement among historically resistant students at various transition points during the COVID pandemic.

15. Research courses in education programs

Paper/presentation — Rutledge

Promoting teacher learning through self-assessment and classroom assessment in action research

Michelle Yvonne Szpara, Cabrini University

This longitudinal study considers teacher action research re-conceptualized as a tool for social justice. The findings include challenges for implementation amidst the moral imperative to improve education for ALL students.

What does signature pedagogy look like for teaching research methods in Ed.D programs?

Jesse L. Wood, Lee University

Lee D. Flood, Augusta University

Rhia Moreno, Augusta University

The aim of this presentation is to facilitate meaningful discussions around effectively designing educational research courses to meet the needs of practitioners in Ed.D programs.

16. Pursuing racial equality

Paper/presentation — Parkview

An "eyes wide shut" pursuit of racial equality in K-12 education

Mack T. Hines III, Mack Hines Consulting

This presentation provides the findings from the impact of color blindness on elementary students' detection of racial inequity. The discussion will also include implications for racial literacy in school systems.

Fourth Concurrent Session

12:15 – 1:15

17. Teacher book clubs to challenge our understanding of race

Paper/presentation — Gold ballroom

I thought I was one of the good ones: Books to challenge our White complacency

Michelle Reidel, Georgia Southern University

Taylor Norman, Georgia Southern University

This presentation reports how teacher educators at a southern U.S. university transformed their understanding of racism while participating in a book club hosted by their institution's DEI Committee.

Professional teacher books clubs: Performative or a space for engaging in anti-racism?

Laura Szech, University of North Carolina, Wilmington

This presentation considers if the medium of a professional teacher book club is successful as a means for learning to be more anti-racist in the classroom.

18. When speakers of foreign languages are seen as “enemies”

Panel discussion — Pinckney

Linguistic treason? Reflections on “Speaking the language of the enemy”

Danielle Gabrielli, The University of Maine

Timothy Reagan, The University of Maine

Focuses on the nexus of language, ideology, and personal identity from the perspective of speakers of perceived “enemy” languages, offering an analysis of these during periods of relatively high xenophobia.

19. Education leadership: Practices and programs

Paper/presentation — Middleton

The role of spirituality in leadership

Janet Tipton Hindman, West Texas A&M University

Educators have considered spiritual leadership unworthy of conversation. Exacerbated by a global pandemic everchanging education, educators should now explore the critical question: Does spirituality play a role in leadership practices?

Principal preparation programs and response to COVID-19: A university and district partnership to redesign program resources and graduate student experiences

Ginger Christian, East Tennessee State University

Virginia Foley, East Tennessee State University

Brian Cinnamon, Kingsport City Schools

In response to school leadership experiences during the global pandemic, a university partnered with their local educational agency to redesign the principal preparation program for present and future administrators.

84. Supporting families with young children

Paper/presentation — Middleton

Community support for families with young children

Betty Coneway, West Texas A&M University

Learn how one community is coming together to help all children ages birth to 5 enter school with the foundational skills necessary for success in school.

Improving family engagement to increase literacy skills in emergent bilingual and multilingual learners in elementary schools

Rebekah J. List, Augusta University

The researcher proposes a study to address the achievement discrepancy for EBMLs by including families to decrease barriers, increase sustainability for family programs, and create lasting success for young learners.

85. Critical race theory

Panel discussion — Laurens

Critical race theory: What? So what? Now what?

Ferial Pearson, University of Nebraska at Omaha

Gabriel Gutiérrez, University of Nebraska at Omaha

Kristina Stamatis, University of Nebraska at Omaha

Join three teacher educators as they talk about what CRT is, how it has impacted their institution, why it is important to talk about, and ways that we, as educators, can engage in critical pedagogies centering love and care.

86. In-person vs. online: Which is better?

Paper/presentation — Rutledge

Shifting from thinking like a student to thinking like a teacher:

Benefits of non-traditional field placements in teacher education

Amy Shema, State University of New York, Brockport

Aracely Hernandez, State University of New York, Brockport

Learning to become an effective teacher requires teacher candidates to shift from a student mindset to a teacher mindset. In an era of increased online education programs, in-person experiences are critical.

Seventeenth Concurrent Session

12:15 – 1:15

87. Supporting ALL students

Paper/presentation — Gold ballroom

Becoming better collaborators and allies:

Queer and trans adults in solidarity with youth

Darla Linville, Augusta University

Educational justice is offered to queer and trans young people in out-of-school settings, whereas “failure” is what students often find in school settings.

Preparing and inspiring educators to create a liberating learning environment through an arts and science approach to trauma informed pedagogy. . . Moving forward aesthetically!

Neva Cramer, Schreiner University
Joan Bowman, Schreiner University

Participants will be prepared to use aesthetic strategies that offer equity of expression and inspire participation and performance of understanding using an arts and science approach to trauma informed pedagogy.

**Sixteenth Concurrent Session
11:05 – 12:05**

82. The argument for inclusive, anti-racist literature and pedagogies

Paper/presentation — Gold ballroom

Teaching in turbulent times: Supporting teachers in the move to anti-racist pedagogies

Valerie G. Lee, Rowan University
Midge Madden, Rowan University

This presentation argues for anti-racist literacy pedagogies in preparing pre-service and in-service educators. We look at courses that address not only content but ways to teach for equity and justice.

Resistance and rebellion in the secondary English classroom

Jennifer Gallman, Clemson University

English teachers (pre-service and in-service) need to resist current challenges to antiracist curriculum and texts and continue to provide students with accurate, diverse, and inclusive content.

83. The authoritarian dynamic in education

Paper/presentation — Pinckney

The authoritarian dynamic applied to in-service and pre-service teachers

Richard Hartsell, University of South Carolina, Upstate
Susan Harden, University of North Carolina, Charlotte
Tierra Parsons, University of North Carolina, Charlotte

The rise of scholarly and popular publications warning of authoritarian trends in American society raises questions regarding the extent to which pre-service and in-service teachers share a predisposition for authoritarianism.

