



STOCKTON COLLEGE

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

THE SCHOOL OF EDUCATION PRESENTS

3RD ANNUAL EQUITY & SOCIAL JUSTICE *IN EDUCATION CONFERENCE*



MARCH 28, 2009



The Richard Stockton College
of New Jersey
Pomona, NJ

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We would like to welcome you to The Richard Stockton College of New Jersey's 3rd Annual Equity & Social Justice in Education Conference. This year's conference theme is Preparing Educators for Diversity & Inclusion: A Call to Aspiring Educators and Practitioners. In particular, the focus for the conference is an examination of current research on equity and social justice in education. Presentations may be based on teacher-based research or may systematically reflect upon the craft knowledge put forth by their colleagues and other members situated in their academic communities for the purposes of creating classroom environments, instructional designs, and pedagogies bent on meeting the intellectual and spiritual needs of all learners. We hope this conference will help you gain a better sense of self and lead you in the direction to improve the culture of schools, improve the lives of youth, and ameliorate the entrenched social inequalities still plaguing our world today.

Conference Director

Dr. Ron Caro, Stockton College

Conference Co-Directors

Dr. Brad Porfilio, Saint Louis University

Dr. Darrell Cleveland, Stockton College

Dr. John Quinn, Stockton College

Conference Administrator

Miss. Theresa Eccles-Marinelli, Stockton College

Dean, Stockton School of Education

Dr. Harvey Kesselman

PROCESSION OF EVENTS

- 7:30-8:30** Registration and Check-In/Continental Breakfast & Coffee Served (F- Wing Atrium)
- 8:30-8:45** Conference Welcome (F-Wing Atrium)
Dr. Darrell Cleveland, Master of Ceremonies & Conference Co-Director
Dr. Ron Caro, Conference Director
Dr. Brad Porfilio, Conference Founder & Co-Director
Dr. John Quinn, Conference Co-Director
Dr. Harvey Kesselman, Dean, Stockton School of Education
- 8:45-9:00** Opening Remarks (F-Wing Atrium)
Dr. Herman J. Saatkamp, Jr.
President, Richard Stockton College of New Jersey
- 9:00-9:50** Session I Panel Sessions
Session I Alternate Session
- 9:00-10:20** Session I Concurrent 80-minute Workshops, Presentations, Panels
- 10:00-10:50** Session II Panel Sessions
Session II Alternate Session
- 10:30-11:50** Session II Concurrent 80-minute Workshops, Presentations, Panels
- 11:00-11:50** Session III Panel Sessions
- 12:00-1:00** Lunch (F-Wing Atrium Upper Level)
- 1:10-2:10** Session IV - Panel Sessions
- 1:10-2:20** Session IV Concurrent 80-minute Workshops, Presentations, Panels
- 2:30-3:30** Keynote Speaker, Alton Auditorium (A-Wing)
- 3:30-3:45** Closing Remarks
- 3:45** Conference Ends

Rejecting Deficit Views of Students: Adolescents with interrupted formal education (SIFE) F121

Ms. Rabia Hos – University of Rochester

Secondary school-aged students with interrupted formal education (SIFE) face severe obstacles to school achievement in the United States. The most critical of these obstacles is limited literacy in either their native language or English. Adolescent students lacking an appropriate educational background must develop literacy as quickly as possible so that they can use reading and writing as learning tools to acquire the concepts and skills they have missed by not having had access to formal schooling in their native countries. Information about effective instructional practices for developing literacy with secondary SIFE is a field that is still growing, but most of what has been published in this area reports SIFE students' form a deficit view and focuses on what they lack. It is important to recognize students' cultural and linguistic practices which as a result can positively contribute to their academic development. In addition, such acknowledgement encourages a fundamental paradigm shift from a deficit view of students and their families to one in which home practices are viewed as resources for student success in school.

Thus this roundtable dialogue will be a discussion that explores the experiences of adolescent SIFE in secondary schools through the use of literature review that has been conducted. It specifically focuses on cultural practices of adolescent SIFE being (or not being) honored in school settings. This roundtable will particularly focus on what future researchers need to focus on in order to acknowledge the cultural and linguistic practices of adolescent SIFE.

Are the Walls Really Tumbling Down? F223

Dr. Erica Davila – Arcadia University

Co-presenter

Ms. Rochelle Peterson - Perceptions Unlimited

This presentation is designed for educators seeking to learn more about the cultural foundations of education. Facilitators will provide participants with the framework for designing social justice courses for teachers in this interactive session. Participants will get the benefit of learning what these teacher/social justice educators learned over several semesters about themselves, their students, and teaching for social justice.

SESSION I PANEL SESSIONS
9:00 - 9:50

Multicultural Education F212

Diversity and Multiculturalism: Asian Americans in Teacher Education Curriculum

Ms. Vivian Lim – University of Pennsylvania

Co-presenter

Ms. Jessica Kim – University of Pennsylvania

Asian Americans are the second fastest growing racial group in the United States. Comprised of over fifty ethnicities, hundreds of different languages, and numerous religions, this group is expected to increase from 5.1 percent to 9.2 percent of the population by 2050. Considering the growth in numbers and diversity among Asian Americans, it is imperative that K-12 teachers are equipped to address their unique academic needs. One of the largest organizations that prepare teachers is university-based teacher education programs. Although there is a sense of growing awareness and attention focusing on culturally relevant pedagogy and multicultural education in teacher education curricula, we have yet to determine how Asian American students' needs are discussed within these parameters. In this session, the presenters examine ways that teacher education programs include issues pertaining to specifically Asian American students. Using content analysis, they examine course syllabi from teacher education programs in the nation's top 30 schools and colleges of education. The following questions guide the study: How are Asian Americans represented in required courses, if any, specifically interested in addressing multiculturalism/cultural diversity? How is multiculturalism/cultural diversity portrayed in these courses? Are they treated as one broad topic or are certain aspects of multiculturalism (ie. language diversity) represented in a course of their own? What does the variety (or lack thereof) of representing multiculturalism mean about how multiculturalism is conceived by teacher education programs? The broad themes that have emerged from the analyses are discussed and implications for research, policy, and practice are provided.

Multicultural Understanding through Personal Narratives

Dr. Thomas P. Thomas – Roosevelt University

In a course that explores the history of the schooling and education of marginalized peoples in the United States, the instructor uses personal narrative in the forms of literature and interview as techniques to expand student empathetic understanding of silenced cultural groups. Purposes and examples of these activities are shared with participants. The use of personal narrative through literature and interview are instructional techniques developed specifically not only to generate empathetic understanding of the educational and school experiences of traditionally marginalized populations, but also to model for teachers instructional practices that they can use in the classroom to foster cultural engagement and respect. Two instructional strategies employed in a seminar on the history of schooling of marginalized peoples in the US that have been well received by students as evidenced in their descriptive evaluations and comments on the course are 1) using personal literary recollections by individuals who were members of a socially marginalized population and were impacted by the policies and practices of schooling in the U.S. and 2) having students conduct an interview with an elder member of a traditionally marginalized group. Both the reading of personal experiences and the interview emphasize the value of personal narrative as a resource for better understanding how institutional practices and policies become lived drama for the subjects of these institutional decisions.

