

**16<sup>th</sup> Annual International  
Globalization, Diversity,  
and Education Conference**

*(Re)Imagining Education for Liberation*

February 27 – February 28, 2020

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



# **16<sup>th</sup> Annual International Globalization, Diversity, and Education Conference**

## **SPONSORED BY**

College of Education  
Washington State University

Office of the President  
Washington State University

Graduate and Professional Student Association  
Washington State University

College of Education  
Whitworth University

## **CONFERENCE ORGANIZERS**

Paula Groves Price, Conference Chair

Julie Killinger, Conference Coordinator

Amir Gilmore, Cultural Studies and Social Thought in Education Faculty

Ray Acuña-Luna, Cultural Studies and Social Thought in Education Graduate Student

Courtney Benjamin, Cultural Studies and Social Thought in Education Graduate Student

Veneice Guillory-Lacy, Cultural Studies and Social Thought in Education Graduate Student

Jeremiah Sataraka, Cultural Studies and Social Thought in Education Graduate Student

## **CONFERENCE PROPOSAL REVIEWERS**

Ray Acuña-Luna

Amira Albagshi

Courtney Benjamin

Amir Gilmore

Veneice Guillory-Lacy

renée holt

Johnny Lupinacci

Paula Groves Price

Jeremiah Sataraka

Francene Watson

## MESSAGE FROM THE CHAIR

Welcome from the Associate Dean for Diversity and International Engagement and Conference Chair:

Sixteen years ago, the Globalization, Diversity, and Education Conference was founded by Professor Bernardo P. Gallegos as a way to bring communities together to discuss the complexities and meanings of globalization and diversity in educational research and practice. A key component of this conference space has always been to discuss core issues of equity and inclusivity and work as a community to support greater justice in schools and society. Unfortunately, on October 6, 2019, the education community lost a visionary giant with the passing of Professor Gallegos.

This year, the conference graphic features a hummingbird. Across the globe, the hummingbird is often used symbolically to mean many things—eternity, resiliency, healing, and good luck.

Some say that the hummingbird can serve as a guide to open hearts to more joy and love, and they are reminders that we should seek out what is good in life.

While the conference graphic and theme were chosen well before Dr. Gallegos' passing, it feels fitting to share a passage from the final chapter of his latest (2017) book, *Postcolonial Indigenous Performances: Coyote Musings on Genizaros, Hybridity, Education, and Slavery*. Dr. Gallegos tells a story of a captured hummingbird and the passing of his grandfather:

“Today the hummingbird has special meaning for me. When I held it in my hands, its spirit left and merged with mine. Since I absorbed its life, I also absorbed its spirit. Whenever hummingbirds present themselves to me, I notice. I understand that I am part hummingbird. A week later, my grandpa died....Eventually I came to understand that like the hummingbird, my grandpa's spirit had become part of my own.”

In many ways, the spirit of Dr. Gallegos will be with us during this year's conference, as the legacy that he created 16 years ago continues through our work. This year, over 100 papers, panels, workshops, and posters will be presented by educators, researchers, and scholars to discuss key issues of inclusivity and equity in education. Like the hummingbird, I sincerely hope that you all find this conference space to be one that reinvigorates your spirit, brings you joy, and connects you to other justice workers that are dedicated to creating good in the world.



Paula Groves Price  
Professor and Associate Dean for Diversity and International Engagement

## KEYNOTE SPEAKER

Thursday, February 27, 2020 at 6:00 p.m.

### ***Reflections and Reverberations of 16 years of the Globalization, Diversity, and Education Conference***

**Paula Groves Price, Ph.D.**



**Dr. Paula Groves Price** is the Associate Dean for Diversity and International Engagement and Professor of Cultural Studies and Social Thought in Education at Washington State University. Dr. Groves Price has published dozens of articles and book chapters and is the editor of *The Western Journal of Black Studies* and the forthcoming *Oxford Research Encyclopedia of Race and Education*. She is also a section editor for the *Second International Handbook of Urban Education* (2017) and the *Handbook of Research in Social Foundations of Education* (2011). She is currently the principal investigator for a \$2.5 million National Science Foundation grant entitled “Culturally Responsive Indigenous Science: Connecting land, language, and culture.”

Her research areas include, African American and Indigenous education, Hip Hop Pedagogy, Black Feminist Epistemology, Critical Pedagogy, and Critical STEM education. Dr. Groves Price teaches undergraduate culturally responsive pedagogy courses for pre-service teachers as well as graduate level courses in the areas of Critical Ethnography, Critical Race Theory, Qualitative Research Methods, and Critical Multicultural Education. She is a mother of two children, Sachiko (12) and Camden (7), and they serve as her inspiration for engaging in critical work with teachers, students, and researchers. She is a proud first generation college student, receiving her BA's from the University of California Berkeley in Social Welfare and Interdisciplinary Field Studies and a PhD from the University of North Carolina at Chapel Hill in Social Foundations of Education. Dr. Groves Price is a founding faculty member of the Cultural Studies and Social Thought in Education Program, and has assisted with the planning of the Globalization, Diversity, and Education Conference for the past 16 years.

