Toward Anti-colonial educational practice in Neoliberal times

“Indigenous education and citizenship

Critical Race Theory & Eco-Justice

Aesthetic objects, art practices and learning from difficulty

Confessions of a Border-Crossing Brotha-scholar

Le travail et l’éducation transformatrice

Expanding the canon of Critical Race Theory

Theorizing Black Women’s Work

Democracy, voice, and inquiry in the curriculum

Diversity contested/Contested diversities

Ampliando la mirada sobre la educación intercultural en Chile

Re-thinking Stories of Queerness and Schooling

Graffiti 101: Reconceptualizing urban art as a pathway to college

Perceptions of Islam & Muslim Identity

“Welcome to the Cipher”: Hip Hop as a critical foundation in cultural studies

Sacred cows make the best hamburgers: An interactive intellectual throw down

Critical Disabilities Theory

Aquí estamos: Latina/os in Canada

Queering the white eye/I

To speak is to exist: language, identity and learning
The American Educational Studies Association (AESA) & The International Association of Intercultural Education (IAIE) 

JOINT CONFERENCE 

October 29th – November 2nd, 2014 

Hyatt Regency Toronto and the Toronto Metro Hall, Canada
CONFERENCE THEME

Reconceptualizing Diversity: Engaging with Histories, Theories, Practices, and Discursive Strategies in Global Contexts.

The American Educational Studies Association (AESA) and the International Association for Intercultural Education (IAIE) joined forces to provide a critical space for socio-historical, political and philosophical dialogues focused on reframing diversity within a global context. In particular, we are interested in addressing diversity as a multifaceted and dynamic idea as well as the structures that transform, maintain, and reproduce the many intersectionalities of identity. By focusing on colonialism, settler ideologies, capitalism, and neoliberalism, among other related topics we can resituate diversity in a global context. Turning to issues of transnational immigration, cosmopolitan citizenships, and globalized knowledge networks, we might find new approaches to equity and social justice in education.

WHO WE ARE

The American Educational Studies Association (AESA) was established in 1968 as an international learned society for students, teachers, research scholars, and administrators who are interested in the foundations of education. AESA is a society primarily comprised of college and university professors who teach and research in the field of education utilizing one or more of the liberal arts disciplines of philosophy, history, politics, sociology, anthropology, or economics as well as comparative/international and cultural studies. The purpose of social foundations study is to bring intellectual resources derived from these areas to bear in developing interpretive, normative, and critical perspectives on education, both inside and outside of schools. For further information about the association please visit: www.educationalstudies.org

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INTERNATIONAL ASSOCIATION FOR INTERCULTURAL EDUCATION

Since 1984 the International Association of Intercultural Education (IAIE) has brought together educators and activists interested in diversity and equity issues in education. This is defined quite broadly, and includes among other topics, social justice, human rights, pluralism in post-colonial, post-conflict and post-communist countries, active citizenship, anti-racist education, migration and indigenous minority issues, feminist and queer theory, bilingual and multilingual language issues, (dis)ability studies, interfaith dialogue, genocide and Holocaust education, and critical pedagogy. These topics are also the focus of the organization’s Intercultural Education journal, published 6 times a year. For further information about the association please visit www.iaie.org

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“Uncovering Settler Grammars in Curriculum.” Educational Studies

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CONFERENCE REGISTRATION HOURS

Wednesday 5:00 PM – 6:30 PM
Thursday 8:00 AM – 5:00 PM
Friday 8:00 AM – 5:00 PM
Saturday 8:00 AM – 3:00 PM

Coffee served hours:
Thursday 8:00AM-9:00AM and 3:00PM-4:00PM in Colonnade
Friday 8:00AM-9:00AM and 3:00PM-4:00PM in Colonnade
Saturday 8:00AM-9:00AM and 3:00PM-4:00PM in Colonnade
Sunday 8:00AM-9:00AM in Colonnade

Friday 8:00AM-8:30AM Metro Hall Room 309
Saturday 8:00AM-8:30AM Metro Hall Room 309
Sunday 8:00AM-8:30AM Metro Hall Room 309

Book exhibit and distribution:
King II
Make sure to check out this year’s book exhibit, which features a number of new and returning publishers, as well as several special events. Although the books are not for sale, you can peruse the titles all week and hopefully get the book you want at Saturday’s Book Distribution (starting 12:00 p.m.). Hours for the Book Exhibits Room continue to provide time both before and after sessions so conference participants have ample opportunity to attend. In addition to the publishers’ tables, AESA authors and Critics’ Choice Book Award selections will be on display, so please look for these special tables. Check out the Author Chats and Special Sessions this year, and don’t forget to build these into your conference schedule. The much-anticipated annual Book Distribution will take place Saturday at 12:00 p.m. (grad students first!).

Book Exhibit:
Thursday 8:30AM -5:30PM
Friday 8:30AM - 5:30PM
Saturday 9:30AM-11:00AM

Book Distribution:
12:00-12:15 Graduate Students First
12:15 All welcome
Featured Authors

Thursday Oct 30th 8:30AM-10:00AM
Chat with Author Brad Porfilio of California State University East Bay
This presentation will focus on recent scholarship that characterizes hip-hop as an important cultural practice and a global social movement. Specifically, it will capture how global youth are engaging in a decolonial cultural politic, resisting the social realities - globalization, migration, poverty, criminalization, and racism - responsible for breeding social inequalities across the globe.

Thursday October 30th 10:30AM – 12:00PM
Chat with Author Silvia Cristina Bettez of the University of North Carolina at Greensboro
Highlighting the words and experiences of 16 mixed race women (who have one white parent and one parent who is a person of color), this book chat exposes hidden nuances of privilege and oppression related to multiple positionalities associated with race, class, gender and sexuality. These women are “secret agent insiders” to cultural Whiteness who provide unique insights and perspectives that emerge through their mixed race lenses.

Thursday October 30th 1:00pm - 2:30pm
Chat with Author and AESA President Cris Mayo
This book takes an intersectional approach on LGBTQ issues, arguing that we need to understand the complexity of sexual orientation, gender identity, race, gender and social class.

Thursday October 30th 3:00PM– 4:30PM
*Editor’s Roundtable: Getting your work published in journals*
Meet the Editors of Educational Studies, Educational Foundations, among others to discuss manuscript submission guidelines, the review process, and special issue and editorial board opportunities. This session will be especially beneficial for doctoral students and junior faculty.
Friday October 31st 3:00PM- 4:30PM
Chat with Authors Susan Talburt, Jen Gilbert, Carolyn Pluim, Wanda Pillow, Benjamin Baez, and Lisa Weems
Following educational foundations’ tradition of interrogating taken-for-granted assumptions, the book’s dialogic nature interrupts narrow ideas of “expertise” and linear development of knowledge and promotes creative approaches to understanding youth for educators, researchers, and youth workers.

Saturday November 1st 10:15AM-11:00AM
Book Signing with Author Henry Giroux
Book Title: *The Violence of Organized Forgetting: Thinking Beyond America’s Disimagination Machine*. 2014, City Lights
SPECIAL MEETINGS AND RECEPTIONS

Hyatt Regency Toronto
370 King Street West
Wednesday, October 29, 2014
5:00PM-6:30PM
King I

AESA Opening Ceremony
Welcoming words. Jagdish Gundara, University of London. President of the International Association for Intercultural Education
Aboriginal Opening Ceremony. Sponsored by
The AESA EcoDemocratic Reforms SIG.
In recognition that Toronto is the traditional territory of the Mississauga First Nations, University of Toronto Elder Cat-Mark Criger will perform an Indigenous Aboriginal Opening and Mark and Wendy Phillips will perform an Anishinaabe opening ceremony. Their presentation will include a traditional smudging ceremony and prayer. All are invited.

Wednesday 6:30PM-7:30PM
King Street Social Bar (lower level)
Welcoming Reception. Wine and Cheese. All are invited.

Thursday 8:00AM- 12:00PM
Thomson Boardroom
AESA Executive Council Meeting (Current Council Members)

Thursday 12:00PM-1:30PM
Thomson Boardroom
Graduate Student Council Meeting

Thursday 1:45PM-3:15PM
Thomson Boardroom
Council for Social Foundations of Education Meeting (CSFE)

Thursday 3:30PM-5:15PM
Thomson Boardroom
Committee on Academic Standards and Accreditation meeting (CASA)
Thursday, 5:30PM-7:00PM
King I
George Kneller Lecture
*Under The Gun*
Susan Laird, University of Oklahoma

Thursday, 7:00PM-8:00PM
King Street Social Bar (Lower Level)
George Kneller Reception. Sponsored by Indiana University School of Education-Indianapolis
Cash bar and light appetizers
All are invited.

Thursday 8:00PM-9:30PM
King Street Social Balcony
Graduate Student Council Reception & Roundtable
How can AESA continue to support the work and professional development of its graduate students? The Graduate Student Council invites all graduate students to an interactive, networking session to outline goals of GSC while building relationships with other graduate student from across the country. This reception and roundtable will offer graduate students the opportunity to expand their professional network of colleagues, meet potential co-authors and prepare future conference proposals and/or papers.
Co-chairs:
Danielle Parker Robinson, University of North Carolina at Chapel Hill
Tiffany Williams, Miami University
Hyatt Regency Toronto
Friday 8:30AM-10:00AM
Thomson Boardroom
Educating Women meeting

Hyatt Regency Toronto
Friday 10:00AM-11:30AM
Thomson Boardroom
EcoDemocratic Reforms SIG Meeting

Hyatt Regency Toronto
Friday 12:30PM-3:15PM
Thomson Boardroom
Educational Studies Editorial Board working luncheon

Hyatt Regency Toronto
King I
Friday 5:30-7:00PM
R. Freeman Butts Lecture
*The Limits and Possibilities of Schooling in an Unequal Society*
Pedro Noguera, New York University

Friday 7:00PM-8:00PM
Butts Lecture Reception. Sponsored by Ball State University.
Colonnade
Cash bar and light appetizers
All are invited

Friday 8:00PM-9:30PM
King I
Maxine Greene's Legacy Celebration. Sponsored by Peter Lang Publishing Inc.
Master of Ceremony: Michael Gillespie, Associate Dean of Academic Affairs, Borough of Manhattan Community College, CUNY
Hyatt Regency Toronto  
Saturday 11:30AM-1:30PM  
King I  
Society for Educating Women Business Meeting  

Thomson Boardroom  
Saturday 1:45PM-3:15PM  
IAIE Board meeting  

3:30PM-5:00PM  
King I  
AESA Presidential Address  
*Unexpected generosity and inevitable trespass: Rethinking intersectionality*  
Cris Mayo, University of Illinois, Urbana-Champaign  

5:00PM-6:00PM  
King I  
AESA Business Meeting. All are invited.  

6:00PM-7:00PM  
King I  
AESA Award Ceremony  
Critics Choice Book Award  
The AESA and Taylor & Francis Outstanding Graduate Student Research Award  
The Taylor and Francis *Educational Studies* Best Paper of the Year Award. All are invited.  

8:00PM-12:00AM  
President’s Party  
The Raq  
739 Queen Street West (20 minute walk)  

Hyatt Regency Toronto  
Sunday 8:00AM-12:00PM  
Thomson Boardroom  
AESA Executive Council Meeting (Current and Newly Elected Council Members)
SPECIAL SESSIONS

Thursday 10:15AM – 11:45AM
Studio B
Aboriginal Education from Early Childhood to Adulthood.
Susan Dion, York University
Cyndy Baskin, Ryerson University
Brenda Wastasecoot, University of Toronto, OISE
Angela Mashford-Pringle, Ryerson University
Chair: Angela Mashford-Pringle, Ryerson University

Thursday 3:30PM-5:15PM (Extended time).
Studio B
Eco-democratic reforms in education SIG sponsors: Diversity within our laws of creation
Mark Phillips, Turtle Clan and Anishinaabe
Wendy Phillips, Eagle Clan
Moderator: Steven Wade Mackie, Northwestern Oklahoma State University

Thursday 3:30PM-5:00PM
Regency C
Graduate Student Council invited session
Communicating the value of your scholarship
Whether you are competing for a fellowship, trying to get published, applying for a tenure-track position, engaging in activist scholarship, or preparing a portfolio for tenure, you will be asked to articulate the value of your scholarship in theoretical frames that speak to your aims within the field of education and social foundations. This panel will explore ways to assert the value of your scholarship and communicate its aims in ways that make it accessible to those in and outside of your area of expertise.
Ty-Ron Douglas, University of Missouri
Michael Jennings, University of Texas San Antonio
Cris Mayo, University of Illinois
Chair: Sardar M. Anwaruddin, University of Toronto, OISE
Thursday, 8:00PM-9:00PM
Regency D
Honoring and Remembering Sari Biklen
Barbara Applebaum, Syracuse University
Mary Cannito-Coville, Syracuse University
Derek Ford, Syracuse University
Kelsey John, Syracuse University
Rebecca Johnson, Elmira College
Dalia Rodriguez, Syracuse University
Ashley Taylor, Syracuse University
Dave Wolken, Syracuse University

Thursday 8:00PM-9:30PM
King Street Social Balcony
Graduate Student Roundtable and Reception
How can AESA continue to support the work and professional development of its graduate students? The Graduate Student Council invites all graduate students to an interactive, networking session to outline goals of GSC while building relationships with other graduate student from across the country. This reception and roundtable will offer graduate students the opportunity to expand their professional network of colleagues, meet potential co-authors and prepare future conference proposals and/or papers.
Co-chairs:
Danielle Parker Robinson, University of North Carolina at Chapel Hill
Tiffany Williams, Miami University
IAIE Poster Sessions
Friday 12:00PM-5:00PM
Regency Foyer

Critical Friends as a Tool for Evidence Evaluation and Argumentation on Socioscientific Issues
Sara Raven, Kent State University
Namdar, Bahadir. University of Georgia
Klein, Vanessa Kent State University

Ampliando la mirada sobre la educación intercultural en Chile. Del enfoque exclusivamente indígena a la consideración conjunta de la diversidad cultural autóctona y alóctona.
Andrea Riedemann, Universidad Diego Portales

Living the academic dream or nightmare? Racialized faculty members in schools/faculties of social work in three Canadian provinces
David Este, June Yee, Daniel Lai & Christa Sato
University of Calgary

"Bros talking: Discursive performance of gender and power in the G8 sex ed class.
Odile Mattiauda, Rhode Island College

What are the perceived challenges that confront Black elementary school principals or administrators in leadership, learning, and school change as they advocate for social justice issues?
Evra Trought-Pitters, Brock University

The effective development of religious tolerance diversity and inclusion initiatives at health care business organizations
Darrell N Burrell, Florida Institute of Technology

Grameen Bank Women Borrowers Non-formal Adult Learning Transformation in Bangladesh
Kazi Abdur Rouf, York University

Self-Advocacy For Equitable Learning: Teacher Candidate Perspectives On Developing and Presenting Self-Advocacy Workshops
Eugenie Choi, York University
Friday 1:45PM-3:15PM
Studio B
AESA Past Presidents engaging with the past, present, and the future of the organization.
James Shields (1974), The City College of New York/ City University of New York
George W. Noblit (2000), University of North Carolina Chapel Hill
Eric Bredo (2002), University of Toronto
Kathleen P. deMarrais (2005), University of Georgia
Susan Franzosa (2008), Fairfield University
Kathy Hytten (2009), University of North Carolina Greensboro
Audrey Thomson (2011), University of Utah
Sofia Villenas (2012), Cornell University
Lynda Stone (2013), University of North Carolina Chapel Hill
Cris Mayo (2014), University of Illinois, Urbana-Champaign
Yolanda (Jolie) Medina (2015), Borough of Manhattan Community College/ CUNY
Denise Taliafiero-Baszile (2016), Miami University
Chair: George W. Noblit (2000), University of North Carolina Chapel Hill

Friday 3:30PM-5:00PM
Studio B
Reflections on Black Curriculum Orientations: Remembering William H. Watkins
Theodorea Regina Berry, The University of Texas at San Antonio
Derrick P. Alridge, University of Virginia
Karen A. Johnson, University of Utah
Shirley Steinberg, University of Calgary
David O. Stovall, University of Illinois at Chicago
Chair: Theodorea Regina Berry, The University of Texas, San Antonio
Saturday 8:30AM – 10:00AM
Thomson Boardroom
Maxine Greene Center for Aesthetic Education and Social Imagination
Aesthetic Workshop: The Work of Art and Aesthetic Discovery: Applications in Multiple Educational Contexts
Heidi Upton, St. John’s University
Holly Fairbank, Maxine Greene Center for Aesthetic Education and Social Imagination

Saturday 10:15AM – 11:45AM
Studio B
Maxine Greene: Multiplicities and Possibilities
Deborah Britzman - York University
Wendy Kohli - Fairfield University
Janet L. Miller - Teachers College, Columbia University
Seungho Moon - Oklahoma State University
Hongyu Wang - Oklahoma State University
Chair: Wendy Kohli, Fairfield University

Saturday 10:15AM – 11:45AM
Studio C
Graduate Student Council Special Session
Creating Fluidity in Your Academic Work
Regardless of whether you work within a single discipline or multiple ones, a key challenge for an early career scholar is to develop a focused and sustained line of scholarship and research. How do you find or create fluidity between your diverse academic undertakings to develop a strong body of intellectual work? Does scholarship have to be unified? The panel will explore this with you, and create a space for you to think about how to name and nurture your larger academic project and make explicit how diverse works relate to that project.
Daniella Ann Cook, University of South Carolina at Columbia
George Noblit, University of North Carolina at Chapel Hill
Tanya Titchkosky, University of Toronto
Chair: T. Jameson Brewer, University of Illinois at Urbana-Champaign
Saturday 10:15AM – 11:45AM  
Regency D  
A Pedagogy of Hopelessness: Fear and loathing in 21st century schools  
A pedagogy of hopelessness: The future of public education in America?  
Eleanor J. Blair, Western Carolina University  
Idiots! Why Critical Educational Theory Isn’t Critical Enough  
David A. Gabbard, Boise State University  
Critical Pedagogical Praxis: Risk and the Hopeful Struggle  
William Reynolds, Georgia Southern University  
Demanding A Pedagogy of Hope: It’s Time We Get Public  
Shirley Steinberg, The University of Calgary  
Chair: Eleanor J. Blair, Western Carolina University  

Saturday 10:15AM – 11:45AM  
Regency E  
Feeling Governed? Thinking of and Beyond Governmentality in Education  
Benjamin Baez, Florida International University  
Aaron Kuntz, University of Alabama  
Carolyn Pluim, Northern Illinois University and Michael Gard, Southern Cross University  
Susan Talburt, Georgia State University  
Chair: Benjamin Baez, Florida International University  

Saturday 1:45PM-3:15PM  
Studio E  
Community College Students Speak Up about Learning Philosophy of Education through Experiences  
Vianela Tapia, Public School 536 Bronx, NY  
Joseph Breen, Borough of Manhattan Community College/ CUNY  
Haile Peters, Borough of Manhattan Community College/ CUNY  
Chair: Yolanda (Jolie) Medina, Borough of Manhattan Community College/ CUNY
CONFEREECE SCHEDULE

Hyatt Regency Toronto
370 King Street West
Wednesday, October 29, 2014
5:00PM-6:30PM
King I

AESA Opening Ceremony. All are invited.
Welcoming words. Jagdish Gundara, University of London.
President of the International Association for Intercultural Education (IAIE).
Aboriginal Opening Ceremony. Sponsored by
The AESA EcoDemocratic Reforms SIG.
In recognition that Toronto is the traditional territory of the Mississauga
First Nations, University of Toronto Elder Cat-Mark Criger will perform an
Indigenous Aboriginal Opening and Mark and Wendy Phillips will perform
an Anishinaabe opening ceremony. Their presentation will include a
traditional smudging ceremony and prayer.

Wednesday 6:30PM-7:30PM
King Street Social Bar (lower level)
Welcoming Reception. Wine and Cheese. All are invited.

