18th Annual Conference
18-19 October 2017

New Orleans, Louisiana

Brought to you by:
http://www.curriculumandpedagogy.org/conference.html
Welcome to New Orleans and the Curriculum and Pedagogy Group’s annual conference!

The Curriculum and Pedagogy Conference is an annual gathering for individuals seeking academic enrichment and professional engagement with others who are likewise committed to educational empowerment and social change. The conference opens spaces to advance the ideals of progressive curriculum and democratic leadership in education through dialogue and action. The conference organizers seek to bring together individuals from various backgrounds that hope to analyze, interrogate, and develop theories and practices for educational change and social justice. We welcome academic workers, graduate students, school and district administrators, EC-16 teachers, and cultural and educational workers from community groups and organizations.

The conference fosters an open and affirming environment for democratic community building, collective scholarship, and social action. We gather together to deepen our critical insights into the historical, political, personal, aesthetic, spiritual, social, and cultural contexts of our work. We accomplish this work within a perspective that regards curriculum studies as integral to the fabric of everyday public life and wholly connected to the daily pedagogical practices of/within/about schools, as well in educational phenomena that exist in anomalous, extra-institutional, and diverse spaces and moments.

We hope you find valuable and insightful sessions among our workshops, symposiums, book talks, and conversation tables on this Wednesday and Thursday.

We will meet daily to break bread with lunch and a Town Hall. Town Halls provide a collective time for the attendees to address power, privilege, and supremacy in our work and organization as well as conduct organizational business.

We currently provide three venues to support our Mission: Curriculum and Pedagogy Annual Conference; Journal of Curriculum Pedagogy; and Curriculum and Pedagogy Edited Books (All Peer Reviewed).

Please take advantage of the opportunities this conference provides by engaging in sessions, by contributing in Town Halls, and by dialoguing with colleagues in sessions, over a meal, or in a comfy chair in the corner.

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.

Meet new people, exchange ideas, and enjoy your time in New Orleans! Thank you for joining us!

Sincerely,

Governing Council Chair: Jim Kilbane
Governing Council Chair-Elect: Miryam Espinosa Dulanto
Program Co-Chairs: Samuel J. Tanner & Deb Freedman
Site Coordinator: Jeffrey King
Registrar: Rupert Hollister
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 Emboulas from the Bourbon Orleans for their assistance with the conference logistics.
- The Bourbon Orleans staff who, in our four years with them have readily, and with grace, met all our needs.
- Mark Stewart, our web designer, for keeping the conference pages updated.

REGISTRATION TABLE

The registration table will be open during the following times and locations:

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<tr>
<th>Day</th>
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<tr>
<td>Wednesday, October 18, 2017</td>
<td>8:00 AM – 5:00 PM</td>
<td>Stairwell Landing - Lobby</td>
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<td>Thursday, October 19, 2017</td>
<td>8:30 AM – 3:30 PM</td>
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MEMBERSHIP & GOVERNANCE

Curriculum 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.

C&P Governing Council 2017:

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<tr>
<td>James Kilbane</td>
<td>Samuel Tanner, Co-Chair</td>
<td>Deb Freedman, Treasurer</td>
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<td>Chair Elect: Miryam Espinosa-Dulanto</td>
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<td>Karla O'Donald, Chair</td>
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Ex Officio Members

Jennifer Sandlin, Journal Editor
Will Letts, Journal Editor

For more information about the committees, please visit our website, www.curriculumandpedagogy.org
Elections

Every year we hold Council Elections to elect 6 new members who will replace those rotating off the Governing Council. All C&P members are encouraged to consider nominating themselves or others. Council members participate in the over-all governance and share the workload of the Curriculum & Pedagogy Group. Council seats extend for three calendar years, beginning January 1 following 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 virtually throughout the year. This year, nominations were accepted electronically (via email). Election will be held at the Conference and results will be announced at the Town Hall meeting on October 19, 2017.

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<td>Michael Ndemanu</td>
<td>Open Seat (to be filled in 2017)</td>
<td>Sam Tanner</td>
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THE JOURNAL OF CURRICULUM AND PEDAGOGY

The Journal of Curriculum and Pedagogy is the official journal of the Curriculum and Pedagogy Group, published by Taylor & Francis. This leading international publication brings together the work of scholars from a variety of disciplines as a means to expand perspectives on educational phenomena, from schools and cultural institutions to sites and concerns beyond school and institutional boundaries. JCP seeks to publish work arising from the theorization and study of curriculum theory, educational inquiry, and pedagogical praxis. The journal publishes articles that explore historical, philosophical, gendered, sexual, racial, ethnic, linguistic, autobiographical, aesthetic, theological, and/or international curriculum concerns and issues. The journal also features an arts-based educational research section and a guest-edited Perspectives section about topical issues curated by leading scholars. As a participant in C & P’s annual conference, we encourage you to submit your innovative work to JCP for consideration. Please don’t hesitate to get in contact with us if you have questions or would like to discuss an idea for a submission.

UNIQUE CONFERENCE FEATURES

Town Hall Meetings are a deliberative space of the whole. We use this space to discuss both the needs of the organization to keep it viable and ways to expand our work. As part of your registration for this conference, you officially become a member. We invite all members to attend these meetings and engage in open and participatory dialogue related to the over-all vision and governance of C&P. On Thursday your Town Hall will introduce business items of the Curriculum and Pedagogy Group as well as introducing those running for Council. On Friday, the Town Hall will be a panel discussion on the influence and role of curriculum studies in educational and institutional leadership.
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 – faculty, graduate students and 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. Ordinarily, we assume that the first paper listed in the session will be presented first, although presenters may alter this arrangement if they choose.

Bourbon Orleans Hotel Layout:
09:15 The Cruel Optimism of Diversity: Relational Skeins, Precarious Subjectivities, and the Neoliberal University  
SPEAKER: Justin Jimenez  
ABSTRACT. This paper examines the depoliticization of diversity discourses and practices in teacher education and the neoliberal university at large. Through a methodological bricolage, this paper highlights critical autoethnographic reflections and analyses from biopolitics, affect studies, and black feminist thought to instantiate a new social imaginary of engaging with difference.

09:40 Teaching across Multiple Boundaries: A Multicultural Approach to Teaching Pedagogy and Teacher Education  
SPEAKER: Huanshu Yuan  
ABSTRACT. The increasing diversity in student population in America makes attention to the issue of how to improve current educational philosophies, teaching pedagogy, and teacher preparation to meet the need of multicultural students vital. This study examined current teacher education models and proposed multicultural perspectives on preparing culturally responsive teachers.

10:05 What Ben Carson got wrong: Acknowledging traumatic moments in U.S. history in order to foster liberating/emancipatory learning  
SPEAKER: Marcia Watson  
ABSTRACT. Multiculturalism is often supplanted with colorblindness, assimilation, and other conservative forms of inclusion. Using a case study design, this work explores the perceptions and experiences of students at a high performing urban school that progressively uses anti-racist and non-hegemonic curricula as an alternative approach to learning.
09:15-10:30 Session 2B: Faulkner's "The Bear" as a Metaphor for Curriculum and Pedagogy: Walking Tour of the French Quarter

Workshop 1 -

LOCATION: St. Mary's 1

09:15 Faulkner's "The Bear" as a Metaphor for Curriculum and Pedagogy: Walking Tour of the French Quarter

SPEAKER: Patrick Slattery

ABSTRACT. This session will be a walking tour in the French Quarter during which I will read sections of Faulkner's "The Bear." At each stop, I will relate personal narratives of growing up in New Orleans. I will consider Faulkner's story and my narratives as a metaphor for curriculum and pedagogy.