**16<sup>th</sup> Annual International  
Globalization, Diversity, and Education Conference**

**CONFERENCE AT A GLANCE**

**Thursday, February 27, 2020**

**Kalispel Conference Center**

8:00 a.m.	<b>On-Site Registration \ Check-in</b>
8:30 a.m. – 9:00 a.m.	<b>Opening Welcome</b>
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 p.m.	Concurrent Sessions
11:45 a.m. – 1:00 p.m.	Lunch (on your own)
1:00 p.m. – 2:15 p.m.	Concurrent Sessions
2:15 p.m. – 2:30 p.m.	Break
2:30 p.m. – 3:45 p.m.	Concurrent Sessions
3:45 p.m. – 4:00 p.m.	Break
4:00 p.m. – 5:15 p.m.	Concurrent Sessions
6:00 p.m. – 7:00 p.m.	<b>Keynote Address – Dr. Paula Groves Price</b>
7:00 p.m.	Reception with Hearty Hors d’oeuvres

**Friday, February 28, 2020**

**Kalispel Conference Center**

8:00 a.m.	<b>On-Site Registration \ Check-in</b>
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.	<b>Poster Session</b>
11:45 a.m. – 1:00 p.m.	Lunch (on your own)
1:00 p.m. – 2:15 p.m.	Concurrent Sessions
2:15 p.m. – 2:30 p.m.	Break
2:30 p.m. – 3:45 p.m.	Concurrent Sessions
4:00 p.m.	<b>Conference Closing</b>

## Thursday, February 27, 2020

---

8:00 a.m.

**Registration \ Check-in**

---

8:30 a.m. – 9:00 a.m.

Kalispel Ballroom

**Opening Welcome:**

**Kalispel Tribe**

**Mike Trevisan, Dean, College of Education, WSU**

**Paula Groves Price, Conference Chair**

---

9:00 – 10:15 a.m.

**Concurrent Sessions**

---

Session 1 Workshop – Liberatory Teachers

Kalispel A

***Tensions Between Pedagogy and Praxis: Multi-Level Liberation Education in Unliberated Spaces and Programs***

**Callie Palmer**, Washington State University

**Xyan Neider**, Whatcom Community College

We will share experience with teaching for liberation in the face of education policy that prioritizes achievement and status over liberatory pedagogy. Do you have assignments that you have developed for students that help them to navigate an educational experience that is predominantly prescribed toward developing human capital? Share them with us in this workshop.

Session 2 Paper Presentations – Running Start: (RE)Examining State Standards

Kalispel C

***Running Start, Dual Enrollment, and Neoliberalizing Higher Ed***

**Michael Reagan**, Coalition for Higher Education Workers

**David Spataro**, Coalition for Higher Education Workers

Our paper analyzes data on the development and funding of Washington State's dual enrollment ("Running Start") programs to highlight the ways it has impacted both K-12 and higher education. We also consider coalition-based organizing strategies that might be employed to limit the program's negative impacts on students and educators, and to encourage a redefinition of education and social development goals for students across the state.

***Are They Really Separate Entities?: Cultural Competency and Content-Based Standards for Teacher Preparation***

**Ashley Boyd**, Washington State University

**Matthew Jeffries**, Washington State University

The Washington State Professional Educator Standards Board has curated a list of cultural competency standards, which are separated from content-specific areas. In content-specific areas, there is little to no mention of diversity, equity, or inclusion (DEI); although, in practice, K-12 standards for the classroom require DEI understanding for effective implementation.

Session 3      Workshop - Mindfulness

Kalispel North

***Working Towards Social Justice Through Mindfulness***

**Trymaine Gaither**, Washington State University

**Sophia Gaither**, Washington State University

Participants will be invited to courageously explore the role of mindfulness in various capacities; like working towards racial justice and working through the pain of injustice. Through radical mindfulness, it may be possible to develop the racial literacy needed to create and sustain an equitable society.

Session 4      Workshop – STEM, Race and Equity

Kalispel South

***Navigating Race and Implicit Bias in the STEAM Classroom***

**Leena Bakshi**, STEM4Real

Through this introspective hands-on journey beginning with the intent of STEM education and ending with an analysis of our current practices, participants will identify systemic leadership needs for equitable STEM instruction. #allstandardsallstudents is paramount in the Next Generation Science Standards. Participants will analyze current systems of inequity in schools and districts, reflect on implicit bias that affects student outcomes in the school/district and learn key systemic strategies for teaching every student.

---

10:15 a.m. – 10:30 a.m.

**Break**

---

---

10:30 a.m. – 11:45 a.m.

**Concurrent Sessions**

---

Session 1    Paper Presentations – (Re)Conceptualizing STEM Education for global Sustainability

Kalispel A

***Critical Mathematics Education to Counter Neoliberal Hegemony in Secondary Math Classrooms***

**Bulent Avci**, Federal Way Public Schools

This presentation includes: 1. Description of public high school math classrooms colonized by neoliberal policies/implementations, 2. Dialogic teaching of mathematics, Inquiry-based education, and collaborative learning, 3. Thick versus Thin version of democracy, 4. Challenges of counterhegemonic teaching practices

***What Changes Are Needed in Our Communities and in Primary Education to Allow for a Sustainable STEM Future?***

**Roger Chung**, College of Science Technology and Applied Arts of Trinidad and Tobago

Girls in ICT in Trinidad and Tobago is influenced by the community at a very early age. Interventions are needed at the primary school level to fix all the imbalances in representation at all levels of society for a sustainable future. An example is made for improved representation by girls in STEM.