SESSION I PANEL SESSIONS
9:00 - 9:50

Whiteness at Work: Race and multicultural education in elementary school

Ms. Kimberly Heuschkel – Rutgers University

Issues of race are far too often removed from conversations about schools, teachers, students, and education. While the populations of students attending our public schools are becoming more diverse, there continues an alarming trend of whiteness in the K-12 teaching profession. Much of the research literature on multicultural education looks at issues of racial, ethnic, and cultural diversity in schools, but very little has been done to unearth what is happening in primarily white educational contexts. In order to critically examine key issues and questions surrounding the predominantly white teaching force present in American schools, a space must be created to consider what is happening with white teachers who are teaching primarily white student populations for the purpose of improving education for students in all U.S. schools. To gain a critical, in-depth understanding of the images, practices, and discourses of these teachers, this study will use ethnographic data collection techniques to focus on and understand two white K-2 teachers situated within their school and classroom contexts. Using a critical postmodern lens to analyze interviews, observations, and artifacts, interpretative qualitative analysis will be complimented by critical discourse analysis to fully investigate the data within its multiple and varied contexts.

Religion and Education F215

Domestic Foreigners: Muslim women students, islamophobia, and “faith-blind bigotry”

Ms. Jameelah Medina – Claremont Graduate University

In seminal studies and current discussions on the forms of cultural capital of different ethnic, racial, and socioeconomic groups and on diversity issues, religious groups, Muslims in general and Muslim women in particular, have been ignored. This qualitative study explores the relationship between Muslim women’s religious, cultural, familial, and individual habitus; their views on higher education and the role of women; and the challenges they have encountered while wearing the Islamic headscarf, specifically after 9/11. Rooted in theories of embodied, objectified, and institutionalized forms of cultural capital, the author presents the framework for understanding the multiple habitus of Muslim women in higher education, what motivates them to achieve academically, and how they manage to persevere when faced with Islamophobia on campus and in public. The results of this empirical study highlight the Islamic religious worldview and diversity among the women, while underscoring the influence of each habitus, particularly the individual habitus, in shaping the women’s views on higher education and the role of women. The author offers her findings to increase higher education faculty and administrators’ understanding of Muslim women students and their motivations, as well as to bring a new perspective to the existing dialogue on cultural capital theory.

SESSION I PANEL SESSIONS
9:00 - 9:50

How Quaker Principles of Faith and Practice Support Multicultural Education

Dr. Yvonne Wells – Suffolk University

Co-presenter

Mr. Michael Brown - Suffolk University

Multiculturalism, “diversity,” “unity,” and “social justice” come to mind as we contemplate repairing of the most segregated and poorest performing public schools in America. Today, many American children still struggle to be educated in Public schools where “racial and social apartheid” continues (Kozol, 2005). Renewal of positive discourse about multiculturalism and social justice in education might be in order for public school teachers, parents, and students. The present authors propose to present excerpts from our paper describing how Quaker principles of worship, fellowship and community involvement have historically provided positive grounding for all who seek to educate American public school children. We propose to share some of our exploration of Quaker principles of, light, pacifism, empathy, compassionate listening, egalitarianism, and humility in historical accounts by Quakers and in The Book of Faith and Practice of New England Friends as these guide historical, multicultural relationships that Quakers have forged with Native Americans, African Americans and others. Foundations of Quaker reality, including experiences of persecution suffered by Quakers that may have strengthened their empathy for the oppressed, can support and evolve multicultural realities where the encouragement of multicultural education is one of many acts of social justice. We propose to show how thoughtful, non-promoting, gentle, Quaker ways of being with humanity can be a well of resources and healing for those who teach American Public school children.

Hispanic Income Inequality: A call to mission in higher education F221

Mr. James Mello - University of Hartford

The increase in Hispanic student populations on college campuses will reshape higher education in the United States. The income inequality experienced by Hispanic families in America will also affect higher education. Colleges and universities must prepare themselves for these influences through practice, policy, and program. This paper proposes that colleges and universities should revise their admissions policy to a need-blind process, giving each student an opportunity for entrance regardless of family income. Institutions of higher education must also enhance their student work-study program to encourage student investment in the campus community while serving the financial needs of both student and institution. Such actions assist institutions in the fulfillment of their missions as agents of positive change in society.

**SESSION I CONCURRENT 80-MINUTE
 WORKSHOPS, PRESENTATIONS, PANELS
 9:00 - 10:20**

Reel Diversity: A model of teaching difference and social justice F225

Mr. Brian Johnson – Manna Unlimited Motivations

Mainstream Hollywood film is an excellent tool for teaching, but students must understand movies as harbingers of cultural expectations and beliefs, and not just entertainment. We present guidelines for teaching diversity using a framework that deconstructs American culture. We will discuss the efficacy of using film in teaching and the core concepts of media literacy and strategies for using mainstream film in classroom instruction. To effectively teach about issues of difference, teachers need to be willing to examine the structural and personal implications and intersections of race, gender, ethnicity, nationality, language, ability, sexual orientation, religion. Current conversations about diversity consist of arguments about identity politics, and while these subjects are important, to truly understand difference, we must explore these matters from a systemic perspective. Film literacy and multicultural literacy become opportunities for students to engage important cultural subjects. Exploring these ideals free educators and students to ask questions about how films are created and how we make meaning individually and collectively. Literacy requires examination of the credentials and biases of the directors and writers and actors, the verisimilitude of the voices and action, and the apparent assumptions that are being made by the creators about the audiences as movie watching is an interactive and circular exchange between the studios and the audience.

**Answering Hyper-Accountability in Teacher Education Foundations
 with Community Action Projects F111**

Dr. Virginia Lea – Gettysburg College

Co-presenter

Mr. Tylor Hykes - Gettysburg College

Important recent studies by researchers committed to greater equity and social justice in education conclude that current accountability mandates are driving, scripting, and standardizing public school curricula. The consequence of these mandates, derived from recent education acts “No Child Left Behind in the United States and Every Child Matters in Great Britain” is that large numbers of teachers, particularly those teaching traditionally underserved student populations, have been obliged to become technicians, teaching to a script associated with a high stakes test. (It should be noted that this development has not been unwelcome to all teachers.) Increasingly, hyper-accountability is also being imposed on teacher education (Cochran-Smith, M. (2005).

In this alternative format presentation, undergraduate student teacher facilitators and the course professor present their reflections on the effectiveness of an innovative educational foundations course in meeting social justice and critical multicultural standards, in addition to state-imposed hyper-accountability, English Language Learning competencies. Working with newer student teachers in innovative Community Action Projects (CAPs) that form the heart of an educational foundations course, the students facilitators also present their students’ growing critical consciousness of the impact of deficit culture, race, socio-economic class, gender and other hegemonic discourses on the educational process. They share initial codifications, derived from the CAPs, that reflect their growing awareness of the rich cultural knowledge of the families with whom they are working. After sharing their research, the presenters will briefly engage the audience in one of the Community Action Projects they have been facilitating, and invite audience responses and reflections.

