



12th ANNUAL INTERNATIONAL
**GLOBALIZATION,
DIVERSITY, AND
EDUCATION
CONFERENCE**
2016

College of

Education

WASHINGTON STATE UNIVERSITY

February 18-19, 2016

Moving the Dialogue on
Race, Culture, and
Equity Forward in
Education

**12th Annual International
Globalization, Diversity,
and Education Conference**

*Moving the Dialogue on Race, Culture,
and Equity Forward in Education*

February 17-19, 2016

Northern Quest Resort
Kalispel Conference Center
100 North Hayford Road
Airway Heights, WA



**12th Annual International
Globalization, Diversity, and Education Conference**

SPONSORED BY

College of Education
Washington State University

CONFERENCE ORGANIZERS

A.G. Rud, Conference Chair
Krenny Hammer, Conference Coordinator

CONFERENCE PROPOSAL REVIEWERS

Paulina Abustan	Matthew Jeffries
Ray Acuna-Luna	Paula Groves Price
Abdelhadi Basheer	A.G. Rud
Pam Bettis	Jeremiah Sataraka
Shannon Gleason	Jenne Schmidt

MESSAGE FROM THE CHAIR

The Twelfth Annual Globalization, Diversity, and Education conference follows on a decade long creative experiment to: bring high quality research and practice to bear on difficult global and local social problems, possibilities and action. Characterized by scholarly engagement and artistic imagination, these conferences energize the minds and souls of participants.

New this year is an explicit thematic connection to the host university's strategic plan, in particular the "Grand Challenge" of "Advancing Opportunity and Equity" identified by the Washington State University Office of Research.

In the spirit of building a hospitable and international community of engaged scholars, activists and thinkers from an array of academic arenas and organizations, students, teachers, professors, and community organizers join us in the worthy and difficult work of facilitating more equitable thinking, teaching, learning, schooling, and being in the world.

We are grateful for financial support provided by our sponsors:

- Dean Michael Trevisan and Associate Dean Paula Groves Price, College of Education, Washington State University
- The Office of Equity and Diversity, Washington State University
- Department of Critical Culture, Gender, and Race Studies, Washington State University
- The Pacific Northwest Center for Mestizo and Indigenous Research and Engagement, College of Education, Washington State University

We welcome you to enjoy stimulating conversations and a vibrant graduate student presence enhanced by mentoring sessions with advanced scholars, in a critically engaged but supportive atmosphere.

A.G. Rud, Conference Chair

PLENARY SPEAKER

Thursday, February 18, 12:30 p.m.

Education Equity for the Economies We Have and the Ones We Need

George W. Noblit

Dr. George W. Noblit became a sociologist in the 1970s, a time of turbulent social change. Research on crime, delinquency and deviance led to a focus on schooling in the lives and futures of youth. He is the Joseph R. Neikirk Distinguished Professor of Sociology of Education at the University of North Carolina-Chapel Hill.

Through a study of school desegregation, he began a program of research on the social construction of race, using ethnographic research to study schools and other educational scenes. Noblit is intrigued with how knowledge—often taken as good in its own right—is implicated in creating the very problems it is asked to solve. Noblit studies the various ways knowledge is constructed and how the competition over which knowledge counts construct powers and difference. This process means exploring both the highest reaches of theory and the everyday lives of people as they struggle to make sense of the world. To Noblit, “there is not a theory-practice gap, only a failure of imagination.” Noblit conducts funded evaluation projects, most recently on A+ (arts-enhanced) schools (the subject of his 2009 book), charter schools and prison education for youth adult offenders in North Carolina. “For me, evaluation and policy studies are a way to be part of larger political processes in our society,” he says, “and to help shape the agendas of important innovations.”

KEYNOTE PERFORMANCE

Thursday, February 18, 4:30 p.m.

Traditional Mentoring: The Art of Changing Lives

Crit Callebs

Crit Callebs is of Eastern Band Cherokee and Appalachian descent and lives on the Yakama Nation Indian Reservation. He is a traditional storyteller, mentor and highly influential speaker.

Using his gift of storytelling, he travels throughout the U.S. sharing traditional stories and facilitating workshops with Tribal organizations, universities, K-12 schools, and recovery programs. Crit has been a featured storyteller at Harvard University, University of Louisville, University of Kentucky, CWU Museum of Culture and Environment, Native Wellness Institute and the Native American Training Institute. He uses stories to uplift and inspire listeners to new heights of understanding. Crit believes that stories are powerful spiritual tools that open people’s hearts and are a catalyst for positive change.

KEYNOTE ADDRESS

Friday, February 19, 11:30 a.m.

Imagining Mattering: Hip Hop Civics Ed, Intersectionality, & Black Joy

Bettina L. Love

Dr. Bettina L. Love is an award-winning author and Associate Professor of Educational Theory & Practice at the University of Georgia. Her research focuses on the ways in which urban youth negotiate Hip Hop music and culture to form social, cultural, and political identities to create new and sustaining ways of thinking about urban education and social justice. She also concentrates on transforming urban classrooms through the use of non-traditional educational curricula and classroom structures. Recently, Dr. Love was named the Nasir Jones Fellow at the W. E. B. Du Bois Research Center at Harvard University. She began her fellowship at Harvard in the Spring of 2016, where she will develop a multimedia Hip Hop civics curriculum for middle to high school students.