Hyatt Regency Toronto
370 King Street West
Thursday, October 30, 2014
8:00AM-9:00AM
Colonnade
Coffee Served

Thursday 8:00AM- 12:00PM
Thomson Boardroom
AESA Executive Council Meeting (Current Council Members)

Thursday 8:30PM-5:30PM
King II
Book Exhibit
Thursday 8:30AM-10:00AM
King II
Chat with Author Brad Porfilio of California State University East Bay

Thursday 8:30AM – 10:00AM
Studio B
**The Many Faces of Institutional Racism in Education**
*Deconstructing macro and micro aggressions in education: Working towards professional and personal congruency*
Azadeh Farrah Osanloo, New Mexico State University
*Understanding Personnel Practices for Public School Teachers in New Orleans: A Legacy of Institutional Racism*
Elizabeth K. Jeffers, Georgia State University
*Subtractive education: Teaching students not to succeed*
Amber Courtney, University of Alabama
“I hate my own race; the teachers just always think we are smart.”: Female youth resisting the model minority stereotype in an urban, public high school
Sophia Rodriguez, The College of Charleston
Chair: Ivan Watts, Auburn University

Thursday 8:30AM – 10:00AM
Studio C
**Toward Anti-colonial educational practice in Neoliberal Times**
*How to avoid “Mutiny on the bounty”: Climate and culture in a U.S. alternative school*
Melissa Kristen Smythe, SUNY Buffalo State College
*Caste education and white double-consciousness: Du Bois, Racial Knowledge, and Subjectivity in the White World*
Gardner Seawright, University of Utah
*The “Refugee” as paradigm for civic education*
Harvey Shapiro, Northeastern University
*Problems of Common Interest: The Shaping of Education in Pakistan 1970-2014*
David Roof, Ball State University
Chair: David Roof, Ball State University
Thursday 8:30AM – 10:00AM
Studio D
Imposing or emancipatory?: On using theory to analyze qualitative research
Stacey Otto, Illinois State University
Michael G. Gunzenhauser, University of Pittsburgh
Karla Martin, Arizona State University
Beth Hatt, Illinois State University
Chair: Stacy Otto, Illinois State University

Thursday 8:30AM – 10:00AM
Studio E
Paths to equality
Brittany Aronson, Miami University Ohio
Scott Ellison, University of Northern Iowa
Tingting Qi, University of Tennessee
Sultana Shabazz, University of Tennessee
Barbara J. Thayer-Bacon, University of Tennessee
Chair: Scott Ellison, University of Northern Iowa

Thursday 8:30AM – 10:00AM
Studio G
Education in the era of accountability: An evaluation using Deweyan philosophy
Dewey’s “Moral Imagination”: Preparing educators to facilitate moral development amidst a culture of high-stakes testing and character development
Chris Peckover, Iowa Wesleyan College
Science Education in the era of accountability: An evaluation using Deweyan philosophy
Justin Christopher, University of Iowa
John Dewey’s theory of inquiry (Instrumentalism) and the privatization of education: A critique
Gleidson Gouveia, University of Iowa
Chair: Justin Christopher, University of Iowa
Thursday 8:30AM – 10:00AM
Regency A
Rethinking Education for the Common and Diverse Good
“An alert and enlightened world opinion”: Charles H. Thomson’s advocacy of human rights
Louis Ray, Fairleigh Dickinson University
Morality, inquiry, and the university
Roger Mourad, Washtenaw Community College; University of Michigan
Diversification through decentralization
Sara Hashem, McGill University
The educational philosophy of the Marquis de Sade: Exciting and Inciting Diversity
Adam Greteman, The School of the Art Institute of Chicago
Chair: Joseph Rayle, State University of New York, Cortland

Thursday 8:30AM – 10:00AM
Regency B
Lessons for Social Justice: Learning with Pre-service Teachers
Developing agents of change: A case study of preservice teachers leaders’ conceptualizations of social justice teacher leadership
Urme Nazneen Ali, University of Missouri
Teaching with fear, educating with passion: An analysis of a preservice teachers course
Revital Zilonka, University of North Carolina, Greensboro
Breaking down the barriers to social justice education in teacher preparation through learning communities
Jaclyn Pace, North Arizona University
A school of their own: Pre-service teachers’ narratives of their ideal schools
Peter Hessling, North Carolina State University
Chair: Peter Hessling, North Carolina State University
Thursday 8:30AM – 10:00AM
Regency C
Activism and Education: Pedagogies of Solidarity
Solidarity Among Our Differences: From Beneath the Layers of Concepts and Concrete
John Lupinacci, Washington State University
Alison Happel, University of Memphis
Eco-Racism: Skillfully Radical
Douglas Hoston, Washington State University
Education in Precarious Times: Reading the Politics of Refusal in Black Radicalism, Autonomist Marxism, and Postwork Feminism
Graham B. Slater, University of Utah
Subversively Happy
Pamela Bettis, Washington State University
Maria Isabel Morales, Washington State University
Embodiment Solidarity: Education as a Form of Intersectional Embodiment
Nicole Carter, Eastern Michigan University
Chair: John Lupinacci, Washington State University
Discussant: Abraham DeLeon, University of Texas, San Antonio

Thursday 8:30AM – 10:00AM
Regency D
“Lurking” on the Social Peripheries of Education and Pedagogy
Inhospitable education: Canadian Public Schooling and Religious Minority Students
Rebecca Starkman, University of Toronto, OISE
Marginalization in Environmental Education: Social and Transformative Learning Through Ecoliteracy
Velta Douglas, University of Toronto, OISE
Traumatic Marginalities: Sexual Violence and Identity Construction
Neil Ramjewan, University of Toronto, OISE
Food and Festivals? Immigrant experiences in the Canadian Public School System
Lucy El-Sherif, University of Toronto, OISE
Chair: Alessandra Arraiz Matute, University of Toronto, OISE
Discussant: Diane Swartz, University of Toronto, OISE

Thursday 8:30AM – 10:00AM
Regency E
Transforming technologies of power into technologies of resistance:
Looking to the material social practices of resistance in tech activism
Sandra B. Schneider, Radford University
Dianne Smith, University of Missouri Kansas City
Thursday 10:30AM – 12:00PM
King II
Chat with Author Silvia Cristina Bettez of the University of North Carolina at Greensboro

Thursday 10:15AM – 11:45AM
Studio B
Aboriginal Education from Early Childhood to Adulthood.
Susan Dion, York University
Cyndy Baskin, Ryerson University
Brenda Wastasecoot, University of Toronto, OISE
Angela Mashford-Pringle, Ryerson University
Chair: Angela Mashford-Pringle, Ryerson University

Thursday 10:15AM – 11:45AM
Studio C
Unequal Futures: Education and Class Inequities
Social class segregation and the STEM career pipeline: An ethnographic examination of high school opportunity structures
Andrea Nikischer, SUNY Buffalo State College
Poverty’s counter-stories and their educational implications: A multiple case study of successful adults who experienced childhood poverty
Tiffany M. Nyachae, University at Buffalo, The State University of New York
Decentering Culture: An Equity Literacy Approach to Preparing Economically Just Teachers
Paul Gorski, George Mason University
Preservice teachers as researchers: Empowering future teachers and challenging neoliberal tendencies
Emily A. Daniels, State University of New York, Plattsburgh
Maureen Squires, State University of New York, Plattsburgh
Chair: Walter J. Ullrich, California State University, Fresno
Thursday 10:15AM – 11:45AM  
Studio D  
**Leaning In, Being Bossy, and Women’s Empowerment: Post Feminism and Education**  
*Why the B-word needs to be the F-word*  
Pamela Jean Bettis, Washington State University  
Natalie G. Adams, University of Alabama  
*Mandonas and the Malaise of Mexicano Culture*  
Maria Isabel Morales, Washington State University  
“Nobody actually wants to…”: The Embodiment of Post-Feminism  
Nicole Ferry, Washington State University  
Mary Ward, Washington State University  
*Material Girl: Redefining Women’s Empowerment in the Middle East*  
Lauralea Edwards, Washington State University  
*Bossy from the Perspective of a Queer Indigenous Pilipina*  
Paulina Abustan, Washington State University  
Chair: Pamela Jean Bettis, Washington State University

Thursday 10:15AM – 11:45AM  
Studio E  
**Indigenous education and citizenship**  
*Discovering indigenized discourses of civic education: The implementation of Project Citizen in the Philippines*  
Tanya Rekow Walker, University of Georgia  
*Discursive strategies in educational reform for “new Citizenship” in the Philippines*  
Elizer Jay Yague de los Reyes, Saint Louis University-Baguio City, Philippines  
*Returning learning and teaching to communities: Are there indigenous lessons for the non-indigenous?*  
Derek Rasmussen, Simon Fraser University & Nunavut Tunngavik Inc.  
Chair: Nassim Noroozi, McGill University

Thursday 10:15AM – 11:45AM  
Studio G  
**Critical race theory & eco justice: When your liberation is bound up with mine, then let us work together**  
Troy Martin, University of North Carolina Greensboro  
Dawn N. Hicks Tafari, Winston-Salem State University  
Micala D. Evans, Eastern Michigan University  
Abraham DeLeon, University of Texas, San Antonio  
Chair: Joseph Rayle, State University of New York, Cortland
Thursday 10:15AM – 11:45AM
Regency A
Race, Racism and Schooling
Who will be “My Brother’s Keeper?” The problematic nature of utilizing a colorblind approach to address racial inequities
Anjale Welton, University of Illinois
Sarah Diem, University of Missouri
I, too, am colourblind: The I, too, am Oxford/Harvard campaigns and technologies of whiteness in institutional discourses of belonging
Nichole Grant, University of Ottawa
Pamela Rogers, University of Ottawa
Right to the classroom: Race. Redlining, and resistant spacing
Benjamin Blaisdell, East Carolina University
Chair: Gulzar R. Charania, University of Toronto, OISE

Thursday 10:15AM – 11:45AM
Regency B
What’s decolonization got to do with it?: Women, the environment, and STEM education
Underrepresented undergraduate women in STEM: Taking the decolonial turn
Mary Jo Hinsdale, Westminster College
Decolonizing STEM education through Latina high school science students’ testimonios
Jean Aguilar-Valdez, St. Olaf College
Decolonizing environmental education by tapping into the pedagogical potential of disasters or crises
Dara Nix-Stevenson, American Hebrew Academy
Discussant and chair: Dara Nix-Stevenson, American Hebrew Academy

Thursday 10:15AM – 11:45AM
Regency C
Growing Vulnerabilities Experienced by Refugees and the Rise in the Targeting of Students by Human Traffickers
Productive Relations and the Movement of Youth
Julia Hall, D’Youville College
Homeward (Un)Bound: Karen Burmese Students and the Fight for Place and Identity
Craig Centrie, Medaille College
I didn’t ask for that: Students as Victims of Sex-Trafficking
Illana Lane, Medaille College
Virginia Batchelor, Medaille College
Chair: Julia Hall, D’Youville College
Thursday 10:15AM – 11:45AM
Regency D
Unjust Matters: Queer Youth of Color and Educational Discontent
“Am I Gonna Have to Slap the Shit Outta Somebody today?”: Queer Youth of Color and Homophobic Violence in Urban Schools
Edward Brockenbrough, University of Rochester
“I walked all the way back to L.A.”: An Intersectional Analysis of Queer Youth Migration
Cindy Cruz, University of California Santa Cruz
“Why can’t I be a professional Jane & Fincher?”: Education and Training Needs of Racialized Young Adult Offenders and Queer Youth of Colour
Lance T. McCready, University of Toronto, OISE
“The struggle for LGBT equality goes on”: Ladlad’s Cruel Optimism in the Aftermath of Loss
Roland Sintos Coloma, Miami University
Chair: Roland Sintos Coloma, Miami University
Discussant: Lisa Weems, Miami University

Thursday 10:15AM – 11:45AM
Regency E
Global Literacies and the Fight for Human Rights
Drawing on Critical Reflexive Practice in Global Citizenship Education to Engage in Diversity: Rewards and Challenges with Conceptualization, Theorization, and Identity Location
Gary Pluim, Lake University, Orillia
The Imperialist Vision of Human Rights in West Africa: The battle for literacy.
Amanda Ellen Dascomb, University of Tennessee
Challenging Assumptions about How Teachers Develop Global Competence: Case Studies of Three Unique Educators
Hillary Parkhouse, University of North Carolina at Chapel Hill
Jessie Montana Cain, University of North Carolina at Chapel Hill
Ariel Tichnor-Wagner, University of North Carolina at Chapel Hill
Jocelyn Glazier, University of North Carolina at Chapel Hill
Chair: Hillary Parkhouse, University of North Carolina at Chapel Hill
Thursday 12:00PM-1:30PM
Studio B
Here, There and Everywhere: Globalization and the Struggle for Education
The only thing we fear more than terror is peace: How globalization has heightened our ambivalence towards education for equal dignity
Antoinette Errante, Ohio State
The Process of resolving societal conflict: School integration in Northern Ireland
Mary Bushnell Greiner, Queens College and The Graduate Center, CUNY
“What I would like to ask is to find a school where they can teach us from Monday to Friday”: Language, labor, and refugee status
Allison Daniel Anders, University of South Carolina
Jessica Nina Lester, Indiana University
Foundations as futurism: Engaging students in issues of education, diversity, and globalization
Joseph Rayle, State University of New York at Cortland
Chair: Mary Bushnell Greiner, Queens College and The Graduate Center, CUNY

Thursday 12:00PM-1:30PM
Studio C
Discourses of (dis)ability
Who's in, who's out: A system study on student's experience of belonging and exclusion
Gillian Parekh, York University and Toronto District School Board
“Naming Giftedness: Racial formation and ability discourse in U.S. schools”
Lauren Ware Stark, University of Virginia
A history of exclusion: Mental disability in schools
Kylah Torre, The Graduate Center, CUNY
Naming, claiming, and reframing disablement in early childhood education research
Kathryn Underwood, Ryerson University
Karen Spalding, Ryerson University
Kathryn Church, Ryerson University
Chair: Kylah Torre, The Graduate Center, CUNY
Thursday 12:00PM-1:30PM
Studio D
Delinking from modernity/coloniality in educational studies: Towards transmodern futures
Vanessa de Oliveira Andreotti, University of British Columbia
Jeongeun Rhee, Long Island State University
Riyad Shahjahan, Michigan State University
Paul Peterhans, Seattle Preparatory School
Michael Baker, University of Rochester
Sharon Stein, University of British Columbia
Moderator: Michael Baker, University of Rochester

Thursday 12:00PM-1:30PM
Studio E
On the preparation for research: What goes on behind the scene
The preparation of a virtual ethnography: A secret prospectus
Patti Lather, Ohio State University
Giving away and giving over: The Imperative Sociality of the researcher/writer
Janet Miller, Teachers College, Columbia University
The untold story of the writing block: On the preparation of writing fantasies
Deborah Britzman, York University
Chair: Patti Lather, Ohio State University

Thursday 12:00PM-1:30PM
Studio G
Special education: Grade School and Beyond
Exploring preservice teacher development of culturally responsive teaching in a response to intervention framework to address disproportionality in special education
Brenda L. Barrio, Washington State University
Manee Moua, Washington State University
The moral debate on special education: At the margins of social justice
Bernardo Pohl, University of Houston-Downtown
"Am I really smart?: The impact of being gifted on minority students
Thomas Ender, University of North Carolina
Emily Freeman, University of North Carolina
Content area professional journals and disability: A systematic review
Julia White, University of Rochester
Patricia Alvarez-McHatton, University of Missouri-Kansas city
Chair: Brenda L. Barrio, Washington State University
Thursday 12:00PM-1:30PM
Thomson Boardroom
Graduate Student Council meeting

Thursday 12:00PM-1:30PM
Regency A
Contested Imaginaries: Anti-Colonial Pedagogies and the Representation of Muslim Women in Post 9/11 Cultural Practice
Jasmin Zine, Wilfrid Laurier University
Lisa K. Taylor, Bishop's University
Shahnaz Khan, Wilfrid Laurier University
Catherine Burwell, University of Calgary
Jamelie Hassan, Independent visual artist
Sofia Servando Baig, spoken word artist
Chair: Jasmin Zine, Wilfrid Laurier University

Thursday 12:00PM-1:30PM
Regency B
Reflecting on democracy and plurality: Diverse Perspectives
The school transnational nexus – Student reflections beyond and within the nation
Naomi Lightman, University of Toronto
Toward an inclusive history education in Egypt: Analyzing Egypt’s history textbooks
Ehaab Dyaa Abdou, McGill University
The Struggle for global democracy: rethinking critical pedagogy, Democratic diversity and the importance of political myths
Bryan David McTalfe, Durham Catholic District School Board
Reconceptualizing the Indian Diaspora: Immigration policy and contemporary positionings
Venkat Ramaprasad, The University of Texas at Austin
Chair: Laura Elizabeth Pinto, University of Ontario Institute of Technology
Thursday 12:00PM-1:30PM
Regency C
Bullying: Problem, Policy and Possibility
Ellen P. Motohashi, Dokkyo University, Japan
Developing Gender and Orientation Curricula to Reduce Bullying in K-12 Institutions  
Kelly McFaden, Sheri Hardee, University of North Georgia
Bullying in K-12 Science Classrooms  
Sara Raven, Kent State University
Stephanie Tuters, University of Toronto, OISE
Sue Winton, York University
Chair: Mary Frances Agnello, Texas Tech University

Thursday 12:00PM-1:30PM
Regency D
Education as Artistic Endeavor
(Re)Thinking Orientalism: using Graphic Narratives to Teach Critical Visual Literacy  
Rachel Bailey Jones, Nazareth College
Philosophy of Photography Meets Philosophy of Education in Virginia Woolf’s Three Guineas  
Virginia Ann Worley, Oklahoma State University
Using Visual Arts to Achieve Social Justice  
Hidehiro Endo, Akita International University
Paul Chamness Miller, Akita International University
Culturally-relevant and responsive arts and media as diverse discourses to engage youth in Ontario, Canada and Kenya  
Mary Drinkwater, Leigh-Anne Ingram, OISE
Chair: Nasim Noroozi, McGill University
Thursday 12:00PM-1:30PM  
Regency E  
**Reading Wendell Berry for Eco-Justice Education and a Pedagogy of Responsibility**  
Recapturing "Character Education" from the Right: An Eco-Justice Approach  
Jeff Edmundson, University of Oregon  
Unsettling “Settler-Colonialism”: Wendell Berry on the Crisis of Culture, Ecology, and Education  
Rebecca Martusewicz, Eastern Michigan University  
The Beauty and Brokeness of Belonging: Eco-Justice Education and Pedagogies of Responsibility in the Fiction of Wendell Berry and Harriet Arnow  
Erin Stanley, Eastern Michigan University  
Chair: Rebecca Martusewicz, Eastern Michigan University  
Discussant: Joseph Henderson, University of Rochester

Thursday 1:00pm - 2:30pm  
King II  
Chat with Author and AESA President Cris Mayo  

Thursday 1:45PM-3:15PM  
Studio B  
**Exploring ethics in educational activism**  
Toward an ethics of activist teaching  
Kathy Hytten, University of North Carolina Greensboro  
Teacher activism as ethical/professional obligation: Creating opportunities for teachers to participate beyond the classroom  
Kurt Stemhagen, Virginia Commonwealth University  
Anti-colonial activism: Reflecting on the ethics of educational resistance in a (post) colonial world  
Nassim Noorozi, McGill University  
Discussant and Chair: Michael Gunzenhauser, University of Pittsburgh
Thursday 1:45PM-3:15PM

Studio D

Reflections on Intimacy, Imagination & Images in Teaching

Confessions of a Border-Crossing Brotha-scholar: Teaching Race With All of Me
Ty-Ron M. O. Douglas, University of Missouri-Columbia

Images of a Teaching Identity Outside the Centrality of Race
Margaret A. Wilder, University of Georgia, Athens

Imagining New Partnerships: Urban Classrooms as Spaces to Reconsider Diversity and Collaboration
Tim Mahoney, Millersville University

The Artfulness of Intimacy and Play: Reflecting on and Decolonizing Interracial Youth-Adult Organizing
Erin Dyke, University of Minnesota

Chair: David Este, University of Calgary

Thursday 1:45PM-3:15PM

Thomson Boardroom

Council for Social Foundations of Education meeting (CSFE)

Thursday 1:45PM-3:15PM

Studio E

Developing multicultural competencies for teaching in a democratic and global society.
An exploration of written and approved program documents. The presence and absence of multicultural competencies.
Maureen Squires, State University of New York, Plattsburgh

Analysis of student work: Informing our practice
Jean Ann Hunt, State University of New York, Plattsburgh
Yong Yu, State University of New York, Plattsburgh

Beyond tolerance: Developing multicultural competencies in preservice teachers
George Still, State University of New York, Plattsburgh

Chair: Jean Rockford Aguilar-Valdez, St. Olaf College

Thursday 1:45PM-3:15PM

Studio G

You have the right to remain invisible: Reconceptualizing policing of black masculinity in schools and communities
Mary A. Cannito-Coville, Syracuse University
Dalia Rodriguez, Syracuse University
Tremayne Robertson, Syracuse University

Chair: Eldrin L. Deas, University of North Carolina at Chapel Hill
Thursday 1:45PM-3:15PM
Regency A
Rethinking Imagination and Reimagining Disciplinary Divides:
Uncovering Dimensions of Ignorance in Global Practices
Focusing in on the Hidden in Plain Sight: The intersection of Peace Education and Critical Race Theory
David Ragland, Bucknell University
The Problem with Pictures: Imagining Democracy in the Age of “Selfies”
Jessica Heybach, Aurora University
Redeeming the Rejects of Knowledge: Dreams, Literary Imagination and Ignorance in Social Justice
Jennifer Logue, Southern Illinois University Edwardsville
Chair & Discussant: Eric Sheffield, Missouri State University

Thursday 1:45PM-3:15PM
Regency B
Meta-ethnography and theory: Identity and difference in qualitative syntheses
White identity and Pre-service teachers
Tim Conder, University of North Carolina, Chapel Hill
Alison LaGaray, University of North Carolina, Chapel Hill
Latina Students and Gender/Sexual Identities
Hilary Parkhouse, University of North Carolina, Chapel Hill
Summer Pennell, University of North Carolina, Chapel Hill
A Multiracial Meta-Ethnography
Silvia C Bettez, University of North Carolina, Greensboro
Aurora Chang, Loyola University
Kathleen E. Edwards, University of North Carolina, Greensboro
What can meta-ethnography teach us about theory?
Luis Urrieta, University of Texas, Austin
Chair: George W. Noblit, University of North Carolina, Chapel Hill
Thursday 1:45PM-3:15PM
Regency C
Sustainability/Environment
Cultivating the Commons: Expanding an Ethic of Care through Community Gardens and Eco-Justice Education
Monica Shields-Grimason, Eastern Michigan University
A Pedagogy of Relations: Contesting Global Exploitation and Environmental Destruction
Mark R. Davies, Hartwick College
Reimagining the Landscapes of Learning Sustainability
Jennifer Stoops, The Graduate Center/CUNY
Inclusive Education for Ecological and Social Sustainability in the Era of Neoliberal Reform
Nigora Safarovna Erkaeva, Eastern Michigan University
Chair: Richard Kahn, Antioch University Los Angeles

