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THE INTERNATIONAL CONFERENCE
ON POVERTY, GLOBALIZATION
AND SCHOOLING:
A Holistic Approach

Conference Proceedings
An Exploration of English as a Medium of Instruction in Nepal

Aditi Adhikari graduated from Agnes Scott College in 2013. Since then, she has been working at the Rato Bangala Foundation, a non-profit based in Kathmandu, Nepal, that works to improve children's experiences in the classroom. She is involved in designs tools for learning, including multimedia tools and integrated long-term projects, and also works as a Language Arts teacher trainer. Her interests include curriculum development (with a focus on the Language Arts), language acquisition, local / place-based curricula, social justice education, and education policy.

Personal Statement
I was educated in the English medium in Nepal, grew up bilingual, and ended up going to college in the United States. It was only then that I realized that although I could engage in academic discourse with a vast diversity of people, I had never could not have the same discussions with my mother because there was a language divide between us. I remember feeling cheated.

A few years later, I was visiting a rural school as a part of my work for the Rato Bangala Foundation. I was observing a very good first-grade teacher, who told me, in the condition of her privacy, that teaching in the English medium made it a lot harder for her to do her job. When I try to help my cousins with homework, I feel similar frustration. Both their notebooks are filled with answers written in English, but when I ask them questions about the material they are studying, they can not answer, in Nepali or in English. They are both used to memorizing answers.

As someone who works as a Language Arts trainer, I have observed many English classes taught by teachers who are less than proficient in the language. Given that all subjects are taught by teachers with similar, or even lower skill in the English language, I wanted to observe the effect of English-medium instruction on students' learning in the other subjects. At the end of the research, I am even more convinced that students should be taught in their own languages, with a foreign-language teacher who is proficient in the language that he/she is teaching.
Aditi Adhikari – ICPGS 2015 Conference Proceedings

Author
Aditi Adhikari

Title
An Exploration of English as a Medium of Instruction in Nepal

Abstract
The widespread belief that students educated in the English medium become more competitive in the global market has led Nepal's Ministry of Education to propose, in 2014, that English should be a medium of instruction by the next ten years. This research examines the effects of learning in English on students' understanding of material, as well as their English Proficiency, and finds that, independent of other variables, English medium instruction has no effect on either.

Photo – Aditi Adhikari
Not Available
Title
*Standardized Testing of the Non-Standardized Arabic-Speaking ELLs: A Misalignment of Perceptions*

Author
Afrin Alavi

Presentation
Virtual

**Afrin Alavi**
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Biography
Afrin Alavi recently completed his dissertation in the area of Curriculum and Practice at the University of Michigan-Dearborn. His topic was the *Standardized Testing of the Non-Standardized Arabic-Speaking ELLs: A Misalignment of Perceptions*. He is the Principal of The Dearborn Academy in Dearborn, MI. In this role, he has the opportunity to improve the quality of education and the performance of our predominately ESL students through innovative measures to address a group of students who are not part of the educational mainstream.

Personal Statement
As the Principal of The Dearborn Academy in Dearborn, Michigan, I have the opportunity to improve the quality of education and the performance of our predominately ESL students through innovative measures to address the deficiencies of a group of students who are not part of the educational mainstream. Moreover, while attempts are made to minimize emphasis on testing, the school continues to succumb to the ongoing demands of external stakeholders. Consequently, Arabic-speaking ELLs are not receiving the instructional time necessary for them to acquire the English language proficiency which was equivalent to that of their English speaking counterparts. This had been a challenging task and has motivated me to engage in further research on improving the quality of education for disadvantaged.
Standardized Testing of the Non-Standardized Arabic-Speaking ELLs: A Misalignment of Perceptions

Abstract
The purpose of this research was to explore standardized testing practices on ELLs, specifically those of Arabic speaking backgrounds, and to analyze the role standardized tests play on the instructional time needed for Arabic-speaking ELLs to acquire CALP. Non-native English students take time, which can range from five to seven years, to become proficient in the academic language. In the current study it was found that teachers forfeited countless hours of much needed instructional time, in order to accommodate preparing for, and administering of, these assessments. Consequently, Arabic-speaking ELLs were not receiving the instructional time necessary for them to acquire the English language proficiency which was equivalent to that of their English speaking counterparts.
Title
*The Representation of Poverty in Great Depression American Literature: The Grapes of Wrath*

