

# CURRICULUM & PEDAGOGY GROUP

Curriculum and Pedagogy in Transnational Contexts:  
Immigration Across and Beyond Borders

20th Annual Conference  
15-18 October 2019 McAllen, Texas

## Themes:

- Educational Change
- Social Justice
- Transnational Curriculum
- Resilience
- Resistance
- Lived Curriculum
- Performance
- Indigenous Pedagogies

Welcome to McAllen, TX, the Rio Grande Valley, and the Curriculum and Pedagogy Group's annual conference! The Curriculum and Pedagogy group is proud to welcome everyone to the Rio Grande Valley (RGV). Our location along the Gulf of Mexico is known for its beautiful beaches, quality schools, and mild winters. The RGV is a region with historic, social, economic, and intellectual independence from Washington DC, Mexico City, and Austin, TX. Preceding the use of the term "decolonial," the RGV has a tradition of anti-colonial regional intellectuals including Juan Cortina, JT Canales, Américo Paredes, Rolando Hinojosa, and Gloria Anzaldúa. Américo Paredes, from Brownsville, TX, is a regional folklorist whose work is foundational to Chicana studies and the US ethnic studies movement. Rolando Hinojosa, from Mercedes, TX, is a key figure in the rise of the Chicana novel whose vast literary production is called the Klail City death trap series. Gloria Anzaldúa, from Harlingen, TX, performed a major Chicana feminist revision to the male-dominated Chicana archive in her renowned book, *Borderlands*, published in 1987. The Program and Site Committee dedicate the Conference to Gloria Anzaldúa's (1942-2004) memory.

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-critical 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 interested in curriculum theory and practice.

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. 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 publishing venues to support our Mission: Curriculum and Pedagogy Annual Conference Proceedings; *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 a 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 McAllen! Thank you for joining us!

Sincerely,

Governing Council Chair: Miryam Espinosa-Dulanto

Program Committee: Pauli Badenhorst and Jim Jupp

Site Committee: Miryam Espinosa-Dulanto and Karin Lewis

Governing Council Chair-Elect: Jim Jupp

Registrar: Rupert Collister

## ACKNOWLEDGEMENTS

The Curriculum & Pedagogy Group would like to thank the following for their generous support to our Conference:

- ❖ University of Texas-Rio Grande Valley, Office of Executive Vice President for Academic Affairs, Student Success & P-16 Integration.
- ❖ University of Texas-Rio Grande Valley, College of Education and P-16 Integration Dean's Office.
- ❖ University of Texas-Rio Grande Valley, Teaching and Learning Department

And

- ❖ Ms. Karina Mussenden and her team from the Casa de Palmas hotel for their assistance with the conference details
- ❖ Ms. San Juana Monreal for her extraordinary patience and dedication with the millions of details required by the conference.
- ❖ Ms. Kayla Reyes and Ms. Laura Ramos for helping with internal requisitions and behind scenes support.
- ❖ The academic and community partners who were willing to share their time and ideas with us.

Program Committee would like to thank the following for their commitment to supporting our Conference. Thanks to:

- *Schneider's* and *Grain to Glass* Pubs for providing spirits and emotional supports.
- Miryam Espinosa Dulanto for oversight, suggestion, and guidance.
- Laura Jewett for handling copious reviews.
- Mark Stewart, our web designer, for keeping the conference pages updated.

## MEMBERSHIP & GOVERNANCE

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.

## C&P GOVERNING COUNCIL 2019

<b>Chair:</b> Miryam Espinosa-Dulanto <b>Chair Elect:</b> Jim Jupp	<b>Program Committee:</b> Pauli Badenhorst Jim Jupp	<b>Site Committee:</b> Miryam Espinosa-Dulanto Karin Lewis, membership at large
<b>Membership Committee:</b> Rupert Collister, Chair Sarah Cook Jeff King	<b>Communications Committee:</b> Sarah Cook, Chair Pauli Badenhorst Carmen Garcia, membership at large	<b>Awards Committee (Graduate Support):</b> Erick Malewski, Chair Laura Jewett Luis Alcocer
<b>Publications</b> Freyca Calderon-Berumen, Chair Laura Jewett Cole Reilly Shaylin Lena Raye <b>Ex Officio Members</b> Sam Tanner, Journal Co-Editor Erin Miller, Journal Co-Editor	<b>Mentoring Committee</b> Cole Reilly, Co-chair Jake Burdick, Co-chair	<b>Nominations Committee</b> Karla O'Donald, Chair Brandon Bush
	<b>Ad-hoc Fundraising Committee</b> Erik Malewski, Chair Jake Burdick	<b>Ad-hoc Mission &amp; Vision</b> Jake Burdick, Chair Jim Jupp Freyca Calderón Berumen Cole Reilly Sarah Cook

\* Any member is welcome to assist on a standing or ad-hoc committee in addition to the council members.

## ELECTIONS

Every year we hold Council Elections to elect 4 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 overall 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 17, 2019.

<b>Rotating off 31 December 2019</b>	<b>Rotating off 31 December 2020</b>	<b>Rotating off 31 December 2021</b>
Rupert Collister Sarah Taylor Cook Jeffrey King Laura Jewett Karla O'Donald Sam Tanner (Replace with 4 new members)	Pauli Badenhorst Jake Burdick Brandon Bush Nathalia Jaramillo Erik Malewski Cole Reilly (Replace with 4 new members)	Luis Alcocer Shalin Krieger Melinda Cowart Freyca Calderon-Berumen Miryam Espinosa-Dulanto Jim Jupp (Replace with 4 new members)

## 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.

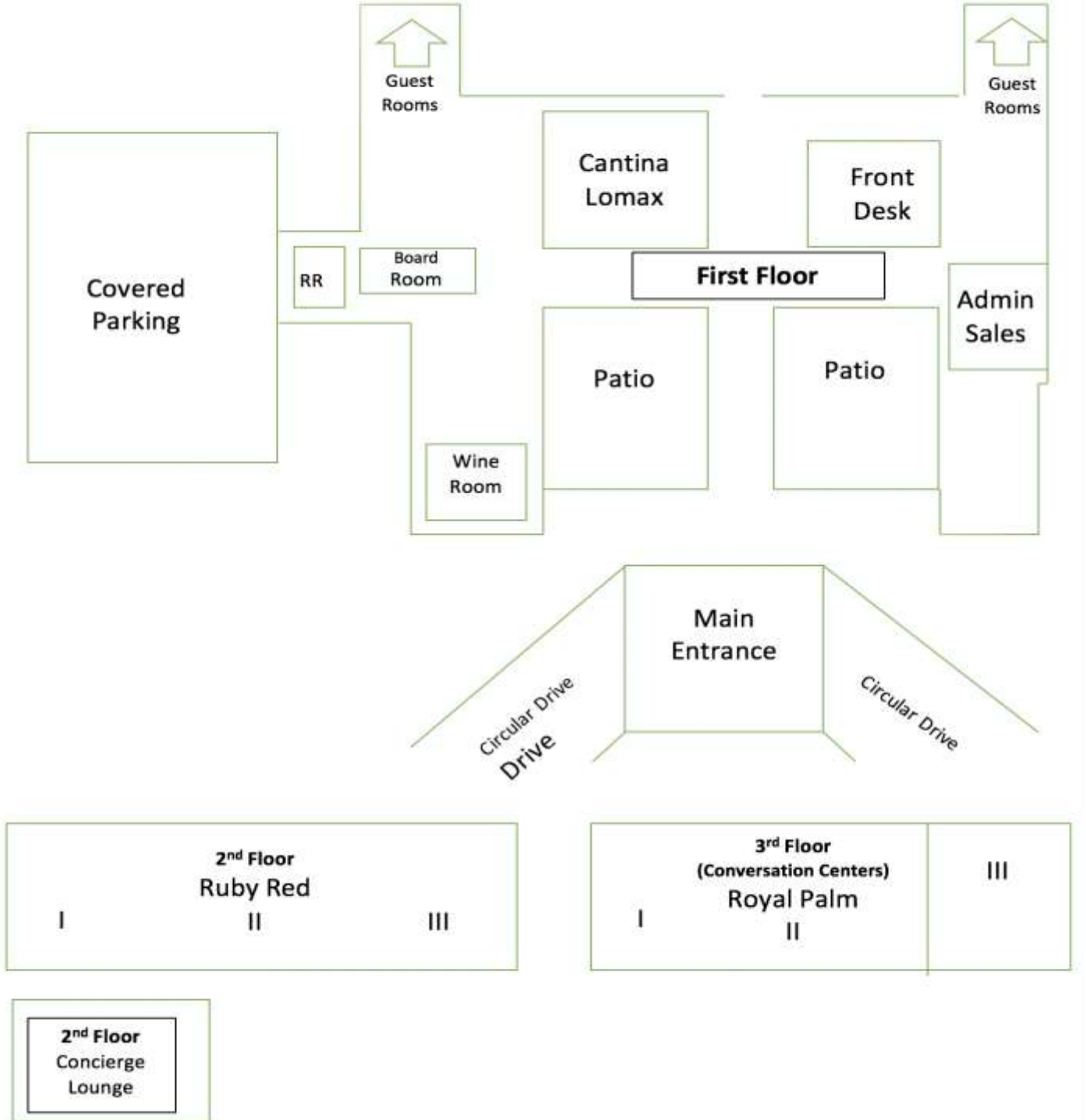
Erin Miller, Journal Co-Editor & Sam Tanner, Journal Co-Editor

## REGISTRATION TABLE

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

<b>Day</b>	<b>Time</b>	<b>Location</b>
Wednesday, October 16, 2018	8:00 AM – 5:00 PM	Second Floor, Ruby Red Hallway
Thursday, October 17, 2018	8:30 AM – 3:30 PM	Second Floor, Ruby Red Hallway

# Hotel Map



## CONFERENCE HIGHLIGHTS AND 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.

- ❖ **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. Lunch is served during the town-hall meetings in the Ruby Red Ball Room.
  - On Wednesday, the Town Hall a brief business meeting followed by a presentation by Alma Rodriguez, Dean of UTRGV's College of Education and P16 Integration, will present on transforming teacher education in the Rio Grande Valley.
  - On Thursday, the Town Hall will feature a brief business meeting followed by Patrick Slattery, James Sears, Susan Edgerton, Tom Poetter, Kris Sloan, Erik Malewski and Miryam Espinosa-Dulanto (Chair) to present and reflect on 20 years of C&P.
- ❖ **Coffee and Networking** are deliberative spaces for ongoing interactions. Coffee breaks are deliberately placed between sessions.
- ❖ **Conversation Centers.** Our usual informal yet very academic space. Presenters are asked to consult with one another at the start of each session to determine the 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. Conversation centers are in the Combined Royal Palm Rooms 1&2.
- ❖ **Highlighted sessions.** Highlighted sessions are all conference presentations that advance a particular topic presented by a researcher or a group of researchers on their focus topic. There are a total of four highlighted sessions. Unless indicated, highlighted sessions will take place in the Royal Palm Room 3 on the third floor.
- ❖ **Symposia.** A group of scholars got together to further advance a topic. At the symposia you will get to hear their advancements and will be able to give your feedback. These sessions will be in the Wine Room, 1<sup>st</sup> floor.
- ❖ **Workshops** are your opportunity for hands-on research, art, and practice. A little more than one hour engaged in theory/praxis opportunity. These sessions will take place in the Concierge Lounge, 2<sup>nd</sup> floor.
- ❖ **Book Talks** are time to celebrate the books our C&P members have published and want to share with us. Join us for a cup of coffee and cookies and help us celebrate the new books!! Book talks will take place in the Concierge Lounge. 2<sup>nd</sup> floor.
- ❖ **Mentoring Sessions** Two experienced C&Pers (who benefitted from C&P's commitment to mentoring them years ago) will facilitate these casual/constructive discussions to help guide participants to make the most of their time at/in C&P. These sessions will take place in the Concierge Lounge on October 16th from 9-10:15 am and in Royal Palm 3 on October 17<sup>th</sup> from 9-10:15 am.
- ❖ **Writing for the Journal. Info session.** This informational session will orient researchers for writing for the *Journal of Curriculum and Pedagogy*. It will be hosted by the JCP editors on October 17th from 9-10:15 am in the Concierge Lounge.
- ❖ **UTRGV Ballet Folklorico.** The multi-cultural emphasis of the UTRGV dance program makes it unique in Ballet, Modern, Mexican Folklorico; cultivating improvisational and choreographic skills, music for dancers, historical and cultural dimensions of dance and dance production. Will perform on October 16<sup>th</sup> from 19:05 at the Lobby.
- ❖ **Closing Session.** The closing session will be held on October 17<sup>th</sup>, it will feature RGV Activists recounting their community-engaged work in the Valley. This session will take place from 6-7:00 pm in Royal Palm Room 3.

