

## 2016 Educators in Context and Community Conference Program

Educators in Context & Community Learning Community. Bowling Green State University

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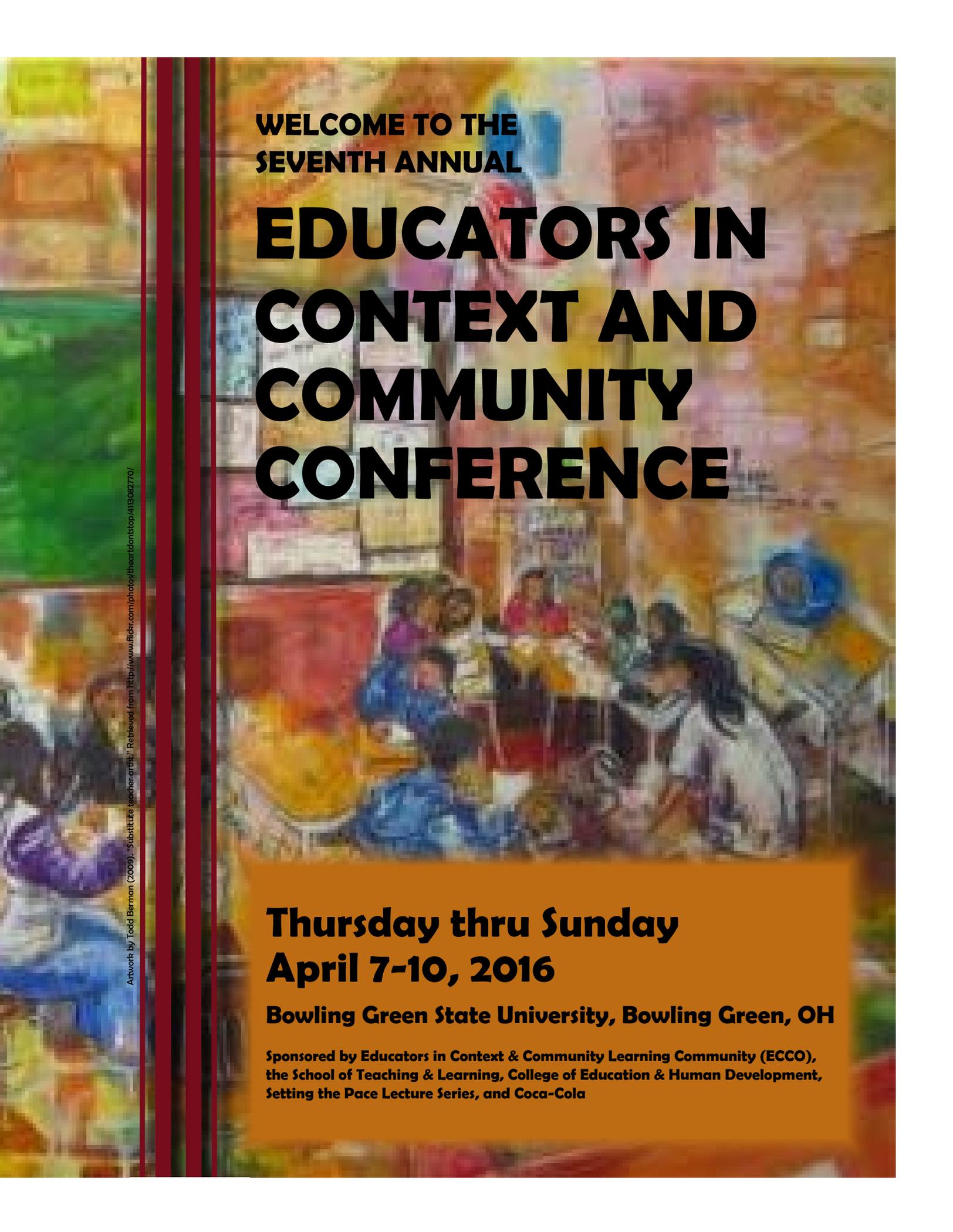
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**WELCOME TO THE  
SEVENTH ANNUAL**

# **EDUCATORS IN CONTEXT AND COMMUNITY CONFERENCE**

Artwork by Todd Berman (2009). "Substitute teacher artist." Retrieved from <http://www.flickr.com/photos/theartdontstop/419082770/>

**Thursday thru Sunday  
April 7-10, 2016**

**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,  
Setting the Pace Lecture Series, and Coca-Cola**

# CONTENTS

Keynote Speaker Bio ..... 1

Conference Schedule (with abstracts)..... 3

Map of Meeting Rooms ..... inside back cover

## CONFERENCE OVERVIEW

This is the seventh 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 the screening and discussion of the film *The Stanford Prison Experiment* (2015) on Thursday, April 7th at 7:00pm-10:00pm in Fine Arts 204. Then, on Friday, April 8th from 8:00pm-10:00pm, our keynote speaker, R. L’Heureux Lewis-McCoy, PhD, will present his talk “‘Burbs are the New Black: Race and Class Educational Inequality beyond the City.” And then Saturday and Sunday, April 9th-10th in the Education building is a whole series of conference presentations about a wide array of education issues. There are 9 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, April 10th, begins at 11:00am with a plenary session by Dr. Nancy Patterson in ED 115. Her talk is titled, “Nice White Lady Faces Race.”

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 (Gish Theater, Hanna Hall, BGSU Fri, April 8, 8:00pm):



## *Dr. R. L'Heureux Lewis-McCoy 'Burbs are the New Black: Race and Class Educational Inequality beyond the City.*

R. L'Heureux Lewis-McCoy is an Associate Professor of Sociology in Colin Powell School for Civic and Global Leadership and the Black Studies Program at the City College of New York – CUNY. He specializes in racial and ethnic relations with research and activism that concentrate on educational inequality, race-related public policy, and gender justice.

In the area of education, his research helps expand understanding and generate solutions to issues of educational inequality by going beyond discussions of “achievement gaps.” His book, *Inequality in the Promised Land* (Stanford University Press, 2014), uses original qualitative data to tackle the meaning and influence of race and class in ethnically and economically diverse schools. He has lectured widely and been a featured expert on the role of race in the contemporary political landscape, urban-suburban regional issues, as well as Affirmative Action.

In the area of gender equity, his research and activism focus on the power of gender within communities of color. Some of his past and current work covers issues such as masculinity, ending sexual violence, and gender privilege. In New York City, he co-leads the Ndugu and Nzinga African Rites of Passage program. He is a scholar-activist with years of experience of working with grassroots organizations, not for profits, think tanks and school districts.

His commentary and analyses have been featured in international, national and regional media outlets such as the Guardian (UK), National Public Radio, Diversity in Higher Education, US World New Report, Fox News, Al Jazeera America, Huffington Post Live and throughout the web publications like Ebony, The Grio, and The Root. His blog Uptown Notes won the best political writing award from the Black Weblog Awards. He was recently honored as New Yorker of the week by the historic Amsterdam News and selected as a member of the 2015 Forty under 40 by the Network Journal.

Through these medium, he hopes to continue to expand and enrich dialogues around common yet often under addressed social issues that face our communities. Dr. Lewis-McCoy holds a Ph.D. in Public Policy and Sociology from the University of Michigan and a B.A. in Sociology from Morehouse College.

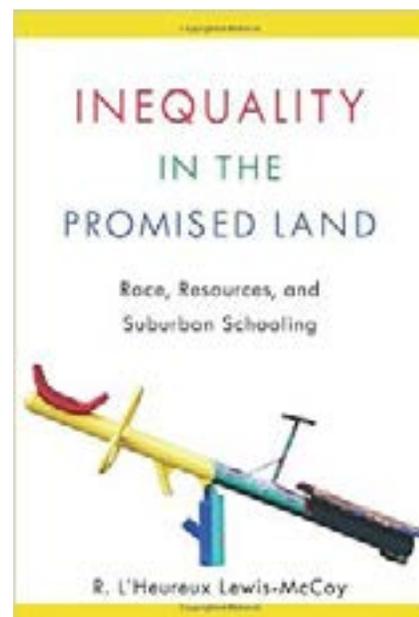
A note about names: In 2010, Professor Lewis-McCoy (née Lewis) officially hyphenated his last name. While work prior to 2010 has been credited under Lewis, his work is currently credited to Lewis-McCoy, which is also the name he prefers. Additionally, he is also known to his friends, family, and many others by his given name Duménil, which he uses interchangeably with L'Heureux.

Source: <http://professorlewismccoy.com/research/>

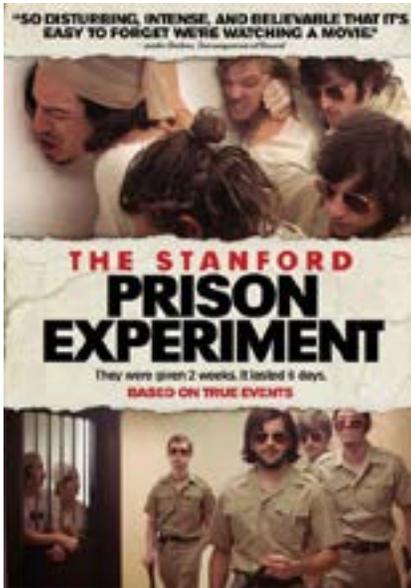
### PRESENTATION ABSTRACT:

This presentation will explore the changing nature of the suburbs and suburban schooling. Although educational inequality is often thought of as occurring between cities and suburbs, in reality, schools in the suburbs have their own forms of inequality.

Recent Census data, reveals that more racial and economic minorities now reside in the suburbs than in the city, but little attention has been paid to these new spaces. Find out what is not being said about suburban school inequality and what should done to make schools more equitable.



## SCREENING (Fine Arts, Room 204, Thurs., April 7, 7:00pm):



## *The Stanford Prison Experiment (2015)*

A Kyle Patrick Alvarez Film

### FILM REVIEW

#### “The Stanford Prison Experiment”

By Justin Gerber, Sundance Film Coverage (July 28, 2015)

### FILM OVERVIEW

What happens when a college psych study goes shockingly wrong? In this tense, psychological thriller based on the notorious true story, Billy Crudup stars as Stanford University professor Dr. Philip Zimbardo, who, in 1971, cast 24 student volunteers as prisoners and guards in a simulated jail to examine the source of abusive behavior in the prison system. The results astonished the world, as participants went from middle-class undergrads to drunk-with-power sadists and submissive victims in just a few days.

Winner of two awards at the Sundance Film Festival, including Best Screenplay, and created with the close participation of Dr. Zimbardo himself, *The Stanford Prison Experiment* is a chilling, edge-of-your-seat thriller about the dark side of power and the effects of imprisonment. Featuring an extraordinary cast of rising young actors, including Ezra Miller, Olivia Thirlby, Tye Sheridan, Keir Gilchrist, Michael Angarano, and Thomas Mann.

Source: <http://www.ifcfilms.com/films/the-stanford-prison-experiment>

In 1971, Dr. Philip Zimbardo held an experiment in the basement of Stanford University’s Logan Hall, home of its psychology department. The experiment was to see what would happen after volunteer students were assigned to play either the roles of a prison guard or an inmate, a study that was supposed to last two weeks only to end well before. The results were shocking, the test itself controversial, but ultimately valuable. Kyle Patrick Alvarez’s new film takes on the name of the study, *The Stanford Prison Experiment*, and manages to create a mood so disturbing, intense, and believable that it’s easy to forget we’re watching a movie in spite of all the familiar faces.

The film begins with a screening of the Stanford volunteers held by Dr. Zimbardo’s assistants. Most of the students appear interchangeable with one another — male, early 20s, smokers, etc. The defining thread they share is their desire to play the role of a prisoner for the study, because as one volunteer says, “Nobody likes guards.” This leads Zimbardo (Billy Crudup) and his assistants (Mad Men’s James Wolk and Friday Night Lights’ Gaius Charles chief among them) to randomly select who will be guards and who will be prisoners, a decision that bears heavily on the remainder of the film. What follows is an example of what we’re capable of doing once we accept a role in society — whether that role is one of authority once being issued an outfit, sunglasses, and a nightstick, or one of submission by being stripped of clothes, put in a long nightshirt, and locked up in a cell. Nearly as important is what happens to those in charge of the whole situation, study or not....