***Current Conditions, Problems and Needs for Internal Quality Assurance in Basic Education Schools***

**Plathong Aiyawan**, Khon Kaen University

This paper presents the current conditions, problems and need for internal quality assurance in basic education schools in Sakon Nakhon province, Thailand.

***Principal Preparation in a Neoliberal Era: (Re)Purposing the Master's Tool***

**Jacqueline Roebuck Sakho**, Lewis & Clark College

The School Principal in the era of neoliberalism must be resistant to policy driven re-segregation and market-driven school practices. What follows discusses an effort to (re)purpose the preparation of the School Principal as a strong-hold against inequitable practices of doing "school" while maximizing education as liberation and transformative resistance.

***Professional Development and Self-Efficacy: Impact on Latinas Advancement in Higher Education Leadership***

**Olga Torres Inglebritson**, Tacoma Community College

Latinas are capable of leading higher education institutions, yet the barriers sway many from pursuing leadership positions. Institutions, and their students, would benefit from the skills of Latina leaders. Institutions need to understand their cultural resources, their historical oppression, and value their knowledge if they want to retain Latina leaders.

***Hidden in Plain Sight: Creating a Culture of Trust to Minimize Vulnerably Housed Youth***

**Joelina Robinson Machera**, Pepperdine University

**Jarica Garner**, Pepperdine University

**Denise Calhoun**, Pepperdine University

The purpose of this study is to develop sustainable resources for the faculty and staff at a public school around homeless students. This includes research on leadership and training to embody a culture of trust. The hope is that this program will spread to other schools with the same disparity.

Session 3 Paper Presentations – Democracy, Anti-Racism & Liberation in Education  
Kalispel North

***Democracy and Freedom for Whom?***

**Lin Wu**, University of Washington-Seattle

This paper addresses how democracy and freedom change contextual meaning and applicability when the intersection of race and citizenship renders educators of color partially “included” in neoliberal discourse. Specifically, it raises the question: Who will “enjoy” democracy and freedom when Whiteness is centered in the globalization of neoliberalism and multiculturalism?

***Teachers Education: Advocating for Democracy in General and Special Education in Saudi Arabia and the United States***

**Mohammad Alshammari**, Washington State University

**Hibah Alharbi**, Washington State University

The word democracy could usually refer to the rule of the majority and equity; it is now used to represent different situational balances in different institutions. The paper aims at redefining teacher education to advocate for democracy in the United States and the Kingdom of Saudi Arabia, through its ambitious Saudi Vision 2030.

Session 4 Paper Presentations – Centering Diversity, Equity and Inclusion at Institutional Levels  
Kalispel South

***From Words to Action: Writing and Disseminating a College Equity and Inclusion Statement***

**Tom Salsbury**, Washington State University

**Paula Groves Price**, Washington State University

**Chris Lebens**, Washington State University

**Jeremiah Sataraka**, Washington State University

The presenters summarize a yearlong effort to write and disseminate an equity and inclusion statement in the College of Education. The presentation focuses on the statement itself and an analysis of how faculty, staff and students responded to and engaged with the words and actions in the statement.

***Racial Climate at a Historically White Public University: A Study***  
**Sherri Fujita**, Spokane Community College

This is a study to understand how campus racial climate at a historically White public university in the Pacific Northwest of the United States is perceived by faculty and staff through the lens of CRT's interest-convergence, racial capitalism, and white fragility.

***Slow Progress Towards Equity at a Hispanic Serving Institution (HSI): A Case Study***

**Paulette Lopez**, Yakima Valley College

This session will present a case study of a Hispanic-Serving Institution (HSI) in the Pacific Northwest through the lens of Critical Race Theory (CRT). Faculty, staff, and administrators' perceptions on HSIs and Equity will be discussed. An overview of HSIs, CRT, findings and recommendations will be presented.

***Working Toward Culturally Sustainable Pedagogy***

**Kate E. O'Hara**, New York Institute of Technology

What does a culturally sustainable pedagogy look like in action? This presentation will relate the micro and macro efforts to create culturally sustainable pedagogical practices at a private, urban university. Successes, as well as challenges, will be shared in narrative and visual accounts of curriculum design, high impact practices, and institution-wide initiatives.

Session 5 Workshop – Art, Place, Environment  
Chief Victor Boardroom

***Outside Classroom Walls: Observing Local Environments and Global Systems***

**Kaleb Bass**, University of Idaho

Contribute to an art piece and discussion that examine our human relationship with the greater-than-human world around us. How can we recognize and communicate the agency of the environment from our own specific positioning—both of vocation and sense of place in a specific geographic location.

---

11:45 a.m. – 1:00 p.m.

**Lunch / Networking** (on your own)

---

---

1:00 p.m. – 2:15 p.m.