Thursday 1:45PM-3:15PM
Regency D
Learning from and Listening to Teachers of Color
Teaching and Learning through Othered Bodies. “I am teaching you today, like I would never see you again”: The influence of Brown v. Board of Education on Black veteran educators
Leta Hooper, University of Massachusetts-Amherst
We are part of this community: Black and Latino Teachers share their personal experiences and pedagogy
Cleveland Hayes, University of La Verne
Reconceptualizing an ethic of the Community: Incorporating Immigrant Perspectives and Concerns into Ethical School Leadership
Emily Crawford, University of Missouri-Columbia
Performances of Pedagogy: Asian American Teachers’ Classroom Identities & Practices
Candace J. Chow, Cornell University
Chair: Amira Proweller, DePaul University
Thursday 1:45PM-3:15PM
Regency E
Exploring Language & Identity
Using mother tongue to validate learner identity in adult second language acquisition
Enoka Makulloluwa, Brock University
A Critical Look at Dual Language Immersion in the New Latino/a Diaspora
Claudia Cervantes-Soon, University of North Carolina, Chapel Hill
Lessons Learned: Preservice Teachers’ Early Experiences with English Language Learners
Courtney George, Monica McKinney, Meredith College
Step up to writing for English Language Learners
Elena Zelfond, Buffalo Public Schools
Chair: Elena Zelfond, Buffalo Public Schools

Thursday 3:00PM-4:00PM
Colonnade
Coffee Served

Thursday 3:00PM– 4:30PM
King II
Editor’s Roundtable: Getting your work published in journals
Meet the Editors of Educational Studies, Educational Foundations, among others to discuss manuscript submission guidelines, the review process, and special issue and editorial board opportunities. This session will be especially beneficial for doctoral students and junior faculty
Thursday 3:30PM-5:00PM  
Thomson Boardroom  
Committee on Academic Standards and Accreditation meeting (CASA)

Thursday 3:30PM-5:15PM (Extended time).  
Studio B  
Eco-democratic reforms in education SIG sponsors: Diversity within our laws of creation  
Mark Phillips, Turtle Clan and Anishinaabe  
Wendy Phillips, Eagle Clan  
Moderator: Steven Wade Mackie, Northwestern Oklahoma State University

Thursday 3:30PM-5:00PM  
Studio C  
Experiential sensory learning as critical pedagogical praxis  
Sensory experience one: Deschooling the senses, An olfactory intervention  
Melanie McBride, York University  
Sensory experience two: Making “senses” of virtual art: Embodied seeing in museum education  
Sarah Chu, University of Wisconsin-Madison  
Sensory experience three: Speaking the “Queen’s English”: Accent bias and racism  
Alana Butler, Ryerson University  
Sensory experience four: Let’s get physical: Somatic knowledge and STEM learning  
Chair: Jason Nolan, Ryerson University

Thursday 3:30PM-5:00PM  
Studio D  
Who’s Watching Whom: Digital Surveillance in Schooling  
The discursive effects of health and education surveillance tools in Manitoba, Canada  
LeAnne Petherick, University of Manitoba  
Digital surveillance: Foucault, the Internet, and the meaning for democratic education  
Daniel E Chapman, Georgia Southern University  
Julie Maudlin, Georgia Southern University  
Jenny Sandlin, Arizona State University  
Biometric bordering goes to school  
Nicole Nguyen, Syracuse University  
Genetics in environmental education: Three challenges  
Ramsey Affifi, University of Toronto, OISE  
Chair: Carolyn Pluim, Northern Illinois University
Thursday 3:30PM-5:00PM
Studio E
**Educate, Agitate, Organize!: Teacher Resistance Against Neoliberal Reform**

*The Hearts of Teachers: Love and the Fight for Public Education.*
Mark Stern, Colgate University
Amy Brown, University of Pennsylvania

*The New School Wars: Local Resistance to Neoliberal School Reform*
Khuram Hussain, Hobart and William Smith College

*Learning to Fight: Social Movement Learning and Philadelphia Teachers*
Rhiannon Maton, University of Pennsylvania
Rand Quinn, University of Pennsylvania
Chair: Mark Stern, Colgate University

Thursday 3:30PM-5:00PM
Studio G
**Tricksters and trapdoors: Subverting dominant narratives in educational discourses**

*Trickster/coyote tactics: Empowering and emancipating indigenous youth*
Darrel Marks, Northern Arizona University
Christine Lemley, Northern Arizona University

*Binarism, individualism, and proceduralism as trapdoors*
Jaclyn Pace, Northern Arizona University

*A Chicana trickster teacher: A teacher with questions and no answers*
Emily A. Davalos, Northern Arizona University

*Re-experiencing the ordinary: Syllabi, Rubrics, and PowerPoints in the light of the absurd*
Jared Bishop, University of Dayton

*Crossing borders: Engaging lived realities in the adult education classroom trickstering spaces to reclaim the common*
Danika Danker, Northern Arizona University
Chair: Gerald Wood, Northern Arizona University
Thursday 3:30PM-5:00PM
Regency A
Language, Identity and Educational Practices
Language and identity: Exploring the ethnic identity of Nosu Yi
Luebi Zhang, The University of Sydney
Diversity and English language education in a globalized era: Implications from the case of Japan
Mieko Yamada, Indiana University, Purdue University Fort Wayne
English language learners in content area classrooms in a northeastern U.S. high school
Lan Ngo, University of Pennsylvania
Reshaping the mainstream education climate through bilingual-bicultural education
Jason Goulah, DePaul University
Sonia W. Soltero, DePaul University
Chair: Jason Goulah, DePaul University

Thursday 3:30PM-5:00PM
Regency B
Endarkened Love and the Razor’s Edge in Educational Theory and Praxis
To Experience Joy: Musings on Endrakened Feminism, Friendship, and Scholarship
Cynthia B. Dillard, Nana Mansa II of Mpeasem, Ghana
Mary Frances Early, University of Georgia
Reading This Bridge Called My Back for Pedagogies of Coalition, Remediation and a Razor’s Edge
Cindy Cruz, University of California Santa Cruz
Pedagogies of “Being with” in Community Organizing for Racial Justice
Sofia Villenas, Cornell University
Endarkened Witnessing: Practices of Love & Rage
Wanda S. Pillow, University of Utah
Chairs:
Nancy Huante, University of Utah
Wanda S. Pillow, University of Utah
Discussant: Silvia Soliz, University of Utah
Thursday 3:30PM-5:00PM
Regency C
Graduate Student Council invited session
*Communicating the value of your scholarship*
Whether you are competing for a fellowship, trying to get published, applying for a tenure-track position, engaging in activist scholarship, or preparing a portfolio for tenure, you will be asked to articulate the value of your scholarship in theoretical frames that speak to your aims within the field of education and social foundations. This panel will explore ways to assert the value of your scholarship and communicate its aims in ways that make it accessible to those in and outside of your area of expertise.
Ty-Ron Douglas, University of Missouri
Michael Jennings, University of Texas San Antonio
Cris Mayo, University of Illinois
Chair: Sardar M. Anwaruddin, University of Toronto, OISE

Thursday 3:30PM-5:00PM
Regency D
Scripted Curriculum
*Tales from the Script: Three Qualitative Case Studies of the Perceptions of Early Elementary Educators Working with Scripted ELA Curricula*
Susan Sturm, State University of New York Buffalo
“The Rolls-Royce of Vocational Education”: The IB Career-Related Certificate in the USA
Richard Lakes, Georgia State University
Martha K. Donovan, Georgia State University
*Is Thinking a Skill? Critiquing a Key Assumption of Corporate School Reform*
Mark J. Garrison, D’Youville College
Agnieszka D. Zak-Moskal, Villa Maria College
Pearson Learning and the Corporatization of Public Education
Dennis G Attick, Clayton State University
Chair: Mark J. Garrison, D’Youville College
Thursday 3:30PM-5:00PM
Regency E
Social Justice & Curriculum

On the Singularity of Experience in a Social Justice Curriculum: A Qualitative Study
Debbie Sonu, Hunter College, CUNY

Diversity, Equity, and Social Justice in the First Waldorf School Curriculum
Margaret Carmody, University of North Carolina, Chapel Hill

“America is never America”: Explorations of Social Justice in Multicultural Literature
Kathlene A Holmes, University of Texas, Austin
Detra Price-Dennis, Teachers College, Columbia University
Emily Smith, Cunningham Elementary – Austin Independent School District

Increasing Critical Consciousness on Diversity and Social Justice through Multicultural Children’s Literature
HyeKyoung Lee, Utah State University

Chair: Margaret A. Wilder, University of Georgia, Athens
Thursday, 5:30PM-7:00PM  
King I  
**George Kneller Lecture**  
*Under the Gun*  
Susan Laird, University of Oklahoma  

Susan Laird is Professor of Educational Leadership and Policy Studies and Educational Studies Program Coordinator in the Jeannine Rainbolt College of Education at the University of Oklahoma, where she teaches also on the faculties of Women’s and Gender Studies and of Human Relations in the College of Arts and Sciences. She authored Mary Wollstonecraft: Philosophical Mother of Coeducation (Continuum, 2008; forthcoming in paperback, Bloomsbury, December 2014), edited Philosophy of Education 1997, and has also published numerous book chapters and journal articles concerning concepts of and related to teaching, coeducation, and aesthetic education; currently she is working with two study groups, on school lunch ethics and on the educational status of animals. A past president of the Philosophy of Education Society (2007), the Society of Philosophy & History of Education (2013), and the Society for Educating Women (2010, 2015), of which she was co-founder, she has served on several AESA committees and continues to serve as founding faculty adviser of the thriving, student-led Oklahoma Educational Studies Association in Norman, OK.

Thursday, 7:00pm-8:00PM  
King Street Social Bar (Lower Level)  
**George Kneller Reception.**  
Sponsored by Indiana University School of Education-Indianapolis  
Cash bar and light appetizers  
All are invited.
Thursday, 8:00PM-9:00PM
Regency D
Honoring and Remembering Sari Biklen
Barbara Applebaum, Syracuse University
Mary Cannito-Coville, Syracuse University
Derek Ford, Syracuse University
Kelsey John, Syracuse University
Rebecca Johnson, Elmira College
Dalia Rodriguez, Syracuse University
Ashley Taylor, Syracuse University
Dave Wolken, Syracuse University

Thursday 8:00PM-9:30PM
King Street Social Balcony
Graduate Student Roundtable and Reception
How can AESA continue to support the work and professional development of its graduate students? The Graduate Student Council invites all graduate students to an interactive, networking session to outline goals of GSC while building relationships with other graduate student from across the country. This reception and roundtable will offer graduate students the opportunity to expand their professional network of colleagues, meet potential co-authors and prepare future conference proposals and/or papers.
Co-chairs:
Danielle Parker Robinson, University of North Carolina at Chapel Hill
Tiffany Williams, Miami University

Hyatt Regency Toronto
Friday, October 31, 2014
8:00AM-9:00AM
Colonnade
Coffee Served

Friday 8:30AM-5:30PM
King II
Book Exhibit

Friday 8:30AM-10:00AM
Thomson Boardroom
Educating Women meeting
Friday 8:30AM-10:00AM
Studio B
Activating Social Justice: Bridging Theory to Practice through Social Activism in Our Communities
Jessica Heybach, Aurora University
Pamela J. Konkol, Concordia University Chicago
Margarita Machados-Casas, University of Texas, San Antonio
Jason Mendez, University of Pittsburgh
Farima Pour-Khorshid, University of California, Santa Cruz
Shaka Rawls, University of Illinois, Chicago
Sophia Rodriguez, College of Charleston
Amy Swain, East Carolina University
Chair: Jessica Haybach, Aurora University

Friday 8:30AM-10:00AM
Studio C
Critical Pedagogies, Transformation, and Power in the Classroom
Authority and power in feminist pedagogies
Vanina Mozziconacci Ecole Normale Superieure de Lyon, France
Pedagogy of transformation for student empowerment
Sehrish Malik, York University
Demystifying the philosophical basis of critical pedagogy in the curriculum: Introducing CP in Iran
Fazel Larijani, Islamic Azad University
Chair: Zachary A. Casey, Rhodes College

Friday 8:30AM-10:00AM
Studio D
The Politics of Educational Pathways: Critical Perspectives on Access, Readiness, and Career Trajectories.
College readiness intervention programming and the seductive deficit gaze.
Erin L. Castro, University of Utah
The Common Sense of Common Core: A “Race to” Defining College Knowledge in the 21st Century
Anjale Welton, University of Illinois
Montrischa Williams, University of Illinois
Pipelines, Pathways, and Politics: A Poststructural Rendering of Immigrant College-Going
Ryan Evely Gildersleeve, University of Denver
Discussant: Cris Mayo, University of Illinois, Urbana-Champaign
Chair: Laurence Parker, University of Utah
Friday 8:30AM-10:00AM
Studio E
The Question of Youth: Illusions, Resistances, and Triumphs
“Education Nation” and the Illusion of Diversity
Richard Hartsell, University of South Carolina Upstate
Susan Harden, University of North Carolina Charlotte
El Que Persevera Triunfa/Whoever Perseveres, Triumphs: Unpacking Latino teenage boys’ community cultural wealth in education
Juan Antonio Rios Vega, Davidson College
Researching New Youth in (Post?)Multicultural Communities and Neoliberal Times
Handel Kashope Wright, University of British Columbia
Educating for character? “No promo homo” at the center of the 4th and 5th Rs
Brian Barrett, State University of New York, Cortland
Chair: Tania Ramalho, State University of New York, Oswego

Friday 8:30AM-10:00AM
Studio G
Education in the Public Interest?
William Schubert, University of Illinois at Chicago
Ming Fang He, Georgia Southern University
Joel Spring, City University of New York, Queen’s College and the Graduate Center
Madhu Prakash, Pennsylvania State University
Isabel Nunez, Concordia University
William H. Watkins, University of Illinois at Chicago (in memoriam)
William H. Watkins was originally scheduled to be a member of this panel; sadly, he passed away on August 5, 2014. Bill was enthusiastic about participating and the topic is central to his work, so we are retaining his name on the panel and we will begin the session with commentary on his formidable contributions to the topic of the session.
Co-Chairs:
William Schubert, University of Illinois at Chicago
Ming Fang He, Georgia Southern University
Friday 8:30AM-10:00AM
Regency A
Liberal Education: Emulation, Simulation, and Access
Visualizing American Ambition in the Elite Liberal Arts: The Past, Present, and Future of Emulation, Access, and Demographics
Kelsey John, Syracuse University
Reconsidering Crandall: African American Access to Elite Academy Education in the Antebellum North.
Mike Fraser, Syracuse University
Liberal Education in the University: Simulation, Commodification, and Commitment
David Wolken, Syracuse University
Chair: Kelsey John, Syracuse University

Friday 8:30AM-10:00AM
Regency B
New Materialist Ontologies and Educational Research
Matter and memory: Deleuze, Bergson and the math review lesson
Elizabeth de Freitas, Adelphi University
Wearable Technologies: “Becoming-machinic” in urban school gardens
Nikki Rotas, University of Toronto, OISE
The plane of composition: Figuration, Territory, and an Artists’ Soup Kitchen
Stephanie Springgay, University of Toronto, OISE
Posthumanist Performativity and the Agency of Language
Lisa A. Mazzei, University of Oregon
Chair: Stephanie Springgay, University of Toronto, OISE

Friday 8:30AM-10:00AM
Regency C
Life Stories, Images, and Representations of Youth
The Desire to Know: Psychoanalysis and the Educational Imaginary Why Not Rather Untruth?
Noel Glover, York University
Lucy Angus, York University
What on Earth Are You Doing: Life Stories of the Dislocated Adolescent
Aziz Güzel, York University
Chair: Adrienne C. Goss, Ohio Northern University
Friday 8:30AM-10:00AM
Regency D
Revealing the role unconscious emotional world plays in contemporary schooling and views of teaching learning
Transference, Counter-transference, and Reflexivity in Intercultural education.
Jenna Min Shim, University of Wyoming
The Pedagogical Implications of Critical Race Theory in Social Studies Education.
H. James Garrett, University of Georgia
Poetry in the Dark, Play in Stillness: Analytic Psychology, Taoism, and Cross-Cultural Education.
Hongyu Wang, Oklahoma State University
Redressing Conflict, Violence and Trauma - New Roots for Cross-cultural Education.
Alexandra Fidyk, University of Alberta
Chair: Jenna Min Shim, University of Wyoming

Friday 8:30AM-10:00AM
Regency E
Hustling in the Field: An Intersectional Approach for Qualitative Researchers in Education
“They think I’m a bad mother” Doing Qualitative Research With Communities of Color
Danielle Parker, University of North Carolina Chapel Hill
Unearthing Complex Conceptions of Positionality: Moving toward collaborative communities of difference
Corliss Brown Thomson, Northeastern University
Renegotiating the Hustle: A Reflection of Indigenous Methodologies
Karla S. Martin, Poarch Band of Creek Indians
“But Some of Us Are Brave”: Deconstructing Our Hustle From a Black Feminist Lens
Billye Sankofa Waters, Northeastern University
Kristal Moore Clemons, Florida A&M University
Chair: Dara Nix-Stevenson, American Hebrew Academy
Friday 8:30AM-10:00AM
Metro Hall Room 302
Expanding the Canon of Critical Race Theory
* A New Perspective: Proposing Critical Muslim Theory
  Kay Ann Taylor, Kansas State University
* Juxtapositions of Latino/a Life at a Predominantly White Institution: A Latino/a Critical Race Theory Analysis
  Rosalie Rolon-Dow, University of Delaware
  Rebecca Covarrubias, University of Delaware
* If These Walls Could Talk: Conceptualizing a Critical Race Curriculum of Place
  Denise Taliaferro Baszile Miami University
Chair: Daniella Ann Cook, University of South Carolina-Columbia

Friday 8:30AM-10:00AM
Metro Hall Room 304
Youth perspectives on education
* Re-imagining our national stories one picture book at a time: how young students engage with narratives of resistance to the Indian Residential School
  Daniela Bascuñán, University of Toronto, OISE
* From the children’s point of view: Intercultural education and dignity in Bolivia
  Carmen Osuna, National University of Distance education (UNED)
* Learning is “Everywhere, every day, every second”: Contradictions in youths’ views of schooling
  Alice Harnischfeger, Keuka College
  Dawn Evans, Grand Valley State University
  Nancy Ares, University of Rochester
  Promoting Student Participation in Society through Human Rights Education
  Marina Dikovic, Juraj Dobrila University of Pula, Republic of Croatia
  Alena Letina, University of Zagreb, Republic of Croatia
Chair: Carmen Osuna, National University of Distance education (UNED)
Friday 8:30AM-10:00AM
Metro Hall Room 308
Producing discourses of normalcy and difference in Chilean schools

La interpelación a la institucionalidad
Carolina Rojas, Pontificia Universidad Católica de Chile

Troubling normative ethnographic accounts of normalcy and difference
Claudia Matus, Pontificia Universidad Católica de Chile

Narrating the becoming of teachers
Jacinta Jiménez, Pontificia Universidad Católica de Chile

Acerca de las tareas de investigación para una problematización de la diversidad
Pablo Cristian Herraz Mardones, Pontificia Universidad Católica de Chile

Discursos presentes en la producción de conocimiento educativo en torno a diversidad
Marcela Apablaza, Pontificia Universidad Católica de Chile, Académica Universidad Austral de Chile

Chair: Claudia Matus, Pontificia Universidad Católica de Chile

Friday 8:30AM-10:00AM
Metro Hall Room 309
ResurgenceBTAB: A Student Platform for Critical Engagement via Social Media

Patrick S. De Walt, Stephen F. Austin State University
David Ayres, University of South Florida
Rachel Moser, University of South Florida
Chair: Patrick S. De Walt, Stephen F. Austin State University

Hyatt Regency Toronto
Friday 10:00AM-11:30AM
Thomson Boardroom
EcoDemocratic Reforms SIG Meeting
Friday 10:15AM-11:45AM
Studio B
Citizenship Education Around the World: Local Contexts and Global Possibilities
*Creating Citizens in a Capitalistic Democracy: A Struggle for the Soul of American Citizenship Education*
Jessica A. Heybach, Aurora University
Eric C. Sheffield, Missouri State University
*Citizenship education in Colombia: Searching for the political*
Andrés Mejía, Universidad de los Andes, Colombia
*Citizenship education in Mexico*
Maria-Eugenia Luna-Elizarraras, Independent Scholar, Mexico
*Tertiary Education and Critical Citizenship*
Peter Roberts, University of Canterbury, New Zealand
*Lost in Citizenship Education: Questions Faced by Amerasians in Japan*
Kanako Ide, Soka University, Japan
Discussant: John Petrovic, The University of Alabama
Chair: Aaron Kuntz, The University of Alabama