Dr. Love is one of the field's most esteemed educational researchers in the area of Hip Hop education for elementary aged students. She is the founder of *Real Talk: Hip Hop Education for Social Justice*, an after school initiative aimed at teaching elementary students the history and elements of Hip Hop for social justice aligned with core subjects through project-based learning. Dr. Love also has a passion for studying the school experiences of queer youth, along with race and inequality in education.

Dr. Love will discuss how Hip Hop Civics Ed, when linked to the framework of intersectionality, creates a space where Black lives matter and analytic sensibilities are nurtured to engage students in the work of fighting for visibility, inclusion, and justice. Her talk will end by calling for educators not only to teach students about racial violence, oppression, and how to make sustainable change in their communities through innovative and radical civic initiatives and movements, but also to expose youth to the possibilities that come with envisioning a world built on Black joy.

**12th Annual International
Globalization, Diversity, and Education Conference**

CONFERENCE AT A GLANCE

Wednesday, February 17, 2016

Kalispel Conference Center

4:00 p.m. – 8:00 p.m.

Registration \ Check-in

5:00 p.m. – 8:00 p.m.

Meet and Greet

Thursday, February 18, 2016

Kalispel Conference Center

8:00 a.m.

Registration \ Check-in

8:00 a.m. – 8:30 a.m.

Coffee and Conversation

8:30 a.m. – 9:00 a.m.

Opening Welcome

9:00 a.m. – 10:15 a.m.

Concurrent Sessions

10:15 a.m. – 10:30 a.m.

Break

10:30 a.m. – 11:45 a.m.

Concurrent Sessions

11:45 a.m. – 12:30 p.m.

Lunch (own your own)

12:30 p.m. – 1:30 p.m.

Plenary Speaker – George W. Noblit

1:30 p.m. – 1:45 p.m.

Break

1:45 p.m. – 3:00 p.m.

Concurrent Sessions

3:00 p.m. – 3:15 p.m.

Break

3:15 p.m. – 4:30 p.m.

Concurrent Sessions

4:30 p.m. – 5:30 p.m.

Keynote Performance – Crit Callebs

5:30 p.m. – 6:30 p.m.

Poster Session and Hors d'oeuvres

Friday, February 19, 2016

Kalispel Conference Center

8:00 a.m.

Registration \ Check-in

8:00 a.m. – 8:30 a.m.

Coffee and Conversation

8:30 a.m. – 9:45 a.m.

Concurrent Sessions

9:45 a.m. – 10:00 a.m.

Break

10:00 a.m. – 11:15 a.m.

Concurrent Sessions

11:15 a.m. – 11:30 a.m.

Break

11:30 a.m. – 12:30 p.m.

Keynote Presentation – Bettina L. Love

12:30 p.m. – 1:15 p.m.

Lunch (own your own)

1:15 p.m. – 2:30 p.m.

Concurrent Sessions

2:30 p.m. – 2:45 p.m.

Break

2:45 p.m. – 4:00 p.m.

Concurrent Sessions

4:00 p.m.

Conference closes

Thursday, February 18, 2016

8:00 a.m. –	Registration \ Check-in
8:00 a.m. – 8:30 a.m.	Coffee and Networking
8:30 a.m. – 9:00 a.m.	Opening: Kalispel Tribe Welcome: A.G. Rud, Conference Chair
9:00 – 10:15 a.m.	Concurrent Sessions

Session 1 Paper Presentations
Kalispel A

***Navigating Higher Education at the Intersection of Race, Gender, and Culture
for First-Generation Hmong American Women***

Manee Moua, Washington State University

This presentation highlights and brings awareness to the multidimensional identities of first generation Hmong American women in higher education, who navigates at the intersectionality of race, gender, and culture. Through a Critical Race Feminist theoretical lens, this presentation discusses the adversities and shifting of identities that often occur in order to create agency within higher education.

***Being a “Local”? Self-Reflection as Faculty Leader in a Hong Kong Study-
Abroad Program***

Pui-Yan Lam, Eastern Washington University

The presenter will share self-reflection on how her own identity, Hong Kong native who identifies as Asian American, as the faculty leader and the students’ perception of her might have shaped their experiences in an interdisciplinary short-term study abroad program in Hong Kong in Spring 2015.

***Toward a More Inclusive Intercultural Dialogue: Underrepresented Chinese
Voices at the American University***

Charissa Che, The University of Utah

This paper addresses how marginalized ethnic minorities at the American university make rhetorical choices in their identity practices. Findings from a pilot study on Chinese-speaking students attending an R1 university advocate an increased examination of underrepresented discursive practices to achieve a more inclusive, intercultural approach toward education.

Advocating for Inclusion and Multiculturalism in Higher Education from Experiences of First-Generation Chinese Immigrant Students

Nancy Li Will, University of Washington

This study examines how the power dynamics of race, ethnicity, identity, representation, gender, and language impact the learning experiences of first-generation Chinese immigrant students as well as providing tentative suggestions on how to create more inclusive and accepting classrooms and campuses in order to promote multiculturalism and social equity in higher education.

Session 2 Paper Presentations

Kalispel C

Lost in Translation: An Anatomy of Post-Secondary Minority Schooling at a Hispanic Serving Institution

Keith Reyes, Yakima Valley Community College

This qualitative auto-ethnography elucidates the challenges minority educators, and the post-secondary institutions serving minority students, face in helping students attain a post-secondary credential as well how socioeconomics, race, and gender impact the educational attainment of Latino/as at a Hispanic Serving Institution in Washington State.