We see the guards becoming more and more aggressive through both physical and psychological means. The chief among them is

referred to as “John Wayne” (Michael Angarano), an otherwise normal student who decides to take on the persona of a vicious Southern sheriff for the study. He slams his nightstick around to startling effect, demands that the prisoners memorize and repeat their prison numbers, and most importantly, that they all address the officers as “Mr. Correctional Officer.” While he may be the least physically abusive of the study’s nine guards, he somehow comes across as the most brutal. It’s all down to the psychology of the situation.

But it’s not all mind games. One inmate is brought down by a nightstick while another is hogtied for hours on end. Before too long, certain inmates appear to be losing not only their grip on reality, but their sense of self along with it....

The “adults” in *The Stanford Prison Experiment* give performances just as powerful as those playing the volunteers. Crudup’s had a career that didn’t exactly take off as many thought it would post-*Almost Famous*, but in Zimbardo, he may be at his all-time best. Zimbardo is not a monster by any means, but a doctor who believes what he’s doing can help prison reform throughout the world. He gets called out for not having all the ingredients needed to label what he considers an experiment, but instead some kind of warped demonstration. It’s because of his scientific mind that he can’t see what the process is doing to not only the prisoners and guards, but to those heading up the project.

As for the direction, Alvarez makes great use of the limited space he has to operate the camera, staging a countless number of shots mere inches away from the faces of those being studied. He manages to create even more claustrophobia in a setting already beset by it.... Alvarez plays with audience perception just as much as the professor does with his volunteers.

If the movie has any faults, it’s that it gives us a lengthy postscript which attempts to fill in the blanks of something that needed no further explanation. The movie could have ended with a bang, but instead ends with a whimper....

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

## **THURSDAY, APRIL 7, 2016**

**7:00PM-9:30PM**      **FILM SCREENING with  
DISCUSSION TO FOLLOW**  
Fine Arts Building, Room 204

***The Stanford Prison Experiment (2015)***

A Kyle Patrick Alvarez Film

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

## **FRIDAY, APRIL 8, 2016**

**8:00PM-10:00PM**      **KEYNOTE ADDRESS**  
Gish Theater, Hanna Hall

**“Burbs are the new Black: Race and Class Educational Inequality beyond the City”**

R. L’Heureux Lewis-McCoy, PhD

Associate Professor

Sociology & Black Studies

The City College of New York – CUNY

Author of *Inequality in the Promised Land: Race, Resources and Suburban Schooling* (Stanford University Press 2014)

# Session 1 (10:30-11:15) -- CONFERENCE SCHEDULE

**SATURDAY, APRIL 9, 2016**

## CHECK-IN

9:30AM-10:30AM

Education building, Lounge Space, First Floor

## SESSION 1

10:30AM-11:15AM (45 Minutes)

### You Need Help: A Guide to School Counseling – ROOM 203 (Room Facilitator: Hailie Smith)

**Presenter:** *Slusher, Sami*, Undergraduate Student, Education Major: Individualized Studies, Bowling Green State University.

**Abstract:** In the United States, 29 out of 50 states require all high schools in their state to have a school counselor. But why do some schools have this requirement while others do not? For the schools who mandate school counselors who chose the mandate and who funds the mandate? This presentation will delve deep into the policies behind school counselors. We will examine why some states require them while other states do require school counselors. We also will critically examine evidence to discover how effective school counselors are to students and if they are worth mandating in more schools.

### What I Didn't Know I'd Learn Working For the Mouse – ROOM 207 (Room Facilitator: Tom Snapp)

**Presenter:** *Brown, Ali*, Undergraduate Student, AYA Integrated Language Arts Education, Dance Minor, Bowling Green State University

**Abstract:** Taking a semester "off" of college to pursue a childhood dream seems foolish to some, but in reality, adventures help college students learn more about themselves and how to function in the world around them. This presentation will highlight the life lessons I learned during my time working for the Walt Disney Company. At this presentation, I will speak on my experiences during the Disney College Program that helped me to grow on both a personal and professional level. All of our dreams can come true if you have the courage to open your mind up to new experiences!

### Am I Wearing My Grandma's Genes? – ROOM 209

**Presenter:** *Schumacher, Maria*, Undergraduate Student, Middle Childhood Education - Language Arts and Social Studies, Bowling Green State University

**Abstract:** This past summer while going through my grandmother's things, I came across my great grandma's and great grandpa's as well as my grandma's report cards and certificates from when they were in school. While I was sifting through them, I realized how different the curriculum was when they were in school compared to how it is now. It also sparked an interest in me to find out more about intelligence and heredity. At this roundtable discussion, I will share these artifacts with you and we will discuss the changing curriculum and impact of heredity on intelligence. Maybe we will be able to figure out if I'm wearing my grandma's genes.

### Separate and Unequal: The Revelation of Hidden Curriculum – ROOM 363 (Room Facilitator: Katherine Faircloth)

**Presenter:** *Pritt, Isaac*, Undergraduate student, AYA Social Studies Education, Bowling Green State University

**Abstract:** In 1980, Jean Anyon and associates performed a study that observed fifth grade classes at five different schools to see how they prepared students differently for college and the world outside of education. This was one of the first times the inequality of schools was recognized since the repeal of Separate but Equal in 1955. Contrary to popular belief, it did not magically fix all of the problems we have in unequal education. Based on Anyon's study, it was quite evident that the best words to describe our

# CONFERENCE SCHEDULE -- Session 1 (10:30-11:15)

education system are separate and unequal. It has been thirty-six years since Anyon's study it is possible that our schools have changed. In my presentation, I will conclude whether Anyon's "Hidden Curriculum" still exists today by displaying the findings of an observational study that I will perform during my field placements. In presentation, I will compare and contrast two Bowling Green Elementary schools with students of differing socio-economic statuses and conclude if the two schools are providing dissimilar kinds of education that will define their social class.

## **Sadly We're Stuck With Our Brains: How Mental Health Affects Students – ROOM 359 (Room Facilitator: Jordyn McGurer)**

- Presenter:** *Beck, Aisling*, Undergraduate Student, Intervention Specialist, Educators in Context and Community Member, Bowling Green State University  
*Blau, Elyse*, Undergraduate Student, Inclusive Early Childhood Education, Educators in Context and Community Member, Bowling Green State University
- Abstract:** The human brain is a complex organ, and we have barely begun to scratch the surface of its unlimited possibilities. Due to scientific inquiries we have come to realize that those who suffer from mental illness have a chemical imbalance that can affect their outlook on life, and therefore a student's education. There is a huge debate going on in the educational community on mental health and how it can affect a student's education. Come and hear our stories of how our own mental health and the mental health of those around us affected our own education. Come prepared with an open mind and hear first hand experience of the affect that mental health can have on education.

## **Out with the Old, In with the New – ROOM 355 (Room Facilitator: Lindsey DeLong)**

- Presenter:** *Busdeker, Nicole*, Undergraduate Student, Intervention Specialist Mild-Moderate and Moderate-Intensive, Bowling Green State University
- Abstract:** Did you know that No Child Left Behind has been left behind and replaced by Every Student Succeeds Act? We will be looking into why NCLB has ended, and what ESSA will strive to do differently. The similarities and differences between the two will be explained, along with a discussion about whether or not this change is for better or worse. Also, the affect that this change will have on the schools and their communities will be analyzed. By the time we are teachers, ESSA will be in full effect, and it would be wise to know how it is going to impact you.

## **Incorporating Movement into Classroom Lessons – ROOM 351 (Room Facilitator: Amanda Lammermeier)**

- Presenter:** *Murphy, Ashley*, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University  
*Fioritto, Alyssa*, Undergraduate Student, Dual Intervention Specialists, Bowling Green State University
- Abstract:** Do you want to learn how to incorporate movement into YOUR classroom? We will be conducting a presentation that includes real lesson plans that forces students to be up and moving throughout the presentation. First, we will be teaching a lesson that is intended for elementary students. Then, we will teach a lesson that could be used for middle school students. Finally, we will teach a lesson designed for high school students. If you want to know what subjects we will be teaching, come watch our very own ECCO Conference presentation. Be ready to be on your feet and moving all around.

# Session 1 (10:30-11:15) -- CONFERENCE SCHEDULE

Teen Panel: Our Experiences in Different Contexts – ROOM 347 (Room Facilitator: Aaron Smart)

## The Jesuit Advantage

- Presenter:** *Hubbell-Staebler, Tynan*, High School Sophomore, St. John's Jesuit High School and Academy
- Abstract:** In this presentation, Tynan, a sophomore at SJJ High School and Academy will discuss his experience going from a public school system to a private college prep Catholic high school. He will offer comparison and contrast, insight into the benefits and drawbacks to a strict dress code, functioning in a community with a clearly stated philosophy and code of conduct, and doing all of that NOT as a Catholic or even as a member of a Christian faith community.

## USA vs. Germany

- Presenter:** *Ohms, Lukas*, German Exchange Student, Bowling Green High School, American Field Service
- Abstract:** In this presentation, Lukas will give an overview and comparison/contrast of his high school in Germany and his experience this past year as a junior at Bowling Green High School. He will offer insights into how culture translates into educational systems.

DIY: Making English Projects Fun! – ROOM 345 (Room Facilitator: Alexa Szabo)

- Presenter:** *Luna, Sarah*, Undergraduate Student, Middle Childhood Education, Bowling Green State University
- Abstract:** Have you ever wanted to learn how to have your students do an English project in a fun way? Are you sick of typing papers and creating presentations, and not looking forward to grading all those essays when you are a teacher? I am going to be introducing to you some DIY ideas that your students can easily create. Come see how your students can create some fun projects out of cereal boxes, file folders and many more!

## BREAK

11:15AM-11:30AM (15 Minutes)

## SESSION 2

11:30AM-12:30PM (1 Hour)

Roundtable: Colorblindness – ROOM 203 (Room Facilitator: Sami Slusher)

- Presenter:** *Brown, Greer*, ECCO Undergraduate Student, Inclusive Early Childhood, Bowling Green State University  
*Ruppert-Midtvedt, Chessica*, ECCO Undergraduate Student, Inclusive Early Childhood, Bowling Green State University
- Abstract:** We've all heard about Color-Blind Racial Ideology (color-blind theory), but what is it really? What is Color-Blind Racial Ideology? In this roundtable discussion we will be talking about what CBRI is, what is can be defined as, our initial feelings about it, what we learned, and lastly how we feel now. The topic of CBRI is a very complex and interesting. We will explain how CBRI can be split up into separate facets. How CBRI can ignore certain parts of peoples identities. Lastly we talk about how to incorporate literature about people varying ethnicities. We hope that you will come join us to talk about your feelings about CBRI.

# CONFERENCE SCHEDULE -- Session 2 (11:30-12:30)

## No Assignment? You Get an F! Are Grades a True Representation of Student Learning? – ROOM 207 (Room Facilitator: Emily Whitman)

- Presenter:** *Corrigan, Beth*, Graduate Student, Curriculum and Instruction, Bowling Green State University
- Abstract:** We all have been there. Through the bustle and hustle of the morning routine, you left your homework on the counter. When you arrive at school, the teacher does not want to hear your sob story. Instead he states that your assignment is a zero and will remain a zero. This scenario brings up the question about grades. Do grades reflect how much a student knows or do they assess their responsibility and organization skills? Join us for an open discussion on how grades are calculated, the purpose of grades, and the impact of assessment marks on students. Current assessment research will be shared.

## May the Odds be Ever in your Favor... Unless They're Not – ROOM 209 (Room Facilitator: Nico Pinchak)

- Presenter:** *Failing, Paige*, Adolescent & Young Adult Integrated Language Arts, Bowling Green State University.
- Abstract:** Why do schools censor books at the high school level? To Kill a Mockingbird, the Hunger Games, Harry Potter, Huck Finn. Why do schools feel the need to ban books from the school? In this round table discussion we will be talking out the pros and cons of censorship at the high school level, along with how and why some books are banned and challenged in today's schools. Bring an idea or a book you've read and see if schools challenge them today! May the odds be ever in your favor... unless they're not.