Let them be chefs: Let teachers, teach

Stacey Pistorova, Heidelberg University

Standardized testing persists in education, dictating what teachers teach. To keep and recruit effective teachers, we need to return teacher autonomy and let teachers be chefs, not cooks (Julian, 2021).

20. Education policy, 2020

Paper/presentation — Laurens

What is going on right now? A look at recent educational policy changes in relation to the year 2020

Jennifer Ervin, University of Georgia

This presentation explores the recent policy changes made in response or in relation to the events of 2020, including the COVID-19 pandemic, the racial justice movement, and the election campaign.

21. Providing feedback remotely

Paper/presentation — Rutledge

Adapting during COVID: Using virtual instructional rounds in teacher preparation programs

Rebecca Birch, Dominican University of California

Due to COVID, the traditional approach of instructional rounds was adapted to a virtual format. Virtual Instructional Rounds enabled reciprocal learning between in-service and pre-service teachers locally and globally.

Providing feedback remotely: Lessons learned

Mark S. Montgomery, Stephen F. Austin State University
Adam Akerson, Stephen F. Austin State University

Providing feedback to pre-service teachers is critical for their development as future teachers. This session will discuss how COVID helped shape supervisor feedback in a field experience course.

22. Teachers leading with improved instructional approaches

Paper/presentation — Parkview

How can teachers' leadership instructional approaches impact students' learning and professional growth?

Sameh Ibrahim, Augusta University
Rebecca G. Harper, Augusta University

Focusing on the student as the center of the learning process, this presentation aims to explore how teachers' leadership instructional approaches impact students' learning and professional growth.

Fifth Concurrent Session

1:25 – 2:25

23. How recent events have changed the teaching profession

Panel discussion — Gold ballroom

Midwest musings: Four snapshots of the teaching profession

Louise Yoho, Southern Illinois University
Elizabeth Christian, Purdue University, Fort Wayne
Jarrett Moore, Black Hills State University
Faye LaDuke-Pelster, Black Hills State University

This discussion focuses on changes to the teaching profession in Midwestern communities and the impact of political polarization and the ongoing COVID-19 pandemic. Topics include early childhood education, teaching and learning on Native American reservations, diversity, and the disruption of school boards.

24. Valuing classic authors—John Milton and William Blake

Paper/presentation — Pinckney

Milton, Blake, and Psychology: Using the writings of John Milton and William Blake to enhance student understanding of cognitive processing and identity development

Jeff McLaughlin, West Chester University of Pennsylvania

Anna Gallagher, University of Delaware

How can classical writings (specifically, in this case, those of John Milton and William Blake) be used in the college classroom to enhance student learning of concepts in educational psychology?

Paradise Lost by John Milton

Anna Gallagher, University of Delaware

The vital need for critical thinking is illustrated in this lush epic by John Milton with, surprisingly, associations for today's classroom and life.

25. Inequality in education

Panel discussion — Laurens

The (in)equity of equality in education

R. Mark Epps, Augusta University

Rebecca Harper, Augusta University

Jason Holt, Aiken High School

Katie Wilcoxson, Augusta University

The panel members will explore the (in)equity of equality in public education policy, learning, assessment, and discipline and approaches that may result in more equitable learning experiences and outcomes.

26. Addressing national family and community engagement standards

Panel discussion — Rutledge

An examination of urban teachers' beliefs surrounding their school's alignment with national family and community engagement standards

Eileen Cyr, Springfield College (MA)

Katy Reed, Springfield College (MA)

Cynthia Farmer, Springfield College (MA)

Katarzyna Larkowski, Springfield College (MA)

Panelists will share their process for examining how their schools aligned/misaligned with the National Family and Community Engagement standards and present projects designed to address perceived growth opportunities.

27. Physical activity breaks and health practices for children

Paper/presentation — Middleton

Elementary children's perceptions of physical activity breaks

Tingting Xu, Stephen F. Austin State University

This study explored children's perceptions of participating physical activity (PA) breaks in elementary classrooms. Findings demonstrated the benefits of classroom PA breaks and recommended PA breaks during academic learning.

Body size and healthy practices: What did young children say?

Tingting Xu, Stephen F. Austin State University

This study explored thirty-four children's perceptions of body size and healthy practices. Findings highlighted a need to guide appropriate health education on children's learning about food, exercise, and body size.

Umbrellas in a tempest: Administration, leadership, and politics

Jed Hayes, Miami University

Legal compliance? Fiduciary responsibility? An unhealthy reliance on quantitative data? When principal preparation programs focus on these, teachers and students bear the brunt of the political onslaught on public education.

Applying adaptive leadership: Extending theory and practice in an uncertain environment

Pamela H. Scott, East Tennessee State University

The framework of Adaptive Leadership offers potential solutions that address complex dilemmas in an uncertain environment when the previous skills and training of leaders and followers are not sufficient.

80. More lessons (and results) from the pandemic

Paper/presentation — Laurens

Supporting teachers is the key to strengthening distance education in times of pandemic

Rosa D. Borgen, Barry University

It is important for K-12 students to feel they are receiving a personal, caring, direct, and appropriate education. Teachers, in turn, must receive strong support from their school administration to achieve both academic and social/emotional engagement from the students.

The state of teacher professional development post COVID-19

Erica Kristina Reid, New Mexico State University

Teaching has experienced drastic changes resulting from reform within teacher professional development in the United States. COVID-19 has exacerbated significant gaps in practical training resulting in an altered teacher workforce.

The children are (not) behind: A pandemic, education, and children

Karen Lounsbury, University of South Carolina Upstate

After months of lockdown, young children returned to the classroom in the fall of 2021. This session will explore students' academic performance and teachers' perceptions after returning to face-to-face instruction.

81. Necessary tools in traumatic times

Paper/presentation — Rutledge

Power skills: The missing link?

Barb Ramos, Simpson College

Power skills—a combination of people, social, and communication skills—will help educators navigate a stressful and demanding profession, and in the long term prepare formidable team members and leaders.