**HIGHLIGHTED AND ALL CONFERENCE SESSIONS**

October 16 <sup>th</sup>		
<p><b>12:00-13:00 Session 7: HIGHLIGHTED SESSION</b>  <b>CHAIR:</b> <i>Miryam Espinosa-Dulanto</i>  <b>LOCATION:</b> Royal Palm 3</p> <p><b>Las Imaginistas: What does Decolonial Activism Look Like in the Rio Grande Valley?</b>  <i>Las Imaginistas</i> will present on their arts and community engagement in the RGV and their decolonial alternatives.  <b>Ruben Garza, representative of the Imaginistas will engage the participants in different activities.</b></p>  <p><a href="https://www.lasimaginistas.com">https://www.lasimaginistas.com</a></p>	<p><b>13:15-14:45 Session 8: TOWN HALL (A), LUNCH, and PRESENTATION</b>  <b>CHAIR:</b> <i>Miryam Espinosa-Dulanto</i>  <b>LOCATION:</b> Ruby Red Ballroom1</p> <p><b>INVITED GUEST PRESENTATION:</b>  <b>Dr. Alma Rodriguez, Dean of the College of Education and P16 Integration –</b></p>  <p><b>“Transforming Educator Preparation in the Rio Grande Valley”</b></p> <p>One of CEP-16 initiatives aimed at transforming educator preparation is the Branch Alliance for Educator Diversity. The vision for this transformation is informed by the mission of the college and aligned to best practices to prepare teachers who are ready on day one to teach ALL learners.</p>	<p><b>18:00-19:00 Session 11: HIGHLIGHTED SESSION</b>  <b>CHAIR:</b> <i>Pauli Badenhorst</i>  <b>LOCATION:</b> Royal Palm 3</p> <p><b>Timothy Lensmire, Jenna Min Shim, Shannon McManimon, Zac Casey, Samuel Jaye Tanner Discussant and James Jupp</b></p> <p><i>“Doesn't Your Work on White Identity Just Re-Center Whiteness? Tensions, Dialectics, and Real Dangers in Research on Whiteness”</i></p> <p><b>The purpose of this symposium is to critically engage the study of White identity and whiteness via scholars with substantial intellectual investment and time in the critical study of White identity or White teachers.</b></p>
October 17 <sup>th</sup>		
<p><b>12:00-13:30 Session 14: TOWN HALL (B) LUNCH, and PRESENTATION</b>  <b>CHAIR:</b> <i>Miryam Espinosa-Dulanto</i>  <b>LOCATION:</b> Ruby Red Ballroom</p> <p>Patrick Slattery, James Sears, Susan Edgerton, Tom Poetter, Kris Sloan, Erik Malewski &amp; Jim Jupp Organizer</p> <p><b>Symposium 20 Years of Curriculum and Pedagogy Group: A Performed Synoptic History of C&amp;P</b></p>	<p><b>13:45-14:45 Session 15: HIGHLIGHTED SESSION</b>  <b>CHAIR:</b> <i>Miryam Espinosa-Dulanto</i>  <b>LOCATION:</b> Ruby Red Ballroom</p>  <p><b>INVITED GUEST PRESENTATION:</b>  <b>Dr. Patricia McHatton,</b>  <i>Executive Vice President for Academic Affairs,</i>  <i>Student Success, and P-16 Integration.</i></p> <p><b>“Lessons Learned from Critical Self-Reflection at a Predominantly Hispanic Serving Institution”</b></p>	<p><b>18:00-19:00 Session 18: HIGHLIGHTED SESSION</b>  <b>CHAIR:</b> <i>Miryam Espinosa-Dulanto</i></p> <p><b>INVITED PRESENTATION:</b>  <b>LUPE, ACLU, Fuerza del Valle, Angry Tías, Texas Rising, and Planned Parenthood.</b></p> <p>RGV Community activists share their work.</p>



**TUESDAY, October 15    PRE CONFERENCE WORKSHOPS**

09:00-17:30 Session 1: WORKSHOP	10:00-12:30 Session 2: MENTORING WORKSHOP	14:30-17:00 Session 3: MENTORING WORKSHOP	18:00-20:00 LAS PALMAS BAR
<i>Activism &amp; Scholarship at the USA/Mexico Border</i>	<i>Craft &amp; Process of Writing as Critical Scholar</i>	<i>Traditions of Critical Scholarship and Pedagogy</i>	<i>Complimentary Wine, Cheese &amp; Entertainment</i>

09:00-17:30 Session 1:  
WORKSHOP

CHAIR: *Miryam Espinosa-Dulanto & Karin Lewis*

**Activism & Scholarship at the USA/Mexico Border**

In this day-long workshop we will be traveling from the RGV-Upper Valley to the Lower Valley. We will visit a respite center, meet with local organizations, walk in a nature sanctuary and have lunch in a small taqueria. The workshop will be centered on how to do Activism and Scholarship while learning about the USA/Mexico border and Wall. All day of preconference workshop is \$90.00 that will include transportation, lunch, and a donation.

Limit: 13. For information send an email to [Miryam.EspinosaDulanto@utrgv.edu](mailto:Miryam.EspinosaDulanto@utrgv.edu)

10:00-12:30 Session 2:  
MENTORING WORKSHOP  
CHAIR: *James Jupp*

Location: Edinburg Campus,  
CEP, Dean's Conference  
Room EDUC 3.10-B

**Craft & Process of Writing as Critical Scholar.** Tim Lensmire, Professor, University of Minnesota

This session is designed to focus on the craft and process of scholarly writing. All day of preconference workshops is \$90.00 for faculty. This session is FREE to graduate students.

12:30-14:30

Lunch Break

14:30-17:00 Session 3:  
MENTORING WORKSHOP  
CHAIR: *James Jupp*

Location: Edinburg Campus,  
CEP, Dean's Conference  
Room EDUC 3.10-B

**Traditions of Critical Scholarship and Pedagogy.** Noah Lissovoy, University of Texas at Austin,

This presentation will present on and engage scholars and graduate students on historicized critical and critical pedagogy traditions. All day of preconference workshops is \$90.00. This session is FREE to graduate students.

18:00-20:00  
LAS PALMAS BAR,  
SPANISH ROOM (1ST FLOOR)

Hotel complimentary evening wine, cheese and light entertainment.





**WEDNESDAY, October 16**

08:00-17:00		REGISTRATION TABLE		Second Floor, Ruby Red Hallway	
08:00-19:30 Session 4: ART EXHIBITION		LOCATION: Lobby Asha Omar, Christen Sperry Garcia, Lilia Cabrera & Brian Dick			
<b>09:00-10:15 Session 5</b>					
<b>Session 5A: SYMPOSIUM</b> CHAIR: Christen Sperry Garcia LOCATION: Wine Room Pauli Badenhorst, Christen Sperry Garcia and Indira Bailey <b>Addressing Racial Exclusions, Complexities, and Divergences in Teacher Education Curricula and Instruction</b>			<b>Session 5B: MENTORING WORKSHOP</b> CHAIRS: Jake Burdick and Cole Reilly LOCATION: Concierge Lounge Cole Reilly and S. Jake Burdick <b>Mentor, Mentor, on the C&amp;P Wall [Not THAT One] – Collegial Support for One and All</b>		
<b>Session 5C: CONVERSATION CENTERS</b>  <b>CHAIR: Mark Hickey</b> <b>LOCATION: Royal Palm 12</b>  <i>Mark Hickey, Jinan Elsabbagh &amp; Megan Ruby</i> <b>Discipline and Power: Issues Concerning LBGTQ Youth and the School to Prison Pipeline</b>  <i>Peter Woods</i> <b>The Aesthetic Pedagogies of DIY Music: Challenging Gender Realities Through G.L.O.S.S. and Sarah Hennies</b>	<b>Session 5D: CONVERSATION CENTERS</b>  <b>CHAIR: Krystal A. Yanez Medrano</b> <b>LOCATION: Royal Palm 1 2</b>  <i>Krystal A. Yanez Medrano</i> <b>From Nowhere to Knowhere: Decolonizing Pedagogical Moments of Hurting, Healing, and Loving as a Bolia/Latina.</b>  <i>Stephanie Oudghiri</i> <b>An Educator’s Experience Working with Immigrant and Undocumented Students</b>  <i>Jairo I. Fúnez-Flores</i> <b>Educational Ethnographic Research on, with, and Alongside University Student Movements and the Politico-Pedagogies of Place</b>	<b>Session 5E: CONVERSATION CENTERS</b>  <b>CHAIR: Iris Ruby Monroy Velasco</b> <b>LOCATION: Royal Palm 12</b>  <i>Iris Ruby Monroy Velasco and Miryam Espinosa</i> <b>Transfronteriza Youth: Growing up in Violent Times / Jóvenes Transfronterizas: Creciendo En Tiempos Violentos</b>  <i>Evangelina Guillen and Zulema Williams</i> <b>Two Hispanic Women Educators Moving Towards a 21st Century STEM Vision</b>	<b>Session 5F: CONVERSATION CENTERS</b>  <b>CHAIR: Shelly Wu</b> <b>LOCATION: Royal Palm 1 2</b>  <i>Shelly Wu, Ying Wang, Cassandra Cartmill, Franchesca Fraire, Katherine Fogelberg and Sylvia Lee</i> <b>(Un)Asianness: Six Asian Females Use Currere to Help Navigate Real and Projected Identities in a Western World</b>  <i>Regina Toolin and Michael Blouin</i> <b>Teachers Conceptions of Place-Based Education</b>		

**10:15-10:30 COFFEE BREAK**

**10:30-11:45 Session 6**

**Session 6A: WORKSHOP**

CHAIR: Lillian Ramos  
 LOCATION: Concierge Lounge  
 Lillian Ramos and Julia Ramirez  
**Digital Testimonios: What Made Us Who We Are?**

**Session 6B: SYMPOSIUM**

CHAIR: Jim Jupp  
 LOCATION: Wine Room  
 Jim Jupp Chair Session Organizer, Raul Garza, Krystal Yanez, Eva Guillen, Judith Landeros, Alex Armonda and Noah Lissovoy Discussant  
**Highlighted UT-Aus and UTRGV Graduate Panels What Is the State of Critical Cultural Studies in Education?**

**Session 6C: CONVERSATION CENTERS**

**CHAIR:** Freyca Calderon-Berumen  
**LOCATION:** Royal Palm 1 2

*Freyca Calderon and Karla O'Donald*

**Comadreando: Weaving Friendship, Mothering, Teaching, and Research.**

*Cara Morgenson*

**Feeling American, Being American, Legally American: Civic Belonging and Social Action Among Transnationally Mobile Young Women**

*Karin Lewis, Miryam Espinosa-Dulanto and Vejoya Viren*

**Lived Curricula of Frontera Community: A Collective Autoethnography**

**Session 6D: CONVERSATION CENTERS**

**CHAIR:** Ana Carolina Diaz Beltran  
**LOCATION:** Royal Palm 1 2

*Melinda Cowart*

**Knowledge Is Power: Discovering What Effective Educators of Newcomer English Language Learners Must Discover**

*Ana Carolina Diaz Beltran*

**Lived Global Curricula: Transnational Latinx Youth's Stories of Citizenship and Belonging in Hazleton, Pennsylvania**

**Session 6E: CONVERSATION CENTERS**

**CHAIR:** Katrieva Jones Munroe  
**LOCATION:** Royal Palm 1 2

*Katrieva Jones Munroe*

**Counter-Narratives of Community College Women of Color Experiences with Student Support Services in Distance Education**

*Wideline Seraphin*

**"Don't Be the Fish That Can't See the Water": Emancipatory Curriculum with Haitian Girls in Miami, Florida**

**Session 6F: CONVERSATION CENTERS**

**CHAIR:** Amanda Morales  
**LOCATION:** Royal Palm 1 2

*Amanda Morales*

**Not "Ready-Made": Documenting the Contextualized Preparation and Professional Development of Critically Conscious Latina Teachers Through Critical Inquiry, and the Healing Practices of Community.**

*B. Morgan and Irma Jones*

**First Year of Teaching: Comparing and Contrasting Hispanic Teachers with National Results**

**Session 6G: INVITED TALK**

CHAIR: Pauli Badenhorst  
 LOCATION: Royal Palm 3  
 Eugenio Longoria Saenz  
**What Is the Rio Grande Valley? Countering Accepted Realities.**

**12:00-13:00 Session 7**

**HIGHLIGHTED SESSION *Las Imaginistas*: What Does Decolonial Activism Look Like in the Rio Grande Valley?**

**CHAIR:** Miryam Espinosa-Dulanto  
**LOCATION:** Royal Palm 3

**13:15-14:45 Session 8**

**TOWN HALL(A), LUNCH, and PRESENTATION:** *Dr. Alma Rodriguez, Dean of the College of Education and P16 Integration - Transforming Educator Preparation in the Rio Grande Valley*

