

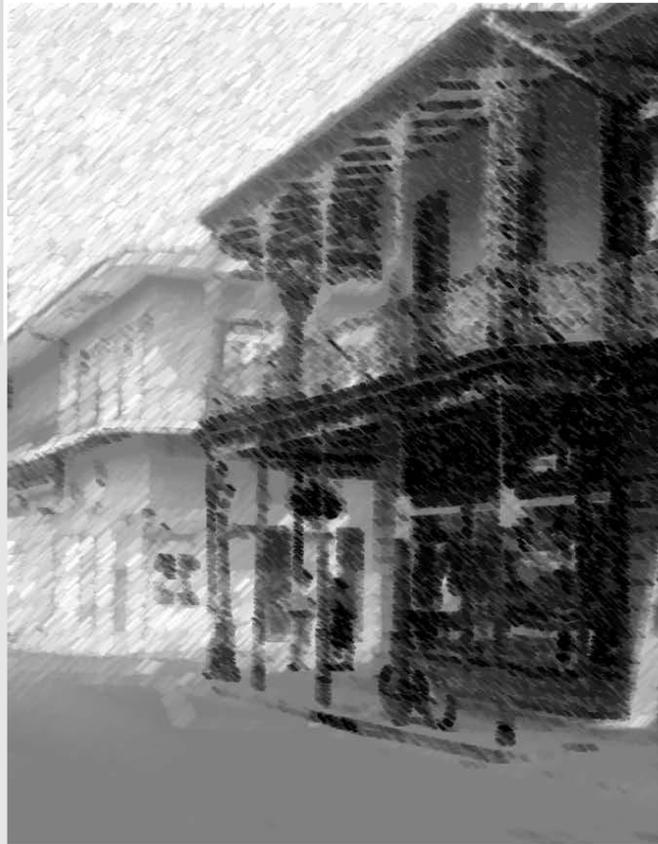
CURRICULUM & PEDAGOGY GROUP

15TH ANNUAL CONFERENCE

12 - 15 NOVEMBER 2014

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New Orleans,  
Louisiana

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The 15th Annual Curriculum and Pedagogy Conference

November 12-15, 2014
New Orleans, LA

The Curriculum and Pedagogy Conference (C&P) is a democratic space where members create and learn from one another in an effort to foster educational reform and social change. As a member of this organization, you are responsible for creating our vision and for keeping this space safe for all.

This year's conference program represents a range of quality scholarship, critical thought, and public engagement, sessions reflecting a multiplicity of theoretical perspectives, provocative inquiries, and unique expressions. We know you will find your time with us fulfilling, challenging, and engaging.

Please take advantage of the opportunities this conference provides by engaging in sessions designated as Colouring Curriculum and Pedagogy (CCP), by contributing in Town Halls, and by dialoguing with colleagues in workshops, conversation centres, book talks, and/or symposia. Whether engaging in conversation or activism, dialoguing with a colleague, or listening to/thinking about new theoretical perspectives, we hope you will leave New Orleans and C&P inspired, rejuvenated, and energized to continue the important work of curriculum and pedagogy.

The volunteers who keep the organization, its publications, and this conference running are dependent on you to make this conference a success. If you have any questions about the conference or the organization, do not hesitate to ask a question of a council member. You will, no doubt, notice the ASK ME buttons on their nametags.

So make the effort to meet new people, take the time to exchange ideas, and be sure to enjoy the cultures of New Orleans!

Thank you for joining us this year!

Sincerely,
Laura Rychly, Program Committee Co-Chair
Miryam Espinosa-Dulanto, Program Committee Co-Chair
David Humpal, Program Committee
Luz Zuñiga, Program Committee
Deb Freedman, Program Committee

Message from the Chair

Welcome to the 15th Annual Curriculum & Pedagogy Conference!

As we arrive in New Orleans, LA, USA for the 15th Annual Meeting of Curriculum & Pedagogy, I would like to take this moment to reflect upon our moments, challenges, and triumphs over the past 14 conferences. We started in Balcones Springs, Texas, in 2000, where we came together, intertwining Curriculum and Pedagogy and Arts-Based Research, to move forward with our identity/ies and action foci, asking “who do we want to be?” and “what impact do we want to make?” These questions continue(d) to guide us through Victoria, Canada, a couple of visits to Decatur, GA, another visit to Balcones Springs, and visits within Ohio – Oxford, and Akron, and finally to The Big Easy, New Orleans, LA. This year’s gathering will again allow us spaces in which we collectively reflect on our past, and consider who we want to be, and what impact(s) do we want to make.



I would also like to take this opportunity to say thank you to the many of you who have been instrumental in the success of the past 14 conferences and in the success of this year’s Anniversary Conference. A particular thank you goes to all of you who have dedicated time, expertise, sweat and tears as members of the C&P Governing Council over the past 15 years. Without our Council, the Annual Conference and the Journal of Curriculum and Pedagogy would not be possible. I also extend immense gratitude to the sponsors – too numerous to mention – who have given us myriad resources by which to operate over the past 15 years! As well, I thank last year’s Chair, Kris Sloan, who left me in great care as I segued into the Chair position. I also wish to say a special thank you to Laura Rychly and Miryam Espinosa-Dulanto, Co-Chairs of the Program Committee, as well as the members of the Program Committee, who tirelessly and brilliantly worked on this year’s Conference Program. I would also like to specially thank Gina Anderson and Sohyun An, Co-Chairs of the Nominations Committee, for their efforts in moving us towards a 21st Century Inclusiveness as they embarked on a journey of making the Governing Council nominations a “green” effort (electronic nominations and electronic voting for all current members – not just those who are able to attend the Conference). As well, I would like to thank Cole Reilly, Laura Jewett, and Jim Jupp, whose efforts to (re)vis membership data collection and storage will lead to an organized membership list and an effective mode by which we can contact all members. Additionally, I need to recognize and thank the New Orleans Site Chair, Jim Kilbane. Jim and the Site Committee pulled together amazing experiences for us in NOLA (or “NO” to many who are ‘local’) over the past two years, and I suspect this year will be no different. Last but not least, I would like to thank four very special mentors for my service as the Chair of C&P – Anne Slonaker, Deb Freedman, Jim Kilbane, and Will Letts. They know.

Please enjoy this year’s 15th Anniversary Curriculum & Pedagogy Conference and continue to help make us a collaborative collective!

Best,
Patti

AWARDS

James T. Sears Award

We'd like to offer honorable mention to Jocelyn Weeda for **Reclaiming Teacher Resistance: A Call for Principled Resistance in a Democracy**, and Amy Shema for Troubling "Family": How Primary Grade Teachers Negotiate Hegemonic Discourses of Family.

We are honored to present the 2014 James T. Sears award to Jessica Baker Kee for ***The Haunted Curriculum: Memory, Pedagogy, Trauma***.

In her work, Kee reflects on her experience in the pre- and post-Katrina landscapes as a way to explore what happens when traumatic experiences are marginalized, internalized, and deemed unwelcome in developing teachers' professional narratives. She questions how these anxieties and failures haunt our shared discourse around curriculum and pedagogy. Through narrative autoethnography, she examines the effects of trauma on teacher identity using Derrida's concept of hauntology and the spectral presence as a metaphor for the traumatic experience. It provides a case study using the theoretical and historical context of Hurricane Katrina to trace the ruptured identity construction of a novice teacher. Finally, it argues for the practice of spectral pedagogies which challenge the unproblematized, hegemonic discourse of popular professional narratives and allow the specters haunting our curriculum to finally speak.

Jessica Baker Kee is a PhD student in the Art Education program at Penn State University. She completed her BA in Art History at Duke University and her MAEd in Art Education at East Carolina University. She has worked as a public and private school teacher, a federal agent, a curriculum designer and an educational research consultant. Her narrative ethnographic research explores constructions of identity and trauma in the pedagogical context, examining the impact of institutional education policy on the lived experiences of students of color and their teachers, particularly in relation to the "achievement gap" and the school-to-prison pipeline.

UNIQUE CONFERENCE FEATURES

Colouring Curriculum and Pedagogy

CCP sessions help us to challenge the status quo, expand the canon and promote new voices. Fostered by an attempt to colour our conference we invite attendees to make sure to attend these sessions, looking for one that you might not have thought of attending.

Mentoring

This year, mentoring sessions will be interspersed throughout the program. Sessions may include such topics as: participating in a profession; advice for first time presenters; issues for new faculty; tips for writing/research; writing productive article reviews; online learning and teaching; activism; editing the annual collection. If you are interested in serving as a mentor or being assigned a mentor, please contact Deb Freedman at mentoringcandp@gmail.com.

Town Hall Meetings

Town Halls are a central element of our organization and our space. It is a time for us to gather as a whole community to consider how well we are meeting our core ideals, consider changes to our actions, conduct business, and dream. In this year, our fifteenth, particularly we want to do the dreaming. Collectively our

Town Halls are dedicated to looking forward to the next fifteen years. At Thursday's Town Hall we will consider possibilities for a Curriculum and Pedagogy Group that moves beyond its current boundaries. At Friday's Town Hall we will work in groups to design the specific strategies, language, commitments, and actions to be taken to break those boundaries.

As part of your registration for this conference, you officially become a member. We invite all members to attend these Town Hall meetings and engage in open and participatory dialogue.

OFF-SITE Session– Workshop – Eleanor McMain Secondary School – Friday 12:00-3:00 pm
Creating intersections between community, art and education: Partnering with NOLA high school students and teachers B. Stephen Carpenter, II ; Ross Schlemmer and Morna McDermott

WORKSHOP ART - St. Joseph's Salon – SAT 9:00a-12:00p
Creating Community Agency through Art – Creating Art Agency through Community. Morna McDermott;
B Stephen Carpenter, II; Ross Schlemmer.