Preparing students for success in an uncertain future – Filling your toolkit

Laura Prestwood, Meredith College

Liz Grimes Droessler, Meredith College

Students indicate effective instruction uses collaboration, reflective practice and social emotional learning to navigate the trauma of the pandemic and discover new ways to move forward in an ever-changing world.

Fifteenth Concurrent Session

9:40 – 10:55

77. Caught in a “love triangle” in thinking seriously about teaching

Panel discussion — Gold ballroom

Is pedagogy erotic, or is the metaphor anemic?

A discussion of David Aldridge’s “Education’s Love Triangle”

Genevieve Frank, Catholic University of America

Rebecca Sullivan, Teachers College, Columbia

William Kuehnle, Ohio State University

Justin Weinberg, University of South Carolina

Our panel will review the contested role of love in pedagogy. Following David Aldridge’s article “Education’s Love Triangle,” we offer philosophical commentary on love between teachers, students, and subjects.

78. Getting unstuck in thinking about being a “good teacher”

Paper/presentation — Pinckney

A critical discourse historical approach to identifying potential origins of the “good teacher” ideology

Toni Bailey, Piedmont University

This study used a critical discourse-historical approach to analyze the origins of teachers’ subjection to the “Good teacher” ideology, despite their increasing challenges in the teaching profession.

Manifesting change through a creative and adventurous mind

Aaron C. Bruewer, University of the District of Columbia

With Dewey as a foundation, the author addresses “How has the pandemic influenced my teaching?” challenging the forcing of traditional school into new learning environments instead of allowing for transformation.

Confronting experience and beliefs: Reading *Grading for Equality* by Joe Feldman in a graduate course for in-service K-12 teachers

Rebecca Gault, University of West Georgia

Jennifer Edelman, University of West Georgia

Grading is an essential but misunderstood practice of teaching, often resulting in inequitable student outcomes. We found Feldman’s *Grading for Equity* to be the most impactful book on this topic.

79. The need for leadership in trying times

Paper/presentation — Middleton

Leadership on display

Deborah O’Brian, Gonzaga University

Are leaders unintentionally modeling transactional leadership practices during COVID-19? Examine the use of transformational and transactional leadership during times of crisis and the impact on struggling teacher.

Sixth Concurrent Session

2:35 – 3:50

28. Searching for purpose and meaning in teaching and learning

Paper/presentation — Gold ballroom

Teaching and learning in the “Flattened Landscape”:

A mutual search for purpose and meaning

Mark D. Beatham, State University of New York at Plattsburgh

This organizes a discussion about what is besieging the academy and offers alternatives from the past and the present to fortify ourselves as true *professors* of higher education.

A student’s best interests: The profession and its ethic

William C. Frick, University of Oklahoma

Misty Henry, University of Oklahoma

This paper presentation addresses the development of a professional ethic for education based on both wisdom (philosophical/conceptual literature) and knowledge (empirical literature) traditions. Analysis counterposes a demoralization within the field.

29. Teacher preparation in a liberal arts context

Panel discussion — Pinckney

Contemporary questions for educational studies and teacher preparation in an independent liberal arts college context

Hillary A. Libnoch, Wittenberg University

Erin Hill, Wittenberg University

Brian D. Yontz, Wittenberg University

This panel discussion is designed to engage participants in conversation around how teacher credentialing programs and educational studies programs can respond to the challenges of developing educators in modern times.

30. Issues in bilingual education

Paper/presentation — Middleton

Bilingual education reaches an East Texas Teacher Preparation Program: Bilingual teacher candidates’ perceptions on their educator preparation

Sarah Straub, Stephen F. Austin State University

Tracey Covington Hasbun, Stephen F. Austin State University

Tingting Xu, Stephen F. Austin State University

This case study examined the effect of a bilingual education option on bilingual teacher candidates’ perceptions regarding preparedness to teach in a bilingual classroom and self-identification as bilingual/bicultural/or biliterate.

A greater duty to diversity: Methods that effectively empower language learners

Danielle Gabrielli, University of Maine

Addresses barriers to schooling faced by ELLs in the U.S. public schools in context of the concerns with diversity in education. Tools teachers can use to empower ELLs will be discussed.

Utilizing translanguaging strategies and practices to support English language learners in public schools

Norah Alomary, University of North Carolina, Charlotte

Using linguistically responsive pedagogies and translanguaging strategies, we share some techniques and practices developed to support English language learners.

31. Diversity, Equity, and Inclusion

Paper/presentation — Laurens

Diversity, equity, and inclusion: A central pathway for educational advocacy and change

Rickeya R. Jones, University of North Carolina, Greensboro

Cherrel Miller Dyce, Elon University

This session will present strategies on how to engage in diversity, equity, and inclusion work with teachers via a school and university partnership. An assistant principal and teacher educator will discuss their partnership.

Including multi-tiers systems of support (MTSS) as part of the diversity, equity and inclusion (DEI) conversation in grades K-5

Jorge Preciado, Seattle Pacific University

MTTS provides many critical organizational tools to support the academic and social outcomes for all students. MTTS can work alongside DEI to provide a more robust academic experience for students.

Diversity, equity, Inclusion and social justice: How what people don't know can guide professional development

Andrew Kemp, University of Nebraska at Kearney

The purpose of this presentation is to share preliminary results of a DEI study at a midwestern university. The study will be discussed along with professional development ideas.

32. The science of teaching reading

Panel discussion — Rutledge

The science of teaching reading: Are appropriate curriculum materials for learning to read readily available?

Carol Klages, University of Houston, Victoria

Mary-Margaret Scholtens, The Apple Group

Kelly Fowler, The Apple Group

The most efficacious reading curriculums are grounded in science-based reading instruction and evidence-based approaches. Teaching reading requires substantial knowledge and skill along with an appropriate curriculum. Do such curriculums exist?

Seventh Concurrent Session

4:00 – 5:15

33. Supporting Black students

Paper/presentation — Gold ballroom

Addressing racial battle fatigue in Black male and female students

Ivy Tillman, Augusta University

This session will investigate Black students and their experiences with racial battle fatigue and explore how K-12 educators can better prepare their students for entering predominantly white higher education institutions.