**Concurrent Sessions**

---

Session 1    Paper Presentations – Roots of Revolution through Love and Self-Identity  
Kalispel A

***Schooling as a Revolutionary Theatre***

**Amir Gilmore**, Washington State University

How do we ensure that the sounds of Black children remain in our ears? By turning schools into the “Revolutionary Theatre.” In this paper, I present the possibilities of reimagining schooling as a site of revolution, instead of suffering for Black children through theater.

***Picturing Black Girls Educational Experiences Through Their Lens***

**Lateasha Meyers**, Miami University

This study examined the educational experiences of adolescent Black girls as they intersect with their racialized and gendered bodies. Through a Black feminist and Black girlhood theoretical lens, I used photovoice in order to understand their educational experiences.

***Trees of Justice, Roots of Love: A Framework for (Re)Imagining Education for Liberation***

**Charise DeBerry**, University of Minnesota Morris

This presentation proposes a framework for (re)imagining education for liberation involving a world changing ethos, critical love, and imagination intellect. Examples from a program, school, and movement, shows how education for liberation has not only been imagined but lived. As a collective we map out ways this can be done.

***Culturally Sustaining Instruction: Experiences of First-Year Community College Students at a Hispanic Serving Institution***

**Amber Sarker**, Rocky Mountain College

An instrumental case study was conducted to determine if students perceived curriculum as representative and inclusive of their own experiences. Focus groups and observations were conducted at a Texas Community College that was also a Hispanic Serving Institution (HSI). Themes that emerged included Culturally Relevant Aspects, Validation, and Meaningful Instruction.

***Families and Fiction: Examining Responses to Young Adult Literature in Discourse Communities with Parents, Teens, and Pre-Service Teachers***

**Ashley Boyd**, Washington State University

**Brooklyn Walter**, Washington State University

In this presentation, researchers share findings from a study in which pre-service English Language Arts teachers, parents/guardians, and local youth were invited to participate in a series of book studies related to reading and discussing young adult literature with social justice themes including: racism, sexual orientation, bullying, and mental health.

***Duoethnography and the Reimagination of Education: Surfacing Counter-Narratives to Disrupt Dominant Educational Narratives***

**Richard Sawyer**, Washington State University

Focusing on the ethics of self-accountability, this presentation will examine and critique duoethnography as a contingent, responsive methodology during perilous educational times. It examines two specific duoethnographies that critique the educational positionality or two groups of researchers to normative (and normalizing) educational scripts in K-12 education and higher education.

Session 3 Panel Presentation – STEM and Native Education  
Kalispel North

***Rethinking Professional Development: Perspectives and Reflections of the “Research” Team***

**Francene Watson**, Washington State University  
**Paula Groves Price**, Washington State University  
**Sandra E. Larios**, Washington State University  
**Landon Charlo**, Washington State University

Panelists will reflect on their perspectives and experiences of professional development in working with Tribal language and culture teachers and/or K-8 science teachers throughout the CRIS project. Their reflections contest dominant forms of providing professional development for teachers, which often assumes that outside knowledge “experts” must teach teachers.

Session 4 Paper Presentations – Media Literacy, Social Life and Digital Media  
Kalispel South

***The Importance of Media Literacy in the Age of Digital Media***

**Rasha Samir**, Gulf University  
**Yosra Sobeih**, Taibah University

Over the years, many definitions and visions of media literacy have been created to reflect different points of view, different approaches and goals, and different audiences. However, the aim of media literacy is to raise awareness of many forms of media messages that we encounter in everyday life. It should help citizens recognize how the media filter their perceptions and beliefs, shape the popular culture and influence personal choices. They need to provide critical thinking skills and creative problem solving to become reasonable users and information producers.

***Lies, Damn Lies, and Fake News: Incorporating Social Media Literacy into Justice Studies***

**Brianne Posey**, Washington State University

This paper examines social media as a scholarly source for justice studies. Referencing specific incidents to occur within the last two decades, the advantages and disadvantages of various types of social media sources are covered. Suggestions for incorporating social media literacy into social justice education is explored.

***Social Life and Privacy in the Age of the Internet***  
**Yongsheng Sun, Columbia Basin College**

Technology is impacting our students' social lives like never before. How do we teach students to be privacy-savvy? How do we help them with this "technological social inclusion"? An accidental activity and survey revealed some interesting results from a group of digital natives, and shine light in answering those questions.

Session 5 Workshop – Equity for Faculty and Staff  
Chief Victor Boardroom

***Infusing Equity throughout Our Work: A Workshop for Faculty and Staff***

**Xyanthe Neider**, Whatcom Community College  
**Rachel Sanchez**, Washington State University

In this workshop, the facilitators will guide workshop participants to explore equity work and what that means within their individual professional roles. Drawing on audience participation, we'll examine the ways in which equity aligns with institutional goals and mission while working to help participants identify where their own equity work fits.

---

2:15 p.m. – 2:30 p.m.

**Break**

---

Session 1 Paper Presentations – Using Multi-Media and Technology for Social Change  
Kalispel A

***Third World Born: Neoliberal Policies Explained Through  
Immortal Techniques "The 3rd World"***

**Frank King**, University of Wisconsin-Platteville

Hip Hop culture has been used as a pedagogical source and tool for social justice. No song exemplifies this more than Immortal Technique's "The 3rd World." An analysis of this song will show it teaches a course on the history of the global poor and the byproducts of contemporary neoliberal policies.

