





Feb. 28 - Mar. 1, 2019

Northern Quest Resort Airway Heights, WA

15th Annual International Globalization, Diversity, and Education Conference

Conference Theme: Healing the Mind/Body/Soul: Community, Activism, and Justice in Education

February 28 - March 1, 2019

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



15th Annual International Globalization, Diversity, and Education Conference

SPONSORED BY

College of Education Washington State University

Office of the President Washington State University

Washington State University - Everett

CONFERENCE ORGANIZERS

Paula Groves Price, Conference Chair
Julie Killinger, Conference Coordinator
Pam Bettis, Cultural Studies and Social Thought in Education Faculty
Francene Watson, Cultural Studies and Social Thought in Education Faculty
Courtney Benjamin, Cultural Studies and Social Thought in Education Graduate Student
Veneice Guillory-Lacy, Cultural Studies and Social Thought in Education Graduate Student
Amir Gilmore, Cultural Studies and Social Thought in Education Graduate Student
Callie Palmer, Cultural Studies and Social Thought in Education Graduate Student

CONFERENCE PROPOSAL REVIEWERS

Ray Acuña-Luna
Courtney Benjamin
Pam Bettis
Beth Buyserie
Amir Gilmore
Veneice Guillory-Lacy
Callie Palmer
Paula Groves Price
Jeremiah Sataraka

MESSAGE FROM THE CHAIR

Fifteen years ago, the *Globalization, Diversity, and Education Conference* began as a way to bring communities together to discuss the complexities and meanings of Globalization and Diversity, and collaborate for greater justice. This conference, which is organized and led by the Cultural Studies and Social Thought in Education program in the College of Education, is part of a legacy devoted to critical scholar-activism and the land-grant mission of Washington State University.

Under this year's conference theme, *Healing the Mind/Body/Soul: Community, Activism, and Justice in Education*, we continue to discuss the complexities of globalization, diversity, and inequality, but we also recognize the need to highlight practices in education that are healing, that restore connections within ourselves, amongst one another, and with nature. Healing from the wounds systems of oppression promulgate on our communities and students is critical for justice workers. We hope that this conference space will be one that helps us share stories, learn new research, strategies, and practices that can promote the holistic well-being of ourselves and our communities.

This year, the conference graphic features a dragonfly. In almost every part of the world, the dragonfly symbolizes change and transformation, joy and connection to nature's spirits. Some believe that the dragonfly can bring us the energy and light we need to embrace and understand our emotions, particularly as we heal.

Undoubtedly, our Keynote Speakers, Terisa Siagatonu and Dr. Dyan Watson, as well as the over 130 presenters in the conference, will share their research, stories, and practices that will feed all of our minds, bodies, and souls.

We are grateful for financial support provided by our sponsors:

- Michael Trevisan, Dean, College of Education, Washington State University;
- Kirk Schulz, President, Washington State University;
- Paul Pitre, Chancellor, Washington State University North Puget Sound at Everett:

We welcome you to the 15th annual Globalization, Diversity, and Education conference and look forward to lively discussion and learning from all participants.

Paula Groves Price

Associate Dean for Diversity and International Programs

and Conference Chair

Paule How Pie

KEYNOTE PERFORMANCE

Thursday, February 28, 6:30 p.m.

Another Wor(l)d for Our Wounds: Re-imagining Education as the Practice of Freedom

Terisa Siagatonu



Terisa Siagatonu is an award-winning poet, teaching artist, mental health educator, and community leader born and rooted in the Bay Area. Her presence in the poetry world as a queer Samoan woman and activist has granted her opportunities to perform and speak in places ranging from the White House (during the Obama administration) to the UN Conference on Climate Change in Paris, France. The most memorable moment in her career was receiving President Obama's Champion of Change Award in 2012 for her activism as a spoken word poet/organizer in her Pacific Islander community.

KEYNOTE SPEAKER

Friday, March 1, 11:00 a.m.

Nurturing Our Souls and Talking Back to Educational Inequality

Dr. Dyan Watson



Dr. Dyan Watson teaches at the Lewis & Clark Graduate School of Education and Counseling in Portland, Oregon. She teaches methods classes for preservice social studies teachers, research methods classes for doctoral students, and researches how race mediates teaching. Watson began her professional career teaching math and writing for young mothers working on their GEDs in Portland, Oregon. She taught social studies at the high school level in a suburb of Portland before pursuing her doctorate at the Harvard Graduate School of Education. Watson is an editor for Rethinking Schools, a nonprofit publisher and advocacy organization dedicated to sustaining and strengthening public education through social justice teaching and education activism. She is the author of "Urban but not too urban': Unpacking Teachers' Desires to Teach Urban Students", "Norming suburban: How teachers talk about race without using race words," and "A Letter from a Black Mom to Her Son"; as well as the co-editor of *Teaching for Black Lives, Rethinking Elementary Education,* and *Rhythm and Resistance: Teaching poetry for social justice.*