“Beyond survival”: A conversation about the historical trauma framework and the impact of COVID-19 on education

Kamaria C. Massey, Morgan State University

The historical trauma framework conceptualizes how and why inequalities exist within education. By expanding this framework to include the pandemic, we can develop better ways to address inequities from occurring.

74. Change: A journey, or blasting barriers away

Paper/presentation — Middleton

Asking simple questions to address complex issues:

A journey in self-authorship and community development

Wendy Hutchinson, Edmondson-Westside High School (Baltimore, MD)

This theoretical and research-based presentation will have participants explore their own professional self-authorship and community development. It will address inspiring questions to help motivate educators during this challenging time.

Change is the law of life, except in education

Andrew Kemp, University of Nebraska at Kearney

This philosophy/theoretical presentation will focus on the antiquated content in our public schools. We are far beyond perennialist practices in our schools. Alternatives will be discussed.

75. Issues in higher education

Paper/presentation — Laurens

Graduate faculty members facing turbulent times in higher education

Amany Saleh, Arkansas State University

The presenter discusses the changing higher education landscape and the factors leading to graduate faculty's stress and frustration, ultimately resulting in their exodus from the field.

76. Finding fresh perspectives to encourage change

Paper/presentation — Rutledge

Pedagogy, the pandemic, and perseverance

Stephanie Speicher, Weber State University

Melina Alexander, Weber State University

This presentation will focus on two professors' pedagogical journeys throughout the pandemic; how utilizing feminist pedagogical practice increased levels of engagement, connectivity, and transfer of content allowing students to persevere.

COVID made us do it: Creating culturally relevant online learning environments in teacher preparation programs

Stephanie Thomas, Lenoir-Rhyne University

Summer Carrol, Lenoir-Rhyne University

During COVID-19, educators and students abruptly left traditional classrooms and entered a world of online teaching and learning. This presentation will provide insights into online Culturally Relevant Teaching pedagogical approaches.

Wednesday, February 23rd

Light breakfast buffet

Gold Ballroom

8:00—9:30

Fourteenth Concurrent Session

8:30 – 9:30

**72. Aronowitz and Freire:
Challenging existing thinking and practices**
Paper/presentation — Gold ballroom

Remembering Stanley Aronowitz

Eric J. Weiner, Montclair State University

Through his radical and relentless pursuit of knowledge and justice, Stanley Aronowitz provided a blueprint for living an intellectual life that matters to those of us in higher education who refuse to accept the status quo. He showed us the way to radical democratic freedom and economic justice.

Pedagogy of the Oppressed

Jennifer Gurley, Augusta University

Freire offers a new goal for education beyond test scores and graduation rates. It is essential that teachers look at education through a new lens and question their teaching goals.

73. Bringing back the love of reading

Paper/presentation — Pinckney

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

Betsy Denton-Burrows, Brevard College

Karla J. Smart-Morstad, Concordia College

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

**Get literacy-boostered: Must-reads to challenge and change the way you think
about life, living, and education!**

Laura Staal, University of North Carolina at Pembroke

Amy Van Buren, University of North Carolina at Pembroke

Come and get literacy boosted through books that will challenge and change the way you live and teach! No shots required! Please bring your personal stories to share in rich discussion!

34. Promoting and building literacy skills

Paper/presentation — Pinckney

**Caregiver guidance in the language and literacy skills of toddlers: An examination from
two classrooms at one university's nationally accredited early learning center**

Tracey Covington Hasbun, Stephen F. Austin State University

Tingting Xu, Stephen F. Austin State University

In this 8-month ethnographic study, caregiver guidance in language and literacy was examined in two toddler classrooms at one university's nationally accredited early childhood center. Strengths and recommendations were noted.

**Today's reader becoming tomorrow's leader: Building pre-service students' self-efficacy
through engaging literacy instruction and culturally responsive practices**

LaTeshia Warren, Wesleyan College

The purpose of this study is to help inform and equip higher education professionals with innovative classroom strategies to deepen student literacy knowledge and culturally relevant pedagogy while also increasing their self-efficacy.

Learning with online texts

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

Summer Garrison, Livingston Independent School District

Digital learning requires just that—learning. This session will discuss digital learning, both its pros and cons, and actively showcase some of the platforms that are currently being used to house and instruct students at the pre-college and college stages. Actual teacher and professional pages will be shown and discussed.

35. STEM education

Paper/presentation — Middleton

**Challenging the STEM education perspective: Using *The Immortal Life of Henrietta Lacks*
by Rebecca Skloot to confront social justice issues in STEM**

Stacey Britton, University of West Georgia

Rebecca Gault, University of West Georgia

Reading *The Immortal Life of Henrietta Lacks* in graduate classes for K-12 teachers altered their perspectives on STEM in education—who should participate in STEM, and how STEM impacts communities.

Culturally diverse science for culturally diverse kids

Kristin Ambrose, Clemson University

Students need to see themselves reflected in the science curriculum. In this session, we engage in two strategies that incorporate student identity into the classroom and spark interest in science.

Science fun for everyone

Wesley Adam Stroud, Oklahoma State University

Creating a higher education science course for non-science discipline majors based on the most influential moments of my life and teaching career.

36. The pandemic: Emotional costs, resilience, new possibilities

Paper/presentation — Laurens

Students speak on the triumphs and tribulations of virtual learning:

Their take on 4 modalities, and more

Cheryl Lynn Brown, Reinhardt University

M. Katrina Smith, Reinhardt University

Donald Gregory, Reinhardt University

This presentation explores how 468 university students handled their year of virtual learning, with feedback on the academic and emotional costs and benefits of the pandemic created changes.

Listening to the voices: COVID-19 as a catalyst for reflection and transformation

Sara Abi Villanueva, Texas Tech University

Alexandra C. Daub, Texas A&M International University

Alejandra Y. Martinez, Texas A&M International University

We present a non-research-based reflective project on people's experiences during COVID-19. In this session we share how the pandemic called for a transformative process in personal and professional lives.