***e-PAR: Using a Multimedia Lab and Participatory Action Research  
to Create Positive Social Change***

**Edmundo Aguilar**, Eastern Washington University

The presenter will discuss the forging of a multimodal media lab at a local university that creates positive social change by connecting digital scholarship to critical literacy and practice. The Lab will develop critical consciousness and strategic action planning with university students, faculty, and community youth who are seeking to become agents of change.

***Whiteness, Orientalism, Indiana Jones, and Cinematic  
Representation of My University's Educational Goals: Indigenizing  
Knowledge***

**Amir Mirfakhraie**, Kwantlen Polytechnic University

I explore how my university's "Leadership Team's" cinematic rendition of Indiana Jones, as an adventurer who unlocks the secrets of a cube that symbolizes my university's educational goals, reproduce Orientalist/racist images of Otherness and invoke the discourse of Whiteness, as an unseen trace in framing its pedagogical goals.

***A Chosen Few: Women Doctoral Students of Color, Emotionality, and Culturally Responsive Curriculum***

**Joelina Robinson Machera**, Pepperdine University

**Ebony Cain**, Pepperdine University

Since the existing literature demands for culturally responsive, multicultural, racially inclusive curriculum, to what extent does reading literature that details the racial traumas of women of color written by women of color impact the identities, ideologies, and emotions of women doctoral students of color who are matriculated in programs that have a predominantly Eurocentric curriculum?

***Digital Testimonios: A Journey towards Healing and Empowerment***

**Sandra E. Larios**, Washington State University

This paper explores the journey of creating a digital testimonio, where I argue that this intellectual, emotional, spiritual, and aesthetic process is a form of healing and resistance. I explore how this form of creative testimonio has served as a tool to initiate the healing process of my own traumas.

***'Whispered Interventions': Privileging the Voices of Black Women Doctoral Students***

**Joelina Robinson Machera**, Pepperdine University

This qualitative study uses critical race theory, intersectionality, Black feminist thought, and endarkened feminism to privilege the voices of Black women doctoral students in order to challenge the racialized and gendered marginalization of the participants. This conversation is not limited to Black women but in solidarity with all marginalized communities.

***Embodiment, Empowerment, and Community: Feminist Pedagogy for Inclusive Teaching and Learning***

**Mary Ward Lupinacci**, Eastern Washington University

This research explores the use of Feminist Pedagogy as a tool to emphasize embodied learning and the empowerment of learners to create and sustain inclusive learning communities. Inclusive Praxis—the process of creating and sustaining inclusive learning spaces through the intentional practice of embodiment/empowerment/community-building, and the active recognition and rejection of exclusion is introduced.

***Queer and Questioning: The Importance of (Un)Comfortability***

**Brandon Cockburn**, Washington State University

Exploring potential avenues in which the intersection of queer theory, feminism, and critical race theory combine in order to question the dominant discourse in education and promote a “questioning life”.

***The Pedagogy of Disobedient Art: Imaginative Intersections of Identity, Resistance, and Change***

**Richard Sawyer**, Washington State University

Disobedient art is born within struggle. It intends to disrupt a viewer’s identity and narrative scripts, provoking viewers to re/consider self in relation to the world. In this presentation, I examine the paradoxical role of resistance art to building community as it destabilizes normative meanings and closed textual representations in education.

Session 4 Workshop – Critical Race in Middle School  
Kalispel South

***Slavery, Abolition, and Critical Race Wrestling in a Rural Middle School Classroom***

**Vanessa Anthony-Stevens**, University of Idaho  
**Rebekka Boysen-Taylor**, Palouse Prairie Charter School/University of Idaho

This workshop examines 7th grade students struggling purposefully and critically to analyze issues of race in US society through a humanities unit on the roots of race, racism, and modern-day abolition. We highlight key race dilemmas and offer suggestions to further actions of everyday antiracism in rural, predominately White classrooms.

---

3:45 p.m. – 4:00 p.m.

**Break**

---

---

4:00 p.m. – 5:15 p.m.

**Concurrent Sessions**

---

Session 1 Panel Presentation – Critical Media Literacy  
Kalispel A

***"Reelin' In the Years": International Critical Media Literacy and Liberation***

**William Reynolds**, Georgia Southern University  
**John Lupinacci**, Washington State University  
**Bradley Porfilio**, California State University – San Jose  
**Donna Alvermann**, University of Georgia  
**Danielle Ligocki**, Oakland University

This panel include presentations on the history and controversy of critical media literacy as a field of study. It will include presentations on the inception and continuation of the International Critical Media Literacy Conference, issues confronted on the criticality of the field, and autobiographical reactions to critical media literacy.

Session 2      Workshop – Augmented Reality  
Kalispel C

***Augmented Reality & Virtual Reality: Connecting Emerging Technologies with Educational Liberation***

**Mykala Anglin**, Washington State University

**Katie Hirschfelder**, Washington State University

This session will discuss how emerging technologies can increase student's involvement and engagement in learning concepts within a variety of educational subjects and settings. In order to accommodate a variety of learning styles, VR and AR tools can assist in creating an equitable culture within a given classroom.