**CHAIR:** Miryam Espinosa-Dulanto

**LOCATION:** Ruby Red Ballroom

**15:00-16:15 Session 9**

**Session 9A: SYMPOSIUM**

CHAIR: Angela Chapman

LOCATION: Wine Room

Angela Chapman, Nora Luna, Anthony Bailey & A. Gallard  
**Critical STEM Teacher Agency**

**Session 9B: ART EXHIBITION**

CHAIR: Asha Omar

LOCATION: Concierge Lounge

Asha Omar

**Black Academic Resistance: A Visual Arts Approach to Empirical Research**

Christen Sperry Garcia, Lilia Cabrera and Brian Dick

**Borderlands Art Pedagogy: Socially Engaged Art, Resistance, and Activism on the South Texas Border**

**Session 9C:**

**CONVERSATION CENTERS**

CHAIR: Margaret Cantu-Sanchez

LOCATION: Royal Palm 1 2  
Rob Linne

**Latinx Murals of Texas: A People's Pedagogy**

Margaret Cantu-Sanchez  
**Resisting Anti-Immigrant Rhetoric in Mexican American Literature: Approaches to Immigration Reform in the Multi-Ethnic Literary Classroom**

**Session 9D:**

**CONVERSATION CENTERS**

CHAIR: Shalin Raye

LOCATION: Royal Palm 1 2  
Tashana H. Brown and Aaron C. Bruewer

**Creating a Classroom That Cares Through Currere: Eight Steps Towards Effective Pedagogical Practice**

Monica Sifuentes  
**The invisible agents of public schooling: Teacher agency and the 21st century ELA Classroom**

Shalin Raye  
**Unmasking Oppression: Activist Art as anti-Oppressive Education**

**Session 9E:**

**CONVERSATION CENTERS**

CHAIR: Susan Edgerton

LOCATION: Royal Palm 1 2

Susan Edgerton

**Educating Disgust**

Teresa Sosa, Brian Collins and Allison Hall

**The Role of Emotion in Critical Conversations in an Urban English Classroom**

**Session 9F:**

**CONVERSATION CENTERS**

CHAIR: Rupert Collister

LOCATION: Royal Palm 1 2  
Julia Centofanti, Angelica Scarlato, Serena De Francesca, Rupert Collister and Korto Zambeli Tardif

**Virtues, Identity, and the Landscape Teacher Candidates' Construction of Self - A Polyethnography**

Audrey Lensmire and Joaquin Munoz  
**Challenging Trump's Tweets and Border Walls: How Teacher Candidates Developed Sociopolitical Consciousness in a Field Experience with 5th Graders**

**16:15 – 16:30 COFFEE BREAK**

**16:30 – 17:45 SESSION 10**

**Session 10A: SYMPOSIUM**

CHAIR: Kristine Sunday

LOCATION: Wine Room

Kristine Sunday, Heather Kaplan and Jacqueline Boone

**Session 10B: BOOK TALKS**

CHAIR: Zachary Casey

LOCATION: Concierge Lounge

Shalin Raye, Stephanie Masta and Jake Burdick

<p><b>Precarity, Protectionism, and Early Childhood Education</b></p> <p>Jillian Harpster and Marcie Castillo  <b>If You Can't Find It, Make It: Co-Constructing a Community's History with Heritage Speakers</b></p>	<p><b>Exploring the Editing Process Within the C&amp;P Book Series</b></p> <p>Shannon McManimon, Zachary Casey, Erin Miller and Samuel Tanner  <b>Whiteness at the Table: Antiracism, Racism, and Identity in Education Book Talk</b></p>
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<p><b>Session 10C: CONVERSATION CENTERS</b>  CHAIR: Eunice Lerma  LOCATION: Royal Palm 1 2  Eunice Lerma, Karina Gracia and Ana Maria Perez  <b>Working with Undocumented Minors: Counseling Implications</b></p> <p>Andrea DeSa  <b>Our Schools Are Failing Our Students: Curricular Reform as a Catalyst for Inclusive and Accessible Societies</b></p>	<p><b>Session 10D: CONVERSATION CENTERS</b>  CHAIR: Sohyun Lee  LOCATION: Royal Palm 1 2  Caroline Hesse  <b>Dual Language Education: an Opportunity to Hijack Hidden Curriculum and Transform Testing Culture</b></p> <p>Karla O'Donald and Sohyun Lee  <b>No Hablo. Je Ne Parle Pas 나는 말하지 않는다: The Disappearance of Languages Other than English in the US Curriculum</b></p> <p>Matthew Atterberry  <b>The Underrepresentation of African American Doctoral Students in College of Education Disciplines at USA-HSIs</b></p>	<p><b>Session 10E: CONVERSATION CENTERS</b>  CHAIR: Zulema Williams  LOCATION: Royal Palm 1 2  Zulema Williams  <b>The Importance of Arts-Based Research Through Role-Play</b></p> <p>Cole Reilly  <b>Simulations, Interviews, Amazing Race-Style Scavenger Hunts &amp; More: Crafting Meaningful Immersive Experiences for Undergrad &amp; Grad Coursework on Urban Education and Diversity</b></p>	<p><b>Session 10F: CONVERSATION CENTERS</b>  CHAIR: Patrick Slattery  LOCATION: Royal Palm 1 2  Laura Jewett  <b>Nothing Left to Lose: Curriculum as a Self-Making Act</b></p> <p>Patrick Slattery  <b>Process Philosophy and Self-Social-Cultural Reconstruction</b></p>
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**18:00-19:00 SESSION 11: HIGHLIGHTED SESSION**

CHAIR: Pauli Badenhorst  
LOCATION: Royal Palm 3  
Timothy Lensmire, Jenna Min Shim, Shannon McManimon, Zachary Casey.  
Samuel Jaye Tanner Discussant and James Jupp Session Organizer  
**Doesn't Your Work on White Identity Just Re-Center Whiteness? Tensions, Dialectics, and Real Dangers in Research on Whiteness**

**19:05 UTRGV BALLET FOLKLORICO on LOBBY**



## Session 5

### Session 5A: SYMPOSIUM

*Addressing Racial Exclusions, Complexities, and Divergences in Teacher Education Curricula and Instruction*

**Pauli Badenhorst, Christen Sperry Garcia and Indira Bailey**

Teacher education-related literature naming the importance of explicit engagement with identity-based, deleterious issues and concerns pertaining to race and ethnicity is pervasive. Yet, said literature largely fails to address particular and significant racial exclusions, complexities, and divergences as such occur in localized contexts within both art education and teacher education broadly defined. The following three-paper panel proposal, in turn, speaks to these epistemic forms of absence that enact modes of identity violence in the classroom, and endeavors to provide contextually-relevant, racially-conscious, active antiracist advocacy relative to the need to redress racialized curricular omission and reduction

### Session 5B: MENTORING WORKSHOP

*Mentor, Mentor, on the C&P Wall [Not THAT One] - Collegial Support for One and All*

**Cole Reilly and S. Jake Burdick**

Any and all interested mentees and mentors who are free at this time are HIGHLY encouraged the morning mentoring session on October 16 followed by an informal mentoring meeting to be announced for October 17. These sessions intend to make the C&P conference and community a bit less mysterious, as more seasoned C&Pers allow for Q&A with the audience, as well as fleshing out some of the philosophy, design, and intended function of the evolving mentoring program. This will offer a chance for those participating to make introductions and connections both between and across assigned mentor/mentee pairings.

### Session 5C: CONVERSATION CENTERS

*Discipline and Power: Issues Concerning LBGTQ Youth and the School to Prison Pipeline*

**Mark Hickey, Jinan Elsabbagh and Megan Ruby**

There are many power struggles facing students and teachers of the LBGTQ community in and out of the United States education system. We set out to explore those power structures and how criminalizing they can be for LBGTQ youth. We also set out to show how educators can disrupt them by confronting heteronormativity and homonationalism head-on by creating an inclusive environment that values diversity over discipline.

*The Aesthetic Pedagogies of DIY Music: Challenging Gender Realities Through G.L.O.S.S. and Sarah Hennies*

**Peter Woods**

While scholars of do-it-yourself (DIY) music traditions, i.e. punk and hardcore, have long considered the socio-cultural practices of underground music scenes, researchers have not adequately addressed the pedagogical practices of DIY. In response, I analyze videos of performances from the band G.L.O.S.S. and percussionist Sarah Hennies that explore themes of trans identity through DIY music. While both artists rely on relational aesthetics, varying epistemological assumptions lead to highly divergent affective responses from the audience. These distinctions align themselves with Freirean pedagogical theories, with G.L.O.S.S. relying on “banking theories” of learning and Hennies enacting Freire’s liberatory use of codifications.

### Session 5D: CONVERSATION CENTERS

*From Nowhere to Knowhere: Decolonizing Pedagogical Moments of Hurting, Healing, and Loving as a Boliá/Latina.*

**Krystal A. Yanez Medrano**

My only access point to understanding and fitting into a world that should accept me without reservations is this language that I never learned and for most of my life greatly feared. Without pointing fingers or even trying to understand the processes, until very recently, I felt rejected by my culture and banished to Nowhere. Not very different from the students in DeNicoló’s et al. (2015) study, I too have found that testimonios and counternarratives allow me to see myself differently. This testimonio shares my decolonial pedagogical process as a non-Spanish speaking Latina struggling to heal and love.

*Educational Ethnographic Research on, with, and Alongside University Student Movements and the Politico-Pedagogies of Place*

**Jairo I. Fúnez-Flores**

In this paper I use space and place theory and decolonial theory to unsettle the acritical use of “ethnographic research” in education. I discuss how ethnography, despite its complicity with colonialism and coloniality, may offer activist researchers the space to engage in work that is immersive, reciprocal, dialogic, politico-pedagogical, situated, and place-based. In addition to sharing the methodological potential of activist ethnographic research, I offer an ethnographic, sociocultural account of the ways in which university student activists in Honduras work collectively toward transforming the university’s extant colonial space into a place of resistance.

*An Educators Experience Working with Immigrant and Undocumented Students*

**Stephanie Oudghiri**

In this paper, I used small stories narrative and Culturally Sustaining Pedagogy to understand how educators work with and care for immigrant and undocumented students and to examine the educator’s experiences as it relates to her personal and professional identities. Data included in-depth interviews, observations, and artifacts. By using small narrative stories, my research was able to make meaning of the tensions that arose from the participants past experiences as an immigrant student, as well as how those tensions relate to the participants critical reflexivity of community and cultural practices.