37. Needed changes in educator preparation

Panel discussion — Rutledge

What happens next in educator preparation?

ECSU's/LEA education taskforce leading the way

Kimberly Fitchett-Bazemore, Elizabeth City State University

Aresta Johnson, Elizabeth City State University

Nicole Austin, Elizabeth City State University

This interactive panel/audience discussion will provide perspectives on the necessary changes in IHE teacher preparation programs amid the post pandemic pk-12 educational landscape.

Dinner

On your own

70. Filling the need for substitute teachers: Rethinking pre-student teaching experiences

Paper/presentation — Rutledge

Rethinking the pre-student teaching experience

Anna Schwan, Northern State University

Andria Moon, St. Norbert College

The dire shortage of substitute teachers has schools canceling classes and shutting doors. This presentation details how our EPP is rethinking the pre-student teaching experiences to help support area schools in keeping classrooms operational.

71. Building self-efficacy in our students

Discussion — Parkview

Revealing nuanced sources of self-efficacy among undergraduate students in clinical experiences and providing effective feedback

Mistie L. Potts, Manchester University

Stacy Stetzel, Manchester University

What are the differentiated ways that preservice teachers experience the development of self-efficacy during clinical experiences? Nuanced sources from Bandura's theory are revealed. Effective clinical protocol and feedback are discussed.

Academy Conversation

4:15 — 5:45

Gold Ballroom

Complimentary beer and wine / Hors d'oeuvres

Finding a post-pandemic "build back better" plan for education

John Long

Neisha Terry Young

Crystal Loose

Kathy Perez

Ashley E. Poklar

Virginia Foley

Drew Kemp

Followed by open discussion

Moderated by Steven P. Jones, Missouri State University

Thirteenth Concurrent Session

3:05 – 4:05

67. Solving the teacher shortage: Grow your own

Paper/presentation — Pinckney

Innovation in the recruitment, preparation and retention of new teachers in critical shortage areas

Katie Tonore, William Carey University

Over one-third of Mississippi school districts are currently classified as critical shortage areas. This presentation will highlight innovative ways to recruit, prepare and retain day-one ready teachers for P-12 classrooms in critical shortage areas.

Growing teachers for tomorrow's classrooms: Recruiting within school systems

Denise M. Johnson, Barry University

Public school leaders struggle to find teachers to fill vacancies. This presentation shares a grow-your-own recruitment program developed by a Florida school district to establish an internal pipeline of teachers.

68. Teachers and police officers: Getting them ready for the world they face

Paper/presentation — Middleton

Active shooter training and school violence: Pre-service teachers' perceptions and preparation

Teri Bingham, West Texas A&M University

Beth Garcia, West Texas A&M University

Presenters will share their findings of a longitudinal research study regarding pre-service teachers' beliefs about school violence and feelings of preparedness for encountering an active shooter.

Cops using Comte: Making the case for the liberal arts in law enforcement

Catherine Turcotte, Colby-Sawyer College

Existing research demonstrates that liberal arts-trained police officers with baccalaureate degrees are better suited to act with consideration in our divided society. This presentation discusses the need for attention to the liberal arts for future officers.

69. Knowing how to support students in tough times

Paper/presentation — Laurens

Trauma informed classrooms: The need for critical responses from K-12 schools in response to pre-existing challenges, social unrest, and political upheavals

Tajma A. Cameron, Drexel University

This discussion will encourage a critical dialogue to explore trauma informed strategies necessary to support K-12 students experiencing grief from sociopolitical and racial stresses.

Applied educational neuroscience: A new lens for discipline— Brain-aligned strategies for regulating emotions

Joe Bowman, Revelations in Education

This presentation offers an overview of brain-aligned strategies that help human beings regulate their emotions. The presentation will cover important things to know about brain development, the nervous system, and our stress response system.

Conference Reception

Complimentary beer and wine

7:15 — 9:00

Colonial Ballroom

Featured Presentation

The Public Square

8:00 — 9:15

Colonial Ballroom

A discussion about our long, hard last two years in education

Betsy Burrows

Ginger Christian

Erica Reid

Byung-In Seo

Amber Kelly

Brian Cinnamon

Sara Villanueva

Rolando Marquez

Followed by open discussion

Moderated by Steven P. Jones, Missouri State University

Tuesday, February 22nd

Light breakfast buffet

Gold Ballroom

7:45—9:30

Eighth Concurrent Session

8:30 – 9:45

38. What inspires your teaching?: Books by

Hannah Arendt and Jonathan Kozol

Paper/presentation — Gold ballroom

Setting the world right: Exploring Hannah Arendt's educational teaching

Frank Giuseffi, William Woods University

This presentation explores how Hannah Arendt's educational teaching addresses the challenges in today's educational landscape. Topics include natality, the teacher's role, and how the imagination and the past are essential elements in learning.

Jonathan Kozol's *The Night is Dark and I Am Far From Home* –

A professional journey 50 years on

Jeff McLaughlin, West Chester University of Pennsylvania

As a beginning classroom teacher, I read Jonathan Kozol's *The Night is Dark and I Am Far From Home* and it changed my life, both professionally and personally.

39. Improving reading and writing: Issues and solutions

Paper/presentation — Pinckney

The resounding importance of Louise Rosenblatt's *Literature as Exploration*

Miranda L. Sigmon, Winthrop University

The reading experience explained by Rosenblatt in *Literature as Exploration* (1995) illustrates the complex, active process between reader and text. This presentation revisits Rosenblatt's key ideas and explores valued aesthetic reading within current curriculums.

Where have you been, Where are you going? (With apologies to Joyce Carol Oates):

Reading and writing in the high school and undergraduate classroom

Erin Hill, Wittenberg University

One educator, two books, and three "solutions" for increased engagement with reading and writing in the K-12 and undergraduate classroom: takeaways from Gallaher's *Readicide* and Eyer's *How Humans Learn*.