09:15-10:30 Session 2C: co-partners in the endeavor: co-teaching social justice through literature

Workshop 2 -

LOCATION: St. Mary's 2

09:15 TITLE: CO-PARTNERS IN THE ENDEAVOR: CO-TEACHING SOCIAL JUSTICE THROUGH LITERATURE

SPEAKER: Cheryl Jamison, Cameron Storey and Marscida Kinlaw

ABSTRACT. This presentation is designed to stimulate dialogue surrounding teaching and learning in the 21st century. Social justice can be a tool to unite learners with varied abilities in our increasingly multicultural and inclusive classrooms. Educators who serve diverse learners examine ways to increase student engagement while teaching the prescribed curriculum.

09:15-10:30 Session 2D: Improvisation and Pedagogy

Workshop 3 -

LOCATION: St. Joseph's

09:15 Improvisation and Pedagogy

SPEAKER: Samuel Tanner and Benjamin Stasny

ABSTRACT. This workshop will engage participants in practices of long form improvisation in our to think about teaching, learning, and research. This workshop will facilitate a consideration of what improvisation can teach us about the work of curriculum theory.

09:15-10:30 Session 2E: Is Feminism with an accent scholarly enough?

Conversation Center 2

LOCATION: Ballroom

09:15 Is Feminism with an accent scholarly enough?

SPEAKER: Sohyun Lee and Hanan Hammad

ABSTRACT. Initially feminism was limited to address needs of a specific social and ethnic group of women. Ideas of intersectionality, a broader understanding of the complexity of
gender subjectivities, and growing concerns of global issues regarding women suggest the need to reconsider and diversify the women and gender studies curriculum.

09:50 **Inclusive Education Model for Transgender Students: India as a Case Study**
SPEAKER: [Romi Jain](#)
ABSTRACT. In order to combat discrimination faced by transgender students, this paper presents the Inclusive Education Model: equal access to educational opportunities; sensitive and trained teachers; facilitating environment; and customized pedagogy. It is relevant in application to cross-national contexts as well.

09:15-10:30 Session 2F:
**Conversation Center 3**
LOCATION: Ballroom

09:15 **Critical Affective Literacy as Higher Education Pedagogy: Re-envisioning a Pedagogy for the Privileged**
SPEAKER: [Shalin Krieger](#)
ABSTRACT. This paper discusses the potential of a pedagogy that intersects critical literacy studies with affect/emotion studies as a framework to replace traditional practices based on critical pedagogy within Higher Education, especially pedagogical practices that engage students from privileged and dominant groups, or those who have internalized or embodied these ideologies.

09:40 **Reclaiming Student Voice in Learning: Using Currere in Undergraduate Teacher Education Programs**
SPEAKER: [Barbara Rose](#)
ABSTRACT. The method of currere in curriculum theory (Pinar, 1975; 2012) is widely used in education graduate programs, but is limited in undergraduate curricula. This session explores strategies for using currere in undergraduate introduction, advanced writing, and capstone courses in teacher education to reclaim student voice in the learning process.

10:05 **Assets-Based Community Mapping as Praxis: Sixth Graders and Masters Students Making Curriculum in an Urban School**
SPEAKER: [Arlo Kempf](#) and [Meghan McKee](#)
ABSTRACT. This paper presents findings of a research project conducted by University of Toronto second-year Master’s of Teaching students and four classes of 6th-grade students. Student researchers conducted a series of assets-based community mapping activities of the middle school neighborhood; an economically and racially marginalized community in Toronto’s East end.
09:15 Culture Responsive Teaching, Black History and a Spanish Classroom  
SPEAKER: Mercedes Naber-Fisher  
ABSTRACT. This educator believed that changing her pedagogy for Black History in her Spanish class would help engage students more. However, she never fathomed that it would also change the preconceived stereotypes of Latinos her students once held. This educator will share her results and display the works of her students.

09:40 What Stories Can Teach Us about Teaching: Exploring Pedagogy Research through Narrative Oral Inquiry  
SPEAKER: Jeffry King  
ABSTRACT. This proposal explores pedagogy through a narrative oral inquiry lens. Narrative oral inquiry involves weaving together data from multiple sources to craft a single narrative of a phenomenon. Application of this research methodology to teacher education focuses on providing participants the opportunity to engage in active and reflective meaning-making processes.

10:05 A Political Ontological Approach and the Decolonization of Ethnographic Educational Research  
SPEAKER: Jairo I. Funez-Flores  
ABSTRACT. This paper argues for a political ontological approach to ethnographic educational research. A political ontological approach decolonizes "culture" by emphasizing its storied performativity and ontological conflicts, which involves unveiling world-making practices, stories, and knowledges that students engage in that gradually disrupt modernity’s darker side of coloniality.

09:15 School Based Curriculum Development: The Curriculum Deliberation Process  
SPEAKER: Vijay Paralkar  
ABSTRACT. Schwab proposed the curriculum development approach labeled “curriculum deliberation.” Although it is well known contemporary phenomenon, we know little about the curriculum deliberation process at an institutional level called School Based Curriculum Development. The present study analyzes one such case of Miami University’s curriculum deliberation process.

09:40 ePortfolios as Autobiographical, Curricular Practice  
SPEAKER: Carmen Garcia and Laura Jewett  
ABSTRACT. This paper explores the ways in which ePortfolios, as autobiographical curricular practice, can serve as critical counternarratives that challenge singular
stories of academic performance and master narratives of knowing prevalent in eLearning literature and pedagogy.

10:05 Place Based Education
SPEAKER: Nora Luna
ABSTRACT. The place where we grow up has an enormous influence on who we grow up to be. Understanding the significance of the research is essential for connecting place, learning, and people. The purpose of this paper is to draw attention to the benefits.

10:45-12:00 Session 3A: The Joker in the Middle: Participatory Theatre as Dialogic Pedagogy
Workshop 4
LOCATION: Ballroom

10:45 The Joker in the Middle: Participatory Theatre as Dialogic Pedagogy
SPEAKER: Joe Norris
ABSTRACT. Employing participatory theatre, this workshop will provide participants with a brief overview on how video vignettes addressing social activism, mental health, academic integrity, and drinking choices were devised, lead them through a variety of forum theatre approaches (Boal, 1979) that generate dialogic conversations and conclude with discussions about the process.

