



**WELCOME TO THE  
SIXTH ANNUAL**

# **EDUCATORS IN CONTEXT AND COMMUNITY CONFERENCE**

Artwork by Todd Berman (2009). "Substitute teacher artist." Retrieved from <http://www.flickr.com/photos/theartidontstop/4193082770/>

**Thursday thru Sunday  
March 19-22, 2015**

**Bowling Green State University, Bowling Green, OH**

**Sponsored by Educators in Context & Community Learning Community (ECCO),  
the School of Teaching & Learning, College of Education & Human Development,  
and Coca-Cola**

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## CONFERENCE OVERVIEW

This is the sixth year of the ECCO Conference—where students present alongside University faculty, graduate students, professional teachers, and administrators—to learn from each other the complexities of teaching and learning in context and community. The ECCO Conference is an integral part of the annual Educators in Context & Community (ECCO) program. ECCO is a learning community of education majors at BGSU who are interested in learning more about the influence of context and community on teaching and learning. Undergraduate Teacher Candidates in ECCO are given the opportunity to disseminate the findings from their research-based inquiry projects which emerge from their intensive field placement experiences in high-need urban, rural, and suburban settings.

The Conference kicks off with a keynote address by Dr. Jeff Duncan-Andrade on Thursday, March 19th, at 8:00pm-10:00pm in the multipurpose room of the BTSU. His talk is titled, “Note to Educators: Hope Required When Growing Roses in Concrete.” Then, Friday night, March 20th, is the screening and discussion of the film, “Dear White People,” in Math/Science 220 from 7:00-9:30pm. And then Saturday and Sunday, March 21-22 in the Education building is a whole series of conference presentations about a wide array of education issues. There are 8 sessions of presenters, varying in length from 45 minutes to 90 minutes—with multiple rooms of presentations occurring simultaneously. Sessions will include paper presentations, interactive experiences, and discussions. Sunday morning, March 22, begins at 11:00am-12noon with a plenary session by Dr. Dawn Shinew in ED 115. Her talk is titled, “Schools and Communities: Places that Make Sense and have a Sense of Place.”

The Conference is open and free to the general public. Thursday and Friday night activities do not require registration, but participants in the Conference should check in at the Check-In Table on Saturday morning to pick up their nametags, conference programs, etc.

## CONFERENCE THEME

The ECCO Conference welcomes presentations on any issue facing the field of education so long as the presentations are attentive to the impact of context and community on what is taught and learned. We expect that conference presentations will help us better understand educational issues, tools, and concepts by placing them in context(s). We are open to a wide array of presentations and topics related to teaching and learning. We discourage decontextualized presentations—those that share insights and information without sharing the circumstances surrounding their creation, that are overly general or abstract, strictly theoretical, or objectifying (or whose style of presentation is based on Freire’s “banking model”). Instead, we prefer presentations which help participants make meaning and make connections between where, how, and when things happen; who they happen to, who takes action, who benefits, who doesn’t, etc. ECCO and the ECCO conference are motivated by the goal to develop better educators/students/people by

- a) exploring the commonalities and complexities of teaching and learning in multiple and diverse communities (both in- and outside the classroom; in rural, urban, and suburban settings, as well as the public, private, online, homeschooling, unschooling, formal, informal, and higher education within those settings), and
- b) being attentive to the impact of context (including but not limited to cultural, economic, historical, legal, political, and social contexts) on what is taught, learned, and experienced by all participants in those settings as well as those impacted by those settings.

Special thanks goes to the Conference sponsors:

**Educators in Context & Community Learning Center (formerly PCC)**--the ECCO living/learning community at BGSU located in McDonald Hall, is for education majors that have an interest in pursuing a career in high-need urban, rural, and suburban schools.

**School of Teaching & Learning (STL)** at BGSU, which is the largest teacher education program in Ohio. STL is proud of its reputation for preparing outstanding early, middle, and secondary level teachers as well as providing high quality graduate programs both on campus and at approximately 20 different sites across northwest Ohio. STL has standards-based, best practices-oriented programs which have established BGSU as the premier teacher education program in the state and one of the best in the United States.

**College of Education & Human Development** at BGSU which has over 5,000 students, including more than 1,000 graduate students, enrolled in more than 50 graduate and undergraduate programs, ranging from apparel merchandising and exercise science ... to sport management and the college student personnel program.

**Coca-Cola** for the donation of Coke products

## KEYNOTE SPEAKER (Multipurpose Room, BTSU, Thurs., March 19, 8:00pm):



Jeff Duncan-Andrade, Ph.D., is Associate Professor of Raza Studies and Education Administration and Interdisciplinary Studies. In addition to these duties, he continues as a high school teacher in East Oakland where for the past 18 years he has practiced and studied the use of critical pedagogy in urban schools. He currently teaches English at Mandela High School in East Oakland.

Before joining the faculty at SFSU, Duncan-Andrade taught English and coached in the Oakland public schools for 10 years, and completed his doctoral studies at the University of California, Berkeley.

Duncan-Andrade has lectured around the world about the elements of effective teaching in schools serving poor and working class children. He works closely with teachers, school site leaders, and school district officials nationally, and as far abroad as Brazil and New Zealand, to help them develop classroom practices and school cultures that foster self-confidence, esteem, and academic success among all students.

His research interests and publications span the areas of urban schooling and curriculum change, urban teacher development and retention, critical pedagogy, and cultural and ethnic studies. He has authored numerous journal articles and book chapters on the conditions of urban education, urban teacher support and development, and effective pedagogy in urban settings (e.g., in connection with the César E.

Chávez Institute at SFSU) that have been published in leading journals such as *Harvard Educational Review* and *Qualitative Studies in Education*. He recently completed two books focusing on effective pedagogical strategies for urban schools. He is currently completing his third book on the core competencies of highly effective urban educators with Routledge Press.

### PUBLICATIONS:

- Duncan-Andrade, J. & Morell, E.(2010). *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*. New York: Peter Lang
- Duncan-Andrade, J. (2010). *What a Coach Can Teach a Teacher*. New York: Peter Lang
- Morrell, E. and Duncan-Andrade, J. (2006). Popular Culture and Critical Media Pedagogy in Secondary Literacy Classrooms. *International Journal of Learning*, vol. 12, 2005/2006.
- Duncan-Andrade, J. (2006). Urban Youth and the Counter-Narration of Inequality. *Transforming Anthropology*, 14:2.
- Duncan-Andrade, J. (2005). Your Best Friend or Your Worst Enemy: Youth Popular Culture, Pedagogy and Curriculum at the Dawn of the 21st Century. *Review of Education, Pedagogy and Cultural Studies*, 26:4, pp. 313-337.

Source: <http://edd.sfsu.edu/content/jeff-duncan-andrade>

## ***Dr. Jeff Duncan-Andrade*** ***“Note to Educators: Hope Required When Growing Roses in Concrete”*** ***San Francisco State University***

### PRESENTATION ABSTRACT:

What are the material conditions that effect urban youth before they even step foot in our classrooms? What does it mean to develop educational environments that are relevant and responsive to these conditions? How should these educational spaces define success for students and teachers?

This session focuses on developing educators that are better equipped to create educational environments that understand and respond to the social toxins that emerge from racism and poverty. The session closely examines the types of social toxins that young people face in the broader society and discusses the impact of these conditions on student identities. Inside of this framing, Duncan-Andrade draws from his 20 years as an urban educator to explore the concept of hope, as essential for nurturing urban youth.

He first identifies three forms of “false hope”—hokey hope, mythical hope, and hope deferred—pervasive in and peddled by many urban schools. Discussion of these false hopes then gives way to Duncan-Andrade’s conception of “critical hope,” explained through the description of three necessary elements of educational practice that produce and sustain true hope. Through the voices of young people and their teachers, and the invocation of powerful metaphor and imagery, Duncan-Andrade proclaims critical hope’s significance for an education that relieves undeserved suffering in communities.

## SCREENING (MATH/SCIENCE 220, Fri., March 20, 7:00pm):



### *Dear White People* (2014)

#### *A Justin Simien Film*

## FILM REVIEW

### **“Dear White People” or “Dear Bougie Black People” By Farah Stockman, The Boston Globe (Nov. 4, 2014)**

This weekend, I saw the new satirical film “Dear White People.” I was curious what it would tell me about how young people view race today.

...

Now we have the millennial generation, the most ethnically diverse, socially liberal cohort America has ever seen; kids who never wondered whether America could elect a black president. About 90 percent report being “fine” with a family member marrying outside the race. Yet, for much of this generation, the civil rights movement is ancient history, and systemic black poverty and incarceration take place on a separate planet. Millennials feel deeply ambivalent about acknowledging race, even for the purpose of righting wrongs: According to one poll, 70 percent feel it’s “never fair to give preferential treatment to one race over another, regardless of historical inequalities.” Nearly half of white young people today believe that discrimination against whites has become “as big a problem as discrimination against racial minority groups.” By comparison, only 27 percent of people of color share that belief.

Therein lies the disconnect. Clashes over race have not disappeared. They’ve simply gotten more personal. Although “Dear White People” leaves much to be desired in terms of plot and character development, it speaks to the zeitgeist of this era: Nearly every romance in the movie is interracial. But that doesn’t produce racial harmony. Instead, the main character, a sexy Angela Davis type, fights to protect her black dorm from integration. She rings a gong when white students walk into the cafeteria, including her own white lover. Then a rich white kid throws a party called “Release Your Inner Negro.” All hell proceeds to break loose.

On the surface, “Dear White People” appears to warn whites

about liberties they shouldn’t take, even in age of alleged post-raciality: (Dressing in blackface, fondling a stranger’s afro, and dismissing a nerdy black guy as “only technically black” are all no-nos, in case you’re wondering.)

But, despite its name, the movie doesn’t really speak to white people. Instead, it explores the angst felt by blacks who occupy a mostly-white world: What does it mean to be black if you’re affluent, popular, and the son of the college dean? How black can you be if you love “Star Trek?” Or Mumford and Sons? Or your own white father? And how big a role should race play anyway in determining our identity in an era that preaches that race shouldn’t matter?

The truth is, the deepest dilemmas in this movie are caused not by white rejection, but acceptance. It’s the same theme as the new ABC comedy “Black-ish,” which features the trials of raising black kids in a white suburb. One episode features a black dad’s horror when he realizes his son has no black friends. In another, his son asks for a bar mitzvah.

To be clear, neither “Dear White People” nor “Black-ish” addresses the enormous challenges of the black underclass in America today. Instead, they focus on something new: The existential threat of assimilation. A generation after upwardly mobile blacks struggled for acceptance in white neighborhoods and schools, we’re faced with another problem: preserving a sense of identity inside the mainstream.

W. E. B. Du Bois famously defined a black man as anybody “who must ride ‘Jim Crow’ in Georgia,” writes Stanford historian Allyson Hobbs in her new book, “A Chosen Exile.” That “raises the question, What would a black man be without Jim Crow in Georgia?”

If overcoming slavery and discrimination lies at the heart of the black American experience, who will we be once that battle is won?

For the first time in history, we have a generation that stands a chance of finding out.

## CHARACTER & FILM OVERVIEW

We meet the biracial college radio deejay Samantha (Tessa Thompson), whose show “Dear White People” is a lightning rod for controversy....

Lionel, played by Tyler James Williams, is black and gay and therefore doubly at odds with his collegiate circumstances....

The smooth university dean (Dennis Haysbert) has loaded onto his son (Brandon P. Bell) every expectation under the sun, but all Junior wants to do is write for the humor mag.

A reality TV series is casting on campus, and nobody wants that kind of stardom more than the hyperasimilated Coco (Teyonah Parris).

“Dear White People” sends these and other characters on various collision courses, yet Simien’s script avoids the schematic quality of an outline. Spike Lee’s “School Daze” may have been one of the filmmaker’s influences, but the shape of the movie is broader, more akin to “Do the Right Thing.”