<b>Session 5E: CONVERSATION CENTERS</b>		
<p><i>Transfronteriza Youth: Growing up in Violent Times / Jóvenes Transfronterizas: Creciendo En Tiempos Violentos</i>  <b>Iris Ruby Monroy Velasco and Miryam Espinosa-Dulanto</b>            The presenters in this symposium hope to highlight the vicissitudes between private/public identities of the transfronteriza youth located in the borderlands between the NE-Mexico and the SE-United States. The researchers in this panel conducted ethnographic interviews, focus groups, and participant observations with Mexican-American and Mexican youth from both nation-states. We began with a theoretical journey, subsequently, and during one year, the researchers gathered data and were able to contextualize the information shared by the young people with whom we worked.</p>	<p><i>Two Hispanic Women Educators Moving Towards a 21st Century STEM Vision</i>  <b>Evangelina Guillen and Zulema Williams</b>            Hispanic female women have been underrepresented in Science Technology Engineering and Math workforce, due to a lack of interest in taking STEM courses at the high school and college level. This interest in STEM can be cultivated early, in elementary school, and must be nurtured well into the high school level and supported through college. Two Hispanic female educators are incorporating six steps to moving towards a 21st century STEM vision and encouraging more Hispanic female students to pursue STEM careers.</p>	
<b>Session 5F: CONVERSATION CENTERS</b>		
<p><i>(Un)Asianness: Six Asian Females Use Currere to Help Navigate Real and Projected Identities in a Western World</i>  <b>Shelly Wu, Ying Wang, Cassandra Cartmill, Franchesca Fraire, Katherine Fogelberg and Sylvia Lee</b>            Identities are complex for Asians in the United States; the wide variation in backgrounds leads to a diversity of cultural customs spanning language, religion, food – everything traditionally associated with individual and cultural identity. However, the model minority myth has perpetuated problematic notions of (un)Asianness. This study is a collective journey of six Asian females in higher education recounting their personal stories using autoethnography and probing each other’s narratives. We use the Currere method to understand what power dynamics are at play in shaping one’s personal and social identities and its implications for education.</p>	<p><i>Teachers Conceptions of Place-Based Education</i>  <b>Regina Toolin and Michael Blouin</b>            Place-based education has grown in popularity in K-12 classrooms over the last several decades. David Sobel, one of the central figures of the modern movement, defines PBE as the process of using the local community and environment as a starting point to teach concepts across the curriculum. The purpose of this presentation is to discuss research that examines teachers’ conceptions of place-based education in the design and implementation of a project that they created as participants in the Champlain Research Experience for Secondary Teachers or “CREST” Program.</p>	
<b>Session 6</b>		
<b>Session 6A: WORKSHOP</b>		
<p><i>Digital Testimonios: What Made Us Who We Are?</i>  <b>Lillian Ramos and Julia Ramirez</b>            What motivated two teachers from the Rio Grande Valley to pursue their doctoral degrees and become researchers? We created our digital testimonios to look at ourselves in a new perspective and find what drives us to continue our education. Testimonios are a way to look within ourselves and find the details which make us who we are.</p>		
<b>Session 6B: SYMPOSIUM</b>		
<p><i>Highlighted UT-Aus and UTRGV Graduate Panels What Is the State of Critical Cultural Studies in Education?</i>  <b>Jim Jupp Chair Session Organizer, Raul Garza, Krystal Yanez, Eva Guillen, Judith Landeros, Alex Armonda and Noah Lissovoy Discussant</b>            The purpose of these panel discussions is to juxtapose emergent research, intergenerational conversation, and impressions regarding the state of cultural studies in education.</p>		
<b>Session 6C CONVERSATION CENTERS</b>		
<p><i>Comadreando: Weaving Friendship, Mothering, Teaching, and Research.</i>  <b>Freyca Calderon and Karla O'Donald</b>            We are amigas, but our hermandad developed, grew, and bloomed because we share our personal and academic lives at multiple levels. This project explores the different levels of connection that we maintain, nurture, sustain, strengthen, and endure in diverse contexts through the lens of Chicana feminist epistemology and Critical</p>	<p><i>Feeling American, Being American, Legally American: Civic Belonging and Social Action Among Transnationally Mobile Young Women</i>  <b>Cara Morgenson</b>            Bounded, 'traditional' representations of citizenship and legality/illegality are insufficient and exclusionary when considering civic belonging, identity, and engagement among transnationally mobile and linguistically diverse adolescents and young adults. I present findings from a recent</p>	<p><i>Lived Curricula of Frontera Community: A Collective Autoethnography</i>  <b>Karin Lewis, Miryam Espinosa-Dulanto and Vejoya Viren</b>            Frontera liminality positions us in a paradoxical landscape. In community, social contexts, we locate and share collective autoethnographic narratives, art, participation, poetry, action. Within a large Hispanic community with strong ties to Mexican and indigeneous (Apache Carrizo-</p>

<p>Race Theory. We approach this critical reflection through duoethnography (Norris &amp; Sawyer, 2016), which allows us to create meaning and uncover understandings as Latinas, mothers, academics, and feminists immersed in dominant societies.</p>	<p>interview study framing the intersections of immigrant experience, gender, and educational experience as offering critical insights to self-defined civic membership and engagement among immigrant young women resettled in a Great Plains city which serves as a (largely welcoming) site of significant refugee resettlement in the U.S. Thematic analysis points to a dynamic between the negotiation of citizenship of place versus nation within the context of divisive, often pejorative anti-immigrant rhetoric in national (U.S.) and global politics. Findings indicate crucial need for a re-envisioning of civic and service learning curricula to assert critical and culturally responsive citizenship pedagogies to examine rather than extract politics from classrooms as well as leverage students' ties to cultural, local, and global communities.</p>	<p>Comecrudo) ancestry powered by proximity to Mexico, its desire to protect the Spanish/Tex-Mex language and culture, and its own-local-regional re-creation, the university where we teach, research, and serve is an integral member of this vibrant community. We, leveraging our transplanted diversity, offer different perspectives and decolonizing opportunities for all community members to understand and discover the lived curricula and their/our power to manifest dreams.</p>
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**SESSION 6D CONVERSATION CENTERS**

<p><i>Knowledge Is Power: Discovering What Effective Educators of Newcomer English Language Learners Must Discover?</i> <b>Melinda Cowart</b> The landscape of peoples in need has changed dramatically and grows more complex. Leaders and citizens in the United States must decide how best to address the needs and aggregate issues related to the large numbers of newcomer refugees and unaccompanied alien children. Complicating the challenges encountered by newcomer English language learners (ELLs) is the wave of xenophobia that has had a global impact. Gleaning lessons learned from previous United States refugee and asylee programs about the societal adjustment and educational achievement experienced by newcomer ELLs will empower teachers to facilitate greater academic achievement among newcomers.</p>	<p><i>Lived Global Curricula: Transnational Latinx Youth'S Stories of Citizenship and Belonging in Hazleton, Pennsylvania</i> <b>Ana Carolina Diaz Beltran</b> Mainstream curricula of global citizenship in K-12 contexts often emphasize education about "others" in faraway places, disregarding the here and now of teachers and students' global affiliations, commitments and responsibilities (Gaudelli, 2009; 2013; Subedi, 2013). In the case of immigrant children in the US, there is a mainstream curriculum of global citizenship that offers deficit narratives on children's cultural backgrounds and their communities (Subedi, 2013). This presentation is based on a curricular study of global citizenship education attuned to the lived experiences of citizenship and belonging of transnational immigrant Latinx youth in Hazleton, Pennsylvania.</p>
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**SESSION 6E CONVERSATION CENTERS**

<p><i>Counter-Narratives of Community College Women of Color Experiences with Student Support Services in Distance Education</i> <b>Katrieva Jones Munroe</b> As distance education programs continue to grow, it is important to address inequitable curricular spaces of support and access to student services to improve our efforts to serve students. This paper will explore the rhetoric of support and access as a powerful component that perpetuate the marginalization of community college women of color in distance education programs</p>	<p><i>"Don't Be the Fish That Can't See the Water": Emancipatory Curriculum with Haitian Girls in Miami, Florida</i> <b>Wideline Seraphin</b> Haitian and Haitian American (H/HA) girls exist within multiple intersections of identities that are not adequately addressed in Curriculum Studies. This study offers pedagogical insights on what it means to generate emancipatory curriculum for Black girls from transnational communities. Taking place at a middle school-level, out-of-school literacy program called the Haitian Empowerment and Literacy Project (HELP) in Miami, Florida, this study asked how the institutional practices of HELP attempted to center the lived experiences of H/HA girls. The author concluded HELP exercised decolonizing pedagogies of 'literacy as liberation' to destigmatize Discourses of Haiti and Blackness.</p>
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**SESSION 6F: CONVERSATION CENTERS**

<p><i>Not "Ready-Made": Documenting the Contextualized Preparation and Professional Development of Critically Conscious Latina Teachers Through Critical Inquiry, and the Healing Practices of Community.</i> <b>Amanda Morales</b> Through the use of critical literatures, and life and professional story methodologies informed by Chicana feminist epistemologies, I document the contextualized preparation and professional</p>	<p><i>First Year of Teaching: Comparing and Contrasting Hispanic Teachers with National Results</i> <b>B. Morgan &amp; Irma Jones</b> This study was conducted with novice teachers who had been hired in school districts that have signed a data sharing agreement with the local university. The school district will identify their first-year teachers</p>
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<p>development of Latina teachers within and beyond a grow-your-own-teacher program. Findings indicate the mechanisms and experiences that proved most impactful for participants’ development and sustenance as well as illustrate an emergence of racialized, identitarian resources among participants. Furthermore, this study implicates a critical need for more nuanced, culturally-contextualized, race-conscious pedagogical approaches to CLD teacher preparation/professional development that can foster critical inquiry, and restorative community building within the often silencing and isolating white-dominated educational spaces that inhabit</p>	<p>who are graduates of the local educator preparation program. They were invited to participate in the study. Participation in the study was voluntary. The overarching research question guiding the study was how do our novice teachers compare with novice teachers nationally?</p>
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**SESSION 6G: INVITED TALK**

*What Is the Rio Grande Valley? Countering Accepted Realities.*

**Eugenio Longoria Saenz**

Accepted realities are abbreviations about peoples and places perpetuated by aggregated world views. These aggregations only serve to disempower and prolong systemic racial, ethnic, gender, and economic stereotypes. They are without context and, for minoritized peoples and places, create deficit views of who they are. In Contrast, contextualized narratives of peoples and places can emerge as powerful counter realities to the aggregate. These are the “In Spite Of” narratives of people and place. The Rio Grande Valley is such a people and place. Join and help us tell our story.

**Session 9**

**SESSION 9A SYMPOSIUM**

*Critical STEM Teacher Agency*

**Angela Chapman, Nora Luna, Anthony Bailey and Alejandro Gallard**

Preparing science and math teachers to be successful in culturally and linguistically diverse classes requires they know their subject matter, how to teach, and how to create a classroom atmosphere that promotes inclusive and equitable practices for all students. This symposium will discuss research that includes the development of teacher agency in secondary STEM teachers using critical race theory and LatCrit as frameworks. One aspect will focus using counter-storytelling and autoethnography situated in a community of practice to explore identity, develop critical consciousness and agency in STEM teacher candidates and teachers.

**SESSION 9B ART EXHIBITION**

*Black Academic Resistance: A Visual Arts Approach to Empirical Research*

**Asha Omar**

The relationship between visual arts and empirical research is rarely explored. This project gathered narratives and anecdotes that demonstrated how Black educators have responded to instances of racialization and actively chosen to disrupt and push back against structures of whiteness. Without using Arts Based practices, it would have been difficult if not impossible to convey the emotion and experiences if limited to traditional methodologies.

*Borderlands Art Pedagogy: Socially Engaged Art, Resistance, and Activism on the South Texas Border*

**Christen Sperry Garcia, Lilia Cabrera and Brian Dick**

The border, as defined by Gloria Anzaldúa, is conceptually marked by an ideological site called nepantla—a space existing in-between worlds. Borderlands Art Pedagogy merges socially engaged art with Anzaldúa’s concepts of nepantla, Coyolxauhqui (simultaneous incompleteness/wholeness), resistance, tension, and hybridity. This exhibition focuses on the intersection of borderlands and the visual arts as pedagogical sites in the Rio Grande Valley. Artists/researchers/teachers present works that engage Borderlands Art Pedagogy in art, school, community, and public spaces.

**SESSION 9C**

*Resisting Anti-Immigrant Rhetoric in Mexican American Literature: Approaches to Immigration Reform in the Multi-Ethnic Literary Classroom*

**Margaret Cantu-Sanchez**

This paper seeks to address approaches used in a Multi-Ethnic Literature classroom to encourage college students to engage in consciousness, critical questioning, and development of immigration reform. A critical exploration of two books, Américo Parades’ *George Washington Gómez* and Norma Elia Cantú’s *Canícula: Snapshots of a Girlhood en la Frontera*, lends itself to a better understanding of America’s stance on immigration policies, while inviting students to contemplate solutions to the social injustices which accompany such strategies using an interdisciplinary approach focusing on immigration of Mexican Americans from a historical, literary, cultural, and current event perspective.

**SESSION 9D**

*Creating a Classroom That Cares Through Currere: Eight Steps Towards Effective Pedagogical Practice*

**Tashana H. Brown and Aaron C. Bruewer**

*The Invisible Agents of Public Schooling: Teacher Agency and the 21st Century ELA Classroom*

**Monica Sifuentes**

*Unmasking Oppression: Activist Art as anti-Oppressive Education*

**Shalin Raye**



<p>Inspired by Nel Noddings <i>The Challenge to Care in Schools</i>, supported by Love in the Early Childhood Classroom, and driven by the development of a research supported 8 Stage Framework for the Caring Classroom, this qualitative case study research will present an investigation into how teachers perceive care in their classrooms and teaching. The presentation will provide findings generated by through grounded theory analysis for discussion based on observations, document analysis and transcribed semi structured interviews with laboratory teachers in a midwestern Appalachian region.</p>	<p>This presentation explores the need for educators, especially secondary educators of English, to assert their own individual agency in public classrooms. Drawing from Cope and Kalantzis' (2000; 2009) discussion on multiliteracies, Palmer and Martinez's (2013) assertion regarding teachers as advocates of change, and Varghese and Morgan et al. (2005), this session serves as a professional reflection into public education in midst of high stakes testing. I draw from Ralph Ellison's (1952) novel, <i>Invisible Man</i>, to demonstrate how a metaphor of invisibility can be seen in Teacher agency within the classroom serves as an empowering vessel.</p>	<p>this paper examines how arts-based educational research (ABER) might take up resistant or troubled emotions and embodied forms of knowing through art as a method, as data, and as an activist site of pedagogy for anti-oppressive education for the larger community. Using Arts-Based Research, the paper seeks to understand the ways art can promote the production of new forms of knowledge, examine how audiences take up activist art as educative, and establish a baseline study in the field of Curriculum Studies to further theorize the value of affective/emotive/embodied knowledge production that happens in formal and in informal places of learning.</p>
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## Session 10

### *Prearity, Protectionism, and Early Childhood Education*

**Kristine Sunday, Heather Kaplan and Jacqueline Boone**

Rarely talked about in the field of education, precarity has important implications for thinking about children and childhood and the broader social and political contexts in which schooling participates in the suspension of full-fledged personhood of young people. In this symposium, three presenters will explore concepts of precarity, protectionism, and democracy as they are announced in artmaking, classroom curriculum, and teaching. To do so, we will examine incidents drawn from our experiences as teachers, teacher educators and researchers to investigate the complex relationships between, and multiple perspectives of, adults and children in educational contexts.