15th Annual International Globalization, Diversity, and Education Conference

CONFERENCE AT A GLANCE

Thursday, February 28, 2019 Kalispel Conference Center

8:00 a.m.	On-Site Registration \ Check-in
9:00 a.m 9:30 a.m.	Opening Welcome
9:30 a.m 10:45 a.m.	Concurrent Sessions
10:45 a.m. – 11:00 a.m.	Break
11:00 a.m. – 12:15 p.m.	Concurrent Sessions
12:15 p.m. – 1:45 p.m.	Lunch (on your own)
2:00 p.m. – 3:15 p.m.	Concurrent Sessions
3:15 p.m. – 3:30 p.m.	Break
3:30 p.m. – 4:45 p.m.	Concurrent Sessions
4:45 p.m. – 5:00 p.m.	Break
5:00 p.m. – 6:15 p.m.	Concurrent Sessions
6:30 p.m. – 7:30 p.m.	Keynote Performance - Terisa Siagatonu
7:30 p.m. – 9:00 p.m.	Reception with Hearty Hors d'oeuvres

Friday, March 1, 2019

Kalispel Conference Center

7:30 a.m.	On-Site Registration \ Check-in
8:00 a.m. – 9:15 a.m.	Concurrent Sessions
9:15 a.m 9:30 a.m.	Break
9:30 a.m. – 10:45 a.m.	Concurrent Sessions
10:45 a.m. – 11:00 a.m.	Break
11:00 a.m. – 12:30 p.m.	Keynote Address - Dr. Dyan Watson
12:30 p.m. – 1:45 p.m.	Lunch (on your own)
1:45 p.m. – 2:30 p.m.	Poster Session
2:30 p.m. – 2:45 p.m.	Break
2:45 p.m. – 4:00 p.m.	Concurrent Sessions
4:00 p.m.	Conference Closing Ceremony

Thursday, February 28, 2019

8:00 a.m.	Registration \ Check-in
9:00 a.m. – 9:30 a.m. Kalispel Ballroom	Opening Welcome: Kalispel Tribe Mike Trevisan, Dean, College of Education Paula Groves Price, Conference Chair
9:30 – 10:45 a.m.	Concurrent Sessions

Session 1 Paper Presentations Kalispel A

Safe Spaces as Resistance: Dispossession of Students of Color through Gentrification and Prestigious Programs Yanira Madigral-Garcia, University of California, Davis

Schooling at a changing urban high school was explored using spatial and race(ism) frames. Data includes participant observations and interviews with students (22) and teachers (15). Findings detail students create and utilize schools spaces they designate as safe to resist structural forms of exclusion, racialization, and dispossession.

Documenting Learning Narratives through an Indigenous Pedagogy of Witnessing

Dustin Louie, University of Calgary **Dana Braunberger**, University of Calgary

This research project utilized Indigenous practices of Witnessing in order to educate non-Indigenous teachers on Indigenous pedagogies and challenge their perspectives on decolonizing and Indigenizing schools. Within this research, Witnessing approaches were utilized from diverse Indigenous communities across Canada to provide access to decolonizing pedagogies.

Session 2 Panel Presentation

Kalispel C

Perspectives of Equity and Technology in English Language Learner Classroom Environments

Maureen Summit, Washington State University Sarah Movius, Washington State University Jo Ann Arinder, Washington State University

The presenters were working in English language learning environments and attempting to use technology to create equity within multiple classrooms. Introducing specific types of technology across multiple technological platforms with varying success. Integrating technology in the classroom to promote student-centered learning and ownership of their learning.

Session 3 Paper Presentations Kalispel North

Learning and Educational Needs in Basic Income Research Projects: Participant and Researcher Perspectives.

Gail Goulet, Western Washington University **Mariam Rashid**, University of Massachusetts, Amherst

This concept paper explores research models that can assist participants in Basic Income research projects in Africa better understand and fulfill their learning needs. We research the literature and research methods that are inclusive of the African philosophies underpinned by the strengths of community.

Examining Consensus in a Classroom Community: Seeking Justice in High School Civics Curriculum

Johnna Lash, Washington State University Ashley Boyd, Washington State University

This presentation describes a study with 65 high school seniors in which researchers implemented a social justice curriculum that addressed microaggressions and racism. Employing qualitative methods of analysis, researchers found that students attempted to contextualize racism through quantified, discursive constructions when confronted with racism in real-life scenarios.