Source: Phillips, Michael. (2014). <http://www.chicagotribune.com/entertainment/movies/ct-dear-white-people-20141023-column.html>

# **CONFERENCE SCHEDULE -- Keynote Address & Film**

## **THURSDAY, MARCH 19, 2015**

**8:00PM-10:00PM**

### **KEYNOTE ADDRESS**

**Multipurpose Room, Bowen-Thompson Student Union**

**“Note to Educators: Hope Required When Growing Roses in Concrete”**

Dr. Jeff Duncan-Andrade

Associate Professor of Raza Studies and Education Administration  
and Interdisciplinary Studies

San Francisco State University

English Teacher, Mandela High School, East Oakland

## **FRIDAY, MARCH 20, 2015**

**7:00PM-9:30PM**

### **FILM SCREENING with**

### **DISCUSSION TO FOLLOW**

**Math/Science Building, Room 220**

*Dear White People* (2014)

“A Satire about Being Black Face in a White Place”

A Justin Simien Film

**Facilitator:**

Patrick Vrooman, Ph.D., Director of Educators in Context & Community Learning Community (ECCO), Instructor in the School of Teaching & Learning, College of Education & Human Development, Bowling Green State University

# Session 1 (10:30-12:00) -- CONFERENCE SCHEDULE

## SATURDAY, MARCH 21, 2015

### SESSION #1

#### Saturday, 10:30am-12:00pm (1½ hour)

##### The Real Lives Children Bring to Our Classrooms—ROOM 203 (Facilitator: Sami Slusher)

###### **The Effects of Deployment on Children in an Educational Setting.**

**Presenter:** *Bergstresser, John*; ECCO Alum, Grand Forks Air Force Base Child Development Center

**Abstract:** From the perspective of a program assistant at a military child development center, this presentation focuses on the behavior and psychological state of children when family members are deployed. The presentation will also look at the resources that are provided to families and what can be done to assist a child during this period of time. This presentation will primarily focus on early years children from ages 6 weeks to 5 year olds.

###### **400,000 Broken Children.**

**Presenter:** *Caldarea, Tommy*, Undergraduate Student, Individualized Studies in Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** More than 250,000 children will enter the foster care system each year in the United States. Children that are in the foster care system are more likely to receive special education services. Not only that, but they often have lower attendance rates, are less likely to graduate and often read at much lower levels than their peers. After I graduate, I would like to work in foster and adoption care and believe that educators need to see how relevant this out-of-school factor is for them. Children in the foster care system are greatly affected by their experiences and teachers should be aware of the risks to better prepare themselves for the future.

###### **Undocumented Students in the United States.**

**Presenter:** *Holmes, Kelly*, Undergraduate Student, Middle Childhood Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** What do you know about undocumented students? Do you know why they are undocumented? Can they gain citizenship? What kinds of struggles do they face as students in the United States? Can they “make it” in America? Will they succeed? Can they even go to college? I will attempt to answer and discuss these questions among many others in my conference. While attending the ECCO spring break trip of 2014, we visited a charter school district in Oklahoma City where I first learned what it is like for undocumented students as students in the United States. This has influenced me to dig deeper into understanding the kinds of struggles they face and how we as educators can provide the support they need. In my conference, I will get closer to understanding this while also helping my peers to do the same.

###### **Roundtable: Grief in the Classroom: Creating a Flexible Path to Recovery.**

**Presenter:** *Stang, Carl*, Undergraduate Student, AYA Integrated Social Studies, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Grief can be absolutely devastating for those who experience it. Grief is a part of everyday life that, unfortunately, everybody will have to deal with at some point in their lives. Students are not immune to the effects of grief. As a result teachers have to be prepared with how to deal with grief. However teachers are not always prepared to deal with grief. Unhealthy grieving and grieving in general can negatively affect a student’s ability to learn. Whether it is the death of a peer, a parent, or even a teacher, they will be effected, and they don’t need someone to tell them how to feel they need someone to lean on for support.

##### Language in the Classroom—ROOM 205 (Facilitator: Jason Sybert)

###### **Speak English!**

**Presenter:** *Denker, Veronica*, Undergrad student, Inclusive Early Childhood Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** One thing I learned while traveling over the summer, is that in most cultures in other countries, everyone I meet speaks impeccable English, and were usually more than just bilingual, while I struggled to speak to Austrians in their dialect when they spoke fast. This is frustrating to me because I love learning

# CONFERENCE SCHEDULE -- Session 1 (10:30-12:00)

language and wish I could be perfectly fluent in more than one other than English. But the problem is, we don't put emphasis on that in American education. We don't even offer it in most schools until 9th grade and usually only offer Spanish and French and only require two years of it in high school. Other cultures start learning English and other languages as soon as they start school, because they think it's very important. I think it is too, and it is proven that we learn language much easier at a younger age, and the later you start the harder it is. I think we need to follow their lead and teach our younger students more about other cultures as it may help them in communication and many job fields one day, and in college, I am always told it looks good on a resume to study abroad. I think when we prepare children for the "real world" that should mean all of it, and this is what I want to discuss at the conference.

## **Language Barriers within the Classroom**

**Presenter:** *Dombroski, Caitlin*, Undergraduate Student, Inclusive Early Childhood Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Can you imagine being in a classroom where someone is speaking to you in a different language that you can't fully understand? You, as the teacher, are supposed to have all the answer but can't understand what your student is asking you because of the language barrier. My name is Caitlin Dombroski and I am first-year at BGSU. My presentation for the ECCO conference will give people a few good tools to break down the language barrier within their classroom. Come join me!!

## **Demonstration: Incorporating Sign Language in the Classroom**

**Presenter:** *Fioritto, Alyssa*, Undergraduate Student, Dual Intervention Specialist, Educators in Context and Community Member, Bowling Green State University

**Abstract:** In this presentation, I will be talking about the effects of having someone in the classroom that is deaf. Most people do not know how to sign (ASL) just randomly. It is a more uncommon than it is common. During this presentation, I will talk about all of the effects that come with being deaf and how hard it is to adjust to something like this. After I am done presenting my PowerPoint, with the rest of the time I have left, I will be teaching the audience some sign language. In this time that I have, I hope that I can grab that attention of some people of how important sign language really is to people who are deaf.

## **Drama, Music, and Art in the Classroom—ROOM 206 (Facilitator: Sam Pozzi)**

### **Creative Drama in the Classroom**

**Presenter:** *Luna, Sarah*, Undergraduate Student, Middle Childhood Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Have you ever sat in a lecture for over an hour and have felt like the only reason you were there was to be lectured at? Have you ever fallen asleep in class because the lesson was so boring? Well I have some ideas on how to fix that! During this presentation we will discuss how creative drama can affect the classroom in a positive way; we will talk about why creative drama is important in a classroom and the history behind that theory. After learning a little bit about creative drama, attendees will then be able to participate in activities that can potentially be applied in a classroom. Drama is not just for the stage anymore; come find out ways you can make your classroom more enjoyable for all students!

### **Music: An Academic Art?**

**Presenter:** *Stehura, Ariel*, Undergraduate Student, Music Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** How does learning to play a musical instrument or voice affect a child's brain? Does listening to music improve classroom performance in grade schools, middle schools, or high schools? This session will focus on the psychology behind music and its effects in the classroom. Learning an instrument or voice, or even just listening to music, produces many surprising effects on a variety of cognitive abilities. This session will overview many effects of playing music or listening to music in correlation to different areas of academics. The session will use data from several studies conducted by academic scholars, as well as a study conducted by myself.

### **Colors and Clay and Paint, Oh My! - Using Art as an Engagement Tool for Exceptional Students**

**Presenter:** *Wickli, Stefan*, Undergraduate Student, Intervention Services, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Hands-on; color; paint; crayons – these words scream fun! As most in- and pre-service teachers know, "fun" is not how some students would generally describe learning - but is widely used to describe

# Session 1 (10:30-12:00) -- CONFERENCE SCHEDULE

art. So, I propose, why not combine the two? Art activities can be great supplements to support curriculum, especially when it comes to students who are exceptional. Giving these students opportunities to be creative and be physically involved in the lesson is an effective way for them to be engaged and retain the information you desire them to. But, how can one accomplish this? Where are the validated results? These questions and others like them are what will be covered in this presentation.

## **Creativity Workshop—ROOM 209 (Facilitator: Alyssa Herbe)**

### **Stuck in a Trap: Exploring the Why's and How's to Students' Loss of Creativity**

**Presenter:** *Schumacher, Maria*, Undergraduate Student, Middle Childhood Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Now-a-days, students seem to be less and less creative. Why do they lose their sense of imagination? When does this change usually occur? Who is responsible for this loss? How can we get our students to be more creative? Is it possible to be creative and produce the desired results? Join me in this session to discuss these burning questions and to participate in a fun-filled workshop to get our creative juices flowing. In a hands-on activity, we will explore the challenges of being creative and getting the result we want at the same time. Be ready to challenge yourself and return to the days when you were the most creative.

## **Demonstration: Integrating Arts Across the Curriculum—ROOM 347 (Facilitator: Naomi LaVette)**

### **Arts Integration: The Future for Students Success**

**Presenter:** *Hartel, Alexis*, Undergraduate Student, Arts education with a focus in 3d art, ceramics, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Art is a part of life. It is the clothes you wear, the phones in your pockets, the building you are sitting in, and ads you see on television. All of these pieces of art are so valued in our community, why is art not valued in our school systems? Art Integration is something that is not new and so easy to do. It is taking common core classes and mixing it with art. Either having a math teacher teach about art and math as one or the art teacher bring in math to the lesson. It is something that is done so easily that you don't even know your teachers are doing anything. In this presentation is about how art can integrate every single common core class into their lessons.

## **Teaching & Learning Methods—ROOM 351 (Facilitator: Kaitlyn Nicholson)**

### **Scientific Literacy and Skepticism: Raising a Generation of Thinkers**

**Presenter:** *Maynard, Mitchell*, Undergraduate Student, Adolescent Young Adult Education Dual Fields Life and Earth Sciences, Educators in Context and Community Member, Bowling Green State University

**Abstract:** We live in an age where, despite major advancements in science and technology, nearly 9.5 million Americans believe they've been abducted by aliens, an entire field of 'science' is dedicated to finding bigfoot, and political leaders with nuclear armaments consult psychics for advice. Why is it, that in a world where information and scientific research is available at everyone's literal fingertips, that the masses have such a strong-rooted belief in superstition? I will be giving my thesis concerning the importance of scientific literacy, why Americans (and other peoples) have allowed themselves to become some gullible, and how I would recommend instilling scientific thought and scrutiny in the younger generations. It is upon the shoulders of teachers to help guide children, and it is important to teach them how to think critically.

### **The Uses and Misuses of Film in the Classroom**

**Presenter:** *Snapp, Thomas*, Undergraduate Student, Adolescent/ Young Adult Integrated Language Arts, Educators in Context and Community Member, Bowling Green State University

**Abstract:** In this Presentation you will learn about a concept that we are all familiar with but may have ever taken seriously, Film in the Classroom. The aim of this presentation is not to talk about the benefits of putting on a Disney movie so the teacher can take a reprieve from teaching for a day. Conversely the point of this presentation is instead to discuss and investigate how film, the powerful medium that it is, can be used effectively in the classroom as a true aid and not as cop out. Furthermore, it will show how the misuses of Film in the past by a few have driven new state standards to stray away from using Film as an aid.



# CONFERENCE SCHEDULE -- Session 1 (10:30-12:00)

## **Roundtable: Prevention Programs and Their Effect on Bullying**

**Presenter:** *Tovarnak, Katherine*, Undergraduate Student, Adolescent Young Adult, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Bullying has become a very well-known topic in the Education world, and people are starting to do something about it. Prevention Programs have proved to be successful in many different cases if used well. I will discuss why schools need prevention programs to finally put bullying to rest. I will also talk about what the prevention programs are doing right, what not to do when creating a prevention program, if we can create one program that is useful for all schools no matter the economic status, and who needs to be involved in the effectiveness of the prevention programs. I will also talk about the success rate of prevention programs and why they are successful.