### *Whiteness at the Table: Antiracism, Racism, and Identity in Education Book Talk*

**Shannon McManimon, Zachary Casey, Erin Miller and Samuel Tanner**

In this book talk, editors and authors describe their contributions to the book *Whiteness at the Table: Antiracism, Racism, and Identity*, published by Lexington Press (Rowan & Littlefield) in late fall 2018. Featuring selections from the book, the session will also discuss implications for curricular and pedagogical work in teacher education and educational research more broadly. Specifically, chapters on learning to be white in the family (with children and from/with parents experiencing mental illness), antiracist professional development with white practicing teachers, and the problem of "what to do" as white social actors committed to antiracism will be discussed.

### *Exploring the Editing Process Within the C&P Book Series*

**Shalin Raye, Stephanie Masta and Jake Burdick**

The book is situated within the current, catastrophic political climate, providing a space for curriculum scholars and workers to reflect on past and future directions of our field. These troubled times force us to think critically about our scholarship and pedagogy, our influence on educational practices in multiple registers, and the surrounding communities we claim to serve. This is where the call for our book began: from a desire to think through modern conceptions regarding what counts as activism in the fields of education, curriculum, and pedagogy, and how activist voices and enactments might emerge differently through curriculum and pedagogy.

### **SESSION 10C**

#### *Working with Undocumented Minors: Counseling Implications*

**Eunice Lerma, Karina Gracia and Ana Maria Perez**

The purpose of this presentation is to discuss the counseling implications involved with counseling unaccompanied minor refugees, which will be referred to as UMRs (Demazure & Pinsault, 2018). Counselors are most likely to be required to provide additional accommodations for UMR's being that they often do not speak the language or struggle to become accustomed to living in a new country. UMR's often experience pre-traumatic and post-traumatic trauma from traveling from their home country to host country. Counselors face challenges and ethical dilemmas when counseling an unaccompanied child.

*Our Schools Are Failing Our Students: Curricular Reform as a Catalyst for Inclusive and Accessible Societies*

**Andrea DeSa**

### **SESSION 10D**

#### *Dual Language Education: an Opportunity to Hijack Hidden Curriculum and Transform Testing Culture*

**Caroline Hesse**

*Teachers today walk a tightrope between teaching curriculum they deem important versus that required by standardized tests. Bilingual teachers especially feel pressured to eliminate curriculum that elevates the minoritized language and positions minority language speakers as valid and valuable knowledge holders because such critical (in both senses of the word) content is not measured by high stakes tests. Historically, the discussion has focused on how to reconcile the needs of emergent bilingual students with testing mandates. I argue that critical bilingual educators have a unique opportunity to change the discussion, hijack the hidden curriculum, and transform standardized testing culture.*

<p>By analyzing the education system in Ontario, Canada, we will explore how students with disabilities are not adequately prepared for participation in the economy. This paper uses provincial database information, statistics and demographics to prove that a lack of inadequate educational resources and training in schools has resulted in disability becoming a leading risk factor for poverty and homelessness in Ontario. Other countries employ co-operative employment initiatives which have been successful in allowing people with disabilities to participate meaningfully in society and the labor force.</p>	<p><i>No Hablo. Je Ne Parle Pas. 나는 말하지 않는다: the Disappearance of Languages Other than English in the US Curriculum.</i>  <b>Karla O'Donald and Sohyun Lee</b>  The Modern Language Association produced a report (Looney, D &amp; Lusin, N, 2018), showing an alarming decrease of enrollment for all second languages. As part of a modern language department, we could not dismiss this information. This investigation presents the result of ongoing “complicated conversations” (Pinar, 2004) that reveal deep borders that define, divide, and tore at the different goals our department wished to implement. In the form of a case study, we present our efforts to rejuvenate our program, while cracking the walls of fear and vain that paralyze us and keeps us from implementing necessary but difficult changes.</p>
<p><b>SESSION 10E</b>  <i>The Importance of Arts-Based Research Through Role-Play</i>  <b>Zulema Williams</b>  In this paper through an autobiographical inquiry is the lived experience of a former actress who relates to her own perspective in learning through arts-based research. This study will be presented through an ethnographic lens which gives way to arts-based learning as a learning and effective pedagogical tool that can help students learn in an innovative way.</p> <p><i>Simulations, Interviews, Amazing Race-Style Scavenger Hunts &amp; More: Crafting Meaningful Immersive Experiences for Undergrad &amp; Grad Coursework on Urban Education and Diversity</i>  <b>Cole Reilly</b>  Despite all that can be learned from readings, video, or class discussion, there’s something to be said for the pedagogical potential of incorporating immersive experiences into coursework to get those a-ha moments for students in one’s courses. In this presentation, I will explore highlights from incorporating some authentic immersive opportunities into a pair of contrasting courses I teach: one a foundations class in urban education for undergrads and the other a graduate course in multiculturalism. It seems wise to take stock of lessons learned along the way to inform future choices when crafting such experiences for maximum potential with students.</p>	<p><b>SESSION 10F</b>  <i>Nothing Left to Lose: Curriculum as a Self-Making Act</i>  <b>Laura Jewett</b>  Working from the premise that testimonio can be seen as a curricular act, this paper explore the ways in which over the last four decades, curriculum scholars arguably know more about the theoretical and methodological challenges and possibilities of interrogating and representing curricular narrativities. Yet such work offers less guarantees —fewer scholarly, pedagogical, and professional promises than ever. Or does it?</p> <p><i>Process Philosophy and Self-Social-Cultural Reconstruction</i>  <b>Patrick Slattery</b>  Drawing on phenomenological inquiry and process philosophy, this paper constructs a complex curriculum conversation of self-social-cultural interpretations that emerge from the British philosopher Alfred North Whitehead, particularly his 1929 book <i>The Aims of Education</i>.</p>
<p><b>Session 11 HIGHLIGHTED SESSION</b></p>	
<p><i>Doesn't Your Work on White Identity Just Re-Center Whiteness? Tensions, Dialectics, and Real Dangers in Research on Whiteness</i>  <b>Timothy Lensmire, Jenna Min Shim, Shannon McManimon, Zac Casey, Samuel Jaye Tanner Discussant and James Jupp Session Organizer</b>  The purpose of this symposium is to critically engage the study of White identity and whiteness via scholars with substantial intellectual investment and time in the critical study of White identity or White teachers.</p>	



**THURSDAY, October 17**

07:45-09:00 EDITORIAL BOARD BREAKFAST		LOCATION: Board Room, 1 <sup>st</sup> floor	
Erin Miller, Samuel Tanner, Will Letts & Jennifer Sandlin Facilitated by Jennifer Paul from Taylor & Francis.			
08:30-15:30		REGISTRATION TABLE	Second Floor, Ruby Red Hallway
<b>09:00-10:15 Session 12</b>			
<b>Session 12A: SYMPOSIUM</b> CHAIR: Karla Villarreal LOCATION: Royal Palm 3 Karla Villarreal, Cynthia M Vargas, Jose Luis Carpio and Rosalva Resendiz <b>Educación Sobre La Migración y La Frontera Mexico/USA</b>		<b>Session 12B: WORKSHOP</b> CHAIR: LOCATION: Concierge Lounge Samuel Tanner, Erin Miller, Will Letts and Jennifer Sandlin <b>Curriculum and Pedagogy Journal Informational Session</b>	
<b>Session 12C: CONVERSATION CENTERS</b> CHAIR: Younkyung Hong LOCATION: Royal Palm 1 2  <i>Luis F Alcocer</i> Exploring Global Citizenship Meaning in Students from the US-Mexico Border  <i>Younkyung Hong</i> An Approach to Decolonizing Critical Whiteness Studies Beyond the U.S. Context  <i>Shalyse Iseminger</i> A Tale of Two Countries: How	<b>Session 12D: CONVERSATION CENTERS</b> CHAIR: Pauli Badenhorst LOCATION: Royal Palm 1 2  <i>Pauli Badenhorst</i> Creating Force Field: Rethinking Uses and Consequences of anti-Oppressive Pedagogical Activities  <i>Zachary Casey</i> Toward New Conceptions of Power in Whiteness Studies in Education  <i>Margaret Smith-Peterson and Carol Markham-Cousins</i>	<b>Session 12E: CONVERSATION CENTERS</b> CHAIR: Luis F Alcocer LOCATION: Royal Palm 1 2  <i>Zulema Williams &amp; Luis F Alcocer</i> Who Am I? Student's Perspectives of Multiculturalism in a Crossing-Border Context  <i>Jacqueline Koonce and Karin Ann Lewis</i> Culturally-Relevant Care Through the Lens of Duoethnography  <i>Maram Alaqra</i> Religious Holidays and Religious Minorities' Experiences in K-12 Schools	<b>Session 12F: CONVERSATION CENTERS</b> CHAIR: Pierre Lu LOCATION: Royal Palm 1 2  <i>Lobat Asadi</i> Borders of Nation and Existence: How Stress May Impact Learners in the Borderlands  <i>Pierre Lu</i> HSI Students' Experiential Learning Experience at a Borderland University

Whiteness Shaped Two Women's Views on Race	Don't Touch My Curriculum Tracking: Vicious Operations of Whiteness		
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**SESSION 12G**

LOCATION: Royal Palm 3

Mentor, Mentor, on the C&P Wall [not THAT one] - Collegial Support

FOLLOW UP SESSION sponsored by *Cole Reilly and Jake Burdick*

Any and all interested mentees and mentors who are free at this time are HIGHLY encouraged to attend the second informal mentoring meeting to be announced on the October 17 . These sessions intend to make the C&P conference and community a bit less mysterious, as more seasoned C&Pers allow for Q&A with the audience, as well as fleshing out some of the philosophy, design, and intended function of the evolving mentoring program. This will offer a chance for those participating to make introductions and connections both between and across assigned mentor/mentee pairings.

**10:15-10:30 COFFEE BREAK**

**10:30-11:45 Session 13**

<p><b>Session 13A: WORKSHOP</b>          CHAIR: Erin Dyke          LOCATION: Concierge Lounge          Annie Mason, Colleen Clements, Erin Dyke, Shannon McManimon and Erin Stutelberg  <b>Bodies, Affect, and Gender: Toward Queer, Intersectional, and Feminist Critical Whiteness Studies</b></p>	<p><b>Session 13B: SYMPOSIUM</b>          CHAIR: Kara Helen Roop Mieretu          LOCATION: Wine Room          Kara Helen Roop Mieretu, Sung Ryung Lyu and Kiyomi Masamune  <b>Crossing Borders in the Early Childhood Education: Can We Move Beyond Borders in ECE Settings by Disrupting the Status Quo?</b></p>
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<p><b>Session 13C: CONVERSATION CENTERS</b>          CHAIR: Noushin Nouri          LOCATION: Royal Palm 1 &amp; 2           Noushin Nouri, Maryam Saberi and Mehdi Mohammadi  <b>A Proposed Curriculum to Facilitate Effective Nature of Science Instruction to Latinx Preservice Teachers: a Meta-Synthesis Approach</b>           Maram Alaqra, Bugrahan Yalvac,</p>	<p><b>Session 13D: CONVERSATION CENTERS</b>          CHAIR: Jonathan McCausland          LOCATION: Royal Palm 1 &amp; 2           Ryan Peterson  <b>Scaffolding as a Conduit for Learning in Advanced Placement Calculus: a Classroom Action Research Study Proposal</b>           Amanda Morales  <b>Valuing Rural Dexterity: Experiential Funds of Knowledge,</b></p>	<p><b>Session 13E: CONVERSATION CENTERS</b>          CHAIR: Veronica Estrada          LOCATION: Royal Palm 1 &amp; 2           Veronica Estrada  <b>Learning to Teach: Using Virtual Learning Environments for Teacher Preparation at a Border HSI</b>           Belinda Gomez  <b>Technology as Conduit for Resiliency Building</b>           Aimee Myers and Jorge Figueroa</p>	<p><b>13F: CONVERSATION CENTERS</b>          CHAIR: Alcione Ostorga          LOCATION: Royal Palm 1 &amp; 2           Alcione Ostorga, Christian E. Zúñiga and Kip Austin Hinton  <b>Border Pedagogies for Social Justice in Teacher Preparation</b>           Mickey Burgess  <b>Latinx Teacher Recruitment and Retention and the Minority Teacher Shortage</b></p>	<p><b>Session 13G: CONVERSATION CENTERS</b>          CHAIR: Nathalia Jaramillo          LOCATION: Royal Palm 1 &amp; 2           Nathalia Jaramillo  <b>Unsettling Colonial Curriculum</b>           Alejandro Sánchez  <b>Aztlán in Exile: an Chicax Paradigm for 21st Century Racial-Political America</b></p>
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<p>Oluwatosin A. Bewaji, J. Timothy Lightfoot, Carolyn L. Cannon, Madison E. Spier, Isabel Lab Lambertz, James Breeden, and Robert S. L. Fuchs-Young</p> <p><b>A Multiple Case Study of Three English Teachers’ Developing and Implementing an Integrated-STEM &amp; Health Sciences Curriculum Informed by Up-to-Date and Authentic Research Conducted on a University Campus</b></p> <p>Nora Luna</p> <p><b>The Hidden Curriculum Experience by Mexican-American Students in Science Education</b></p>	<p><b>Science Education, and Rural Kids</b></p> <p>Jonathan McCausland</p> <p><b>Learning “Real” Science: an Autoethnographic Journey of Whiteness in Science Learning</b></p>	<p><b>Disrupting Hierarchies of Power in Teacher Education with Emergent Technologies and Web 2.0 Tools</b></p>	<p>Laura Jewett and Krystal Yanez</p> <p><b>Between Hope and Fear: Story Circles as Liminal Transnational Dialogue</b></p>	
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**12:00 -13:30      Session 14**