10:45-12:00 Session 3B: Learning and Performing: Understanding Philosophy of Education through Performing Arts
Workshop 5
LOCATION: St. Mary’s 1

10:45 Learning and Performing: Understanding Philosophy of Education through Performing Arts.
SPEAKER: Sheetal Digari, Katherine Vela, Sijin Yan and Dr. Patrick Slattery
ABSTRACT. In this conference we intend to present Philosophy of Education through performance (drama). The purpose of this performance is to initiate a mindful engagement with the audience to discuss complicated issues in education. The performance also aims to discuss art based performance as an educational practice in the classroom.
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<th>Time</th>
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| 10:45-12:00  | Session 3C: Creating Social Justice Educators: Writing & Embodied Activities for the Classroom | St. Mary’s 2 | **10:45** Creating Social Justice Educators: Writing & Embodied Activities for the Classroom  
**SPEAKER:** Rachel Radina and Barbara Rose  
**ABSTRACT.** The concepts of thinking and writing about social justice share potential barriers in student learning, including lack of salience and resistance. This session provides participants with a social justice tool kit for the post-secondary classroom drawn from the literature and presenter experiences, as well as hands-on activities using strategies presented. |
| 10:45-12:00  | Session 3D: Disenfranchised childhood: Confronting the social injustice of the rejection of play in school | St. Joseph’s | **10:45** Disenfranchised childhood: Confronting the social injustice of the rejection of play in school  
**SPEAKER:** Sean Durham  
**ABSTRACT.** National mandates have practically eliminated play in schools. Explore children’s right to play as social justice; consider responses to the systematic rejection of play as pedagogy; examine one teacher preparation program’s efforts to effect change through a community program that documents the holistic benefits of children’s self-directed, free play. |
12:15-14:00 Lunch / Business Meeting

14:15-15:30 Session 4A: Democratic Partnerships and Possibilities: An Integrated Collaborative between a School District, University Educator Preparation Program, Community College, and an Alternative Certification Program

Symposium 1 -

LOCATION: Ballroom

14:15 Democratic Partnerships and Possibilities: An Integrated Collaborative between a School District, University Educator Preparation Program, Community College, and an Alternative Certification Program

SPEAKER: Gina Anderson, Rebecca Fredrickson, Karen Dunlap, Sarah McMahan, Brandon Bush, Diann Huber, Richard Valenta and Roxanne Del Rio

ABSTRACT. This symposium session will provide an opportunity for the presenters to share details about an Integrated Collaborative Partnership Agreement between a school district, university-based EPP, community college, and an ACP established to support the common goals of recruiting, preparing, and retaining successful teachers in a north Texas school district.


Symposium 2 -

LOCATION: St. Mary's 1


SPEAKER: Tiffany J. Williams, Johnnie L. Jackson and Peggy S. Larrick

ABSTRACT. Three doctoral students, using the methods of currere (Pinar, 1975) and Critical Race Feminist currere (Baszile, 2016), examine educational and teaching practices to help them become better educators, scholars, activists, and advocates.

14:15-15:30 Session 4C: Second-wave White Teacher Identity Studies: Toward Whiteness Pedagogies in Teaching and Learning about Race

Symposium 3

LOCATION: St. Mary's 2

14:15 Second-wave White Teacher Identity Studies: Toward Whiteness Pedagogies in Teaching and Learning about Race

SPEAKER: Samuel Tanner, James Jupp and Pauli Badenhorst

ABSTRACT. The purpose of this symposium is to present and consider the implementation of second-wave, critical whiteness pedagogies in schooling contexts. Presentations will consider how educators can rely on critical whiteness
studies to create sophisticated whiteness pedagogies to facilitate effective anti-racist work with students, especially White students.

14:15-15:30 Session 4D: Songs from the Heart: Critical, Race, and Feminist Perspectives on Curriculum and Pedagogy Through Music
Symposium 4 -

LOCATION: St. Joseph's

14:15 Songs from the Heart: Critical, Race, and Feminist Perspectives on Curriculum and Pedagogy Through Music
SPEAKER: Theodorea Regina Berry, Kristen Berry, Stephanie Garcia, Martina McGhee and Tracy Walton-Hunt
ABSTRACT. This presentation will explore curriculum through music using critical, race, and feminist perspectives. After an overview on the significance of music for pedagogy on curriculum, four Black/Brown women will discuss the ways a song addresses their understandings of curriculum through a particular theoretical lens. A Q&A session ends the session.

15:45-17:00 Session 5A: Conversation Center 6
Conversation Center 6

LOCATION: Ballroom

15:45 Global Citizenship and Socially Accepted Norms in Study Abroad
SPEAKER: Luis F. Alcocer
ABSTRACT. An exploration of the construction of global citizenship, and the connection of students' socioeconomic status, social class, race with the intention and participation in study abroad.

16:10 The OISE Survey of Educational Issues Since 1978: Reading the Ethics of Education and the Public Imagination
SPEAKER: Arlo Kempf
ABSTRACT. In this paper tracing nearly 40 years of the biannual OISE Survey of Educational Issues (Canada’s longest running education survey) its Co-Director highlights major trends and developments in public opinion on education, with a consideration of the ethics and historical trajectory of public imagining of education in Ontario, Canada.

16:35 Classroom brutality: Exploring state-sanctioned police violence in relation to disproportionate school discipline
SPEAKER: Marcia Watson
ABSTRACT. With African American students receiving three times the number of schools/expulsions, it is imperative to explore the relationship between schooling and criminal justice. It is also important to consider ways U.S. schools continuously
underserve students and communities of color. This presentation connects the Black Lives Matter movement and urban education.

15:45-17:00 Session 5B: International Conversations of Teacher Educators
Book Talk 1
LOCATION: St. Mary’s 1

15:45 International Conversations of Teacher Educators
SPEAKER: Mary Jane Harkins, Zhanna Barchuk and Rupert Collister
ABSTRACT. Through an interactive session, the presenters will introduce their e-book series entitled International Conversations of Teacher Educators. The series is an open access on-line publication that gives voice to the academics and practitioners as they reflect on what it means to be an educator in our rapidly changing world.

15:45-17:00 Session 5C: Exploring Currere as Critical Social Action
Book Talk 2
LOCATION: St. Mary’s 2

15:45 Exploring Currere as Critical Social Action
SPEAKER: Thomas Poetter
ABSTRACT. This session explores the autobiographical nature of the currere approach while extending the method to potential use for creating critical social action that is simultaneously educational, personal, practical, critical, collaborative, political, social, intellectual, and academic. The product of the presenters' work is the new Currere Exchange Journal.

15:45-17:00 Session 5D: DIY Punk as Education
Book Talk 3
LOCATION: St. Joseph’s

15:45 DIY Punk as Education
SPEAKER: Rebekah Cordova
ABSTRACT. This text explores the lived experiences of six adults, where narrative data reveals their education journey in DIY Punk containing mis-educative experiences, educative experiences, and ultimately educative healing experiences. Through the use of curriculum frameworks, a better understanding of the essence of the learning experience outside of school is gained.
15:45-17:00 Session 5E: Conversation Center 7

LOCATION: Ballroom

15:45 Using Photovoice as Arts-Based Instruction for Grieving: LGBTIQ+ Students and the Pulse Nightclub Shooting
SPEAKER: Mario Suarez, Lobat Asadi, Peter Scaramuzzo and Patrick Slattery
ABSTRACT. The present study addresses how Photovoice (Wang & Burris, 1997) aids three university LGBTIQ+ students in grieving Pulse. We used a grounded theory (Glaser & Strauss, 1967) approach. Four main themes emerged from the interviews and photographs: optimism, grief/mourning, ideological, and descriptive. Implications and suggestions for future research are included.