## **Online Schooling as a Crutch**

**Presenter:** *Zimmerman, Taylor*, Undergraduate Student, AYA Integrated Social Studies, Educators in Context and Community Member, Bowling Green State University

**Abstract:** In this presentation I will be overview some previous research I did over Khan Academy. I will be explaining the how we as educators could use online schooling to our advantage. I will be overviewing the fact that there is a need for new methods in the field of Education because all we ever hear is that our education system is failing, and that it is up to us to change this because we are the future of education. I will be explaining that programs like Khan academy may not be the solution for everybody but if it works than we should implement it with that student, and this should be used as a crutch system when students are struggling.

## **Socratic Teaching Method**

**Presenter:** *Naylor, Kelly*, Undergraduate Student, Middle Childhood Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** This presentation is going to explore the Socratic teaching method. It is going to provide an in-depth analysis on the effectiveness of using this method. Not only that, but it will explore different ways teachers can implement this method into their teaching style. It will mainly focus on the psychological aspects of implanting this method in the classroom. It will also highlight the way this method can promote healthy conversation skills. The presentation will mostly cover how it affects older grades rather than younger. Although, this presentation attempts to conclude that the Socratic teaching method is useful for all grades as well as learning styles.

## **City Year—the Model and the Stepping Stone—ROOM 355 (Facilitator: Connor Goodpaster)**

### **Informational Session about City Year- the Service Model**

**Presenter:** *Todd Marsh*, Regional Recruitment Manager, Midwest, City Year Cleveland Corps

**Abstract:** At City Year, we believe education has the power to help every child reach his or her potential. However, in high-poverty communities there are external factors and obstacles students are faced with every day that can interfere with their ability to both get to school and be ready and able to learn. We're working to bridge the gap in high-poverty communities between the support that students actually need, and what their schools are designed and resourced to provide. In doing so, we're helping to increase graduation rates across the country, and changing the lives of the students we serve. Attend the Information Session to learn how City Year works to address the concentration of high school dropouts in urban, impoverished areas.

### **So You Think You Can Teach: Using City Year as a Stepping Stone to Your Own Classroom**

**Presenter:** *Nar, Maria*, ECCO Alum, Bachelors of Science in Early Childhood Education, Bowling Green State University

**Abstract:** Universities do a great deal to prepare their students who are studying to be a teacher for the prospect of having their own classroom after college, but is four years and a few hundred field experience hours really enough? City Year is a nonprofit organization sponsored by AmeriCorps that allows its Corps Members to serve in urban schools supporting students, teachers, families, administration through individualized tutoring, educational events, and behavior coaching. City Year can allow future educators to gain hands on experience while creating a seamless transition to their next step in world of education. All while making a positive impact in schools that need it most.

## Session 2 (1:00-2:00) -- CONFERENCE SCHEDULE

### Understanding Urban Education—ROOM 359 (Facilitator: Hailie Smith)

#### Understanding Urban Education

**Presenter:** *Postl, Allison*, PCC (ECCO) Alum, Curriculum and Instruction Coordinator, L. Hollingworth School

*Owens, Xavier*, Principal, Bennett Venture Academy

*McConnell, Lori*, Teacher and Mentor, Bennett Venture Academy

*Taylor, Dawn*, Student and Family Liaison, Bennett Venture Academy

*Preston, Nate*, Principal, Winterfield Venture Academy

**Abstract:** The concept Urban Education is a term often used in educational circles in describing struggles that are observed in particular groups of students, in particular areas. In this session we will define this concept adequately and what it means to be an urban educator. Students will walk away with a better understanding of what urban education is, and what it takes to be successful urban teacher.

## LUNCH BREAK

### SATURDAY, 12:00AM-1:00PM (1 hour)

## SESSION #2

### SATURDAY, 1:00PM-2:00PM (1 hour)

#### Social Justice & Privilege—ROOM 203 (Facilitator: AJ Graber)

##### Was Jesus the Original Social Justice Educator?

**Presenter:** *Gonyer, Ardy*, Doctoral Student, Higher Education and Student Affairs, Bowling Green State University

**Abstract:** Christianity. Racism. Jesus. Homophobia. Most people have a visceral reaction one way or the other when these subjects come up in conversation. Often, people tend to look at Christianity through either a rose-colored glass, or they focus on the atrocities that have been committed in the name of Christ over the years. But is the Christian tradition being lived out as it was intended, or have we as Americans simply perverted the message of Jesus. This presentation will examine those ideas and the concept that maybe Jesus was the first social-justice advocate and educator.

##### Privilege, What is it, Who Has it, and How Can We Make Changes?

**Presenter:** *Sybert, Jason*, Undergraduate Student, Adolescent/ Young Adult Integrated Mathematics, Educators in Context and Community Member, Bowling Green State University

**Abstract:** The idea that certain groups have more privileges in our society than others is difficult to accept, especially if you are in the group of people with more privilege than others. Being part of a more privileged group we have the option of not knowing or not realizing that we have these privileges in society and are quick to fault other groups for not succeeding, not working as hard, or for just being different. Apart from a small niche group, I believe that, by and large, people want everyone to have the same opportunities but are unaware of the struggles and challenges placed on different groups. In this presentation, I hope to make light of some of the challenges people face that are not part of the privileged group in our society. I will also make a case that, we as future educators have the opportunity to make a difference with our future students by discussing some of the challenges people in our own society face and how the same challenges would look if it happened to them. If we use affective rhetoric with our students, I believe we have a prime opportunity to make significant changes in the way we see differences in our society.

#### Realities of First Year Teaching—ROOM 205 (Facilitator: Kaitlyn Nicholson)

##### I Have No F\*cking Idea What I Am Doing: What to Expect As a First-Year Teacher

**Presenter:** *Schnerer, Kristin*, ECCO Alum, Social Studies Teacher, Bachelors AYA Education, BGSU

**Abstract:** Have you ever wondered what it is actually like to be a first-year teacher, fresh out of college? Do you ever want some insight into some of the biggest pit-falls of being a first year teacher? Would you like to take some practical wisdom away from the ECCO conference that will (hopefully) stick with you? This presentation will share stories, tips, mistakes and discernment for the next generation of up and coming educators. We

# CONFERENCE SCHEDULE -- Session 2 (1:00-2:00)

will discuss classroom management tips, fitting in to a new school environment and many other hidden things you need to learn as a brand new teacher. While this presentation does come from an urban high school perspective, there will be realistic advice for new teachers from all grade levels, contexts and content areas.

## Adolescent Relationships—ROOM 206 (Facilitator: Carl Stang)

### Roundtable: The Pressure of and Academic Effects of Adolescent Dating

**Presenter:** *Krontz, Karen*, Undergraduate Student, Middle Childhood Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** What are the effects of adolescent dating on their performance in school? Do adolescents feel pressure to date? There is an ongoing debate whether dating in high school is beneficial or harmful. I will be presenting on my research in the emotional, and academic effects on adolescent dating. This research includes a survey with commentary from college students about their personal experiences. My interest in this topic comes from my own dating experience and that of my peers. I realize that this is a topic that many people have interest in and can relate to personally. This will be a roundtable event, so come ready for discussion.

### LGBTQ+ and U

**Presenter:** *Slusher, Sami*, Undergraduate Student, Adolescent/ Young Adult Integrated Social Studies, Educators in Context and Community Member, Bowling Green State University

**Abstract:** 4 in 10 student who identify as LGBTQ say the community in which they live is not accepting of LGBTQ students. LGBTQ students are twice as likely as their peers to say have been physically assaulted, kicked, or shoved at school. 26% of LGBTQ youth say their biggest problems are not feeling accepted by their family, trouble at school/bullying, and a fear of being out in the open. 22% of non- LGBTQ students says their biggest problems are trouble with class, exams and grades. In this presentation, we will dig deeper into the issues that are the reality of high school students who identify as LGBTQ in the United States. We will also attempt to find strategies to allow all students to feel comfortable in their classroom.

## School Governance & Decision Making—ROOM 209 (Facilitator: Katy Dibble)

### Who is Making Decisions?

**Presenter:** *Anderson, Melissa*, Undergraduate Student, Adolescent Young Adult/Integrated Language Arts, Educators in Context and Community Member, Bowling Green State University

**Abstract:** There are many people who make important decisions for schools, but may not have any first-hand experience in the classroom. “Who is Making Decisions?” explores school boards and those who are members of the boards to see whether or not they “qualify” to properly make decisions that impact students and teachers.

### High School Start Times

**Presenter:** *Bollin, Nick*, Undergraduate Student, Intervention Specialists, Educators in Context and Community Member, Bowling Green State University

**Abstract:** In this presentation, you will learn about how High School starting times and how they affect our youth. The negative effects come in so many different ways when kids don’t get enough sleep. In this presentation, I will teach you about the many negative effects that are caused by, not getting enough sleep. I will also present some statistics and more about how many schools have tried pushing the starting times back and the results they have gotten. If all works out I might even be able to show a video to better show my point. This topic is one that is very important and that can really have an impact on our youth.

### School Boards: are they really needed?

**Presenter:** *Matos, Joshua*, Undergraduate Student, Communication Disorders, Educators in Context and Community Member, Bowling Green State University

**Abstract:** When considering whether or not school boards are necessary, it is important to consider what the individual roles are in the board and what duties are required of them. Through diving into this topic, those in attendance will understand why school boards were created as well as why they are still used in schools today. On top of discussing what the role of the school boards are, the history of school boards will also be touched upon. The presentation shall conclude with an open floor discussion on audience’s thoughts on the subject as well as what they think the future of school boards will look like.

## Session 2 (1:00-2:00) -- CONFERENCE SCHEDULE

### Roundtable: Falling Out of Love with Art—ROOM 347 (Facilitator: Ashley Murphy)

**"I Can't Even Draw a Stick Figure." Why students fall out of love with art (and how the phenomenon illustrates a much larger problem in education)**

**Presenter:** *Kessing, Anne*, Undergraduate Student, Art Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Nearly every student starts out loving art. They are proud of what they put together and enjoy the process. Somewhere around third grade, this relationship begins to change, and many students end up concluding that they are not or never will be good at art. This presentation will explore why many students fall out of love with it, and why this occurrence is not simply a matter of discussion for the arts but for every area of education.

### Classroom Management—ROOM 351 (Facilitator: Hailie Smith)

#### Roundtable: Successful Reinforcements in the Classroom

**Presenter:** *Hughes, Sierra*, Undergraduate Student, Early Childhood Education, Educators in Context and Community Member, Bowling Green State University.

**Abstract:** Teachers contemplate different strategies for reinforcing behavior in classroom. Deciding what position to take between punishments versus rewards. Studies have shown the effects of different reinforcements. Additionally, different reinforcements have proven to have an effect on a person's life later down the road. Therefore, reinforcement may could be positive or negative have effects on how people grow, and also how they treat and look at people in the future. Reinforcement has been used by every teacher, and parent, it just depends on the type of reinforcement that is put in place, and whether or not it is affect to the children.

#### Demonstration: Don't Wing It, Wong It

**Presenter:** *Whitman, Emily*, Undergraduate Student, Early Childhood Education, Educators in Context and Community Member, Bowling Green State University

*Provonsil, Nichole*, Undergraduate Student, Early Childhood Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Classroom management is an essential part of a classroom that is too often overlooked. Student success is largely dependent on how well a classroom is ran, but yet many teachers are unaware of how to efficiently manage their classrooms. This presentation will dig deeper into what classroom management is and how to incorporate it into your classroom. Looking at the research done by Harry and Rosemary Wong, this presentation aims to prove to you that classroom management is NOT discipline, but rather a way of running your classroom. Join us to learn about effective classroom management techniques and how to turn those techniques into a resource for your future classroom.