WORKSHOP C&P ACTION – Ballroom – SAT 10:15a-12:00p
Motivating Students: Coercion or Curiosity? This is intended as a working session where people dream and work together to honor the ideals we espouse as an organization.

REGISTRATION TABLE

The registration table is located in the Bourbon Orleans Lobby at the foot of the stairs to the ballroom and will be open during the following times:

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| Wednesday, | 12 November 2014 | 3:00pm - 7:00pm | |
| Thursday, | 13 November 2014 | 8:00am - 1:00pm | 3:00pm-4:30pm |
| Friday, | 14 November 2014 | 8:30am - 1:00pm | 3:00pm-4:30pm |
| Saturday, | 15 November 2014 | 8:30am -10:00am | |

MEMBERSHIP INFORMATION

Curriculum and Pedagogy is committed to democratic, transparent governance. Council members, who may be full-time practitioners, college professors and/or graduate students, serve three-year terms. The Council is elected by the membership at the annual conference. The Council establishes procedures and guidelines for conducting its business consistent with the philosophy of the organization. Any policy and procedure is subject to review and revision, however, by the membership at the Annual Meeting. As an elected body of the whole, Council is the sole and final decision-making body of this organization.

For more information about any of the committees, please visit our website at www.curriculumandpedagogy.org

C&P Governing Council 2014:

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| Chair, 2014 Patti Bullock Chair -Elect, 2015 | Program Laura Rychly (Co-Chair) Miryam Espinosa-Dulanto (Co-Chair) David Humpal Luz Zuñiga | Finance/ Fundraising James Jupp (Treasurer) Laura Jewett (Registrar) |
| Secretary-Legal/Archives | Membership/ Communication | Nominations Gina Anderson, Co-Chair Sohyun An, Co-Chair kris Sloan Will Letts |
| Fellowship and Awards (includes Graduate Support) Bridget Bunten (Chair) | Publications Jubin Rahatzad (Chair) Hannah Sasser Kirsten Edwards Alphonso Grant Ex Officio Members Patti Bullock (Council Chair) Jennifer Sandlin (Journal Editor) Will Letts (Journal Editor) | Site Jim Kilbane (Co-Chair) Will Letts (Co-Chair) |

Elections

Every year, we hold Council Elections to elect new members who will replace those rotating off Governing Council. All C&P members are encouraged to consider nominating themselves or others. Council members participate in the overall governance and share the workload of the Curriculum & Pedagogy Group. Council seats extend for three years, beginning in the calendar year that follows election to the council. Council members are expected to attend the annual conference each year. Additionally, Council meets twice in person during the Annual Conference and converses regularly via WIKI throughout the year. This year, the nomination committee decided to go with online voting. The procedure follows: 2014 Call for Council Nominations (Mid June); Deadline for Council Nominations/Bio forms (Oct.13); Bios to C&P members (Oct. 20); Online Voting (Oct.30-Nov 13); Announce Elections result at Town Hall meeting (Nov. 14).

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| Rotating off 31 December 2014 Gina Anderson Bridget Bunten Miryam Espinosa-Dulanto Jubin Rahatzad Cole Reilly Laura Rychly | Rotating off 31 December 2015 Patti Bullock David Humpal Laura Jewett Elizabeth Calhoun Reyes Ludovic Sourdout Luz Zuñiga | Rotating off 31 December 2016 Sohyun An Renee Dupree Darlene Gonzales Alphonso Grant Hanna Sasser |
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Edited Collection

The Curriculum and Pedagogy (C&P) group invites members to present proposals concerning the creation of an editing team. The purpose of this editing team is to solicit manuscripts, for the annual edited collection (published in partnership with Information Age Press), based on papers delivered at the 15th Annual Curriculum and Pedagogy conference in New Orleans (November 12-15, 2014). The editing team will be responsible for conceptualizing the collection's theme, organizing the manuscript, and reviewing/editing solicited manuscripts for the purpose of publication. Please see Jubin Rahatzad (publications chair, if you are interested in being a part of the editing team.

ACKNOWLEDGEMENTS

The Curriculum and Pedagogy Council and Members would like to thank the following for their commitment to supporting our Conference:

- Susan Mack and Megan Emboulis from the Bourbon Orleans Hotel for their assistance with the conference details and for never failing to quickly respond to questions and minor “crises”
- Mark Stewart, our web designer, for keeping the conference pages updated
- The community partners who were willing to share their time with us

In addition, the Curriculum and Pedagogy Council and Members would like to thank publishers and individuals who donated books for sale at our book table. Proceeds from the book sale support graduate student attendance at the conference.

CONFERENCE SESSION INFORMATION

All presentations offer outstanding spaces for informal and conversational exchange. Every attempt has been made to group a variety of scholars together when possible – faculty, graduate students and public school practitioners – with related papers, presentations and performances. We hope you'll find this enriching to your presentation and conference experience.

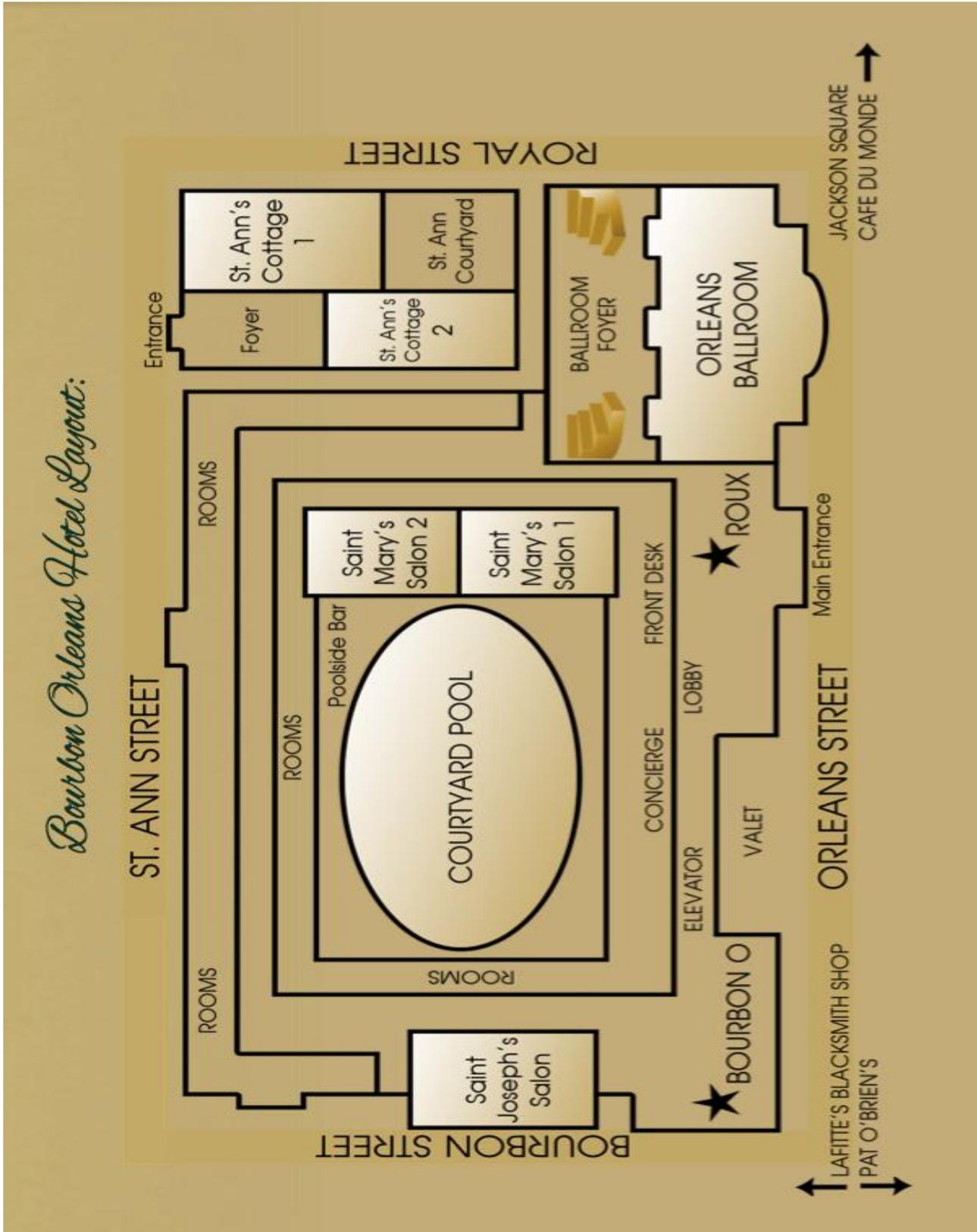
Presenters are asked to consult with one another at the start of each session to determine order of presentations, amount of time to allocate to each author and the format for follow-up discussion or Q & A. All papers and performances should be allotted equitable time for presentation and additional minutes for questions and discussion, depending on how many papers are scheduled for that session.