**SESSION I CONCURRENT 80-MINUTE
WORKSHOPS, PRESENTATIONS, PANELS
9:00-10:20**

Cognitive Dissonance and Social Justice:

The student experience in the field- The Good, the bad, and the uglier the better? F115

Dr. Kim Dean - Arcadia University

Co-presenter(s)

Dr. Peter Appelbaum - Arcadia University

Miss Victoria Bollinger - Arcadia University

Miss Ellen Costello - Arcadia University

Miss Courtney Knowlton - Arcadia University

Mr. Jimmie Malmut - Arcadia University

Miss Rebecca Wenner - Arcadia University

Can university-based coursework come together with experience in the field to inspire developing teachers to widen the lens through which they see children, families and communities? This panel presentation will explore how engaging in critical conversations related to social justice and equity in education impacted the experience of students placed urban schools. Panelists will discuss their experiences struggling with the role of “practicum students” in schools and classrooms where the reality of inequity and social injustice blossomed before their (some newly, some painfully opened) eyes. How did they respond in the moment? How did they respond in the context of the university based learning environment? What could they do in their one day a week in the classroom? What was their role? How did these critical conversations and critical experiences impact their broader philosophies and choices and educators? Students currently in the course along with past participants will present the insights gained as well as their concerns for teacher education programs which struggle to prepare and inspire teachers to reach all children.

Getting Off the Diversity Tour: Creating opportunities for student self-awareness F212*Dr. Althea Webb – Berea College*

Education students often come to the “diversity” class expecting a tour of sorts through the major minority groups in US culture. As bus driver and tour guide I have imagined myself saying at times: “Look to the left and you will see African American children, now look right and you will see Hispanic/Latino children;” along with the tour, students expect me to deliver the requisite “how to” approach to teaching culturally diverse learners. In my struggle to encourage my students to get off the diversity bus tour, I have found a measure of success with an assignment that I have titled “Educational Dialogue.” I plan to share this approach with others who are seeking ways to deepen student engagement with others.

The assignment challenges students to create an opportunity to converse with a diverse individual around the topic of their educational experiences. The student and the interviewee engage in a lengthy dialogue with each sharing aspects of their background. After the conversation, the student writes up the interview and reflects over what they have learned about the individual, as well what they learned about themselves. I have found that in the Educational Dialogue assignment, students experience an increase in self-awareness of their own bias, they come to a deeper level of understanding around institutional inequalities in educational systems, and they experience empathy for the difficulties others have faced in securing an education.

The Impact of Resegregation in Public Schools F119*Dr. Anthony Stevenson – Rowan University/Radnor Middle School*

America recently celebrated the 50th anniversary of Brown v. Board of Education (1954) decision, where the United States Supreme Court ruling that outlawed legal segregation in public schools. However, fifty five years later, the nation’s school systems still find themselves challenged by segregated schools. The purpose of this presentation is to examine the factors that have contributed to resegregation in public schools and the impact this trend has had on our American society. The presenter will attempt to summarize the successes and failures of school desegregation and present a critical analysis of how our public schools in the U.S. have been experiencing a steady trend of resegregation since the 1954 Brown v Board of Education ruling. The presentation will begin with a review of the historical context that led to and came about as a result of the Brown decisions. This will be followed by a summary of the legal rulings that helped support desegregation efforts and eventually resegregation in public schools. The presenter will then look at several factors that have contributed to the resegregation of schools over the past twenty years. This will include legal, political, economic, social, and demographic factors. There will also be an examination of the impact of resegregation from both an academic and social perspective. Throughout the presentation, there will be an attempt to argue that the segregation of schools has an impact on the level of academic attainment for all public school students and society’s ability to interact socially.

SESSION II PANEL SESSIONS
10:00 - 10:50

Pedagogy F115

Feminist Pedagogy: Challenging embodied neoliberalism within education F115

Ms. Alison Happel – Georgia State University

Neoliberalism is a pervasive ideology that has had varying effects on economics, public/social services, and education within the United States. Neoliberals believe that many, if not most, of socially supported and run institutions should be privatized, in order for market principles to dictate the viability of the institutions. Within education, neoliberal ideology has perpetuated notions of school choice, individualism, and competition, and many believe that the most extreme of the neoliberals would encourage the complete privatization of public education. This paper will investigate the ways in which feminism, with its emphasis on social justice, equity, and community, can be utilized to work against the embodiment of neoliberal ideology within the classroom. I will specifically focus on how I have used feminism as part of a social justice pedagogical framework within an undergraduate Education class in order to present alternative ways of thinking and knowing in the face of embodied neoliberalism within my students, and I will also propose further utilizations of feminism within the classroom.

Reimagining Freirean Pedagogy: Sendero for teacher education

Dr. Aturo Rodriguez – Boise State University

Co-presenter

Mr. Matthew Smith - University of New Mexico

Domestically and abroad colleges of teacher education operate as training camps; they process mid-level workers, classroom managers, that practice skills based education. The teachers they produce are trained to follow instructions implicitly; they do what is currently mandated by the federal government the state, the school district and the school. Someone else will determine for the teacher what the curriculum should be and how they should go about teaching it. This paper discussion will review Freire's problem posing problem solving education as a basis for crafting a personal pedagogical framework for undergraduate teacher preparation. The initial discussion will be a brief summary of the paper detailing Freire's among other influences on us as teacher educators. We will then share with the audience personal experiences in reimagining Freirean pedagogy. Finally, with the audience and we will discuss Freirean Pedagogy as a basis for working with students in Colleges of Education throughout the US and abroad.

SESSION II PANEL SESSIONS
10:00 - 10:50**Teacher Recruitment/Retention F221****MYTI-er than Thou--****Developing a Program to Recruit High School Students into the Education Profession***Dr. Rosaria Caporrimo – Queens College**Co-presenter**Ms. Enid Simms - August Martin High School*

We will describe the MYTI Program (Minority Youth Teaching Initiative), a program to recruit “minority” high school students into the education profession. The program began last year when these sophomores first started at August Martin HS in Jamaica, NY. Various activities are being used to empower and motivate the students, and to engage them in activities related to critical thinking and teaching. Since efforts to secure funding from other sources have proven fruitless as they “are not currently funding education initiatives,” we are working closely with the students to “stretch the funds” to guarantee the continuation of the program until their graduation and entrance into Queens College to pursue teaching degrees. These students face a diversity of challenges-- personal, social, and academic. Student impressions regarding their experiences in high school classroom, perceptions of the MYTI program, and future plans will be presented. Suggestions and impressions regarding the recruitment of minority and low SES students will be shared.

Recruiting and Retaining Asian American Teachers in Urban Public Schools*Ms. Jessica Kim – University of Pennsylvania*

While the Asian American K-12 student population continues to grow steadily in American public schools, Asian American teachers still represent merely 1.1% of the entire nation's full-time teacher population. This presentation uses critical race theory (CRT) as a theoretical lens to examine the Asian American teacher shortage in K-12 public schools. First, a general description of the Asian American teacher population will be provided. Then a review of the overall minority teacher shortage and on the shortage of Asian American teachers will be presented, followed by multiple explanations for the dearth. The tenets of CRT and their relevance to the study of Asian American teachers will be discussed. Recommendations for recruiting and retaining Asian American teachers will then be provided as well as suggestions for the work of practitioners and researchers.