Women's Lives, Culture and Society YiShan Lea, Central Washington University

This paper presents a preliminary investigation on how women of higher education live, tell their stories and construct their lives in and with tensions under the political, cultural and gender oppressions.

Session 4 Paper Presentations Kalispel South

Communities of Support for At-Risk Students: Views from Practicing Alternative School Administrators
Richard T. (RT) Duke IV, Boise School District
Penny Tenuto, University of Idaho, Boise

This paper considers how alternative school administrators work with school personnel to create supportive communities for students considered at-risk in traditional schools. For further understanding of democratic principles and practical considerations, relevant findings emerged in the study are applied to an existing model for cultivating democratic practices in education.

Trends in Special Education Dispute Resolution in Washington State

Sara Sorensen Petersen, Washington State University - Tri-Cities

When parent-school relationships break down, students are caught in the middle and can suffer negative effects. A review of Washington state special education disputes identified that most disputed issues are based on procedural violations rather than specially designed instruction. Providing targeted professional development can help reduce procedural violations and lead to improved student outcomes.

Assessing and Implement Academics for Students with Severe Disabilities

Jessica Thomas, Whitworth University / WSU

Even within special education, students with severe disabilities are often excluded from activities and curriculum. This session will present research findings from a study on the effectiveness of an augmentative and alternative communication (AAC) discrete trial training (DTT) to support a student's knowledge of colors, shapes, and letters

Session 5 Workshop Chief Victor Boardroom

Is Race for Real? Black Activism from the 1950's to Today Jeremiah Sataraka, Washington State University

This interactive workshop will explore the social construction of race, examine black activism in the US since the 1950's while identifying core themes of the civil rights movement and Black Lives Matter movements, and recognize patterns among and create slogans for different decades of activism.

10:45 a.m. – 11:00 a.m.	Break
11:00 a.m. – 12:15 p.m.	Concurrent Sessions

Session 1 Paper Presentations Kalispel A

Examining the Discourses of Teacher Education: How Do We Address Equity in the Neoliberal University?

Ashley Boyd, Washington State University **Matthew Jeffries**, Washington State University

Diversity is a ubiquitous term in the neoliberal university, and teacher education is no different. In this research, authors analyzed mission statements, conceptual frameworks, and course syllabi from a sampling of public universities to better understand how equity language is deployed in teacher education programs across the United States.

Decolonizing Critical Service (?) Learning Praxis: Toward an Interwoven Liberation

Deanna Chappell Belcher, University of Oregon

Can we decolonize service-learning if "decolonization is not a metaphor"? We consider how to bring Indigenous Methodologies into conversation with critical service-learning, to mitigate harm that is possible/probable) when hegemonic institutions of education undertake "service" work in their communities; and to cultivate hope for a more beautiful future.

Critical Service-Learning in Higher Education Edmundo Aguilar, Eastern Washington University

Service-learning is an effective way to bridge classroom learning and community engagement. However, research indicates that social issues that deal with race, power, and privilege is limited to service-learning programs (Espino & Lee, 2011). This proposal explores the need for non-traditional methods of service-learning in college diversity courses.

Session 2 Paper Presentations Kalispel C

Catharsis and Critique: Immigrant/Migrant Farmworkers Read Children's Books about Immigration and Migrancy

Alma Stevenson, Georgia Southern University **Scott Beck**, Georgia Southern University

This presentation examines how 26 former immigrant/migrant farmworkers responded to immigration/migrancy-themed children's storybooks in extended focus groups. Our results show that evocation of memories drove participant responses and that authentic insiders provide new insights into the successes and failures of authors and illustrators attempting to depict immigrant and migrant lives.

Exploring Self-Authorship among North African Women Teachers Rachida Labbas, Washington State University

The presentation is an exploratory study on self-authorship of North African Women teachers and this is through how they make meaning of their own experiences in relation to the socio-cultural factors.

The Religious and Cultural Conflicts of Arab Muslim Students in American Universities

Hend Addala, Gonzaga University

Globalization results in a mixing of different cultures. This mixture can cause stress, conflict and confusion. For this matter, I will explore the challenges of Arab students in American universities in the light of Intercultural Development Theory (Bennett ,1981).

Session 3 Paper Presentations Kalispel North

Multiple Dislocations, Second Wave Positive Psychology, and the Mestiza Consciousness: Finding Meaning and Purpose for Individual and Societal Healing From Trauma and Addiction Elizabeth Sierra. Sunshine Coast Health Centre-Powell River. BC

This paper draws connections between Bruce Alexander's Dislocation Theory of globalized addictions, Viktor Frankl's logotherapy, and Paul Wong's second-wave positive psychology, positing Gloria Anzaldua's seven stages of conocimiento as an active, broadly-applicable therapeutic process of psychosocial integration at both the individual and societal levels.