Session 3      Paper Presentations – Philosophy and Decoloniality for Social Change  
Kalispel North

***A Time for Freedom***

**Ashli Walker**, Cedar Shoals High School & University of Georgia

In this paper, the author attempts to freedom dream a different version of American schooling by questioning the underlying Cartesian, positivist time that creates violence to the spirit/bodies of children in many American schools. Through concepts of time from around the world, the author (re)imagines a healing time in schools.

***Re-imagining Intersections of Art, Education, Philosophy, and Social Justice***

**Patricia Maarhuis**, Washington State University

This presentation discusses the genesis of a book that gathers essays from international authors, accompanying ekphrastic artworks, and resulting transactional dialogue, which functions as a pedagogical companion to Dewey's *Art as Experience* (AaE) (1934/2005). This presentation puts philosophers and artists-researchers in dialogue and on equal footing in an academic text.

### ***Colombia's False Racial Democracy***

**Ludan Gbaye**, Wake Forest University

Eurocentrism and white supremacy are staples in Colombian social, political, and economic institutions and contribute to the grim state that many Afro-Colombian communities are in. To combat this flawed belief in a racial democracy Afro-Colombians, specifically the youth, are challenging the government and the blatantly racist policies that are enacted, forcing Colombian society to recognize that racism still exists, and finally educating the wider Afro-Colombian community about the harms of anti-Blackness and colorism. I learned that Colombia is currently embroiled in its own Civil Rights Movements, and Afro-Colombians are rigorously and tirelessly fighting for their right to be free from white supremacy.

Session 4 Panel Presentation – Liberatory Pedagogy  
Kalispel South

### ***Liberty and Justice for Us: Using Dialogue to Center the Lives of Youth of Color***

**Camilla J. Bell**, Syracuse University

**Martín Alberto Gonzalez**, Syracuse University

**Terrance Burgess**, Syracuse University

In this panel, we come together to discuss how we employ liberatory pedagogies and methodologies to activate and sustain critical consciousness amongst K-12 youth of color within and beyond the school setting.

Session 5 Workshop – Cosplay Pedagogy and STEAM  
Chief Victor Boardroom

### ***Self-ESTEAM 2.0: A Proposal***

**Deseure DeBerry**

Self-ESTEAM: A program where you'll be proud to be your own superhero. I want you to learn about this program proposal and its possibilities. Challenge: walking away with more than just a good idea; let's network and bring this and other ideas to life for your students and communities.

---

5:15 p.m. – 6:00 p.m.

**Break**

---

---

6:00 p.m. – 7:00 p.m.  
Kalispel Ballroom

**Keynote Address – Paula Groves Price, Ph.D.**  
*Reflections and Reverberations of 16 years of the  
Globalization, Diversity, and Education Conference*  
Introduction by Veneice Guillory-Lacy

---

---

7:00 p.m.  
Kalispel Ballroom

**Reception with Hearty Hors d'oeuvres and Dessert**

---

## Friday, February 28, 2020

---

8:00 a.m.

Registration \ Check-in

---

---

9:00 a.m. – 10:15 a.m.

Concurrent Sessions

---

Session 1    Panel Presentation – International Partnership  
Kalispel A

***The Partnership between the International Scholarly Exchange Curriculum Program and the University of Montana***

**John Matt**, University of Montana

**Dan Lee**, University of Montana

**William McCaw**, University of Montana

**Roberta Evans**, University of Montana

**Liqin Tang**, University of Montana

Since 2013, the Department of Educational Leadership at UM has worked with the ISEC Program of the China Scholarship Council to provide professional development for Chinese professors both in China and the University of Montana. This panel discussion will consider the mutual benefits and challenges realized from this ongoing activity.

Session 2    Workshop: Ethical Leadership in a Global Society  
Kalispel C

***Education for Liberation: Exploring a Model for Ethical Leadership Praxis in a Global Society***

**Penny Tenuto**, University of Idaho, Boise

The focus of this session is to reflect on one's own leadership praxis for (re)imagining education for liberation. Ethical leadership in education involves deeply understanding one's own personal ethics, state and national professional ethical/legal standards in the public interest, and promoting democratic values for social justice in a global society.

Session 3 Workshop – Culturally Responsive Teaching  
Kalispel North

***Examining Our Beliefs and Practices: Are We Ready to Teach Culturally and Linguistically Diverse Students?***

**Isabel Haller-Gryc**, Washington State University

**Omran Akasha**, Washington State University

During this session, participants will explore what culturally responsive teaching looks like. The presenters will discuss ways to learn more about students' funds of knowledge, and how to become reflective in order to effectively employ practices for students from diverse cultural and linguistic backgrounds.

Session 4 Panel Presentation – Reclaiming Education through Family and Community  
Kalispel South

***Rethinking, Reimagining, and Reclaiming our Education through Family and Community Engaged Teaching***

**Mikayla Arsenian**, Western Washington University

**Casper Gemar**, Western Washington University

**A. Longoria**, Western Washington University

**Jackie Sennett**, Western Washington University

**Veronica Velez**, Western Washington University

**Casey Tokita**, Western Washington University

**Jori Denton**, Western Washington University

**Ella Harris**, Western Washington University

**Madelyn Reunanen**, Western Washington University

**Rebecca Lapins**, Western Washington University

This panel presentation shares work in a middle school after-school program where undergraduates learn about critical praxis, spatial understanding, relationship-building, and engaging families and communities. Faculty and students collaborated to build a teacher pathway program called Family and Community Engaged Teaching. Students co-facilitate alongside university faculty to share our story.