### Service Animals—ROOM 355 (Facilitator: Jessica Ricker)

#### Therapy, Care for Me! Service Animals in the Classroom

**Presenter:** *Lanier, Annie*, Undergraduate Student, Adolescent/Young Adult Integrated Social Studies, Inclusive Early Childhood, Mild to Moderate, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Want to learn about service animals and how it affects the classroom? This presentation will cover students with physical disabilities and their service animals. Many have come face-to-face with a person with a disability and their service dog. This presentation will allow you to meet a registered Therapy Dog while learning about the classroom dynamic that have a student with a disability and how the class adjusts to the new challenge.

## BREAK

## SATURDAY, 2:00PM-2:15PM (15 minutes)

# CONFERENCE SCHEDULE -- Session 3 (2:15-3:15)

## SESSION #3

### SATURDAY, 2:15PM-3:15PM (1 hour)

#### Roundtable: Learner-Centered Classrooms—ROOM 203 (Facilitator: Alyssa Fioritto)

##### **A World of Difference: Teacher-Student Relations and Learner Centered Classrooms**

**Presenter:** *Carlock, Robert*, Undergraduate Student, Adolescent/Young Adult Integrated Social Studies, Educators in Context and Community Member, Bowling Green State University

**Abstract:** “Get to know your students. Building relationships with today’s kids can mean a world of difference.” This was the advice I got when I interviewed teachers about how to be an effective teacher. He went on to elaborate by saying “Everybody in the world wants someone that cares about them, regardless of who it is.” Even if they have other people that care, a teacher that cares about a student it makes a difference in their lives. In this roundtable discussion, I will present my findings on how forming a more personal relationship with students can change how individual students are affected by a teacher caring enough to get to know them. After my presentation we will hold a discussion to hear from others about their own personal experiences related to this issue as well as hear any objections or additional comments.

#### Roundtable: Sex Education—ROOM 205 (Facilitator: Kelly Naylor)

##### **Sex Ed Today: How It’s Taught and What Effects It has on Society**

**Presenter:** *Brockmeyer, Nicholas*, Undergraduate Student, AYA Intergrated Social Studies Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Did you know that only 20 states in the U.S. require sexual education to be medically accurate? And among those 20 states, Ohio is not one of them? In fact, Ohio does not have a “health curriculum standard”. We will discuss the varying opinions on the topic of sexual education as well as how differently it is taught in Ohio’s schools throughout the state. Similarly, I will discuss the differing approaches Ohio’s neighboring states have and their policies on sex education. There will be a discussion on the topic of sex education, and I highly encourage everyone to voice their opinions on sex education.

#### Creating Activating Learning Classrooms Workshop—ROOM 206 (Facilitator: Kelly Holmes)

##### **Using Confusion, Distraction and Play, Popular Media and Technology, and Advanced Visuals and Manipulatives to Create Active Learning Classrooms**

**Presenter:** *Bailey, Michelle*, Gibsonburg High School/BGSU ECCO & Methods/Student Teacher Host Montgomery, Kelsey, Student Teacher Candidate, Bowling Green State University

**Abstract:** Secondary and higher education have traditionally dismissed certain elements of primary learning as frivolous. Furthermore, educators struggle to create curriculum and use popular media in ways that are both engaging and relevant to a student population that is increasingly easily distracted. This session provides participants the opportunity to participate in and learn about research-based activities that effectively address these issues at all levels of higher education.

#### Learning Communities in College—ROOM 209 (Facilitator: Emily Whitman)

##### **The Flintstones and the Jetsons: What’s your best fit?**

**Presenter:** *Smart, Aaron*, Undergraduate Student, Middle Childhood Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Learning communities have more impact on lives than people think. Have you ever wondered what impact your learning community has had on you? Have you also wondered how to pick one or how to see what learning community you might be interested in? This will cover various aspects of learning communities and how it applies to you! There are so many opportunities on campus lets take a look at them! We will also be using the Flintstones and the Jetsons to compare learning communities and how to find your niche in a learning community. So what do you say would you rather take a blast to the past or take a glimpse into the future?

#### Roundtable: Pets in the Classroom—ROOM 347 (Facilitator: Catie Field)

##### **Let’s Bring the Pets into Class**

**Presenter:** *Vermule, Tanner*, Undergraduate Student, AYA Math, Educators in Context and Community Member, Bowling Green State University

**Abstract:** This presentation will discuss why classroom pets are not more common. The presentation will also help see how beneficial classroom pets can be to the students, teachers, and to the educational

## Session 4 (3:30-4:30) -- CONFERENCE SCHEDULE

system. There will be a variety of animal discussed during this time to help decide what types animals give the most psychological and educational benefits. Allergies are addressed as well as diseases that each animal can carry on them or spread through handling such as fur allergies, dust, mildew, and salmonella. This will be discussed not only from the instructor's point of view but also there will be time to discuss your own personal issues or concerns with animals in the classroom.

### Yoga & Meditation in the Classroom—ROOM 351 (Facilitator: Katy Dibble)

#### Yoga and Meditation in the Curriculum: A Presentation for the Open-Minded

**Presenter:** *Butler, Victoria*, Undergraduate Student, Middle Child Development, Educators in Context & Community Learning Community, Bowling Green State University

**Abstract:** Many Americans are unaware of the many benefits meditation and yoga has to offer. In fact, before I ever started meditating I believed the concept was very strange. In my presentation I want to show the general benefits of yoga and meditation and I will focus on the benefits for children and schools. We will discuss how this could be fitted into the curriculum and why it should be. Participants will even have the chance to learn how to meditate on their own and hopefully leave the presentation calmer, relaxed, and enlightened!

### Realities of a Graduating Teacher Candidate—ROOM 115 (Facilitator: Josh Matos)

#### "You Won't Believe the Shit that Happened in Class the Other Day!": An Interview with Hannah Koenig, Graduating Teacher Candidate

**Presenter:** *Koenig, Hannah*, Senior, Undergraduate Student, Intervention Specialist, Mild-to-Moderate, Educators in Context & Community Learning Community Bowling Green State University  
*Vrooman, Patrick*, Ph.D., Instructor and Director, Educators in Context & Community Learning Community, Bowling Green State University

**Abstract:** When they talk about becoming teachers, teacher candidates often refer to movies like *Freedom Writers* and imagine their perfect classroom--or at least the day they'll finally get their own classroom so they can do whatever they want. We don't often take the opportunity to explore the lived experiences and reflections of a senior teacher candidate as she ends her college career and embarks on her professional career. And, we don't often get to walk a mile in the shoes of someone "in-the-trenches" of teaching, someone who has been given unusual discretion during student teaching to find her own way of teaching. This presentation will attempt to fill in the plot holes of *Freedom Writers*, describing what actually happens between that first, awkward, embarrassing day of teaching ... and when the students are pleading for you to stay. This presentation will be an interview of Hannah Koenig, graduating senior Intervention Specialist at Bowling Green State University, interviewed by Patrick Vrooman, the director of the learning community she has participated in the last four years. In a wide-ranging, open-ended interview format, Vrooman and Koenig will explore her experiences and perspectives on the human interaction part of teaching: how we interact with our students, the lack of social justice in schools, teacher control, alternative classroom management, what we need to change about ourselves as teachers in order to teach, poverty, the irony of teaching social justice within the confines of a Government class, the purity of a young mind, and the realities of letting kids be themselves.

## BREAK

### SATURDAY, 3:15PM-3:30PM (15 minutes)

## SESSION #4

### SATURDAY, 3:30PM-4:30PM (1 hour)

#### Demonstration: Transitioning to Blocks & Student Teaching—ROOM 203 (Facilitator: Katy Dibble)

##### Getting Ready for Success: The Transition to Blocks and Student Teaching

**Presenter:** *Alexa Szabo*, Early Childhood Education, Educators in Context and Community Member, Bowling Green State University  
*Casey Boehm*, Early Childhood Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Are you heading toward the end of your college career? Sometimes the transition from

# CONFERENCE SCHEDULE -- Session 4 (3:30-4:30)

classes to blocks and student teaching can be overwhelming. There are many things you can do to prepare for this stage of your degree. Come for tips, techniques, and hands on activities that will ensure you are ready for success in methods, student teaching, becoming a professional, and creating Teacher's Pay Teacher worthy products you can use in your classroom!

## Unpacking Privilege—ROOM 205 (Facilitator: Katie Shearer)

### Privilege in Action: Creating Awareness

**Presenter:** *Graber, AJ*, Undergraduate Student, Adolescent/Young Adult Integrated Language Arts, Educators in Context and Community Member, Bowling Green State University

*Ricker, Jesse*, Undergraduate Student, Adolescent/Young Adult Integrated Social Studies, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Privilege is a buzz word that makes many people uncomfortable, irritated, or just downright confused. We plan to unpack what privilege means and identify some examples of privilege through activities, multi-media, and discussion.

## Workshop: Motivating Students—ROOM 206 (Facilitator: Alyssa Fioritto)

### Motivation and Goal Setting

**Presenter:** *Stover, Rebecca*, Graduate Student, Business Education and Marketing, Bowling Green State University

*Sowers, Ryan*, Undergraduate Student, Individualized Studies in Business and Marketing Education, Bowling Green State University

**Abstract:** In this presentation you will learn to gain a deeper understanding of motivation: specifically, what is motivation, what motivates you and inspires you, how do you stay motivated, how do you set goals. By having a deeper understanding of motivation, it will help you to motivate your students, you will gain an understanding of how to help your students become self motivated, and how to have your students set individualized goals for themselves.

## Roundtable: The Failure of School Funding—ROOM 209 (Facilitator: Sami Slusher)

### Cash Causes All The Trouble: How School Funding is Failing Public Schools

**Presenter:** *Goodpaster, Connor*, Undergraduate Student, Adolescent/Young Adult Integrated Social Studies, Educators in Context and Community Member, Bowling Green State University

**Abstract:** The school funding system is broken and our governmental bodies have not yet come up with a viable way to fund and support this essential system. The current school funding policies in Ohio make the elite schools elite and also keep the poor schools poor. In this presentation we will dive into the actual economic policy that decides the fate of our school districts. We will also take a peek into how the money is spent once it gets to the schools. In this presentation, you can expect to come away with a better understanding of the policy and budgeting behind our school system and also an understanding of policy alternatives that may fix the system.

## Roundtable: Childhood Hunger in the Classroom—ROOM 347 (Facilitator: Samantha Pozzi)

### The Effects of Childhood Hunger in the Classroom

**Presenter:** *Smith, Hailie*, Undergraduate Student, Inclusive Early Childhood Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Three out of five teachers state they have students in their classroom that come to school hungry. Each one of these students has a difficult time concentrating in class, completing assignments, and complains of stomach aches. We feel that this statistic shows there is a need in our schools for No Kid Hungry Share Our Strength to step in and assist. The correlation between childhood hunger and academic success in the classroom is critical and should not be neglected. No Kid Hungry believes when handling childhood hunger we should have access, education, and awareness. No Kid Hungry is involved in giving access to students through breakfast, lunch, and summer meal programs. Education is given to families by cooking lessons, as well as, grocery store tours through the Cooking Matters program. The campaign focuses on bringing awareness to ending childhood hunger. The three main goals of the No Kid Hungry campaign allow individuals such as teachers, students, and citizens to work together in ending childhood hunger.