Coming Out Unbroken: Composing a Queer/Crip Pedagogy of Healing

Beth Buyserie, Washington State University

This presentation highlights Eli Clare's Brilliant Imperfection to contrast ideologies of cure—which erase disability and emphasize normativity—with pedagogies of healing and resistance. The presenter weaves stories of bisexuality and neurologically (dis)ability with possibilities for pedagogies that "tell... the simple truth that [we're] not broken" (Clare).

Session 4 Paper Presentations Kalispel South

"Formula for Success" or "Rash, Uncoordinated Decisions"? Kazakhstan's Education Policy for a Multicultural Nation.

Karina Narimbetova, KIMEP University **Marina Tolmacheva**, Washington State University

The paper focuses on language educational policy recently proclaimed in post-Soviet Kazakhstan, a young nation with diverse multiethnic, multilingual society. Balancing national priorities with pressures of globalization calls for education reforms. Two educators explore how selective language priorities create tensions between national identity, the home, the school, and the workplace.

Do Work "que vale la pena": Even if it Breaks Your Heart Maria Isabel Morales, The Evergreen State College Deborah Bitanga, The Evergreen State College

This paper discusses the joys and challenges in the relationships between: research and participant and between pre-service teacher and faculty. We will grapple with the role of story-telling and participant observation in schools in critically preparing pre-service teachers that are inspired to teach as a way to "give back."

Leading Ethical Challenges in Education: Considering a Framework of Courage, Care, and Self-Contemplation Penny Tenuto, University of Idaho, Boise

Courage, care, and self-contemplation are key to advancing leadership for leading ethical challenges in education and beyond. The purpose of this conceptually based paper is to consider elements of (1) courage, (2) care, and (3) self-contemplation as essential to leading for inclusiveness in a diverse and global society.

Session 5 Panel Presentation Chief Victor Boardroom

Implications of Demographic Data on Social Justice and Education

Emma McMain, Washington State University Oluwasola Oni, Washington State University Landon Charlo, Washington State University Xingyao Chen, Washington State University Zoe Higheagle Strong, Washington State University

Many demographic surveys lead to interpretations that benefit the interests of dominant social groups while oppressing those that are marginalized. By conceptualizing demographic data as a process that creates, not collects, social knowledge, we discuss how researchers can work to give voice to those whose identities are constantly rendered invisible.

12:15 p.m. – 1:45 p.m.

Lunch / Networking (on your own)

2:00 p.m. – 3:15 p.m.

Concurrent Sessions

Session 1 Workshop Kalispel A

Immigration Law Literacy and Teacher Advocacy

Maria Morales, The Evergreen State College Natali Magaña, Magaña Law – Des Moines, WA

This workshop is designed to provide educators with a comprehensible and critical understanding of immigration law in order to better serve students. Participants will be given contextual information of the most prevalent immigration issues and inequities in our society. They will discuss the implications on students and their families.

...And I Freaked It: The Black Sounds and Aesthetics of an Edtiste Amir Gilmore, Washington State University

A Black creative in America cannot simply be a writer, an artist, a poet, without continual justification from white society writ-large. To reconcile this dispossession, I had to find my "being" by "freaking" how I defined myself by creating a new identity. I am an Edtiste.

The Power & Possibilities of Kanaka 'Ōiwi Mo'olelo: Healing from Colonialism through Stories

Jeremiah Sataraka, Washington State University **Keola Birano**, Washington State University

Kanaka 'Ōiwi (Native Hawaiians) believed that words had power to heal and destroy. This paper will touch on the impact that mo'olelo or stories have had on the colonization of Hawai'i. In addition, counter stories will be offered to serve as tools for healing the souls of the colonized mind.

#Blackgirlmagic: Solange's "A Seat at the Table" Album and the Art of Storytelling

Veneice Guillory-Lacy, Washington State University

"Watch us walk, watch us move, watch us overcome, listen to our voices, the sway. The resilience. The innovation. The raw unfiltered and untouched soul we have cannot be touched!" - Solange This presentation is inspired by the ground-breaking album by Solange called "A Seat at the Table". Solange's FUBU (For Us by Us) album inspires us to look within ourselves, our families, and those who have gone before us for strength to keep going; to stay the course, to keep fighting; resisting, healing; to love our hair, our skin, our bodies and our minds. Using the album as a backdrop, the focus of this presentation are stories from Black women undergraduates about Black love, sexuality, healing, self-love, hair, resisting racism and #blackgirlmagic.