Friday 10:15AM-11:45AM
Studio C
Reconceptualizing the Doctoral Experience: The DIVAS Collective as a Discursive Space for Black Female PhDs
Dawn N. Hicks Tafari, Winston-Salem State University
Cherrel Miller Dyce, Elon University
Toni Milton Williams, University of South Carolina
Shuntay Z. McCoy, Johnson C. Smith University
Cherese D. Childers-McKee, University of North Carolina, Greensboro
LaWanda M. Wallace, North Carolina A&T State University
Chair: Dawn N. Hicks Tafari, Winston-Salem State University
Friday 10:15AM-11:45AM
Studio D
Renegotiating Gendered Identities
Restrictive Understandings of Gender in Multicultural Education and Foundations of Education Textbooks
Eli Kean, Michigan State University
Images of Women Reading and Doing Science: Resisting Convention, Professional Socialization and Educating Women in the Postcolonial Thirdspace
Jan Armstrong, University of New Mexico
Alicia Gonzales, University of New Mexico
No Choice But To Act: The Act is You
Dana M. Stachowiak, University of Louisiana at Lafayette
Leila E. Villaverde, The University of North Carolina, Greensboro
Chair: Jan Armstrong, University of New Mexico

Friday 10:15AM-11:45AM
Studio E
Democracy, Voice, and Inquiry in the Curriculum
Tracking for Democracy? The Hidden Stakes of High Stakes Educational Practices
Amy Rector-Aranda, University of Cincinnati
Amplified and Silenced Voices: Issues of Sectoral Representation in Curriculum Reform, the Case of the “Curriculum Consultative Committee” in the Philippines
Elizer Jay Yague de los Reyes, Saint Louis University-Baguio City, Philippines
The Social Irresponsiveness of Conventional Research to the Crisis in Education: A Call for Participatory and Action Oriented Inquiry
Myriam N. Torres, New Mexico State University
Applying inquiry and creativity to a course on Dewey: Critically constructing the curriculum
Mary Frances Agnello, Texas Tech University
Erin Justyna, Texas Tech University
Jesse Thomas, Texas Tech University
Chair: Eleanor J. Blair, Western Carolina University
Friday 10:15AM-11:45AM
Studio G
Critical Inquiries and Conceptualizations in Education
Everyone Can Be a Leader!: Meritocracy and The Employable Student Leader
Nicole Ferry, Washington State University
Conceptualizing the Common in Educational Theory: Affirmation, Autonomy, and the Locus of Pedagogical Struggle
Gregory Bourassa, University of Northern Iowa
Graham B. Slater, University of Utah
Local Problems, Local Context: Conceptualizing Methods of Site-Based Problem Solving
Andrew N. McKnight, University of Alabama at Birmingham
Unpacking aims talk: an exploration of the educational ‘event’ in education
Kent den Heyer, University of Alberta
Chair: Andrew N. McKnight, University of Alabama at Birmingham

Friday 10:15AM-11:45AM
Regency A
Questions of History, Perception, and Representation
Rural, Title I middle school students’ perceptions of a traveling-exhibition from a national museum
James Badger, University of North Georgia
Matthew Arnold’s nineteenth century legacy for schools: Training or education?
Adam Attwood, Washington State University
A.G. Rud, Washington State University
Chair: Adam Attwood, Washington State University
Friday 10:15AM-11:45AM
Regency B
The Interplay between Globalizing and Localizing Powers in Recontextualizing Palestinian Education.
Mohammed M. Al-Rozzi, University of Fribourg, Switzerland
Critical Analysis of the Palestinian Educational Development Plan.
AbdElHadi M. Basheer, Washington State University
The Relationship between the Built Environment and Mental Health in Gazan Youth: A Toxic Tour of Gaza.
Kara N. Mochan, University of Washington in Seattle
Chair: AbdElHadi Basheer, Washington State University

Friday 10:15AM-11:45AM
Regency C
Revisiting the Healing: Sharing space and empowerment, and building Community Strength through Testimonio
Emily A Daniels, State University of New York Plattsburgh
Jean Rockford Aguilar-Valdez, St. Olaf College
Alicia Trotman, Independent Scholar
Chair: Juan Rios, Davidson College

Friday 10:15AM-11:45AM
Regency D
Blurring borders and reimagining immigrant learners: A transnational dialogue on research, immigration, and education
Dream Act Activists and Teacher Allies: Constructing New Identities in Anti-Immigrant Times
Shelley Wong, George Mason University
Transnationalism and ‘Becoming’: The Application of a Deleuzian Framework to Korean Multilingual Identity Research
Gene Vasilopoulos, University of Ottawa
Affective disruptions of the immigrant experience
Monica Waterhouse, Universite Laval
Stéphanie Arnott, University of Ottawa
Chair and Discussant: Francis Bangou, University of Ottawa
Friday 10:15AM-11:45AM
Regency E
The question about Charter Schools
Official Antiracism and the Struggle Over Charter School Co-location
Jeremy Benson The Graduate Center, CUNY
Testing Sociological Theories—Organizational Theories, Social Movement Theories, and Strategic Action Fields: A Theoretical Analysis of Georgia’s Legislative Agenda for Charter Schools
Kathleen P. deMarrais, University of Georgia
Jarrett B. Warshaw, University of Georgia
Jamie B. Lewis, Georgia Gwinnett College
On the charter question: Black Marxism and Black Nationalism
Mark Stern, Colgate University
Khuram Hussain, William Smith College
Public universities profiting from failing charter schools: The Ball State University Case
James Joseph “Jim” Scheurich, Indiana University
Robert J. Helfenbein, Loyola University Maryland
Nathaniel Williams, Indiana University
Diana Daniels, National Council on Educating Black Children
Chair: William Reynolds, Georgia Southern University
Toronto Metro Hall
55 John St.
Friday 10:15AM-11:45AM
Metro Hall Room 302
Diversity contested / Contested diversities
An examination of how the postcolonial environment has impacted educational diversity in persons of color
Julia Perry, University of Houston- Clear Lake
Rebecca Stout, University of Houston- Clear Lake
David Cross University of Houston- Clear Lake
Cephas Archie University of Houston- Clear Lake
The Diversity Lens: Creative Thinking and Difference in Design Education
Bernie Murray, Ryerson University
M.A.S.: The Pursuit of Mexican American Studies curriculum in Texas and Arizona schools
Margarita Vizcarra, Loyola University Chicago
Collective resilience: Integrating micro-publics in the re/patterning of a classroom’s social life
Lisa M. Perhamus, Grand Valley State University
Chair: Nasim Noroozi, McGill University

Friday 10:15AM-11:45AM
Metro Hall Room 304
Location Matters: Cultural Hybridity, Critical Reflexive Practice & Identity
Regaining cultural identity in the era of postmemory. A study of polish essays
Anna Kuchta, Jagiellonian University
Through the wall: A study of cultural hybridity in Fatih Akin's select movies
Ghazal Soleimanzadeh, University of Florida
Franz Futterknecht, University of Florida
Drawing on critical reflexive practice in Global Citizenship Education to engage in diversity: Rewards and challenges with conceptualization, theorization, and identity location
Gary Pluim, Lakehead University, Orillia
Angela MacDonald, University of Toronto, OISE
Can Critical Thinking Be Taught in Schools? An evolutionary approach to the notion of inquiry
Sarah E. Cashmore, University of Toronto, OISE
Chair: Alice Harnischfeger, Keuka College
Friday 10:15AM-11:45AM
Metro Hall Room 308
L’éducation émancipatrice tout au long de la vie: témoignages autour de pratiques
Le travail et l’éducation transformatrice: réflexions autour du film « lixo extraordinário / les ordures extraordinaires
Marcos Godoi Université de Montréal
Nozaki, Izumi, Université Fédérale du Mato Grosso/Brésil
Pédagogie critique et multiculturalisme dans la pratique pédagogique d’une enseignante d’éducation physique au brésil : une étude de cas du projet « la beauté a des racines
Marcos Godoi Université de Montréal
Borges, Cecilia Université de Montréal
L’effet des représentations sociales de l’enfance sur l’autonomisation du très jeune enfant
Jennifer Kerzil, IPSA/UCO/PRES L’UNAM
Chair: Jennifer Kerzil, IPSA/UCO/PRES L’UNAM

Friday 10:15AM-11:45AM
Metro Hall Room 309
Issues in Diversity and Higher Education
Who is responsible for diversity work in higher education? Examining the role of the advocate administrator
Kyle A. Reyes, Utah Valley University
Tell me what you really think: Documenting language ideologies in administrators and educators of emergent bilinguals
Sarah Hesson, The Graduate Center, CUNY
Reconceptualizing leadership in education: Enacting a model of emancipatory practice and transformative preparation
Sheldon T. Watson, Central Connecticut State University
Reframing “the fit”: The politics of Indigenous faces in administrative spaces
Kyle A. Reyes, Utah Valley University
Chair: Azadeh Osanloo, New Mexico State University
IAIE Poster Sessions
Friday 12:00PM-5:00PM
Regency Foyer

Critical Friends as a Tool for Evidence Evaluation and Argumentation on Socioscientific Issues
Sara Raven, Kent State University
Namdar, Bahadir. University of Georgia
Klein, Vanessa Kent State University

Ampliando la mirada sobre la educación intercultural en Chile. Del enfoque exclusivamente indígena a la consideración conjunta de la diversidad cultural autóctona y alóctona.
Andrea Riedemann, Universidad Diego Portales

Living the academic dream or nightmare? Racialized faculty members in schools/faculties of social work in three Canadian provinces
David Este, June Yee, Daniel Lai & Christa Sato, University of Calgary

“Bros talking: Discursive performance of gender and power in the G8 sex ed class.
Odile Mattiauda, Rhode Island College

What are the perceived challenges that confront Black elementary school principals or administrators in leadership, learning, and school change as they advocate for social justice issues?
Evra Trought-Pitters, Brock University

The effective development of religious tolerance diversity and inclusion initiatives at healthcare business organizations
Darrell N Burrell, Florida Institute of Technology

Grameen Bank Women Borrowers Non-formal Adult Learning Transformation in Bangladesh
Kazi Abdur Rouf, York University

Self-Advocacy For Equitable Learning: Teacher Candidate Perspectives On Developing and Presenting Self-Advocacy Workshops
Eugenie Choi, York University
Hyatt Regency Toronto  
Friday 12:30PM-3:15PM  
Thomson Boardroom  
Educational Studies Editorial Board working luncheon  

Friday 12:00PM-1:30PM  
Studio B  
**Inter/Disciplinary Approaches to Sexuality Studies and Education**  
*Researching Sexuality in Schools: Lessons from Literature*  
Jen Gilbert, York University  
*Queering the Archive – Endarkened Disfigurations*  
Wanda S. Pillow, University of Utah  
*Queer Performance Art: A Possible Framework for Sexuality Studies in Education*  
Lisa Weems, University of Miami  
Co-Chairs: Wanda S. Pillow, University of Utah  
Andrea Vasquez, University of Utah  
Discussants: Jessica Fields, San Francisco State University  
Ricky Gutierrez-Maldonado, University of Pennsylvania  

Friday 12:00PM-1:30PM  
Studio C  
**Questioning STEM Education: Dilemmas of Diversity, Epistemology, and Markets**  
*“Helping the U.S. Win the Future”: How STEM Education Policy Frames Diversity as a Commodity*  
Shannon Christine Gleason, Washington State University  
A.G. Rud, Washington State University  
*Disruptive Innovation, Labor Markets, & Big Valley STEM Academy: Three Vignettes from the Global Knowledge Economy*  
Scott Ellison, University of Northern Iowa  
Ben Allen, University of Tennessee  
*A Room of Mirrors: Science Classroom Activity Envisioned Through a Critical Lens*  
Deb Morrison, TREE Educational Services  
Chair: Denise Yull, Binghamton University
Friday 12:00PM-1:30PM
Studio D
Expanding the Critique of Neoliberalism in Education
Alternative Spring Break: College Student and Faculty Activism Against Neoliberalism
Stephen Vassallo, American University
Expanding the critique of neo-liberalism in educational research to religious ideology- The roots of complicity and resistance in religion to the salvific impulses of neo-liberal education
Tim Conder, University of North Carolina, Chapel Hill
Promoting a social justice mission: Mentoring part-time faculty in a neoliberal context
Amy Gratch Hoyle, Cabrini College
Democracies Behaving Badly: The “Western Consensus Model of Neoliberal Markets,” the Political Economy of Corruption and their Impact on Educational Policy in Post-Conflict Mozambique
Antoinette Errante, Ohio State University
Chair: Tim Conder, University of North Carolina, Chapel Hill

Friday 12:00PM-1:30PM
Studio E
Provoking Dialogue, Hope, and Critical Praxis in an Age of Accountability
Distinguishing Hope and Optimism in Pedagogies of Social Change and Historical Memory
Lisa Karen Taylor, Bishop’s University
Mario di Paolantonio, York University
Governmentality and Deficit Thinking in the Current Accountability Context
Becky Atkinson, University of Alabama
Chair: Becky Atkinson, University of Alabama
Friday 12:00PM-1:30PM
Studio G
Persistent Questions of Racialized Experiences in Education
The Continuing Legacy of Eugenics in Education in the Post Civil Rights Era: Giving Voice to the Educational Experiences of Blacks From Generations X and Y
Denise Gray Yull, Binghamton University
Race, Violence, and Trayvon Martin: Critical Race Lessons for Social Foundations in Education
Theodorea Regina Berry, The University of Texas, San Antonio
“I hate my own race; the teachers just always think we are smart.”: Female youth resisting the model minority stereotype in an urban, public high school
Sophia Rodriguez, The College of Charleston
Khuram Hussain, Hobart and William Smith College
Reconceptualizing the Crisis of African American Males and Education: The Role of Out-of-home Placement in Foster Care and Group Homes in Increasing Educational Inequities, Disenfranchisement and Marginalization
Cherrel M Miller Dyce, Elon University
Chair: Eldrin L. Deas, University of North Carolina, Chapel Hill

Friday 12:00PM-1:30PM
Regency A
Daring Practices and Artistic Expressions in the Classroom
Developing repertoires of teaching and learning through intercultural exchange – dance, movement and story-telling in classrooms.
Margaret Manson, York University
Performance Art Illuminates Life: Sexuality as a Human Science, Moving Beyond the Biology of Sex
Erica Spring Vuilleumier, Lewis University
Graffiti 101: Reconceptualizing urban art as a pathway to college
Kyle Reyes, Utah Valley University
Permutations of the Learning Self: Reflecting on Visual Imagery and Blurred Pedagogical Identities
Amy N. Sojot, University of Hawaii-Manoa
Chair: Margaret Manson, York University
Friday 12:00PM-1:30PM
Regency B
Toward a Diaspora Framework for Understanding Educational Experiences in Latina/o Communities
Finding Community Cultural Wealth in Diaspora: A Latino/Critical Race Theory Analysis
Rosalie Rolon-Dow, University of Delaware
Educated Entremundos (Between Worlds): Exploring the Role of Diaspora in the Lives of Puerto Rican Teachers
Sandra Quinones, Duquesne University
El Grito the Losaida: Diasporicans, Educational Sovereignty, and the Colonial Project
Jason Irizarry, University of Massachusetts
A DiaspoRican Critical Pedagogy: Redefining Education for Puerto Rican Youth
Enid Rosario-Ramos, University of Michigan
Chair: Rosalie Rolon-Dow, University of Delaware
Discussant: Sofia Villenas, Cornell University

Friday 12:00PM-1:30PM
Regency C
Smartness, Identity, and Power
Mind Stayed on Freedom: Freedom Schools and a New Understanding of Smartness
Kristal Moore-Clemons, Florida A&M University
Colonizing Communities: Smartness and the Ideology of Domination
Karla Martin, Poarch Band of Creek Indians
Culture, Power, and Resistance: Experiences from a First-Year Professor
Jason Mendez, University of Pittsburgh
I Grew Up Straight Hood: Unpacking Intelligences of Low-Income Latino Male College Students in North Carolina
Juan Carillo, University of North Carolina, Chapel Hill
Mujeres Truchas: Urban girls Redefining Smartness in a Dystopic Global South
Claudia Cervantes-Soon, University of North Carolina, Chapel Hill
Chair: Luis Urrieta, University of Texas, Austin
Discussant: Beth Hatt, Illinois State University
Friday 12:00PM-1:30PM
Regency D
The Media and the Privatization of Education
Simulations and Imposters: Dispelling the Masked Messages of Corporate “Education Reform”
Dave Wolken, Syracuse University
Privatizing Education and Re-Privatizing the Family: Gender and the Neoliberal Narrative of Child-Raising
Amy Shuffleton, Loyola University Chicago
A Discourse Analysis of Teach for America in Education Week
Michelle Gautreaux, University of British Columbia
Neoliberal Visions of Shared Sacrifice: School Reform Discourses for and by Elite Media
Rebecca Goldstein, Montclair State University
Discussant: Brad J. Porfilio, California State University East Bay and E. Wayne Ross, University of British Columbia
Chair: Derek R. Ford, Syracuse University

Friday 12:00PM-1:30PM
Regency E
Transforming Pedagogies and Teacher Education
Ambivalent racial “Experts”: White practicing teachers and the praxis of antiracism in schools-
Zachary Casey, Rhodes College
Shannon McManimon University of Minnesota
(Not) Practicing What We Preach: Culturally Responsive Teacher Education
Corliss Brown Thomson, Northeastern University
Scott Morrison, Elon University
Exploring Racial Literacy in Middle Level Teacher Preparation: A Pilot Study
Deborah H. McMurtrie, University of South Carolina Aiken
Doctoring Amidst Plague: Choosing Solidarity through Commitment to Humane Education in Dark Times
T. Jameson Brewer, University of Illinois at Urbana-Champaign
Paul S. Bartels, University of Iowa
Chair: Corliss Brown Thomson, Northeastern University
Toronto Metro Hall
55 John St.
Friday 12:00PM-1:30PM
Metro Hall Room 302
Reconceptualizing Preservice Teacher Education
Teacher preparation and critical rationality: Reflecting on reflection
Denise McDonald, University of Houston- Clear Lake
Michele Kahn, University of Houston- Clear Lake
Socio-Cultural Inclusiveness/Exclusiveness of Processes of Intercultural Capital Realization in Teacher Education: Some Evaluation Criteria for Cross-Cultural Comparative Research
Andreas Pöllmann, Universidad Nacional Autónoma de México
Personal and Professional Identity in Pre-Service Music Teacher Education: A Culture of Critique
Alison LaGarry, University of North Carolina Chapel Hill
Where Is the Teacher in Teaching? Using the Study of Teachers’ Lives to Interrogate Contemporary Educational Policies.
Kirsten Cole, Borough of Manhattan Community College/CUNY
Chair: Denise McDonald, University of Houston- Clear Lake

Friday 12:00PM-1:30PM
Metro Hall Room 304
Gendered Impacts on Childhood
Early Childhood Hyper-Masquerades: Superhero and Princess Fantasy Narratives as Gendered Masquerade
Jennifer Carla Moule, The University of British Columbia
Loose girls and imperfect babies: History and trends of the practice of abortion and adoption in Japan
Kashimi Yoshida, Kinugasa Research Organization/ Ritsumeikan University
Citizenship Education as Pervasive Hidden Curriculum: The Case of Yearbooks
Jeannette Alarcon, The University of North Carolina, Greensboro
Chair: Jennifer Carla Moule, The University of British Columbia
Friday 12:00PM-1:30PM
Metro Hall Room 308
Convergent Storytelling: Constructing Collaborative Racial Autobiographies to Interrogate Multi-Narratives in Educational Leadership

CRT SQUARED: Critical Race Theory as an Explanatory Framework for Critical Relationships in Teaching and Educational Leadership
Michael Kateman, University of Missouri-Columbia
Oceans Apart: A Collaborative Autoethnography of Three Border Crossing Scholars' Sociohistorical and Political Journeys Outside and Inside the U.S.
David Aguayo, University of Missouri-Columbia
Jude Kyooore, University of Missouri-Columbia
Sho Won, University of Missouri-Columbia
Reconceptualizing Motherhood, Poetry and Praxis within a Feminist Framework
Kathryn Fishman-Weaver, University of Missouri-Columbia
Chair: Kathryn Fishman-Weaver, University of Missouri-Columbia
Discussant: Ty-Ron Douglas, University of Missouri-Columbia

Friday 12:00PM-1:30PM
Metro Hall Room 309
Perceptions of Islam & Muslim Identity

Sikh Youth and the Global Imaginary
Kal Heer, University of British Columbia
Parental Participation in Ontario Schools: Exploring Muslim Immigrant Parents' Perceptions
Zaiba Beg, University of Toronto, OISE
It ain't necessarily so” Teaching against popular curricular about Islam and Muslims
Carolyne Ali-Khan, University of North Florida
Chair: Darrell N Burrell, Florida Institute of Technology
Hyatt Regency Toronto
Friday 1:45PM-3:15PM
Studio B
AESA Past Presidents engaging with the past, present, and the future of the organization.
James Shields (1974), The City College of New York/ City University of New York
George W. Noblit (2000), University of North Carolina Chapel Hill
Eric Bredo (2002), University of Toronto
Kathleen P. deMarrais (2005), University of Georgia
Susan Franzosa (2008), Fairfield University
Kathy Hytten (2009), University of North Carolina Greensboro
Audrey Thomson (2011), University of Utah
Sofia Villenas (2012), Cornell University
Lynda Stone (2013), University of North Carolina Chapel Hill
Cris Mayo (2014), University of Illinois, Urbana-Champaign
Yolanda (Jolie) Medina (2015), Borough of Manhattan Community College/ CUNY
Denise Taliafiero-Baszile (2016), Miami University
Chair: George W. Noblit (2000), University of North Carolina Chapel Hill