## Shatter Glass Ceilings, Bend Metal Bars – ROOM 363

- Presenter:** *Faluski, Austen*, Undergraduate Student, Bowling Green State University
- Abstract:** Education is a right, not a privilege. It has the power to change lives and hearts. Education benefits the general public, reduces the risk of recidivism, and benefits those in the prison system. While the benefits are clear and tempting, the path to obtaining these benefits are realistic and completely feasible. Most importantly, the people receiving these benefits deserve them. Many of them deserve a chance to learn, a chance that for some reason was never given to them. Given that opportunity, many of those incarcerated in the United States of America can obtain the coveted dream of freedom, break the glass ceiling and bend the metal bars that stand in their way, and achieve what they need to survive.

## Students vs. Teachers; Who is Teaching Whom? – ROOM 359 (Room Facilitator: Nicole Busdeker)

- Presenter:** *Smith, Hailie*, Undergraduate Student, Individualized Studies in Education, Bowling Green State University
- Abstract:** Are you wondering how we can revamp study halls or how can we help kids become the teachers for a class period and receive assistance from their peers? All of this can be done through a program called AVID or Advancement Via Individualized Determination. 800,000 students in 44 states and in 16 countries are enrolled in this program. This is amazing! What's even more incredible? 99% of these students are projected to graduate high school on time. Join us as we talk about how this program is helping students worldwide and the movement to close the achievement game through teaching students to teach their peers.

## Inclusion: Why or Why Not – ROOM 355

- Presenter:** *Dibble, Katy*, Undergraduate Student, Education Major: Individualized Studies, Bowling Green State University
- Abstract:** Do you know we are going into a full inclusion movement? Do you think going to the full inclusion movement is the best way for all students? Then come to this roundtable discussion to discuss this very topic. I will give a brief Powerpoint presentation about facts on both sides then we will discuss and see everyone's opinion. We will come to an overall perspective based on everyone's opinion, and you will maybe get out with a different viewpoint. It may help you in the future classroom by discussing this very topic on the full inclusion movement. If you have experience, I will love and hear your opinion on this topic based on your experience too. I will love to see you there.

## Session 2 (11:30-12:30) -- CONFERENCE SCHEDULE

### Not Your Typical Inclusion Presentation – ROOM 351 (Room Facilitator: Alexa Szabo)

**Presenter:** *Nicholson, Kaitlyn*, Methods/Student Teaching Undergraduate Student, Inclusive Early Childhood Education. Bowling Green State University  
*Nicholson, Jim*, Parent, Bachelor's Degree in electrical engineering, Former teacher (10 years) of CAD, Algebra 2 and Trigonometry, Career Tech; current Siemens employee

**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 60 minute presentation the focus will be on HOW to be a truly inclusive educator and why you should WANT to be. The presentation will be open forum style in which the audience will ask questions that we will answer in the presentation. My co-presenter is parent of children with special needs and he will be answering questions and sharing 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! Please come with questions!!! Or a pad of paper to record as the presentation unfolds! \*WARNING: This presentation WILL include real life testimonies, stories and facts and WILL include some images of an adorable 8 year old girl!

## LUNCH BREAK

12:30PM-1:30PM (1 Hour)

GRAB LUNCH and RETURN

## SESSION 3

1:30PM-2:15PM (45 Minutes)

### What Do You Want to Be When You Grow Up? – ROOM 203 (Room Facilitator: Devenn Reineck)

**Presenter:** *Krishna, Helaina*, Undergraduate Student, Inclusive Early Childhood, Bowling Green State University

**Abstract:** What do you want to be when you grow up is a common question we are asked all throughout our childhood, but how much of an impact does this question have on us? Is there a deeper meaning to the idea of asking a child what they want their future career to be? Are we taking these answers seriously? Are we projecting our own opinions onto children to influence their decisions? As educators, we have a bigger impact than many may think, and it can all rely on how you respond to the answers given to questions like these which give huge insights into the mind of a child.

### Technology in the Classroom – ROOM 207 (Room Facilitator: Alexa Szabo)

**Presenter:** *Kivett, Michael*, Undergraduate Student, Adolescent/Young Adult, Bowling Green State University

**Abstract:** Each year education changes either in small or drastic ways. Some of those changes are either very beneficial to students or have a negative impact on students or teachers in the classroom. However, one issue that education faces today is the overuse of advanced technology in the classroom and how that has a negative impact on the students. This issue seems to get more and more severe throughout the years. Throughout this presentation I will show you similar solutions to this ongoing issue that is taking place. In order to fix this issue us as educators must first understand that there is an overuse of technology in the classroom and that it is the problem and that there needs to be a solution that will stop this issue.

# CONFERENCE SCHEDULE -- Session 3 (1:30-2:15)

## Empowered Learning: From Process to Product – ROOM 209 (Room Facilitator: Lexie Stelnicki)

**Presenter:** *Pinchak, Nico*, Undergraduate Student, Sociology, Bowling Green State University

**Abstract:** For the State of Ohio, among others, the individualized professional development plan serves as an opportunity for educators to advance themselves as professional learners, pedagogues, and peer mentors. Based on the belief that it is the whole person, and not simply the professional, which is deserving of self-directed development, the ECCO IPDP takes these aims a step further. For four semesters now, all of our members are required to complete an IPDP focused on addressing one's own self-identified, immediately relevant social, emotional, cognitive, physical, academic, or professional needs necessary for realizing their personal vision as an educator. Join us for an overview of the theory and motivation behind the endeavor followed by a report on what we have found students are capable of when empowered to take control of their own learning and development.

## Latino Student Achievement: Social Capital, Immigration Legislation, and Unequal Educational Attainment – ROOM 363 (Room Facilitator: Lindsey DeLong)

**Presenter:** *Pitcher, Diana*, Graduate Student, Cross-cultural and International Education (MACIE), Bowling Green State University

**Abstract:** I argue that the creation and maintenance of social capital on the part of undocumented, immigrant parents is often very difficult to acquire, therefore putting their children at additional risk for low achievement in school. As the number of families and individuals immigrating to the United States increases due to push factors in their home countries, so too does the number of underachieving students in American schools, particularly Latino students. Many of these students and their families enter the United States with undocumented status. Considered to be the most segregated racial ethnic group in the nation, Latino students are performing at rates below that of their American peers. Factors include parents' perceived lack of engagement in their children's academics by principals and school staff, harsh immigration laws, and low English proficiency (LEP). Through case analysis of studies involving discussion of social ties, effects of anti-Latino immigration policy, and barriers that Latino children and their families face, I advance that these disadvantages can be bridged through partnerships formed between school administrators, teachers, and parents, in order to counteract the crippling effect of lack of social capital on the part of undocumented Latino parents.

## Why am I to Blame – ROOM 359 (Room Facilitator: Nicole Busdeker)

**Presenter:** *Bollin, Nick*, Undergraduate Student, Intervention Specialists, Bowling Green State University

**Abstract:** This is a presentation about rape on college campuses and what the long-term side effects are on the victim. I will be discussing very in depth on this matter because it is an important topic in my opinion. Many people hardly know what to do after such a situation occurs, and I want to help get them that information. So they are not lost and left to feel terrible. I want both women and men to feel safe and be able to get help after something as traumatizing as this happens. This topic is something really important for people to get an understanding of. This topic is very sensitive and hard to hear for some so please take that in mind when attending.

## Bridges Out of Poverty--An Overview – ROOM 353 (Room Facilitator: Sarah Luna)

**Presenter:** *Huffman, Annie*, Graduate Student, Mental Health Counseling, Bowling Green State University

**Abstract:** Bridges Out of Poverty is a training to help people better understand the face of poverty and what it is like for those who are living in poverty. It was created in 1999 by Ruby Payne, Ph. D and attracts many different people in many different areas of work. I will be discussing the background of Bridges and what it entails. I will also share why this training can be beneficial for educators.

## Not Doing Damage is Not Enough – ROOM 351 (Room Facilitator: Sami Slusher)

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

**Abstract:** In this presentation, Dawn will discuss her life philosophy of leaving the world a better place and why being intentional about doing so is vital to creating communities we want to live and work in. Participants will leave with ideas statements of intention to work toward making the world better, daily.

## Session 3 (1:30-2:15) -- CONFERENCE SCHEDULE

Understanding Your Students and Yourself through Preventative Techniques – ROOM 347 (Room Facilitator: Hailie Smith)

2 Hour Session—Attend Both Hours

**Presenter:** *Toepfer-Gaver, Grant*, Graduate Student, Masters in School Counseling, Bowling Green State University

**Abstract:** Through this workshop you should be able to better understand your emotions and the inner workings of your students and how to better support them and yourself through a crisis and beyond. This workshop will help you increase your connections with your students by creating individualized plans and tool kits to meet their needs as well as maintaining your emotions, which all leads to a decrease of crisis-level incidents. This workshop will showcase the need for collaboration between you and the school counselor, but also things you can utilize yourself in your own classroom. With this information you can better identify the needs of students in need by making arrangements in your classroom or collaborating with the support team in developing proactive plans.

Educating Ourselves – ROOM 345

**Why the Drug War is Racist Against Minorities**

**Presenter:** *Contreras, Eric*, Undergraduate Student, Visual Communications Technology, Bowling Green State University

**Abstract:** This paper presents the causes as to why the drug war in America is racist against minorities. Throughout my research on this topic, I discovered that there are many knowledgable facts that would help prove the fact that minorities are discriminated against when it comes to the drug war in America. The police force makes it very clear with their actions towards minorities. It is also noticed within our media through, both, our generation's and past generation's music, movies, and tv shows. Another discovery I came across while researching this topic would be that an extremely helpful situation to this problem would be decriminalizing marijuana. Legalizing marijuana has several beneficial solutions that come with it and all of these solutions would result in the elimination of discrimination on minorities in the war on drugs.

**Combatting Attacks on Our Constitutional Rights after 9/11**

**Presenter:** *Hester, Gavin*, Undergraduate Student, Nursing, Bowling Green State University

**Abstract:** The intent of this paper is to inform fellow Americans about the event that led up to September 11th as well as the injustices that occurred prior to and subsequently after our nations most tragic travesty. Bills and precedences set by the Bush administration are explained as well as their social repercussions and how they directly disregard the constitutional rights allotted to American citizens. My intent is to enlighten my fellow Americans and in turn hope we create a united front to combat these aforementioned injustices to protect our constitutional rights.

Teachers (Un)Intentionally Setting Students Up For Failure – ROOM 303

**Presenter:** *Brown, Marissa*, Undergraduate Student, Inclusive Early Childhood, Bowling Green State University

**Abstract:** Ever complete a class and blame your teacher for your failing or low grade? I'm here to tell you that that if this has happened, its a strong possibly you were right and it was your teachers fault! Besides the obvious fact that the teachers have your grade in their hands, there are other less apparent factors that might cause this to happen. For example, that Spanish teachers bad attitude was definitely the reason you didn't go for extra help after class. And the way your gym teacher favored the boys and made the girls sit down was certainly something you thought about when you "forgot" and missed softball tryouts. Lastly, for my colored students I can be almost positive that we've experienced that one (or more) racist teacher that no matter what you do can't please. Whatever the circumstances may be, in one way or another teachers have a influential impact on the success of their students and I'm here to help you identify these factors in your classroom.

**BREAK**

**2:15PM-2:30PM (15 Minutes)**

# CONFERENCE SCHEDULE -- Session 4 (2:30-3:30)

## SESSION 4

### 2:30PM-3:30PM (1 Hour)

#### The Summer Camp Experience – ROOM 203 (Room Facilitator: Olivia Kalinowski)

##### Camp Different: Bringing Students Who are Deaf and Have Autism Together

- Presenter:** *Kimbrough, Jessica*, Undergraduate Student, Inclusive Early Childhood Education, Educators in Context and Community Member, Bowling Green State University
- Abstract:** Have you ever thought about the similarities between students who are deaf and students with autism? This presentation will focus on summer camps for children who are deaf and children with autism. I will be discussing the types of curriculums that are currently being used in these summer camps as well as the types of activities that are implemented to help children who are deaf and children with autism develop their social and emotional skills. I will also be highlighting the practices that are used in these summer camps that can also be applied in the classroom setting. This presentation will encompass the entire realm of a summer camp with both campers who are deaf and campers with autism.