Session 3 Panel Presentation Kalispel North

Voices of North African Students in USA Universities
Rachida Labbas, Washington State University
Intissar Yahia, Washington State University

Mohamed Elhess, University of Idaho

In this panel discussion, the presenters, three North African graduate students, will voice their academic and social needs and share their college experiences in the U.S. context.

Session 4 Paper Presentations Kalispel South

Teacher Questions: Powerful Tools for Content and Language Learning

Gisela Ernst-Slavit, Washington State University - Vancouver **Steve Morrison**, Washington State University - Vancouver **Martin Stevens**, Washington State University - Vancouver

Questioning can be a formidable tool to model content area language, increase content learning, and encourage participation. Research suggests that teachers ask an average of 300-400 questions a day. Using discourse analysis, this study focuses on the frequency and kinds of questions used by participating teachers.

The Potentials of Using Facebook to Improve EFL in Rural Areas in Indonesia

David Segoh, Washington State University

This paper discusses the possibilities of using Facebook and some of its features to improve EFL in rural and remote areas in Indonesia which lack in English teachers and other resources, so that the gap between the condition in urban areas, especially in Java, with that outside Java and in rural areas can be narrowed.

Session 5 Workshop Chief Victor Boardroom

Exploring College Administration and Teaching for Equity
Rachel Sanchez, Washington State University
Xyanthe Neider, Washington State University

This workshop will engage audience participants in discussion of leveraging administrative channels and deploying pedagogical practices grounded in theories of inclusion utilized as a means to interrupt racism on college campuses.

3:15 p.m. – 3:30 p.m.

Break

3:30 p.m. – 4:45 p.m.

Concurrent Sessions

Session 1 Panel Presentation Kalispel A

The Urban Homeless Outreach Project: Using Experiential Learning to Prepare Students for Anti-Poverty Practice

Darci Graves, Lewis-Clark State College **Heidi Wilponen**, Lewis-Clark State College **Darci Reagan**, Lewis-Clark State College

The Urban Homeless Outreach Project (UHOP) provides students the opportunity to engage with homelessness through experiential learning. Students spend three days in the greater Seattle area living in a homeless shelter and working with anti-poverty organizations. On this panel, students and faculty will discuss their experiences and examine the benefits of experiential learning.

Kalispel C

Culturally Responsive Teaching to Advocate for English Language Learners (ELLs)

> Nalee Moua, Washington State University Kathryn Tibbens, Washington State University Addison Austin, Washington State University Keyla Palominos, Washington State University

With the number of culturally and linguistically diverse students rapidly increasing, teachers have the responsibility to acknowledge and apply culturally responsive pedagogy to advocate for their students. In an interactive student panel discussion, first-hand experiences described by pre-service teachers aims for social change in the field of education.

<u>Session 3 Workshop</u> Kalispel North

> Mentorship, Sponsorship, and Self-Care at Predominately White Institutions: It's About Time We Shared Survivorship Tactics with You

> > Claudine Richardson, Spokane Falls Community College Shawn Washington, Whitworth University David H. Garcia, Washington State University

During this session, the presenters will engage in theoretical and practical tips for self-care. Offerings of tangible tools for staff/faculty of color, at historically white institutions, to be successful by defining counter bias tools aimed at increasing knowledge and survivorship will be showcased.

Session 4 Workshop Kalispel South

> Mindfulness & Alternative Practices for Working with Children: The Application of Embodied Learning

> > Mary Ward Lupinacci, Eastern Washington University Undergraduate Students, Eastern Washington University

This two-part workshop/poster panel will provide a foundation for understanding the theory and application of mindfulness as a therapeutic teaching practice to enhance the physical, emotional, and mental well-being of children, combined with a poster panel that highlights projects completed by undergraduate students from the Children's Studies program at Eastern Washington University

Session 5 Paper Presentation Chief Victor Boardroom

> Culturally Revitalizing Mentoring for College and Career Readiness: Wiiwyeteq'is "Growing into an Elder" Zoe Higheagle Strong, Washington State University Emma McMain, Washington State University

Native American adolescents state aspirations to attend college and obtain a career. Data reveal the disparity between these stated dreams and reality. In this paper, we will discuss focus group findings and the process in developing a culturally sustaining/revitalizing mentoring intervention to promote college/career readiness for Nez Perce male youth.

4:45 p.m. – 5:00 p.m.

Break

5:00 p.m. - 6:15 p.m.