SESSION II PANEL SESSIONS
10:00 - 10:50

Resistance F225

Youth as a Site of Resistance and Transformation: The 411 initiative for change

Mr. Michael Watz – D'Youville College

Co-presenter

Dr. Brad Porfilio - Saint Louis University

The purpose of this paper is to illustrate how the messages and cultural work generated by a group of artists, citizens and activists serve as emancipatory guideposts to children, administrators and schoolteachers across Canada. Through their music, workshops, and community involvement, members of the non-profit organization 411 Initiative for Change highlight what constitutive forces and unjust practices are responsible for hate, prejudice, violence, and dark social realities that are pervasive across the planet at today's historical juncture. They also provide future teachers, in-service teachers, and K-12 students visions of hope. That it is, indeed, possible to subvert the policies, practices, and institutions responsible for human suffering, misery, and environmental degradation and to build an equalitarian social world by exploring the counter-hegemonic cultural formations generated by youths and cultural workers inside and outside of the classroom and by modeling the cultural work proffered by non-profit organizations such as the 411 Initiative for Change.

Resisting through Voice and Silence: A Critical Race Theory Approach.

Dr. Dalia Rodriguez – Syracuse University

Voice has been a common and critical theme in the development of critical race theory (CRT) and key scholars have developed ground-breaking scholarship that has further advanced our knowledge about issues of voice. Centering the voices of people of color, founded in lived experience (Delgado 1988/1989), these stories of the oppressed provide insight into the psychological, material, political and social conditions (Freire 1996), referring to a particular context, place, and moment (Lawrence 1995). Voice, defined by Matsuda et al. (1993), as "recognition of the experiential knowledge of people of color" pp.6) is a theme found throughout the CRT literature. Despite these contributions, critical race theorists (as well as educators overall) have yet to understand the complexity behind the issue of silence (Montoya 2000), and the interplay between voice (Boler 2005). This study considers how both voice and silence illuminate the experiences of students of color in predominantly white universities and dealing with racism and discrimination. In addition to narratives of students, the author also includes her own experiences of racism and discrimination and how coming to voice and/or remaining silent may both serve as means of resistance.

SESSION II PANEL SESSIONS
10:00 - 10:50**White Educators in the Media F111***Ms. Lissette Herrera – Rutgers University*

“Media” (e.g., film, the news, TV, books) is a key lens that determines how the average person interprets the world around them and in turn shapes how individuals act within their world. The role of education and schooling is one of the most contested themes in the media. An interesting theme over the last several decades has been the “White” teacher as hero in the urban classroom. This idea of the hero tends to resonate strongly with many other past media motifs, with the classic western being a good example. This study will attempt to situate this media/socially-constructed image of a “White Teacher Hero” in the spate of films and docudramas from the last three decades to examine how this media-constructed identity has shaped the discourse of urban education and white teachers’ interactions with students, administration, families and communities. By uncovering dominant discourses that affect how racial identities are constructed in urban school settings, this study aims to challenge some of the embedded assumptions about classroom interactions, the educational system, and race. This is essential given the historically unequal and unjust opportunities and outcomes for students of color, particularly in urban schools.

Media/Technology and Education F121**Understanding How Children Learn About Video Games***Mr. Luke Forshaw – Columbia University*

How is it that so many of our students, across gender, racial, and socio-economic “divides” have such facility when it comes to playing video games? This study attempts to better understand the world children inhabit as they learn to play video games. The aim of this research is to better inform “traditional” learning environments, e.g. schools to the host of ways children, largely unaided by adults are negotiating and comprehending the incredibly complex problems and challenges that video games present. The research describes a small-scale ethnographic study completed in the fall of 2007 that found several key themes articulated by children about their learning process. It was understood that the children studied in this research learned via social interaction, through ability to self regulate challenge and through repeated exploration of failure in play. These findings are contrasted to “traditional” school cultural / pedagogy and are critically examined as potential ways to think through more equitable learning environments for all.

Reality Bites*Mrs. Kristi Grimley - Seaview School*

Columbine, Online predators, Teenage pregnancy, Violent video games. Feeling scared? Should you? The media grabs our attention daily with these types of headlines. This session will help participants explore the stories behind the headlines. In this day and age, it is not only adults, but children that are expected to be media literate. Discover ways to understand and protect yourself from the media’s messages. Classroom teachers are now being required to support students with their interpretations of media messages that are related to community and world events. This information will impact your teaching when addressing these issues within your classroom. This workshop offers an opportunity to change your “reality.” Are you prepared?

**SESSION I CONCURRENT 80-MINUTE
WORKSHOPS, PRESENTATIONS, PANELS
10:30 - 11:50**

Considering Privilege: An important concept when exploring cultural competency F118

Ms. Erin O'Hanlon - Atlantic County Women's Center

Co-presenter

Dr. Michelle Duffy - Atlantic County Women's Center

Cultural competency is currently a popular area of training in social justice fields and beyond. How often do we talk about cultural competency and not discuss the very important issue of privilege, the unspoken and invisible advantages of culture that many carry with them? In this active and engaging training, participants will have an opportunity to become aware of privilege, dialogue about how privilege and cultural competency impact the world we live in, and how to become allies to oppressed populations. This training is a must for anyone working in a social justice field or personally committed to social justice. After completing this training, participants will have experienced several privilege awareness exercises

After completing this workshop participants will have a greater understanding of cultural competency and privilege, as well as had the opportunity to personally explore how they feel about this issue, and how to become allies. Participants will have a copy of the exercises and resource materials, as well as strategies to implement these activities in their agency, organization, training, or classroom.

Paper/Panel Session

Pedagogy/Assessment F245

Pursuing Diversity in Thought: The case against the essay

Dr. Bertha Ahumada-Torres - Northeastern Illinois University

For years, students' understanding of philosophy has been assessed through the preparation of an essay. Recently, theories of education have permeated the minds of some philosophy professors, therefore aiding in the creation and proliferation of rubrics which guide students through the writing process. The use of rubrics can be qualified as an effort to bring fairness to the classroom. But what if the essay itself is an oppressive force? This presentation seeks to understand the way in which the prevalence of the essay in philosophy courses discourages students from incorporating their own representations into the academic environment requiring them to speak in a certain form and to see themselves from a narrow perspective. There are two main criticisms that are developed in my exposition. The first one aligns modern approaches to intelligence (Gardner, Goleman) and learning (Vygotsky), in a criticism of the way in which the essay dismisses much of the baggage the learner brings to the classroom. The second criticism comes from within philosophy, as those interested in narrative ethics challenge the assumption that philosophy is best served through the essay form. In order to be more inclusive in the classroom, and to incorporate the person into the learning process, philosophy and other disciplines that rely on the essay as an assessment tool ought to open up spaces so that students can conduct philosophical investigations that speak more to their own background, therefore generating new ways of thought and bringing a new array of approaches to philosophy.

**SESSION I CONCURRENT 80-MINUTE
 WORKSHOPS, PRESENTATIONS, PANELS
 10:30 - 11:50**

From “Therapy of Dyscalculia” Towards a Concept of Understanding Mathematics

Dr. Wolfram Meyerhofer – Arcadia University

In the theoretical discussion and the practical treatment of extraordinary difficulties with math, terms like “dyscalculia” or “math anxiety” are used. These terms suggest that there is an illness or a disease in the persons affected. This disease causes the inability to calculate. This view is momentous: The (single or prior) blame of failure is placed on the persons affected. Teachers and parents are exonerated from the reproach of failure. On the other hand, they are not helped in changing their ways of working so that they are better able to support or arrange mathematical learning processes.