##### Why Every Kid Should Go to Camp

- Presenter:** *Shearer, Katie*, ECCO Undergraduate Student, Inclusive Early Childhood Education, Student Teacher, Bowling Green State University
- Abstract:** From camp fires to color war, summer camp experience can provide youth with numerous opportunities to grow and develop as an individual. Unfortunately, not every child has the opportunity to attend a great summer camp. Schools and communities need to be working together to provide students with camp based opportunities inside and outside of the classroom. Come to this presentation to learn more about these opportunities and the benefits of camp for any kid. If you're a camp kid, please be prepared to share any great stories or camp experiences! And yes, there will be s'mores!

#### Children in Foster Care & Children with Incarcerated Parents – ROOM 207 (Room Facilitator: Lindsey DeLong)

##### Dont Forget About Me

- Presenter:** *Edler, Luz*, Undergraduate Student, Middle Childhood Education, Bowling Green State University
- Abstract:** It is important as a teacher for to be aware of all the situations our students are foregoing or have dealt with throughout their lifetime. In the U.S. today, approximately 400,000 children and youth are in foster care at any given time. Come to my presentation to find out more on the challenges in education foster children undergo while their time in foster care, why foster children need better educational opportunities, some warning signs in the classroom, common problems for foster children in education, and much more. My presentation will help you become more well informed on a topic that is not usually addressed, and help you be prepared if you encounter a student while teaching with the same circumstances.

##### Silent Victims: Children of the Incarcerated

- Presenter:** *Schnitker, Elly*, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University.
- Abstract:** 3 million. Sounds like a big number, doesn't it? That is the number of children who have at least one parent who is incarcerated. The incarceration of a parent can lead to changes in behavior, changes concerning academic performance, psychological issues, and many other problems, which I will cover in my presentation. I will also discuss the changes in family life as well as the difference between children placed in a stable home compared to those who are placed in foster care. I will be sharing my family's story and how we were affected by incarceration. Teachers and future teachers need to be aware of the effects that parental incarceration can have on students. Incarceration rates are continuing to rise, which means more and more children are becoming victims of incarceration.

## Session 4 (2:30-3:30) -- CONFERENCE SCHEDULE

### Issues in Classroom Management – ROOM 209 (Room Facilitator: Sarah Luna)

#### ESL Students in American Schools: Linking Culture and Classroom Management

**Presenter:** *Holt, Erin*, Undergraduate Student, Intervention Specialist, Bowling Green State University

**Abstract:** Diversity is an issue that is relevant to all educators, due to the high number of students from around the world entering American schools. In particular, Hispanic students have to overcome specific challenges, especially in rural environments. Just like with any other group of students, educators need to understand the specific needs of these students in regards to how they learn, building rapport, as well as their culture outside of the classroom. Explore with me as I discuss some of the challenges that ESL students face in the classroom, such as the language barrier, American teaching methods, and what teachers can do to combat these issues. With the proper knowledge base, educators can make their classroom a positive learning environment for all students.

#### Behaviors In The Classroom

**Presenter:** *Jones, Nylise*, Undergraduate Student, Early Childhood Education, Bowling Green State University

**Abstract:** Imagine you are handing out the grades from an assignment your students just did last week. You give the lowest scoring student their assignment grade, and they start to scream and throw things. How do you deal with that? Have you ever felt like we will not be prepared as future teachers to handle the different behaviors? My presentation will be about exactly that. I am going to talk about how there are different types of behavioral and mental disorders you may get in every classroom and suggestions or possible solution on how to handle them. Every teacher needs a good sense of classroom management to survive and have a good school year. If you want to learn about these different things just come to this presentation, I'll be glad to have you!

#### The Clip Chart in Elementary School Classrooms

**Presenter:** *Wallace, Mark*, Undergraduate student, Early Childhood Education, Bowling Green State University

**Abstract:** In this presentation I will be discussing the discipline system of the famous Clip Chart in Elementary schools. Is it effective or ineffective? I will be touching on how the system works, whether it is favored by teachers, whether the students themselves like or dislike the clip chart in their classroom, and if there are better systems than the clip chart to use.

### Corruption in the Education System – ROOM 363 (Room Facilitator: Nicole Busdeker)

#### The Hidden Cost: An Evaluation of the Suburbanization Movement and Its Effects on Hidden Curriculum

**Presenter:** *Bissler, Andy*, Undergraduate Student, AYA Social Studies Education, Bowling Green State University

**Abstract:** Students today are being affected by the actions of corrupt officials and real estate agents. These corrupt officials created the process of suburbanization. Suburbanization clearing out of urban and rural areas to push homogenous families into affluent neighborhoods. Hidden curriculum is the often unintended values, norms, and expectations a teacher will teach in their lessons. These students are faced with the challenge of negative hidden curriculum from their teachers, due to the lack of the resources in their schools. The hidden curriculum in urban and rural schools will push students towards the trades, while the hidden curriculum in suburban schools will push their students towards college.

#### The Textbook Adoption Process and the Corrupt \$4.3 Billion Textbook Industry

**Presenter:** *Krontz, Karen*, Undergraduate Student, Middle Childhood Education, Language Arts and Science, Bowling Green State University

**Abstract:** "The best that can be said about statewide textbook adoption, according to these reviewers, is that textbook committees sometimes catch factual errors....and that the tight deadlines of the adoption process put pressure on publishers to keep textbooks up-to-date. No one, however, has suggested that textbook adoption strengthens student learning or raises academic achievement" (Thomas B. Fordham Institute 2004). Textbooks are essential to every secondary classroom and tone can make a big impact on student perspectives. I will discuss how schools acquire textbooks, who makes these

# CONFERENCE SCHEDULE -- Session 4 (2:30-3:30)

big decisions, and who is REALLY behind the decisions for these books. It is time to bring awareness about the textbook adoption process and the effects on the students all across the country who are receiving these texts with biases, factual errors, and historically inaccurate information.

## Children with Hearing Disorders – ROOM 359 (Room Facilitator: Austen Faluski)

### Hearing Disorders in Grade School Children

**Presenter:** *Engle, Hailee*, Undergraduate Student, Early Childhood Education, Bowling Green State University

**Abstract:** We have regular classrooms and classrooms for special needs children. Children who have hearing disorders have a chance to be in both types of classrooms. However, inclusion is becoming more common in today's education. Children with hearing disorders struggle in many areas in their education. Reading and writing are two of their biggest struggles in their education. For this presentation I'm going to explain why children who have hearing disorders should be in a regular classroom with children who do not have hearing disorders. As well as how you, as a teacher, can help these children succeed in a regular classroom.

### "But Yes You Can"- How Students Who are Deaf Can Become Music Prodigies

**Presenter:** *Trimble, Oksana*, Undergraduate, Intervention Specialist, Educators in Context Community, Bowling Green State University

**Abstract:** Did you know Beethoven one of the best music composers in history was deaf? Unfortunately, today, throughout my classroom experiences, I have seen students who are deaf get sent to the resource room during music class, or the students are subjected to observe every one learning an instrument, singing, etc. In this presentation we will learn how to approach these situations and how to efficiently and effectively teach a student who is deaf in a music classroom. We will also go over the struggles and complications the students will have to face and how we can accommodate to their needs. All students should have the opportunity to become great musicians!

## LGBT Youth Experiences-- ROOM 355

### LGBT Youth - An Interactive Game Show

**Presenter:** *Krutsch, Mary Martha*, Undergraduate Student, Integrated Language Arts Education, Bowling Green State University

**Abstract:** In America's growingly diverse and progressive society, more and more young adults are coming to terms with their identities and coming out of the closet as members of the Lesbian, Gay, Bisexual, and Transgender (LGBT) community. How much do you know about the youth LGBT community and how its presence will impact your classroom? Come show off your smarts and learn a few new facts with LGBT Jeopardy, a game show where you and other members of the audience get the chance to compete for prizes. Categories range from LGBT trivia to statistics about LGBT students to scenario-based questions where you get to learn how you can work with LGBT students as an educator.

### Closeted LGBT Students and the High School Experience

**Presenter:** *Matos, Joshua*, Undergraduate Student, Communication Sciences and Disorders, Bowling Green State University

**Abstract:** Have you ever wondered what it is like for closeted members of the LGBT community as they transition into high schools? How about their experience differs from those that are either out or identify as outside of the LGBT community? This presentation will present results taken from interviews with LGBT individuals and will shed light on how being frightened to be themselves has impacted their experience. Those interviewed will consist of individuals that concealed their sexuality through high school and are no longer in high school. Attendees may feel free to contact me after the presentation if they have questions about it.

## Session 4 (2:30-3:30) -- CONFERENCE SCHEDULE

### Music, Science, and Culture Across the Curriculum – ROOM 351 (Room Facilitator: Nico Pinchak)

#### Music in the Classroom

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

**Abstract:** Who likes to sit in a boring class or lecture hall? No one. Students are always looking for a way to stay awake during a class or wish their teacher would do something different for a change. Well, music could play a key factor in improving every aspect of learning. During this presentation, we will talk about how having a music class and using music throughout the day can impact a child's mind and education. We will look at different styles of music and techniques used to keep students' attention. Also, I will discuss why having an engaging and enjoyable classroom atmosphere can have a positive effect on students in and out of the classroom.

#### The Poetry of Science

**Presenter:** *Harmon, Shaina*, Undergraduate Student, Bowling Green State University

**Abstract:** If you listen closely, you will be able to hear the poetry of science in everything. It is challenging to address curriculum expectations in a meaningful way where students are engaged and motivated throughout the lesson. We all know that Science and Math are easy to teach together, but did you know that Science could be creatively woven into other subject areas? By thinking outside of the box, teachers can begin to incorporate science across the curriculum, saving time and making sure to cover all of the curriculum expectations properly. Science can be integrated into English Language Arts in order to touch upon curriculum expectations for reading, writing, oral communication, and media literacy. If this has sparked your interest, come learn how to incorporate science into other subject areas!

#### *"Apuesto que no puedes hacerlo como yo": Cultural Hybridity and Applying Culture to the Classroom*

**Presenter:** *Miner, Megan*, Undergraduate Student, AYA Integrated Social Studies Education, Bowling Green State University

**Abstract:** Minority students often find subjects like history and literature boring because they do not see themselves and their culture properly represented. Teaching students about their culture and applying them to the curriculum will help students connect to the subject and helps them stay connect to their ancestral roots. Students who do not identify as white Anglo Saxon Protestant are often forced to adapt to a culture that is not theirs and lose ties to century old traditions that have been practiced by their families for hundreds of years. If a teacher is able to successfully adapt the culture of their students to the classroom, then he/ she might be able to preserve that student's specific culture. Not only will this help the teacher gain more respect in the classroom, but it will also help the students keep a part of them that the American education system will try to take away from them by anglicizing them.

## BREAK

**3:30PM-3:45PM (15 Minutes)**

## SESSION 5

**3:45PM-4:45PM (1 Hour)**

### Making the Leap: How and Why Students Drop Out – ROOM 203 (Room Facilitator: Sami Slusher)

**Presenter:** *Goodpaster, Connor*, Undergraduate Student, Education Major: Individualized Studies, Bowling Green State University

**Abstract:** According to the Pew Research Center, the United States High School dropout rate is 7%. These students are labeled as failures by our education system. This hour long presentation and discussion will seek to demonstrate the opposite. These students are not failures. This presentation will analyze the push and pull factors that lead students make the rational choice to drop out of school. This presentation will also contain a proposal for how to deal with students considering dropping out as well as how to

# CONFERENCE SCHEDULE -- Session 5 (3:45-4:45)

do so effectively. The presentation will be followed by a round table discussion on the education system's response to high school dropouts and alternative methods of working with students who wish to dropout.

## Segregation in Education – ROOM 207

**Presenter:** *Mechler, Alexander*, Undergraduate Student, Middle Childhood Education, Bowling Green State University

**Abstract:** Ever since the verdict was made on the Brown v. Board of Education trial by Chief Justice Earl Warren on May 17, 1954, the approach on American public schooling was significantly reformed. The judgement of this Supreme Court case established segregation of students in educational facilities, based solely on an individual's skin color, as unconstitutional violating the "Separate but Equal Clause" of the Fourteenth Amendment. In spite of popular belief, segregation does not occur in one simplistic form. Students are separated by learning disabilities, socioeconomic class, and a multitude of other factors. Segregational actions in public schooling remain apparent today in the twenty-first century. Alexander Mechler will lead a round table discussion presenting the history and statistics of segregational ideologies existent in American public educational systems. After that, a discussion will ensue to debate probable solutions to this subject matter and analyze solutions previously proposed by other academics.