Alley, Mentor, Sponsor: Supporting Visible Minority Administrators in Microaggressive Environments

Claudine Richardson, Gonzaga University

This presentation will discuss the relevance of retaining minority administrators by having participants help analyze the roles of: ally, mentor, and sponsor. The 1970's presented considerable changes in the landscape of the student population within higher education. The behavior around the treatment of minority students has been challenged, but not for faculty or administrators.

"I Love These Kids": Helping Preservice Teachers Develop a Humanizing Pedagogical Perspective

Sarah Newcomer, Washington State University

Jonah Firestone, Washington State University

Kylie Chiesa, Washington State University

Seth Hays, Washington State University

Educators often don't understand how to build upon the "funds of knowledge" that diverse students bring to the classroom. Presenters investigate how a community-based teaching practicum helped preservice teachers begin to develop such understandings and to adopt a more humanizing pedagogical perspective.

Session 3 Panel
Kalispel North

Mujeres Stand and Deliver: The Voices of Latina Math Teacher Candidates

Susana Y. Flores, Central Washington University

Olivia Camacho, Central Washington University

Adi Sanchez, Central Washington University

Kassandra Guajardo, Central Washington University

Carmen Gonzalez, Central Washington University

Latina secondary math teacher candidates discuss their educational trajectories as immigrants and daughters of immigrants. Participants discuss and analyze through a Latina Critical Race Theory lens, their social and academic identities and paths to self-efficacy, service and advocacy within community college and four year institutions.

Session 4 Paper Presentations
Kalispel South

Challenging Traditional Teaching Styles: The Effects Of Students' Preconceptions Of What School Is

Kelsey Reanne Cunningham, Washington State University

By the time students have spent only a few years in the K-12 public school system they have already developed an understanding of what school is and how to "do school." How does this preconception effect student dispositions when they are given a project-based curriculum in which there is no "right answer" in the back of the book?

Curriculum Is Not a Piece of Paper

Bruno de Oliveira Jayme, University of Victoria

David Monk, University of Victoria

Kathy Sanford, University of Victoria

Linda Edworthy, University of Victoria

In this paper the presenters reject the idea of curriculum being a piece of paper that tells us what to do, when to think, and how to feel, by describing and articulating how a Multiliteracies curriculum was collaboratively dreamed, designed and applied and how it continuously evolved as instructors and learners (re)discovered their curiosities.

Response to Intervention: Implications for English Language Learners
Cyndi Caniglia, Washington State University

A culturally responsive Response to Intervention implementation may help address disproportionality of English language learners with learning disabilities through emphasis on early and preventative intervention for *all* students. Specific components of a service delivery model that effectively serves English language learners, professional development, and future research needs are discussed.

Session 5 Workshop
Boardroom

My Name Is Not Wrong

Callie Palmer, Washington State University

Nancy Carvajal Medina, Washington State University

Angela Picard, Washington State University

In this spirit of this conference, which is committed to engaging activists, educators, and scholars from diverse disciplines in deep and meaningful dialogues, can we co-construct communities that talk to each other, rather than past each other?

10:15 a.m. – 10:30 a.m.

Break

10:30 a.m. – 11:45 a.m.

Concurrent Sessions

Session 1 Paper Presentations
Kalispel A

Developing Culturally Responsive STEM Summer Camp Curriculum for Middle and High School Students

Kaylan Petrie, Washington State University

Roxanne Moore, Washington State University

Science, technology, engineering, and mathematics (STEM) are often criticized for being non-inclusive of underrepresented students both in their practices and pedagogy. This session will critique STEM curriculum implementation and offer insights into teaching culturally relevant science and mathematics lessons to native middle and high school students in northern Idaho.

Museum Hacking as Critical Pedagogy in Teacher Education: A Cross-Institutional Learning Partnership

Kathy Sanford, University of Victoria

Bruno de Oliveira Jayme, University of Victoria

David Monk, University of Victoria

Kim Gough, Royal BC Museum

Chris O'Connor, Royal BC Museum

Museum educators and teacher educators collaborated about ways to integrate inquiry-focused learning with new sites of learning, new 'texts' for learning -- a museum-hacking experience. This project, borrowed from a movement across North America to engage people more actively in museums, supported students to critically and actively engage with museum displays.

Using Virtual Field Trips to Expand the Diversity of the Classroom for K-12 Educators

Christine McManus, Washington State University

Harness the power of learning in unique ways that inspire, motivate and teach our student with "virtual field trips". Experience global learning methods, expand your school curriculum on a limited budget. Provide a wide variety of cultural and environmental experiences. Copyright issues explained to implement internet content based programs.

Teacher Education with a Focus on Equity in Mathematics Teaching and Learning

Angela Witters, Washington State University

Amy Roth McDuffie, Washington State University

Teachers Empowered to Advance Change in Mathematics is a longitudinal research project aimed at transforming teacher preparation for prospective and early career elementary mathematics teachers. The presenters designed and implemented strategies and materials for teachers to develop equitable instructional practices and improve instruction for diverse students.

Session 2 Panel Presentation
Kalispel C

Untold Stories of Youth Cultures, Identities, and Education in Local and Global Spaces

María Isabel Morales, Gonzaga University
Alex Cox, Washington State University
Amir Gilmore, Washington State University
Tamara Bush, Washington State University
Reginald Rogers, Washington State University

This panel will disrupt “one size fits all” narrative that portrays all adolescents as defiant and rebellious. Presenters invite critical understanding of resistant youth cultures and identities in local and global spaces. This panel invites dialogue of the role of educators when working with young people.