Concurrent Sessions

Session 1 Panel Presentation Kalispel A

Culturally Responsive Indigenous Science (CRIS): Connecting Land, Language, and Culture

Paula Groves Price, Washington State University
Zoe Higheagle Strong, Washington State University
Francene Watson, Washington State University
Kellie Fry, Paschal Sherman Indian School
CarlaDean Caldera, Confederated Tribes of Warm Springs
James LaSarte-Whistocken, Coeur d'Alene Tribal School
Carolina Silva, Washington State University
Keola Birano, Washington State University
Landon Charlo, Washington State University
Lotus Norton-Wilsa, Washington State University CDSC

The Culturally Responsive Indigenous Science (CRIS) project is focused on integrating Indigenous and Western knowledge. Through collaboration with Indigenous communities and language and culture departments, CRIS is building science curriculum. This panel will focus on the importance of communication and relationships to these systems of knowledge for culturally sustaining curriculum and pedagogy.

Session 2 Panel Presentation Kalispel C

Alternative Routes to Teacher Certification for Paraprofessionals: One Program Example

Gisela Ernst-Slavit, Washington State University - Vancouver Judy Morrison, Washington State University - Tri-Cities Lindsay Lightner, Washington State University - Tri-Cities Steve Morrison, Washington State University - Vancouver Sarah Newcomer, Washington State University - Tri-Cities Yuliya Ardasheva, Washington State University - Tri-Cities Kira Carbonneau, Washington State University

This panel will discuss characteristics, challenges and successes of the ELL IMPACT program, a federally funded career-ladder program offered by WSU College of Education. The program, designed to increase the number of teachers prepared and endorsed in bilingual and ELL education, is offered at the WSU Tri-Cities and Vancouver campuses.

Session 3 Panel Presentation Kalispel North

Disrupting Ableism in Higher Education One ROAR at a Time

Brenda Barrio, Washington State University **Marco Cerqueira,** Washington State University **Katie Hirschfelder,** Washington State University

Although inclusion is common within PreK-12th-grade schools, institutions of higher education continue the perpetuation of ableist systems through barriers for individuals with intellectual disabilities. Our panel presentation focuses on the disruption of ableism within a four-year institution through an inclusive post-secondary education program as part of a social justice framework.

Session 4 Panel Presentation Kalispel South

Promoting Inclusion and Support for Students with Disabilities

Jessica Thomas, Whitworth University / WSU
Amber Oglesbee, Mead School District
Ashly Hoffman, Mead School District
Dani Wurst, Mead School District
Stephanie Wall, Mead School District

Students with disabilities are among the most marginalized within our society. Students with disabilities are often excluded or have limited participation from not only the classroom, curriculum but also from school activities. What is currently being done or can be done to promote inclusion and support students?

Session 5 Panel Presentation Chief Victor Boardroom

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

Shawn Washington, Whitworth University **Eniloa Fatade**, Whitworth University **Esther Brown**, 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 community viewpoints. This student-led presentation, through demonstrative and interactive means, will delve into the unique strategies and techniques used by CDAs' to achieve this goal.

6:30 p.m. – 7:30 p.m. Kalispel Ballroom	Keynote Performance – Terisa Siagatonu Another Wor(I)d for our wounds: Re-imagining Education as the Practice of Freedom Introduction by Jeremiah Sataraka
7:30 p.m. – 9:00 p.m. Kalispel Ballroom	Reception with Hearty Hors d'oeuvres and Dessert

Friday, March 1, 2019

8:00 a.m.	Registration \ Check-in
8:00 a.m. – 9:15 a.m.	Concurrent Sessions

Session 1 Panel Presentation Kalispel A

The Praxis of Intersectional Identities, Cultural and Community-Based Learning for Racial Healing and Justice

Lisa Weems, Miami University of Ohio Simran Kaur-Colbert, Miami University Gul Rind, Miami University of Ohio Muna Altowajri, Miami University of Ohio Lateasha Meyers, Miami University of Ohio Phyllis Kyei Mensah, Miami University of Ohio Rachel McMillan, Miami University of Ohio

Drawing from our variously situated knowledges and interests, this group of transnational scholar-educators interrogate how issues of globalization and diversity are both effected by, and effect dynamics of teaching, learning and researching with youth. As a panel, we engage with questions of justice, healing and community-oriented social change.

Session 2 Paper Presentations Kalispel C

Positive Behavior Intervention and Support for Students with Autism

Raghad Alqadhi, Washington State University

School-wide positive behavior intervention and support (SWPBIS) is a school-wide system that ensures that students are in a safe and positive environment. PBIS is a strategy that teaches appropriate behavior focusing on all students' social and emotional needs, including students with disabilities.