## Let Me Change Your Mind about Math – ROOM 209

**Presenter:** *Butler, Victoria*, Undergraduate, Middle Childhood Education, Mathematics and Language Arts Concentration, Bowling Green State University

**Abstract:** This presentation focuses on using creative drama to make an environment that induces learning without forcing it upon students. So what does this mean? Basically, let's do math without the boring worksheets. In this presentation, you will be immersed into environments such as a restaurant, where you will use play money to buy real food. When you're in the restaurant, you will have to solve questions like: what's on the menu, that I can afford? and in small groups you will have to figure out how much to tip the waiter. Other environments include a jewelry shop where 10% of the proceeds go to a local charity. You will again be able to buy and keep handmade friendship bracelets with play money. This presentation mostly follows a 6th grade curriculum but early education and AYA majors can certainly benefit too. Come for a great time, a different perspective, and some good food!

## Love to Learn? Learn to Love – ROOM 363 (Room Facilitator: Sarah Luna)

**Presenter:** *Cash, Christian Alexander*, Undergraduate Student, Individualized Studies, Bowling Green State University  
*Rayburn, Sara Elizabeth*, Undergraduate Student, Early Childhood Education, Bowling Green State University

**Abstract:** The way we want to be taught is often not the way others want to be taught. Likewise, how we desire to be loved is often not how another person desires to be loved. A future Christian pastor and a future elementary educator will be discussing and exploring the five languages of love and how they impact others in all contexts. Love is more than just in relationships, it is a core component of all interactions we experience daily. Learning to love others the way they are meant to be loved will fill their love tanks, and help them in their journeys to self-actualization. This workshop will help you discover whether your love language is through words of affirmation, acts of servitude, receiving gifts, quality time, or physical touch. By understanding the love languages, as well as your own love language, your interactions with others will become more valuable.

## The Influence of Out of School Factors – ROOM 359 (Room Facilitator: Megan Martin)

### Power of the Parents

**Presenter:** *Adamic, Kayla*, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

**Abstract:** In today's society, many people believe that teachers and school administrators are fully responsible for children's academic, behavioral, and social success. However, what if there is more to this equation of success in childhood schooling? Studies show that a lack of parental involvement has led to decreases in academic success, increases in unacceptable behaviors, and students struggling with the social aspects of everyday

## Session 5 (3:45-4:45) -- CONFERENCE SCHEDULE

life. Whether the parents want to be involved in their children's educational experience at school or at home is up to them, but it is essential for them to provide the support their child needs in some way. If you're interested in learning about the ways parental involvement can be enhanced, come see this presentation! It will give insight as to how parents can be more involved, the effects of their involvement on the students, and how teachers can facilitate and encourage parental involvement to ultimately promote successful school experiences for students.

### **Breakfasts in Schools: Every Child Deserves to Have a Meal Before Their Learning Begins**

**Presenter:** *Helms, Elizabeth*, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

**Abstract:** Do you like food? Have you ever thought about how important eating is in order to get through the day? Many children do not get the opportunity to eat breakfast before going to school, either because of their financial status or they do not have enough time in the morning to eat. Imagine going all morning and not eating until lunch, you would have no idea what to do! Within this presentation, I will provide research statistics and my own personal experience of having breakfast served in school. Providing breakfast in school will help students focus more on the day, instead of being distracted by their growling stomach. Interested to know more on why serving breakfast in school is really important? Come to my presentation and learn the benefits of eating a meal to help you through the day!

### **The Effects of the Achievement Gap: Out-of-School Contributing Factors**

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

**Abstract:** People believe that the persisting achievement gap between racial and ethnic groups, and between lower income and middle-class students is coming directly from the classroom. While there are factors inside school that contribute to the achievement gap, there are many factors outside of school that do as well. I will be presenting on six of the largely studied out-of-school contributing factors of the achievement gap: low birth-weight and non-genetic prenatal influences; inadequate medical, dental, and vision care, which often times comes from inadequate or no medical insurance; food insecurity; environmental pollutants; family relations and family stress; and neighborhood characteristics. These six factors can be solved with the help of teachers, parents, and community members. Come listen as I present the shocking but truthful facts of out-of-school contributing factors to the achievement gap.

### **What Typical Ed Teachers Need to Know about Teaching Students with Special Needs – ROOM 355 (Room Facilitator: Helaina Krishna)**

#### **Accommodations in The Classroom**

**Presenter:** *Erickson, Jenna*, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

**Abstract:** Have you ever wondered how to accommodate to students in your classroom who have an IEP? Do you think that the College of Education teaches us enough about it? Do you think there should be a change? There are students all over the world who have a documented IEPs who are not accommodated in their classrooms. I, myself have had a documented IEP almost all of my life and have had teachers who have no idea what to do with me. Come to this presentation to hear about IEPs and knowing how to accommodate those who have them in your classroom.

#### **Disability is the Inability to see Ability**

**Presenter:** *Reineck, Devonn*, Undergraduate Student, Early Childhood Education, Bowling Green State University.

**Abstract:** What do you consider disability? This presentation is the focus on the inclusion of disability in the general classroom. As an education major, this presentation will benefit you as we discuss the importance of recognizing disability and focusing on including those who are of special need. We will also be talking of the benefits and aspects of including disabled children in the general classroom. Whether or not you are a Special Intervention, Inclusive Early Childhood, Middle Childhood, or Adolescent Young Adult Education major, this presentation is important for you. In your career of education, there is a possibility of you experiencing a child of disability in your classroom. How do you intend on incorporating that child in your class activities and in the curriculum? Will you see their ability or their disability?

# CONFERENCE SCHEDULE -- Session 5 (3:45-4:45)

## People with Disabilities: Services

**Presenter:** *Root, Jessica*, Undergraduate Student, Intervention Specialist, Educators in Content and Community Member, Bowling Green State University

**Abstract:** Have you ever heard of Wood Lane Services? Are you interested in learning about different services that are offered to students and adults with disabilities? If any of these topics sound interesting to you, then my presentation is just what you need! In my 15 minute presentation, I will be discussing Wood Lane Services, the different services available to those with disabilities, and much more. I will be sharing what effects these services have on consumers, their families, and communities. This information will be very useful for us as future teachers as we will most likely be exposed to these types of services. So come on and check it out!

## **“What the F\*\*\* are You Thinking!?”: Sharing Critical Reflective Teaching Practice by Co-Teachers of the EDTL 2010: Introduction to Education Course at BGSU – ROOM 347 (Room Facilitator: Mary Krutsch)**

**Presenter:** *Li, Yihui*, Doctoral Student, Higher Education Administration Program, Bowling Green State University

*Pinchak, Nico*, Undergraduate Student, Sociology, Bowling Green State University

*Vrooman, Patrick*, PhD, Director of ECCO, Coordinator of EDTL 2010, Bowling Green State University

**Abstract:** This presentation will involve three co-teachers of EDTL 2010: Introduction to Education in reflecting publicly with each other on their practice and their place in this course and beyond. Too often, we either passively endure teachers and their courses, or we sit back and criticize what they do. Rarely, do we ever actively and critically reflect on their teaching practice. Sometimes, we even teach our own classes without critically reflecting on our own practice. The purpose of this session is to create an opportunity for current and former participants in EDTL 2010 (as well as other stakeholders) to join the instructor of record, a graduate teaching assistant, and an undergraduate teaching assistant in critical reflective teaching practice.

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

**SUNDAY, APRIL 10, 2016**

## CHECK-IN

**10:30AM-11:00AM**

**Education building, Lounge Space, First Floor**

## PLENARY SESSION

**11:00AM-12:00PM (1 Hour)**

**ROOM: EDUCATION 115**

**LUNCH PROVIDED**



**"Nice White Lady Faces Race"**

**Presenter:**

**Nancy Patterson, PhD  
Professor of Education, School of Teaching & Learning  
Bowling Green State University**

**Biography:**

Nancy Patterson is a nice white lady who grew up in Mason, Ohio (corn country), the daughter of a nurse and a Baptist minister. She had a natural yearning for the green grass on the other side of the fence and quickly saw education as an opportunity to see the world. She got her undergraduate degree in history in Texas, her masters in education at Ohio State, and her PhD in curriculum studies at University of Arizona. Her first big girl job was as an aquatics director in San Francisco, and her second was teaching English at a junior college in Taiwan. She has been at BGSU for 13 years and lives with her husband in Bowling Green. She was a Fulbright scholar to Morocco and is a social studies methods professor with a research focus on democratic classrooms, internationalization of curriculum, and academic freedom.

**Abstract:**

Racism has always been the White American default for coping with race. My view is that White people need to re-set the default, and this talk is about me wrestling with how. Critical Race Theory teaches us about Derek Bell's Interest Convergence theory that asserts White people would only consider such a notion to the extent that there is something in it for them. As such, what we currently have is institutionalized, intransigent racism that has persisted since the first White people interacted with the Native American people on this soil.

Where that leaves me as a teacher of history and as a US and global citizen is with the personally compelling task of developing a convincing argument for myself as to why re-setting our default of racism as a response to race is a good thing for White people. In this talk, I will describe the journey that has led me to this place of having an overwhelming need to face race in a real way and present my ideas for moving forward. I will describe how I shifted in thought and action from my self-perception in relation to Black people as a nice white lady who worries about Black people to a poorly-informed but well-intentioned White person who worries about her own self. The talk also will include video vignettes and a brief discussion of trigger warnings and the right to take offense.

## BREAK

**12:00PM-12:15PM (15 Minutes)**

# CONFERENCE SCHEDULE -- Session 6 (12:15-1:15)

## SESSION 6

### 12:15PM-1:15PM (1 Hour)

#### The Influence of Classism and Socioeconomic Status – ROOM 203 (Room Facilitator: Sara Rado)

##### STOP THE STATUS ; How Socioeconomics Affects a Students' Education

**Presenter:** *Lunka, Alyssa*, Undergraduate student, Intervention Specialist, Bowling Green State University

**Abstract:** This presentation will be a discussion on how students are affected by demographics. Socioeconomics ' can play a role by affecting a student's environment, health, and academic achievement. In schools with low socioeconomic status, money is extremely necessary to provide better schooling; more money in schools enables the allowance of preschools, smaller class sizes, better libraries and labs, higher-paid teachers, newer textbooks, art and music classes, professional development, and all the things that contribute to improved educational outcomes. After a brief presentation regarding this information, we will be having a round table discussion on what can be done about this and it can affect your own classroom.

##### Affects of Classism on American Student

**Presenter:** *Pressler, Elizabeth*, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

**Abstract:** What is classism to you? How does the economic status of student affect them in their school setting? This presentation will highlight the way that the student's socioeconomic status affects them, the idea of closing that gap and lastly the idea of shopping for schools and who is shopping for schools. I will talk about why it is important for us as educators to understand what classism is and how it will affect our students. I will also have examples that I have seen from my field placement at Discovery Academy in Toledo, Ohio.

#### Different Schoolings, Part 1 – ROOM 207 (Room Facilitator: Erin Holt)

##### Life-Long Learners at Home

**Presenter:** *Brenizer, Lauren*, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

**Abstract:** There are typically 4 types of homeschooling methods used across the United States: classical, traditional, Charlotte Mason, and unschooling. Each method has pros and cons. How does this impact educators? The homeschooling methods can be used as teaching styles. When we look at which ones are the most effective, teachers can implement strategies in the classroom that reflect the learning styles of students from different background. When it is discovered that the outcome is not so much affected by the method used, but commitment and a love for learning, it is easy to see how this topic is important for future educators to be aware of.

##### Waldorf Education: Head, Heart, and Hands, but Especially the Heart

**Presenter:** *Ellis, Amanda*, Undergraduate Student, Middle Childhood Education, Bowling Green State University

**Abstract:** During my lecture style presentation with a powerpoint, I will be discussing Waldorf Education and emotional intelligence. The specific question I will be answering is: How does Waldorf school curriculum include emotional intelligence in their curriculum and how is it beneficial to the students? Waldorf education is a type of education focused on educating the head, heart, and hands of the pupils while having a focus on imagination, creativity, and art. Story-telling, visual arts, reciting, singing, and music are items commonly found and focused on in Waldorf schooling. Emotional intelligence is, "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth." My presentation will further explain what Waldorf education and emotional intelligence are, common aspects of each, the history behind them, and how they are meshed together to create the type of alternative schooling known as Waldorf schooling.