Session 3 Panel Presentation
Kalispel North

Discourse Analysis: Reading Between the Lines/Escaping the Boundaries
(Panel 1)

John Lupinacci, Washington State University
Nicole Cameron, Washington State University
Nancy Carvajal Medina, Washington State University
Matthew Jeffries, Washington State University

This panel session explores alternatives that seek to escape the boundaries of our current historical conjuncture sharing three separate studies using critical discourse analysis that seek to move forward dialogues on: 1) intimate partner violence, 2) identities of “homelessness”, and 3) gender inclusive housing.

Session 4 Panel
Kalispel South

Queering Crip Spaces

Ray Acuna Luna, Washington State University
Beth Buyserie, Washington State University
Darci M. Graves, Washington State University
Jenne Schmidt, Washington State University

This panel presentation will screen a short video presenting visual representation of "Queering Crip Spaces." The panel will explore themes of "ability" as a temporary condition, challenging "development" as linear and progressive, and re-conceptualizing notions of what constitutes public spaces and interaction with nature.

Session 5 Workshop
Boardroom

The Cultural Diversity Advocate Model for Engaging Students Across Lines of Difference

David Garcia, Whitworth University
Asa Arhelger, Whitworth University
Marianne Sfeir, Whitworth University
Hillary Le, Whitworth University
Arlene Alegre, Whitworth University
Tibo Colman, Whitworth University

The Cultural Diversity Advocate (CDA) Model is a unique on-campus role that promotes dialogue on race, ethnicity, and other lines of difference, often engaging differing viewpoints. This presentation, through demonstrative and interactive means, will delve into the unique strategies and techniques used by CDA's to achieve this goal.

11:45 a.m. – 12:30 p.m.	Lunch / Networking (on your own)
12:30 p.m. – 1:30 p.m. Kalispel B	Plenary Speaker - George W. Noblit <i>Education Equity for the Economies We Have and the Ones We Need</i> Introduction by Paula Groves Price
1:30 p.m. – 1:45 p.m.	Break
1:45 p.m. – 3:00 p.m.	Concurrent Sessions

Session 1 Paper Presentations
Kalispel A

Cultural Practices: A Menace to Gender Equality In Africa
Emmanuel Jaiyeola, Washington State University

This paper will discuss different types of gender inequality found in parts of Africa as a result of culture and tradition. It will explore the idea of gender inequality, considering issues of sex, gender, feminism and masculinity as connected to cultural studies with more emphasis on African culture, specifically Nigeria.

Exploring Practices of Healthy and Sustainable Grass Root Organizations in Kenya

Laura Holyoke, University of Idaho

A research study about practices essential for healthy and sustainable functioning of community-based/grass-root organizations in rural Kenya will be shared. A multiple case study design was used to explore five well-established grass root organizations. Findings can facilitate understanding about organizational health practices and contributions towards sustainable development in rural Kenya.

Social Justice, Anti-imperialist Discursive Formations, and Iranian Curriculum

Amir Mirfakhraie, Kwantlen Polytechnic University

This paper is the first step towards developing a blueprint for future educational policies and curricula that are critical of the ways through which post-colonial subjects and subaltern discourses of anti-hegemonic movements undermine social justice agendas of their “subjects” and become imperialist frameworks of domination or the imperialism of anti-imperialist discursive formations.

Webs Of Relationships to Support Academic and Counseling Needs of English Language Learners

Tom Salsbury, Washington State University

Susan Jensen, Washington State University

The presenters summarize exploratory research around the central question of how general education teachers, school counselors, English language development teachers, staff and administration communicate within/across programs and across schools to develop a web of relationships to support the academic and counseling needs of English language learners.

Session 2 Panel
Kalispel C

Our Struggle is Our Strength: Cultivating a Culture of “Socially Just” Care

Cindy Mackay-Neorr, Washington State University Tri-Cities

Karina Aispuro, Washington State University Tri-Cities

Carla Cribb, Washington State University Tri-Cities

Jazbeth Godinez, Washington State University Tri-Cities

Melissa Madrigal, Washington State University Tri-Cities

Erika Martinez, Washington State University Tri-Cities

Crystal Mejia, Washington State University Tri-Cities

Mark Yehl, Washington State University Tri-Cities

Following last year’s presentation outlining the evolution of a needs-based pipeline education program for diverse and under-represented undergraduate students, student Peer Mentors discuss how they found a “home” in their academic journey and how, as emerging leaders, they nurture the culture of care for the equity and success of others.

Session 3 Paper Presentations
Kalispel North

Research Ethics: From Inception to Dissemination

Xyanthe Neider, Washington State University

A.G. Rud, Washington State University

This paper explores various decisions researchers can make throughout the research process and how those decisions might be brought into conversation with each other to move the dialogue on race, culture, and equity forward. Our goal is to enable participants to come away with a stronger notion of research ethics.

Reciprocity in the Reflective Practice Classroom

Deborah Tamakloe, Millersville University

The paper is concerned with the disparate notions among educators about what constitutes reflective practices. Even though there is a wealth of research that supports the fact that reflection is useful for the development of teacher competencies that support pre-service teachers, the challenges that arise in the process of reflection calls for strategies to make reflective practice meaningful.

Stigma, Identity, and the Power of Communicative Interaction between People with and without Disabilities

Adnan Althobaiti, Washington State University

This session addresses the nature of communicative interaction between people with disabilities and the temporarily able-bodied community. The session explores the literature on disability studies and psychology to investigate the impacts of stigmatized interactions on the identity, perception, and self-image of people with disabilities.