**TOWN HALL, LUNCH, and SYMPOSIUM**  
**Patrick Slattery, James Sears, Susan Edgerton, Tom Poetter, Kris Sloan, Erik Malewski.**  
**Symposium 20 Years of Curriculum and Pedagogy Group: A Performed Synoptic History of C&P**  
**CHAIR:** Miryam Espinosa-Dulanto; Jim Jupp-Organizer  
**LOCATION:** Ruby Red Ballroom

**13:45-14:45      Session 15**

**HIGHLIGHTED SESSION** with Dr. Patricia McHatton, Executive Vice President for Academic Affairs, Student Success, and P-16 Integration  
**Lessons Learned from Critical Self-Reflection at a Predominantly Hispanic Serving Institution**  
**CHAIR:** Miryam Espinosa-Dulanto  
**LOCATION:** Royal Palm 3

**15:00-16:15      Session 16**

<p><b>Session 16A: WORKSHOP</b>  <b>CHAIR:</b> Samuel Tanner  <b>LOCATION:</b> Concierge Lounge          Samuel Tanner and Erin Miller  <b>Improvisational Anti-Racist Pedagogy</b></p>	<p><b>Session 16B: PERFORMANCE</b>  <b>CHAIR:</b> Vonzell Agosto  <b>LOCATION:</b> Wine Room          Vonzell Agosto, Chantae Still and Michelle Angelo Dantas Rocha</p>
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				<b>Drowning in Magma: From MAGA to MAGFO (Make America Great, for Once)</b>
<p><b>Session 16C: CONVERSATION CENTERS</b> CHAIR: Aimee Myers LOCATION: Royal Palm 1 &amp; 2</p> <p>Aimee Myers <b>Students as Agents of Change: Decolonizing Teacher Learning in an Urban Education Setting Through Culturally Responsive Practices</b></p> <p>Alexander Wiseman, Lisa Damaschke-Deitrick, Ericka Galegher, Petrina Davidson, Maureen Park and Joel Bell <b>Educator Preparation for Accommodating Im/Migrant &amp; Humanitarian Migrant Youth in Texas Schools &amp; Classrooms</b></p>	<p><b>Session 16D: CONVERSATION CENTERS</b> CHAIR: Freyca Calderon-Berumen LOCATION: Royal Palm 1 &amp; 2</p> <p>Miryam Espinosa-Dulanto, Freyca Calderon-Berumen and Karla O'Donald <b>Digital Testimonios as Decolonizing Tool in Teacher Education</b></p> <p>Jeffrey King <b>The Line Between Dialogue and Dialogicity: Analyzing the Failures of Professional Development Curricula to Influence Teachers' Pedagogical Beliefs and Practices</b></p>	<p><b>Session 16E: CONVERSATION CENTERS</b> CHAIR: Karin Lewis LOCATION: Royal Palm 1 &amp; 2</p> <p>Paul Perez-Jimenez <b>Coyote Del Año-An Autoethnographer Recalls an Immigration Incident</b></p> <p>Karin Lewis, Kathy Bussert-Webb and Janneth Suarez Brand <b>Lived Curricula in Cuba: A Layered Reflective Narrative Account of Three Women</b></p>	<p><b>Session 16F: CONVERSATION CENTERS</b> CHAIR: Laura Jewett LOCATION: Royal Palm 1 &amp; 2</p> <p>Pauli Badenhorst <b>Notes on the African Honey Badger: Using Zoology to Inform Teacher Dispositional Development in Complex Environments</b></p> <p>Laura Jewett <b>The Curriculum Aquatic</b></p>	<p><b>Session 16G: CONVERSATION CENTERS</b> CHAIR: Annie Mason LOCATION: Royal Palm 1 &amp; 2</p> <p>Jake Burdick <b>In the Presence of Dead Futures: Public Pedagogies of Haunting Against the Post-Truth Regime</b></p> <p>Annie Mason <b>Cultivating Liberatory Spaces and Practices in Elementary Education</b></p>
<b>16:00-16:30 COFFEE BREAK</b>				
<b>16:30-17:45 Session 17</b>				
<p><b>Session 17A: WORKSHOP</b> LOCATION: Concierge Lounge</p> <p>Pierre Lu <b>Validating Your Survey: Methods and Procedures</b></p>		<p><b>Session 17B: SYMPOSIUM</b> CHAIR: Vonzell Agosto LOCATION: Wine Room</p>		

	<p>Christopher Kirchgasser, Belén Hernando Llorens, Nicholas Natchoo, Gioconda Coello and Vonzell Agosto Discussant</p> <p><b>Inclusion and the Good Life: From Matters of Fact to a Matter of Concern</b></p>
<p><b>Session 17C: CONVERSATION CENTERS</b> CHAIR: Jeanette Bankston LOCATION: Royal Palm 1 &amp; 2</p> <p>Ghada Elgendi and Mark Hickey <b>Third Culture as an Epistemology of Validation: An Examination of the Potential Value of Third Culture Kids' Narratives in the American Classroom</b></p> <p>Richard Edmonson <b>Dehumanization in College Theatre Curricula</b> Jeanette Bankston <b>Preverbal Interactions with Language in a Third Space</b></p>	<p>Session 17D: CONVERSATION CENTERS CHAIR: Raul Garza LOCATION: Royal Palm 1 &amp; 2</p> <p>Devorah Kennedy and Sarrah Grubb <b>Some Woman Put Her Here: A Duoethnography on Leaving and Staying</b></p> <p>16:50 Raul Garza <b>Role-Identity Prominence of the 'Migrant' Role-Identity in Migrant College Students</b></p>
<p><b>18:00-19:00 Session 18</b></p>	
<p><b>HIGHLIGHTED SESSION: LUPE, ACLU, Angry Tías, Planned Parenthood, Texas Rising. RGV community activists share their work.</b></p>	



## Session 12

### Session 12A: SYMPOSIUM

*Educator Sobre La Migración y La Frontera Mexico/USA*

**Karla Villarreal, Cynthia M Vargas, Jose Luis Carpio and Rosalva Resendiz**

Este trabajo tendrá como objetivo destacar la importancia de la enseñanza de la migración en la frontera, para quienes se forman en educación universitaria en ambos lados de la misma. ya que consideramos importante educar sobre las teorías importantes de la migración y redes sociales como elementos básicos para comprensión y humanización de trato social en la frontera. la complejidad y la deshumanización hacia el conocer las políticas y la necesidades de la migración, han incrementado el rechazo y el desinterés por los jóvenes en opinar adecuadamente sobre las decisiones sobre la migración en la frontera.

### Session 12B: WORKSHOP

Curriculum and Pedagogy Journal Informational Session

**Samuel Tanner, Erin Miller, Will Letts and Jennifer Sandlin**

#### Abstract

This informational session articulates the vision the incoming editors have for the Journal of Curriculum and Pedagogy. The current and incoming editors will share information about the history of the journal as well as describe the types of submissions they're hoping to solicit in the future. Participants will learn about the editors, the journal, and have the chance to ask questions.

### Session 12C – Conversation Centers

*An Approach to Decolonizing Critical Whiteness Studies Beyond the U.S. Context*

**Younkyung Hong**

This paper explores how critical whiteness studies can be useful in the global context and addresses the challenges it may encounter when used to understand systemic oppression beyond the U.S. context. This study advances the discussion of how CWS can become a means of inquiry that can dismantle oppressive structures through by analyzing South Korean elementary curricula. Taking a critical stance against the prospect that CWS would serve as a master narrative that obscures indigenous knowledge, this study instead proposes intersectionality theory as an approach to articulate the various axes and dimensions of power relations in global and local contexts.

*A Tale of Two Countries: How Whiteness Shaped Two Women's Views on Race*

**Shalyse Iseminger**

This paper examines how Whiteness has shaped two women's education on race. Taken from a larger case study on the experiences of a group of Evangelicals in a Bible study that used a multicultural education curriculum, the narratives of Ellen, a White woman in her 70s, and Rose, a Colombian woman in her 20s, are compared. Despite having vastly different upbringings in different time periods and different countries, the influence of the American Dream, White innocence, and White normativity had similar effects on their beliefs about race. The impact of the null curriculum in their educations is also discussed.

### Session 12D: CONVERSATION CENTERS

*Creating Force Field: Rethinking Uses and Consequences of anti-Oppressive Pedagogical Activities*

**Pauli Badenhorst**

This paper critiques the Privilege Walk pedagogical activity on three grounds: - It spotlights marginalized identity students and uses them as commodity for the supposed betterment of identity dominant students. - It presents an oversimplified, one-dimensional landscape of social disparities. - It centers passive structural privilege; not power as diffuse and relational. The chapter then describes how the author and a group of students created an activity that instead engages: - Intersectional identity complexities and contextual fluidities. - The triad of privilege[past], positioning[present], and power[future]. - A mindfulness-based, relational process of reflection and negotiation among participants.

*Toward New Conceptions of Power in Whiteness Studies in Education*

**Zachary Casey**

In this paper talk, the author analyzes the discourse and literature on white privilege in education with a critical Foucauldian approach to uncover the ways that white privilege over simplifies and mistakes privilege as power. Further, the paper examines the ways that the focus on white privilege in teacher education has produced the mistaken notion that white privilege is something individual white actors are capable of manipulating. An alternative is put forward, focusing on proletarian subjectivity and solidarities, to replace white privilege as the dominant frame for white antiracism in education.

*Don't Touch My Curriculum Tracking: Vicious Operations of Whiteness*

**Margaret Smith-Peterson and Carol Markham-Cousins**

### Session 12E: CONVERSATION CENTERS

*Who Am I? Student's Perspectives of Multiculturalism in a Crossing-Border Context*

**Zulema Williams and Luis F Alcocer**

This paper leads the reader through a Phenomenology approach to describe student's

*Culturally-Relevant Care Through the Lens of Duoethnography*

**Jacqueline Koonce and Karin A. Lewis**

Through duoethnography and collaborative interpretation of narrative data from our

*Religious Holidays and Religious Minorities' Experiences at K-12 Schools in Southwest US*

**Maram Alaqra**



<p>perspectives through their reflections in regards to their lived experiences while getting their education at a university near the border. Phenomenology is centered on the participants' experiences with no regard to social or cultural norms, traditions, or preconceived ideas about the experience. Van Manen's (1990 as cited in Morgan and Alcocer, 2015) —hermeneutic phenomenological approach to sociology provides a basis for assessing students' reflections about their experiences.</p>	<p>students, we explore how culturally-relevant care enabled us to transcend racial, cultural, and linguistic boundaries with our students. Collecting our students' perspectives and stories about their experiences with us as professors allows for respondents to reflect and express themselves freely. Analysis of narrative reflections allowed us to craft a story, to give voice to those living within the intersection of race, ethnicity, and cross-cultural teaching–learning relationships at a predominantly Hispanic-Serving Institution (HSI). Findings illuminate personal epistemologies and dispositions for transcending boundaries in higher education.</p>	<p>In this paper, we report the findings of a multiple case study that explored the religious minorities' experiences at elementary schools when their religious holidays are not acknowledged or being considered on school calendar. We found that the school's neglect and lack of consideration of the religious holidays negatively impact the participated students' confidence and self-efficacy in learning the school subjects. We suggest several implications for the policymakers and highlight the importance of implementing multicultural-based curriculum in early grades. The study shed light on the hidden curriculum and how it negatively impacts the religious minority students' learning outcomes and experiences.</p>
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**Session 12F: CONVERSATION CENTER**