Author
Cavel Cassandra Austin

Presentation
Face to Face

Cavel Cassandra Austin
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Biography – Cavel Cassandra Austin
Cavel Austin was born in the city of Kingston on the beautiful island of Jamaica. Cavel attended Windward Road All-Age School where she succeeded in the Common Entrance Examinations and was awarded a placement at the prestigious Convent of Mercy ‘Alpha’ Academy High School. She graduated Summa Cum Laude from Seminole State College (2013) and will graduate with a Bachelor of Science in English Education from the University of Central Florida, May, 2014. She is the proud recipient of two prestigious awards, the College of Education & Human Performance Founder’s Day Award and the Order of Pegasus Award, the highest award given to a UCF student. Cavel’s goal is to attain a doctoral degree in education in order to help prepare a future generation of teachers.

Personal Statement – Cavel Cassandra Austin
My journey into the field of research sparked from my passion for the less fortunate people in our society. Over the years of my studies, I have learned about students who are unable to achieve their full potentials because of their socio economic status. As such, my interest in becoming an educator has grown from simply wanting to obtain a degree to researching classroom curricula. This growth results from the many opportunities UCF has presented. Embarking on added research will allow me to contribute to the field of education and curricula while networking with experts from around the globe. The opportunities presented to me at UCF have paved the way for my professional and educational journey the moment I was knighted and adopted the UCF Creed. UCF has debuted my life as a researcher and has planted seeds that will germinate into a career geared towards service and the future development of our nation’s education system.
Abstract
The objective of this research is to explore how American author, John Steinbeck represented poverty during the Depression Era in the novel *The Grapes of Wrath*. I have applied a Marxist literary critical analysis to the novel highlighting three overarching concepts of the theory: economic power, materialism versus spirituality, and class conflict. Evolving from these concepts are issues that create class divisions. In this research, I have also examined ideologies from Marxist theorists including the base and superstructure.
Catherine Bankston – ICPGS 2015 Proceedings

**Title**
*Poverty as a Curriculum Topic in Private Schools*

**Link**
https://www.youtube.com/watch?v=q29ybuJ1SZw

**Author**
Catherine Bankston

**Presentation**
Virtual

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**Biography**
Catherine Bankston has been an educator for over 20 years. She holds a MA in English Education from the University of Tulsa, Oklahoma and a PhD in Education from Oklahoma State University, Stillwater. Currently, Catherine Bankston is teaching English at a private secondary school in Tulsa, Oklahoma as well as instructing graduate students at Oklahoma State University—Tulsa. She is a member of a non-violence group with OSU that meets several times a year and will be presenting a panel discussion at the 5th Triennial International Association for the Advancement of Curriculum Studies Conference. Her research interests include nonviolence in education, poverty issues in curriculum, and topics in Christian education.

**Personal Statement – Catherine Bankston**
I have been an educator in private schools for 20 years, teaching primarily the privileged and powerful that Johnson writes about. My students often have very little contact with anyone who is not from their world, and, therefore, often speak out in ignorance about people in lower socio-economic situations. I have felt an urgency to make sure my students become better informed, more compassionate people. I decided to find out what other teachers in similar private school settings are doing to address the issue of social justice, and discovered an eagerness of secondary school educators to share their ideas and learn about new ones.
Catherine Bankston – ICPGS 2015 Proceedings

**Author**
Catherine Bankston

**Title**
*Poverty as a Curriculum Topic in Private Schools*

**Abstract**
This paper is a qualitative study of eight private school teachers who were interviewed to determine how they address issues of poverty with their predominantly middle to upper class students and how participants' own backgrounds influenced their ideas about poverty. Results indicate that teachers’ own experiences with poverty do influence what and how they teach about poverty issues, and several participants have implemented a variety of lesson plans in order to help students broaden their views about people from lower socio-economic backgrounds.

**Photo – Catherine Bankston**
Olga Lucia Bedoya-Arturo – ICPGS 2015 Conference Proceedings

Title
The Other Latino/a: Highly Educated, Highly Motivated and Highly Global

Author
Olga Lucia Bedoya-Arturo

Presentation
Face to Face

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Biography – Olga Lucia Bedoya-Arturo
Not Available

Personal Statement – Olga Luica Bedoya-Arturo
Not Available
The Other Latino/a: Highly Educated, Highly Motivated and Highly Global

Abstract
This study explores how college experiences in an American college or university facilitate or hinder the transfer and gain of different forms of capital among highly educated Latin American immigrants.