Session 4 Panel Presentation
Kalispel South

Discourse Analysis: Reading Between the Lines/Escaping the Boundaries
(Panel 2)

John Lupinacci, Washington State University

Nicole Ferry, Washington State University

Shannon Gleason, Washington State University

Carlos Anguiano, Washington State University

JT Torres, Washington State University

This panel session explores alternatives that seek to escape the boundaries of our current historical conjuncture sharing three separate paper that seeks to move forward dialogues on: 1) methodological modes of critical discourse analysis, 2) blogging & conceptual change and 3) student identity & writing.

Session 5 Panel Presentation
Boardroom

Race, Safe Spaces and Day Care Discourses: Campus Climate and University Responsibilities in a #AllLivesMatter Era

Michael Johnson, Washington State University

Stephen Bischoff, Washington State University

This panel presentation will critically analyze the current political, social and economic state of American universities from the context of contemporary discussions over race relations, campus climate and student activism. Our analysis will debate the contested institutional discourses of personal responsibility, legal accountability and social obligations for these discrete subjects.

3:00 p.m. – 3:15 p.m.

Break

3:15 p.m. – 4:30 p.m.

Concurrent Session

Session 1 Panel
Kalispel A

Emerging Technologies: Do They Enhance Or Inhibit Equity?

William McCaw, University of Montana

Frances O'Reilly, University of Montana

Patty Kero, University of Montana

Dan Lee, University of Montana

John Matt, University of Montana

The advent of robotic telepresence in an education environment allows students from all areas to participate on a more equal footing with fellow students. In this session, the emerging technology of robotic telepresence will be introduced, demonstrated, and the application of this emerging technology will be discussed relative to the concept of equity.

Session 2 Paper Presentations
Kalispel C

“Riding The Tensions” In Teaching For Social Justice

Lynne Gardner-Allers, University of Oregon

This study seeks to trouble assumed meanings of “social justice” in K–12 classrooms where race, culture and equity are implicitly and explicitly represented. In thinking with Nozaki’s term “riding tensions,” the presenter examined how five, White self-identified social justice teachers “ride the tensions”.

M.E.E.S. in Office Equals MESS for Students: Understanding What Verbal and Non-Verbal Actions Says to Staff and Students

Claudine Richardson, Gonzaga University

The focus of this paper is to help student development administrators, acting in supervisory roles, to: 1) understand M.E.E.S.; 2) illustrate how their double consciousness affects office practices and encourages M.E.E.S.; and 3) show how M.E.E.S. is verbally and non-verbally communicated to the student body.

The Voices of Mong Colleges and Universities Students in the Lao People's Democratic Republic

Yer Thao, Portland State University

This paper examines the un-equitable education experiences that Mong college students have in Laos. It points out that Mong students are struggled in the Lao PDR colleges and universities due to lacking of culture, linguistic, and socio-economic supports for students. This limits them to have equal access to Lao PDR education.

Session 3 Panel Presentation

Kalispel North

Nurturing Hope in a Culturally Responsive Classroom

Jessica Burbach, Portland YouthBuilders

Staci Martin, Portland State University

The presenters will share a culturally responsive lesson that creates space for students to nurture agency and identity. Participants will share six words about themselves (Race Card Project, 2015). To deepen the conversation, presenters will facilitate a discussion about each other's six words and our multiple identities.

Session 4 Paper Presentations

Kalispel South

Transcending Institutionalized Othering By Developing Alternative Discourses

Charise DeBerry, Washington State University

Part of an ongoing study that critically analyzes the discourses of policies and practices within a public predominantly white institution, I address how matters of othering are situated institutionally and programmatically using observations from one case. Furthermore, I work to develop alternative discourses that can potentially undo institutionalized othering.

Mapping Contemporary Discourses of Adolescence and Gender

Pamela Bettis, Washington State University

Nicole Ferry, Washington State University

The purpose of this presentation is to map the shifting discourses of adolescence and gender, including both those found in popular and academic discussions, over the last twenty-five years. As girls become the new models of success, boys are deemed worthy of extra attention, and gender transgressive students remain absent from the discussions altogether, it is imperative that educators keep abreast of these changing discourses that shape the way we talk about and understand youth.

4:30 p.m. – 5:30 p.m.
Kalispel B

Mike Trevisan, Dean, College of Education

Keynote Performance – Crit Callebs

Traditional Mentoring: The Art of Changing Lives

Introduction by Angela Picard

5:30 p.m. – 6:30 p.m.
Kalispel Center

Hearty Hors d'oeuvres and Dessert

Poster Session

Poster Presentations

A Research Proposal: Self-Compassion as the Antidote for Shame in Transgender Adolescents

Emily Ball, Gonzaga University

Academic Probation and Student Engagement

Roxanne Moore, Washington State University

Building Relationships, Promoting Health: A Preliminary Evaluation of a Culturally Based Health Outreach Program in a University Setting

Alicia San Miguel, Washington State University

Exploring the Use of Images as Prompts in Localized Large-Scale Writing Assessment

Xyanthe Neider, Washington State University

Rachel Sanchez, Washington State University

Brooklyn Walter, Washington State University

Math and Science in Everyday Life: An Integrated and Experiential High School Curriculum