It is suggested that the reason of failure is not situated in fractures of mathematical learning processes itself, but in brain defects, in disturbed mental or physical basic functions, etc. Therefore, “helping offers” are oriented to these supposed reasons, rather than to learning and understanding mathematics. In my presentation I want to show that “dyscalculia” and other disease constructs are blocking the opportunity to focus on the lack of understanding and on the reasons for this lack, when we look at extraordinary problems with math. It is necessary to design a theoretical construct, which enables a deeper analysis of the problem. I expound the construct of “Non elaborated subject matter obstacles (neSMO).” This construct revises empirically demonstrated problems with mathematical learning in a way that is fruitful and productive for practical handling in classroom environments, and for the development of relevant research questions.

Labored Literacy: Writing instruction in a working-class suburban high school

Dr. Julie Gorlewski - Maryvale High School

Most social institutions contribute to the perpetuation of social stratification; however, institutions of schooling do so despite being charged to ameliorate inequalities. It is particularly troubling when instructional activities purported to promote empowerment instead exacerbate inequalities, contributing to unequal outcomes for students. Working-class students’ experiences of writing provide an example of this phenomenon. Writing contributes to processes of exclusion because schooling contributes to the construction of writers whose identities facilitate the reproduction of social stratification. Writing is essential to thinking; it shapes concepts and allows writers to frame, reframe, extend and critique ideas. Given the significance of writing, it is important to consider what happens to thinking when writing is experienced as an alienating activity, disconnected from the self and disconnected from the likelihood of empowerment. What happens when processes of schooling facilitate and enforce conceptions of literacy that reify social stratification by making class-based empowerment practically impossible? What happens when opportunities are excised by negating the types of critical thinking necessary to challenge the status quo effectively? This presentation will discuss data from an ethnographic study of students’ and teachers’ experiences of academic writing at a first-ring suburban high school. Data reveal that standards-based reform and high-stakes testing reinforce student resistance and limit opportunities for transformative education to occur. Writing, at the school where this study was conducted, means filling students with facts that they repeat in order to complete assessments. Writing is alienating, not expressive. Schools, by defining what counts as “good” writing in ways that reinforce social inequities, perpetuate class inequalities.

SESSION III - PANEL SESSIONS
11:00 - 11:50

Community F212

The False Promise of Desegregation

Ms. Irene Maya Ota – University of Utah

African Americans continually and consistently strive for meaningful scholarly and quality education to obtain and maintain equality in a society that enslaved them and continues to devalue them. The struggles, strategies, and determination of African Americans in attempts to reach the goals of education and equality exhibit their resiliency, their intelligence, and their fortitude. However, the possessive investment in Whiteness, White privilege, White supremacy, and White hegemony successfully counters all attempts for social justice, social change, and realization of equality for African Americans. *Brown v. Board of Education of Topeka*, 347 U.S. 483 (1954), [1], considered a landmark decision of the United States Supreme Court, overturned earlier rulings going back to *Plessy v. Ferguson* in 1896; declaring state laws, which established separate public schools for black and white students, denied black children equal educational opportunities. While *Brown* seems like a victory and progress toward the goals of education and equality for African Americans, it is, in reality, a “potemkin village,” an impressive facade or show designed to hide the undesirable fact or condition of continued disregard, marginalization, discrimination and racism toward African Americans. Looking at the post-*Brown* (*Brown II*) history of continued oppression of African Americans, several studies show: 1) desegregation has not occurred in any real or broad sense; 2) where there is integration of African American children, little has occurred in redefining our school systems and nation of racist and oppressive ideology/ treatment; and 3) new strategies for the education and equality for African Americans are needed.

“You’re So Ghetto”: How community centers get labeled “Ghetto.” A social stigma

Mr. Emad Rahim – Colorado Technical University

This study aims to identify the origin and use of the label “ghetto” by clients and employees in four community centers in Syracuse, New York, that service clientele of low socioeconomic status. The term ghetto is widely associated with unethical or unprofessional behavior, thereby undermining the validity and sustainability of any organization thus labeled. The study examines internal (employees and administrators) and external (clients and community residents) production and perpetuation of the labeling trend; and the negative effects of social stereotyping on services provided to city clientele. Results from the study aim to help community agencies target unearned negative labels from their point of origin and develop programmatic and policy reforms to mitigate their recurrence.

SESSION III - PANEL SESSIONS
11:00 - 11:50**Community Building/Complicity with Empire***Dr. George Kamberelis – University of Albany**Co-presenter**Ms. Jenna Min Shim - University at Albany*

In this presentation we report the results of a critical qualitative meta-analysis of 40 studies of the putative nature and effects community and community building in the educational research literature. Through this analysis, we found that most of these studies, even highly cited ones, evidenced what we believe is a troubling and dangerous trend to celebrate community and community building in uncritical, romanticized ways. In other words, these studies are filled with what seems to be a kind of social justice wish-fulfillment that ignores historical structures and forces that hold racism and xenophobia in place. This trend seems rooted in two related problems: a (mis)understanding and (mis)use of theory and a utopian impulse that blinds researchers to the ever more pernicious conditions of possibility that hold racism and xenophobia in place. Despite the fact that authors claim to view community through the lens of critical social theories, which place the histories, structures, and relations of power at the center, how these theories are actually taken up almost entirely ignores these dimensions. Because of these serious (mis)understandings or (mis)readings of theory, these studies typically offer over-simplistic (and thus irresponsible) claims about finding commonalities, negotiating consensus, being transformed, etc. based on a paucity of evidence. As such, they risk unwittingly perpetuating, rather than disrupting, histories of colonialism and imperialism that continue to disempower the powerless in increasingly subtle and pernicious ways. We end our presentation with questions designed to work against fetishizing community and the possible unintended effects of doing so.

Hip Hop and Education F215*Building a Cipher: Hip Hop studies and its future in the academy**Dr. Khalil Saucier – Rhode Island College*

This presentation will focus on the emerging sub-discipline of Hip-Hop Studies and analyze the growth of hip-hop research and its emergent presence in the academy and school curriculum. This presentation seeks to counter mystery and misinformation about Hip Hop in the college community by demystifying and sharing in the culture. Hip-hop presents an exciting opportunity to bring undergraduate and faculty together to discuss a diverse array of global and community issues. In addition, and more importantly, hip-hop whether in the “streets” or in the “classroom” brings the community and campus together. It is a way to bring youth to the campus, establishing greater possibilities for mentorship, college preparation, tutoring, and retention. As a result, I will draw from my experience as a founding member of the Hip Hop Studies Collective of Northeastern University to suggest ways to expand curriculum for general and civic education geared towards developing youth-based leadership.

SESSION III - PANEL SESSIONS

11:00-11:50

Hip Hop in the Academy

Dr. Donnetrice Allison - The Richard Stockton College of New Jersey

In 1979, when the Sugarhill Gang hit the airwaves and reached the top of the Billboard music charts, their music was believed to be a passing fad. Today, 30 years later it is still going strong. The music and culture of Hip Hop is worthy of serious analysis. Many children who grew up with the music are now adults, teaching in colleges and universities across the country. They call themselves “Hip Hop Scholars,” and they are bringing their interest in Hip Hop into the classroom, using it as a vehicle by which to reach their students, who have also grown up with the culture. Although times are different today than they were 20 or 30 years ago, Hip Hop offers a wonderful opportunity for educators to address issues of equity, inclusion, and social justice. This analysis examines the experiences of various scholars across the country and their strategies for bringing hip hop into the academy.