---

10:15 a.m. – 10:30 a.m.

**Break**

---

Poster Presentations

***An Intensive Review of the Literature: Exploring Emotional and Behavioral Disorders and Effective Interventions***

**Khawlah Alkushayban**, Washington State University

***Using Captioning Services with Deaf and Hard-of-Hearing Students in Higher Education: A Systematic Review***

**Anwar Alsalamah**, Washington State University

***An Evaluation of Bias in Family Consumer Science Education Instructional Material***

**Chelsey Farias**, Central Washington University

***An Evaluation of Bias in Children's Picture Books on Immigration.***

**Emilia Galvez**, Central Washington University

***An Analysis of Bias of Race and Disability in Children's Literature***

**Hailey McCabe**, Central Washington University

***Ohana: An Evaluation of Family Structures in Popular Instructional Materials***

**Areli Ruiz**, Central Washington University

***Disabled People and their Career Accessibility in the Northeastern Region of Thailand: A Need Assessment***

**Unchalee Sanrattana**, Khon-Kaen University

***Experiences of Allies with the LGBTQIA+ Community: Creating and Sustaining Brave Spaces on Campus***

**Amber Sarker**, Rocky Mountain College

***Nursing Activities in the Operating Room for Nursing Students at Khon Kaen University***

**Duangveda Suwansri**, Khon Kaen University

***Re-thinking Relationships: How Integrating Immediacy Work into Teacher Education Can Improve Teacher-Student Relationships***

**Valerie Valdez**, University of California, Santa Barbara

---

11:45 a.m. – 1:00 p.m.

**Lunch / Networking** (on your own)

---

---

1:00 p.m. – 2:15 p.m.

**Concurrent Session**

---

Session 1 Workshop – Children’s Literature

Kalispel A

***Stereotypes: Examining Their Impact in a "Post Racial Era"***

**Susana Flores**, Central Washington University

**Yanmei Li**, Central Washington University, Beijing  
Wenhui Middle School

In this alternative workshop, participants will be identify LatinX cultural assets in children’s literature, using Yosso’s cultural wealth model (2004) and Bishop’s (1990) mirrors, windows, and sliding glass doors metaphor. Participants will gain the tools to analyze aspirational, linguistic, familial, social, navigational and resistance assets in children’s literature.

Session 2 Panel Presentation – Native Teacher Education

Kalispel C

***(Re)Thinking Teacher Education with Indigenous Knowledge Systems***

**renee holt**, Washington State University

**Chantel Hill**, Washington State University

**Idella King**, Washington State University

This panel describes a regional “grow your own” state teaching certification project using Indigenous education models. The project centers culturally sustaining pedagogies based in language revitalization immersion models anchored in land, language, culture, and community (Paris & Alim, 20175; Tuck, McKenzie, & McCoy, 2014). This project leverages relationships with regional tribal nations, and seeks to build new, formative structures between tribal, university, and LEA stakeholders.

Session 3 Paper Presentations – Culturally Sustaining Pedagogy and Universal Design for Learning

Kalispel North

***Preparing Teachers for Diversity or Diverse Classroom***

**Ahmed Aldousari**, Washington State University

The classroom of today is diverse in nature and is characterized by students from different cultural backgrounds. Teachers thus need to experience the cultural and linguistic diversity firsthand so that they can be able to teach the modern classroom. In this regard, teacher education programs are essential for the teachers.

***Voices Behind the Label: Representation of Autism in the Media***

**Jane Kelley**, Washington State University

**Yun-Ju Hsiao**, Washington State University-Tri Cities

Following a socio-historical theoretical framework (Artiles, 2009), we use the personal narratives of young adults to provide a framework and practices on the use of literature and media in teacher education to provide a more authentic representation of people with autism.

Session 4 Paper Presentations – Eco-justice, Post Humanism, and Social Justice

Kalispel South

***YPAR in Schools: A Call for Onto-epistemological Approaches to YPAR and Teacher Training***

**Thomas Albright**, University of Massachusetts at Amherst

This paper takes a posthumanist approach to analyzing the entanglements of humans, nonhumans, and discourses in a YPAR project within a school. Beyond looking at one YPAR endeavor within a school, it explores onto-epistemological approaches to teacher training.

***Anarchism, EcoJustice, an Earth Democracy: (Re)Imagining Social Studies in the 21st Century***

**Johnny Lupinacci**, Washington State University

**Brandon Edwards-Schuth**, Washington State University

This paper shares lessons from radically (re)imagining social studies education and helping PreK-12 social studies teachers, and specifically teacher educators, to (re)imagine social studies for Earth Democracy and to examine how current dominant worldviews are implicated in maintaining human (and male, white, able-bodied) supremacy.