Friday 1:45PM-3:15PM
Studio C
Ecopedagogy, Social Studies, and the Challenge of Democracy
Ecopedagogy and/through Entheogens: A Movement Project Towards a Decolonial “New Science” of Life
Richard Kahn, Antioch University Los Angeles
The Logics of Exclusion and Ontology in the World History Classroom
Tadashi Dozono, University of California Berkeley
The implications of democratic subjectivity on the social studies classroom
Charles Bradford Griggs, Indiana University Southeast
A challenge for democracy: The roles of intersectionality and global perspectives in developing our identity as democratic citizens
Mary Ellen Edwards, University of Toledo
Chair: Mary Ellen Edwards, University of Toledo

Friday 1:45PM-3:15PM
Studio D
The Other Academe: Non-tenure-track Faculty Narratives
Amy E. Swain, Eastern Carolina University
Benjamin Blaisdell, Eastern Carolina University
Patrick S. De Walt, Stephen F. Austin State University
Chair: Amy E. Swain, Eastern Carolina University
Friday 1:45PM-3:15PM
Studio E
**Persistent Questions of Diversity and Identity in Global Contexts**

*Annihilation of social and economic diversity and marginalisation in education of Punjab tribal children (India)*
Harinder Kaur, Punjabi University

*Reconceptualizing diversity: The case of Mazhabi Sikhs in Shillong (India)*
Birinder Pal Singh, Punjabi University, Patiala, India

*The Situated Identity of Second Generation Youth of Asian Indian Descent*
Lavina Sequeira, Bergen Community College

Chair: Eelco Buitenhuys, University of Calgary, Canada

Friday 1:45PM-3:15PM
Studio G
**Rethinking Schooling, Reimagining Education: On Coloniality, Neoliberalism, and Decolonial Possibilities**

*The Colonial Dependency of Schooling: Latina Mothers Disrupting Parent Involvement*
Juan Jose Garcia, University of Utah

*Violence and Coloniality: Unveiling the depths of inseparability*
Silvia Patricia Solis, University of Utah

*A Reexamination of Discipline Policies using Coloniality to uncover a legacy of Cast Education.*
Robert Unzueta, University of Utah

*White Skin, Green Masks: The Greening of Capitalism and School Reform*
Anita Juarez, University of Utah

*Colonial Foundations, Colonial Means: Interrogating Collegiate Anti-Rape Education*
Diego Luna, University of Utah

Discussant: Dolores Calderón, University of Utah

Chair: Juan Jose Garcia, University of Utah
Friday 1:45PM-3:15PM
Regency A
Higher Education in Post-Fordism: Precarity, Austerity, and the Common
“The Ticking Time Bomb” - Education Cannot Solve Generational Precarization
Alex Means, Buffalo State College
Contesting the Educational Commons
Derek R. Ford, Syracuse University
Financial Literacy Education: Austere Fantasies or Collective Security
Chris Arthur, York University
A Critical Essay for Understanding and Overcoming the Dire Academic Labor Market for Education Foundation Scholars
Brad J. Porfilio, California State University East Bay
Chair and Discussant: William Reynolds, Georgia Southern University

Friday 1:45PM-3:15PM
Regency B
Facing the other in/with humanity
Lest we not forget the Lesser Blessed: Truth and Reconciliation.
Nicholas Ng-A-Fook, University of Ottawa
A sex of one’s own: Childhood and the embodiment of gender.
RM. Kennedy, Centennial College
Lisa Farley, York University
The foreign child in school: Enduring images
Aparna Mishra Tarc, York University
Discussant: Ruben Gatzambide Fernandez, OISE/University of Toronto
Chair: Aparna Mishra Tarc, York University

Friday 1:45PM-3:15PM
Regency C
Matters of Voice, Community, and Culture in Schooling
Can You Hear Me? Centering Voice in Culturally Relevant Pedagogy
Kyle Reyes, Utah Valley University
America at the Dawn of Illmatic: Community, Literacy, and the Creative Genius of Nasir Jones
Wilfredo Gomez, Syracuse University
Culture is Key: Organizing for School Discipline Reform in the African American Cultural Tradition
Adrienne C. Goss, Ohio Northern University
Chair: Adrienne C. Goss, Ohio Northern University
Friday 1:45PM-3:15PM
Regency D
Autobiography, Autoethnography, and Narrative Inquiry in Education
Breast Cancer in Global Contexts: Autobiographies and Educating Women
Julie Michelle Davis, University of Oklahoma
Engaging Students in Autobiographical Critique as a Social Justice Tool: Deconstructing and Reconstructing Narratives of Meritocracy and Privilege with Preservice Teachers
Ashley Summer Boyd, Washington State University
George W Noblit, University of North Carolina, Chapel Hill
Love and Destruction: Autoethnographic Storytelling and Criticality in Teacher Education
Emily A Daniels, State University of New York, Plattsburgh
Tear Drop Theory in Action More than Autoethnography
Derrick R. Drakeford, University of North Carolina, Chapel Hill
Chair: Ashley Summer Boyd, Washington State University

Friday 1:45PM-3:15PM
Regency E
“Welcome to the Cipher”: Hip Hop as a Critical Foundation in Cultural Studies
Fear of a Black Planet: Challenging White-Supremacy in Cultural Studies
John Lupinacci, Washington State University
Who Stole the Soul? ”: Hip Hop Pedagogy
Douglas Hoston, Washington State University
Who’s Afraid of the Art of Makin’ Noise? “Graffiti” and the Art of Knowledge as Cultural Studies
Charise DeBerry, Washington State University
“It’s just me against the world”: Disenfranchised Students Subverting the Prison Pipeline through the Legacy of Tupac
Edmundo Aguilar, Washington State University
Revisiting the Grae’s: On Jean Grae, Female Performativity, and Hip Hop Culture
Nicole Carter, Eastern Michigan University
F*** the Law…In invade the Campus”: Dead Prez, Foundations and the Soundtrack of Educational Insurgency
Abraham DeLeon, University of Texas at San Antonio
Chair: Eldrin L. Deas, University of North Carolina at Chapel Hill
Toronto Metro Hall
55 John St.
Friday 1:45PM-3:15PM
Metro Hall Room 302

The Journey of the Inclusive School and Community Services Unit of the York Region District School Board - Putting a Spotlight on Classism and Class Bias

*The Awakening: “Yes Virginia – There is Poverty in York Region after all.”*

Patti O’Sullivan, Community Resource Facilitator with YRDSB

*Adding Classism to our Equity Discourse*

Kevin Bray, Community Resource Facilitator with YRDSB

*The Intersectionality of Passion and Purpose: Making the Personal, Political*

Kristine Carbis, Member of Equity and Inclusivity Advisory Committee of YRDSB

*From One Small Decision to Building a Community of Change: It takes a Whole Village to Challenge Classism*

Yvonne Kelly, Community Resource Facilitator with YRDSB/ Inclusive School and Community Services Unit

Chair: Yvonne Kelly, Community Resource Facilitator with YRDSB/ Inclusive School and Community Services Unit


Friday 1:45PM-3:15PM
Metro Hall Room 304

Teachers & Students Changing the Script

*Actions and Re-Actions when changing the script: Learnings from UBC’s active bystander peer-to-peer training program*

Hedda Hakvag, University of British Columbia, Vancouver

Peter Wanyenya University of British Columbia, Vancouver

*Schooling Cuban youth and pre-service teachers for a new socialist society: Educational reform, vocational aspirations and civic participation*

Denise Blum, Oklahoma State University

*Should we be worried about indoctrination? Authority and social context in indoctrinatory teaching*

Rebecca M. Taylor, Stanford University

*Preparing Critically Conscious Teachers for 21st Century Classrooms: Examining History, Theory, and Practice in Schools and Communities*

Maria L. Gabriel, Poudre School District, Fort Collins CO

James Martinez, Valdosta University

Chair: Rebecca M. Taylor, Stanford University
Friday 1:45PM-3:15PM
Metro Hall Room 308
Representations of Schools, Teachers, and Students in US Horror Films
Out for Justice: High-school Teacher as Villain/Antihero in Violent Films
LJ Randolph, University of North Carolina, Wilmington
“Why does the black guy always die first?”: Exploring parallels between racism in horror films and public school closures.
Jason Mendez, University of Pittsburgh
Bad Kids Go to Hell: The Use of Archetypes in Teenage School Horror Films.
Nicholas S Mariner, University of South Carolina, Columbia
Chair: Nicholas S Mariner, University of South Carolina, Columbia

Friday 1:45PM-3:15PM
Metro Hall Room 309
Minding (dis)Ability: Accessibility & Exclusionary Histories
Minding the Gap: The Textually Mediated Experience of Institutional Accessibility
Ashley Samantha Taylor, Syracuse University
April Coughlin, Syracuse University
Jennifer Hackett, Syracuse University
A History of Exclusion: Mental Disability in Schools
Kylah Torre, The Graduate Center, CUNY
Chair: Ashley Samantha Taylor, Syracuse University
Hyatt Regency Toronto  
Friday, 3:00-PM-4:00PM  
Colonnade  
Coffee Served  

Friday 3:00PM- 4:30PM  
King II  
Chat with Authors Susan Talburt, Jen Gilbert, Carolyn Pluim, Wanda Pillow, Benjamin Baez, and Lisa Weems  

Friday 3:30PM-5:00PM  
Thomson Boardroom  
Sacred Cows Make the Best Hamburgers: An Interactive Intellectual Throw Down  
Joseph Rayle, State University of New York Cortland  
Pamela J. Konkol, Concordia University Chicago  

Friday 3:30PM-5:00PM  
Studio B  
Reflections on Black Curriculum Orientations: Remembering William H. Watkins  
Theodorea Regina Berry, The University of Texas at San Antonio  
Derrick P. Alridge, University of Virginia  
Karen A. Johnson, University of Utah  
Shirley Steinberg, University of Calgary  
David O. Stovall, University of Illinois at Chicago  
Chair: Theodorea Regina Berry, The University of Texas, San Antonio
Friday 3:30PM-5:00PM
Studio C
Policy, Practice, and Discourse in the Sex Education Classroom
“The Fundamentals of this Welträsel:’ U.S. Sex Education Discourse, 1910-1940
Martha Donovan, Georgia State University
A Game of “Telephone”: Trickle-down Sex Ed Policy and Practice in Indiana
Melissa Esh, Purdue University
De-Centering Researcher Affect: Producing the ‘Getting it Right’ Assemblage in a New Zealand Sexuality Education Classroom
Kathleen Quinlivan, University of Canterbury
Chair: Carolyne Ali-Khan, University of North Florida

Friday 3:30PM-5:00PM
Studio D
Art and Education in Post-Conflict Societies. An Interactive session
Mary Bushnell Greiner, Queens College and The Graduate Center, CUNY
Sue Ellen Henry, Bucknell University

Friday 3:30PM-5:00PM
Studio E
The Spaces and Atmospheres of Education
The “right to the school”: The socio-spatial production of belonging in 21st century schools
Christina Convertino, University of Texas, El Paso
Who’s Next on the List? Mapping School Closures and Their Implications for Students’ Educational Survival
Kimberley Williams, University of Massachusetts Boston
Patricia Krueger-Henney, University of Massachusetts Boston
Educational atmospheres: The political-economy and pedagogy of school air conditions
Derek R. Ford, Syracuse University
“Student Talk Warms a Campus”: The unwitting sensory politics of “heat reclaim” technologies
Sean Wang, Syracuse University
Chair and Discussant: Christina Convertino, University of Texas, El Paso
Friday 3:30PM-5:00PM
Studio G
Enduring Diversity Issues in Higher Education
Reimagining the Role of Diversity and Social Justice Practice within the Corporate University
Leslie K. Morrow, University of Illinois at Urbana-Champaign
Radical Interventions into Higher Education
Khuram Hussain, Hobart and William Smith Colleges
Higher education in Afghanistan, 1980-2014
David Roof, Ball State University
Chair: David Roof, Ball State University

Friday 3:30PM-5:00PM
Regency A
School Leaders Listening to Student Voice: Moving Toward a More Inclusive Theory for Research and Practice
Anjale Welton, University of Illinois
Katherine Cumings Mansfield, Virginia Commonwealth University
Mark Halx, Halx Consulting

Friday 3:30PM-5:00PM
Regency B
Tensions, Equity, and Consumerism in Education
Bridging Educational Foundations and Community Organizing: Embracing Tensions of “the World as It Is and the World as It Should Be”
Gerald K. Wood, Northern Arizona University
Politics of Difference: The Case of School Uniforms
Samantha Deane, Loyola University Chicago
Accountability “and/” Equity in Urban Education: Where Do We Go From Here?
John Walcott, Calvin College
Consumerism and School Commercialism in Canada and Japan:
Intercultural perspectives on challenges to democracy and education
Trevor Norris, Brock University
Chair: James Badger, University of North Georgia
Friday 3:30PM-5:00PM
Regency C
Austerity Education and the Pedagogies of Debt
Dispossessing Urban Futures: Scarcity, Surplus, and Gendered Circulations of Violence
Alex Means, State University of New York, Buffalo State
How Public is Public Higher Education? Challenging Neoliberal Rationality Crisis in Higher Education
Joao Paraskeva, University of Massachusetts, Dartmouth
The ‘Unbanked’ Student and the Payday Loan
Julia Hall, D’Youville College
The Austerity School: Grit, Character, and the Privatization of Public Education
Kenneth J. Saltman, University of Massachusetts Dartmouth
The Pedagogy of Debt
Sheila Macrine, University of Massachusetts, Dartmouth
Chair: Kenneth J. Saltman, University of Massachusetts Dartmouth

Friday 3:30PM-5:00PM
Regency E
(De)Constructing Narratives of Race in Higher Education
Derrick R. Drakeford, University of North Carolina, Chapel Hill
Colored bodies floating in white spaces: Institutional hypervisibility and invisibility of faculty of color in higher education.
Ramin Farahmandpur, Portland State University
Speaking Our Stories: The Community Cultural Wealth of Racially Minoritized Students in a University Honors Program”
Emily Davalos, Northern Arizona University
Micro-Aggressions and White Space: What Happens When the Campus Isn’t So White Anymore
Pamela J Konkol, Concordia University
Isabel Nunez, Concordia University
Simeon Stumme, Concordia University
Chair: Tamara Sober, Virginia Commonwealth University
Toronto Metro Hall
55 John St.
Friday 3:30PM-5:00PM
Metro Hall Room 302
Re-Visualizing Diversity: Sites of Collaborative Seeing
Collaborative Seeing: Explaining the Practice.
Wendy Luttrell, The Graduate Center/CUNY
Tran Templeton, Teachers College, Columbia University
Claire Fontaine, The Graduate Center, CUNY
Visual Remix: Teacher Images and Identities in Contrast.
Victoria Restler, The Graduate Center, CUNY
Chair: Wendy Luttrell, The Graduate Center, CUNY

Friday 3:30PM-5:00PM
Metro Hall Room 304
Critical Media Literacy
The Bougie Black Blogosphere: A Discourse Analysis of “Very Smart Brothas”
Adrienne C Goss, Ohio Northern University
Photovoice: Teenage Voices of Identity and Belonging
Nancy Emilce Carvajal, Washington State University
Edmundo Martin Aguilar, Washington State University
Youth Media Production as “Social Text”
Lori B. MacIntosh, University of British Columbia
YouTube University: How an Educational Foundations Professor Uses Critical Media in His Classroom
Nicholas Daniel Hartlep, Illinois State University
Chair: Jan Armstrong, University of New Mexico

Friday 3:30PM-5:00PM
Metro Hall Room 308
Africana and world philosophies in the educational foundations classroom.
Isaac Nortey Darko, University of Toronto
Tara Jabbaar-Gyambrah, Hilbert College
Helen Kress, Independent Scholar
Huey-Li Li, University of Akron
Chair: Helen Kress, Independent Scholar
Friday 3:30PM-5:00PM  
Metro Hall Room 309  
Teaching & Learning from International students  
Neo-Traditionalism, Secularism, and Narrative Construction: Issues for Interculturalism in Education  
Leslie Bash, Institute of Education – University of London  
*When the best is not good enough: Critically analyzing U.S. higher education “best practices” for teaching international students*  
Sapna Naik, Michigan State University  
Yeukai Mlambo, Michigan State University  
*Transformative Learning and Diversity from an International Student Exchange*  
Bernie Murray, Ryerson University  
*Immigration patterns and language practices of Czech and Slovak speakers in the United States: Past and present*  
Marta McCabe, University of North Carolina, Chapel Hill  
Chair: Ivan Watts, Auburn University

Friday 5:30-7:00PM  
R. Freeman Butts lecture  
The Limits and Possibilities of Schooling in an Unequal Society  
Pedro Noguera, New York University  

**Pedro Noguera** is the Peter L. Agnew Professor of Education at New York University. Dr. Noguera is a sociologist whose scholarship and research focuses on the ways in which schools are influenced by social and economic conditions and the factors that obstruct and promote student achievement. He holds tenured faculty appointments in the departments of Teaching and Learning and Humanities and Social Sciences at the Steinhardt School of Culture, Education and Development at NYU. Dr. Noguera is also the Executive Director of the Metropolitan Center for Research on Equity and the Transformation of Schools. In 2008, he was appointed by the Governor of New York to serve on the State University of New York Board of Trustees and in 2014 he was elected to the National Academy of Education.

Dr. Noguera has published numerous research articles, monographs and research reports on topics such as urban school reform, conditions that promote student achievement, youth violence, the role of education in community development in national and international contexts, and race and ethnic relations in American society. He is the author of several books,

**Friday 7:00PM-8:00PM**  
**Butts Lecture Reception**  
**King Street Social Bar. Sponsored by Ball State University.**  
Cash bar and light appetizers  
All are invited.

**Friday, 8:00-9:30PM**  
**King I**  
**Maxine Greene’s Legacy Celebration. Sponsored by Peter Lang Publishing Inc.**  
Master of Ceremony: Michael Gillespie, Associate Dean of Academic Affairs, Borough of Manhattan Community College, CUNY
Hyatt Regency Toronto  
Saturday 8:30AM – 10:00AM  
Thomson Boardroom  
Maxine Greene Center for Aesthetic Education and Social Imagination  
Aesthetic Workshop  
The Work of Art and Aesthetic Discovery: Applications in Multiple Educational Contexts  
Heidi Upton, St. John’s University  
Holly Fairbank, Maxine Greene Center for Aesthetic Education and Social Imagination  

Saturday 8:30AM – 10:00AM  
Studio B  
Critical diversity inquiries in local-global contexts: Invoking Stuart Hall, Nelson Mandela, and José Esteban Muñoz  
The relevance of Stuart Hall’s use of “home” in theorizing refugee experiences and racialized citizenships.  
Binaya Subedi, Ohio State University  
Trauma of neoliberal aspirations: On becoming an educated subject  
Jeongeun Rhee, Long Island University  
Transnational ‘Dialogues for Justice’: Interrogating universalistic notions of democracy, social justice and knowledge production  
Sharon Subreenduth, Bowling Green State University  
Aesthetics, body and mind in the work of José Muñoz, Gayatri Spivak, and Gregory Bateson: Towards an aesthetic education in the digital age of neoliberal scientism  
Stephanie Daza, Manchester Metropolitan University  
The fantasy of utopic history: Race, gender and migration in national narratives.  
Roland Sintos Coloma, Miami University  
Chair: Tania Ramalho, State University of New York, Oswego
Saturday 8:30AM – 10:00AM
Studio C
Critical Disabilities Theory: Critical Voices from Advocates in a Marginalized Field

Lessons from East Indian Mothers: Mothering Children with Intellectual Disabilities
Lucy Bailey, Oklahoma State University
Aesha John, Northeastern State University
Speaking Out: Students with Disabilities Talk about Their School Experiences
Mark Whitener, Oxford Unified School District, Oxford, KS
Jean A. Patterson, Wichita State University
“We are told to differentiate but not given tools to know how!” A Critical Disability Theory Examination of Teacher Preparation Programs
Donna Sayman, Wichita State University
Chair: Jean A. Patterson, Wichita State University
Discussant: Stacy Otto, Illinois State University

Saturday 8:30AM – 10:00AM
Studio D
Reconceptualizing Early Childhood Education with Subversion and the Ecomind

The Logic of Domination: An EcoJustice deconstruction of the Western-centric discourse of the developmentally appropriate practices
Miriam Tager, The Graduate Center, CUNY
The EcoJustice Catalog of Early Childhood Media
Mark Wolfmeyer, Muhlenberg College
Fractal Pedagogy: A radical alternative for teaching and learning mathematics for young children.
Nataly Chesky, State University of New York, New Paltz
Dirt Under the Nails: Alternative education and ecopedagogy against ECE Standardization
Joseph Todd, Montana State University, Northern
Chair: Miriam Tager, The Graduate Center, CUNY
Discussant: Brad Rowe, University of South Florida
Saturday 8:30AM – 10:00AM
Studio E
Education, the Self and Neoliberal Constraints

*The neoliberal subject of ‘hackucation’*
Lisa Karen Taylor, University of Calgary
Catherine Burwell Bishop, University of Calgary
*Finding Depth in the Shallows: Engaging the Spiritual Dimension of Educational Pragmatism in a Neoliberal Age*
Ruthanne Kurth-Schai, Macalester College
*Putting Homo Economicus to the Test: Computer-Adaptive Testing, Neoliberal Policy Networks, and the Adoption of the Common Core in Utah*
Gardner Seawright, The University of Utah
Graham B. Slater, The University of Utah
*Neoliberalism and the Neuronal Self: A critical approach to neuroscience’s application to education*
Clarence W. Joldersma, Calvin College
Chair: Ruthanne Kurth-Schai, Macalester College