There are the following presentation types:

- Conversation Centres** will provide for an intense hour of conversations between/with presenters and attendees concerning related and emergent topics. Technology is not provided for Conversation Centre sessions; presenters are welcome to bring their own laptops; wireless internet access is available on site. Individual paper submissions will be grouped together by the program committee (no more than 3 papers in a grouping) to form a more intimate Conversation Centre. Conversation Centres Individual papers are brought together in a Conversation Centres for an intense hour of conversation between/with presenters and attendees concerning related and emergent topics in those papers.
- Symposium** consists of 3 or more papers addressing a related topic/idea outlined by proposers. Symposia are an hour in length.
- Book Talks:** Authors of recently published works discuss those works with participants at these sessions. Book Talks are an hour in length.
- Workshop/Public Action/Art Exhibition:** This year we will have a number of spaces available throughout the program for workshops/public actions/art exhibitions. These types of presentations are intended to foster critical and public dialogue and should be considered spaces for social action and public pedagogy.

BOURBON ORLEANS HOTEL LAYOUT

Bourbon Orleans Hotel Layout:



Wednesday, 12 November 2014

Pre-Conference Meetings 2:00 – 4:30 Council Meeting St. Mary's Salon

Session W-200 5:30p-6:30p

5:30p-6:30p

Location: Ballroom

Session W-200

St. Mary's Salon 1

Session W201 – Table 1 - Ballroom

Asian American Representation in State-Level US History Standards. Sohyun An
Employing Asian Critical Theory as a theoretical framework, this paper interrogates which U.S. historical events associated with Asian Americans are included and how they are represented in ten states' k-12 social studies standards.

The Economic Content Standards: What are we really teaching our children? Lynn Brice & Jill Torres
We present a critical analysis of economic content standards across the United States. We argue that the emphasis on the neoclassical model of economics found in the national and state standards promotes unlimited consumption of resources, fosters distorted distribution of wealth and power, and maligns those who suffer poverty.

Session W202 – Table 2- Ballroom

Education Out of Bounds: Celebrating the social nature of literacy learning through Reading Buddies. Amy Shema & Sharon M. Peck
Reading Buddies is a community partnership between an urban elementary school and volunteers who engage in weekly one-to-one reading sessions with kindergarten, first, and second grade students.

Session W203 – Table 3- Ballroom

Undocumented Women's Jump[ing the Border]. Poetic narrative and Prickly Embraces (Abrazando Nopales). Miryam Espinosa-Dulanto
Border-crossing testimonios are full of paradoxical emotions, from persistent fear of getting caught to limitless hope for better life. I propose the use of poetic narrative to writing up these testimonies following Brunner's idea that, "a subjunctivized world, though it may not be comfortable, is provocative" as well as Rosaldo's understanding that the highest task of writing, "is not to represent the event but to be the event itself."

Third Space: Literacy, Language Use, and the Power Struggles between Teachers and Students. Luz E. Zuniga
A deficit perspective of students' learning along with dominant values exercised in the classroom can deter a student from engaging in meaningful discourse practices and social interactions. Using discourse analysis and the third space I attempt to examine the power struggles teachers and students face in their daily interactions.

Session W204 — SYMPOSIUM – St. Mary's Salon 1

Interventionist Strategies and the Survival of the Curriculum Field: What's in the Future? Erik Malewski; Nathalia Jaramillo; Nichole Guillory; Ugena Whitlock; and Denise Taliaferro Baszile .
Through a critical examination of activism and advocacy and a particular focus on how scholars conceive of and carry out educational interventions, participants in this symposium advance alternative conceptions of curriculum studies as a field replete with possibilities. The aim of this symposium is to generate greater understanding and more transformative practices to contest dominant power structures in society. Drawing from perspectives that range from critical race theory and counter narrative pedagogy to decolonial thought and theological ethics, participants displace dominant perspectives on what makes for robust and 'worthy' learning, being, knowing and doing in the world.

WELCOME RECEPTION 6:30p-8:30p Location: Ballroom & Offsite

Come join us for some organized mingling and conversations eventually spilling into the Quarter to find food, music, and camaraderie.

Thursday, 13 November 2014

Early Morning Session 8:15a - 8:45a Mentoring Session St. Mary's Salon 1

Participating in professional life. In this session we will focus on negotiating a professional life that includes participating in conferences, finding comrades, and being active in professional organizations. Please feel free to bring breakfast with you. A breakfast buffet option can be purchased in the hotel's restaurant.

Art Exhibition

9:00a- 5:15p

Ballroom

Session T-100

9:00a-10:00a

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| <p>9:00a-10:00a</p> <p>Location: Ballroom</p> | <p>Session T101 – Table 1 - Ballroom <i>Going too far, yet staying very near. The question of forgetting in Nathalie Sarraute's Childhood, and its implications for curriculum theory and teacher education.</i> David Lewkowich With reference to Nathalie Sarraute's Childhood, this paper explores the violent frustrations of premature experience in childhood autobiography, and the question of how the concealments and disintegrations of forgetting can be represented in literature. I then consider the implications for curriculum theory and teacher education.</p> <p><i>Finding Peace in the Rummage: Re-conceptualizing My Ruins.</i> Maria F.G. Wallace Upon completing my first year as a doctoral student I was compelled to delve into my own ontological adversities: (a) tradition, (b) oppression, and (c) science. This autobiographical approach suggests how self-reflexive explorations can serve as a critical piece in teacher preparation and re-conceptualizing the ruins within each of us.</p> |
| | <p>Session T102 – Table 2 - Ballroom <i>"Reimagining the Role of Princess: A Critical Feminist Analysis of How Discourses of Gender, Power, and Voice are Negotiated in, Through, and in Response to Recent Disney Fairy Tales."</i> Cole Reilly The latest princess characters in the more recent Disney films (e.g., Tangled, Brave, and Frozen) offer something more empowering perhaps than their pretty/precious princess predecessors. This paper compares empirical data I collected years ago (where several elementary classes and their teachers responded to gendered princess archetypes) with Disney's latest efforts.</p> |
| | <p>Session T103 – Table 3 - Ballroom <i>Continuing the Dialogue in New Orleans: Education, Equality, and Religiosity in Today's Classrooms.</i> Heather Haverback & Molly Mee Through the use of narrative, this study explores these professors' experiences in the changing school structures which impact the pedagogical practices of teachers and teacher candidates. Using NOLA as a basis of the study, this narrative investigates and dissects today's public and private classrooms and students' needs.</p> <p><i>Pedagogical Translators: Politicized Students' of Color Role in Facilitating Critical Dialogue in College Classrooms.</i> Kirsten T. Edwards This paper considers the importance of a "raced politic" and students of color when leading discussions about social justice in predominantly White college classrooms. Drawing on Freire (1970), the article offers a conceptual framework for understanding and promoting student of color voice in the work of social justice.</p> |
| <p>Session T-100</p> | <p>St. Mary's – Salon 1</p> <p>Session T104 – Symposium - St. Mary's – Salon 1 <i>Teaching the Whole Child in Performance-Driven School Culture: The ABC's of Psychology (Affective, Behavioral, Cognitive)</i> Rebekah Granger Ellis and Richard Speaker The national spotlight on violent attacks perpetrated by bright individuals questions why some gifted minds thrive in life and others fail to fulfill their potential. In performance-driven school culture, "the whole child" is often ignored. This session explores how to immerse affective-behavioral-cognitive instruction within the constructs of the academic curriculum.</p> |

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| St. Mary's – Salon 2 | <p>Session T105 – Symposium - St. Mary's – Salon 2 Advancing Testimonio in Curriculum Theory: Hispanophone-Subaltern-Indigenous Cultural Traditions in International Contexts. James C. Jupp; Laura Jewett; Karla O' Donald & Freyca Calderón Beruman; and Miryam Espinosa-Dulanto. Chair/Discussant: Nathalia E. Jaramillo</p> <p>This symposium advances understandings of Latin American <i>testimonio</i> traditions as part of curriculum theory's internationalization of curriculum studies. Drawing on understandings on Latin American <i>testimonio</i> traditions, this symposium drives at international identity ethics, careful intercultural conversation and study, and notions of mutuality and reciprocity in international contexts.</p> |
| St. Joseph's Salon | <p>Session T106 – Workshop - St. Joseph's Salon Human Question Mark. Brad Walkenhorst</p> <p>You are invited to participate in this virtual graffiti utilizing the "?" and public webcams to initiate discussion regarding the act of questioning in today's educational, social, and political climate. Drawing from the history of Tavern "?" in Belgrade, Serbia and the French Quarter we will utilize the human element to elicit answers to the silent questions.</p> |

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| <p>Session T-200 10:15a – 11:15a</p> | |
| <p>10:15a-11:15a</p> <p>Location: Ballroom</p> <p>Session T-200</p> | <p>Session T201 – Table 1 - Ballroom The Impact of Personal Experience on Undergraduates' Understanding of Cultural and Linguistic Diversity Bridget A. Bunten</p> <p>This study examines preservice teachers' reflections following two field experiences integrating knowledge and skills that are effective when working with a diverse student population. Findings reveal that their interpretations of these experiences with English Language Learners exhibit four distinct levels of engagement. Implications for curricular and field experience design are discussed.</p> <p>Self-Study of Social Justice Teaching on the Tenure Track: A Pedagogy of Vulnerability. Jennifer L. Martin</p> <p>Through the practice of self study using currere as the vehicle, the author documents her major existential crisis of her first year: a heightened vulnerability to microaggressions because she asked a predominantly white student population at a historically white institution to think about issues of race, diversity, and to do the hard work: to examine their biases, to think about discriminatory practices, to challenge their thinking.</p> <p>Session T202 – Table 2 - Ballroom Re-charging curriculum and pedagogy in urban teacher education. Marius Boboc</p> <p>The presentation features interactive activities derived from the process of redesigning the teacher preparation program at a Midwestern urban university. Lessons learned will be shared on clinical experiences, course sequencing, teaching loads, range of assessment strategies, and innovative pedagogical tools designed to re-charge teacher preparation in today's competitive academic market.</p> <p>Session T203 – Table 3 - Ballroom A Grounded Curriculum: Food and Foodways as Contextualized Learning. Danielle Klein</p> <p>This paper explores the little made connections between food and education. In particular, this paper takes a look at how a grounded curriculum embodies ideas of learning as relational, cultural, and local – or rooted in environment.</p> <p>Cooking up a Creole Enlightenment: Using Creole Foodways to Reimagine Enlightenment Thought in Antebellum New Orleans. Robyn Andermann</p> <p>This paper reimagines the history of education in New Orleans by exploring how the culinary practices that developed in antebellum New Orleans served as an informal curriculum of Enlightenment values. Foodways help explain how the city's diverse inhabitants reinterpreted traditional European intellectual traditions to create a more transcontinental "Creole Enlightenment."</p> |