## Session 6 (12:15-1:15) -- CONFERENCE SCHEDULE

### Online Schooling: The New Frontier?

**Presenter:** *Thompson, Taylor*, Undergraduate Student, AYA Math, Bowling Green State University  
**Abstract:** With all this new technology in the world, will student's work soon go from paper to pencil to all digital? Will it be as effective as normal schools? Will you be teaching behind a computer screen or an actual classroom? In this presentation, we will be exploring the pros and cons of online schools and seeing if this is an effective way for students to learn. Also included will be an interview from an online school to get their opinions on it. Come see if online schooling will take over and soon be the normal way to go to school.

### Role Models and Mentors – ROOM 209 (Room Facilitator: Isaac Pritt)

#### What are Males So Scared of?

**Presenter:** *Faircloth, Katherine*, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University.  
**Abstract:** Did you know that there is exactly eighty percent more women than men teaching students in elementary classrooms today? (Rich, 2014, p.1) Have you realized that men have a tendency to not go into teaching elementary students because they believe that it is a female's job, they feel like they can't be patient enough with the students, or because it is not a prestige enough job, like being a doctor or lawyer? Well, come and see the presentation of the lack of males in elementary schools. I will discuss the reasons why males don't go into teaching, what are the causes and effects of not having males in schools teaching students, the benefits of having males in the educational world and what the solutions are to fixing this issue.

#### Big Brothers, Big Sisters

**Presenter:** *Fitch, Heaven*, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University  
**Abstract:** Big Brothers, Big sisters is a program that every single school district needs to partner with. This is a organization that pairs up students in need with a "big brother" or "big sister". This becomes THEIR person and basically a built in best friend. When students are having a hard time at home, they want to be able to have someone to lean on, someone to be a listening ear, someone to simply give them the much needed love that they may need. This is that person. The big brother/big sister will spend time with the child, be a role model, make unforgettable memories that the child will hold on to forever. Having an incredible experience with this company when I needed it most, I hope that every child can have this person in their life.

#### Who Do You Aspire to Be Like?

**Presenter:** *Hudak, Danielle*, Undergraduate Student, Undecided, Bowling Green State University  
**Abstract:** At some point in our lives, we find someone that we look up to. Whether it is an athlete, an author, a family member, actor/actress, or a fictional character there is someone who inspires us. Here, I will be discussing role models in education. Do students prefer male role models over female role models? And more importantly, who really makes an impact in someone's education?

### Literacy in the Upper Grades – ROOM 363 (Room Facilitator: Ali Brown)

#### Young Adult Novels: Why They are Meant for You, Why You Should Reconsider Them, and the Growth that Comes from Them

**Presenter:** *Snapp, Thomas*, Undergraduate Student, Academic, Adolescent to Young Adult Integrated Language Arts Education, Bowling Green State University  
**Abstract:** *The Fault in Our Stars. Grasshopper Jungle. Feed. The Absolutely True Story of a Part Time Indian.* All are provocative titles to a provocative and misunderstood sect of literature. The Young Adult novel. It is a concept that isn't new to us and almost all of us have read them. But many of us, myself included, often think of them as books for the misunderstood teen or the not-very-well-adjusted 20 something. But is this conception true? Or is the truth of the matter that these books have a far greater usefulness than many would be willing to admit. So come and find out for yourself what the true value that lies in books that push envelopes, challenge norms, and make you ask uncomfortable things of yourself.

# CONFERENCE SCHEDULE -- Session 6 (12:15-1:15)

## Once Upon a Classroom

**Presenter:** *Swanson, Emily*, Undergraduate Student, AYA Mathematics Education, Bowling Green State University

**Abstract:** When was the last time a teacher read a picture book to you? My guess is that it was at some point in elementary school, maybe even middle school. High school classrooms are currently dominated by teachers lecturing their students to “promote learning.” So walking into a high school classroom, you would not expect to see a teacher reading a picture book to their students, especially in a math, science, or social studies classroom. Current age stereotypes on the appropriateness of teacher materials are restricting the diversity of lessons we as teachers are able to provide our students. In this presentation, we will talk about the benefits of using materials such as picture books in secondary classrooms and how transcending the stigma of age “appropriateness” can lead to higher retention and a Happily Ever After for our students.

## Teaching Methods – ROOM 359 (Room Facilitator: Hailie Smith)

### Testing? What is the Right Kind?

**Presenter:** *Herr, Danielle*, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

**Abstract:** What is the “right” kind of testing that should be happening in the schools? There are many schools across the United States that have been used standardize testing and believe that it is the best way of testing students. What about the students who have test anxiety or other problems with testing? What is the best testing for these types of students? There are students in the school systems that know all of the right material but are not able to show that on the tests that they are given. There are better ways to test out the student’s knowledge in the school system. What do you think it may be?

## The Benefits of Co-Teaching

**Presenter:** *Martin, Megan*, Undergraduate Student, Middle Childhood Education; Language Arts and Social Studies, Bowling Green State University

**Abstract:** This will be a fifteen-minute oral presentation on the benefits of co-teaching in the classroom. It will use statistics, as well as, experiences of the presenter and others in the classroom to convince the audience that co-teaching is a tool can be very beneficial to use in the classroom. This presentation will also touch on inclusion as an effective way to set up a co-teaching classroom. It will be an exploration of different ways to effectively teach students of different age level with more than one teacher. We will look at different techniques, view example videos and projects, and talk about the relationship this classroom setup requires its teachers and students to have.

## Ready, Set, Stop!

**Presenter:** *Stelnicki, Alexandra*, Undergraduate Student, Psychology, Bowling Green State University.

**Abstract:** Time Yourself... Read and answer the following questions in under 5 seconds: What’s  $27+27=?$ , What’s the capital of New York?, What’s our last day of classes this semester?, How many ounces in a gallon? And how many letters in the word Supercalifragilisticexpialidocious? Okay! Could you do it? Probably not. How is this relevant? Studies have found that typically teachers wait under one second to let students to respond. And when the student does not respond, teachers often believe that students do not know the answer to the question... But what if students are just not given enough time to answer? Come to “Ready, Set, Stop!” to learn more.

## Assistive Technology in and out of the Classroom

**Presenter:** *Tinch, Emily*, Undergraduate Student, Bowling Green State University

**Abstract:** Have you ever wondered what exactly assistive technology is and how they are used? Well if you answered yes to any of those questions come on over and let me explain them to you. Assistive technology is so much more than an expensive talking device. It can be the as simple as a pencil grip. Lets check it out together so you know how to help students in the classrooms and parents and their child outside of the classroom.

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

### Where is My Money? – ROOM 355 (Room Facilitator: Nico Pinchak)

**Presenter:** *Double, Justin*, Undergraduate Student, Middle Childhood Education, Bowling Green State University

**Abstract:** We will discuss a little bit about funding, so the people will understand what the schools have to deal with to get funding. This will be a workshop about funding. We will be playing with fake money. Will split up in to groups and will have a choice to be charter, private, or a public school all in the same district. They will have spend their funds wisely because they will get the amount that charter, private, and public schools receive to a scale. We will have some people be taxpayer and can vote if they will get more money or not. It will be Fun.

### Story Time w/Miss S – ROOM 351 (Room Facilitator: Alexa Szabo)

**Presenter:** *Schneider, Kristin*, Social Studies Teacher, Start High School, Toledo Public Schools

**Abstract:** Do you know someone that tells really good stories? Are they riveting, leaving you on the edge of your seat? Do you also know someone who is really bad at telling stories (like, OMG, get to the point already....) This ECCO Conference presentation will explore the art of storytelling as a teacher. Personal stories can be used in your everyday teaching as a way to create rapport with your students, drawing them in to discuss current events and everyday cultural happenings. Your own life experiences can also be used to connect your curriculum with every day life. Stories can be an extremely effective tool to add to your arsenal of teaching methods. However, there are many ways to misuse stories as a teacher, and this presentation will discuss several of the pitfalls of storytelling in the classroom. Throughout this presentation, I will be using real-life examples from my time as a teacher, and there will be time at the end for questions and answers about using stories in the classroom. "Story Time w/Miss S" is not just a title I used for this presentation, but it is a mantra that helps me relate to my students and teach them more than just the content.

### Parkour in Schools – ROOM 347

#### 2 Hour Session—Attend Both Hours

**Presenter:** *Watson, Danny*, Undergraduate Student, Adolescent/Young Adult, Integrated Language Arts, Bowling Green State University

*Prosser, Kody*, Undergraduate Student, Adolescent/Young Adult, Social Studies, Bowling Green State University

**Abstract:** We've all seen the videos on YouTube of people doing either ridiculous inhuman stunts, or breaking their legs trying to do so. Those are the two extremes to the seemingly unknown art of Parkour. What people don't know, and what you'll find out about Parkour is that it teaches safety, creativity, and self discipline above all. When you take in those principles, on top of the fact that Parkour requires no equipment, it actually becomes a very safe, efficient, and economic way to teach physical education to students in schools. If you're interested in seeing what Parkour can be, or the ways in which the art can be applied to a school setting in a beneficial way to the students, come check it out.

## BREAK

1:15PM-1:30PM (15 Minutes)

## SESSION 7

1:30PM-2:30PM (1 Hour)

### Improv in the Classroom – ROOM 203 (Room Facilitator: Sarah Luna)

**Presenter:** *Inkrott, Callie*, Undergraduate Student, Bowling Green State University  
*BGSU's "The Plastic Shatners" Improv Comedy Team*

**Abstract:** Using improvisation in the classroom is a fantastic way to allow students to think freely, collaborate with each other, use multiple intelligences, and to allow students to express themselves. Join BGSU's "The Plastic Shatners" improv comedy Team as they teach you how to incorporate improv into your classroom.

# CONFERENCE SCHEDULE -- Session 7 (1:30-2:30)

## Different Schoolings, Part 2 – ROOM 207

### Preparing for The Best Future Possible

**Presenter:** *Peacock, Leah*, Undergraduate Student, Intervention Specialist, Bowling Green State University.

**Abstract:** There are numerous types of schooling, with pros and cons attached to each option. How is someone supposed to figure out which is the best? Which one to teach at? Which one to send their children to? Catholic schooling offers the best education and the best opportunities for students to reach their full potential. Come explore how well Catholic schools prepare students for college and the real world. With the service involved, teacher personalities, and more difficult curriculum, Catholic school students are nearly guaranteed to succeed in life greater than students who attend other types of schools throughout their schooling lives.

### One Gender, One School

**Presenter:** *Szaroleta, Katherine*, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

**Abstract:** What comes to mind when you think of an all-boys school or an all-girls school? Most things that come to mind are stereotypes that we've heard from movies, books, or even from television shows. But if you move past the stereotypes of angry nuns and never ending drama, and then if you come to this presentation, you will discover all of the benefits that single sex schooling has to offer, especially for female students! This presentation while primarily focus on the positive effects that single sex schooling has on female students, but it will also mention the positive effects on male students.

## Time in School: Retention, Recess, and Year Round Schooling Issues – ROOM 209 (Room Facilitator: Katherine Faircloth)

### Looking Backward and Moving Forward

**Presenter:** *Kalinowski, Olivia*, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

**Abstract:** How does holding back students affect them later on in their life? How does grade retention affect students' emotional, social, and educational development? Third grade is a pivotal time in students' lives. By the end of third grade, students have to know how to read, or they are held back. Parents struggle with the decision of whether or not to hold their students back. In today's schools, holding students back is becoming more and more common. Students are being retained because they are not meeting the learning outcomes. Retained students have been found to have increased aggression, lower self-esteem, and decreased academic self-concept. Come to my presentation to see how grade retention affects students and their development, and if grade retention is actually necessary.

### Should Recess be Taken Away for Punishment in School

**Presenter:** *Mendoza, Macayla*, Undergraduate Student, Inclusive Early Childhood, Bowling Green State University

**Abstract:** Should recess be taken away from students as a punishment? Punishing students for misbehavior is a must for young children to grow and achieve academic success. But is recess really what should be taken away? Children are built to move, but American grade-school students spend 35 hours a week inside the classroom. The more time children spend at a desk, the more their focus dwindles and their bodies become restless. Recess is a time for a child to take a break from lessons, time to process what was just learned and also get rid of that built up energy from sitting for so long. Come join me as I try to come up with an answer to these questions.