Saturday 8:30AM – 10:00AM
Studio G
Still Confronted With the Color Line Sixty Years After Brown

*W.E.B. Du Bois and the Dilemma of Brown*
Derrick Alridge, University of Virginia
“We are trapped in our history: ” A historical and contemporary examination of New Orleans’s Schools 60 Years after Brown
Karen A. Johnson, University of Utah
“Are Many Still Trapped in the Tracks of Plessy?: African American Parents and Students’ Perceptions of Where they Belong in a Racially Diverse School”
Richard Lofton, Teachers College, Columbia University
Discussant: Laurence Parker, University of Utah
Chair: Jonathan D. Lightfoot, Hofstra University
Saturday 8:30AM – 10:00AM
Regency A
Composing memory and citizenships in the curriculum of post conflict societies: Rwanda, Argentina, Canada and Italy
An Unintended Archive: Public Pedagogy and the Civil Contract of Photography
Paula Salvio, University of New Hampshire
Building an ethic of remembrance in the classroom: Nous Sommes Ici/We Are Here
Bronwen E. Low, McGill University
Imagining the Transitional from the Unimaginable: Multidirectionality and Memory Work after the Rwandan Genocide against the Tutsis, 1994
Warren Crichlow, York University
Artistic Memorial-Narrative Practices in Transitional Times
Mario Di Paolantonio, York University
Chair: Paula Salvio, University of New Hampshire

Saturday 8:30AM – 10:00AM
Regency B
Teaching or Tyranny?
Authoring teacher responsibility: The case of Monsieur Lazhar
Aparna Mishra Tarc, York University
Changing Schools or Changing Recruits?: A Critical Discourse Analysis of Teach For America’s Website
Ashlee Brook Anderson, University of Tennessee Knoxville
On Becoming a Teacher in the Era of edTPA: Chronicling My Experience with the Process and Product
Trisha Wickland, Concordia University Chicago
Chicago The edTPA: undermining the diversity of new teachers?
Jeff Edmundson, University of Oregon
Chair: Alyssa Hadley Dunn, Michigan State University

Saturday 8:30AM – 10:00AM
Regency C
Engaging a Teaching Life
Reconceptualizing dispositions: What do teachers need in order to teach for global engagement? Erin Mikulec Illinois State University
Teachers as Absurd Heroes: Camus’ Sisyphus and the Promise of Rebellion
Mordechai Gordon, Quinnipiac University
Chair: Erica Dotson, Clayton State University
Saturday 8:30AM – 10:00AM
Regency D
Digital Entrepreneurship, Big Data, and the Evolution of Corporate Dominance
Biometric Measurement of Students and the Commercial Capture of Attention
Kenneth J. Saltman, University of Massachusetts Dartmouth
Building Infrastructure for the Corporate Governance of Schooling: The Case of the Partnership for the Assessment of Readiness for College and Career
Mark Garrison, D’Youville College
Educational Value Conflicts, Big Data, and Entrepreneurship—The Rise and Fall of inBloom in New York State
Alexander Means, State University of New York, Buffalo State
Chair: Alexander Means, State University of New York, Buffalo State

Saturday 8:30AM – 10:00AM
Regency E
Aquí estamos: Latina/os in Canada
Barriers, borders, and boundaries: A lay of the land for undocumented Latina/o students
Francisco Villegas, University of Toronto, OISE
Rethinking Latina/o student engagement: Identification, community engagement, and transformative learning through youth participatory action research
Cristina Guerrero, University of Toronto, OISE
Falling through the cracks: Possibilities of community based education in propelling disengaged students to succeed
Alexandra Arraiz Matute, University of Toronto, OISE
Rubén Gaztambide-Fernández, University of Toronto, OISE
Cristina Guerrero, University of Toronto, OISE
Chair: Ruben Gaztambide-Fernandez, University of Toronto, OISE
Toronto Metro Hall
55 John St.
Saturday 8:00AM-8:30AM
Metro Hall Room 309
Coffee

Saturday 8:30AM – 10:00AM
Metro Hall Room 302
The Promises and Tensions of Assistive Technologies:
(Re)Conceptualizing Ability Diversity in Education.
Assistive Technology and the (Neo)Liberal Citizen
Ashley Taylor, Syracuse University
Who says it’s ’Got to be?’ Expectations around inclusive opportunities for
students who use Alternative and Augmentative Communication (AAC)
Casey Reutemann, Syracuse University
Able-Gaming and Education-based Assistive Technology: Discourses
Around Gaps and Seamlessness
Heather Greenhalgh-Spencer, Texas Tech University
Chair: Ashley Taylor, Syracuse University

Saturday 8:30AM – 10:00AM
Metro Hall Room 303
To speak is to exist: language, identity and learning
EAL Teachers’ Dialogic Learning in Online Communities
Sardar M. Anwaruddin, University of Toronto, OISE
Mother Tongue other tongue project
Yasmin Hussain, The Manchester Metropolitan University
Re-imagining diversity in English second language pedagogy: World
Englishes, translanguaging, multivoicedness, and identity
Nicolau Nkiawete Manuel, Washington State University
Sociolinguistic situation of the Otomi language in some regions of Mexico
Willemira Castillejos Lopez, Universidad Autonoma Chapingo
Chair: Sardar M. Anwaruddin University of Toronto, OISE

Saturday 8:30AM-10:00AM
Metro Hall Room 304
Lexington, Georgia: A 19th Century Community History of Diversity
Kathleen P. deMarrais, University of Georgia
Jamie B. Lewis, Georgia Gwinnett College
Saturday 8:30AM – 10:00AM
Metro Hall Room 308
Global Perspectives on Narratives about Teachers
Migrant history teachers in Germany and their educational beliefs
Rainer Poppinghege, Universitat Paderborn
Nothing to Sing About: Societal Discourse in Regards to the Further Degradation of Substitute Teachers in the United States
Amanda Ellen Dascomb, University of Tennessee, Knoxville
Melissa Harness, University of Tennessee
Teacher Metaphors
Trevor Norris, Brock University
Kanako Ide, Soka University, Tokyo, Japan
Diet Social Justice? The Need to Move Beyond Critique and Toward Social Action in Public School Classrooms: A Collective Case Study of Teachers’ Critical Pedagogies
Ashley Summer Boyd, Washington State University
Chair: Ivonne Kelly, Community Resource Facilitator with YRDSB/Inclusive School and Community Services Unit

Saturday 8:30AM – 10:00AM
Metro Hall Room 309
Language and Identity Across Landscapes
First-generation college students’ evolving academic identities
Eleni Oikonomidoy, University of Nevada, Reno
Daniel Valle, University of Nevada, Reno
Monika Mala, University of Nevada, Reno
Reconceptualizing Personality for Second Language Situations
Omar Karlin, Meiji University
Language immersion and school success: What can Aboriginal communities expect for their children
Lindsay Morcom, Queen’s University Educational Institute
Stephanie Roy, Queen’s University Educational Institute
Excuse me, are you the teacher? Racial microaggressions against racialized ESOL teachers in Toronto
Vijay Ramjjattan, University of Toronto, OISE
Chair: Vijay Ramjjattan, University of Toronto, OISE

Saturday 9:30AM-11:00AM
King II
Book Exhibit
Saturday 10:15AM-11:00AM
Book Signing with Author Henry Giroux
Book Title: The Violence of Organized Forgetting: Thinking Beyond America's Disimagination Machine. 2014, City Lights

Saturday 10:15AM – 11:45AM
Studio B
Maxine Greene: Multiplicities and Possibilities
Deborah Britzman, York University
Wendy Kohli, Fairfield University
Janet L. Miller, Teachers College, Columbia University
Seungho Moon, Oklahoma State University
Hongyu Wang, Oklahoma State University
Chair: Wendy Kohli, Fairfield University

Saturday 10:15AM – 11:45AM
Studio C
Graduate Student Council Special Session
Creating Fluidity in Your Academic Work
Regardless of whether you work within a single discipline or multiple ones, a key challenge for an early career scholar is to develop a focused and sustained line of scholarship and research. How do you find or create fluidity between your diverse academic undertakings to develop a strong body of intellectual work? Does scholarship have to be unified? The panel will explore this with you, and create a space for you to think about how to name and nurture your larger academic project and make explicit how diverse works relate to that project.
Daniella Ann Cook, University of South Carolina at Columbia
George Noblit, University of North Carolina at Chapel Hill
Tanya Titchkosky, University of Toronto
Chair: T. Jameson Brewer, University of Illinois at Urbana-Champaign
Saturday 10:15AM – 11:45AM
Studio D
Education with Immigration in Mind
Inclusive approach to migrants’ integration in educational environment: special attention to educational recourses
Oleg Khukhlaev, Moscow State University of Psychology and Education
Maria Gavryushina Moscow State University of Psychology and Education
Teachers’ discourse on normality, marginalization and immigrant students
Ina Juva University of Helsinki
Gunilla Holm, University of Helsinki
Immigration, Linguistic Diversity, and Education in Multicultural Sweden
Liv T. Davila University of Illinois at Urbana-Champaign
Tell me what you really think: Documenting language ideologies in administrators and educators of emergent bilinguals
Sarah Hesson City University of New York Graduate Center
Chair: Mary Ellen Edwards, University of Toledo

Saturday 10:15AM – 11:45AM
Studio E
Teaching Teacher Criticality
Preparing Critically Conscious Teachers for 21st Century Classrooms: Examining History, Theory, and Practice in Schools and Communities
Maria L. Gabriel, Poudre School District, Fort Collins CO
James Martinez, Valdosta University
Reimagining one’s place in a diverse world: Comparing preservice teachers’ experiences in two study abroad programs
Alyssa Hadley Dunn, Michigan State University
Erica Dotson, Clayton State University
Stephanie Lee Behm Cross, Georgia State University
Exploring how the Neoliberal policy agenda intersects with the ways that participants speak about and practice social justice education (with a specific focus on education for equity, inclusion, and diversity).
Christina Konecny, University of Toronto, OISE
Collaboration of English as a second language, content area, and technology teachers in a culturally and linguistically diverse classroom
Elena Zelfond, Buffalo Public Schools
Chair: Zachary Casey, Rhodes College
Saturday 10:15AM – 11:45AM
Studio G
Parents and Partnerships Across Educational Contexts

Gendered Family-School Partnerships: An Ethnographic Study of Immigrant Mothers Supporting their Children’s Success
Anne-Bernadette Weiner, DePaul University

Parental Participation in Ontario Schools: Exploring Muslim Immigrant Parents’ Perceptions
Zaiba Beg, University of Toronto, OISE

African Canadian parents: Racism and the education system: Perspectives from three urban centers
David Este, University of Calgary
Wanda Thomas Bernard, University of Calgary
Carl James, University of Calgary
Akua Benjamin, University of Calgary
Christa Sato, University of Calgary

Becoming mother in another land: New immigrant mothers’ knowledge, identity, and learning in Canadian immigration settlement organizations
Yidan Zhu OISE, University of Toronto

Chair: Eleni Oikonomidoy, University of Nevada, Reno

Regency A
Saturday 10:15AM – 11:45AM
Eco-Critical Foundations: Responding to Enclosures and Reconceptualizing Community in Higher Education

(Re)Claiming Diversity from Discourses of Exclusion and (Re)Imagining Conceptions of Socially Just and Sustainable Communities.
John Lupinacci, Washington State University
Mary J. Ward, Washington State University

STEM as Trojan Horse
Mark Wolfmeyer, Muhlenberg College

Challenging Enclosure through Expanding Community
Rita Turner, University of Maryland Baltimore County
Ryan Donnelly, Community College of Baltimore County

Chair: John Lupinacci, Washington State University
Discussant: Rebecca Martusewicz, Eastern Michigan University
Saturday 10:15AM – 11:45AM
Regency B
Pedagogies Otherwise: Critical Studies of Race and Education Within and Beyond Schooling
(Re)politicizing “historical thinking”: Imagining K-12 Canadian history education as anti-racist practice
Eunice Chow, University of Toronto, OISE
What’s race got to do with it?: The pedagogies of/for Portuguese-speaking youth in Toronto
David Pereira, University of Toronto, OISE
Politics, pedagogy, and art: The decolonial aesthetic of Marigold Santos’ Coven Ring
Marissa Largo, University of Toronto, OISE
The Business of benevolence: International volunteer tourism in Canada
Jaclyn San Antonio, University of Toronto, OISE
Chair: Roland Sinto Coloma, Miami University
Discussant: Aparna Mishra-Tarc, York University

Saturday 10:15AM – 11:45AM
Regency C
Creating Cross-Cultural Experiences within Teaching/Learning Spaces: Going Beyond the ‘Traditional’ to Engage Identity
Off-Campus, Out of Comfort Zones, On-Site: Seeking Community Cultural Wealth as Teacher Education Curriculum.
Mona Ivey-Soto, State University of New York, Cortland
Kim Wieczorek, State University of New York, Cortland
The Shades in Between: Moving Beyond the Black/White Binary in an Intergroup Dialogue on Race & Ethnicity
Wendy Nastasi, Syracuse University
Jermaine Soto, Syracuse University
How Twitter and Glogster Can Mediate Pedagogical Development and Critical Consciousness in Pre-Service Teachers.
Jevon D. Hunter, State university of New York, Buffalo State
Chair: Mona Ivey-Soto, State University of New York, Cortland
Saturday 10:15AM – 11:45AM
Regency D
A Pedagogy of Hopelessness: Fear and loathing in 21st century schools
A pedagogy of hopelessness: The future of public education in America?
Eleanor J. Blair, Western Carolina University
Idiots! Why Critical Educational Theory Isn’t Critical Enough
David A. Gabbard, Boise State University
Critical Pedagogical Praxis: Risk and the Hopeful Struggle
William Reynolds, Georgia Southern University
Demanding A Pedagogy of Hope: It’s Time We Get Public
Shirley Steinberg, The University of Calgary
Chair: Eleanor J. Blair, Western Carolina University

Saturday 10:15AM – 11:45AM
Regency E
Feeling Governed? Thinking of and Beyond Governmentality in Education
Benjamin Baez, Florida International University
Aaron Kuntz, University of Alabama
Carolyn Pluim, Northern Illinois University and Michael Gard, Southern Cross University
Susan Talburt, Georgia State University
Chair: Benjamin Baez, Florida International University
Toronto Metro Hall
55 John St.
Metro Hall Room 302
Saturday 10:15AM – 11:45AM

Sites for Ecoliteracy: Exploring the Cultural Conundrum through International Case Studies

An Ecoliterate Framework: Conceptions and Conundrums
Velta Douglas, University of Toronto, OISE

Schooling Neoliberalism: An exploration of environmental education in Ontario’s geography curriculum
Nickie Van Lier, University of Toronto

The Loss of Traditional Culture: A Case Study of Health Promotion in Traditional Chinese Medicine in China
Jingjing Li, University of Toronto

Protesting the Belo Monte Dam via Social Networks: Gota D’Agua Movement in Brazil
Alexandre Cursino, University of Toronto

Return to Nature? The Rising Popularity of Forest Schools
Katie Krelove, University of Toronto

Chair: Lifang Wang, Syracuse University

Saturday 10:15AM-11:45AM
Metro Hall Room 303

Learning, Leadership and Community

Reframing Professional Learning Communities as Affinity Spaces
Bryan Fede, University of North Carolina

Toward a Feminist Ethics in Community-University Collaborative Research
Sheeva Melodie Sabati, University of California, Santa Cruz

Ethical Leadership as Care of the Self: A Foucauldian Perspective
Frank Pignatelli, Bank Street College of Education

Bound by Teacher Prep: Journaling and the Emergent Teacher Identity
Trisha Wickland, Concordia University Chicago

Amy Swain, East Carolina University

Chair: Amy Swain, East Carolina University
Saturday 10:15AM – 11:45AM
Metro Hall Room 304
A Politics of Mental Health as a Diversity Issue
Reconceptualizing the Mad Professor: Diversity and Representational Authority in the Classroom
Jijian Voronka, University of Toronto
Sarah Snyder, University of Toronto
The University as the Next Mental Health Treatment Facility: Fixing the broken generation?"
Jenna Reid, York University, Toronto
The Price of Admission: How Madness Gets You in, and Keeps You Out
Lucy Costa, The Empowerment Council & Osgoode Hall Law School, Toronto
Chair: Priyadarshani Raju, University of Toronto

Saturday 10:15AM – 11:45AM
Metro Hall Room 308
Connecting the local with the global—building transformative university collaborations in education with a Freirian language school
G. Sue Kasun, Utah State University
Jorge Torres, CETLALIC Language Institute, Cuernavaca
Luis Urrieta, The University of Texas, Austin
Beth Hatt, Illinois State University
Moderator: Erin L. Castro, University of Utah

Saturday 10:15AM – 11:45AM
Metro Hall Room 309
Resistance and activism
Reimagining resistance: Rank-and-file and union responses to provincial education austerity
Rhiannon Maton, University of Pennsylvania
Caitlin Hewitt-White, University of Toronto, OISE
Staying in the Game: Activist Burnout and Self-Care Among Educational Justice Activists
Paul Gorski, George Mason University
We need to grab power where we can’’: teacher activists’ responses to policies of privatization and the assault on teachers in Chicago.
Sophia Rodriguez, The College of Charleston
Community Activists as Brokers and Boundary Crossers in Neoliberal Times
Nancy Ares, University of Rochester
Chair: Leslie Bash, University of London
Hyatt Regency Toronto
Saturday 11:30AM-1:30PM
King I
Society for Educating Women Business Meeting

Saturday 12:00PM-1:00PM
King II
Book Distribution

Saturday 12:00PM – 1:30PM
Thomson Boardroom
Educación para la Liberación
*Infancia, narratividad y anasemia. Desde una epistemología narrativa a una epistemología anasémica*
Carlos Araya-Moreno Universidad de Chile
La relevancia del Plan Lingüístico de Centro y la multialfabetización en la atención a la diversidad cultural y lingüística
Raúl García Universidad Complutense de Madrid
Libro: Escuela, diversidad cultural e inclusión
Isidro Moreno Herrero Universidad Complutense de Madrid
Buscando el sentido de comunidad educativa a través de la participación escolar
Jose Antonio García Fernandez Universidad Complutense de Madrid
Auxiliadora Sales, Universitat Jaume I, Departamento Educación
Chair: Bernardo Pohl, University of Houston-Downtown

Saturday 12:00PM – 1:30PM
Studio B
Education for Democratic Wellbeing
*The Enemies of Public Education: A Taxonomy*
Tamara Sober, Virginia Commonwealth University
Kurt Stemhagen, Virginia Commonwealth University
*Reading Rousseau and Freire Toward a Philosophy of Unschooling*
Kellie Rolstad, University of Maryland
John Petrovic, University of Alabama
*Liberatory Optics or: How I Learned to Stop Worrying and Love Cartesian Perception*
Gabriel Keehn, Georgia State University
*Tantrums of Dissensual Dialogue to Deterritorialize Social Justice Education: Re/conceptualizing Curriculum and Instruction with Ranciere, Deleuze and Guattari*
Engin Atasay, Bristol Community College
Chair: John Petrovic, University of Alabama
Saturday 12:00PM – 1:30PM
Studio C
**I Want to be Present in My Own Life! An Open Dialogue on Schooling Practices and the Desire for Oblivion in a Diverse and Globalizing World.**
Felecia M. Briscoe, University of Texas, San Antonio
Mark Halx, Halx Consulting Group
Riyad A. Shahjahan, Michigan State University
Katherine Cumings Mansfield, Virginia Commonwealth University
Anjale D. Welton, University of Illinois
Chair: Felecia M. Briscoe, University of Texas, San Antonio

Saturday 12:00PM – 1:30PM
Studio D
**Challenging Times: Higher Education And Social Justice**
*Rituals of Verification: Department Chairs and the Dominant Discourse of Assessment in Higher Education*
Abe Feuerstein, Bucknell State University
*The possibilities and perils of centering embodied anti-oppressive pedagogy in higher education*
Anne Wagner, Nipissing University
Riyad Shahjahan, Michigan State University
*Developing a Conceptual Framing for the Study of the Chief Diversity Officer: Four Potential Theoretical Approaches*
Erich N. Pitcher, Michigan State University
*A Query on Accreditation of Teacher Education*
Hueyli Li, University of Akron
Chair: Paul L. Landry, University of Alabama

Saturday 12:00PM – 1:30PM
Studio E
**Critical Whiteness Theory**
*Teaching the Psychosocial Subject: White Students and Racial Privilege*
John Ambrosio, Ball State University
*Fighting the good fight: The quest for equality by unhooking from Whiteness*
Cleveland Hayes, University of La Verne
Nicholas Hartlep, Illinois State University
*Chicana feminism as a bridge? A white woman seeking an alternative to the blinding theoretical lens of whiteness*
G. Sue Kasun, Utah State University
Chair: Sula You, University of Oklahoma
Saturday 12:00PM – 1:30PM
Studio G
**Education for Ecological Wellbeing**
*Addiction and agency in the ecological crisis*
Ramsey Affifi, University of Toronto, OISE
*Education, Democracy, and Environmental Protection*
Joseph Watras, University of Dayton
*Creating a Space for Critical Sustainability Inquiry in Stark County, Ohio*
Nick Morris, Kent State University
Chair: Nick Morris, Kent State University