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| St. Mary's – Salon 1 | <p>Session T204 – Symposium - St. Mary's – Salon 1 Exploring the Disney Curriculum: Education, Culture, and Society. Julie Garlen Maudlin; Jennifer Sandlin; Laura Rychly; Stacie Pettit; Will Letts; Cole Reilly; Kelli Sellers; Joyce Inman; Sandro Barros; and Kay Holmes The papers in this panel session will explore the Disney Corporation and the myriad ways its curricula and pedagogies manifest. We explore the ways that Disney, as a major cultural force that helps shape conceptions of gender, sexuality, race, class, and more, can be recognized as an influential element within the big curriculum.</p> |
| St. Mary's – Salon 2 | <p>Session T205 – Symposium - St. Mary's – Salon 2 There are Mountains in the Sea: Convivial Conversation between Intellectual and Spiritual Traditions. Paul Eaton; Tom Ricks; Marcie Frazier; Shaofei Han; Benterah Morton; Krystie Nguyen; David Robinson Morris; John Underwood; and Maria Wallace This symposium presents personal reflections, musings, enlightenments, and realizations from a community of scholars who engaged in examining the works of John Dewey and various 'Western,' 'Eastern,' and 'non-Western' intellectual and spiritual traditions. We seek to ignite, engage, and continue dialogue about the inter-being of various pedagogies and their impact on our thinking regarding research, scholarship, teaching, and being human.</p> |

Session T-300 **11:30a-12:30p**

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| 11:30a-12:30p | Location: Ballroom | <p>Session T301 – Table 1 - Ballroom Online Cooperative Group Work: Students' Perceptions. Mario Estrada The study will use snowball sampling of at least six students who have participated in-group work in their online college courses. A survey created in Google forms will be emailed to the initial six participants and analyzed as a tool to assess perceptions of cooperative group work.</p> <p>To Tweet or Not To Tweet: The Effects of Using Social Media with University Education Students. Stacie K. Pettit The purpose of this study was to explore the possibilities, as well as the dangers of using social media in the university classroom. The attitudes of students toward the use of social media in classrooms were investigated. In addition, faculty were interviewed about their uses of social media.</p> |
| Session T-300 | Location: Ballroom | <p>Session T302 – Table 2 - Ballroom Are we all failures? Teaching art in a school defined by "low performance." Jessica Kirker As an art teacher in a "failing school" for over a decade, I am acutely aware that the assignment of the term "failing" implicates the most crucial members of the school community: the teachers and students. This paper explores the effect of label of "failing" on a school's climate.</p> <p>Empowering Preservice Science Teachers for Transformation. Neporcha Cone When science education is empowering and transformative, students are more likely to make connections between home/community and the classroom/school. This research study examines findings from an undergraduate course in which school science was re-conceptualized to give a more central role to students' lived experiences and identities.</p> <p>Math and art curricula, blended or separated? Shaghayegh Setayesh In this causal comparative study, one group of students receives the intervention of art in the algebra curriculum and their achievement is compared to another group without the intervention.</p> |
| Session T-300 | Location: Ballroom | <p>Session T303 – Table 3 - Ballroom Curriculum History, Curriculum Policy, and Curriculum Practice: Lessons and Legacy from one Progressive School. Elinor A. Scheirer This presentation describes progressive curricular practice from 1980-2000 in one exemplary English middle school and analyzes the intersection of practice with national policy that originally supported progressive approaches and later challenged them through mandates and high-stakes accountability. It provides both lessons to be learned and hope for future curricular practice.</p> <p>The inclusion of online courses into the curriculum: a modern approach. Zoroayka Sandoval Given the actualization in technology tools, online courses have been improving their teaching methods. However, not all universities have included these courses into their curriculum. This study pretends to answer some questions about the</p> |

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| | <p>inclusion of online courses into the curriculum, and the importance and effectiveness of taking these courses.</p> <p><i>Postglobality and the Confines of Cosmopolitanism: Continuing the Process of Internationalization in Teacher Education.</i> Jubin Rahatzad & Hannah Dockrill This work seeks a postglobal understanding of global relational dynamics that transcend the local-global binary and explore possibilities through a resistance to neoliberal globalization. The aim is to discuss how resistance to knowledge construction within neoliberal globalization can incite border thinking and a legitimization of alternative knowledges.</p> |
| | <p>Session T304 - Table 4 - Ballroom <i>Education as Deconstruction.</i> Laura Rychly Plato's "allegory of the cave" is a story about education-as-deconstruction. This kind of education is not the one that schools, at present, seek to provide. But education not as deconstruction is Nietzsche's "mindless act of chance," and does not honor our responsibility to ourselves and to each other.</p> <p><i>"But You're, Like, Really Pretty": Mean Girls as a Case Study of Reproduction and Capitalism in American Schools.</i> Jeffrey King This paper analyzes themes from the movie Mean Girls (Michaels and Waters, 2004) to examine reproduction and commodification in education, specifically how they affect pedagogical practices within the school. A dialogical pedagogy of resistance is proposed as a means to counter both issues by prioritizing the teacher-student relationship.</p> |
| St. Mary's – Salon 2 | <p>Session T306 – Workshop - St. Mary's – Salon 2 <i>Food as Medicine: The Transformation of the American Chef.</i> Allison Cossio The loss of mother-to-daughter oral transmission of cooking knowledge, allowed for the invasion of corporate agriculture, resulting in the epidemic of obesity/diabetes. Challenger-chefs are transforming the existing American food system through reintroduction of cooking (non-gendered), upsetting the power-holders. This cooking demonstration illuminates the transformative power of scratch cooking for the individual and community.</p> |
| St. Joseph's Salon | <p>Session T307 – Workshop - St. Joseph's Salon <i>Human Question Mark.</i> Brad Walkenhorst You are invited to participate in this virtual graffiti utilizing the "?" and public webcams to initiate discussion regarding the act of questioning in today's educational, social, and political climate. Drawing from the history of Tavern "?" in Belgrade, Serbia and the French Quarter we will utilize the human element to elicit answers to the silent questions.</p> |

Town Hall/Lunch 12:45p-2:45p Ballroom

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| Session T-400 3:00p-4:00p | |
| Session T-400 3:00p-4:00p | <p>Location: Ballroom</p> <p>Session T401 – Table 1 - Ballroom <i>Reflection and Reframing: Approaching Educational Technology from a Critical Perspective.</i> Libbi R. Miller In this individual paper presentation, teacher educator Libbi Miller reflects on her entry into the field of educational technology. The author shares her efforts to infuse a critical lens and a social justice paradigm in an area deeply dominated by the technical rationale perspective.</p> <p><i>Un-knowing: Exploring the concept of chaos, through visual-journaling, as an opportunity to engender a creative self.</i> Tammy C. Cline The emphasis on art content knowledge imposes limitations on the conceptual development of creativity in pre-service elementary teachers. Findings from a four-year research study show student resistance to Deleuzian theory of becoming. Implications point to radical changes for pre-service elementary teacher art curriculum.</p> |

Session T402 – Table 2 - Ballroom

Studying "Culture" Abroad to Address Diverse Learners' Experiences in U.S. Schools. Edith Duckett

This paper explains how a teacher-researcher used modes of inquiry during a six-week case study of Tanzania focused on interrogating the intersections of language, culture, society, and education to explore how teaching and learning in non-Western settings can inform the education of diverse learners in urban classrooms in the U.S.

Lessons Learned Abroad: Connecting Teachers, Students, and Critical Literacy through Evolving Technologies. Heather Rogers Haverback & Molly Mee

This self-study focused on the ideas of two teacher educators who lived and taught in Japan and China and how these experiences promoted their desire to create and implement pedagogies that allowed for cross-cultural communication through the use of critical literacy and technology.

"They must hate us": Navigating the Complicated Terrains of Empire During Study Abroad. Kris Sloan

In this session I discuss the academic content of a study abroad course explicitly designed to challenge an "American exceptionalistic" framework (Ferrerri, 2014). I also discuss the community service learning projects that accompany this content. This project involved giving adolescents in France and young girls in Chile disposable cameras to document their daily life. These images eventually were used by the adolescents and the young girls to self-author a narrative we titled "I'm From Here"

Session T403 – Table 3 - Ballroom

Dwelling in Despair: Depression, Pedagogy, and Ethics. Jake Burdick & Julie Maudlin

By advancing the generative potential of despair, we propose a curriculum theory founded in depressed states and designed to shift the alienations and inactions that characterize modern US life towards productive depression as an ideological challenge. We argue that undergoing this process of theorization can act as a catalyst for the development of creative and ethical inquiries, pedagogies, and relationships.