Kaylan Petrie, Washington State University

PROGRESS: A Social Justice Framework for Critical Literacy

Holly Matteson, Washington State University

Rhetorical Listening as a Framework for Furthering Writing Center Dialogue

Brooklyn Walter, Washington State University

Michael Molder, Washington State University

Self-Efficacy, Academic Probation, Student Retention

Roxanne Moore, Washington State University

Storybird: Unlocking Writing Potential, Motivation, and Engagement in Diverse Learners through an Online Program

Christina Brando-Subis, Washington State University

The Involvement of Special Education Teacher Candidates in Global Education: Promoting the Inclusion of Students with Disabilities

Melinda Pierson, California State University, Fullerton

8:00 p.m.
Impulse Lounge

Open Social

Friday, February 19, 2016

8:00 a.m. – **Registration \ Check-in**

8:00 a.m. – 8:30 a.m. **Coffee and Networking**

8:30 a.m. – 9:45 a.m. **Concurrent Sessions**

Session 1 Workshop
Kalispel A

***Promoting Reflective Practice and Equity in Empowered Learning:
Participatory Panel Journey of Aesthetic Expression***

Connie Kim Yen Nguyen-Truong, Washington State University - Vancouver
Andra Davis, Washington State University – Vancouver
Cassey Jankowiak, Washington State University – Vancouver
Melody Rasmor, Washington State University – Vancouver
Lida Dekker, Washington State University – Vancouver

Promoting equity in access to empowered learning requires courageous acts of teaching and learning where educators and students are honored as both knowers and learners. We invite participants through storytelling of cultural teaching and learning moments to co-construct knowledge using fluid movement, music, poetry, mindfulness meditation, and visual arts.

Session 2 Paper Presentations
Kalispel C

Decolonizing Service Learning: An Empirical Approach
Ashley Vaughan, Washington State University

As institutions of higher education develop increasingly structured and standardized guidelines for practices of service learning, evidence that these prescriptive practices are harmful to communities, stifle student learning, and perpetuate racial and class stereotypes continues to grow.

Harnessing an Ethic of Care as a Resolution for Change
Cindy Mackay-Neorr, Washington State University – Tri Cities

Embracing an ethic of care within the context of social justice leadership is naturally fitting given the focus on equity, diversity, individual needs and sensitivity to human emotions. However, *care* must not be taken for granted and instead be purposeful and reflexive in leadership practice.

Understanding Preservice Educators Perspective on Culturally Responsive Teaching

Lateasha Lewis, Washington State University

This presentation looks at how preservice teachers understand and plan to implement Culturally Responsive Teaching. The literature review displays the argument of why Culturally Responsive Teaching is important for all classrooms. Findings are based on semi-structures interviews with preservice educators that intend on teaching at the middle school level.

Pipelines to Educational Leadership: Are Women Leaning In or Backing Out?

Teena McDonald, Washington State University

Kelly Ward, Washington State University

Glenys Hill, Washington State University

Socialization theory in terms of gender were used to investigate 36 women at different career stages in education to see what contributed to their "leaning in" or "backing out" of senior-level positions. Semi-structured interviews of Black, Hispanic, and Caucasian educators provided findings around work-family interactions, gender, and career transitions.

Session 3 Panel Presentation

Kalispel North

My Mother's Image: Indigenous Women Reclaiming Race, Culture, and Inequity Dialogues in Education

Paulina Abustan, Washington State University

Veneice Guillory-Lacy, Washington State University

renée holt, Washington State University

Angela Picard, Washington State University

This panel of four Indigenous women scholars will present on ways in which Indigenous people are healing themselves within their home communities through the reclaiming of vital Indigenous education, histories, identities, and cultures that center the resilience and strength of Indigenous women.

Space is the Place: The Importance of Black Sci-Fi, Afrofuturism And African American Literature

Amir Gilmore, Washington State University

Using critical race theory this paper seeks to investigate the importance of Afrofuturism, discuss literary contributors of the aesthetic, analyze science fiction's problem with colorblindness and invisibility of people of African descent, and also discuss the importance that Afrofuturism has on African American Literature and Black children.

Education in the Anthropocene: Classroom Literature and Ecological Inquiry

John Lupinacci, Washington State University

Jane Kelley, Washington State University

This paper presents research that examines K-12 literary curricular materials for human-centric thinking and utilizes a co-developed evaluation rubric for current classroom educators, and educational researchers, to evaluate curricula materials with a high potential to foster ecological inquiry and teach students to recognize and rethink anthropocentrism.

"Holy Sh*T! This Kid Looks Like Me!": Culturally Related Literature and Reading Achievement

Janine Darragh, University of Idaho

Elaine Radmer, Gonzaga University

In the politics of test-based accountability, teachers' curricular decisions have high stakes. The presenters investigated the impact of reading literature whereby, "youths 'see' themselves in terms of race, culture, and lived experiences."

Creating a Sense of Belonging Where None Currently and Historically Exists

Shameem Rakha, Washington State University

This paper is to deconstruct the notion of a belonging for students of color within predominantly white, upper-level high school classes.

Session 5 Workshop
Boardroom

Writing Workshops as Anti-Racist Pedagogical Practice

Rachel Sanchez, Washington State University

Haley Delgado, Washington State University

David Saldivar, Washington State University

Washington State University's Writing Program is developing a workshop series to support diverse undergraduate writing. During this workshop, members of that team will demo a workshop and discuss the critical framework used to build the series.

9:45 a.m. – 10:00 a.m.

Break

10:00 a.m. -11:15 a.m.

Concurrent Sessions

Session 1 Alternative

Kalispel A

In Less Than One Hour

Reanne Cunningham, Washington State University

This session is a spoken word piece about everything that goes through the head of a teacher in less than one hour.