Saturday 12:00PM – 1:30PM
Regency A
**Education and Inequalities Still**
Jasmine D. Parker, University of Illinois at Urbana-Champaign
*Private Schools as a Countermovement Strategy in the Integration of Mississippi Public Schools*
Natalie Guice Adams, University of Alabama
James Adams, Mississippi State University
*Inequalities in the Real World: A Math Exploration*
Danielle T Ligocki, Lewis University
Chair: Elizabeth K. Jeffers, Georgia State University

Saturday 12:00PM – 1:30PM
Regency B
**Now more than ever? Foundations of education and why it matters for teacher preparation**
Anne Burns Thomas, State University of New York, Cortland
Ronnie Casella, State University of New York, Cortland
Brian Barrett, State University of New York, Cortland
David Hursh, University of Rochester
Susan Semel, The City College of New York, CUNY
Alan Sadovnik, Rutgers University, Newark
David Stovall, University of Illinois at Chicago
Chair: Ryan Coughlan, Rutgers University, Newark
Saturday 12:00PM – 1:30PM
Regency C
Not My Child: Parent Perspectives and School Choices
*Educational Leadership Drives for School Improvement and Student’s Academic Achievement: Are Parents Being Left Behind?*
Adedayo Ogundimu, Ohio University
*All my Target REDcard Money for Schools goes downtown, but not my son: Reproducing race and class privilege with school choice*
Rebecca Page Johnson, Cazenovia College
*An Analysis of Voucher Studies: A Closer Look at the Uses and Limitations of ‘Gold Standard’ Advocacy Research*
T. Jameson Brewer, University of Illinois at Urbana-Champaign, Chris Lubienksi, University of Illinois at Urbana-Champaign
“I Don’t Have Anything Against Public Schools…But My Grandkids Are Where They Need To Be”: Intergenerational Family Pedagogy, Mobility, and School Choice
Jessica S. Powell, Cazenovia College
Chair: T. Jameson Brewer, University of Illinois at Urbana-Champaign

Saturday 12:00PM – 1:30PM
Regency D
Affect and Embodiment: A posthumanist approach to educational research.
*Companion species: Exploring an ethics of indeterminate encounters.*
Zofia Zaliwska, University of Toronto, OISE
*Affective writing: New materialist and post-humanist approaches in the composition room*
Sarah Truman, University of Toronto, OISE
*Ecologies in-the-making: Affect and un/learning in urban schools.*
Nikki Rotas, University of Toronto, OISE
Chair: Nikki Rotas, University of Toronto, OISE
Saturday 12:00PM – 1:30PM
Regency E
Rethinking Hip-Hop and its revolutionary potential in critical praxis
Decolonial Possibilities, Hip Hop, & Capitalist Enclosures
Anita Juarez, University of Utah
Uncovering the revolutionary possibilities of oneself via Hip-Hop
Robert Unzueta, University of Utah
Remixing critical hip hop pedagogy for American Indian reservation students
Richard White, University of Utah
Hip-Hopology: Fracturing Traditional Pedagogies through the Fusion of Hip-Hop and Sociology
Isidoro Guzman, University of Utah
Chair: Rodric Land, University of Utah
Toronto Metro Hall
55 John St.
Saturday 12:00PM – 1:30PM
Metro Hall Room 302
A troubling (of) safety: Rethinking educational spaces for trans and gender non-conforming youth
Trans students of color taking up space in school
Tomás Boatwright, University of Rochester
Complicating discourses of diversity and safety: The experiences of school staff working with trans and gender non-conforming students
Hélène Frohard-Dourlent, The University of British Columbia
The public schooling of trans and gender non-conforming youth
Sam Stiegler, The University of British Columbia
Chair: Sam Stiegler, The University of British Columbia
Discussant: Ed Brockenbrough, University of Rochester

Saturday 12:00PM-1:30PM
Metro Hall Room 303
From diversity as a challenge to diversity as opportunity: Switching gears while race/ing towards excellence.
Interrogating diversity training in the liberal arts: Challenges and opportunities
Mariana M. Cruz, Amherst College
Privilege, discourse, and diversity
Nick Cream, Amherst College
From commodity to deficit: An analysis of shifting discourses on diversity at elite private colleges
Adrianna Turner, Amherst College
Diversifying excellence beyond numbers.
Francheska Santos, Amherst College
Chair: Mariana M. Cruz, Amherst College
Saturday 12:00PM – 1:30PM
Metro Hall Room 304
Re-Imagining our Relationships with the Commons: Cosmopolitanism, Affect, and Art
The Weather Lab: Materialist understandings of contemporary art practices of ecology.
Stephanie Springgay, University of Toronto
Art and Environment Education: A Psychoanalytic Consultation with
Marion Milner.
Lisa Farley, York University
Enclosing the Commons: Beyond A Beautiful Destruction
Nicholas Ng-A-Fook, University of Ottawa
Chair: Nicholas Ng-A-Fook, University of Ottawa

Saturday 12:00PM – 1:30PM
Metro Hall Room 308
Films
Tested: diversity and high stakes testing in NYC
Curtis Chin, New York University
‘Our School’: A film about alternative education and the establishment of
Toronto’s first public africentric school
Sabita Ramlal, York University
Aaron Weiss, York University

Saturday 12:00PM – 1:30PM
Metro Hall Room 309
Colonialism and Education
Pushing the entrepreneurial prodigy: Colonialism and inequity in Canada’s
‘New K-12 Policy Emphasis
Laura Elizabeth Pinto, University of Ontario Institute of Technology
Levon Blue, Griffith University
Coloniality, Capital and Critical Education
Noah De Lissovoy, University of Texas at Austin
Educational Colonization of American Indians: Exploring Issues of Identity, Portrayal, and Cultural Imposition
Deborah Seltzer-Kelly, Wabash College
R. Tyler Regnier, Wabash College
Denial and Construction: A Shawnee in the Making
Meghan Evelynne Harter, University of North Carolina Chapel Hill
Chair: Sultana A. Shabazz, University of Tennessee

Saturday, 1:45PM-3:15PM
Thomson Boardroom
IAIE board meeting
Hyatt Regency Toronto  
Saturday 1:45PM-3:15PM  
Studio B  
Engaging Tsunesaburo Makiguchi and Daisaku Ikeda in Historical, Current and Future Contexts: Theory, Research and Practice  
Makiguchi and Ikeda Since AESA 2007—The Urgency of Bilingual-Bicultural Analysis to Engage with Histories, Theories, Practices and Discursive Strategies in Global Contexts  
Jason Goulah, DePaul University  
Cosmopolitan Education and Value Creation  
Gonzalo Obelleiro, Teachers College Columbia University  
Daisaku Ikeda’s Educational Philosophy and its Implications on the Purpose of English Education in Japan in the Age of Globalization and Diversity  
Kazuma Hatano, SUNY Buffalo  
Teacher-Student Relationality: The Heart of Soka Education in Practice  
Julie Nagashima, University of Pittsburgh  
Teachers’ Experiences of Value-Creating Pedagogy: A Phenomenological Study  
Melissa Bradford, DePaul University  
Value-Creating Pedagogy, Play and Language Learning: Autoethnography in a Chicago Public Elementary School  
Michio Okamura, Andrew Jackson Language Academy, Chicago Public Schools  
Chair: Jason Goulah, DePaul University

Saturday 1:45PM-3:15PM  
Studio C  
Working Within and Against Academia  
Hope and Belongingness Within the World of Academia: Cross-cultural Mentoring Dialogues Between a Kenyan and an Afro-Caribbean Scholar  
Makini Beck, Rochester Institute of Technology  
Breaking Normative Binds: Peer-to-peer Latina Faculty Mentoring  
Jeannette Alarcon, The University of North Carolina, Greensboro  
The Classifieds: An Exploration of the Narratives and Counter-narratives Enacted by Female Academics  
Tina M Bampton State University of New York, Buffalo  
Diversifying University Faculty: Conceptualizing Success  
Maike Ingrid Philipsen, Virginia Commonwealth University  
Chair: Maike Ingrid Philipsen, Virginia Commonwealth University
Saturday 1:45PM-3:15PM
Studio D
**Critical Explorations of Queer Identity**
*Queering Fatigue: Aggressions, exhaustion and the LGBTQI community*
Boni Wozolek, Kent State University
*“Soft” Queer Researcher Realness: Critical notes on negotiating identities in participatory action research*
Tomás Boatwright, University of Rochester
*Intersectionality identities, Youth, and Enmeshed Selves*
Lisa W. Loutzenheiser, University of British Columbia
*The educational philosophy of the Marquis de Sade: Exciting and Inciting Diversity*
Adam Greteman, The School of the Art Institute of Chicago
Chair: Lisa W. Loutzenheiser, University of British Columbia

Saturday 1:45PM-3:15PM
Studio E
**Community College Students Speak Up about Learning Philosophy of Education through Experiences**
Vianela Tapia, Public School 536 Bronx, NY
Joseph Breen, Borough of Manhattan Community College/ CUNY
Haile Peters, Borough of Manhattan Community College/ CUNY
Chair: Yolanda (Jolie) Medina, Borough of Manhattan Community College/ CUNY

Saturday 1:45PM-3:15PM
Studio G
**(Counter)Narrating Graduate Education**
*Racialized students in university social work programs in three Canadian provinces: “Social justice or injustice*
David Este, University of Calgary
June Yee, University of Calgary
Daniel Lai, University of Calgary
Christa Sato, University of Calgary
*A “Robust Dance”*: Doctoral Journeys in Dialogue for Critical Education Praxis
Moira Ozias, University of Oklahoma
Rodney Bates, University of Oklahoma
Elizabeth Cook, University of Texas San Antonio
*Egyptian women and health outcomes of literacy acquisition*
Mona Maurice Makramalla, McGill University
Chair: Michael Jennings, University of Texas, San Antonio
Saturday 1:45PM-3:15PM
Regency A
Re-Conceptualizing Communities: Using Individual Expression to Critically Question Structures
Scaffolding Communities: Developing Dimensionalities of Critical Consciousness.
Becca Kepner, Northern Arizona University
Gerald Wood, Northern Arizona University
Building Community through Culturally Responsive Teaching: Promoting Sense of Self
Carley Colon, Northern Arizona University
Christine Lemley, Northern Arizona University
Shades of Gray: Who Pays the Price for the Disconnect in Teacher Education.
Janay Wiggins, Northern Arizona University
Garrett Maier, Northern Arizona University
Relational Battleship.
Thomas Salerno, Northern Arizona University
Anaheed Hill, Northern Arizona University
Chair: Haley Shukert, Northern Arizona University

Saturday 1:45PM-3:15PM
Regency B
Intersectionalities and Student Bodies
Multiracial Students and Educational Opportunity: Challenging Traditional Demographics
Kelsey Dayle John, Syracuse University
“I’m bi-racial. So I’m kinda of like a melting pot” Latinas and resilience in education
Donna Marie Sayman, Wichita State University
Dismantling the Stereotypes: A Review of the Intersection of Race and Gender among Female Asian American Students and Its Implication on Identity Formation
Wenyang Sun, University of North Carolina, Chapel Hill
Problematizing philanthropy: How engaging in the historical study of the general education board in the American West puts the “social” in race as social construct
Edward Janak, University of Wyoming
Chair: Edward Janak, University of Wyoming
Saturday 1:45PM-3:15PM
Regency C
The Politics of (Mis)Recognition: Reconsidering Identity, Difference and Resistance in the “Third Spaces” of Education
So-called marginalized youth and their dance of death with school (dis)engagement.
Kathleen Gallagher, University of Toronto, OISE
Walking with youth in the suburb: differences not already named.
Anne Wessels, University of Toronto, OISE
Pedagogy in/through the “third space”: Provocations for praxis
Dirk Rodricks, University of Toronto, OISE
Reconceptualizing religious girlhood: Intersections of gendered, religious, and age-based identities.
Rebecca Starkman, University of Toronto, OISE
Thinking through the Veil: Rethinking Muslim women and “agency” through class analysis.
Tara Silver, University of Toronto, OISE
Chair: Tara Silver, University of Toronto, OISE

Saturday 1:45PM-3:15PM
Regency D
Creating Cross-Cultural Experiences within Teaching/Learning Spaces: Going Beyond the ‘Traditional’ to Engage Identity
Off-Campus, Out of Comfort Zones, On-Site: Seeking Community Cultural Wealth as Teacher Education Curriculum.
Mona Ivey-Soto, State University of New York, Cortland
Kim Wieczorek, State University of New York, Cortland
The Shades in Between: Moving Beyond the Black/White Binary in an Intergroup Dialogue on Race & Ethnicity
Wendy Nastasi, Syracuse University
Jermaine Soto, Syracuse University
How Twitter and Glogster Can Mediate Pedagogical Development and Critical Consciousness in Pre-Service Teachers.
Jevon D. Hunter, State University of New York, Buffalo State
Chair: Mona Ivey-Soto, State University of New York at Cortland
Saturday 1:45PM-3:15PM
Regency E
International Insights In Education
Reconceptualizing and internationalizing educational research on white practicing teachers: Ambivalent whiteness in South Africa
Zacahary A. Casey, Rhodes College

Threads of tension and promise for preservice teachers: Learning to (RE)member Black identities and cultures in educational practices through a Ghana study abroad program
Cynthia Brynne Dillard, The University of Georgia
Kristen E Duncan, The University of Georgia
Latoya S Johnson, The University of Georgia

Bridging the gap between international and non-international students
Paul Chamness Miller, Akita International University
Fanni Liu Coward, Texas Tech University

When ethnic community is absent: The role of transnational social spaces in heritage language maintenance
Marta McCabe, University of North Carolina at Chapel Hill

Chair: DeeDee Mower, Weber State University
Social Movement and Pedagogical Imaginaries
Becoming Subjects in History: Codifying Everyday Life for School and Community Transformation
Ronald David Glass, University of California, Santa Cruz
Linnea Beckett, University of California Santa Cruz
The Fluid, Irregular Shapes of these Landscapes: Samoan Young Women and Creative Cultural Production
Anne Harris, Monash University, Melbourne
How a Community Teaches Justice: Public Pedagogies of Race and Citizenship
Sofia Villenas, Cornell University
Occupy Movement as DIY (Do-it-Yourself) Pedagogy
Megan Boler, University of Toronto, OISE
Chair and Discussant: Roland Sintos Coloma, Miami University

Critically Engaging Youth: Activism, Community, and Education
Digital Latina/o Youth: Identities shaped through interactive play and politics
Alicia De Leon, University of Utah
Construyendo puentes: Extending Chicana feminisms to engage with brown elementary youth Sylvia Mendoza, University of Utah
Disrupting Historically White Legislative Spaces: Latina/o Youth Creating Critical Civic and Participatory Pedagogies
Jennyffer Morales, University of Utah
Chair: Dr. Enrique Aleman, Jr., University of Utah
Saturday 1:45PM-3:15PM
Metro Hall Room 304
Deleuze and the politics of diversity: The undecidable future of education
Financialized Pedagogies and the Optics of Economically Overcoded Education in Ontario
Matthew Tiessen, Ryerson University
Diversity of the Non-Human
Matthew Carlin, Pratt University
Force and affect: Deleuze and classroom research
Elizabeth de Freitas, Adelphi University
Education needs to get a grip on life
Jason J. Wallin, University of Alberta
Chair: Jason Wallin, University of Alberta

Saturday 1:45PM-3:15PM
Metro Hall Room 308
School’s out forever: A film on the impact of school closings in Baltimore
Jessica Shiller, Towson University

Saturday 1:45PM-3:15PM
Metro Hall Room 309
Theorizing Black Women’s Work
Lean on Us: Othermothering for Children’s Mental Well-Being in African-Caribbean Communities
Stephanie Nicole Fearon, University of Toronto, OISE
50 Years After Freedom Summer: Black Women Activist Educators Speak Their Truth
Kristal Moore Clemons, Florida A&M University
African American Motherwork as a Vehicle for Fostering School-Family Partnerships: What Predominantly White Schools Can Learn
Chasity Bailey-Fakhoury, Grand Valley State University
“It’s irrelevant to me!” Young Black women talk back to VH1’s Love and Hip-Hop NY
Erica B. Edwards, Georgia State University
Chair: Daniella Ann Cook, University of South Carolina-Columbia
Hyatt Regency Toronto  
Saturday 3:30PM-5:00PM  
King I  
AESA Presidential Address  
*Unexpected generosity and inevitable trespass: Rethinking intersectionality*  
Cris Mayo, University of Illinois, Urbana-Champaign

Cris Mayo is Professor and Associate Head in the Department of Education Policy, Organization and Leadership, and Director of Online Learning for the College of Education at the University of Illinois at Urbana-Champaign. Her publications include LGBTQ Youth and Schools: Policies and Practices (Teachers College Press, 2013) and Disputing the Subject of Sex: Sexuality and Public School Controversies (Rowman and Littlefield, 2004), as well as articles on gender and sexuality studies and philosophy of education in Educational Theory, Studies in Philosophy and Education, Educational Philosophy and Theory, Sexuality Research and Social Policy, and the Journal of LGBT Youth, among others.

5:00PM-6:00PM  
King I  
AESA Business Meeting

6:00PM-7:00PM  
King I  
AESA Awards Ceremony  
Critics Choice Book Award  
The AESA and Taylor & Francis Outstanding Graduate Student Research Award ceremony.  
The Taylor and Francis *Educational Studies* Best Paper of the Year Award.  
All are invited.

7:30PM-10:00  
President’s Party.  
The Raq  
739 Queen Street West (20 minute walk)  
All are invited.
Hyatt Regency Toronto
Thomson Boardroom
Sunday 8:00AM-12:00PM
Executive Council Meeting (including the newly elected)

Sunday 8:30AM – 10:00AM
Studio B
Re(thinking) International Education
Maintaining the Phrase: Rethinking International Education through “Double Education” for Amerasians
Kanako Ide, Soka University
Facing the (dis)forming mirror: Dilemmas of Teachers in an International Education Environment
Josephine Leonard, University of Central Lancashire
Mapping the Glocal: Pedagogies in Online Education
Heather Greenhalgh-Spencer, Texas Tech University
Chair: Leslie Bash, University of London

Sunday 8:30AM – 10:00AM
Studio C
Contested Relationships: Classrooms & Communities
“I am in school so I can help my people”: Community Cultural Epistemologies of Academic Success
Liv T. Davila, University of Illinois at Urbana-Champaign
Lan Q. Kolano, University of North Carolina, Charlotte
Your school, your rules: Expelling community in turnaround schools.
Shaka Rawls, University of Illinois, Chicago
Collective Resilience: Integrating micro-publics in the re/patterning of a classroom’s social life
Lisa M. Perhamus, Grand Valley State University
Inclusive Approach to Migrants’ Integration in Educational Environment: Special Attention to Educational Resources
Khukhlaev Oleg – Moscow State University of Psychology and Education
Gavrushina Maria- Moscow State University of Psychology and Education
Chair: Adedayo Ogundimu, Ohio University
Sunday 8:30AM – 10:00AM
Studio D
Identity, Education & Pedagogy
Subversive Spaces: Deepening Teacher Education from the Head, to Heart and Soul of Learning
Paul D. Mencke, Texas State University
The Touch of Proximity: “We just have to be Together”
Jeffrey Tagonan Acido, University of Hawaii-Manoa
To Be Like: On Childish Identifications
Adam Greteman, The School of the Art Institute of Chicago
Macklemore or Mackle-less? A Cultural Study of “Same Love” as Public Pedagogy
Ashley Summer Boyd, Washington State University
Summer Pennell, University of North Carolina at Chapel Hill
Chair: Ashley Summer Boyd, Washington State University

Sunday 8:30AM – 10:00AM
Studio E
Complicating Ethnic Identity
Peer “Affects”: An Examination and Impact of Ethnic Identities on Latino Adolescents Peer Relationships
Matthew M Green, University of North Carolina, Chapel Hill
Krista Perreira, University of North Carolina, Chapel Hill
Linda Ko, University of Washington
“La Lucha Sigue”: Exploring the Resistant Capital of Latina/o Millennials
Eric Ruiz Bybee, University of Texas, Austin
Authoring “American”: Complicating the Immigrant/American Dialogism through Identity-in-Practice
Matthew Green, University of North Carolina, Chapel Hill
Chair: Eric Ruiz Bybee, University of Texas, Austin
Sunday 8:30AM – 10:00AM
Studio G

Democracy, Dissent & Diversity
Teacher Dissent through “Small Publics”: Making Spaces for Solidarity and Affirming the Public Nature of Schools
Sarah Marie Stitzlein, Amy Rector-Aranda, University of Cincinnati
Deweyan Pluralism: The Values and Limits of Democratic Schools
Nicholas Eastman, Georgia State University
C.W. Eliot and the Aims of Education in a Diverse Society, 1869-1921
Lauren Ware Stark, University of Virginia
The Religion of American Public Schooling: Standards, Fidelity and Cardinal Principles
Kevin Burke, University of Notre Dame
Chair: Makini Beck Rochester Institute of Technology