How teaching to the test has produced reluctant readers and poor writers

Jamin Carson, East Carolina University

The widespread ELA instructional approach of "teaching to the test" is one of the main reasons test scores remain flat and reading and writing ability and appreciation has declined.

64. The purpose of an Education Specialist (Ed.S) degree

Panel discussion — Laurens

What is an Ed.S for? Examining the purpose and potential of the Specialist degree

Lee D. Flood, Augusta University

Rhia Moreno, Augusta University

Reena Viswanath, Augusta University

Laura Rychly, Augusta University

Darla Linville, Augusta University

Program faculty from Augusta University aim to engage in and foster a rich dialogue regarding the purpose and potential for the Educational Specialist degree.

65. COVID: Where are we now? What do we need to keep?

Paper/presentation — Rutledge

Student retention: A new vision for bringing back students in a post-pandemic era

Ali Khalil, Community College of Rhode Island

Amany Saleh, Arkansas State University

The presenters address the changes in students' attitudes toward higher education after Covid and the impact of these changes on retention rates. The authors also propose strategies to boost retention.

Back to normal?: COVID, something lost or something gained?

Stacey Pistorova, Heidelberg University

Jennifer Gressman, Tiffin City Schools

Leigh Alvarado, Tiffin City Schools

This presentation challenges the desire to "return to normal" in education by reflecting on what we learned during the pandemic and how COVID exposed overdue changes in our pedagogical practices.

66. A look at the beginning and the end:

Getting the syllabus and the e-portfolio done well

Paper/presentation — Parkview

Syllabi design and development processes and procedures

Betty Coneway, West Texas A&M University

Janet Tipton Hindman, West Texas A&M University

This presentation will explore research-based practices in syllabi design and development. Processes and procedures for peer review of course syllabi will be reviewed during the session.

Authentic assessment: The student e-portfolio and assessment of learning/teaching

Mark Malisa, University of West Florida

Wisdom Mensah, University of West Florida

We describe and explain the characteristics of an effective e-portfolio which can be used as an assessment tool. Besides being a repository of artifacts, components of the e-portfolio allow for students to provide evidence of both subject mastery and critical thinking.

Organize, activate, liberate: Clara Luper and the quiet resistance of radical pedagogy in Oklahoma City during civil rights

Autumn Brown, Oklahoma State University

This presentation foregrounds the contours of resistance work women carryout in both formal and informal educational spaces by focusing on the great Clara Luper (1923-2011) Civil Rights activist and long-time Oklahoma educator.

62. Changes, pandemic-style

Paper/presentation — Pinckney

“Taking off the mask” to co-teach

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

Summer Garrison, Livingston Independent School District

How to “take off your mask” and regain the professional learning community again with all that we have learned throughout the pandemic. How to co-teach and grow within the community during and post-COVID.

Teacher leadership during the COVID-19 pandemic: A case study

Leslie Sharp, University of Arkansas, Little Rock

This case study examines the emergence of teacher leadership and innovative practices in elementary schools during the COVID-19 pandemic in an urban mid-western school district.

No arrows on the floor: Navigating teacher preparation during a pandemic

Traci Catto, Florida Atlantic University

Robyn Klein, Florida Atlantic University

While schools were closing their doors due to the COVID-19 pandemic, colleges of education were still preparing future teachers. How one college leveraged relationships and technology to grow during a pandemic.

63. Language discrimination, political influences:

Problems for bilingual speakers

Paper/presentation — Middleton

My language is not the problem: Linguicism and linguistic discrimination in American education

Timothy Reagan, The University of Maine

Increasing numbers of students in the public schools speak languages other than English. They often face challenges of linguistic discrimination based on false ideological narratives about language and language policy.

Linguistic difference vs. disorder in emergent bilingual youth

Donna Volpe, Montclair State University

Cultural, racial, social and linguistic differences in students are viewed via a deficit lens. The purpose of this literature review is to uncover the historical and political influences on emerging bilingual students and critically review bilingual evaluation practices.

Latinx teachers and overlapping pandemics in South Carolina

Timothy Monreal, California State University, Bakersfield

Marlene Herrera, California State University, Bakersfield

This presentation outlines preliminary data from qualitative interviews with five Latinx K-12 teachers in South Carolina that describe teaching in a context that is both broadly anti (Latinx) immigrant and anti COVID safety protocols.

40. Supporting one another: Listening and reflecting together

Paper/presentation — Middleton

Effective strategy or not? Outcomes of structured student teacher self-reflections

Jacob Hardesty, Rockford University

Paula Egelson, Southern Regional Education Board

The research presented includes the outcomes of a student teacher self-reflection study. This case study demonstrates how influential self-reflection is in shaping pedagogical practice and professional growth for student teachers.

Time and doctoral degrees wait for no one: Creating a culture of support in an online EdD program amidst a global pandemic

Jess Smith, Baylor University

This session explores the experiences of writing coordinators supporting students in an online EdD program that experienced no closures and speaks to effective strategies for supporting students in stressful times.

41. Changing our thinking about race and equality

Paper/presentation — Laurens

Perpetuating fallacies: Do contextual factors expose deficit thinking?

Andrea Garavito Martinez, Weber State University

Sara L. M. Gailey, Weber State University

DeeDee Mower, Weber State University

Melina Alexander, Weber State University

This presentation examines how fallacies regarding Students of Color were re/produced by student teachers in their *Contextual Factors* assignment. We propose a pedagogical process to disrupt deficit thinking.

Reimagining educational equity through critical inclusion

Rebecca Cruz, Johns Hopkins University

In response to calls for cross-pollinating culturally sustaining pedagogy and critical dis/ability scholarship, we articulate Critical Inclusion (InCrit) as theoretical framework for reimagining equity in education.

Critical race theory: Friend or foe of education?

Jennifer Gurley, Augusta University

Using Critical Race Theory, rather than student characteristics, to explain achievement gaps helps teachers find solutions. CRT can transform practices in education through practical application by teachers in their classrooms.