16:10 Moving Beyond the Golden Rule: Values, Ethics, and Accountability within a Student Conduct Curriculum
SPEAKER: Diana Morris
ABSTRACT. This presentation will explore how the community values and expectations established by a student conduct office can provide students with tools and opportunities to 1. identify and define their own values and 2. think critically about how those values impact others in preparation for their membership in the greater community.

16:35 A/R/T-C farsty: Why are you doing all that art?
SPEAKER: Scott Baker, Frankie Bjork, Elyse Bley, Elizabeth Eckhoff and Elizabeth Hubing
ABSTRACT. An educational studies professor and four undergraduate students discuss the methodological use of Artist/Researcher/Teacher (a/r/tography) as means to introduce intersectionality to young students in the classroom. The article discusses a/r/tography as method in teacher education as well as a university conference presentation led by four teacher candidates (TCs).

15:45-17:00 Session 5F: Conversation Center 8

LOCATION: Ballroom

15:45 The ‘Power/Knowledge’ relationship of technology application implementation in early childhood education: Looking at the Technology Application Standards in Texas through a Foucauldian lens
SPEAKER: Nydia Prishker
ABSTRACT. Technology applications are here to stay; however, the discourse created around the implementation of technology applications in early childhood education (ECE) is ambiguous. From a Foucauldian perspective, I will analyze the
implementation of technology standards in the ECE curriculum to make better decisions about how and when to adopt them.

16:10 Exploring the Intersection of Race and Gender through Children Literature
Counternarratives of Black Females
SPEAKER: Valin Jordan
ABSTRACT. Abstract: In this session, I will discuss findings from my dissertation. The dissertation study explored how White female pre-service teachers’ perceptions of race and gender were informed by their reading of counternarratives about Black females written by Black female authors and their participation in a book club.

16:35 How the hell did we get here? Theorizing multiple journeys of searching and (not)finding a HOME
SPEAKER: Miryam Espinosa-Dulanto, Freyca Calderon-Berumen and Karla O'Donald
ABSTRACT. Using testimonio as research methodology and epistemology, we have created a space for stories of immigrant women’s journeys depicting leaving from, searching for, and not/finding home. These stories present a cacophony of experiences of migration to the United States, the struggles encountered, battles (un)fought, spaces won/lost, and (un)contested reverberations.

15:45-17:00 Session 5G: Conversation Center 9
Conversation Center 9
LOCATION: Ballroom

15:45 Expanding the Possibilities: Undergraduates' Reflections on Cultural & Linguistic Diversity
SPEAKER: Bridget Bunten
ABSTRACT. This study examines preservice teachers’ reflections following 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.

16:10 Educational Technology in Bilingual Education: An exploratory case study of the academic achievement of South Texas English Language Learners.
SPEAKER: Belinda Gomez
ABSTRACT. This paper highlights a South Texas school that successfully found ways to bridge the gaps between instructional design and curriculum studies in order to maximize educational technology in Bilingual Education, as measured by the School Technology and Readiness Chart (STaR) and the State of Texas Assessment of Academic Readiness (STAAR).

16:35 "That’s the only thing that survived:” Student agency in creating humanizing pedagogy in dehumanizing spaces
SPEAKER: Teresa Sosa and Summer Davis
ABSTRACT. This study of an urban 9th grade English Language Arts classroom describes student agency in shifting “required” depersonalized and perfunctory tasks, projects, and activities to more humanizing endeavors. Using discourse analysis, we indicate how students molded activities and interactions in meaningful ways through centralizing their sociocultural identities and experiential knowledge.

15:45-17:00 Session 5H: Conversation Center 10
Conversation Center 10
LOCATION: Ballroom

15:45 Hispanic Girls Lived Experiences of STEM Camp
SPEAKER: Evangelina Guillen
ABSTRACT. Hispanic female students are the minority population when it comes to taking higher level courses in Science Technology Engineering and Math fields. There are more boys enrolled in STEM classes than girls. To level the educational playing field, we need to recruit more girls into STEM through STEM camps.

16:10 Transforming One Teacher’s Struggles into an Online Resource for Aspiring Critical Multicultural Art Educators
SPEAKER: Kristen Breitfeller
ABSTRACT. Critical multicultural education is a vital practice. Yet for many teachers, finding an entry into multicultural theory can be challenging—moving from theory to practice intimidating. In this presentation, the author traces how her experiences as a former teacher prompted the development of a new website for P-12 educators.

16:35 Progressive Education and Minority Curriculums
SPEAKER: Ying Wang
ABSTRACT. Comments on progressive education has been controversial (Kliebard, 2004; Winfield, 2007). This paper attempts to comprehend progressive education through reviewing relevant progressive curriculum policies towards ethic groups including Japanese Americans in Hawaii, native Americans and Hispanic Americans in Texas from the end of 19th century to 1930s.
09:15 Where do students with low socioeconomic status stand in the world of online learning in higher education?
SPEAKER: Shaghayegh Setayesh and Zoroayka V. Sandoval
ABSTRACT. Online higher education has increased in the past decade. This study explores issues and struggles that low socioeconomic status students face, due to social inequities, in pursuing online college degrees. Based on the needs of low SES students, a few suggestions to improve the quality of e-learning are made.

09:40 Video Self-Reflection as a Mechanism for Professional Growth
SPEAKER: Michelle Grantham-Caston and Cynthia Dicarlo
ABSTRACT. Teaching in the 21st century is centered on problem-solving and critical thinking skills. Teacher self-reflection using a guided framework can provide teachers with feedback on their teaching performance to create a greater awareness of teaching practices.

10:05 African American Charter School Principals: Cultural Competence and Teacher Faculty Development
SPEAKER: Vernee Butterfield
ABSTRACT. Decades of research guides the culturally responsive teacher and leader, including characteristics and training; however there is limited information about how culturally competent identity is formed amongst charter school principals. The purpose of this study is to examine and interpret the cultural competence identities of African American charter school principals.

09:15-10:30 Session 7B: Using Arts-Integration to Shape Responsible, Caring Democratic Citizens
Symposium 5 -
LOCATION: St. Mary's 1

09:15 Using Arts-Integration to Shape Responsible, Caring Democratic Citizens
SPEAKER: Erin Casey and Kerri Tobin
ABSTRACT. Social studies teaching must include the development of democratic citizens. Teachers must engage students in a motivational and inspirational format to promote transfer and further understanding. Researchers will present arts-
integration methods from grades 1-4 to teach citizenship education. Video, photographs, and examples of student work will contribute to the discussion.

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<tr>
<th>09:15-10:30</th>
<th>Session 7C: Revisiting Duoethnography in Its Second Decade: Exploring How a Situated and Dialogic Method Provides Light in Dark Times</th>
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SPEAKER: Richard Sawyer and Joe Norris

ABSTRACT. This proposed symposium intends to examine the evolution of key tenets of the dialogic research method of duoethnography as the method evolves into its second decade. Specifically, the presenters will examine the changing emphasis of duoethnography as a contingent, responsive methodology during increasingly perilous times.