<p><i>Borders of Nation and Existence: How Stress May Impact Learners in the Borderlands</i> <b>Lobat Asadi</b> The borderland between North America and Mexico is an arbitrary line. Yet, national borders may restrict school attendance, and makes visiting family members illegal or impossible. Meanwhile, criminal elements are often undocumented, and the mental Borderland develops into a vortex of liminality. This study asks - what might actors in a qualitative documentary play about the perils of the region, from a large university in the Southwest borderlands, experience. Using Anzaldúa's Nèpantla theory of borderland artists as shamanic shape-shifters (2015) alongside Slavin et al.'s Multicultural Stress Model (1991), stress attributed to borderland issues are identified, while transformative shape-shifting is discussed.</p>	<p><i>HSI Students' Experiential Learning Experience at a Borderland University</i> <b>Pierre Lu</b> In an attempt to understand their experiential learning (EL) experience in a Hispanic-Serving Institution (HSI), a survey was implemented in Fall 2017. The purpose of the paper is to reveal the importance of this current study; discuss significant findings; and share practical implications for EL efforts. Convenient sampling was conducted with n = 558. Exploratory data analysis revealed that EL helped them gain confidence in working with others, understand how institution structures, beware of the rights and responsibilities of individual members in communities, understand the needs and problems in communities, and understand more about the role of being a citizen.</p>
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**SESSION 12G**

Mentor, Mentor, on the C&P Wall [not THAT one] - Collegial Support  
FOLLOW UP SESSION sponsored by *Cole Reilly and Jake Burdick*  
Any and all interested mentees and mentors who are free at this time are HIGHLY encouraged to attend the second informal mentoring meeting to be announced on the October 17 . These sessions intend to make the C&P conference and community a bit less mysterious, as more seasoned C&Pers allow for Q&A with the audience, as well as fleshing out some of the philosophy, design, and intended function of the evolving mentoring program. This will offer a chance for those participating to make introductions and connections both between and across assigned mentor/mentee pairings

**Session 13**

<p><i>Bodies, Affect, and Gender: Toward Queer, Intersectional, and Feminist Critical Whiteness Studies</i> <b>Annie Mason, Colleen Clements, Erin Dyke, Shannon McManimon and Erin Stutelberg</b> This symposium engages feminist and queer autoethnographic scholarship to examine various issues arising within second wave critical whiteness studies. Engaging recent literature articulating “race-consciousizing teacher education,” we center gender, bodies, and affect and employ decolonial and postcolonial scholars to root the theory and practice of critical whiteness studies in the body (versus the mind). Together, we theorize: white femininity's problematic alliance with white heteropatriarchy in interpersonal spaces; the gendered and affective dimensions of the teacher strike wave; the</p>	<p><i>Crossing Borders in the Early Childhood Education: Can We Move Beyond Borders in ECE Settings by Disrupting the Status Quo?</i> <b>Kara Helen Roop Mieretu, Sung Ryung Lyu and Kiyomi Masamune</b> Using ethnographic and narrative examples from early childhood education and care (ECEC) centers in the US and Africa, we critically explore identity-based borders and boundaries drawn within a largely white dominant preschool classroom, white ECE teacher educators and ECE programs in NGOs refugee camps. We consider the borders and boundaries from decolonial and critical pedagogy. By inquiring the borders and boundaries based on our multiple positionalities (as a white American woman and Asian women), we argue that our daily pedagogical and research practice, which is working with young children, should be geared toward making a sense of belonging.</p>
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problems, possibilities, and impacts of white women’s affect; and, the differential dangers in antiracist pedagogies experienced by women, especially women of color.	
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**Session 13C: CONVERSATION CENTERS**

<p><i>A Proposed Curriculum to Facilitate Effective Nature of Science Instruction to Latinx Preservice Teachers: a Meta-Synthesis Approach</i>  <b>Noushin Nouri, Maryam Saberi and Mehdi Mohammadi</b>          The aim of this study was to design a framework for teaching the nature of science (NOS) to Latinx teachers. First using a qualitative method, called meta-synthesis, a framework for teaching NOS to preservice teachers has been extracted. The sample for this part was 51 articles published in five top science education journals related to teaching NOS to teachers. Second based on autobiographies related to science experience of Latinx teachers, elements that should be incorporated for each part extracted and inserted to the framework for teaching NOS. Based on this framework, a curriculum for a semester long NOS course was written.</p>	<p><i>A Multiple Case Study of Three English Teachers Developing and Implementing an Integrated-STEM and Health Sciences Curriculum Informed by up-to-Date and Authentic Research Conducted on a University Campus.</i>  <b>Maram Alaqr, Bugrahan Yalvac, Oluwatosin A. Bewaji, J. Timothy Lightfoot, Carolyn L Cannon, Madison E. Spier, Isabel Lambertz, James Breeden and Robin S. L. Fuchs-Young</b>          In this study, we reported the findings of a multiple case study that explores three English teachers lived experiences through participating in an authentic original research and developing an integrated STEM curriculum. The program that the English teachers participated on a university campus was designed to enhance students’ engagement toward STEM fields in a Mexico-US border city. The project uniquely achieved this by fostering collaborations between classroom teachers and cutting-edge scientists. We found that English teachers effectively designed and implemented STEM modules. All developed modules were designed to promote critical thinking and technical communication skills that aligned with (NGSS).</p>	<p><i>The Hidden Curriculum Experience by Mexican-American Students in Science Education</i>  <b>Nora Luna</b>          The research question “What does a hidden curriculum look like in a south Texas elementary school that is 98% Hispanic” will be explored for adding to a gap in educational research. Hispanic students are being exposed to a hidden curriculum that must be illuminated because it stigmatizes low socio-economic populations. Science educators need to be aware of the hidden curriculum and diminish its’ effects through a teaching approach such as culturally relevant pedagogy which utilizes funds of knowledge for promoting success. There is a need for social change in teachers’ pedagogical practices due to the impact caused on marginalized students.</p>
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**Session 13D: CONVERSATION CENTERS**

<p><i>Scaffolding as a Conduit for Learning in Advanced Placement Calculus: a Classroom Action Research Study Proposal</i>  <b>Ryan Peterson</b>          Calculus has a myriad of processes, formulas, and academic vocabulary. The end of course exam in Advanced Placement (AP) Calculus has an entire section of free response questions that combine multiple concepts within one problem. Students can struggle with these problems if they have not been adequately exposed to their structure. Scaffolds have been identified by Bruner (1973) and Vygotsky (1935) as a tool to help direct students to develop a conceptual framework of a concept. This study proposal will examine the use of scaffolding on AP Calculus free response problems to assist students in formulating a solution.</p>	<p><i>Valuing Rural Dexterity: Experiential Funds of Knowledge, Science Education, and Rural Kids</i>  <b>Amanda Morales</b>          Using Gonzalez, Moll, and Amanti’s (2005) Funds of Knowledge construct as a theoretical framework, in this essay I interpret the ways in which the education of rural children could (but often doesn’t) intentionally draw on the outside-of-school agrarian experiences and social, cultural, and network-embedded wisdom that rural children bring with them to science classrooms. Furthermore, I problematize how the growing emphasis on globalization within formal education overall has increased tendencies to overlook and devalue children’s lived experiences with their immediate environment. Finally, I provide considerations for adults fostering the development of children’s scientific funds of knowledge, particularly in rural contexts</p>	<p><i>Learning “Real” Science: an Autoethnographic Journey of Whiteness in Science Learning</i>  <b>Jonathan McCausland</b>          Science is practiced on every continent, yet many scientists in the United States are white. Using methods drawn from autoethnography and narrative inquiry, I tell stories illustrating how pedagogies within science laboratories that I experienced reified whiteness. Using scholarship from critical whiteness studies and history of science, I demonstrate how pedagogies and practices in science, framed as “real” science, dictated who was able to enter the field and succeed in science, supporting a racial hierarchy within science. This work is one step towards creating more equitable science learning. It also highlights how critical whiteness scholarship can benefit science education.</p>
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**Session 13E: CONVERSATION CENTERS**

<p><i>Learning to Teach: Using Virtual Learning Environments for Teacher Preparation at a Border HSI</i> <b>Veronica Estrada</b> Rehearsing high-leverage teaching practices in virtual learning environments early during teacher preparation provides a way of representing academic and behavioral complexities that exist in real classrooms. The presenter will describe her use of mixed-reality simulations in an “introduction to teaching” course at a border HSI. Candidates were provided one opportunity to teach independently in an upper elementary or middle school simulated teaching environment, and another opportunity to participate in a simulated parent-teacher conference, in order to build competencies in instruction, communication, professional dispositions, and reflection. Qualitative descriptive analysis based on videos, peer reviews, and self-assessments will be shared and discussed</p>	<p><i>Technology as Conduit for Resiliency Building</i> <b>Belinda Gomez</b> According to the PEW Research Center (2014), Texas’ Hispanic population comprises 39% of its overall population, twice the U. S. Hispanic population. Texas Education Agency (TEA) predicts a 14% increase in the next seven years, with a surge of about 40% in its English Language Learners (ELLs) population. Already, it reports Texas experienced nearly 20% student enrollment growth in the last ten years within the predominately Mexican-Americans in South Texas border. This case study considered bilingual education as catalyst for English Language Learners’ academic success by way of technology as a conduit for resiliency-building.</p>	<p><i>Disrupting Hierarchies of Power in Teacher Education with Emergent Technologies and Web 2.0 Tools</i> <b>Aimee Myers and Jorge Figueroa</b> Power and privilege are two words with deep implications in education. Pre-service teachers need to be aware of these concepts in order to recognize them and address them once they enter a K-12 classroom. Regretfully, most education preparation programs in the United States do not approach them as part of their curriculum leaving a gap in knowledge with pre-service teachers. This presentation focuses on infusing culturally responsive teaching through emergent technologies and Web 2.0 tools to scaffold an understanding of inclusive and equitable practices. Descriptions, educational implications, and classroom examples will be demonstrated.</p>
<b>13F: CONVERSATION CENTERS</b>		
<p><i>Border Pedagogies for Social Justice in Teacher Preparation</i> <b>Alcione Ostorga, Christian E. Zúñiga and Kip Austin Hinton</b> Border communities require strong, critically, sociopolitically aware teachers to benefit from social justice in education. For borderlands teacher educators this means going beyond the general knowledge of teacher development to raise awareness and address the contextual factors in the education of our Latinx teacher candidates, and to further promote the development of agency and advocacy in their identities. Through a meta-synthesis of empirical work, we present an emerging theory of border pedagogies for teacher development to promote social justice for all.</p>	<p><i>Latinx Teacher Recruitment and Retention and the Minority Teacher Shortage</i> <b>Mickey Burgess</b> This paper examines and compares the recruitment and retention of Latinx and White elementary and secondary school teachers and attempts to empirically ground the debate over minority teacher shortages. A gap persists between the increasing percentage of Latinx students in U. S. schools and the percentage of Latinx teachers in the U. S. school system. This paper examines data from the National Center for Education Statistics’ nationally representative National Teacher and Principal Survey to determine what organizational conditions most strongly influence Latinx teachers’ decisions to stay in teaching or to leave the profession.</p>	<p><i>Between Hope and Fear: Story Circles as Liminal Transnational Dialogue</i> <b>Laura Jewett and Krystal Yanez</b> This paper draws from a multi-sited critical ethnography/autoethnography exploring local practices of critical pedagogy at two higher education institutions (one community college and one the second largest HSI in the U.S.) located in the southern tip of Texas in a transnational community Drawing from Probyn (1990), we critically explore the realities of our own border classroom resistance-- the “story-circle” dialogue protocol-- as a liminal, local practice of resistance to discursive practices of education and broader politics which seek to surveil student bodies and commodify their achievement.</p>
<b>Session 13G: CONVERSATION CENTERS</b>		
<p><i>Unsettling Colonial Curriculum</i> <b>Nathalia Jaramillo</b> This paper centers on an edited collection entitled “Unsettling Colonial Curriculum: Womanist and Anti-Colonial Theories and Pedagogical Interventions.” The presenter and co-editor of this project will provide a synthesis of the interventions made in curriculum studies through womanist/feminist thought, which espouses anticolonial, decolonial, and decolonizing theories and strategies. Of particular significance, this paper draws attention to the ways that womanist/feminist thought overlaps, extends, and can be strengthened across notions of difference, as we attempt to more fully understand the particular consequences that enduring colonialism(s) have on our subject formations as women practitioners and scholars.</p>	<p><i>Aztlan in Exile: an Chicanax Paradigm for 21st Century Racial-Political America</i> <b>Alejandro Sánchez</b> This essay proposes a Chicanax paradigm framework for Chicanax Studies under the 21st century racial-political America. It does so by exploring the intersection of the birth of the discipline, the civil rights movement it sought to support, and the mytho-ideological implementations in Chicanax literature that support the latter. The author proposes Aztlan, and inherently Chicanax Studies is in “exile”, but proposes its recentering by reimagining them as a multidimensional model consisting of four modalities: conocimiento, activismo, comunidad, and familia. These modalities implement a critical spatial awareness to facilitate the exploration of an intersectional unity, and resistance to social-cultural envidia.</p>	