***The Future of Social Justice Education: Taking an Ecocritical Approach***

**Kiersten Guetlein**, Washington State University

This research takes a critical look at the relationship between environmental injustice and social injustice by analyzing their similar roots. Using a new theoretical framework, this work also explores the potential of ecojustice education to simultaneously work towards the goals of social justice.

---

2:15 p.m. – 2:30 p.m.

**Break**

---

---

2:30 p.m. – 3:45 p.m.

**Concurrent Sessions**

---

Session 1      Workshop – Oral Culture Teaching Hmong/Mong  
Kalispel A

***(Re)Imagining Education Through Hmong/Mong Oral Culture Team Teaching Strategies***

**Yer Thao**, Portland State University

**Michael Sweeney**, Portland Public Schools

**Kirk Lee**

This workshop seeks to interrogate how the hegemony of Literate culture can make educators deaf, dumb, and blind to the multimodal potentials inherent in oral cultures. Participants in this workshop will be introduced to the construct of “Oral Culture” using in-depth teamed pedagogical strategy derived from Hmong/Mong American ritual culture.

***What Will Be Required of Us? Teaching Teachers to Be Activist Coalition-Builders***

**Deanna Chappell Belcher**, University of Oregon

This paper stems from my dissertation project, in which a small group of teachers gathered to ask, “What is required of us, as non-Native social justice activists, if we are to do this work on Native land? On stolen land?” The answers impact our work inside and outside the classroom.

***A Model for Developing Undergraduate Teacher Action Research***

**Susana Flores**, Central Washington University

This paper describes a model for engaging teacher candidates in an undergraduate action research (UAR) project where future teachers evaluate instructional materials for themes of bias. Progressions from knowledge consumer to knowledge producer are described and instructional prompts are provided to facilitate collaborative discussion on biases in instructional materials.

***Is Pre-K Aiding in Literacy Skills Among African American Students in the Arkansas Delta?***

**Audrea Baker**, University of Memphis

What if you took race out of the equation? This article looks at the effect’s preschool has on African American, first grade students’ literacy skills, in the Arkansas Delta. This study is aiding in the continuous research of the “achievement gap” and how pre-k effects that gap, a year later.

***Contributing Factors and Considerations in Teaching Diverse Students with Disabilities and Who Are At Risk***

**Faisal Aldawsari**, Washington State University

This presentation will start by describing how public school teachers struggle to provide and meet the needs of cultural and linguistic students with disabilities. Next part will discuss challenging factors face diverse students. Finally, the paper will review considerations in teaching diverse students with disabilities and who are at risk.

***A Mixed Methods Study to Investigate Student Attitudes and the Effect of Social Media Videos on Students' Attitudes towards Peers with Disabilities***

**Amira Albagshi**, Washington State University

Typically developing students' negative attitudes towards peers with disabilities have become a major challenge facing inclusive education. Negative attitudes lead to a decrease in students with disabilities academic performance and social outcomes. This study was to examine the impact of person-centered videos of individuals with disabilities on 3rd to 8th grade students' attitudes.

***Inequalities in Technology within Special Education Settings: A Systematic Literature Review***

**Mykala Anglin**, Washington State University

**Katie Hirschfelder**, Washington State University

This literature review uncovered six inequalities within special education students access and usage to assistive technology. The six inequality areas are; socio-economic status, disability category, gender, race/ethnicity, funding, and geographic location. This information assists with understanding the struggles that diverse populations face in access and usage to assistive technology.

***PLANTIFA: Antifascist Guerilla Gardening as Revolutionary  
Community Praxis versus Climate Change and Eco-Fascism***

**Brandon Edwards-Schuth**, Washington State University  
**Marco Cerqueira**, Washington State University

Climate change Earth's future with global extinctions, rising sea levels, mass displacement and intensified xenophobia. World governments have done little, even amidst global social activism. We argue that antifascist guerrilla gardening offers an eco-justice praxis: planting trees en masse, build communities of mutual aid, and teach sustainability and eco-pedagogy.

***Eco-Justice Literacy in Stranger Things and the Overstory: Re-  
Imagining Metaphors of Interspecies Relationships***

**Emma McMain**, Washington State University  
**JT Torres**, Quinnipiac University

In response to the anthropocentrism reproduced by environmental education and popular media, we borrowed from critical media literacy to analyze the Netflix series *Stranger Things* and the novel *The Overstory*. We offer "pedagogical misanthropy" as a way to help learners re-imagine metaphors of inter-species relatedness and move toward social/eco-justice.

***The Possibility of Positivity: Implementing Restorative Justice in  
the Classroom***

**Nicole Wilson Steffes**, University of Utah

East High, a public high school located in Salt Lake City, Utah has begun the stages of implementing restorative practices, however, extensive training of educators must be a priority for administrators. Building a framework that teachers and students have not witnessed takes time; it is not an overnight transformation. If we debunk myths, develop a common language of restorative practices (including the use of "cultural secrets" and "queering moments") then we will have a foundation of knowledge to build major structural changes.

---

4:00 p.m.  
Kalispel Ballroom

---

**Conference Closing**

**Please hand in your evaluation before departing.**

**SAFE TRAVELS**

**THANK YOU!**

**16<sup>th</sup> Annual International  
Globalization, Diversity,  
and Education Conference**

**Notes**