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<th>09:15-10:30</th>
<th>Session 7D: Recognizing Decolonizing Aesthetics: Advancing Testimonio in Curriculum Theory</th>
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SPEAKER: James Jupp, Miryam Espinosa-Dulanto, Laura Jewett, Freyca Berumen and Karla O’Donald

ABSTRACT. The presenters in this symposium work through decolonizing Hispanophone traditions in Latin America as a means of advancing transnational curriculum and pedagogy in K-16 settings. Presenters in this symposium advance new research emphasizing fictionalized and poetic testimonies as a means of advancing critical-historical readings of las Américas in K-16 settings.

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<th>09:15-10:30</th>
<th>Session 7E: Concepts of Inquiry: Teacher Inquirers doing Inquiry with students</th>
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SPEAKER: James Kilbane and Christine Clayton

ABSTRACT. This paper examines the changing perspective and practice of teachers who inquire into their use of student inquiry as a pedagogical tool. We examined four years of documents from a professional development program to articulate the descriptors for a framework that describes the development of teachers as collaborative inquirers.
09:40 **Developing Comprehension of General Chemistry Concepts of Undergraduate Students Through the Use of Project-Based Learning and Journal Writing**

**SPEAKER: Angelica Guanzon**

**ABSTRACT.** Project Based Learning as an instructional approach will provide an authentic experiential learning to students in a General Chemistry course. Critical elements such as significance of the concept/s, essential driving question/s, students’ accountability, collaboration, project evaluation and student created artifact presented in class will promote comprehension and increased student learning.

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10:05 **Examining Teacher Advocacy for Full Inclusion**

**SPEAKER: Jill Bradley-Levine**

**ABSTRACT.** Using critical ethnographic research methods, I conducted this case study examining teachers’ lived experiences as advocates for inclusion of students with disabilities in a parochial school. I began the study by examining cultural spaces, behaviors, and interactions through unobtrusive observations, and then conducted interviews to explore emergent patterns and themes.

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09:15-10:30 Session 7F: Conversation Center 13

**LOCATION: Ballroom**

**09:15 A Cycle of Vagueness in a Collection of Teachers’ Reflective Responses**

**SPEAKER: Jenesta Nettles, Freyca Calderon Berumen, Katherine Fogelberg, Andrew Kapral and Cecilia Silva**

**ABSTRACT.** Reflective writing can potentially provide teachers with a voice regarding professional development opportunities. However, our exploration of over 450 teacher reflection responses was repeatedly challenged by linguistic vagueness. This paper addresses categories of vagueness and possible ways to improve study implementation to elicit more precise language from reflective prompts.

**09:40 Navigating the Tenure-Track Process: A Latina’s Autoethnography**

**SPEAKER: Minerva Chavez**

**ABSTRACT.** As a Latina faculty, I possess intimate, robust knowledge universities may consider regarding their effectiveness in retaining scholars of color. I identify factors that contributed to my navigation of the tenure-track process as I explore the experiences of belonging and marginalization. I make recommendations in recruiting and retaining underrepresented faculty.

**10:05 Pedagogical Possibilities: Arts-Based Practices of Collaborative Time**

**SPEAKER: Sarah van den Berg**

**ABSTRACT.** This paper explores the pedagogical possibilities of aesthetic exercises aimed at cultivating capacities for collaboration and attention. As practices that also register in the fields of community organizing and activism, these arts-based tools
and present opportunities for interdisciplinary collaboration aimed at imagining and realizing alternative forms of communal life.

**09:15-10:30 Session 7G: Conversation Center 14**

**LOCATION: Ballroom**

**09:15 New Teachers’ Analysis of Successful Mentoring Relationships**

**SPEAKER:** Susana Zapata  
**ABSTRACT.** In this paper, I will attempt to uncover the meaning of a successful mentoring relationship from the perspective of novice teachers, and seek to understand the underlying themes that help describe this phenomenon. Hence, I will venture on a journey to synthesize the commonalities of their collective experiences and perceptions.

**09:40 Dual Enrollment, Dual Employment: A Dialectic Dichotomy**

**SPEAKER:** Paul Perez-Jimenez  
**ABSTRACT.** This article discusses relationships between constituents and agencies in Secondary and Tertiary Education in regards to the Dual Enrollment trend. While all parties agree that democratic principles should drive curriculum, a dichotomy is created when it comes to practicing these principles in the Dual Enrollment classroom.

**10:05 Multicultural Education: A Complicated Conversation**

**SPEAKER:** Aaron Bruewer  
**ABSTRACT.** This currere narrative explores my life teaching multicultural education. Turning through the Regressive, Progressive, Analytic and Synthetic, I explore my lived experience seeking understanding in a complicated course that asks students to actively critique their beliefs and understandings, leading to a conversation about race, gender, ethnicity and social class.

**10:45-12:00 Session 8A: Conversation Center 15**

**LOCATION: Ballroom**

**10:45 Aesthetic frustrations of intersectional art: The example of environmental racism**

**SPEAKER:** Albert Stabler  
**ABSTRACT.** As an art teacher in Chicago, I collaborated on a project that focused on toxicity within the low-income community where my students lived. Through discussing this piece, and others that take on environmental racism, I try to describe the difficulty of creating memorable pieces of art around intersectional issues.

**11:10 Drama Pedagogy of Resistance: Critiquing Educational Inequities through Research-Based Theatre with Urban Youth in Boston & Toronto**
**SPEAKER:** Rachel Rhoades  
**ABSTRACT.** The Youth Artists for Justice project examines through research-based theatre how socioeconomically under-resourced and racialized young people in Boston and Toronto relate to social resistance. Youth identify educational reform as necessary to envisioning a more just and equitable society and portray as much in their original dramatic works.

**11:35 Dehumanization of College Theatre Curricula**  
**SPEAKER:** Richard Edmonson  
**ABSTRACT.** Synthesizing the notion in theatre with the educational theory that learning is most effective when it is humanized (in touch with human experience and emotions) is the basis for this paper. This paper explores current examples of dehumanization and suggests ways to stave off its growing presence in higher education.

**10:45-12:00 Session 8B:**  
**LOCATION:** Ballroom

**10:45 Residential Curriculums: The Difference Resides in (Learning) Opportunities**  
**SPEAKER:** Trevor Basehart, April Cano, Marc’ Bady, Vinay Patel, Danielle Klein  
**ABSTRACT.** Through a mixed method process that includes focus groups, surveys, and archival review, the Department of Housing and Residence Life at Tulane University spent the summer of 2017 putting together their residential curriculum with the hope of creating enriching learning opportunities for all students within a predominately white, affluent university.

**11:10 Breaking Bones + Breaking Bad News + Breaking Habbits = Breaking New Ground: Limitations and Necessity as the Mother of Curricular Invention/Innovation**  
**SPEAKER:** Cole Reilly  
**ABSTRACT.** Recent times have proven frustrating for many curriculum worker/educators. However, one prof’s extreme experience of 2016-2017 may have taken exasperation to the extreme (e.g., needing both legs broken and reconstituted while teaching full time, face-to-face). Fortunately, some critical curricular thoughts and progressive pedagogical action have come from these dire circumstances.