## Session 4 (3:30-4:30) -- CONFERENCE SCHEDULE

### Workshop: Communication in the Classroom—ROOM 351 (Facilitator: To Be Determined)

#### Communication in the Classroom

**Presenter:** *Shininger, Margo*, Undergraduate Student, AYA/ILA, Educators in Context and Community Member, Bowling Green State University  
*Willman, Anna*, Undergraduate Student, Inclusive Early Childhood, Educators in Context and Community Member, Bowling Green State University  
*Coffey, Heather*, Undergraduate Student, Inclusive Early Childhood, Educators in Context and Community Member, Bowling Green State University

**Abstract:** In our presentation, we will explore three major aspects of communication in the classroom. We'll start with discovering the struggles autistic students have interacting with their teacher and classmates. Activities to simulate sensory overload will give the audience a first-hand experience of these students' difficulties. From there, we will lead into how teachers can help students with special needs and how parents can support them at home. Finally, we will dive into communication in high school classrooms. We will discuss specific techniques of classroom management and assess the responsibility teachers have to make students' time worthwhile. Whether it be kindergarteners, special needs students, or seniors, effective communication in the classroom will ultimately determine students' success.

### Parenting and Pedagogy—ROOM 355 (Facilitator: Tiffany Shaffer)

#### Parenting Children and Fighting for their Needs: A Look into Daily Lives of Typical Parenting and Parenting Children with Special Needs

**Presenter:** *Tinch, Emily*, Undergraduate Student, Intervention Specialist, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Parenting is a hard task to bare. Sometimes people don't fully understand how hard it can be especially when you have a child with special needs. In this program you will be learning about what a parent does for their child weather they have special needs or not and then figuring out what parents with children who have special needs have to do on top of everything else. Being a teacher is one thing but having to do the 24/7 task can be difficult one person told me. Let's dive in and discover what this 24/7 task really is and how it carries into the child's schooling.

#### Parenting Influenced Pedagogy

**Presenter:** *Hubbell-Staeble, Dawn*, Senior Lecturer, General Studies Writing, Bowling Green State University

**Abstract:** Years ago, I read an article that stated "Good teachers are like good parents." Since then, I have mulled that over. This presentation will explore how my experiences as a parent have influenced my pedagogy, from methods to discipline to relationships. Both the positive and negative aspects of a parental approach to pedagogy will be explored.

### Multiple Intelligences in the Classroom—ROOM 359 (Facilitator: To Be Determined)

#### Jungle Gym for Learning

**Presenter:** *Gilligan, Bailey*, Undergraduate Student, Inclusive Early Childhood, Educators in Context and Community Member, Bowling Green State University  
*Wiedman, Abby*, Undergraduate Student, Inclusive Early Childhood, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Tired of sitting in a desk and listening to the same boring lectures over and over? Well so are our students! In this session, you will get to experience a lesson that will have you moving the whole time. The lesson will be based off Howard Gardners theory of Multiple Intelligences as well as the observations we have made while in our classrooms. Come see how you can make your future classroom into a jungle gym for learning.



# CONFERENCE SCHEDULE -- Plenary (11:00-12:00)

## SUNDAY, MARCH 22, 2015

### **PLENARY SPEAKER (Education Building, Room 115 Sunday, March 22, 2015, 11:00am):**



***Dr. Dawn Shinew***  
***“Schools and Communities: Places  
that Make Sense and have a Sense  
of Place”***  
***Bowling Green State University***

Dawn Shinew is an Associate Professor in and the Director of the School of Teaching and Learning in the College of Education & Human Development at Bowling Green State University.

Shinew has been a faculty member at BGSU since 2012, but she is a third generation Falcon. Both of her grandmothers were teachers and graduated from Bowling Green Normal School in the early 1920s. After serving in WWII, her father attended BGSU on the GI Bill; he went on to become a music teacher. Her three sisters and she attended BGSU and are alumna of the College of Education and Human Development.

Shinew earned her doctorate from The Ohio State University in Social Studies and Global Education. Her dissertation is titled, “Disrupt, Transgress, and Invent Possibilities: Feminist Interpretations of Educating

for Democratic Citizenship.” Her areas of expertise focus on the role of epistemology in research and practice, specifically the intersections between how individuals construct and understand knowledge and how this process influences inquiry and teaching.

#### **SELECTED PUBLICATIONS:**

- Wooldridge, D., Murray, M., and Shinew D. (2014). Meeting the needs of all students: An inclusive early childhood education teacher preparation program. *The Ohio Journal of Teacher Education*, 27(2), 4-7.
- Moore, T. and Shinew, D. (2014). Making place a participant in the scholarship of community-university engagement. Paper presented at the International Congress of Qualitative Inquiry, May 21-24, 2014, Urbana-

Champaign, IL.

- Montfort, D., Brown, S., and Shinew, D. (2014). The personal epistemologies of civil engineering faculty. *Journal of Engineering Education*, 103(3), 388-416.
- Moore, T.L., Shinew, D., Sternod, B., Merk, H., & Saul, M. (2013). Faculty epistemologies and academic life: Implications for the professoriate. *Journal of the Professoriate*, 7(1), 26-50.
- Thomas Jones, D. & Shinew, D. (2007). *Redefining normalcy: A queer reconstruction of the family*. Saarbrücken, Germany: VDM Publishing House.

Source: <http://www.bgsu.edu/education-and-human-development/school-of-teaching-and-learning/faculty/dawn-shinew.html>

## **BREAK**

### **SUNDAY, 12:00PM-12:15PM (15 minutes)**

# Session 5 (12:15-1:15) -- CONFERENCE SCHEDULE

## SESSION #5

### SUNDAY, 12:15AM-1:15PM (1 hour)

#### Roundtable: Teaching Based on Student Personality—ROOM 203 (Facilitator: Anne Kessing)

##### True Colors: How Should Teachers Teach Based On Their Personality?

**Presenter:** *Scarmack, Rachael*, Undergraduate Student, Middle Childhood Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Have you ever wondered what would be the most effective way to teach your students? Did it ever cross your mind how finding the most effective way to teach would be depending on your personality? If you have no idea how to answer this question, then I highly recommend you come to this presentation! This will be a round table discussion about what would be the most effective way for teachers to teach based on their personality. We will start off by taking a personality quiz to find out what your color is. Then we'll discuss how a teacher would teach their class based on your results. We would end this discussion by doing an activity on how would a teacher teach if they were placed in one of the Hogwarts Houses.

#### Workshop: Integrating the Content Areas—ROOM 205 (Facilitator: Sarah Luna)

##### Pull It Together! Integrate to Inspire

**Presenter:** *Rayburn, Sara*, Undergraduate Student, Early Childhood Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Have you ever been annoyed by the need to separately teach every single content standard? I sure have! Attend this workshop if you have the motivation to defy the norms of the teaching world. Learn to pull it together and integrate your content. Students will be inspired to dig deeper and learn more-- all it takes is some planning and research on your part! This session will be hands-on and can apply to more than classroom teaching. Pull it together and integrate to inspire while planning your next after-school program, summer camp session or daycare curriculum. You will leave this session with real-world plans and ideas to last a career.

#### Roundtable: Who Do You Want Teaching YOUR Kids?—ROOM 206 (Facilitator: Sam Pozzi)

##### Who Do You Want Teaching YOUR Kids?

**Presenter:** *Pinchak, Nicolo*, Undergraduate Student, Sociology & Educational Studies, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Teachers are at the forefront of education. Beyond the curriculum, policy, and social influences of school environments, teachers are the authority figures and role models in charge of our children for much of the waking day, everyday. But who are these individuals? It's no secret that those choosing college majors in education are a bit of a breed all their own, but what kind of racial, socioeconomic, and cultural backgrounds do they tend to come from? What personalities and genders makeup the various levels of K-12 licensures in the United States? Are there common experiential and motivation characteristics? What groups of people tend to steer away from teaching? This session will involve a brief exploration of the teacher candidate research followed by a discussion of who makes up the teacher population and the possible implications that come of them.

#### Banish the "R" Word—ROOM 209 (Facilitator: Bailey Gilligan)

##### Ravaging the Reputation of the "R" Word

**Presenter:** *Nuti, Tia*, Undergraduate Student, Intervention Services Mild to Moderate, Educators in Context and Community Member, Bowling Green State University

*Schwiefert, Sara*, Undergraduate Student, Dual Intervention Services, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Join our campaign to banish the use of the "R" word which has developed a negative connotation over time. The "R" word has been used alongside many other slurs that bring negative views towards certain groups of people. Our goal is to educate others on the history of this word and other negative stereotypes of those with mental and/or physical disabilities, as well as to end the use of this word. We also hope to encourage our audience to sign the pledge to stop using the "R" word. During our presentation we hope to open people's eyes and help them consider the words that they use daily and whom those words effect.

# CONFERENCE SCHEDULE -- Session 5 (12:15-1:15)

## **& Learning—ROOM 347 (Facilitator: Katy Dibble)**

### **Play is Not a Luxury, It's a Necessity!**

**Presenter:** *LaVette, Naomi*, Undergraduate Student, Inclusive Early Childhood Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Three years ago, I attended a career tech program for Early Childhood Education through an organization called the Lake Shore Compact. It was through this very program that I secured the reason why I want to teach. For a whole school year of my junior year in high school, I got the opportunity to teach pre-school along with 22 other candidates. During my time, I observed many findings about the way young children interact, explore, and develop around their environment. The thing I discovered most, was fact that it appeared the children were just "playing". But what they were really doing was building skills, muscles, learning how to expand their vocabulary, solve problems and so much more. This discovery marked a new philosophy to education for me. Children can learn through play! I have witnessed it with 23 preschool students, who made such outstanding progress all through the works of play. Anywhere from playing with blocks, using the water table, or playing a board game- a child is building on some intelligence that promotes academia. Therefore, that is why I am presenting on the impact of play on social-emotional, cognitive, physical, and intellectual development. Parents and the society need to understand that play is a necessity, not a luxury. Play can make all the difference in what a child can have the capabilities to do. So I challenge you, to let go all your fears and notions about what you think of play and let me show you the way!

## **Roundtable: Effects of Nutrition on Learning—ROOM 351 (Facilitator: To Be Determined)**

### **A Study of Nutrition and its Effects on Learning: Pre-Birth Through Age 9**

**Presenter:** *Naylor, Kelly*, Undergraduate Student, Middle Childhood Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** This presentation covers the effects of poor nutrition and how it can ultimately impair learning in children. It focuses on the most critical time frame for learning: pre-birth through age nine. The presentation goes in-depth on the side effects of poor nutrition. The pros and cons of implementing better nutrition in early childhood schools are also explored. Not to mention the aspect of proper pre-natal nutrition is examined to see if it does in fact lead to poor nutrition choices later in life. It also examines the fact that poor nutrition while in the womb can actually lead to learning disabilities and struggles with learning. Michelle Obama's new nutrition standards are also evaluated to see if they are actually improving schools nutrition standards or not. This presentation examines all these aspects and ultimately tries to come up with a solution for improving nutrition in children from the time before they are born up until grade three, which is the most critical time period for learning.

## **Issues in Urban Education—ROOM 355 (Facilitator: Hailie Smith)**

### **Preparing And Supporting Our Students**

**Presenter:** *Caswell, Chelsea*, Undergraduate Student, Adolescent and Young Adult Education Integrated Mathematics, Educators in Context and Community Member, Bowling Green State University

**Abstract:** This presentation will focus on students in an urban setting, and the way that society (family, friends, and even teachers) affect them negatively. There is often a stereotype that these students are not "good enough" for college, and are often doubted in their potential to not only graduate high school, but also succeed in a post-secondary program. These students unfortunately hear this expectation, and therefore lose that driving force that leads them to success. This stereotype will be confronted, and presenter Chelsea Caswell will offer a solution to prepare students for this post-secondary world, and overall support them.