Meaning of Silence: Inspirations from Buddhism and Daoism. Shaofei Han

We usually consider discourse at the center whereas silence is in the periphery. However, according to the creed of Buddhism and Taoism, Silence is not something necessarily negative, it could be a symbol of wisdom. This paper will explore the meaning of silence based on the wisdom of Eastern traditions, and it's inspiration for classroom teaching.

Session T404 – Table 4 – Ballroom

Progressive Pedagogy in the Era of High Stakes Testing Peter Berg

Progressive pedagogy is paramount to a democratic, just, sustainable society. Progressive pedagogy can thrive in the era of high stakes testing with adjustments from the school community centered around nine major themes.

"Absolutely Not, I Would Never Do That": The Role of Professional Reading in English Language Arts Teacher Education.

Brandon Sams

This work focuses on the role of professional reading and study in the identity development and growing expertise of preservice English teachers. The author uses survey and focus group data to examine how and why preservice English teachers (do not) become engaged as consumers of professional writings on English education.

St. Mary's –
Salon 1

Session T404 - Symposium - St. Mary's – Salon 1

A 'doubled' pedagogy: Teaching about and teaching with pedagogical documentation in the tertiary classroom. Will Letts; Karyn Callaghan; and Randa Khattar

This session recounts our journey over time to strengthen our use of and teaching about pedagogical documentation to teach our students and inform our practice as educators. We invite participants to engage with us in a consideration of the affordances and challenges of using pedagogical documentation in a tertiary education classroom.

St. Mary's –
Salon 2

Session T405 - Symposium - St. Mary's – Salon 2

Social/Cultural Pedagogy in Higher Education: The Societal Impact of Informal Learning Theories on Formal Education.

Kara O'Neil; Holly Nicolaisen; and Tara Swanholm

Workshop focusing on Social/Cultural Pedagogy Master of Arts program at Arizona State University. Authors will share student experience, successful application and areas of concern regarding pedagogical theories within higher education. Workshop will conclude with open discussion regarding the necessity for social pedagogical practices in higher education.

Session T-500

4:15p – 5:15p

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| <p>4:15p-5:15p</p> <p>Session T-500</p> | <p>Location: Ballroom</p> | <p>Session T501 – Table 1 - Ballroom Fostering Social Responsibility Through Activist Science Education. Neil T. Ramjewan; Brandon Zoras; and John Lawrence Bencze Using an activist science pedagogical framework, we trace the transition of Grade 9 pre-international baccalaureate students from relatively passive learners of Western modern science curricula, to socially responsible activist science practitioners. We employ Actor Network Theory to understand how students deepen their conception of one’s social positionality in relation to social and technical actors in their networks of engagement and interaction.</p> <p>Never a Full Return to Eden. Sean Fretwell This talk discusses the growing food movement as rooted in issues of democratic, social, and environmental justice. What it means to be "post-industrial" in an "industrial" era is also considered.</p> |
| | | <p>Session T502 – Table 2 - Ballroom Curriculum Triage. Sean Wiebe & Celeste Snowber The origin of the word triage derives from the French verb trier, to sort. In the context of schools, a student placed in the classroom is similar to a soldier or patient placed in a triage room. In both cases, quite literally, the human being has been sorted from the group.</p> <p>Returning the “Humanness of Being” to Curriculum Praxis. Stephen S. Triche Positioning teachers as technocratic instruments who are required to implement a pre-established curriculum, imposed by corporate or governmental authority, strips them of their “humanness of being.” Instrumental acts of curriculum implementation objectify and, thereby, oppress teachers reducing them to a being-as-thing, devoid of subjectivity.</p> |
| | | <p>Session T503 – Table 3 - Ballroom Different Modalities of Racism: The Cases of the U.S. Deep South and Japan Kaori Shimizu This study critically evaluates the notion of the U.S. Deep South as the “Other” of the racialized identity of the Japanese as homogenous. The results show that the Japanese identity as homogeneous is a myth, and Japan expresses significantly different modalities of racism from the South.</p> <p>Training, Demonstration or Experimentation: What is Possible for a University Lab School? Nancy J. Brooks & Aaron C. Bruewer Colleges of education are under increasing pressure to demonstrate measureable worth to the world of K-12 education. Adopting Levin’s framework on how government works and drawing upon early insights from Van Til, this paper examines rhetoric surrounding the establishment of Burriss Laboratory School for insights into university/school relationships then and now.</p> |
| <p>5:15p-</p> <p>Session T-500</p> | <p>St. Mary’s – Salon 1</p> | <p>Session T504 - Symposium - St. Mary’s - Salon 1 The Arts as White Property: Dismantling the Masters Tools. Rubén Gaztambide-Fernández; Steve Carpenter; Alphonso Grant; Jessica Kee; and Amelia M. Kraehe The proposed symposium will mobilize the conceptual tools of Critical Race Theory for an examination of how White supremacy manifests through the rhetoric of the arts in education. Each paper will provide a discussion of how the arts function as a White supremacist master script through an examination of documents, discourses and other cultural texts.</p> |
| | <p>St. Mary’s – Salon 2</p> | <p>Session T505– Workshop - St. Mary’s – Salon 2 Becoming Other, Becoming Palestinian: Transnational Voices in Solidarity. Susan Uhlig and Sarah Abu Bakr This performative presentation narrates the experiences of both presenters while visiting Palestine in the summer of 2013. The performance highlights issues of access and engenders a transnational solidarity. Through reflection and reevaluation of their embodied experiences, Abu Bakr and Uhlig resist global systems of othering and vilification.</p> |

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| St. Joseph's Salon | <p>Session T506– Workshop - St. Joseph's Salon Human Question Mark. Brad Walkenhorst You are invited to participate in this virtual graffiti utilizing the "?" and public webcams to initiate discussion regarding the act of questioning in today's educational, social, and political climate. Drawing from the history of Tavern "?" in Belgrade, Serbia and the French Quarter we will utilize the human element to elicit answers to the silent questions.</p> |
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| Session T-600 | 5:30p-6:30p | Book-Talk/Mentoring Sessions |
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| Session T-600 – 5:30p-6:54p | St. Mary's – Salon 1 | <p>Session T604 - Book Talk - St. Mary's - Salon 1 UnEarth: A Global Learning Community. Andrew Gitlin <i>UnEarth</i>, a newly developed platform vertically connects elementary schools, middle schools, high schools, higher education and businesses and horizontally connects parents, local communities, students, teachers, professors, administrators and businesses. These communities of difference make possible planning based on what the student has learned previously, a personalized curriculum, a curriculum that minimizes gaps and duplication, a knowledge sharing approach for teachers, professors and employees. (Web-site platform developed by Gitlin, 2014)</p> |
| | St. Mary's – Salon 2 | <p>Session T605– Book Talk - St. Mary's – Salon 2 Women and Pedagogy: Education Through Autobiographical Narrative. Patrick Slattery & Kristen Hall Respondents: Kevin D. Slattery, Professor, Pensacola State College; Susan Edgerton, Massachusetts College of Liberal Arts; Michael P. O'Malley, Texas State University Women and Pedagogy: Education Through Autobiographical Narrative is an account of former C&P member and educator Pattie C. S. Burke who died in 2013. The session will be organized by her two sons and other scholars who contributed to her 2009 text. Contributors are invited to join the panel discussion.</p> |
| | St. Joseph's | <p>Session T606– Mentoring Session: Reviewing, Authoring, and Publishing In this session we will focus on how to do reviews and negotiate the authoring/publishing process.</p> |

Friday, 14 November 2014

Early Morning Session 7:30a-8:45a JCP Editorial Board Meeting

This is a CLOSED business meeting of the Editorial Board of the Journal of Curriculum and Pedagogy to discuss current and future business for the journal as well as any pending manuscripts under review. Co-Editors, ABER editor, Book and Media Review Editor, Assistant Editors, and all members of the Editorial Board are invited. Location: (TBA)

Early Morning Session 8:15a - 8:45a Mentoring Session St. Mary's Salon 1

New Faculty Conversations. In this session we will focus on fitting into a new workplace including balancing scholarship, teaching, and service; fulfilling institutional responsibilities; and carving out a niche. Please feel free to bring breakfast with you. A breakfast buffet option can be purchased in the hotel's restaurant.

Art Exhibition 9:00a-5:15p Ballroom

Public Voice on Education from C&P New Orleans M. Francyne Huckaby; Mila Zhu; Anthony Walker; Channa Barrett; Jackie Hoerman; Gabe Huttleston; Lizzie Kittleman; and Lea Lester

This public action/art exhibit will take place in the halls of the Curriculum and Pedagogy conference in-between conference sessions. The space in the hall will function as a site of public action, photography/video studio, and gallery for displaying our Public Voice.

Session F-100 9:00a-10:00a

9:00a-10:00a

Session F-100

Location: Ballroom

Session F101 – Table 1 - Ballroom

Narrative and Counternarrative Themes in Educational Discourse of New Orleans Schools Jessica Baker Kee

This presentation analyzes narrative and counternarrative themes in New Orleans education reform discourse. It examines research literature, news media, and teacher recruitment materials, discussing the narrative theme of the charter school system as an innovative solution to the failures of pre-Katrina neighborhood schools, as well as themes of resistance.

"And Justice for All? The Making of an Urban Elite Cohort in a Working-Class Latino School" Minerva S. Chávez

I highlight schooling practices in a Los Angeles Latino neighborhood that contributes to the formation of 'The Urban Elite Cohort.' The focus serves to demonstrate the ways in which schools are implicated in producing oppressive cultural environments and to understand the formation of Latino student identities within a sociopolitical context.