**11:35 (Re)turning to the Unconsciousness: Public Pedagogy as Cultural Psychoanalysis**  
**SPEAKER:** Jake Burdick and Jennifer Sandlin  
**ABSTRACT.** In this presentation, we engage a discussion of psychoanalytic thought to quell our discomfort with the framing devices we use as "educational researchers” who focus on public pedagogy. Drawing on Lacan’s later work, we work to revivify psychoanalytic concepts in order to reframe the cultural construct of education.
10:45-12:00 Session 8C:
Conversation Center 17
LOCATION: Ballroom

10:45 **Far away Eyes: Curriculum in the Moment of Memory’s Losing**
SPEAKER: Laura Jewett and Zulema Williams

ABSTRACT. This narrative inquiry explores our experience of our mothers’ dementia and seeks to bear witness to a curriculum lived in the sweet epistemological now of our mothers’ faraway eyes in order to counter master narratives of medicalized decline that define our mothers’ lives exclusively in terms of loss.

11:10 **Fragmentation-Reunion Song: How African-Colombian Students Are Positioned in a Foreign Languages’ Curriculum**
SPEAKER: Andres Valencia M. and Isabel Gómez P.

ABSTRACT. Critical exploration that addresses the challenges that African-Colombian students negotiate and cope with to become multilingual and multiliterate (in English and French) in the Foreign Languages’ Program (FLP), at a public university in Colombia. The study utilizes a decolonizing theoretical framework, a survey to professors and in-depth interviews with students.

11:35 **Rethinking Classroom Spaces in K-12 Schools in Africa**
SPEAKER: Michael Ndemanu

ABSTRACT. This paper articulates the importance of organizing classroom spaces schools in Africa in ways that promote transformative learning. Although many schools in Africa have successfully educated many children through traditional pedagogical methods studies on contemporary pedagogical approaches underscore the importance of creating interactive classroom spaces that promote learner-centered pedagogy.

10:45-12:00 Session 8D:
Conversation Center 18
LOCATION: Ballroom

10:45 **Digital Play and Cultural Tools: Reshaping Childhood in the Digital Age**
SPEAKER: Laura Hayward

ABSTRACT. Technological milieu includes young children. Play time has traditionally been positioned as time for young children to develop social skills, pretend, explore and imagine. Parents are uncertain of the effects of technology on childhood. Emerging research indicates that how families use technology is important in the dialogue.

11:10 "**Understanding implementation, student outcomes, and educational leadership related to Ohio’s Third Grade Reading Guarantee**"
SPEAKER: Laurie Banks and Andrew Saultz
ABSTRACT. This research explores the outcomes of policy implementation from the perspective of policy makers and educators charged with implementation, specifically examining the decision-making process for district leaders during implementation.

**11:35 Gardening as pedagogy: An opportunity for youth to grow in Chicago**

**SPEAKER:** Rachel Kimpton

ABSTRACT. How can educators use farming to contextualize real-world problems with their students? In this presentation, I explore education-focused farms through the lens of Uhl & Stuchul’s (2011) philosophy of teaching to embrace life by extending Christopher Emdin’s concept of “reality pedagogy” (2016) beyond the urban classroom and into the neighborhood.

**10:45-12:00 Session 8E:**

**LOCATION:** Ballroom

**10:45 Countering Multiple Stories of Distance Education: A Joint Autoethnographic Exploration of Access at a Hispanic Serving Institution**

**SPEAKER:** Katrieva Jones Munroe and Laura Jewett

ABSTRACT. Drawing from our insider/outsider experiences as a distance education student, administrator and professor, this paper examines tensions in the lived curriculum of distance education and its aims of expanded access at two Hispanic Serving Institutions.

**11:10 From the Condition of War to the Classroom: Interpreting the Educational and Psychological Journey of Newcomer English Language Learners in U.S. Schools**

**SPEAKER:** Melinda Cowart

ABSTRACT. Myriad challenges await educators responsible for the academic success of diverse English language learners (ELLs). Discovering what has been learned from previous resettlement programs about the educational and psychological journeys of refugees is imperative in facilitating academic success. Cultural, linguistic, academic, and affective attributes of newcomer ELLs will be explored.

**11:35 Educational implications of the cultural constructs and constraints affecting creative ideation in first and second generation Chinese students**

**SPEAKER:** Tammy Cline

ABSTRACT. Chinese is the fastest growing ethnic minority in the United States. Yet, current inquiry-based educational initiatives are problematic for these students. Building on the author’s research studies, differentiated instructional strategies are presented to assist Chinese ESL students. Additionally, this paper calls for cultural and political awareness and sensitivity.
10:45-12:00 Session 8F:
Conversation Center 20
LOCATION: Ballroom

10:45 Emancipating Education: Learning from Habermas, Freire, and de Lissovoy
SPEAKER: Kristin Hall
ABSTRACT. Public education in the US is failing many students. Emancipating students and their teachers from a standardized curriculum and tests is needed to fulfill the promise of public education. Habermas’s funds of knowledge provide a framework to understand how the emancipatory work of Freire and de Lissovoy can transform education.

11:10 Civics education comes of age: How Participate Curriculum helps students participate.
SPEAKER: Todd Price and Jon Schmidt
ABSTRACT. Using a critical curricular lens, the co-authors study the Participate Civics Course Curriculum. This research provides an important opportunity to learn what teachers on the front lines are doing: teaching from a curriculum to meet their high school students' needs for a New Civics in a new century.

11:35 On Display: Exploring Multiculturalism of Public Library Book Displays
SPEAKER: Daniel Aguilar
ABSTRACT. While public libraries attempt to incorporate more multiculturalism into their literary offerings, this paper analyzes the books that librarians choose to display on their shelves. Ranging from graphic novels, new releases, and children’s books, the researcher examines the shelves at two public library branches.

12:15-14:00 Lunch / Town Hall

12:15-14:00 Session 9: Town Hall Panel
Town Hall Panel
LOCATION: Ballroom

12:15 Administrative Praxis of Curriculum Studies: A Discussion on the Work of Curriculum Generalists in Higher Education
SPEAKER: Nathalia Jaramillo, Erik Malewski, Ugena Whitlock, Theodorea Berry, James Jupp and Laura Jewett
ABSTRACT. This panel discussion focuses on one dimension of curriculum studies’ next moment. This emergent dimension focuses on the relationships between curriculum studies and administrative praxis. This panel discussion returns to the needful curriculum questions between public intellectual leadership and the administration of material curriculum spaces.
14:15-15:30 Session 10A:
Conversation Center 21
LOCATION: Ballroom

14:15 Curriculum Technology as Process: Exploring the Lived Experience of Teachers in Technology Education
SPEAKER: Christopher Jose

ABSTRACT. This paper identifies and critically analyzes roadblocks that often prevent teachers from providing meaningful, yet efficient use of technology in the classroom.

14:40 Against the Tide: Teaching Critical Thinking In Colonial Curriculum (Mexico)
SPEAKER: Mariana Ozuna

ABSTRACT. In Mexico, Humanities are taught from Eurocentric curricula. A sort of self-blindness is promoted; educators suffer from racism and inequality, nevertheless they reproduce practices and beliefs that kept them from improving their lives. This paper will address the significance of this struggle and map strategies to mitigate institutional marginalization.