Using World Cuisines to Teach Tolerance F121

Dr. Jennifer Palumbo-Maan – Trinity Washington University

Tolerance is the foundation of a just society and is a necessary tool to equip students with to function successfully in the world’s global community (Vogt, 1997). While tolerance is considered an educational goal to teach in a democratic society, little emphasis is placed on methods of teaching it (Lickona, 1991). In an effort to promote the teaching of tolerance in a meaningful and engaging manner, this research study explored the implementation of an after school world cuisines cooking club in a middle school setting. Using a qualitative approach, this study included multiple measures of inquiry (questionnaires, student drawings, observations, interviews, and focus groups) as indicators of tolerance teaching and the learning experience. Findings indicated that participants increased in their levels of tolerance towards others as a result of participation in the cooking club. Participant drawings revealed implicit stereotypes prevalent in the sample. Several key themes relating to community and ethnic pride emerged. Results provided new insights into the implementation of an after school world cuisines cooking club on a middle school campus as a means to teach and address tolerance. A cooking club focusing on the cuisine and culture of a particular group is a meaningful method of providing cultural and culinary knowledge in an engaging manner while increasing tolerance for people different from oneself. This study includes implications of findings for education, limitations of the study, and prospects for future studies.

Diversity and Higher Education F119

Cultural Strategies: Diverse administration equals diverse campus body

Ms. Sydney Davis – University of North Carolina at Greensboro

Co-presenter

Dr. Michael E. Jennings - University of Texas at San Antonio

Predominantly white colleges and universities have aimed to increase the representation of minority students on campus. As an effort to attract students, diversity within academic departments has been an area of focus. As a result of this, initiatives have not completely been met with graciousness, and opposition within university departments has prevented change from occurring (Brayboy 2003, Weems 2003). Because of this, diversity among faculty (and administrators) has rarely been seen, leaving the few minority faculty and staff overworked addressing the needs of multicultural and minority affairs, and oftentimes alienated by the dominant culture on campus.

Students gravitate to places where they are not only represented, but where they will be supported and the same can be said for faculty (Harrington and Hunt, 2008). This paper addresses current practices used to attract minority faculty members, problems with some of these practices, and ways they can be revised to attract administrators and students from various cultures. The goal of this research is to form an effective practice to diversify administration and once formed, these same processes can be used to attract an array of faculty and students to predominantly white colleges and universities and retain them. As college administrators continue to strategically address the cultural differences of the populations they serve, looking at practices that have not been successful can help educational leaders develop strategies that will prove successful in the future.

SESSION III - PANEL SESSIONS

11:00-11:50

You are Broadcasting When You Should be Tuning In F225

Ms. Eva Ross – Rowan University

Co-presenter

Ms. Sheila Williamson – Pleasant Tech Academy Charter School

Reflection and sharing of experiences in a safe and supportive environment can facilitate professional learning which may then inform student learning. We will first describe the development of a professional development workshop provided to in-service teachers in South Jersey by a white higher education instructor, in conjunction with an African-American principal, and our learning experiences. We posit that this workshop approach may be useful teachers at all levels, including both in-service and pre-service. The overall focus of the workshop was to facilitate participant reflection on how they considered diversity and how, based on their insights, this could translate to their teaching. The workshop purpose was to facilitate participant exploration of diversity issues and concomitant development of classroom strategies to facilitate student learning. The intent was to promote an increased understanding and awareness of diversity issues and their application to effective teaching and learning. We then address the workshop implementation and outcomes.

Other/Invisible F223

Legitimizing the “Other”: Using philosophy for children to reduce the marginalization and exclusion of schoolchildren

Ms. Monica Glina – Montclair State University

Co-presenter

Ms. Lavina Sequeira - Montclair State University

Educators working for diversity and inclusion are required to identify oppression so that it can be understood and addressed. This has significant implications for two inextricably linked sociologically phenomena: bullying and racism in schools. U.S. classrooms are increasingly diverse in their student populations. The classroom today represents a wide array of students whose ways of understanding are very different from that of the mainstream society. Such students are often stereotyped by perceptions of difference that reflect the ideologies of society. These negative attitudes lead to student marginalization and exclusion, which are, too often, manifested by the demonstration of aggressive behavior. Therefore there is a need for an educational framework that includes the integration of social and civic values while at the same time respecting students' educational needs and providing a safe environment to be empowered. Philosophy for Children (P4C) is a unique pedagogical approach that uses philosophical dialogue to allow children to explore concepts of empathy, fairness and respect, formulate their own understandings of these complex issues, engage in structured dialogue with their peers and reach judgments about how to make their experiences more meaningful. We propose that P4C can work towards the legitimization of students as they critically examine social practices, reflect on what they learn and put that learning into action.

Durable Dispositions and Intercultural Contact Zones

Ms. Jenna Min Shim – University of Albany

In this paper, I report the preliminary findings on a multi-year research project that focuses on understanding the structures and forces that create the usually invisible but very durable dispositions that shape our responses to people, practices, and beliefs from cultures other than our own. The research is predicated on the idea that the better we understand these structures and forces, the better we will be able to develop pedagogies and other educational practices that are more emancipatory. The focus of this research seems particularly important in theorizing pedagogies relevant to American schools in an age characterized by unprecedented global flows of human beings, cultural artifacts, economic capital, and media representations. The participants of this study are 24 pre-service and in-service teachers. Three kinds of data collection strategies are being employed: on-line discussions of film that foreground key intercultural problems, life history interviews, and discourse based interviews. Findings are showing that the understandings, representations, and articulations of cultural differences and of forging different forms of intercultural interaction and understanding are very much related to where participants are located on an ethno-racial center-periphery grid. Among other things, this research aims at troubling romanticized versions of multiculturalism and multicultural pedagogies that seek redemptive solutions to problems related to diversity without understanding the complexities of the problems very well. This research also aims at suggesting realistic possibilities for developing pedagogies that respond critically and responsibly to increased diversity in a world that remains painfully hegemonic in the early 21st century.

Institutional/Societal Oppression F221**Dissidence in the Face of Institutionalized Racism, Sexism, and Classism**

Mr. Travis Barrett – Boise State University

U.S. history, the hegemony of the English language, and policies enacted by powerful interests in the educational system serve to indoctrinate and reproduce in our citizenry obedient and subordinate consumer-debtors. I will discuss how the creators of this system have been so effective in their design that the majority of the oppressed citizenry is so jingoistically indoctrinated that it now reproduces itself. Despite this, a small portion of the population has managed to escape the clutches of the ruling class. This paper focuses on how people have committed to acts of dissidence in the academy, in public schools, in the arts, in writing, and on a day-to-day basis. Through the union of sound educational theory and praxis these individuals have awakened others to the racism, sexism, and classism that is abundant within our educational system. Educators, artists, and other dissident individuals that have committed completely to teaching and living in a manner that does not reproduce the evils of our society have the unique ability to change existing educational policies, prevailing negative attitudes and beliefs, and to truly democratize our classrooms and our citizenry.