### **Stereotypes of Urban Education**

**Presenter:** *Snyder, Jessica*, Undergraduate Student, Adolescent Young Adult Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Do you want to learn about stereotypes in urban education? Do these stereotypes affect students, and even teachers, in the urban setting? Stereotypes in urban education are a problem that happen every day in our country, and that I believe should be discussed. A lot of students who live in urban settings get very discouraged when they hear such stereotypes, because many of them have a very negative connotation. The reason why I chose this topic is because I grew up in Toledo. I attended Toledo Public Schools from kindergarten until about half way through my eighth grade year, then I moved to Lake Local Schools, a very suburban setting. Many of my teachers had a preconceived notion of me; they believed I would be a horrible student who did not respect authority. My mission is to educate people on the stereotypes of urban education, and tell them how I think they can eliminate their preconceived notions on the students who attend urban schools.

# Session 6 (1:30-2:30) -- CONFERENCE SCHEDULE

## BREAK

**SUNDAY, 1:15PM-1:30PM (15 minutes)**

## SESSION #6

**SUNDAY, 1:30PM-2:30PM (1 hour)**

### Getting Physical in the Classroom—ROOM 203 (Facilitator: Sara Luna)

Is recess necessary?

**Presenter:** *McGurer, Jordyn*, Undergraduate Student, Intervention Specialist-Dual, Educators in Context and Community Member, Bowling Green State University

**Abstract:** A lot of school districts are getting rid of recess time for young students so they can add more time for the core subjects (math, English, social studies, and science). For my presentation, I am going to find out if recess is necessary for kids in school in order to succeed through the school day in these subjects and more. Does recess help get all of the energy out in order to make it through the day? Is it a good thinking break for the kids to breathe and take in what they learned? Should schools keep it in the day so that there may be less problems in the classroom, or will it not make a difference?

### Let's Get Active in the Classroom

**Presenter:** *Murphy, Ashley*, Undergraduate Student, Inclusive Early Childhood, Educators in Context and Community Member, Bowling Green State University

**Abstract:** If you were to take a guess, do you think that children receive the suggested amount of physical activity they need each day? If you said no, then you are correct. This presentation will consist of a PowerPoint, as well as an interactive activity with the audience about physical activity in the classroom. It is unfortunate that most students do not get the suggested amount of physical activity they need each day. The PowerPoint explains what physical activity is and what the benefits are of having it in the classroom. It will also include current teachers' say in how they incorporate physical activity in the classroom. After that, the audience will participate in different brain breaks and physical activity games that could be used in the classroom. We will be up and moving around and practicing what the students would do in the classroom. I encourage everyone to come and learn how physical activity benefits students academically, physically, and socially.

### Realities of Methods and Student Teaching—ROOM 205 (Facilitator: Tommy Caldarea)

#### Wisdom from the End of the Road: Teacher Candidates in Methods and Student Teaching

**Presenter:** *Boehm, Casey*, Undergraduate Student, Early Childhood, Educators in Context and Community Member, Bowling Green State University

*Armstrong, Madeline*, Undergraduate Student, Intervention Specialist, Mild-to-Moderate, Educators in Context and Community Member, Bowling Green State University

*Kessing, Anne*, Undergraduate Student, Art Education, Educators in Context and Community Member, Bowling Green State University

*Grgic, Claire*, Undergraduate Student, Intervention Specialist, Moderate-to-Intensive, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Ever wondered what the difference is between student teaching and methods? Does the thought of these experiences worry you or stress you out? Do you want to know what you should do now to prepare? A panel of methods students and student teachers will talk about their experiences and be available to answer your questions. Come hear from teacher candidates at the end of the college road (before they enter the profession).

### Roundtable: Applied Behavioral Analysis in the Classroom—ROOM 206 (Facilitator: Sam Pozzi)

#### ABA in the Classroom - Teaching Method or Student Programming?

**Presenter:** *Rado, Sara*, Undergraduate Student, Intervention Specialist Mod-Int, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Applied Behavior Analysis otherwise known as ABA is a behavior modification method often used to teach individuals on the autism spectrum how to function in a way accepted by society. While ABA is

# CONFERENCE SCHEDULE -- Session 6 (1:30-2:30)

creating robotic responses in individuals instead of teaching them to manage their emotions and actions properly. During this round table event we will further discuss ABA on an ethical level to determine if ABA's proven statistical success is worth the emotional downfalls that come along with it.

## Issues in Special Education—ROOM 209 (Facilitator: Kristen Tabesh)

### Extended Common Core

**Presenter:** *Busdeker, Nicole*, Undergraduate Student, Dual Intervention Services, Educators in Context and Community Member, Bowling Green State University

**Abstract:** I will be delving into the Extended Common Core requirements for students with special needs. I will focus on the requirements and how these requirements differ from the Common Core of typical students.

### Not Your Average Inclusion Presentation!

**Presenter:** *Nicholson, Kaitlyn*, Undergraduate Student, Inclusive Early Childhood Education, Educators in Context and Community Member, Bowling Green State University

*Nicholson, James (Jim)*, Parent, BSD in Engineering from Franklin University, Former High School Math Educator

**Abstract:** As a future teacher, you probably hear the word "Inclusion" over and over again, so much that for some of you the word may actually scare you or make you cringe. So much, that just seeing the word "Inclusion" in this presentation title may turn you off to the idea. However, as the title suggests, this is NOT your average presentation on inclusion, what it means and why it is important. Instead, in this dual sided 30-45 minute presentation, the focus will be on HOW to be a truly inclusive educator and why you should WANT to be. I will also be presenting with a parent of children with special needs to share what inclusion means to a parent and how crucial it can be to students and their families. Want to see inclusion in a different light and see it from a different perspective? This presentation may change the way you look at inclusion, and hopefully you'll never cringe again! \*WARNING: This presentation WILL include real life testimonies, stories and facts and MAY include some images of an adorable 7 year old girl!

### Jump into Autism

**Presenter:** *Shaffer, Tiffany*, Undergraduate, Intervention Specialist, Mild to Severe Disabilities, Educators in Context and Community Member, Bowling Green State University

*Stelnicki, Alexandra*, Undergraduate, Inclusive Early Childhood, Educators in Context and Community Member, Bowling Green State University

**Abstract:** We will be analyzing a book called "The Reason I Jump" by David Mitchell and Naoki Higashida. Naoki Higashida, is a smart, self-aware, and charismatic thirteen-year-old boy with autism. "The Reason I Jump" is a unique story that demonstrates how an autistic mind thinks, feels, perceives, and responds in ways few of us can imagine. We will then be referencing the book "Ten Things Every Child With Autism Wished They Knew" by Ellen Notbohn. We will use this book to help explore the positive and negative aspects in the way Naoki was treated in his life with autism, by explaining the appropriate and non-appropriate ways of working with children who are autistic.

## Roundtable: Guardians and New Types of Families—ROOM 347 (Facilitator: To Be Determined)

### Guardians of Education: Do they really effect how you learn?

**Presenter:** *Snyder, Alexis*, Undergraduate Student, Adolescent Young Adult Education, Educators in Context and Community Member, Bowling Green State University

*Delong, Lindsey*, Undergraduate Student, Dual Intervention Specialist, Educators in Context and Community Member, Bowling Green State University

**Abstract:** It use to be that a normal guardian status was a man and a woman. In 2015 that is no longer the case. Now we have same-sex couples raising kids, single parents, and adoptive parents. Traditional families are still relevant but the "norm" is slowly becoming a thing of the past. There are plenty of studies figuring out how these new types of families could affect a child's education. Each of these families bring new and interesting aspects to how a student excels in schools. I, myself come from a divorce family and have had to overcome numerous obstacles throughout my educational experience. Through these hardships I am able to share my story as well as helping others understand theirs.

## Session 6 (1:30-2:30) -- CONFERENCE SCHEDULE

### Workshop: Projects in the Special Education Classroom—ROOM 351 (Facilitator: Hailie Smith)

#### Projects Special Education Teachers Can Use in a Classroom

**Presenter:** *Herbe, Alyssa*, Undergraduate Student, Intervention Specialist Mild/Moderate, Educators in Context and Community Member, Bowling Green State University

**Abstract:** There will be 5 different activities special education teachers can use in their classrooms that their students can do. The activities are fun but very educational that will have the students be focused and want to do these activities. My presentation is for future teachers to use these activities maybe for their own classroom one day.

### Peace Corps Lessons for Teachers—ROOM 355 (Facilitator: Kelly Naylor)

#### Teaching in Impoverished Communities around the World: The Experiences of Returned Peace Corps Volunteers

**Presenter:** *Fetalaiga, Lillian*, Graduate Student, M.A.C.I.E Program, Paul D. Coverdell Peace Corps Fellow, Peace Corps Samoa 2009-2013, Bowling Green State University

*Batterton, Jessica*, Graduate Student, Paul D. Coverdell Peace Corps Fellow, Peace Corps Mozambique 2009-2011, Bowling Green State University

*Mayne, Dorothy*, Adjunct Instructor, English Language Fellowship Program Turkey 2014, Paul D. Coverdell Peace Corp

**Abstract:** A 60-minute panel of returned Peace Corps volunteers will discuss their experiences teaching in impoverished communities around the world. The vastly different cultural context of the returned Peace Corps volunteers' schools, in combination with a lack of resources, forced the volunteers to adapt their teaching practices to the social context. Panelists will provide a description of their school's context and address how they adapted their teaching strategies to their environment, highlighting their successes and challenges. Additionally, panelists will discuss their community's context, like teacher expectations, and explore how the community affected their teaching responsibilities and methodologies. Roughly 20 minutes will be allotted at the end of the panel discussion to take questions from the audience.

### Special Education Funding—ROOM 359 (Facilitator: To Be Determined)

#### Special Education Funding

**Presenter:** *Dibble, Katy*, Undergraduate Students, Special Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** What to learn about special education funding? Why we need more in the schools? What makes special education funding so complex? This is important if you want to be a special education teacher. You should know what makes the funding for students with disabilities. Find out what type of funding we get and how the government affects special education funding. Did you know each state has their own system of coming up with special education funding? What does the federal law say about special education funding? Then come to this presentation and found out everything you need to know about special education funding.

## BREAK

## SUNDAY, 2:30PM-2:45PM (15 minutes)

# CONFERENCE SCHEDULE -- Session 7 (2:45-3:45)

## SESSION #7

### SUNDAY, 2:45AM-3:45PM (1 hour)

#### Children & Horses—ROOM 203 (Facilitator: To Be Determined)

##### Trading in the Saddle for a School Desk, how Children and Horses Educate Teachers

**Presenter:** *Clark, Sara*, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

**Abstract:** Are there cognitive similarities between children and horses? There is evidence to support that they have similar learning abilities and well as decision making abilities. The child development theories of social learning, information processing, classical conditioning, and operant training support these claims. The behaviors of children and horses will be examined in their relation to the theories as well as how the two relate to each other. Through my years of experience, I have noticed that horses are useful to demonstrate emotions (human and non-human), understand the meaning of trust, and the true value of respect. The horse's ability to explain these non-verbal communications is beneficial to children who have difficulty seeing it people. There is such thing as hippotherapy which introduces children to horses in order to help them overcome the difficulties they have in their own lives with themselves or with other people. Understanding how the theories of child development and how they relate to horses and children can help teachers understand how to get the most out of each student as well as how non-verbal communication can affect the classroom.

#### Do It Yourself Workshop for AYA Classrooms—ROOM 205 (Facilitator: Sami Slusher)

##### DIY for AYA

**Presenter:** *Field, Catie*, Undergraduate Student, AYA Education, Educators in Context and Community Member, Bowling Green State University

*McFadden, Kathryn*, Undergraduate Student, AYA Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** AYA classes are all about lectures, right? Wrong! Come learn some creative ways to teach lessons for AYA Social Studies and Language Arts. Learn four new crafts that could be used as a creative new way to teach a lesson. Social studies lessons include mythology, and the revolutionary war, while the language arts topics include teaching *The Scarlet Letter* and finding more descriptive words to use in homework assignments and papers. Come join us in creating these lessons that will be fun and exciting for either your field placement classrooms or in your own future classroom!