15:05 Disrupting Academic Writing Conventions and “Audience Awareness” using Digital Rhetoric
SPEAKER: Melanie Gagich

ABSTRACT. Through a brief critique of a generalizable writing assignment, this paper illustrates that traditional rhetorical practices and conceptions of audience still dominate First-Year Writing and Writing Across the Curriculum programs. The paper then analyzes a presenter-created multimodal assignment, which illustrates how integrating digital rhetoric can disrupt these traditional pedagogical practices.

14:15-15:30 Session 10B: Entanglement in Alice’s Wonderland
Workshop 8 –
LOCATION: St. Mary’s 1

14:15 Shufang Yang
Entanglement in Alice’s Wonderland
SPEAKER: Shufang Yang

ABSTRACT. Throughout history educators have debated the true definition of a child and the importance of incorporating philosophical inquiries into curriculum as early as possible. Drawing from Karen Barad’s New Materialism, Lewis Carroll’s canonical Alice’s Adventures in Wonderland (1865) and Through the Looking-Glass (1872) may provide answers to these questions.
14:15-15:30 Session 10C: #Blackademic: The Doctoral Robe: Sartorialism as Provocation for Critical Autoethnographic Work

Workshop 9 -

LOCATION: St. Mary’s 2

14:15 #Blackademic: The Doctoral Robe: Sartorialism as Provocation for Critical Autoethnographic Work

SPEAKER: Gloria Wilson

ABSTRACT. As a critical arts-based project, I use sartorialism as an autoenthographic provocation evoking complex intersections of public and private identities within a system of surveillance. I present a self-constructed doctoral robe, complicating perceptions of a “Black” academic identity within the constructed hierarchies of rank and labor on the tenure-track.

14:15-15:30 Session 10D: From Persia to Canada: Exploring teacher identity through currerian conversation

Workshop 10 -

LOCATION: St. Joseph’s

14:15 From Persia to Canada: Exploring teacher identity through currerian conversation

SPEAKER: Mahjad Mahjani and Rupert Collister

ABSTRACT. "Who am I?" This is the most difficult question to answer. How could I know myself when I was not even allowed to use pronoun "I" at school as a child. This workshop will explore teacher identity through the experience of one Persian-Canadian teacher candidate.

14:15-15:30 Session 10E:

Conversation Center 22

LOCATION: Ballroom

14:15 The Journey Continues: Social Justice Inequities and Resistance

SPEAKER: Wendy Walter-Bailey and Catherine Haerr

ABSTRACT. Inequities in public schools have been exposed, critiqued, analyzed, and quantified, yet these inequities have persisted, become institutionalized, and impacted teacher education programs. Whether an education gap, opportunity gap, or education debt, once No Child Left Behind left its mark, marginalized student populations in public schools continue to be marginalized.

14:45 An Autoethnography of Inclusions and Exclusions Toward a More Responsive Pedagogy for Students With Disabilities in Higher Education

SPEAKER: Matthew Atterberry
ABSTRACT. The goal of this proposal is exploring how inclusions and exclusions of students with disabilities in higher education impacts effort in enhancing responsive pedagogy.

15:10 **Formative Assessment of Latino Undergraduates: Power of Ticket-Out-The-Door**

SPEAKER: Bobbette M. Morgan and Ruth A. Keitz

ABSTRACT. Ticket-Out-the-Door is a strategy to check for understanding, learn what students are unsure of, and determine what they clearly embrace. The feedback to the professor obtained by having students complete this activity structures a powerful formative assessment. Ninety Latino undergraduate's comments and patterns will be shared.

15:35 **Pigments over Gesso**

SPEAKER: Esther Claros Berlioz

ABSTRACT. One of the unique features of Critical Race Theory lecturing and writing is its “unapologetic use of creativity” (Bell, 1995,p.899). As such, this paper focuses on how CRT and LatCrit, engage the aesthetic expressions of transnational and U.S. born Latino youth as testimonios that challenge the biopolitics of immigration.

14:15-15:30 Session 10F:

Conversation Center 23

LOCATION: Ballroom

14:15 **Gender Issues in Higher Education**

SPEAKER: Ceci Gomez

ABSTRACT. Gender remains among the most challenging issues facing American Higher Education today. The United States has adopted a rather steady and progressive approach towards encouraging and offering gender equity in colleges and universities across the nation. However, little progress has been made.

14:40 **Sista Circle Methodology in the Absence of Culturally Relevant Mentoring**

SPEAKER: Latoya Johnson

ABSTRACT. Literature that addresses the need to hire more teachers of color so we (and the brown and Black girls we teach/research) receive culturally relevant mentoring is almost nonexistent. In this paper, I discuss my development of sista circle methodology to serve as both a qualitative research methodology and mentoring model.

15:05 **Student Perspectives of Multicultural Experience in the Context of Laboratory Hours: Continuing the Conversation**

SPEAKER: Aaron Bruewer, David Roof and Michael Ndemanu

ABSTRACT. Providing a voice for students in the formation of future curricular experiences, this presentation reports on the interview data collected and thematically analyzed to hear the perspectives of undergraduate students on the influence and lasting dispositional impression required lab hours in a multicultural education course had on their education careers.
15:45-17:00 Session 11A:
Conversation Center 25
LOCATION: Ballroom

15:45 Transforming Churches to Sites of Critical Public Pedagogy
SPEAKER: Shalyse Iseminger
ABSTRACT. This is a conceptual paper that uses the ideas of the hidden curriculum and critical public pedagogy to theorize how predominantly white churches can act as sites of learning to combat racism. Racism is a complex societal issue, and therefore unconventional places of learning should be considered to counteract it.

16:10 The Rhetorical Emergency Kit: Engaging Ethically with End the Silence and Protest Rhetoric on a Campus in Crisis
SPEAKER: Katherine Field Rothschild
ABSTRACT. This presentation addresses faculty hesitation to engage in difficult dialogues by offering a practical rhetorical emergency kit that can be used by instructors across disciplines for ethical class discourse in situations of campus crisis such as vandalism, campus hate crime, and instances of micro-aggressions, national tragedy, or other traumatic events.

15:45-17:00 Session 11B: Everyday Forms of Resistance and Transformation
Symposium 8 -
LOCATION: St. Mary’s 1

15:45 Everyday Forms of Resistance and Transformation
SPEAKER: Natalia Carrillo, Angelica Reyes, Martha Garza, Caroline Hesse and Laura Jewett
ABSTRACT. In this symposium, we will explore several ways in which we can make use of LatinX epistemologies to counter, resist and/or transform curriculum and master narratives underlying it. LatinX refers to all genders, thus the use of this term is everyday resistance to a gender-oppressive narrative in itself.

15:45-17:00 Session 11C: Revealing student agency through educational technologies
Symposium 9 -
LOCATION: St. Mary’s 2

15:45 Revealing student agency through educational technologies
SPEAKER: Thomas Gober, Laura Hayward, Shannon Reynolds and Katrueva Jones-Munroe
ABSTRACT. This panel will explore ways in which four educational technologies, from across the curriculum, reveal student agency and enable learners to interact with their education in various ways. Research has shown that the importance of human
agency among students in order to foster the educational environment.(Payne, 2006; Bandura, 2001)

15:45-17:00 Session 11D:
Conversation Center 26
LOCATION: Ballroom

15:45 Teaching Content Area Literacy
SPEAKER: Tiffany Karalis
ABSTRACT. This paper discusses the significance of teaching literacy across the content areas, based on the experiences of preservice teachers in their final semester prior to the student teaching experience. Its purpose is to inform practitioners within teacher education about how critical literacy theories can be practically applied in the classroom.