Lunch – F-Wing Atrium Upper Level**12:00-1:00**

SESSION IV ALTERNATE SESSION
1:10-2:20

Working with and through Resistance with Pre- and In- service Teachers F212

Dr. Peter Appelbaum – Arcadia University

Co-presenter

Dr. Erica Dávila - Arcadia University

We analyze the experiences of K-12 pre-service and in-service teachers as they deconstruct their own resistance to teaching (mathematics) grounded in social justice education in two ways: (1) The gatekeepers that surface for teachers who teach mathematics with an emphasis on social inequity. Gatekeepers are those individuals or groups of people who are perceived as potentially expressing dissatisfaction with social justice pedagogies, e.g., a principal or parents. The conversation regarding gatekeepers is more about perceptions regarding the struggles they face than with actual realities. (2) The curriculum politics that determine who decides what is taught in K-12 (mathematics) curricula, and how these political forces connect to the implementation of socially just curricula and pedagogy.

Conversations that pre-service and practicing teachers pursue can empower the participants to be intellectuals and social agents in their classrooms and schools, and to make critical decisions around curriculum and pedagogy in mathematics, working with and through sites of resistance rather than attempting to weave an alternative discourse or struggling to circumvent anxieties. Most professional development resources offer alternative “pictures” of what is possible, accompanied by philosophical (ethical, moral) arguments. While important, they do not do the work of empowerment, a form of learning first indicated as potential by the statements and actions of resistance that teachers’ exhibit in their own learning contexts. Working to understand the meaning and sources of these resistances instigates dialogue with peers and forms of self-reflection, and in turn to new forms of understanding.

Organizing the Curriculum: Perspectives on teaching the labor movement F223

Dr. Rob Linne – Adelphi University

Co-presenter(s)

Dr. Leigh Benin, Adelphi University

Dr. Andi Sosin, Education & Labor Collaborative

Mr. Stuart Eimer, Widener University

Mr. Joel Sosinsky, International Brotherhood of Teamsters

We propose a symposium discussion among contributors to the book *Organizing the Curriculum* (published early 2009). This timely collection examines the ways class and labor issues are silenced in educational settings and offers examples of educators who have broken through the censorship of the schools to discuss with young people how collective action may empower them. Contributors include activists from SEIU's Youth Brigade to labor educators and teacher educators. For far too long labor has been limited to a footnote in school texts instead of being treated seriously as the most effective force for championing the rights of working people, the vast majority of the citizenry. School textbooks and curricula, for the most part, offer only cursory glances at labor and do not encourage substantive analyses of class or political economy in the content areas. Labor's story is the story of America. From the exploitation of slave labor early in our history, to the military incursions into Latin America to maintain cheap labor for the United Fruit Company and other US corporations, to current dislocations caused by neo-liberal globalization, labor issues are woven through every major thread of our history and culture. Attempting to teach about the past and present of our society without a foundational understanding of the scope of labor issues would be like attempting to teach biology without building a basic understanding of evolutionary theory or attempting to teach engineering to students who have no grounding in mathematics; it simply cannot be credibly done.

**SESSION IV CONCURRENT 80-MINUTE
WORKSHOPS, PRESENTATIONS, PANELS
1:05-2:25**

Hegemony and Diversity Work F119

Dr. Glyn Hughes – University of Richmond

In 1996 Paul Kivel warned that “diversity educators” were not asking tough social justice questions about whether our efforts were actually challenging the dominant arrangements of power and resource distribution. In an effort to focus such questions on our present moment, the first part of this session uses concrete examples to develop the idea that, having achieved mainstream status, the diversity project has become beholden to the range of hegemonic ideals and structures governing higher ed more generally: boards of directors, complex fiscal regimes, US News rankings, assessment, and corporatization. To the extent that such processes appear as “objective” or “neutral,” they are also mechanisms through which status quo power relations are bolstered. And the diversity imperative is now a part of that mix. Given that one of the tools hegemony uses to maintain itself is to allow the appearance of resistance, the question before us is this: how can we know if our diversity work is serving the interests of hegemony? This question is all the more urgent since diversity efforts have fewer and fewer links to frontline activism outside of the academy. The final hour of the session will utilize a collaborative learning, small-group format whereby participants will discuss and share 1) ways that diversity work might currently be serving the interests of hegemony and 2) mechanisms for ensuring that our work is not being co-opted going forward.

Identity Matters: Imitating god reconstruction colored world in the image of white people F121

Ms. Ida Stewart – Stewart Library Center

Co-presenter

Mr. William Stewart - University of Minnesota, Morris

This presentation demonstrates how the: 1. Transformation process of changing non-whites into “white” colored students continues at predominately white institutions of higher learning (last stage of formal education); 2. Antecedent experiences of both groups interact on common ground to create illusions of “irrational equality”; 3. Hidden curriculum continues to perpetuate the elitist social order hierarchy. American society’s infrastructure is one of a pyramidal hierarchy in which people of color are crowded on the bottom rung. The pyramid is a design that insures maximum control, especially socio-economic control. Hence, the people of color who inhabit the urban centers and those who inhabit the reservations can actually be said to live in colonies. This colonial structure effectively controls its inhabitants by keeping them in “their place.” Our study will show how the pyramidal structure as a permanent feature of every aspect of American society continues to function in the same manner at institutions of higher learning. Our research will demonstrate how this stage in the transformation process continues the socializing into the image of “whiteness.” The degree to which this socialization is successful will determine the degree of success in the job market to pursue the American Dream.

**SESSION IV CONCURRENT 80-MINUTE
WORKSHOPS, PRESENTATIONS, PANELS
1:05-2:25****“Superbad” :Handling sticky topics in the classroom F221***Ms. Michele Tighe – Seaview School*

In the course of daily classroom life, teachers can find some issues difficult to discuss with students. Bus rides, the cafeteria and the playground are ideal places for students to discuss music, videos and the TV shows they watch, and these conversations can spill over into the classroom. Topics involving sex and violence may feel like a challenge to address, and too often educators choose to ignore or direct discussions away from them, thinking they are taboo. How can teachers handle these topics when they come up in class? What strategies can we use, other than changing the subject? In an interactive session using video clips and more, presenters will help participants develop ways to create a dialog with their students about what’s on their minds.

Social Justice Education F115**Education for Social Justice: A social foundations approach***Dr. Magnus Bassey – Queens College*

As a result of demographic imperatives in nation-states throughout the world, persistent calls are made for school curriculums to include multiple perspectives, contributions, dreams, struggles, and realities of different groups as a way of educating students for effective citizenship, cultural recognition and rights of the various groups (Banks, 2004). Members of the New York State Social Studies Review and Development Committee said it best when they stated, “Recognizing the interdependence of cultures in this multicultural nation, yet unwilling to give up or celebrate in private that with which they have previously been identified, they insist that their participation be recognized, and that their knowledge and perspectives be treated with parity.” In the United States, proponents of this point of view argue that people of color and other minorities are not only omitted from the Eurocentric curriculums but they are marginalized and subordinated. They maintain that since there is increasing ethnic, cultural, language and religious diversity in nation-states in the world today, students should be prepared for effective citizenship through the study of multicultural education. But, multicultural education as an academic subject in American schools is shrouded in great controversy. In this paper, I argue that multicultural education as a means of educating students for critical citizenship is indeed pursuing the wrong revolution. The paper maintains that a truly transformative agenda of critical citizenship and social justice can be achieved by studying social foundations of education because social foundations of education activates civic citizenship of all students, keeps students awake, and makes them active participants in the fight for social change.