### The End of Summer Vacation: A Critique of Year Round Schooling

**Presenter:** *Tyahla, Sonya*, Undergraduate Student, Middle Childhood Education, Bowling Green State University.

**Abstract:** America's education system is struggling. In relation to other countries, our educational performance is lagging drastically behind. When looking for causation, some people focus on the loss of knowledge that happens over the summer. Some people think that if we could eliminate this long break, which is such a staple of the American education system, that test scores would improve, as students would remember more information. In many studies, there have been lots of positive responses from parents, students, teachers, and school administrators. When asked, they held opinions that

## Session 7 (1:30-2:30) -- CONFERENCE SCHEDULE

all, for a multitude of reasons, enjoys year-round schooling. However, it is necessary for year-round schooling to present proof in the form of test scores, for it to be implemented nationwide. In my 15-minute oral presentation, the pros, cons and data that has been gathered on year-round schooling will be presented. This will educate you on an educational reform of the school schedule that could be implemented in your district or future school district. By the end, you will be better able to form your own opinion as to whether or not summer vacation should become extinct.

### **“You are Not a Beautiful and Unique Snowflake”: Reconceptualizing Suburban Teacher Preparation to Interrupt Rather than Maintain the System – ROOM 363 (Room Facilitator: Isaac Pritt)**

**Presenter:** *Vrooman, Patrick*, Ph.D., Director, Educators in Context & Community; Lecturer & Coordinator, EDTL 2010, Bowling Green State University

**Abstract:** To address the inequities in the American education system, we must recognize that so-called teacher preparation is really suburban teacher preparation: the profession and the “feeder pattern” into and through it are dominated by white, middle-class, suburban values, expectations, and personnel. White, middle-class suburbia is from whence most pre-service teacher candidates, in-service teachers, school administrators, and teacher educators emerge, and it is where most return. The curriculum, pedagogy, and discipline of the American educational system are steeped in White, middle-class, suburban culture. And yet, so little attention, critique, and reform is aimed at this population, context, and schooling. Our moral panic is aroused by urban schooling while placing suburban schooling upon a pedestal, parading suburban schooling around as the model of best practice, as something to be proud of. And yet, in this presentation, I will argue that White, middle-class, suburban schooling is not the beautiful and unique snowflake we think it to be. Instead, it is the reason why rural and urban schooling are so often under-resourced and under-educative. It is the fount of inequity. And it is in need of radical reform. In this presentation, I will make the case that we should use urban teacher preparation as a model for suburban teacher preparation. I will recommend ways to prepare preservice teachers to enter suburban schools and communities in culturally competent ways, with a social justice agenda, to bring about the difference so many teacher candidates profess to want make.

### **Teachers, They’re Human Too – ROOM 359 (Room Facilitator: Lindsey DeLong)**

**Presenter:** *McGurer, Jordyn*, Undergraduate Student, Mild-Moderate Intervention Specialist, Bowling Green State University

*Dombroski, Caitlin*, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

*Schroeder, Joy*, Bachelor of the Arts, Music education, Cleveland State University

**Abstract:** Have you ever wondered what happens when teachers need to take time off? Or what it’s like to be a long term sub? Get all of these questions and more answered in a real and open discussion about how teachers aren’t always the superheroes we think they are. Come join Caitlin Dombroski and Jordyn McGurer with special guest, Mrs. Joy Schroeder, who has faced these challenges and more within her 23 years of teaching. She has taught music from Kindergarten to 8th grade and has faced more challenges than her what she thought she would have to face when she was in college, deciding to become a teacher. So if want real life stories and helpful advice for when life hits you as a teacher, come join us.

### **Elements of Art – ROOM 355 (Room Facilitator: Josh Matos)**

#### **2 Hour Session—Attend Both Hours**

**Presenter:** *Hartel, Alexis*, Undergraduate Student, Art Education, Bowling Green State University

**Abstract:** Line, shape, color, form, space, texture, and value, these are all the Elements of Art. These elements create a good piece of art. Art is something that is not just hanging on the walls in a museum it is your computer, your kitchen table. All these things that were created by people, they had to think of the Elements of Art. In this section you will learn about the Elements of art in the form of an art lesson.

# CONFERENCE SCHEDULE -- Session 8 (2:45-3:45)

## BREAK

2:30PM-2:45PM (15 Minutes)

## SESSION 8

2:45PM-3:45PM (1 Hour)

**Reality Check: Honest Talk on Methods, Student Teaching, and Graduation – ROOM 203 (Room Facilitator: Lindsey DeLong)**

- Presenter:** *Szabo, Alexa*, Undergraduate Student, Early Childhood Education, BGSU  
*Whitman, Emily*, Undergraduate Student, Early Childhood Education, BGSU  
*Provonsil, Nichole*, Undergraduate Student, Early Childhood Education, Bowling Green State University  
*Shearer, Katie*, Undergraduate Student, Inclusive Early Childhood, BGSU  
*Cash, Christian*, Undergraduate Student, Individualized Studies, BGSU  
*Nicholson, Kaitlyn*, Undergraduate Student, Inclusive Early Childhood, Bowling Green State University  
*Smart, Aaron*, Undergraduate Student, Individualized Studies, BGSU  
*Slusher, Sami*, Undergraduate Student, Education Major: Individualized Studies, Bowling Green State University  
*Wyse, Caleb*, Undergraduate Student, Inclusive Early Childhood, BGSU
- Abstract:** It's a time we've all anticipated— senior year! Join a panel of senior ECCO members in discussing the realities of this eventful year of college as an education major. Topics such as methods, student teaching, and post-graduation planning will be candidly discussed to provide insight and inspiration to prepare you. Our panel is here to answer your questions, ease your worries, and share some words of wisdom with you. Hindsight is 20/20 and we hope to share some of our successes, challenges, and advice with you!

**Parents are Partners – ROOM 207 (Room Facilitator: Alyssa Lunka)**

- Presenter:** *Schwiefert, Sara*, ECCO Undergraduate Student, Dual Intervention Services, Bowling Green State University  
*Nuti, Tia*, ECCO Undergraduate Student, Dual Intervention Specialist, Bowling Green State University
- Abstract:** Teachers may be experts in their field of work, but parents are experts on their child. Parents hold many hats. Those that raise children with disabilities have an unbelievable hat collection. As an Intervention Services undergraduate my goal is to view parents as partners and to educate my audience on what this partnership looks like. Myself, along with a group of parents will share in conversation on the daily struggles of being a parent, raising a child with disabilities, and working with the school system to provide the best care for their child. We will dig deep into how educators and parents can work best together and how they are each vital parts to a student's education.

**How to Make a Good Placement – ROOM 209 (Room Facilitator: Nico Pinchak)**

- Presenter:** *Carlock, Robert*, Undergraduate Student, AYA Social Studies, Bowling Green State University
- Abstract:** As education majors, we all have experiences within a classroom for field placement. However, these experiences vary from person to person, classroom to classroom. Someone going into a classroom may hate the experience, while the next student that goes to the same classroom loves it. What defines a good placement or a bad placement? I will argue in this roundtable discussion that any placement is good as long as you have learned something from it, and very rarely is there nothing to learn. Bring your placement experiences to share and debate your opinion on what makes a good or bad placement!

## Session 8 (2:45-3:45) -- CONFERENCE SCHEDULE

### Teaching the Privileged to Teach the Underprivileged – ROOM 363 (Room Facilitator: Karen Krontz)

**Presenter:** *Holmes, Kelly*, ECCO Undergraduate Student, Middle Childhood Education, BGSU

**Abstract:** We are all always reminded how important it is to relate to your students and to make connections with all of them. For good teachers, this is never a difficult task. But I believe that sometimes we fail to recognize the difference between “connecting/ relating” to our students and actually understanding their backgrounds and struggles. How do you understand what a child is feeling when they come to you saying they are homeless when you have always had a roof over your head? How do you fully understand what advice to give a student when they are fighting with their father, when you never had one? Do we or should we need to fully experience a wide variety of struggles in order to understand struggles different from our own? What does it take to get to that point of understanding a struggle you never experienced? In this discussion I hope to discuss what we can do as educators to become better familiar with struggles different from our own and how we can truly put ourselves in the shoes of others.

### Let’s Play Some Games; An Interactive Lesson Plan – ROOM 359 (Room Facilitator: Katie Tovarnak)

**Presenter:** *Caswell, Chelsea*, Undergraduate Student, AYA Integrated Mathematics, BGSU

**Abstract:** When boring lectures, worksheets, and notes start putting you and your students in a rut, try bringing a fun and interactive game to class! We’ll be playing four different games that are adaptable to any grade level and subject, and handouts of the lesson will be provided so you can bring it to your students. So, if you’d like to see new ways of spicing up the classroom, or if you simply want play some games to test your knowledge, stop by and join in on the fun!

### Dramatizing the Classroom – ROOM 351 (Room Facilitator: Michael Kivett)

**Presenter:** *Lammermeier, Amanda*, Undergraduate Student, Early Childhood Education, Bowling Green State University

**Abstract:** How can we keep our students engaged in our classroom? We know that using worksheets are just not going to cut it. We have to start thinking outside the box. We have to start thinking creatively. How can we think creatively and encourage this in our students? This question has been an ongoing debate in education for centuries. One of the most impactful ways that I have experienced myself is through integrating creative drama in the classroom. Well, where do we start? This workshop will take you through a series of drama activities that can be integrated in your classroom at all levels. These activities will involve you acting, imagining, and exploring your inner creativity in ways you might have never thought about before. As we engage ourselves in these activities we will start to open our minds up to endless possibilities of integrating creative drama and the impact this brings to education.

### Issues in Education – ROOM 347 (Room Facilitator: Sarah Luna)

#### Arts in the Schools

**Presenter:** *Damian, Sara*, Undergraduate Student, Adolescent/Young Adult, Integrated Language Arts, Bowling Green State University

**Abstract:** This presentation will explore the positive effects of the arts in schools. I will be talking about creative arts in schools (art classes, theatre, music, etc) and how they have positive impacts on students of any age. I will also discuss the recent cutting of arts programs and how that impacts students.

#### The Effect of Mental Illness on Work Performance and Grades

**Presenter:** *Donovan, Allison*, Undergraduate, Adolescent/Young Adult: Integrated Math, Bowling Green State University

**Abstract:** My presentation will be about the effect that mental illness, especially depression, can effect a student’s work performance and they’re grades. I will also be looking into how inadequate attention at school and the stress can lead to worsening the student’s depression and causing them to perform worse. My presentation will also be about how teachers can spot depression in students and what steps that they can take as individuals to help the students perform better in school. I will go over methods that teachers can use to help students in an academic setting while they deal with their personal lives, and how that will help students dealing with mental illnesses.

# CONFERENCE SCHEDULE -- Session 8 (4:00-5:00)

## Paradigms in Education

**Presenter:** *Gephart, Zachary*, Undergraduate Student, Bowling Green State University  
**Abstract:** In my presentation I will be explaining the effect of paradigms and the lack of paradigms in the education system. During the presentation I will cover research done by Sir Ken Robinson and explain how he thinks that schools can change and become the best in the world. One of the other things that will be covered is how schools can effectively modernize schools to give every child the upper hand on the competition. Finally I will show ways that schools can better educate students for the future.

## BREAK

3:45PM-4:00PM (15 Minutes)

## SESSION 9

4:00PM-5:00PM (1 Hour)

### Our Favorite Books; Why are They Banned? – ROOM 203 (Room Facilitator: Megan Miner)

**Presenter:** *Tovarnak, Katherine*, Undergraduate Student, English/Popular Culture Minor, BGSU  
*Caswell, Chelsea*, Undergraduate Student, AYA Integrated Mathematics, Bowling Green State University.  
**Abstract:** Join us as we take a look into reasons why some of our favorite stories have been banned or challenged across schools in America. We will be delving deeper and discussing why stories like Charlotte’s Web and The Absolutely True Diary of a Part-Time Indian have been banned in a Roundtable discussion/presentation.

