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?

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
Grinell 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 DeCrosta, 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.

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.

Lunch  
12:05—1:25

On your own
Social capital (and its dark side): Educational relationships in the works of Laura Ingalls Wilder
Kipton D. Smille, Missouri Western State University
Ethan K. Smille, 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 Castellana, Lima City Schools
Dana R. Eskin, 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
Bridge 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 re-framing 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
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/profiteering, 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.

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**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

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**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
Yuki 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 truthness
Eric J. Weiner, Montclair State University
In this era of lying, we need to teach students and others how to resist the discourse of “truthness” 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 McCaether, 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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The Academy for Educational Studies is pleased to announce the

Academy Book Series in Education in conjunction with Myers Education Press

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.

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

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