**SESSION IV CONCURRENT 80-MINUTE
WORKSHOPS, PRESENTATIONS, PANELS
1:05 - 2:25**

**Addressing Inequities in Learning: A pre-service teacher's
transformative journey in teaching homeless youth**

Dr. Ron Caro - The Richard Stockton College of New Jersey

Co-presenter

Mr. Justin Muenker - The Richard Stockton College of New Jersey

Justin Muenker is currently a pre-service teacher and a veteran tutor for the Stockton College Teacher Training with a Mission (TTM) Program. In this presentation Justin will discuss his experiences and changes in his beliefs in teaching as a result of participating in TTM since 2006. His focus will be on the education of homeless youth through the perspective of an aspiring teacher. TTM's mission is an expression of the ideals behind correcting social injustices while equipping pre-service teachers with a sensitive lens for seeking out and intervening in inequities in learning. TTM provides pre-service teachers the opportunity to enhance the community while exposing them to various unforeseen variables that show up in the classroom. Being exposed to various student problems such as parental drug use, homelessness, and a myriad of other issues associate with homelessness provides the pre-service teachers a lens into the lives of some of their future students. This presentation will explain how TTM helps prepare the teachers of tomorrow to handle difficult, and often ignored student circumstances, while providing homeless youth and sometimes their parents an opportunity to learn and better themselves. Justin will reflect on how TTM has shaped his beliefs, strategies, and preparation for his future in the field of education.

Social Justice Ally, Mentor, Model: Incongruent conceptions from a biracial perspective

Mr. Vonzell Agosto – University of Wisconsin

This presentation is based on a qualitative case study that examined the role of race and racial identity in the formation of socio-cultural experiences that influence the formation, orientation, and expression of social justice sensibilities among prospective teachers of color. The study utilized a social justice/anti-oppressive education framework, Critical Race Theory (CRT) perspectives, and narrative inquiry (life history) methods. This article draws from the literature on social justice education and data collected. Through the lens of CRT, major concepts prominent in the social justice literature offered limited explanatory power when faced with the narratives and life history concerning the development of race, race-consciousness, and racial standpoint for a biracial prospective teacher. Consideration of biracial (minority/majority) identity and perspectives troubled two concepts (transformational role model/mentor, social justice ally) circulating in the participants' life stories and social justice/anti-oppressive education literature. Concerns and insights raised in this study signal the need for continued scrutiny of concepts and theories (including CRT) for the limitations in their applicability, accessibility, and capacity to serve students, social justice research, and teacher education.

Multicultural Education F118
Reconstructing Multicultural Education:
Transcending the essentialist/relativist dichotomy through personal story
Dr. Robert Lake – Georgia Southern University

Multicultural education has become a term that has lost potency in the current climate of the standardized practices in teaching and learning. In the science of teacher education, often one form of essentialism is traded for another through abstraction and generalization that fails to challenge the invisible norm of whiteness. On the other hand, the view that identity is a completely fluid and socially constructed reality often misses the mark as well. This condition is further exacerbated by the existence of well guarded walls between genres and content area subject matter, and from a top down view of history, through the lens of the most prominent figures, as the source of causation. This view often presents a sanitized version of events that avoids paradoxes in false binaries.

In this reflective inquiry, I express the notion that personal story transcends the essentialist/relativist dichotomy through the personal spaces created by empathetic metaphorical connections revealed in curriculum as conversation, literature, exploratory drama, art and music.

Social Multicultural Foundations Course Requirements in United States Teacher Education
Dr. Richard Neumann – San Diego State University

Issues of teacher quality and the quality of teacher education are central in current debates on educational policy and reform. One area of traditional, university-based teacher preparation that has been marginalized in these debates is the social foundations of education and the subsumed area of multicultural education. A recent review of major educational policy documents focused on teacher quality found “an almost complete lack of attention to social foundations of education (SFE).” Instead, the discourse is dominated by an instrumentalist view of teaching coupled to an economic utility conception of schooling goals. As Margaret Spellings asserted in The Secretary’s Fifth Annual Report on Teacher Quality: A Highly Qualified Teacher in Every Classroom, the goal of teacher education reform is to “strengthen our nation’s economic standing, every child must learn the skills to succeed in the modern workplace.” Goals of teacher education curriculum such as development of critical, normative, and interpretive perspectives on schooling, understanding of cultural diversity and its implications for education, and teacher’s contemplation of their role as transformative intellectuals in the eradication of injustice and advancement of democratic ideals are virtually ignored in major policy documents on teacher quality and preparation. An absence of data precludes assessment of whether tacit disregard of SFE in recent years has impacted representation of this skill and knowledge domain in teacher education curriculum. This presentation reports findings of the author’s study of social foundations and multicultural education course requirements in university-based teacher preparation programs in the United States.

SESSION IV PANEL SESSIONS
1:10-2:10

Portraits and Possibilities: Learning about our students F225

Dr. Elite Ben-Yosef – Adelphi University

As classroom teachers on any level, the better we know our students, the more we know about their lives, personal strengths, and interests, the better we can reach and teach them. Based on such self-generated knowledge, we can adjust our teaching in ways that could, potentially, pull all learners into the educational discourse and give everyone a more equitable chance of success, regardless of diversity. I propose a workshop for creating self-portraits in either collage or list poem formats. These portraits will then be used in a reflective discussion on how teachers can open up the curriculum (regardless of how structured or restricted it is) with possibilities of engaging diverse learners.

The Passive Student Conundrum: How the window became a transformative mirror. F111

Dr. Kim Dean – Arcadia University

Co-presenter(s)

Dr. Peter Appelbaum - Arcadia University

Miss Victoria Bollinger - Arcadia University

Miss Ellen Costello - Arcadia University

Miss Courtney Knowlton - Arcadia University

Mr. Jimmie Malmut - Arcadia University

Miss Rebecca Wenner - Arcadia University

Can university-based coursework come together with experience in the field to inspire developing teachers to widen the lens through which they see children, families and communities? This panel presentation will explore how engaging in critical conversations related to social justice and equity in education impacted the experience of students placed urban schools. Panelists will discuss their experiences struggling with the role of “practicum students” in schools and classrooms where the reality of inequity and social injustice blossomed before their (some newly, some painfully opened) eyes. How did they respond in the moment? How did they respond in the context of the university based learning environment? What could they do in their one day a week in the classroom? What was their role? How did these critical conversations and critical experiences impact their broader philosophies and choices and educators? Students currently in the course along with past participants will present the insights gained as well as their concerns for teacher education programs which struggle to prepare and inspire teachers to reach all children.

Keynote Speaker, Alton Auditorium (A-Wing)

Dr. Peter McClaren, UCLA

2:30-3:30

Closing Remarks

3:30-3:45

Conference Ends

3:45

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