Session F102 – Table 2 - Ballroom

Symbiotic relationships in service-learning programming between high school educators and community agency personnel Margo Wolfe

This phenomenological study describes the lived experiences of five partnerships of teachers and community agency personnel who develop and implement service learning programs for high school students. Results showed that partnerships were most effective if partners built a strong personal relationship with each other and shared common student goals.

Multicultural Art Education in Contemporary Art Museums: Museum Educators of Color Reflect on Their Professional Experiences Natasha S. Reid

This presentation will examine the professional experiences of museum educators of color working in contemporary art museum. These educators' professional narratives will highlight realities associated with implementing multicultural educational programming in such institutions. Suggestions for working with multicultural art education in contemporary art museums and partner institutions will be explored.

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| | | <p>Session F103 – Table 3 – Ballroom Curriculum Theory and the Abandonment of Hope Julie Garlen Maudlin I suggest that an ideology of hope might be problematic for curriculum theory because it operates to reinscribe white privilege and perpetuate the assumption that whites can transcend the critique of whiteness. I explore how an abandonment of hope might allow white curriculum scholars to enact Applebaum’s (2010) rearticulated notion of moral responsibility that calls for “uncertainty, vulnerability, and vigilance” (p. 5).</p> <p>"Pay[ing] it Forward" with "Kid Nation" to Bridge the Gap: How Pop-Culture Elements Prove Useful in Inquiry-Oriented Social Studies Methods Course Instruction. Cole Reilly Having taught elementary social studies methods courses now more than 15 times to date, I'm always on the lookout for new resources and ways to substantively improve upon the course. In this presentation, I hope to show how integrating such pop culture elements have meaningfully helped.</p> |
| | | <p>Session F104 – Table 4 – Ballroom Designing Freshman Interest Groups: A Model for Success in Promoting Undergraduate Research Principles Gerald Lee Ratliff Freshman Interest Groups (FIGS) have become a popular model to meet the academic, social and career concerns for first-year students by providing an immediate and inclusive support system in a campus living-and-learning environment.</p> <p>Relevancy in Education: A Systematic approach to provide dynamic curriculum to ensure a globally competitive student. Gail Gessert Today's children need to compete in tomorrow's economy. Since NCLB we've had a technological revolution yet curriculum remains static. The EDUindex is a statistically derived correlation coefficient representing relevancy. It will be discussed how it is derived from national databases, and the resulting evidence showing significant Gaps in our curriculum.</p> |
| | Session F-100 – 9:00a-10:00a | St. Mary's – Salon 1 |
| St. Mary's – Salon 2 | | <p>Session F106– Symposium - St Mary's – Salon 2 "Don't Be Afraid...": Power and Privilege in Navigating the K-12 System Libbi R. Miller; Katherine L. Becker; Daniel Becker; and Sarah Cashmore This study investigates the insider knowledge that parents who are also teachers employ to navigate their children through the K-12 system. The purpose of the study is to share the insights with a wide audience possible while also uncovering complexities and challenges.</p> |
| St. Joseph's Salon | | <p>Session F107– Workshop - St Joseph's Salon Using Artifacts to Teach African American History: The Black History 101 Mobile Museum. Khalid el-Hakim Founded by former Detroit Public School educator and current Ph.D. student at the University of Illinois (Urbana-Champaign), the Black History 101 Mobile Museum is a collection of over 5,000 original artifacts of Black memorabilia that dates from the Trans-Atlantic Slave Trade to Hip-Hop Culture. This one-of-a-kind historical exhibit has travelled to 23 states, over 50 college campuses, numerous K-12 schools and other community institutions. Khalid believes the use of artifacts to teach taps into students' natural inclination towards inquiry and discovery in the learning process. As an instructional tool, material objects bring history to life and excites students, many who dread opening up history textbooks.</p> |

Session F-200**10:15a-11:15a****Session F-200 – 10:15a-11:15a****Location: Ballroom****Session F201 – Table 1 - Ballroom****Tracing the Discourse of Sexual Violence in Higher Education** Sara Carrigan Wooten

Wooten discusses the results of a critical discourse analysis on five foundational second wave feminist texts. Specifically, she examines how these texts contributed to a discursive shift in our cultural understanding of sexual violence that continues to influence current policy and programming on sexual violence prevention in higher education.

Transformational Learning Communities: Adult Play as Embodied Curriculum Brenda Lyne and Araceli Montalvo

Through lived experiences, transformational learning occurs as we connect with communities. With a focus on body movement as adult play, we can gain valuable knowledge of not only human culture but of social culture as well. People embody curriculum to rebuild themselves and help them make sense of their lives.

Session F202 – Table 2 - Ballroom**Male-Male Rape and Settler Colonialism** Neil T. Ramjewan

Using critical autobiography, I explore racialized gendered male-male rape as a mechanism of producing and maintaining settler colonial nationhood, hegemonic masculinities, homophobia, and myth. I use postcolonial theory and native studies to theorize rape as a technique of power as well as uncover the paradoxes of colonialism that prevent healing.

Mothering and teaching in feminist thought: Towards pedagogy of love as praxis Diana H. Cortez-Castro

The purpose of this paper is to excavate through biographical moments of my lived experience as a Mexican-American woman where my feminism, mothering and teaching intersect and how they are informed by elements of love. I also reflect on how these relational experiences sculpt the meaning I make of curriculum and pedagogy.

Session F203 – Table 3 – Ballroom**The pretense of “respect”: How primary grade teachers employ a rationale of “respecting parental belief” as an avoidance tactic to engaging in critical discourses of families** Amy Shema

This paper explores the ways in which primary grade teachers use “respect of belief” as a rationale for avoiding discussions about what they consider to be “sensitive” subjects. This pretense becomes problematic when teachers avoid presenting diverse representations of families or actively confronting homophobic comments because they do not want to infringe upon beliefs taught at home. Failure to critique social inequities can further marginalize students living in nontraditional families, specifically those with one or more LGBTQ identified parent.

Diversity, Leadership, and Teacher Education: The Emperor’s new clothes Patti Bullock

In this discussion, I address the need of those in teacher education leadership positions to understand diversity in myriad and critical ways.

**St. Mary’s –
Salon 1****Session F204 - Workshop - St. Mary’s - Salon 1****Making Fire: How do you feel when you know?** Paul Robert Sloan

We talk about student survival, but are we aware of the basics of survival. To equip participants with the knowledge, attitudes and strategies for this skill could have benefits and repercussions to their professional, personal, and social capabilities.

St. Joseph’s Salon**Session F205– Workshop - St Joseph’s Salon****Using Artifacts to Teach African American History: The Black History 101 Mobile Museum.** Khalid el-Hakim

Founded by former Detroit Public School educator and current Ph.D. student at the University of Illinois (Urbana-Champaign), the Black History 101 Mobile Museum is a collection of over 5,000 original artifacts of Black memorabilia that dates from the Trans-Atlantic Slave Trade to Hip-Hop Culture. This one-of-a-kind historical exhibit has travelled to 23 states, over 50 college campuses, numerous K-12 schools and other community institutions. Khalid believes the use of artifacts to teach taps into students' natural inclination towards inquiry and discovery in the learning process. As an instructional tool, material objects bring history to life and excites students, many who dread opening up history textbooks.

Session F-300**11:30a-12:30p****11:30a-12:12:30p****Session F-300****Location: Ballroom****St. Mary's –
Salon 1****Session F301 – Table 1 - Ballroom**

The Heart of the Matter: When You Behold Your Students Do You See Beauty or a Beast? David W. Robinson-Morris
The current discourse on public education continues to mask the truth behind facts, behind technical and methodological reforms. It is time to get to the heart of the matter—teaching is a spiritual endeavor and our current methods of teacher preparation are not working. The time is now for a soul-stirring change.

Existence-in-Tension: A Dialogic Response to Gnosticism in Education Jeffrey King

This paper advocates for the understanding and use of dialogic pedagogy in the classroom as an alternative to the monologic mandate of current pedagogical practices. Gnostic influences on monologic pedagogy are contrasted with a more dialogical approach to pedagogy, one focused on the teacher-student relationship.

Session F302 – Table 2 - Ballroom***Written Mass Media portrayal of [Fill in the blank] in Ferguson, Missouri between August 9 and August 25, 2014***

Brad A. Walkenhorst

This paper would examine a variety of articles collected from major news organizations, and examine how the words utilized in the reporting filter the events that happened in Ferguson Missouri between August 9 and August 25, 2014, through an ever-changing lens.

Southern Shape-shifters and Adaptive Texts: A Louisiana Reading of "True Blood" Toby Daspit & Dana Stachowiak

We perform close reads of "Southern Vampire Mysteries" by Charlaine Harris; the "True Blood" TV series ; the "True Blood" Comic Book Series ; the "Sookie Stackhouse" Wiki; and the "True Blood" Wiki. We specifically read to understand shape-shifting characters as related to personal negotiations of social constructs of identity in everyday experiences.

Session F303 – Table 3 – Ballroom***Second Wave Critical White Studies? A Synoptic Rendering of Critical White Studies Literatures since 2000*** James C. Jupp

This paper presentation provides a synoptic rendering of peer-reviewed literatures from critical White studies literatures advancing "second-wave" scholarship. This paper leverages peer-reviewed scholarship in Critical White studies since 2000 that advances notions of anti-essentializing identities, contextualities and relationalities, and whiteness pedagogies as central concepts to advance Critical White studies in the present.