Beyond the Binary: The Mathematics of Truth, and the Truth of Mathematics

David Slavit, Washington State University **Roxanne Moore**, Washington State University

In an age of binary views of truth, it is ironic that mathematics continues to be viewed through a monolithic lens of universality and unchanging comfort. We discuss the humanistic side of mathematics as evolving in time and space, as well as relationships between history, culture, mathematics, and classroom instruction.

Equity Education: Filling Opportunity Gaps with MOOCs Haixia He, Washington State University

Lacking accessible resources, opportunity gaps exist in some developing areas. Since massive open online courses (MOOCs) attract geographically, culturally and academically diverse audiences on a massive scale, it can be used to improve equitable access to fill the opportunity gaps and enhance learning equity to facilitate education fairness.

<u>Session 3 Workshop</u> Kalispel North

Health-science Education Through Arts-Based Learning: A Partnership to Increase Minority and Rural STEM Representation

Elizabeth Grace, Washington State University
Molly Kelton, Washington State University
Alison White, Washington State University
Robert Danielson, Washington State University
Jeb Owen, Washington State University
Patricia Butterfield, Washington State University
AnaMaria Martinez, Washington State University
Gina Ord, Washington State University

The HEAL partnership engages diverse stakeholders in bringing innovative art and science pedagogies to rural-agricultural communities. Workshop participants will use photography and cartography to explore complex disease ecosystems through HEAL's interdisciplinary approach, while engaging in discussion of how this model supports nondominant learners and their communities.

Session 4 Panel Presentation

Kalispel South

Help Us Build It: Creating Higher Education Programming for Culture, Language, and Advocacy

Suzann Girtz, Gonzaga University James Hunter, Gonzaga University Anny Case, Gonzaga University Mary Jeannot, Gonzaga University Kathy Nitta, Gonzaga University Cathy Dieter, Gonzaga University

We're creating a new major and need your help.

This panel will share emergent programming efforts while eliciting voices to influence the final product. Currently, the pillars we imagine will hold up the major include: Language, Culture, Critical Literacies, and Advocacy and Community.

We are listening.

<u>Session 5</u> Workshop Chief Victor Boardroom

A Place-Based Approach to the Understanding of Gender, Power, & Education

Ray Acuña-Luna, Washington State University

Place-based epistemologies can and should play a critical role in our journey to heal our mind/body/soul. Taking an arts-based approach, this workshop seeks to represent our collective understanding of the intersections of gender, power and education. Attendees will create a visual representation of our experiences navigating these complicated issues.

9:15 a.m. - 9:30 a.m.

Break

9:30 a.m. - 10:45 a.m.

Concurrent Sessions

Session 1 Workshop Kalispel A

Stereotypes: Examining Their Impact in a "Post Racial Era" Darrell Cleveland, Stockton University

This session will engage participants in interactive exercises, critical discourse and reflection on stereotypes while challenging their own racial identity development and attitudes towards diverse groups. It will also address how socialization through home, schooling, religious organizations and the media coupled with these stereotypes have influenced their thoughts and feelings.

Session 2 Paper Presentation Kalispel C

Get Down with AJC: Unveiling the Tools of Symbolic Segregation used to Imprison Black Girls in Schools Deanna Chappell Belcher, University of Oregon Allie Ivey, University of Oregon

In this session we invite participants to engage with visionary black feminist pragmatist Anna Julia Cooper. Over 100 years ago Cooper wrote extensively about her hopes and her vision for a meaningful education. We contrast her vision with today's behavioral control mechanisms, which create symbolic segregation in our classrooms.

<u>Session 3 Paper Presentations</u> Kalispel North

From Onion Fields to Soccer Fields: Work, Language, Values, and Sports in Post-Immigrant/Migrant Parenting

Alma Stevenson, Georgia Southern University **Scott Beck**, Georgia Southern University

When Mexican-heritage, immigrant/migrant farmworking children avoid migrancy as adults, they can face difficult choices in raising their own children. This presentation uses data from dozens of informants to address: How to teach their now privileged children about hard work? How to cultivate their Spanish? How do sports impact acculturation?

The Kinetics of Liberatory Pedagogy Latashia Harris, University of Portland

Through the socio-cultural navigation of education, formal and nonformal, this presentation explores what catalyzes educational activists of color to use liberatory pedagogy, how they implement the use of liberatory pedagogy, how they co-create radical geographic shifts with their students and peers, and emphasizes specific and distinct variance from critical pedagogies of the past.

Session 4 Paper Presentation Kalispel South

Braiding Hair: Explorations into UDL to Support Culturally Sustaining Pedagogy and Trauma Sensitive Practices Amrit Cojocaru, Simon Fraser University

This session will outline the intersectionality of Universal Design for Learning, Culturally Sustaining Pedagogy, and Trauma Sensitive Practices through the sharing of my experiences as a classroom and special education teacher, and as faculty associate teaching Inclusive Education.