#### Inclusivity in the Classroom and Community—ROOM 206 (Facilitator: Tom Snapp)

##### Inclusive Actions Throughout the School District and Community

**Presenter:** *Cash, Christian*, Undergraduate Student, Adolescent Young Adult-Integrated Language Arts Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Is it okay for a school mascot to be the redskins? I am from Port Clinton, Ohio and this is the mascot I grew up with. I believe inclusivity should be vastly important to schools, teachers, administrators, and to students. Inclusivity should be emphasized in the classroom, and amongst the faculty and community. Students cannot be educated, or grow as individuals, if they do not feel safe in their environment. Students should be welcomed, accepted, and uplifted for every attribute that represents them, whether it is socioeconomic status, sexual orientation, ethnicity, race, age, gender, religion, background, or their core values. This focus on inclusivity should exist not only in the classroom, but also in the community, school district, and administration. This presentation will discuss the importance of inclusivity within a community, as well as within a school district.

#### Workshop for General Ed Teaches Working with Students with Special Needs—ROOM 209 (Facilitator: Katy Dibble)

##### Help Students With Special Needs De-stress and Focus: Crafting Your Way to Student Success

**Presenter:** *Fowler, Meryl*, Undergraduate Student, Intervention Specialist, Educators in Context and Community Member, Bowling Green State University

*Oliver, Brittany*, Undergraduate Student, Art Education, Educators in Context and Community Member, Bowling Green State University

*Grubb, Korrie*, Undergraduate Student, Inclusive Early Childhood Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** As students with special needs are slowly being integrated into general education classrooms,

## Session 7 (2:45-3:45) -- CONFERENCE SCHEDULE

general education teachers- and even Intervention Specialists at times- often have a difficult time keeping those students focused, and on-task. Through interactive activities and discussion, we will be exploring various techniques that you can use in your own classroom to keep students with disabilities concentrated and motivated. After a brief presentation, we will be creating “Jellyfish bottles”, stress balls, and “Flubber”, which you will get to take home!

### Realities of Teaching & Learning—ROOM 347 (Facilitator: Joshua Matos)

#### Students: Nut up or Shut Up.

**Presenter:** *Chaney, Brian*, Undergraduate Student, AYA Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** In this presentation, I will be giving a Tedtalk like address providing reasons as to why students should not be afraid to take harder classes. Students see names of classes such as AP chemistry or AP government, and are immediately turned away because they think it will be too much work. The goal of my presentation is to make kids want to take hard classes. As a chemistry teacher, my classes will be challenging, so getting students to sign up is difficult. We need students to want to accept challenges, so students: nut up or shut up.

#### Cover It Up: Body Modification in Education

**Presenter:** *Garthrite, Alexandra*, Undergraduate Student, Middle Childhood Education, Educators in Context and Community Member, Bowling Green State University  
*Pozzi, Sami*, Undergraduate Student, Special Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Despite the gradually-changing viewpoints in society, tattoos, piercings, and other forms of body modification are still viewed as controversial and are frowned upon by many people. This ideal extends to the professional world, with body modification being branded as unprofessional and even being a reason that a potential employee is not hired for a career. Educators and other professionals in the field of education are especially sensitive to this mindset, as most teachers are told to cover their visible tattoos and/or take out their visible piercings. For our ECCO Conference, we will be examining the types of body modification (tattoos, piercings, implants, and scarification), and analyzing the negative opinions towards them in the field of education.

#### What is the Reality of Teaching Today

**Presenter:** *Rossi, Ellen*, Undergraduate Student, Middle Childhood Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Do you ever wonder what you're really getting yourself into with this profession? I interviewed five teachers to find the “reality of teaching today”. I will find out their daily schedules, how much extra work it is, what the job involves and how invested the teachers are mentally and physically. The honest truth and all the things you don't think about when it comes to being a teacher. I will also investigate what it takes to be a great teacher from “What Great Teachers Do Differently” by Todd Whitaker. I am trying to better prepare myself and my colleagues for entering the field of teaching.

### Informed Parents—ROOM 351 (Facilitator: Hailie Smith)

#### Keeping Parents Informed

**Presenter:** *Stehura, Denise*, 6th Grade Math Teacher, Geneva Area City Schools

**Abstract:** Parents often complain that they are unaware of events at school or the progress of their children. They ask “What did you do today?” only to receive the infamous, “Nothing.” In today's mass media, it is easier than ever to harness technology to keep parents informed, making them feel welcome in your classroom while avoiding dangerous pitfalls for teachers. As opposed to writing traditional classroom letters try using next generation apps. As part of our roundtable, bring your ideas to share as well.

### Adult Supremacy—ROOM 355 (Facilitator: Connor Goodpaster)

#### Poaching THE Elephant in the Classroom: Recognizing and Harvesting Adult Supremacy

**Presenter:** *Vrooman, Patrick*, Ph.D., Director, Educators in Context & Community, Bowling Green State University

**Abstract:** We are hobbled in our attempts to solve the pedagogical, cultural, social, economic, and political problems in our classrooms and profession—as well as to address the influence of racism, sexism, classism, heterosexism, ableism, and nationalism in our education system—for we are utterly unconscious of and thus incapacitated to act against the fundamental and pervasive influence of adult supremacy in ourselves



# CONFERENCE SCHEDULE -- Session 8 (4:00-4:45)

and our institutions. To a degree unparalleled by other oppressive ideologies, our education system (and for that matter, society itself) is built on adult supremacy—the taken-for-granted belief and practice that adults are superior to and must control children. Our schools are adult supremacist institutions. Overwhelmingly, our teachers and teach educators are adult supremacists—often of the highest order. Adult supremacy is THE elephant in the room—the big one we ignore while addressing its neighboring manifestations. First, I will describe the ideology of adult supremacy through historical and contemporary manifestations, including notions of innocence, immaturity, andragogy, paternalism, infantilizing, and age appropriateness, and interpretations of dependence as inferiority, children as both property and uncivilized, and child as separate from adult. Then I will explore how adult supremacy and ageism are deployed in similar ways to racism, classism, sexism, etc., but also how they are different from and how they maintain these neighboring systems of oppression. And lastly, I will articulate a “poaching” stance toward adult supremacy—a method used by children themselves—to steal back power and agency from those who would strive to keep them from it.

## BREAK

**SUNDAY, 3:45PM-4:00PM (15 minutes)**

## SESSION #8

**SUNDAY, 4:00PM-4:45PM (45 minutes)**

### Student Athlete Realities—ROOM 203 (Facilitator: Sam Pozzi)

#### How Hard It is to be a Student Athlete

**Presenter:** *Double, Justin*, Undergraduate Student, Adolescent to Young Adults Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** The difficulties of being a student athlete. I am presenting the two sides of a student athlete. On one side a student athlete that has success in academics. On the other a student athlete that tried his or her best to maintain academic eligibility to play sports. Also a look three sport athletes that success in their academic eligibility to play sports and the three sport athletes that need help to maintain academic eligibility. And also the side of some student athlete that have a learning disability and can have success. Also the side of notable for success in academic eligibility. I will have examples for all of these.

### Global Comparisons of Education Systems—ROOM 205 (Facilitator: Hailie Smith)

#### America vs. The World

**Presenter:** *Holt, Erin*, Undergraduate Students, Intervention Speicalist (Mild-Mod), Educators in Context and Community Member, Bowling Green State University

*Jensen, Kaitlynn*, Undergraduate Student, Middle Childhood (Math & Science), Educators in Context and Community Member, Bowling Green State University

**Abstract:** The United States is number one in the world for spending in education. But, our education system leaves much to be desired. Even with our spending in education we are ranked 14th in the world in our test scores according to Pearson. Finland, China, and Ireland all out rank us in test scores, but have managed to spend so much less. How is it that these countries are able to provide a quality education for their children? What are they doing that we are not? Are their teachers just better? Or are their students just smarter? Or is their curriculum just better? What can we do to get those competitive test scores our country strives for?

### Introverted Educator—ROOM 206 (Facilitator: Emily Whitman)

#### The Introverted Educator

**Presenter:** *Urabe, Cari*, Doctoral Graduate Student, Higher Education Administration, Bowling Green State University

**Abstract:** Do you often have inner monologues with yourself? Do you tend to avoid social interactions because being around too many people can leave you feeling drained? Do you like to observe things first before you participate? If you said yes to any of these questions, you might fall along the introverted spectrum! If you would like to learn more about introversion and how this impacts our personal and professional lives as educators, this session may be for you. Everyone is welcome to attend.

# Session 8 (4:00-4:45) -- CONFERENCE SCHEDULE

## Workshop: Accepting Help in the Classroom—ROOM 209 (Facilitator: To Be Determined)

### Learning to Accept Help in the Classroom

**Presenter:** *Lanier, MyKayla*, Undergraduate Student, Special Education Mild to Moderate and Moderate to Intensive, Educators in Context and Community Member, Bowling Green State University

**Abstract:** How many hands would be too many in a classroom? In my opinion not enough! Teachers are constantly being overwhelmed with the work load. The classroom sizes are becoming larger and larger while teachers are not given extra hands to help accommodate for the extra students. In special education classrooms the teacher has an aide in the classroom to help with the students. I feel as though if we implement these ideas into the general education classrooms many teachers would appreciate the help. The problem is do teachers know how to accept the help and 7 times out of 10 the teachers give the people that come into help busy work. We as teachers need to understand how to take and use help properly.

## Exposing Dr. Seuss—ROOM 347 (Facilitator: Katy Dibble)

### Exposing Dr. Seuss

**Presenter:** *Vollmer, Alli*, Undergraduate Student, Adolescent/Young Adult Integrated Social Studies, Educators in Context and Community Member, Bowling Green State University  
*Anderson, Madison*, Undergraduate Student, Adolescent/Young Adult Integrated Social Studies, Educators in Context and Community Member, Bowling Green State University  
*Hughes, Sierra*, Undergraduate Student, Adolescent/Young Adult Integrated Social Studies, Educators in Context and Community Member, Bowling Green State University

**Abstract:** The Grinch was a victim of racism. Although Dr. Seuss' books appear just being silly childhood items, they are actually hidden meanings that can be discovered. Everybody is familiar with Dr. Seuss' books. Many grew up listening to his stories, but never understood what he was actually could be portraying. In this presentation I will reveal some of Dr. Seuss' books such as The Lorax, How the Grinch Stole Christmas, Green Eggs and Ham, If I Ran a Zoo, and more for what is behind the text.

## Assessment—ROOM 351 (Facilitator: Nicole Busdeker)

### Helpful Assessment of Knowledge, or a Giant S\*&# Show

**Presenter:** *Tabesh, Kristen*, Undergraduate Student, Middle Childhood Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** Everyone has an opinion about standardized testing. Between the OAAs, the NAEPS, the ACTs, the PLANS, the TerraNovas and the PARCC tests, it is hard to keep track of which test is for what purpose. While administrators are distributing these tests out, does anyone REALLY think about the opinions of the people involved? During my presentation, I will share information that I have collected from students and teachers at two different schools, as well as reveal some shocking research about each of these tests, and other options that should be seriously considered. Come and see what the students have to say about the tests! After all, it is THEIR future.

## Active Citizenship & the Classroom—ROOM 355 (Facilitator: Kaitlyn Nicholson)

### Active Citizenship Inside and Outside of the Classroom

**Presenter:** *Shearer, Katie*, Undergraduate Student, Inclusive Early Childhood Education, Educators in Context and Community Member, Bowling Green State University

**Abstract:** What does it mean to be an active citizen? How are we teaching our students to be active citizens inside and outside of the classroom? From early childhood to post-secondary education, students always have the opportunity to practice civic engagement. Teachers everywhere need to be educating their students on the importance of being an active citizen and the impact it can hold on their community and world. Come to this presentation to learn and talk about whether we are incorporating civic engagement enough into our student's lives, and what schools are doing about it. Please be prepared to share any thoughts or ideas you may have about teaching our students to be active citizens as well!