Session 2 Panel

Kalispel C

Rewriting Iber's Hispanics in the Mormon Zion: Critical Latina/o Indigenous Perspectives on Utah

Carolina Silva, Washington State University

Giulia Soto, University of Utah

Lisa Molina, Westminster College

Kevin Martinez, Westminster College

Brianda De Leon, University of Utah

This panel uses a Critical Latina/o Indigenous lens to uncover the links between the erasure of Latina/o indigeneity and patterns of educational inequities in Utah and in the United States at large.

Session 3 Workshop
Kalispel North

Museums Matter: Establishing Awareness and Practicing Empathy through Engagement with the Visual Arts

Zach Mazur, Washington State University

Jonathon Matteson, Washington State University

WSU Museum of Art Student Interns: **Erin Cotton, Victoria deLeon, Kendra Fleharty, Holley Hughes, Haley Markham, Paula Stevenson, Alexis White, Chris Ryder**

This session will demonstrate the educational benefits of museum-based experiences and how the visual arts can encourage observational awareness and empathy in student audiences of all levels. Simultaneously, a conversation with WSU students will illustrate how the Museum of Art/WSU's educational programming can serve as a model for post-graduate success.

Session 4 Paper Presentations
Kalispel South

The Color of Noise: New Immigrants' Learning to Become "Good Neighbours"

Yidan Zhu, University of Toronto

This paper explores the role of noise as a racialized space in adult learners' everyday practice. Engaging with literatures on anti-racism in adult education, this paper uses two new immigrant mothers' narratives in Canada and explores how they experience the racialization of "noise" in their settlement and learning practice.

Culturally Sustaining Music Education: Challenging Traditional Exclusionary Practices

Emily Good-Perkins, Columbia University

The prioritization of the Western canon within postsecondary music education programs fails to prepare teachers to teach students from diverse backgrounds. Because music plays an important role in adolescent identity formation, teachers who are unprepared to recognize and teach diverse musical styles may unknowingly alienate or silence their students.

Empowerment through Education: Resilience of Chinese Immigrant Women after Hardships of Cross-cultural Marriages

Nancy Li Will, University of Washington

This research studies Chinese women who came to the United States in their adulthood and are/were married to Caucasian American husbands but encountered hardships from their cross-cultural marriages and became resilient through education. This study explores hardships they experienced and manifests how education empowered them to become independent socially, professionally, and financially.

11:15 a.m. – 11:30 a.m.

Break

11:30 a.m. – 12:30 p.m.
Kalispel B

Keynote Presentation – Bettina Love

Imagining Mattering: Hip Hop Civics Ed, Intersectionality, & Black Joy

Introduction by Charise DeBerry

12:30 a.m. – 1:15 p.m.

Lunch (on your own)

1:15 p.m. – 2:30 p.m.

Concurrent Sessions

Session 1 Workshop
Kalispel A

I Belong

Vanessa Micale, Multnomah County Health Department

In this workshop, examine displacement and migration of communities of color in Portland and learn about local efforts to address violence through a public health lens; participate in small group discussion of pluri-cultural literature around the themes of migration and displacement; use creative writing to create a collective poem.

Session 2 Panel
Kalispel C

A Cultural Studies Approach to Exploring Equity, Immigration, and Identity in Film

Ashley Boyd, Washington State University

Elitza Kotzeva, Washington State University

Michael Molder, Washington State University

This panel utilizes a cultural studies framework to analyze film as public pedagogy and to investigate the ways that media works to construct, uphold, and reflect ideologies, particularly as they relate to the construction of institutional structures such as education, immigration, and identity development.

"Republicans Buy Sneakers, Too": Teaching Social Justice Through The Intersections Of Sport

Bruce Lee Hazelwood, Washington State University

Recent years have seen prominent athletes join many communities in their protests against systemic and institutional injustice, adding a unique rupture in the conservative world of sport. This presentation argues educators may find more success teaching social justice issues to students through the intersections of sport.

Police Brutality and the Murder of Oscar Grant

Amir Gilmore, Washington State University

The enhanced policing of African Americans and a demand for obedience has continued the victimization of African Americans, deeming their lives to have no value. This paper will explore how the police justified their excessive force on the people that they are sworn to protect.

The Struggles of Faculty of Color as Postcolonial Subjects in the Academy

Ramin Farahmandpur, Portland State University

This paper analyzes the narratives from interviews with faculty of color about their experiences as refugees and immigrants in the United States. Using postcolonial theory it compares these subjects' narratives to their experiences with institutional racism in the academy and explores ways in which they challenge it through their scholarship.

'A Truly Transformative Experience': The Biographical Legacy of Student Protest Participation

Bojana Culum, University of Rijeka/Croatia

This paper explores the biographical impact of the 'Occupy University' protest for a group of students from the University of Rijeka in Croatia, who were interviewed in 2009, on the last day of the occupation, and then again four years later, in 2013. They unanimously described their protest experience as transformative.

Session 4 Panel Presentations
Kalispel South

The Go Girl Chronicles: Using the Online Webseries to Engage Girls of Color
Elisha Miranda, Eastern Washington University
Sofia Quintero, Girls Inc, New York

Using *The Go Girl Chronicles* as a web series model for connecting to young girls of color, this presentation seeks to engage the audience in coming up with a concept for a web series that will engage this demographic to discuss the issues they're facing in the media, society, family, communities and school.