Privilege, Ambivalence, and Antiracism: Learning From White South African Teachers Zachary A. Casey

This paper works to further theorize "ambivalent white racial identity" in a context outside the United States: South Africa. Based on interview data collected in 2011, I focus on four white practicing teachers' notions of themselves as racial actors and how they see their racial identity impacting their teaching practice.

urther theorize "ambivalent white racial identity" in a context outside the United States: South Africa. Based on interview data collected in 2011, I focus on four white practicing teachers' notions of themselves as racial actors and how they see their racial identity impacting their teaching practice.

Session F304 – Table 4 – Ballroom***Troubling Narrative: Implications for Critical Educators*** Sarah Travis & Emily Hood

In this presentation, we utilize the findings of a research study with preservice art teachers to trouble the social justice claims of narrative pedagogy.

Session F305– Workshop - St. Mary's – Salon 1***Pedagogies that Support Civil Discourse: Dialogues in a Socrates Café*** Jody Piro & Gina Anderson

The ability to problematize issues and understand the perspectives of others is a particularly significant outcome when promoting pedagogies that support civil discourse. By demonstrating a Socrates Café, the presenters will model a pedagogical practice that helps participants develop the ability to critically discuss pertinent topics and consider the viewpoints of others.

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| St. Mary's – Salon 2 | <p>Session F306– Workshop - St. Mary's – Salon 2 Reflections from a Faculty Senate President: Stand Up, Speak Up, and Not Shut Up James D. Kirylo In light of the monumental cuts higher education has endured in the state of Louisiana for the last six years, this paper discusses the challenges and dilemmas from the viewpoint of a faculty senate president at a regional university in Louisiana.</p> |
| St. Joseph's Salon | <p>Session F307– Workshop - St Joseph's Salon Using Artifacts to Teach African American History: The Black History 101 Mobile Museum. Khalid el-Hakim Founded by former Detroit Public School educator and current Ph.D. student at the University of Illinois (Urbana-Champaign), the Black History 101 Mobile Museum is a collection of over 5,000 original artifacts of Black memorabilia that dates from the Trans-Atlantic Slave Trade to Hip-Hop Culture. This one-of-a-kind historical exhibit has travelled to 23 states, over 50 college campuses, numerous K-12 schools and other community institutions. Khalid believes the use of artifacts to teach taps into students' natural inclination towards inquiry and discovery in the learning process. As an instructional tool, material objects bring history to life and excites students, many who dread opening up history textbooks.</p> |

OFF-SITE Session– Workshop – Eleanor McMain Secondary School
12:00-3:00 pm

Creating intersections between community, art and education: Partnering with NOLA high school students and teachers B. Stephen Carpenter, II ; Ross Schlemmer and Morna McDermott
 Participants (from both the conference and the K12 community) explore ways community arts programs provoke understandings of art, imagine pragmatic processes and possibilities for sustained community arts practices, and enable effective social change. The project will be held at and in partnership with the Eleanor McMain Secondary School in New Orleans

Town Hall/Lunch 12:45p-2:45p Ballroom

Session F-400 3:00p-4:00p

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| Session F-400 3:00p-4:00p | <p>Session F401 – Table 1 - Ballroom "Teacher Identity, Psychoanalysis and Young Adult Literature: Transferences of Teacher-Casting and Projections of Redemption" David Lewkowich As the psychic life of reading is imbued with emotional turbulence, readers invariably project their anxieties, hopes and worries onto the lives of fictional characters. Using a psychoanalytic lens, this article explores the meanings produced in the convergence of teacher education, young adult literature and collaborative experiences of reading.</p> <p>Race and Place: A curriculum theory perspective Douglas McKnight Since Kincheloe & Pinar's (1992). "Curriculum as Social Psychoanalysis: The Significance of Place," the concept of place as having an effect on one's identity has been significant. In this work, I explore how place functions to sustain racial identity in ways that even the most racially conscious individual is often unaware.</p> |
| | <p>Session F402 – Table 2 - Ballroom Countering failure narratives: Engaging the in-school and out-of-school literacies of adolescent African American males through memoir writing Angelle Hebert Research and media portrayals of African American males continue to perpetuate a failure narrative, centering on an "achievement gap," incidents of lawlessness and violence, and parallels to savages and street thugs. These greater narratives come to roost in schools, where, oftentimes, the identities of these young men are crafted prior to any formal assessment of</p> |

their abilities, leaving them a steeper climb through their schooling experiences. Add to this the fact that many classroom instructional practices fail to engage the out-of-school lives of many African American male students. To help bridge these literacies and overwrite these narratives, the researcher recommends an instructional approach involving memoir writing, which could provide a platform for the writing of a new narrative.

Deconstructing Disney's Dynasty: Understanding Black Masculinity Necessitates Culturally Relevant Pedagogy in Urban Environments Brian W. Collier Jr.

There is an underlying narrative within the cosmos of Disney. It is one that accepts that African American males are underwhelmingly existent in animated media. I specifically reference James Baldwin's 1963 "Letter to Teachers" to situate the conversation of pedagogy and the educative process in this current culture and society.

Session F403 – Table 3 - Ballroom

"Creole Enlightenment and Un-Common Schooling: Transatlantic Futures of the Past in Curriculum History" Petra Hendry & Molly Quinn

This paper argues that the privileging of the "common school movement" in U.S. educational history excludes the South—particularly, French colonial Louisiana—from readings of enlightenment education. It seeks to rethink curriculum history from a "transatlantic, multiracial, multicultural and multinational contact zone" wherein Louisiana Franco-Afro-Creoles actively constructed a "public" sphere.

Teaching in the Land of Rural Southern Poverty: The Moral Imperatives and Spiritual Sensibilities of Novice Teachers Karen Ferneding

The characteristics of resiliency and self-efficacy developed by novice teachers who are teaching in the context of rural Southern poverty are related to their underlying moral imperatives and spiritual sensibilities regarding education and the profession of teaching.

Session F404 – Table 4 – Ballroom

Pedagogies of the everyday and the New Archive: Exploring practices, objects and language in the "War on Terror"

Gabriella Maestrini and Omer Aijazi

In this conceptual work, we explore how the events of 9/11 have influenced everyday practices, objects, and language creating a new archive. Practices, objects, and language reposit in this new archive through pedagogies of the everyday according to Trinidad-Galvan (2001) "highlight the mundane and everyday as powerful sites for learning".

Implications of Black Feminist Pedagogies and Methodologies for Justice Oriented Educators Altheria Gaston

This paper is an examination of Black feminist epistemologies and a discussion of their implications for social justice-related pedagogies and research methodologies. I draw upon these bodies of scholarship to create an eight-part thematic Black feminist framework that will characterize my research and teaching as a curriculum studies scholar in higher education.

St. Mary's –
Salon 1

Session F405 - Symposium - St. Mary's – Salon 1

Cartographic possibilities: Mapping the self

Freyca Calderon; Karla O'Donald; Sohyun Lee; Julie Vu; and Katherine

Fogelberg

Participants in this symposium aim to explore the contributions of mapping to the (re)(de)construction of the self. Through personal narratives, each participant seeks to examine the ways in which categories, imaginaries, and stereotypes embedded in physical and social locations have impacted how their identity has been shaped and morphed.

St. Joseph's Salon

Session F407– Workshop - St Joseph's Salon

Using Artifacts to Teach African American History: The Black History 101 Mobile Museum. Khalid el-Hakim

Founded by former Detroit Public School educator and current Ph.D. student at the University of Illinois (Urbana-Champaign), the Black History 101 Mobile Museum is a collection of over 5,000 original artifacts of Black memorabilia that dates from the Trans-Atlantic Slave Trade to Hip-Hop Culture. This one-of-a-kind historical exhibit has travelled to 23 states, over 50 college campuses, numerous K-12 schools and other community institutions. Khalid believes the use of artifacts to teach taps into students' natural inclination towards inquiry and discovery in the learning process. As an instructional tool, material objects bring history to life and excites students, many who dread opening up history textbooks.

Session F-500**4:15p-5:15p****4:15p-5:15p****Session F-500****Location: Ballroom****Session F501 – Table 1 - Ballroom****Event-alizing: A Inquiry Approach to the Study of Difference** Ligia (Licho) López

"This paper is a proposal to study difference differently. Event-alizing is a style of inquiry that considers the possibility of opening up educational research spaces in an effort to de-stabilize, de-polarize, and de-naturalize. It draws from four years of research on teacher education history vis-à-vis indigenous peoples in Guatemala."

Post-Colonizing Curriculum Studies: Des/ciphering "Browning" in Language Minoritized Population's Terms

Sandro R. Barros

The purpose of this paper is to engage in a dialogue with Gaztambide-Fernández's and Murad's (2006) "Browning" curriculum as a form of criticism and challenge of Curriculum Studies. As I argue, beyond ethnic/cultural affiliations, "browning" also ought to be envisioned as an epistemological position that encompasses specific language practices, which can ultimately liberate Curriculum Studies' membership to the academic cult of white European monolingual research to which it belongs.

Session F502 – Table 2 - Ballroom**Border Curriculum of Spillover Violence** Edith Treviño

Drawing from an autoethnography through the eyes of an educator, scholar, and teacher perspectives on a personal tragedy of border violence, this paper explores a border curriculum of the lower South Texas-Mexico border using testimonio. This paper focuses on effectively comprehending the documented and undocumented immigrant students and their displacement in relation to South Texas border violence. Using the curriculum definition, displacement is defined as being physically forced to run away from a person's own home (Whitlock, 2007).