The researcher interviews between six and ten highly educated Latin American immigrants who: (a) have completed a higher education degree in their COOs, (b) have migrated to the US under any immigration category other than student or scholar, (c) have completed or are in the way to completing a degree in an accredited US college or university, (d) lives in the state of Florida (e) and was born in Colombia. Information will be collected with two in-depth phenomenological-based interviews.
Paula Bello – ICPGS 2015 Conference Proceedings

Title
Preparing Pre-Service Teachers to Teach English Learners (ELLs): A Phenomenon in Teacher Education Programs

Link
http://youtu.be/yoK1U70YV_w

Author
Paula Bello

Presentation
Virtual

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Biography – Paula Bello
Paula Bello received her teaching degree in English as a Foreign language (EFL) in 1994 at the Universidad Nacional de Tucuman in Argentina and has been dedicated to teaching in K-12 and academia ever since. In 2007 she completed her MA in English Language Teaching at the University of Warwick in the United Kingdom where she specialized in Applied Linguistics. She started the PhD in Education with specialization in TESOL program at the University of Central Florida in Orlando, Florida, in August 2013. Her research interests include qualitative research approaches, pre-service teachers’ trajectories in Teacher Education Programs as well as, in-service teachers’ professional development.

Personal Statement – Paula Bello
My original interest before starting the present PhD program was related to teacher education programs development and it gradually developed towards an interest in the teacher candidates (TCs) themselves and their process of learning while attending Teacher Education programs. I am interested in their motivations in choosing the teaching career, their experiences while learning new concepts, and the process of personal growth while traversing their Teacher Education career programs.

The present study will help me focus my interest in discovering and understanding TCs experiences in learning about skills and strategies to work with English learners (ELs) in Content Area classes in public schools. I am interested in understanding how do they perceive the phenomenon has helped them grow as future teachers.
Author
Paula Bello

Title
Preparing Pre-Service Teachers to Teach English Learners (ELLs): A Phenomenon in Teacher Education Programs

Abstract
This study explored and described content area teacher candidates’ (TC) experiences during their learning process attending a course about skills and strategies necessary to work with ELs in mainstream classrooms. The analysis of TC’s lived experiences afforded a deep insight into the participants’ learning experiences, process of awareness and professional development, while defining their own identity and positionality as present students and future teachers.

Pedagogical implications discuss the creation of non-threatening reflective spaces as communities of practice to support TC’s professional development and the understanding of TCs’ beliefs of preparedness and power development as vehicles of improvement and change in their school communities.

Photo – Paula Bello
Alecia Blackwood – ICPGS 2015 Conference Proceedings

Title
Moving the Needle: How Culturally Responsive Teaching Impacts Classroom Management and Pre-Service Teachers’ Classroom Management Skills

Author
Alecia Blackwood

Presentation
Face to Face

Alecia Blackwood
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Biography – Alecia Blackwood
Alecia Blackwood holds a Masters in Teacher Leadership with a specialization in Urban Education from the University of Central Florida, and a Bachelors of Psychology from the City University of New York. She has written several papers on the benefits of culturally responsive teaching in urban schools. For her Masters’ thesis she explored the question: “Does Culturally Responsive Teaching help to improve pre-service teachers' classroom management in urban schools?” Currently, she is the Executive Director of African Culture School, Inc. as well as an elementary school teacher at Nap Ford Community School.

Personal Statement – Alecia Blackwood
Not Available
Moving the Needle: How Culturally Responsive Teaching Impacts Classroom Management and Pre-Service Teachers’ Classroom Management Skills

Abstract
This presentation provides an overview and examine how culturally responsive classroom management strategies can positively impact pre-service teachers’ classroom management skills. This presentation shares and illustrates dynamic lessons learned from a classroom teacher as she sought to cultivate optimal intellectual growth within her students. Participants will learn how the powerful rapport building aspects of culturally responsive teaching, can facilitate students having trust in the teacher, through which academic gains are realized. This presentation will show how being culturally responsive in the classroom is the critical key to classroom management and ultimately high academic attainment.
Title
Factors that Promote Reflection of Novice Teachers in High-Needs, Urban Classrooms