42. Making peace and having peaceful conversations about provocative issues

Paper/presentation — Rutledge

Inspiring educators to engage civically and peacefully across differences

Alice Rodli Tomasini, Cal Poly San Luis Obispo

Judy Johnson, Azusa Pacific University

How can culturally and linguistically diverse students have courageous conversations across differences? An arts-based and common humanity approach to teaching diversity and equity is a way to accomplish this goal.

Teaching students to be peacemakers: Can this become a functional, practical reality of professional practice? If so, how?

Edward J. Caropreso, University of North Carolina, Wilmington

Betsy Bilger, St. Mark Catholic School

Professional practices related to “peacemaking” in educational settings will be addressed, including: What is “peacemaking?”; Can peacemaking safely occur and be integrated into daily experiences?; Can *Teaching students to be peacemakers* support this process?

Mediating the mandate and muzzle of educational legislation through dialectical discourse: Promoting critical questioning in an atmosphere of bounded agency

Neisha Terry Young, Drexel University

This presentation explores dialectical discourse as a tool to navigate the tension created by restrictive legislation while fostering students’ socio-political consciousness and critical questioning in K-12 and university spaces.

43. Emotional health of teachers and students

Paper/presentation — Parkview

**How the pandemic is sparking change in teaching practices:
Social-emotional learning and self-care—strategies for success!!**

Kathy Perez, Saint Mary’s College of California

Throughout the pandemic, educators have faced many unique challenges and tremendous pressure and stress. Explore strategies for success to prioritize self-care support for recovery and renewal instead of burnout.

Emotional health as our most important curriculum: Has the pandemic undermined mental health of students and educators, or has it only exposed a problem already present but not being addressed?

Kimberly Murie, John Brown University

This panel discussion will address trends and concerns related to emotional health of students and educators as well as ways to support schools in addressing and prioritizing these issues.

Ninth Concurrent Session

9:55 – 11:10

44. Getting emotionally healthy; stories of resilience

Paper/presentation — Gold ballroom

Antifragile: Beyond the zone of proximal development

Ashley E. Poklar, Hawken School

This presentation is oriented around Nassim Nicholas Taleb’s book, *Antifragile: Things that Gain from Disorder*. Taleb defines antifragility as not only bouncing back after adversity, but becoming stronger as a result. Implications for students in today’s world will be explored.

Beauty in Scarcity: A Tree Grows in Brooklyn

Aimee Leukert, LaSierra University

A Tree Grows in Brooklyn provides incredible insight into resilience and courage in the face of hardship. Smith’s text offers numerous teaching opportunities applicable to various subjects and levels.

57. Getting published in the field of education: Some help and guidance

Discussion — Middleton

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.

58. Protecting the self-worth of Black and Brown children

Panel discussion — Laurens

The power of educational freedom through representation and the art of mattering

Sha’Derrickah Henderson, University of North Carolina, Charlotte

Tierra Parsons, University of North Carolina, Charlotte

Torie Wheatley, University of North Carolina, Charlotte

This presentation will include insightful conversation highlighting factors connected to educational expectations that affect the protection and self-worth of Black and Brown children, resulting in negative well-being and developmental outcomes.

59. Neuroscience: Helpful, or not?

Paper/presentation — Rutledge

Do I really have to be a neuroscientist?

Rebecca Shore, University of North Carolina at Charlotte

The emergence of the phrase the “science of learning” is gaining traction within some colleges of education. The presenter shares arguments for and against this reform effort.

How the brain learns, 5th edition, by David Sousa

Rebecca Shore, University of North Carolina at Charlotte

The presenter will share salient points from Sousa’s *How the Brain Learns*, 5th edition, how it can be incorporated into education and educational leadership programs, and implications thereof.

**60. Helping our students understand
the ups and downs of relationships**

Paper/presentation — Parkview

Teaching Martin Buber’s “I and Thou” for student understanding

Tom Peterson, University of West Georgia

Making Martin Buber’s “I and Thou” relevant for students can be a challenge for educators. Making it personally meaningful and relevant is essential and can be transformative for future educators.

Twelfth Concurrent Session

1:40 – 2:55

61. Influential women building the path forward

Paper/presentation — Gold ballroom

Who is a teacher? Inspiration from past and present heroines

Deanna Chappell, Williamette High School

Who teaches? Must she stand in front of a classroom to inspire us? No! Teachers are everywhere . . . as demonstrated through the lives and work of five inspirational women.

The testing barrier: Assisting students with licensure exams

Katrina Swinehart Held, Central State University

This presentation seeks to share the licensure testing supports utilized at CSU. We plan to conduct a discussion around suggested best practices for test preparation with session participants.

54. Keeping students involved and invested with engineering and technology

Paper/presentation — Parkview

Facilitating early childhood engineering teaching and learning through professional development

Tingting Xu, Stephen F. Austin State University

Lexa Jack, Stephen F. Austin State University

This research project examined the impact of a summer intensive professional development (PD) on early childhood teachers' knowledge, attitudes and efficacy of teaching engineering.

Connecting hand and mind: Makerspaces for inspired teaching and learning

Ali Sakkal, Wake Forest University

Makerspace popularity increases the potential for progressive education ideals. This colorful presentation spotlights a project focused on reimagining tomorrow's learning spaces, built with creative maker tools (3D-printers and laser cutters).

Eleventh Concurrent Session 12:30 – 1:30

55. A faculty learning community during the pandemic

Panel discussion — Gold ballroom

A faculty learning community during the pandemic:

Enhancement, Instructional practice and student engagement

Ava Hogan-Chapman, Georgia Gwinnett College

Tashana Howse, Georgia Gwinnett College

Rolando Marquez, Georgia Gwinnett College

A Faculty Learning Community engaged in experimental learning to explore different technologies that promote student engagement in virtual classroom environments. Faculty enhanced their instructional practices along with increasing student engagement.

56. Barriers to anti-racist literature and pedagogies

Paper/presentation — Pinckney

Is there a need to thoroughly change the literary canon taught in elementary through college classrooms? If so, why the need? Who decides?