Connecting Students and Teachers to Community Spaces Through the Arts and Multimodalities Sharon M. Peck

This paper addresses ways to support students and teachers to discover, embrace and act within their community spaces through the medium of art. In professional development initiatives with in-service teachers, participants explored their own school communities through poetry, mapping, drama, storytelling, and puppetry. This work is supported by research on place-based instruction (Cresswell 2004), multimodal literacies (Jewett, 2008) and Vygotsky's (1925/1971) work on "the drama of life."

Session F503 – Table 3 – Ballroom**Capturing Place through Arts-Based Research and Narrative** Kathleen Brennan & Natalia Pilato

The presenters share narratives highlighting benefits of the artistic collaborative research processes from a pedagogical perspective. These place-based inquiries are rooted in themes of healing, celebration, ritual, memory, growth, fragility, and to refresh.

Embracing Literacy as Having Access to Power in a Democratic Learning Environment Dr. Carolyn R. Taylor

This paper addresses the significance of providing access to powerful literacy skills in democratic learning environments while addressing the demands of literacy reform.

Session F504 – Table 4 – Ballroom**Imagineering Elementary Social Studies: Pre-Service Teachers' Curricular Experiences with Walt Disney's EPCOT** Lori T. Meier

This presentation shares qualitative research on how elementary pre-service teachers' social science literacies and curricular experiences have been constructed, influenced, and informed by popular-culture, bounded ritual spaces (Moore, 1980), such as Walt Disney World's EPCOT. Implications for pre-service teacher reflection, elementary social studies education, and critical pedagogy are discussed.

Not Quite Convivial: Five Reflections on Technology and Education Scott Morrison & Brandon Sams

We channel the work of social theorists such as Mumford (1971), Illich (1973), and Postman (1992) to interrogate the commonsense notion that more and better technology is associated with achievement and progress. Illich (1973) termed societies that maintain a healthy relationship with their tools, from blenders to automobiles, as convivial. Within this framework, we argue that in education in the U.S. we are far from convivial. There is mounting evidence that convinces us to be at minimum skeptical and at most terrified of the dominant role technology is playing in almost every facet of teaching and learning.

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| Session F-500 – 4:15p-5:15p | St. Mary's – Salon 1 | <p>Session F505 - Symposium - St. Mary's - Salon 1 <i>Complicated and Courageous Conversations: Students' Reactions to American Promise</i> Sean L. Dickerson; Maniphone S. Dickerson; Vonzell Agosto; Kaitlyn Bauer; and Melissa Erickson Utilizing the documentary film American Promise as a prompt, the interpretation of Black male high school students' perception of the educational promise is explored using a social justice framework. Supporting the development of curriculum and pedagogy, the authors conclude with recommendations for facilitating complicated and courageous conversations.</p> |
| | St. Joseph's Salon | <p>Session F506– Workshop - St Joseph's Salon <i>Using Artifacts to Teach African American History: The Black History 101 Mobile Museum.</i> Khalid el-Hakim Founded by former Detroit Public School educator and current Ph.D. student at the University of Illinois (Urbana-Champaign), the Black History 101 Mobile Museum is a collection of over 5,000 original artifacts of Black memorabilia that dates from the Trans-Atlantic Slave Trade to Hip-Hop Culture. This one-of-a-kind historical exhibit has travelled to 23 states, over 50 college campuses, numerous K-12 schools and other community institutions. Khalid believes the use of artifacts to teach taps into students' natural inclination towards inquiry and discovery in the learning process. As an instructional tool, material objects bring history to life and excites students, many who dread opening up history textbooks.</p> |

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| Session F-600 | | 5:30p-6:30p Book-Talk/Mentoring Sessions | |
| Session F-600 | 5:30p-4:5p | Ballroom | <p>Session F601- Book Talk - C&P 2013 Edited Book - Ballroom <i>Collective Unravelings of the Hegemonic Web.</i> Becky L. Noël Smith; Katherine Becker; Libbi R. Miller; Natash S. Reid; and Michele D. Sorensen. Collective Unravelings of the Hegemonic Web represents the culmination of work that emerged from 2013 Curriculum & Pedagogy annual conference. The notion of the hegemonic web is the defining theme of the volume. In this collection, authors struggle to unravel and take apart pieces of the complex web that are so deeply embedded into normative ways of thinking, being and making meaning. They also grapple with understanding the role that hegemony plays and the influence that it has on identity, curriculum, teaching and learning. Finally, scholars included in this volume describe their efforts to engage and undergo counter-hegemonic movements by sharing their stories and struggles.</p> |
| | | St. Mary's – Salon 1 | <p>Session F602 – Mentoring - Activism and Your Work – Ballroom In this session we will focus on combining activism and your work.</p> |
| | St. Mary's – Salon 1 | <p>Session F603 - Book Talk - St. Mary's - Salon 1 <i>Try taking everything, but you can't have our souls: Racial Battle Fatigue in Higher Education</i> Kenneth J. Fasching; Roland W. Mitchell; Katrice A. Albert; Chaunda M. Allen; Melvin ""Jai"" Jackson; and Tammie Jenkins This book talk session examines Racial Battle Fatigue (RBF) across the higher education spectrum as presented in a forthcoming volume published by Rowman and Littlefield. The session takes up RBF extending it as a means of understanding how the “academy” or higher education operates and consequently curriculum is affected.</p> | |
| | St. Mary's – Salon 2 | <p>Session F604 - Book Talk - St. Mary's – Salon 2 <i>Curriculum Development in the Postmodern Era</i> Patrick Slattery; Kristen Hall; and Scott Baker Respondent: Rodney Watson, Tulane University This Book Talk session reviews and explores the new 2013 edition of Curriculum Development in the Postmodern Era: Teaching and Learning in an Age of Accountability (Routledge Publishers).</p> | |

Saturday, 15 November 2014

Session S-100

9:00a-12:00p

Session S-100

St. Joseph's Salon

ART WORKSHOP

St. Joseph's Salon

Creating Community Agency through Art – Creating Art Agency through Community Morna McDermott; B Stephen Carpenter, II; Ross Schlemmer.

Morna McDermott; B Stephen Carpenter, II; Ross Schlemmer.

The workshop would provide local K12 teachers a supportive community for exploring and imagining meaningful ABER and community arts-informed curriculum and pedagogy.

Session S-200

9:00a-10:00a

10:00a-11:00a

Session S-200

Session S201 – Table 1 - Ballroom

A Pebble in the Path: Street Art as a Pedagogical Conversation Toward Social Change Sean Barry

This case study, which forms part of a larger project, examines the significance of street art as a means of public pedagogy in the life of an artist who self-identifies as a human rights activist. It explores the dynamic relationship between himself as an artist, his work, and his audience.

Scholar and Student Perceptions of Historically Black Colleges and Universities Renee Dupree

This presentation explores perceptions held by scholars and students regarding Historically Black Colleges and Universities (HBCUs). Themes include the range of beliefs concerning why HBCUs were originally formed; the rise, fluctuation, and decline of HBCU enrollments; the contemporary relevance of HBCUs; and how HBCUs may continue to evolve.

Session S202 – Table 2 - Ballroom

Playing with Public Pedagogy: A Feminist, a Mutant, and a Zombie walk into a bar J. Scott Baker

Using the Burdick, Sandlin, & O'Malley 2014 text, *Problematizing Public Pedagogy*, the author presents an article/dramatic scenario which introduces the archetype characters of a Feminist, a Mutant, and a Zombie, all of whom interact in a public setting. In addition to the dramatic scenario, the author analyzes and discusses the ideas expressed within the chapters of the book.

An Eco-phenomenology Journey: Science, technology, engineering, and mathematics (STEM) education Douglas D. Karrow

Science, technology, engineering, and mathematics (STEM) education are increasingly oriented toward knowledge production, translation, and exchange. This emphasis on knowledge tends to marginalize mystery. Real education, it is argued, can resuscitate the knowledge/mystery dynamic through particular pedagogical dispositions and curricular re-orientations focusing on the arts.

Session S203 – Table 3 – Ballroom

Teaching the nature of science: A social justice argument Michelle L. Knaier

In this paper, I argue that teaching the nature of science—and the skepticism at its core—can foster social justice. Learners can use skills inherent in scientific inquiry to take action toward increasing equality, fairness, and respect for all people.

Oppression for the 21st Century: A critical examination of the K-12 STEM initiative Hannah Dockrill & Jubin Rahatzad

This presentation examines the origin, discourse, and structure of STEM education policies, as well as some of the potential consequences, in order to explore how STEM education functions as reproductive of normative structures and allows certain groups of students opportunity for social mobility while further marginalizing Black, Latino/a, and/or low-income students

Session S204 – Table 4 – Ballroom

Stereotype Threat and Imposter Syndrome: Implications for Traditionally Underserved Students in Gifted Education Seth Esworth

This study will conduct a contextual analysis of the research on stereotype threat and imposter syndrome in order to better

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| | | understand their implications for the field of Gifted Education. A special focus will be placed on their implications for students traditionally underserved by Gifted Education. |
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| | | C& P ACTION WORKSHOP |
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| | | <i>Motivating Students: Coercion or Curiosity?</i> |
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| | | Much of the discussion on motivating students in the literature and in urban classrooms centers on behavioristic approaches that we would describe as coercive. This collective community workshop counters those methods by suggesting the approach should engender motivation through curiosity, rather than motivation through coercion. We see a curiosity approach as connecting students with their community and their personal lives leading itself to work in arenas of social justice or community science or neighborhood art, among others. The outcome of this workshop is a collective written response to offer a counterpoint to the prevalent approach to motivation with the written response published disseminated as widely as possible in print and electronic media. This is intended as a working session where people dream and work together to honor the ideals we espouse as an organization. |
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