## Guns in Schools—ROOM 359 (Facilitator: AJ Graber)

### The Big Bang Controversy: Guns in Schools

**Presenter:** *Inkrott, Callie*, Undergraduate Student, Educators in Context and Community Member, Bowling Green State University

**Abstract:** School shootings have been a very common tragedy in this day and age. In order to prevent this violent way of thinking, most schools have laws created to implement gun control, not allowing guns in the

## CONFERENCE SCHEDULE -- Session 8 (4:00-4:45)

building. This has caused a lot of controversy when it comes to toy guns, guns on t-shirts, or even a child using his or her hands as a gun and screaming BANG. Where should the line be drawn? Should a child be disciplined for eating a Pop Tart into the shape of a gun? Should a student be disciplined for wearing a Guns N' Roses T-shirt? Come and find out!

### Culture in the Classroom—ROOM 202 (Facilitator: To Be Determined)

#### Creative Culture in the Early Childhood Classroom

**Presenter:** *Wyse, Caleb*, Undergraduate Student, Inclusive Early Childhood, Educators in Context and Community Member, Bowling Green State University

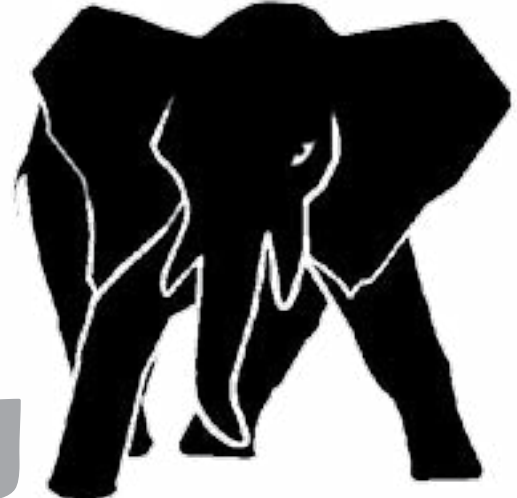
**Abstract:** Are you frustrated with understanding how culture can possibly be included in an early childhood classroom? When will this never-ending touchy topic become a simple integration that is included in all curriculum of a classroom and not simply a unit about cultures that gets forgotten once the students go home for the summer. This presentation will attempt to look at ways of using culture as the norm and making it valuable even when the diversity of a classroom may not be at a high. We will explore in this session and spend time digging into what we have seen in our placements and why it frustrates teachers when culture becomes a topic everyone wants to avoid.

## A SPECIAL THANK YOU TO--

- All the volunteer Room Facilitators
- Dawn Shinew, Chair of the School of Teaching & Learning
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- School of Teaching & Learning Staff, especially Wendy Walston-Vaughn and Lorie Morelock
- ECCO staff—including Patrick Vrooman, Ardy Gonyer, Rebecca Stover, Cari Urabe, and Connor Goodpaster
- All the presenters, including undergraduates, graduates, faculty, teachers, students, and administrators
- Coca-Cola for its support of beverages for the conference

**Thank you  
for participating in the  
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at BG\$U!**

ECCO-PHANTS



**THANK YOU**

# INTERESTED IN ECCO?

Take education classes to prepare you for how to teach.  
Take content classes to prepare you for what to teach.  
Join ECCO to prepare you for who you will be teaching.

## ECCO AT BGSU

The Educators in Context & Community (ECCO) learning community, located in McDonald, is for all education majors that want to distinguish themselves from the thousands of graduating teachers who annually enter a highly competitive job market. ECCO is considered to be one of the most progressive and promising teacher preparation programs in the country.

ECCO was originally funded in 2001 by a grant from the U.S. Department of Education and was named PCC (Partners in Context & Community). It had one sole purpose: to prepare urban-ready educators. We have expanded that urban-ready focus to include rural and suburban.

We have learned that preparation for students in urban settings may not be adequate preparation for other students in other contexts. So, we have added a variety of experiences and study in a variety of contexts to support members in acclimating to different communities.

ECCO is about three-dimensional teaching and learning. We focus on culturally competent, comparative, and context-based teaching and learning. It's time to "get real"--real experience in real classrooms and communities.

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BGSU's teacher preparation program is one of the top in the country. ECCO takes it up another notch.

In ECCO, you will do everything every other education majors does, but you will be challenged to do more field placement hours and service, take additional context-focused classes, and participate in more professional development and social activities.

But you will also be supported to meet these challenges--with dedicat-



ed faculty whose offices are in your residence hall, with constant contact with upperclassmen who have been where you are, and with Supervising Teachers in the schools who want to bring up the next generation of educators. We want you to develop socially and emotionally, not just technically, for real world teaching.

ECCO is comprehensive: we link and overlap where you live with what you're studying, real world experience with research and inquiry, and rigorous career preparation with long, philosophical conversations late into the night.

## START BEFORE YOU'RE READY

Unlike other teacher preparation programs, ECCO begins your first semester in college and progresses through graduation and jumpstarts you into your career. Beginning the third week of classes, you will enter a real classroom and work alongside experienced teachers and their students.

As you progress in ECCO, you will gain experience in three contexts--urban, rural, and suburban communities. You will start outside your comfort zone (unlike the community you grew up in). You will spend a semester in each context area, and then choose a context concentration area during

your second year to be your focus through graduation.

It is not uncommon for our supervising teachers to put you to work one-on-one or in small groups with students within minutes of walking in the door. Many ECCO members are teaching lessons by the end of the semester. You will do this every semester you are in ECCO, gaining more and more experience in real classrooms and learning how real teachers deal with the day-to-day work of teaching.

## THREE COMMITMENTS IN ECCO

1. **Serve Others.** You won't learn how to teach unless you learn how to serve students in real classrooms alongside real teachers. So, each semester, ECCO members commit to do approximately 50 hours of service.
2. **Teach Thyself.** If you can't organize your own learning, you shouldn't be allowed to organize others' learning. So, each semester, all ECCO members commit to an Individualized Professional Development Plan (IPDP--pronounced "ippy-dippy"), where they identify their own learning outcomes, their own learning activities, and self-assessments.
3. **Engage the Community.** Teaching and learning are social activities; they are not solitary acts. So, all ECCO members not only engage in a variety of social, service, and professional development activities which develop the person, but ECCO also mobilizes its members to develop the surrounding community.

## WHAT WE OFFER:

- A comprehensive and developmental program that uses best practices and current research
- Small classes and low student-to-teacher ratio. ECCO staff offices are located in Kohl Hall
- Member-driven programming and decision-making that integrates individual, educational, community, and professional goals
- Local, regional, and national clinical trips to urban settings (e.g., rural Kentucky for Fall Break 2013 and Oklahoma City for Spring Break 2014)
- Social and emotional preparation for the teaching profession
- The opportunity to develop friendships which will sustain you through college and those challenging first couple years as a new teacher
- One-on-one career counseling and preparation

# NOTES

# NOTES

# MAP OF EDUCATION BUILDING MEETING ROOMS

## Third Floor



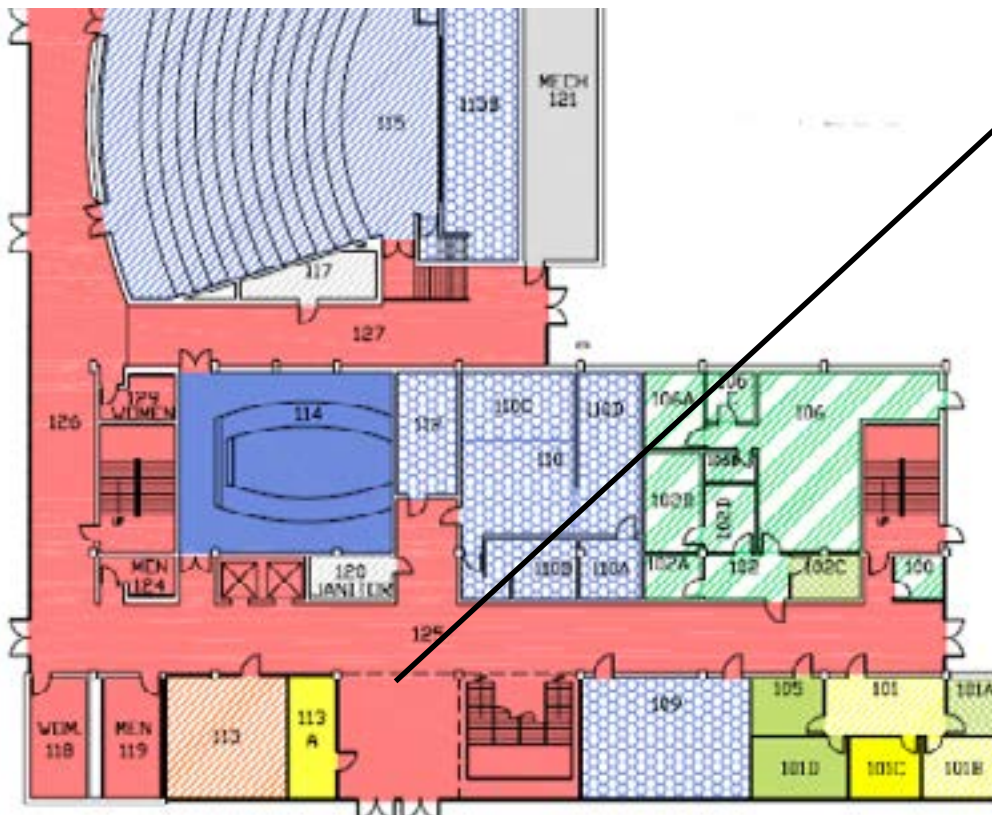
- Conferences Meetings  
Rooms--Saturday & Sunday:
- 347
  - 351
  - 355
  - 359

## Second Floor



- Conference Office  
218
- Conferences Meetings  
Rooms--Saturday & Sunday:
- 201
  - 202
  - 203
  - 205
  - 206
  - 209

## First Floor



- Check-In Table
- Conferences Meetings  
Rooms--Sunday Plenary  
Session:
- 115



# SCHEDULE AT A GLANCE

## THURSDAY, MARCH 19 2015

8:00pm-10:00pm KEYNOTE ADDRESS: DR. JEFF DUNCAN-ANDRADE  
"Note to Educators: Hope Required When Growing  
Roses in Concrete"  
Multipurpose Room, BTSU

## FRIDAY, MARCH 20 2015

7:00pm-9:30pm FILM SCREENING: *Dear White People*  
with DISCUSSION TO FOLLOW  
Math/Science Building, Room 220

## SATURDAY, MARCH 21, 2015

9:30am-10:30am CHECK IN--Education Building, Lounge Space, First Floor  
10:30am-12:00noon SESSION #1  
12:00noon-1:00pm LUNCH BREAK  
1:00pm-2:00pm SESSION #2  
2:00pm-2:15pm BREAK  
2:15pm-3:15pm SESSION #3  
3:15pm-3:30pm BREAK  
3:30pm-4:30pm SESSION #4

## SUNDAY, MARCH 22, 2015

10:30am-11:00am CHECK IN--Education Building, Lounge Space, First Floor  
11:00am-12:00noon PLENARY SESSION: DR. DAWN SHINEW  
"Schools and Communities: Places that Make Sense  
and have a Sense of Place"  
Education Building, Room 115  
12:15pm-1:15pm SESSION #5  
1:15pm-1:30pm BREAK  
1:30pm-2:30pm SESSION #6  
2:30pm-2:45pm BREAK  
2:45pm-3:45pm SESSION #7  
3:45pm-4:00pm BREAK  
4:00pm-4:45pm SESSION #8

**Those Who Can Do**  
accept the world as it is **DO**  
**Those Who Cannot**  
**Teach** --Nina Poole, PCC