Elizabeth Bifuh-Ambe, University of Massachusetts, Lowell

This presentation examines theoretical and pedagogical reasons why thorough revisions are needed in the literary canon and suggests strategies for teaching "controversial" books that should be part of the canon.

Analyzing the barriers to antiracist pedagogies in English Language Arts classrooms

Jennifer Ervin, University of Georgia

This presentation discusses the various barriers that English language arts teacher may face when trying to enact antiracist pedagogical practices in their classrooms.

Teaching for discovery and liberation

Neisha Terry Young, Drexel University

This presentation explores how my own ongoing process of becoming inspired me to engage in Freirean-style pedagogy as I operate as a "teacher-student" on a journey of discovery and liberation.

45. Navigating our explosive political and social landscape

Paper/presentation — Pinckney

Public education under siege: The new culture wars and the rise of White racial anxiety

Ramin Farahmandpur, Portland State University

Laurie Wimmer, Oregon Policy Analytics

The rise of the new culture wars involving public education is associated with the growing political and cultural polarization of American society and reflects the increasing white racial anxiety.

"White man's world": Christian nationalism, CRT, and public education

Meg Grizzle, University of Arkansas

Christian Z. Goering, University of Arkansas

We investigate the influence of Christian Nationalism on legislation curtailing the critical examination of race in America. While Christianity demands justice, Christian Nationalism maintains power structures created by systemic racism.

46. Considering the arts in education

Paper/presentation — Middleton

Igniting creativity in education through arts integration

Allison Fleetwood, Nixa High School (MO)

The world is changing and students will no longer succeed by learning and regurgitating facts. In the age where the answer to almost any question can be found in a handheld device, how we creatively use information is going to be critical to current and future generations.

An arts-based approach to building rapport and growing students post-pandemic

Stan Dodson, Augusta University

Educators need to reimagine their curriculum post-pandemic to address current themes on identity, community, social justice and empathy. This presentation will showcase an arts-based approach to utilizing personal voice and choice.

Post-secondary diverse teachers' and students' response to pedagogical practices in global music education: A literature review

Paul Massy, Florida Atlantic University

An analysis of research from 2010 to 2020 illuminating how the curriculum and instruction in post-secondary music education impacts and makes visible the development of teachers' and students pedagogical experiences.

47. Becoming a dissident intellectual

Panel discussion — Laurens

Teachers *becoming* dissident intellectuals

Eric J. Weiner, Montclair State University
Ashley Pollitt, Montclair State University
Katie Whitley, Montclair State University
Donna Volpe, Montclair State University
Marlene Aviles-Solivan, Montclair State University

Educators who become dissident intellectuals cultivate a radical educational imagination and see cultural, political, and economic inequities as incompatible with democracy. Join us to consider implications of dissidence.

48. Gaming in the classroom

Panel discussion — Rutledge

In it to win it: Gaming in the classroom and the student perspective

Jennifer Zakrzewski, Charleston Southern University
Jacquelynn Pleis, Charleston Southern University
Rebecca Taylor, Charleston Southern University
Sara Lukridge, Charleston Southern University

After four semesters of using different gaming strategies in the classroom, students and professors share their unique perspectives of inspiration, frustration, excitement, and, ultimately, student learning of content.

Tenth Concurrent Session

11:20 – 12:20

49. Connecting students to their learning

Paper/presentation — Gold ballroom

Receptive Discourse

Laura Rychly, Augusta University

A pedagogical tool called *receptive discourse* will be explained. Receptive discourse is built from the relationship between language and thinking and is for helping achieve relevant, responsive, and sustaining education.

Augmenting the curriculum: Connecting the personal lives of students to required curricula

Jennifer Bartee, University of the District of Columbia

Augment a curriculum personally connects students with existing curriculum. While an augmented curriculum can take unlimited forms, it must always result in a personal learning experience for the student.

50. What inspires teachers, and what makes them leave the profession

Paper/presentation — Laurens

Why we do what we do

Jeanne Qvarnstrom, Sul Ross State University

How do we maintain confidence that we can have a positive impact in our classrooms with students? Results of a survey of faculty on “What inspires your teaching?” will be shared.

Teacher shortages: Why do we have them and what can we do to solve the problem?

Tom Deering, Augusta University

Sam Hardy, Augusta University

Teacher shortages aren’t anything new. We have had shortages for most of our history. However, this question is what is causing the current shortages? Come and discuss the problems and some solutions.

51. When do teacher educators challenge their own assumptions about teaching and learning?

Paper/presentation — Middleton

Challenging our understanding of the constructs: What do we mean by understanding, teaching, and learning—and other constructs in professional educational practice?

Edward J. Caropreso, University of North Carolina, Wilmington

Betsy Bilger, St. Mark Catholic School

Saying what we mean and meaning what we say are familiar admonitions, but routine professional practice rarely includes opportunities for, let alone intentional practice in, meaning-making processes. This presentation will provide an initial opportunity to consider these issues.

When to doubt and question; when to be sure and persuade others: Approaches to teacher education

Steven P. Jones, Missouri State University

Teacher educators know what they know and believe what they believe—and often our teaching aims to convince students to take-up what we know and believe. We can’t cease this entirely, but this presentation suggests doubt and questions might be better—for us and for our students.

52. Keeping expectations high: Rigorous programs and licensure exams

Paper/presentation — Rutledge

The influence of academic rigor in teacher preparation programs on teaching practice

Dana Mayhall, Abilene Christian University

This presentation will benefit programs that desire to restructure curriculum to reflect the needs of today’s teachers. Participants will learn about improving their programs through rigor and challenging field experiences.

53. Personalized learning

Paper/presentation — Pinckney

Lessons learned from the pandemic

Crystal Loose, West Chester University

Rosemarie Jagielo-Manion, West Chester University

Michael Ryan, Delaware State University

The pandemic underscored the fact that we have entered the age of personalization, necessitating preparation for students to work in the 5th Industrial Revolution. Learn strategies designed to promote innovation.