Session 16	
<p><b>Session 16A: WORKSHOP</b>  <i>Improvisational Anti-Racist Pedagogy</i>  <b>Samuel Tanner and Erin Miller</b>            Much anti-racist, whiteness pedagogy is rooted in intellectual or literal discussion. In this session, we share how an innovative strategy - improvisational play, or an imaginary, embodied practice – can show us how to facilitate new sorts of dispositional transformations in literacy or our students, our teachers, and even our teacher educators.</p>	<p><b>Session 16B: PERFORMANCE</b>            Drowning in Magma: From MAGA to MAGFO (Make America Great, for Once)            Vonzell Agosto, Chantae Still and Michelle Angelo Dantas Rocha            This presentation features a blogcast created in collaboration by the authors who take up questions about how to engage controversial topics as part of the curriculum and pedagogy of our lives and those we affect through our attempts to teach and learn. Our presentation is and provokes aesthetic, social, and political engagements centering curriculum and pedagogy. More specifically, the cartography of controversies approach coupled with currere and blogcasting stimulated and stimulates individual-collective perspectives, processes, and praxes (counter-productions) of speaking up – talking back (i.e., counter-campaigning, blogging, performing spoken word).</p>
Session 16C: CONVERSATION CENTERS	
<p><i>Students as Agents of Change: Decolonizing Teacher Learning in an Urban Education Setting Through Culturally Responsive Practices</i>  <b>Aimee Myers</b>            This session shares how urban Latinx secondary students assisted with the the development of a culturally responsive student perception survey. The survey was administered to their peers to in order to provide feedback to teachers. The voices of the students ultimately enacted change among the teachers’ classroom practices.</p>	<p><i>Educator Preparation for Accommodating Im/Migrant &amp; Humanitarian Migrant Youth in Texas Schools &amp; Classrooms</i>  <b>Alexander Wiseman, Lisa Damaschke-Deitrick, Ericka Galegher, Petrina Davidson, Maureen Park and Joel Bell</b>            Research identifies a gap between educator preparation for diverse populations and the unique challenges and unique of adolescent immigrants and migrants, especially humanitarian migrants. Texas educators working with humanitarian im/migrant youth were surveyed regarding previous training and professional development for teaching im/migrant and humanitarian migrant adolescents. Despite significant emphasis on English Language Learning, teachers and administrators in Texas are ill-prepared to deal with the diverse challenges of this population of students. Areas where more training/support is needed include (1) trauma-informed teaching, (2) translanguaging, and both (3) civic and cultural identity issues.</p>
Session 16D: CONVERSATION CENTERS	
<p><i>Digital Testimonios as Decolonizing Tool in Teacher Education</i>  <b>Miryam Espinosa-Dulanto, Freyca Calderon-Berumen and Karla O'Donald</b>            As teacher educators and members of a minoritized groups, we are committed to explore alternatives to prepare a teaching force that embraces diversity and intersectionality with the purpose to learn how to teach students who may be of a different group. Using Digital Testimonios (Benmayor 2012) with pre-service teachers, we embarked in an inter-institutional research project directed to help students reflect on their own life experiences, become aware of multiple identities/roles, to develop an understanding of intersectionality, and the complexity of building alliances and support networks.</p>	<p><i>The Line Between Dialogue and Dialogicity: Analyzing the Failures of Professional Development Curricula to Influence Teachers’ Pedagogical Beliefs and Practices</i>  <b>Jeffrey King</b>            This study investigated claims made by Michaels and O’Connor (2015) and Wilkinson et al. (2017) that, despite intensive professional development training on successfully implementing dialogic strategies in the classroom, teachers continue to largely rely on traditional forms of talk in their instructional practice. Studies examining the effectiveness of Accountable Talk and Quality Talk professional development curricula were analyzed using a Bakhtinian framework for assessing dialogue in education (Matusov, 2009). Results indicated that both approaches to dialogue are instrumental rather than ontologic in nature, which may account for a lack of sustained instructional change in the classroom.</p>
Session 16E: CONVERSATION CENTERS	
<p><i>Coyote Del Año- An Autoethnographer Recalls an Immigration Incident</i>  <b>Paul Perez-Jimenez</b>            As an autoethnographic endeavor, the narrator recalls an immigration incident that caused him to see that even someone from his own ethnic background could see him and his loved one as marginalized and other.</p>	<p><i>Lived Curricula in Cuba: A Layered Reflective Narrative Account of Three Women</i>  <b>Karin Lewis, Kathy Bussert-Webb and Janneth Suarez Brand</b>            Extending our reflexive vision, three women from diverse backgrounds, disciplines, languages, regions, and cultures make meaning through our layered narrative reflections of individual and collective experiences crossing borders, boundaries, and cultures in Cuba. Leveraging critical reflexivity, three women who traveled to Cuba in January 2019 provide photographic and narrative vignettes of</p>

	<p>their lived experience interpreted through lenses of race, class, gender, privilege, cross-cultural encounters, and social forces. We unpack our experiences in Cuba and illuminate implications for us as researcher-educators engaging in critical self-examination and relational philosophical plurality as key elements of our narrative inquiry (Kim, 2016).</p>	
<b>Session 16F: CONVERSATION CENTERS</b>		
<p><i>Notes on the African Honey Badger: Using Zoology to Inform Teacher Dispositional Development in Complex Environments</i> <b>Pauli Badenhorst</b> Inspired by literature and regulations governing teacher certification that advocate for the need to develop professional teacher dispositions, this paper engages the learning of resilience in pre-service teacher education contexts. Resilience is essential towards novice teacher success, commitment, and retention amidst the daily social and pedagogical complexities that characterize the classroom. In particular, chaotic situations as these arise within field observations and student teaching programs are framed, using complexity theory, as invaluable resources for teacher learning. Consequently, strategies for how teacher candidate experiences of chaos and complexity can reflexively be integrated as a vital component of teacher preparation are tendered.</p>	<p><i>The Curriculum Aquatic</i> <b>Laura Jewett</b> This paper travels diverse shores drawing from poetry, contemporary art, fiction, memoir, economics, popular science, psychology and myth as well as from more predictable pools of literature related to water conservation and the global water crisis, to evoke possibilities of curriculum inquiry as a blue epistemological space. Such a space, like the pools and ocean waters of this paper might be cultivated as “permeable spaces that produce permeable responses that cross over between affect and action” (Foley, 2017, p.44) that connect us to “mobile living energy, a phenomenological part of {our} being and becoming” (Humberstone. &amp; Brown, 2015).</p>	
<b>Session 16G: CONVERSATION CENTERS</b>		
<p><i>In the Presence of Dead Futures: Public Pedagogies of Haunting Against the Post-Truth Regime</i> <b>Jake Burdick</b> This paper takes up the metaphor of haunting as a possible shift in pedagogical approaches within the post-truth moment. In concert with Fisher’s work on the post-truth moment and inspired by divergent educative forms found within public pedagogy sites and phenomena, I argue that critical approaches to education that trade in knowledge do little to assail the falsity of post-truth “logics” due to knowledge’s structural homology with lies. Pedagogies of haunting, conversely, find their purchase in the deep, identifiatory contours of ideology, lingering beyond the moment of pedagogical address to entreat us to re/member that which ideology seeks to hide.</p>	<p><i>Cultivating Liberatory Spaces and Practices in Elementary Education</i> <b>Annie Mason</b> This paper highlights elementary classrooms as one of many environments where people can work together toward freedom. Elementary schools are particularly important because of the foundational role they play in building the social order. In addition, educators across the United States have widely taken up “social justice” discourses, such as culturally relevant pedagogy, without demonstrating a commitment beyond their words (Author, 2014). By contextualizing the work in elementary classrooms and in the lives of elementary teachers, I explore the potentials that arise when we view education for liberation work as a matter of praxis (hooks, 1994).</p>	
<b>Session 17</b>		
<p><b>Session 17A: WORKSHOP</b> <i>Validating Your Survey: Methods and Procedures</i> <b>Pierre Lu</b> The purpose of this interactive workshop is to introduce and explain the processes and methods used to validate qualitative and quantitative instruments. Using an example of a survey developed and implemented for experiential learning (EL) initiatives at a large Hispanic Serving Institution (HSI), validity measures will be illustrated. Participants will obtain hands-on experience learning how to develop and validate survey instruments. Participants are encouraged to bring their individual laptops and working instruments.</p>	<p><b>Session 17B: SYMPOSIUM</b> <i>Inclusion and the Good Life: From Matters of Fact to a Matter of Concern</i> <b>Christopher Kirchgasser, Belén Hernando Llorens, Nicholas Natchoo, Gioconda Coello and Vonzell Agosto Discussant</b> This symposium brings together globally distinct explorations of curriculum reforms related to literacy, language and health education that seek to turn notions of effective language teaching, literacy reforms, linguistic diversity, and indigenous knowledge from matters of educational “fact” into to matters of concern. The papers explore the ways in which curriculum reforms—at the level of their rules and practices—generate differences and exclusions in terms of what they normalize as the qualities essential to development, inclusion, or the good life and what this makes (im)possible to think, act, feel as the fully human.</p>	
<b>Session 17C: CONVERSATION CENTERS</b>		
<p><i>Third Culture as an Epistemology of Validation: An Examination of the Potential Value of Third Culture Kids’ Narratives in the American Classroom</i></p>	<p><i>Dehumanization in College Theatre Curricula</i> <b>Richard Edmonson</b> This paper discusses the recent trends toward dehumanization in college theatre curricula.</p>	<p><i>Preverbal Interactions with Language in a Third Space</i> <b>Jeanette Bankston</b></p>

<p><b>Ghada Elgendi and Mark Hickey</b> The schooling system in the United States works to produce students of a unified cultural understanding of their country regardless of the cultural background they come from. The popularization of this schooling ideal has encouraged the creation of a curriculum that values efficiency, but seemingly discourages the formation of cultural plurality among the students it shapes. Third Culture Kids possess unique understandings, that when invited to be shared in a classroom space, become valuable epistemological tools for making meaning among cultures and their values.</p>	<p>This paper defines dehumanization as the deprivation or denial of human qualities, personality, or spirit and refers to Glass' (2001) definition of dehumanization as synonymous with oppression. This paper contends that classroom learning is most effective when it is humanized (that is, in touch with human experience and emotions), referring to the existential philosophies of Paulo Freire and Maxine Greene. Current examples of dehumanization in the classroom are explored, as well as ways to stave off its growing presence in higher education.</p>	<p>Meaning making occurs organically and is conveyed in the early childhood classroom by communicative means unlike any other. Preverbal children especially, create spaces with their teachers outside of traditional language. Inside these spaces, like the one found in my classroom, you'll find just as much meaning in a sign, gesture, babble, or burp as you would in a sentence. It is in these third spaces where the "other" resides and curriculum is alive and dancing. Here, I use an analysis of the forms of language used in my classroom to delve into curriculum in a third space.</p>
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**Session 17D: CONVERSATION CENTERS**

<p><i>Some Woman Put Her Here: A Duoethnography on Leaving and Staying</i> <b>Devorah Kennedy and Sarrah Grubb</b> The statement SOME WOMAN PUT HER HERE, spoken with no small amount of disdain from a local administrator in regards to us as "outsiders" forced us to look at our relationship with fresh eyes. We struggled to relate to each other and find common ground. But those words served as a reminder that our relationship as women was developing within social/cultural/political contexts. We intend for our duoethnography to raise more questions than we answer as we focus attention on our sometimes conflicting, sometimes overlapping, analyses of the shared experience of being the disdained "some woman" in central Appalachia.</p>	<p><i>Role-Identity Prominence of the 'Migrant' Role-Identity in Migrant College Students</i> <b>Raul Garza</b> This research empirically measures role-identity prominence of college students who have conducted agricultural migrant work. It empirically assesses the level of prominence for the migrant worker role-identity and student identity. Data are collected using self-report measures which examine whether or not, and the degree to which, the migrant worker and student role-identities are prominent. Analysis of data collected is conducted by assessing mean scores for the prominence level of the migrant worker and college student identities. Contributions of the study include support for research on identity salience, and support for research on the importance of education to Hispanic migrant students.</p>
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**Session 18**

HIGHLIGHTED SESSION: *LUPE, ACLU, Angry Tías, Planned Parenthood, Texas Rising, La Fuerza del Valle*. RGV community activists share their work. Learn about the efforts, challenges, commitments and successes.

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