### What It Takes to Be a Teacher in the Eyes of Students: Video Testimonies from Middle School Students – ROOM 207 (Room Facilitator: Sarah Luna)

**Presenter:** *DeLong, Lindsey*, Undergraduate Student, Special Education, Educators in Context and Community, Bowling Green State University  
**Abstract:** Have you ever stopped and thought about what kind of teacher you want to become? Or even better, have you stopped and thought about what it takes to become a “good teacher”? Adults have developed their own opinions as to how someone can become the ideal teacher, but have you ever wondered what a student’s ideal teacher consists of? What do students require of someone in order to qualify them as a “good teacher”? This is your chance to stop and hear those voices of students as they speak out and share their opinions. Come and view a testimonial video of middle school students as they explain what they need and want in a “good teacher”. They want you to know, so they are speaking out, will you take the time to come and listen?

### Culturally Responsive Parent-Teacher Communication – ROOM 209

**Presenter:** *Toth, Sandra*, Instructor, Human Development and Family Studies, BGSU  
**Abstract:** Cultural values and identity influence how families make decisions about their children and themselves. This session will address how professionals can creatively resolve problems and issues and at the same time honor families’ cultural beliefs and practices. Attendees will become aware of how assumptions embedded into teaching practices can directly conflict with the beliefs and values of many culturally and linguistically diverse families. Participants will have an opportunity to practice cultural reciprocity to improve the quality of interactions by recognizing diverse identities and perspectives that enhance shared power and connection.

### Void of Color – ROOM 363

**Presenter:** *Drees, Jeanna*, Undergraduate Student, Adolescent/Young Adult Integrated Language Arts Education, Bowling Green State University.  
**Abstract:** White walls are an epidemic in schools nationwide. These white walls contribute to a lack of positive color stimulation in classrooms and often harm the educational environment. Void of Color will analyze how white walls are detrimental to classroom settings. This presentation will also assess why classroom walls remain white and why the misconception about white walls being the best color for classrooms is so strong

## Session 9 (4:00-5:00) -- CONFERENCE SCHEDULE

despite thorough research into color psychology. After an oral presentation of the background of this problem, the subject will be open for discussion. The discussion will include possible solutions and complications with those solutions, ways for educators to work around their white walls, and comparisons to post-secondary educational institutions.

### Democracy in the Classroom: Teaching Citizenship – ROOM 359 (Room Facilitator: Nico Pinchak)

**Presenter:** *Stang, Carl*, Undergraduate Student, AYA Integrated Social Studies Education, BGSU  
**Abstract:** According to the Ohio Learning Standards for Social Studies education one of the primary goals is to create good citizens, but what is a good citizen? The aspects of a good citizen are entirely subjective, what would make a good citizen in one nation would not be the same as another nation. So, the question is what attributes does a good citizen poses in Ohio, or rather what teachers' expectations of a good citizen are. Furthermore how can teachers create a classroom environment or what lessons can be used so that teachers can encourage the growth of these good citizens. Since this concept is subjective it is best that the research done is reinforced by a group discussion.

### Teaching Figurative Language Through Music – ROOM 355 (Room Facilitator: Karen Krontz)

**Presenter:** *Snyder, Jessica*, Undergraduate Student, Adolescent/ Young-Adult Integrated Language Arts Education, Bowling Green State University  
**Abstract:** Do you like music? Of course you do! Do you like to learn new concepts in a fun and engaging way? Why wouldn't you? Music is something that people can easily connect over. We all have our favorite songs, artists, bands, and genre, and chances are there is someone somewhere in this world that may share one of your favorites. So, why not use music in the classroom? For Language Arts educators, music can be used to teach figurative language. It helps keep the students engaged and interested in the concept, especially if you use music they actually listen to. Every song has at least one example of figurative language in it, and they are very easy to pick out. Come to my presentation and learn how to teach figurative language to students through music!

### The Impact of Equine-Assisted Service Learning on the Teacher and Students – ROOM 351 (Room Facilitator: Hailie Smith)

**Presenter:** *Tebbe, Sandra*, Adjunct Instructor and Director, Project HOPE Equine Assisted Therapies  
*Calai, Courtney*, MRDD Service Provider for Renewed HOPE Day Services, Former student in FCS 4800: Equine Assisted Therapy  
*Matthews, Rebecca*, Intern/Co-Worker, Project HOPE Equine Assisted Therapies  
*Vrooman, Patrick*, Student in FCS 4800, Director of ECCO  
**Abstract:** The goal of service learning is to create an environment with community partners that engages student teaching and promotes student success. Equine Assisted Therapy Basics (FCS 4800) is a unique service learning class, offered through the Family and Consumer Sciences Department, that teaches students by experiencing encounters with the horses and applying what they have learned to themselves and children with emotional and behavioral issues. The class meets 10 times during the semester at Project H.O.P.E. Equine Assisted Therapies, a local therapeutic horseback riding program. Fifteen students each semester complete an orientation to the program, read applied required readings, participate in actual Equine Assisted Activities as it applies to four different special populations, and complete 20 hours of additional service learning during the semester. This presentation will provide a presentation of the specifics of the class and a panel presentation that includes class participants discussing how the course has impacted them.

### Do I Belong Here? Using Inclusive Language in the Classroom – ROOM 347 (Room Facilitator: Lexie Stelnicki)

**Presenter:** *Gonyer, Ardy*, Doctoral Candidate, Higher Education Administration, Bowling Green State University  
*Rado, Sara*, Intervention Specialist Major, Bowling Green State University  
**Abstract:** In this session, the presenters will discuss what constitutes inclusive language in the classroom. We will discuss different types of language that are common in everyday conversation and how to make our word choices the most inclusive in an academic environment. We will also examine privilege (white, middle class, cisgender, heterosexual, Christian, and male) and how as a society, we need to acknowledge our own privileges in order to combat oppression that occurs on a daily basis.

# MAP OF EDUCATION BUILDING MEETING ROOMS

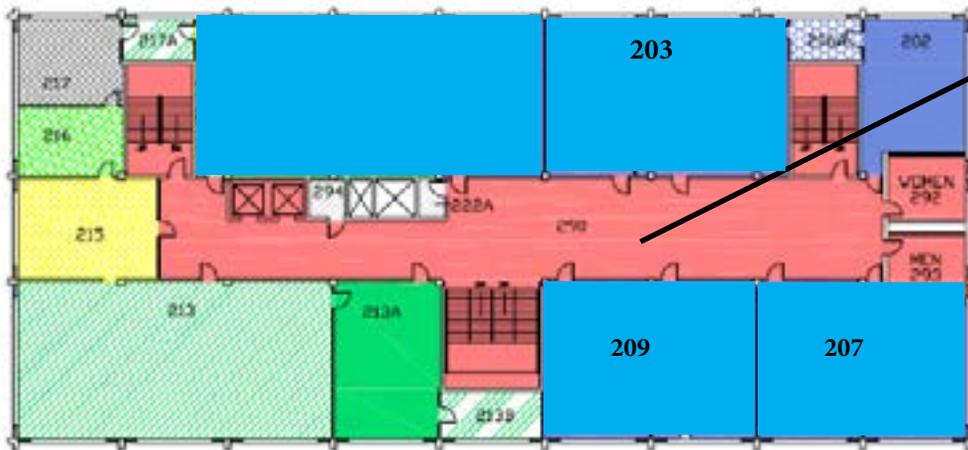
## Third Floor



Conferences Meetings  
Rooms--Saturday & Sunday:

- 345
- 347
- 351
- 355
- 359
- 363
- 303

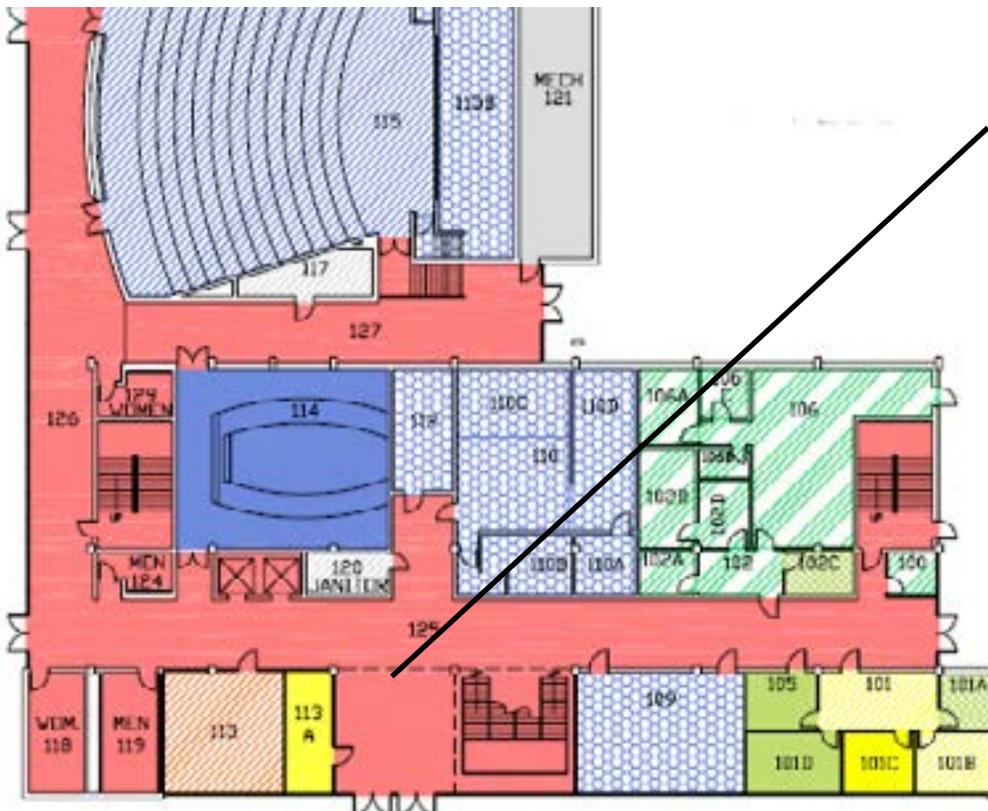
## Second Floor



Conferences Meetings  
Rooms--Saturday & Sunday:

- 203
- 207
- 209

## First Floor



Check-In Table

Conferences Meetings  
Rooms--Sunday Plenary  
Session:

- 115

## SCHEDULE AT A GLANCE

### THURSDAY, APRIL 7, 2016

7:00PM-10:00PM

FILM SCREENING: *STANFORD PRISON EXPERIMENT* (2015)  
WITH DISCUSSION TO FOLLOW  
FINE ARTS BUILDING, ROOM 204

### FRIDAY, APRIL 8, 2016

8:00PM-10:00PM

KEYNOTE ADDRESS: "‘Burbs are the New Black: Race and Class Educational Inequality beyond the City"  
**R. L'Heureux Lewis-McCoy, PhD**  
Associate Professor, Sociology & Black Studies  
The City College of New York – CUNY  
GISH THEATRE, HANNA HALL

### SATURDAY, APRIL 9, 2016

9:30AM-10:30AM

CHECK-IN (Education building, First Floor)

10:30AM-11:15AM

SESSION 1

11:15AM-11:30AM

BREAK

11:30AM-12:30PM

SESSION 2

12:30PM-1:30PM

LUNCH BREAK

1:30PM-2:15PM

SESSION 3

2:15PM-2:30PM

BREAK

2:30PM-3:30PM

SESSION 4

3:30PM-3:45PM

BREAK

3:45PM-4:45PM

SESSION 5

### SUNDAY, APRIL 10, 2016

10:30AM-11:00AM

CHECK-IN (Education building, First Floor)

11:00AM-12:00PM

PLENARY SESSION: Nice White Lady Faces Race

**Nancy Patterson, PhD**

Professor of Education, School of Teaching & Learning

Bowling Green State University

EDUCATION 115

LUNCH PROVIDED

12:00PM-12:15PM

BREAK

12:15PM-1:15PM

SESSION 6

1:15PM-1:30PM

BREAK

1:30PM-2:30PM

SESSION 7

2:30PM-2:45PM

BREAK

2:45PM-3:45PM

SESSION 8

3:45PM-4:00PM

BREAK

4:00PM-5:00PM

SESSION 9

Those Who Can Do  
accept the world as it is  
Those Who Cannot  
Teach

--Nina Poole, PCC