Sunday 8:30AM – 10:00AM
Regency A

Decolonizing Encounters: Curricular Engagements in a post-Truth and Reconciliation Commission Canada
Re-reading Schooling as a Curriculum of Colonial Dominance
Annette Furo, University of Ottawa
Responsible Un/Knowing: Decolonizing Curriculum and Epistemologies of Ignorance
Cristyne Hebert, York University
Along and Against the Grain of Residential School Newspapers
Jane Griffith, York University
Engaging with Decolonization: Mobile Technologies, Residential Schools and Pedagogy
Bryan Smith, University of Ottawa
Chair/Discussant: Nicholas Ng-A-Fook, University of Ottawa
Sunday 8:30AM – 10:00AM  
Regency B  
Valuing the Humanities  
*From Great Books or Great Skills to Great Questions: Reassessing the Value of the Humanities*  
Katherine Jo, University of Illinois at Urbana-Champaign  
*Poetry and Prejudice: Literature as Anti-Racist Education in an All-White School*  
Marlene Roseboom, Simon Fraser University  
*Reclaiming the Future: Whiteness, Dystopia, and education in Young Adult Literature*  
Jeremy Trad Godwin, University of North Carolina, Chapel Hill  
Chair: Katherine Jo, University of Illinois, Urbana-Champaign

Sunday 8:30AM – 10:00AM  
Regency C  
“Gendered and Militarized Politics of Education”  
*Gender and Education in the U.S. Military: Narrative of Agency among Female Soldiers*  
Stacia Ann Cedillo, The University of Texas, Austin  
*Education for Young Couples or Governmentality?: Japanese Policy for love relationship related to Domestic Violence*  
Mariko Konishi, Japan Society of the Promotion Science, University of Tokyo  
*Through the Rear-View Mirror: Participants Reflect on their Experiences in a Psychoeducational Group for Men who Batter Women*  
Josh Diem, University of Miami  
Vicki Brail, Vicki Brail, Inc.  
Tommy Willis, Texas A&M University  
*Demilitarizing Education Research: Deploying Interdisciplinary, Transnational, and Feminist Methodologies*  
Leah Sicat, University of California, Santa Cruz  
Chair: Leah Sicat, University of California, Santa Cruz
Sunday 8:30AM – 10:00AM
Regency D
From Teacher Preparation to Classroom Experiences: Whose Justice Matters?
*The Whiteness Paradox in Social Justice Education*
Barbara Applebaum, Syracuse University
*Cultural Capital: The Invisible Barrier to Students of Color Success in Urban Public Schools. How Acting White Seems to Be the Only Way to Excel Academically*
Bridget Lawson, Syracuse University
*Colonial Legacies in Social Justice Teacher Education Programs: The Case of Americorps’ NYC Teaching Fellows Program*
Meredith Madden, Syracuse University
Chair: Barbara Applebaum, Syracuse University

Sunday 8:30AM – 10:00AM
Regency E
Issues in Reform & Schooling
*“Come see how we work!” Teachers, Neoliberal Education Reform, and Gendered Labor*
Sarah A. Robert, University at Buffalo, State University of New York
*Insincere Motivations: The Hollywoodization of Educational Reform*
Amy N. Sojot, University of Hawaii-Manoa
*Carving a Niche: Asian Women Faculty Working towards “Legitimate” Citizens in the Canadian Neoliberal Academy*
Kimine Mayuzumi, Independent Scholar
*Food Sovereignty as Democratic Agency: Education, Creativity and Power*
Jacqueline Del Valle Hanoman Ambrosio, Purdue University
Chair: Jacqueline Del Valle Hanoman Ambrosio, Purdue University
Toronto Metro Hall
Sunday 8:00AM-8:30AM
Metro Hall Room 309
Coffee Break

Sunday 8:30AM – 10:00AM
Toronto Metro Hall 302
Examining Understandings and Experiences: Equity Work in Neoliberal Times
Outlining the broader educational and policy context in Ontario leading up to the project (and during) and critically examining how Neoliberalism has influenced the direction of educational policy and practice during this time period
Natasha Jamal, University of Toronto, OISE
Reporting how Neoliberal discourses are understood by educators
Angela Macdonald, University of Toronto, OISE
John Portelli, University of Toronto, OISE
Exploring how Neoliberal policy discourses hinder and/or facilitate equity, diversity and inclusion in schools
Stephanie Tuters, University of Toronto, OISE
A Narrative of Global Citizenships: Blurring the Us/Them Border
Hoa Hue Truong-White, University of Ottawa
Chair: John Portelli, University of Toronto, OISE

Sunday 8:30AM – 10:00AM
Toronto Metro Hall 304
Multimodal Way of Communicating: Including media as a way to engage youth
Ana Carolina F. Antunes, University of Utah
Sarah Jane-Pedersen, Truth Be Told
Joshua Samson, Spy Hop Productions
Moderator: Ana Carolina F. Antunes, University of Utah
Sunday 8:30AM – 10:00AM  
Toronto Metro Hall 308  
Transforming settler consciousness: Pedagogical approaches in diverse contexts  
* Becoming real on Turtle Island: Teaching history differently*  
Victoria Freeman, York University  
* Unsettling the pedagogy of settler colonialism: Euro-Canadian narratives of coming to view land, place, history, and nation in a decolonizing frame*  
Chris Hiller, Wilfrid Laurier University  
* Learning and un/learning for indigenous-non-indigenous alliances*  
Lynne Davis, Trent University  
* Returning learning and teaching to communities: Are there indigenous lessons for the non-indigenous?*  
Derek Rasmussen, Simon Fraser University & Nunavut Tunngavik Inc  
Chair: Lynne Davis, Trent University

Sunday 8:30AM – 10:00AM  
Toronto Metro Hall 309  
Aesthetic Objects, Art Practices and Learning from Difficulty  
*I’m silent, this song is yours*: Aesthetic conflict and the struggle to learn through digital storytelling.  
Chloe Brushwood Rose, York University  
* Containing pedagogical complexity through the assignment of photography: Two case presentations*  
H. James Garrett, University of Georgia  
Sara Matthews, Wilfrid Laurier University  
* In place of a manual for learning to teach: Laurent Cantet’s Entre Les Murs (The Class)*  
Karyne Sandlos, School of the Art Institute of Chicago  
Chair: Sara Matthews, Wilfrid Laurier University  
Discussant: RM Kennedy, Centennial College
Sunday 10:15AM-11:45AM
Studio B
Intersections of Faith in Education: The often-silenced connections of faith, education and global religions diversity work
Which is the Greatest Commandment? A Mormon, Social Justice Oriented Researcher’s Grapple to Love Both God and Neighbor.
James Gambrell, Portland State University
Insider/Outsider: A White woman’s efforts toward relationality and social justice with students in a predominantly Latter Day Saints public university
G. Sue Kasun, Utah State University
Amazing grace, how sweet the sound: A non-believer’s journey with the faithful and insights for educational practice
Anita Bright, Portland State University
The company we keep: Informing practice and intercultural communicative framework
Kimberly Llosvey, University of Portland
Muslim American Students' Identities and Sense of Belonging in Post 9/11 and Neo-Liberal Capitalism
Randa Elbih, Grand Valley State University
Negotiating the Baptist influence in East Texas: Examining “multiple reflections” to disrupt the local sociopolitical stage
Brandon Fox, Stephen F. Austin State University
Chair: Anita Bright, Portland State University
Discussant: James Gambrell, Portland State University

Sunday 10:15AM-11:45AM
Studio C
Reconceptualizing Social Education: Engaging with Histories, Theories, Practices and Discursive Strategies in (and out of) the Classroom
Beyond Fearing the Savage: Responding to Islamophobia in the Classroom
Ozlem Sensoy, Simon Fraser University
The Language of Gender, Sex and Sexuality and Youth Experiences in Schools
Lisa Loutzenheiser, University of British Columbia
Marxism and Critical Multicultural Social Studies
Curry Malott, West Chester University
Teaching Students to Think about Patriotism
Joel Westheimer, University of Ottawa
Critical Media Literacy and Social Studies: Paying Heed to Orwell and Huxley
Paul Orlowsky, University of Saskatchewan
Chair/Discussant: E. Wayne Ross, University of British Columbia
Sunday 10:15AM-11:45AM
Studio D
Specialized Programs and School Choice Schemes across Canada: Critical Perspectives on Evolving Trends
The Urban Imaginary, Moral Panic, and Young People’s Cartographies of School Choice in Vancouver
Ee-Seul Young, University of Illinois at Urbana-Champaign
Structured Pathways: Exploring Demographic Trends, School Choice, and Outcomes across the Toronto District School Board’s Secondary Panel
Gillian Parekh, University of Toronto, OISE
Urban School Choice in the Edmonton Area: Recent Challenges and Tensions
Marianee Barrett, University of Alberta
Choose the Arts: The Moral Regulations of Parent in the Educational Marketplace
Adam Saier, Queen’s University
Chair/Discussant: Ruben Gaztambide-Fernandez, University of Toronto, OISE

Sunday 10:15AM-11:45AM
Studio G
The Lives of Queer Youth: Re-thinking Stories of Queerness and Schooling
Back to School: Methodological Dilemmas of Queer Research in High Schools
Jen Gilbert, York University
Family Romances and Research Desires: Working with Queer Parents and their Children
Shannon Snow, York University
Naming Queer Youth: Pseudonyms as Stories about Queer Identity
Julia Sinclair-Palm, York University
“If You Want to Know Teenagers”: Close Readings in Queer Research on Adolescents
Michelle Miller, York University
Chair: Maike Philipsen, Virginia Commonwealth University
Sunday 10:15AM-11:45AM
Regency A
Rethinking the Notion of Parent Engagement
*Re thinking Theory and Diversity in School – Family Interaction Regarding Hispanic Language Minority Immigrants in the Southeast U.S.*
Paul L. Landry, University of Alabama
*Meaningful School Engagement with Parents of Color through Culturally-Relevant Parent-to-Parent Mentoring*
Denise Gray Yull, Binghamton University
Marguerite Wilson, Binghamton University
*Stories of Experience and Advice from Educator-Parents: Perspectives to Promote Equity of Opportunity for all Students*
Katherine Becker, Lakehead University
Sarah Cashmore, University of Toronto, OISE
Elizabeth Miller, California State University, Fresno
Daniel Becker, Lakehead University Orillia
Chair: Katherine Becker, Lakehead University

Sunday 10:15AM-11:45AM
Regency B
Beyond the Traditional Walls of Schooling
*Two Schools Under One Roof*
Naime Elcan, Curriculum Studies
*Children in Search of a Home: Living and Learning at the Scotland School for Veterans’ Children (1895-2009), an Oral History*
Sarah Bair, Dickinson College
*Preparing to Teach Children in Foster Care: A Call to Critical Scholars and Educators*
Scott Morrison, Elon University
*Culture Wars: A Quest for Justice in Arizona*
Crystal Lynne Pfeiffer, Loyola University
Chair: Scott Morrison, Elon University
Sunday 10:15AM-11:45AM
Regency C
Researchers on Researching
It Hurts to Feel: Exploring the fragility of researcher emotions in emotional research
Tanetha J Grosland, Morgan State University
Intellectual Freedom in the Production of “Excellent” Research
Daniel Brian Saunders, University of Texas at Arlington
Growing Abroad: An Autoethnographic Critique of “Culture Shock” in Intercultural Exchanges
Chenyu Wang, Elizabeth Wesner, University of Virginia
Pomegranate Seeds from Muddy Waters: Researcher Bias and Researcher Guilt in the Impact of Social Identity on a Historical Study
Edward Janak, University of Wyoming
Chair: Edward Janak, University of Wyoming

Sunday 10:15AM-11:45AM
Regency D
Between Self and Object: Theorizing Encounters with “the Child” in Film, News Media, and the Educational Archive
Re-Imagining Psycho-Sexual Development: Ethical Encounters with the Child’s Question
Hannah Dyer, University of Toronto
Resisting Enlightenment: The Question Child, the Adult, and the Difficulties of Gender Education
Lauren Jervis, York University
From the Archive to the Screen: On the question of what will be made of passion in education
Angela Robinson, York University
Chair/Discussant: Lisa Farley, York University

Sunday 10:15AM-11:45AM
Toronto Metro Hall 302
Afrolatinas/os y la Educación
La horma y el hormador: Representaciones sociales sobre afrodescendencia en la formación de formadores/as; curriculum, práctica y discurso pedagógico del profesorado
Yeison Arcadio Meneses Copete, Universidad de Antioquia, CADEAFRO
La etnoeducación afrocromobiana: tendencias y retos
Yeison Arcadio Meneses Copete, Universidad de Antioquia, CADEAFRO
Interculturalidad en entredicho: Una mirada a las representaciones de los mapuche en textos escolares de historia de Chile
Andrea Riedemann, Universidad Diego Portales
Chair: Michele Kahn, University of Houston- Clear Lake
Sunday 10:15AM-11:45AM
Toronto Metro Hall 304
My Name is Khan: Using Said’s Orientalism to unpack (re) Productions of the Other in Film
Sultana Aaliuah Shabazz, University of Tennessee

Sunday 10:15AM-11:45AM
Toronto Metro Hall 308
Applying Stuart Hall’s Concept of Representation as a Lens to Analyze Postsecondary Education
Representations of Students within Big Ten Admissions, Videos, Viewbooks, and Websites
David Joseph Nguyen, Michigan State University
Erich N. Pitcher, Michigan State University
Unpacking representation through hair: An examination of race, class, and gender in the lived experiences of Black women in higher education
Qiana Monet Green, Michigan State University
Queering Accountability: Problematizing the Representation of Outcome-Based Assessment in Student Affairs Training Programs
Scott Miller Secrist, Michigan State University
Sapna Naik, Michigan State University
Commission-Based Agents, Stuart Hall, and the Neoliberal Institution: A Critical Policy Analysis
James West, Michigan State University
Chair: David J. Nyguyen, Michigan State University
Discussant: Riyad A. Shahjahan, Michigan State University

Sunday 10:15AM-11:45AM
Toronto Metro Hall 309
The Power of Historical Narratives: Is the past ever behind us?
Religious Student Narratives in Canada
Wing Yu Alice Chan, McGill University
Historical Thinking in Egyptian History Textbooks
Ehaab Abdou, McGill University
Precolonial Reveries: Rebuilding the Past for Political Legitimacy
Ashley DeMartini, McGill University
Necesitamos más historias/Nou bezwen plis istwa: Activist (hi) stories for new visions of citizenship
Desiree Rochat, McGill University
Chair: Alice Chan, McGill University
IN MEMORIAM

Sari Knopp Biklen (1946-2014)
Sari Knopp Biklen retired from Syracuse University this past spring from the School of Education, passed away in Vermont on the afternoon of September 16. Sari was a longtime member of AESA. A revered scholar, teacher, mentor and advisor, Dr. Biklen was a specialist in popular culture, qualitative research methods, and youth culture. Her books included: A Practical Guide to the Qualitative Dissertation (with Ronnie Casella, Teachers College Press, 2007), Qualitative Research for Education (with Robert Bogdan; Allyn & Bacon, fifth edition, 2006), School Work: Gender and the Cultural Construction of Teaching (Teachers College Press, 1995), Gender and Education (with Diane Pollard, National Society for the Study of Education Yearbook, 1993), Women as Radicals and Conservators (with Joyce Antler) and Women and Educational Leadership (with Marilyn Brannigan). Her articles appeared in numerous journals including Teachers College Record, Qualitative Inquiry, Phi Delta Kappan, and History of Education. Dr. Biklen was an instigator in the name of justice. She will be remembered for her vision, her compassion and her courage.

Maxine Greene (1917-2014)
AESA Past President and one of America’s most prominent educational philosophers since John Dewey and considered by many to be a “national treasure.” Dr. Greene was Professor Emeritus of philosophy and Education at Teachers College, Columbia University where she continued to teach until her final moments. She authored six books, including The Dialectic of Freedom and Releasing the Imagination. Dr. Greene was the recipient of nine honorary degrees in the Humanities, was awarded the Medal of Honor from Teachers College and Barnard College, the Educator of the Year Award from Phi Delta Kappa, the Scholarly Achievement Award from Barnard College; AERA’s Lifetime Achievement Award; and she received a Fulbright Fellowship. She was known to be modest about her considerable accomplishments but passionate about her beliefs in the power that the arts, aesthetic education, the social imagination can have in classrooms. Most recently she was a founding member and current president of The Maxine Greene Center for Aesthetic Education and Social Imagination.

Clarence Karier (1928-2013)
Professor Emeritus, University of Illinois at Urbana-Champaign
Clarence Karier served as Chair of the History and Philosophy of Education Department at the University of Illinois, leading in its transition to a broader focus as an Educational Policy Studies Department. He worked to expand the faculty, bringing together social science scholars, philosophers, and historians to study educational issues from multiple angles. Clarence guarded social foundations turf
at Illinois for more than twenty years, allocating significant resources to the social foundations courses that he insisted be required in all programs at the College. He wrote four books, co-authored several others, published over 40 articles, and served as President of the History of Education Society, engaging in some of the most vibrant debates that have defined the field. Clarence was born in Chicago and made his way through college at Wisconsin State College, Stevens Point, by working as a lumberjack during the summers. He graduated Summa Cum Laude with a Bachelor’s degree in history, and then served with the U.S. Army in Korea. Clarence taught social studies at Marinette (WI) High School and served as President of the Marinette Teachers Association. He earned a Master’s degree in school administration and a Ph.D. in History of Education at the University of Wisconsin. Clarence joined the faculty at the University of Rochester, earning a joint appointment in History and tenure in 1967. He moved to the University of Illinois in 1969, after the publication of his influential text, *Man, Society, and Education*.

William H. Watkins (1946-2014)
Professor William H. (Bill) Watkins contributed immensely to curriculum studies and to salient dimensions of educational foundations by drawing upon historical, philosophical, and social theory to illuminate the political economy of education, with special focus on race and class. Bill was born in Harlem, grew up in south-central Los Angeles. He received his Associate’s and Bachelor’s Degrees from City Colleges of LA and California State LA, respectively, majoring in political science and pre-law. Bill’s Master’s in Education and Ph.D. in Public Policy Analysis were taken at the University of Illinois at Chicago (UIC). After earning the Ph.D. he was on the faculties of Education and Black Studies at the University of Utah, and in 1995 he was recruited back to UIC for the remainder of his career. Among his numerous articles and chapters, several have been amply cited, e.g.: *Black curriculum orientations* in the *Harvard Educational Review* (1993), and *Multicultural education* in *Educational Theory* (1994), as well as an extensive paper commissioned by AERA: *Colonial education and African people: Retrospects and prospects* (2005). Bill’s books brought groundbreaking perspective to curriculum studies: *The White Architects of Black Education* (2001), *Race and Education* (2001), *Black Protest Thought on Education* (2005), and *The Assault on Public Education* (2011). Bill was a dedicated scholar who loved teaching, writing, and mentoring, and he was an exceptional orator. He traveled extensively to many parts of the world and adroitly combined insight from the people with theoretical constructs. He was adept at integrating the local and the global. Bill Watkins relentlessly brought intellectual insights to social issues through extrapolations of his experiences in the civil rights and peace movements of his youth. The contributions of William H. Watkins will live on through his published work and through the many he influenced throughout his exceptional career.
HYATT REGENCY HOTEL

Convention Level

Conference Level
Directions from the Hyatt Regency to Metro Hall
CULTURAL FOUNDATIONS OF EDUCATION

Cultural Foundations of Education is a highly demanding and nationally prominent interdisciplinary graduate program (MS, CAS, Ph.D) supporting fundamental inquiry into the nature of education. We draw on the disciplines of history, philosophy, and sociology to analyze issues related to inequality in education. Nationally renowned faculty have expertise in disability; the relationship of popular culture and mass media to education; race, racism and multiculturalism; identity and difference; democracy and education; intergroup dialogue; theories of knowledge and feminist theory.

For more information visit soe.syr.edu
Bucknell University
Education Department
proudly supports
The American Educational Studies Association
Visit us at www.bucknell.edu/education
Borough of Manhattan Community College salutes Professor Yolanda Medina, Teacher Education Department and President/Elect of the American Educational Studies Association (AESA), 2014.
M.S. in Education
Social Justice

A one-year master's program focusing on social justice in education, this degree will provide you with a foundation in educational research, the tools to think about critical issues in education, and experience in social justice educational practices and research.

Program Highlights:
• Can be completed through a combination of online coursework, an eight-week summer residency, and two-week winter residency.
• A wealth of practical and research experiences in social justice education are available in the Hattiesburg area through the program.
• You can engage in ongoing work at sites around southern Mississippi and the Gulf South, as well as advocacy and community engagement events.
• You will have the opportunity to become involved with a range of social justice issues in a context rooted in historical and contemporary civil rights and equity struggles.
• Increases your competitiveness for a number of career paths in education and beyond
• Graduate assistantships are available on a competitive basis for students in full-time study on the Hattiesburg campus.

If you are interested in equity, civil rights, social justice, and educational research/practice, in this flexible M.S. program you will deepen your theoretical understanding while gaining practical experiences and skills.

<table>
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<tr>
<th>Time</th>
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<tr>
<td>Core Course</td>
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<td>EDU 702 Introduction to Educational Research</td>
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<td>EDU 410 Classroom Management of Education</td>
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<td>EDU 410 Classroom Management of Education</td>
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</tbody>
</table>

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Consortium for Social Transformation

The Consortium for Social Transformation (CST) is an administrative unit for the College of Education and Human Development at The University of Texas at San Antonio. The CST is a leader in preparing culturally responsible citizens who are active collaborators and agents of positive change through scholarship, teaching and service that supports the existence of equitable and just communities.

The Consortium is comprised of three critical areas of study – African American Studies (AAS), Mexican American Studies (MAS), and Women’s Studies.

The CST facilitates scholarship, teaching and learning in these areas as part of its mission to influence the success of individuals and communities locally, nationally and internationally. We believe that this is best accomplished through an approach that engages multiple disciplines in the creation of knowledge and outcomes that promote social justice and increased equity among people throughout the world.
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