Teaching Race and Social Justice in the 3rd Grade: Pre-Service Teachers Speak out on Culturally Responsive Pedagogy

Paula Groves Price, Washington State University
Amanda Higginson, Washington State University
Alyssa Hafen, Washington State University
Edmundo Aguilar, Washington State University

Pre-service teachers and their instructor will reflect on the meaning of culturally responsive pedagogy, particularly in predominantly white schools. The pre-service teachers will share their lesson plan developed to facilitate critical dialogues about race and social justice with 3rd graders, and their experiences teaching the lesson.

Session 5 Workshop
Boardroom

Culturally Responsive Teaching Strategies for Korean Immigrant Children
Su-Jin Jung, Portland State University

In order to move forward the dialogue on race, culture, and equity in education, the presenter provides specific suggestions for United States teachers and school administrators by explaining cultural differences, the importance of education for Korean immigrant children, difficulties of communicating among family members, and Korean immigrant parental involvement.

2:30 p.m. – 2:45 p.m.

Break

2:45 p.m. – 4:00 p.m.

Concurrent Sessions

Session 1 Paper Presentations
Kalispel A

Not My America

Nasreen Shah, Washington State University

Matthew Hale, Washington State University

This paper presentation will discuss the sociopolitical context fueling Islamophobia. Discussing the history of discrimination in America and prevalent cases in other countries provides the connection to how discrimination impacts the quality of education and the role of advocacy from a mental health perspective.

They Say We Are Not Interested: Pre-Service Teachers Reflect On Access to Diversity in Teacher Preparation

Vanessa Anthony-Stevens, University of Idaho

Emily Gelhkin, University of Idaho

This session examines the narratives of pre-service teachers at the University of Idaho as they challenge the lack of exposure to issues of race, equity and diversity in teacher education programs. Students thought to be “unwilling” to critically engage inequity analyze on their own limitations and opportunities in a journey of educational transformation.

"Not in My Town": Sexual Violence in Small-town Rural America

Vanessa Corwin, Washington State University

This presentation will work to expand common understandings of sexual violence preventative programming by asking how sexual violence operates in rural areas. Utilizing a postmodern feminist framework, the presenter argues a challenge to “urban-centric” assumptions is necessary to better provide services to rural residents.

Session 2 Paper Presentations
Kalispel C

Conocimiento Y Testimonio: An Exploratory Case Study of Mexican American Children Of (Im)migrants Learning With(in) Cherry Orchards

María Isabel Morales, Gonzaga University

This critical qualitative case study sheds light on the experiences of Mexican American children of (im)migrants that spend their summer in cherry orchards in central Washington. Through active disruption of majoritarian narratives, this study discusses how orchards are a place for learning and that fosters culture, resistance, and “child-centered” *conocimiento*.

Advancing Oceania: Towards an Oceanic Critical Race Theory
Jeremiah Sataraka, Washington State University

Critical Race Theory (CRT) provides scholars, activists with a powerful analytical, theoretical framework that examines institutional racism. Oceanic Critical Race Theory (OceanicCrit) builds off of CRT and adds several components missing in the CRT field. OceanicCrit examines issues related to indigeneity and imperialism, environmental racism, media, and education.

Black Feminist Epistemology and Public Pedagogies: Reclaiming Education and Intellectualism in Black Women's Music

Paula Groves Price, Washington State University
Courtney Benjamin, Washington State University

Black women's voices have remained relatively invisible in the mainstream of academia and popular culture, despite a documented history of intellectualism and activism. Utilizing Black feminist epistemology and critical race feminism as theoretical frameworks, this paper looks to Black female musicians and their music as sites of liberation and education.

Session 3 Workshop
Kalispel North

Spokane Dream Project

Karen Fierro Ruiz, Whitworth University / WA Dream Coalition

Explore the various resources and techniques educators can use to support undocumented students. What you say and teach can influence a student's life. During this workshop we will show you how to help undocumented students persevere and succeed on their path to graduation and beyond.

Session 4 Workshop
Kalispel South

Change Is Gonna Come: Intersectional Lessons On Identity and Community Building in Educational Settings

Nancy Carvajal Medina, Washington State University
Manee Moua, Washington State University
Angela Picard, Washington State University
Callie Palmer, Washington State University

This workshop is a critical self-reflective process of graduate students on community, identity and healing. Using arts-based methods to dialogue, interconnect, and act.

Session 5 Workshop
Boardroom

Preliminary Discourse Analysis: Interracial Families, Biracial/Multi-Ethnic Children, and Education

Tamara Bush, Washington State University

With the increase of interracial/multi-ethnic children and families in our growing society, the importance of awareness and advocating is needed starting with a serious dialog through a network of education, research, and support.

4:00 p.m.

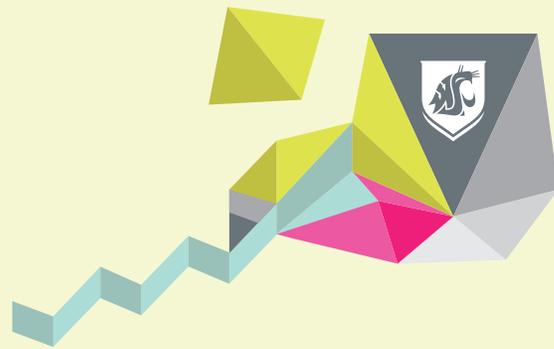
Conference closes

Please hand in your evaluation before departing.

SAFE TRAVELS

THANK YOU!

NOTES



education.wsu.edu/globalization