<u>Special Session - Invited Presentation</u> Chief Victor Boardroom

Special Session for Graduate Students: Conversations with Keynote Performer Terisa Siagatonu Terisa Siagatonu, Oakland, CA Graduate Students

10:45 a.m. – 11:00 a.m.	Break
11:00 a.m. – 12:30 p.m.	Keynote Presentation - Dr. Dyan Watson
Kalispel Ballroom	Nurturing Our Souls and Talking Back to Educational
	Inequality
	Introduction by Courtney Benjamin

12:30 p.m. – 1:45 p.m.	Lunch / Networking (on your own)
1:45 p.m. – 2:30 p.m.	Poster Session
Kalispel Ballroom	

Poster Presentations

Literacy 4 Brown Girls: Identity, Collaboration and Excellence Jendayi Mbalia, University of Wisconsin-Milwaukee

Current Commitment to Regulation Rules by Institutes and Programs for Deaf and Hard-of-Hearing Students
Anwar Alsalamah, Washington State University

Bridging CLIL with Math Standards through Instructional Practices

Samya Matouk, Washington State University Steven Morrison, Washington State University Michele Haberlach, Washington State University

YA4-H!: Building Community and Reducing Mental Health Stigma through Youth Participatory Action Research

Alison White, Washington State University **Elizabeth Weybright**, Washington State University

The Relationship Between Academics and Athletics for Universities
Jake Staniszewski, Washington State University

Housing Discrimination in the Tri-Cities Latinx Community
Angelica Garcia-Macias, Eastern Washington University
Martin Meraz-Garcia, Eastern Washington University

Si Se Puede? An In-Depth Examination of Rural Washington Latinx Students Experiences in Higher Education

Ereisa Morales, Eastern Washington University

Culturally Responsive Indigenous Science (CRIS)

Carolina Silva, Washington State University **Keola Birano**, Washington State University **Landon Charlo**, Washington State University 2:00 p.m. - 3:00 p.m.

Concurrent Session

<u>Special Session - Invited Presentation</u> Chief Victor Boardroom

> Special Session for Graduate Students: Conversations with Keynote Speaker Dr. Dyan Watson Dyan Watson, Lewis & Clark Graduate Students

2:30 p.m. – 2:45 p.m.

Break

2:45 p.m. – 4:00 p.m.

Concurrent Sessions

Session 1 Workshop Kalispel A

> Collaboration in the Okinawa Summer Language and Culture Program for Middle/High School Youth

Tom Salsbury, Washington State University Sandra Bancroft-Billings, Washington State University Jenn Kurz, Washington State University Jacob Barrows, Washington State University Anna Karin Roo, Washington State University David Martin, Washington State University

The presenters detail their experiences organizing and teaching a two-week intensive language and culture summer program for middle and high school youth from Okinawa, Japan. They focus on organizational and in-class collaborations, and they provide suggestions for attendees interested in developing a similar program

Session 2 Panel Presentation Kalispel South

The Earth's Future?: Contestations, Complexities, and Tensions with(in) Possibilities for Environmental Justice

Johnny Lupinacci, Washington State University Nini Hayes, Western Washington University Jenne Schmidt, Washington State University Walter Gershon, Kent State University

Exploring theoretical possibilities engendered by ecofeminist, posthumanist, and settler colonial critiques of both feminisms and environmental justice movements, this workshop focuses specifically on addressing unidentified cultural assumptions within and among the complex—and often contentious—intersections of feminism(s) and environmental justice scholarship with(in) critical environmental education research.

Session 3 Workshop Kalispel C

Community to School Lessons: Pedagogically Reckoning with and Transforming Relationships with Trauma

Eliot Sykes, University of Utah **Rae Meads,** East Carolina University

We offer three community-based practices focused on consent, (re)connection and self-definition: terms of engagement built on radical honesty and consent; trauma-focused yoga to (re)connect one with their mind/body/soul; and self-definition as a pathway to (re)define the self and community for educational and community liberation.

<u>Session 4 Workshop</u> Kalispel North

Hate on Campus: Tensions Between the 1A and Civil Rights Statutes

Xyan Neider, Washington State University **Ashley Vaughan**, Washington State University

This session is a workshop that will explore the tensions between the First Amendment and the civil rights of students on college campuses. As a community, we will explore ways to both honor the 1A and balance that with the safety and mental wellbeing of students when white supremacy comes to town.

4:00 p.m. Kalispel Ballroom **Conference Closing Ceremony**

Please hand in your evaluation before departing.

SAFE TRAVELS

THANK YOU!