16:10 (re)Mapping the Geography of Literature: Decolonizing Textual Space
SPEAKER: Meredith Sinclair
ABSTRACT. Using the example of how we read and teach novels by and about marginalized groups, this paper critiques colonization of the Other in literature curriculum and offers rhizomes and fractals as ways to (re)map textual space to expand possibility and understanding instead of collapsing and colonizing.

16:48 Choice in Advocacy Discourse (ChAD): Teacher Candidates get candid about their art
SPEAKER: Scott Baker, Annie Gesteland, Jesse Gilbertson, Madeline Kittleson, Kyle Kolar, Janelle Kopa and Lidiana Meinholz
ABSTRACT. Teacher Candidates (TCs) in their foundational, multicultural coursework often resist opening doors to different methods, relying on their own, traditional school experiences to guide them. This article addresses a professor and six TCs who discuss the issues around arts-based strategies to teach social justice and diversity content to preservice teachers.

15:45-17:00 Session 11E:
Conversation Center 27
LOCATION: Ballroom

15:45 The Archival Turn in Higher Education: Curriculum for Institutional Transformation
SPEAKER: Nathalia Jaramillo and Erik Malewski
ABSTRACT. The paper discusses the importance of archiving oral histories of diversity advocates as part of challenging the hidden curriculum in higher education. Oral histories at a large comprehensive university were collected by the chief and deputy chief diversity officer. Issues of identity, social justice, social transformation are examined.
16:10 Practicing Students’ Rights to Their Own Language through Curricular Design in the HBCU Composition Classroom
SPEAKER: Sharon Gile
ABSTRACT. This paper proposes a curricular design that, while allowing African American Students’ Rights to Their Own Language, also allows students to meet the standard objectives of the Composition classroom, thus improving students’ objective scores as well allowing them to explore and expand the nuances of their language usage.

16:35 Losing Your Authoritative Self in the Moment: Internally Persuasive Discourse as Pedagogical Practice
SPEAKER: Jeffry King
ABSTRACT. This proposal examines Bakhtin’s internally persuasive discourse to introduce dialogic pedagogies into the classroom. Internally persuasive discourse opens classroom interactions to multiple perspectives by resisting claims of authority. This resistance pushes against the authoritative voice of the teacher, creating spaces for participants to engage in collective rather than hierarchical meaning-making.

15:45-17:00 Session 11F: Conversation Center 24
Conversation Center 24
LOCATION: Ballroom

15:45 Writing for the Journal of Curriculum and Pedagogy: A Conversation Among JCP Editors, Editorial Board, and Prospective Authors.
SPEAKER: Will Letts
ABSTRACT. This informational session will describe writing for the Journal of Curriculum and Pedagogy. It will facilitate a conversation among JCP Editors, the Editorial Board, and prospective authors.
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A Cycle of Vagueness in a Collection of Teachers’ Reflective Responses.
How the hell did we get here? Theorizing multiple journeys of searching and (not)finding a HOME.

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A/R/T-C fartsy: Why are you doing all that art?

Bley, Elyse
A/R/T-C fartsy: Why are you doing all that art?

Bradley-Levine, Jill
Examining Teacher Advocacy for Full Inclusion

Breitfeller, Kristen
Transforming One Teacher’s Struggles into an Online Resource for Aspiring Critical Multicultural Art Educators

Bruewer, Aaron
Multicultural Education: A Complicated Conversation
Student Perspectives of Multicultural Experience in the Context of Laboratory Hours: Continuing the Conversation

Bunten, Bridget
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(Re)turning to the Unconsciousness: Public Pedagogy as Cultural Psychoanalysis

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Texas A & M University, TX, USA

Atterberry, Matthew  
University of Texas Rio Grande Valley, TX, USA

Badenhorst, Pauli  
The Pennsylvania State University, PA, USA

Bady, Marc'  
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Baker, Scott  
University of Wisconsin-La Crosse, WI, USA

Banks, Laurie  
Miami University Oxford, OH, USA

Barchuk, Zhanna  
Mount Saint Vincent University, NS, Canada

Basehart, Trevor  
Tulane University, LA, USA

Berry, Kristen  
The University of Texas at San Antonio, TX, USA

Berry, Theodore  
The University of Texas at San Antonio, TX, USA

Berumen, Freyca  
The Pennsylvania State University-Altoona, PA, USA

Bjork, Frankie  
University of Wisconsin-La Crosse, WI, USA

Bley, Elyse  
University of Wisconsin-La Crosse, WI, USA

Bradley-Levine, Jill  
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Breitfeller, Kristen  
The Ohio State University, OH, USA

Bruewer, Aaron  
Ball State University, IN, USA

Bunten, Bridget  
Washington College, MD, USA

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University of Wisconsin-La Crosse, WI, USA

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University of Louisiana at Lafayette, LA, USA
University of Texas Rio Grande Valley, TX, USA
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University of Texas Rio Grande Valley, TX, USA

Kapral, Andrew
University of Houston, TX, USA

Karalis, Tiffany
Purdue University, IN, USA

Keitz, Ruth A.
The University of Texas Rio Grande Valley, TX, USA

Kempf, Arlo
University of Toronto, ON, Canada

Kilbane, James
Cleveland State University, OH, USA

Kimpton, Rachel
Chicago Botanic Garden, IL, USA

King, Jeffry
Texas State University, TX, USA

Kinlaw, Marscida
Coretta Scott King Young Women's Leadership Academy, GA, USA

Kittleson, Madeline
University of Wisconsin-La Crosse, WI, USA

Klein, Danielle
Tulane University, LA, USA

Kolar, Kyle
University of Wisconsin-La Crosse, WI, USA

Kopa, Janelle
University of Wisconsin-La Crosse, WI, USA

Krieger, Shalin
Purdue University, IN, USA

Larrick, Peggy S.
Miami University, OH, USA

Lee, Sohyun
Texas Christian University, TX, USA

Letts, Will
Charles Sturt University, NSW, Australia

Luna, Nora
University of Texas Rio Grande Valley, TX, USA

Mahjani, Mahjad
Ontario Institute for Studies in Education/University of Toronto, ON, Canada

Malewski, Erik
Kennesaw State University, GA, USA

McGhee, Martina
The University of Texas at San Antonio, TX, USA

McKee, Meghan
Toronto District School Board, ON, Canada

McMahen, Sarah
Texas Woman's University, TX, USA

Meinholz, Lidiana
University of Wisconsin-La Crosse, WI, USA

Morgan, Bobbette M.
University of Texas Rio Grande Valley, TX, USA

Morris, Diana
Vanderbilt University, TN, USA

Naber-Fisher, Mercedes
Toledo Public Schools, OH, USA

Ndemanu, Michael
Ball State University, IN, USA
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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