Authors
Norene Blanch and David Blanch

Presentation
Face to Face

Norene Blanch
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Biography – Norene Blanch
Norene Blanch is a doctoral student in the Elementary Education track at the University of Central Florida. She is a former elementary school teacher and assistant principal from Ontario, Canada where she spent 16 years in many different classrooms. Her experiences and current research reflect her dedication to understanding both the diverse learner, and the retention of beginning teachers as the need for quality teachers in high-needs urban settings continues to be an area of concern. She presently enjoys teaching pre-service candidates as they prepare for their future as teachers of literacy in diverse classrooms.

Personal Statement – Norene Blanch
My experiences and current research reflect my dedication to understanding both the diverse learner, and the retention of beginning teachers as the need for quality teachers in high-needs urban settings continues to be an area of concern.
Biography – David Blanch  
Not Available

Personal Statement – David Blanch  
My experiences and current research reflect my dedication to understanding both the diverse learner, and the retention of beginning teachers as the need for quality teachers in high-needs urban settings continues to be an area of concern.
Factors that Promote Reflection of Novice Teachers in High-Needs, Urban Classrooms

Abstract
High-needs urban classrooms often have less qualified teachers, are poorly resourced, and experience high attrition rates. Close to 50% of teachers leave high-needs urban settings within the first five years (Freedman & Appleman, 2009). This preliminary literature review of research revealed six common factors across ten scholarly articles promoting the retention of teachers in high-needs, urban settings.

Photo – Norene Blanch

Photo – David Blanch
Rebecca J. Blankenship and Cheron H. Davis – ICPGS 2015 Conference Proceedings

Title
I See Myself in This Book! Understanding the Dialogic Schema Activation Applied by Culturally and Economically Disadvantaged Elementary Students During Read Alouds - 2015

Link
https://www.youtube.com/watch?v=5fG9-i1xBYM&feature=youtu.be

Presentation
Virtual

Authors
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Biography – Rebecca J. Blankenship
Rebecca J. Blankenship, PhD is an assistant professor and Director of TESOL programs in the Elementary Education Department at Florida A&M University’s College of Education. Dr. Blankenship has over 16 years of public school teaching experience in both the states of Tennessee and Florida. She earned her Ph.D. from the University of South Florida in Second Language Acquisition and Instructional Technology (SLA/IT). Dr. Blankenship’s research interests include the development of virtual training environments for pre-service teachers, the digital literacy development of pre-service teachers and university faculty, technology and language acquisition, and the effects of politics and social media on the 21st century educator. She enjoys spending time with her husband, travelling, and watching classic and foreign films.

Personal Statement – Rebecca J. Blankenship
Dr. Blankenship and I share a focused passion when it comes to ensuring that the curriculum standards in our public schools truly reflect and respond to the diverse needs of the students that we serve. Very early in our teaching careers, we both had sensitizing experiences that would eventually shape our teaching philosophies. For me, this defining event occurred during a standard math assessment in which the African-American and Caucasian students answered a base-line question differently because of the Euro-Centric picture they were provided along with the word problem. For Dr. Blankenship, her defining event took place during a faculty meeting on diversity when teachers (primarily Caucasian females and males), asked to modify lessons to include the perspectives of African-American and Hispanic students from low socioeconomic status backgrounds, resoundingly responded that it was “too much work” for “too few students.”
Rebecca J. Blankenship and Cheron H. Davis – ICPGS 2015 Conference Proceedings

Biography – Cheron H. Davis
Cheron H. Davis is an assistant professor in the Elementary Education Department at Florida A&M University’s College of Education. She is a former elementary teacher with over eight years in higher education. She earned her doctorate in reading education from Auburn University. Dr. Davis’s research interests include multicultural literature, professional development of pre-service and practicing teachers, and multicultural pedagogy in the reading curriculum. In her free time, Dr. Davis enjoys college football, reading novels, and spending time with her family.

Personal Statement – Cheron H. Davis
Dr. Blankenship and I share a focused passion when it comes to ensuring that the curriculum standards in our public schools truly reflect and respond to the diverse needs of the students that we serve. Very early in our teaching careers, we both had sensitizing experiences that would eventually shape our teaching philosophies. For me, this defining event occurred during a standard math assessment in which the African-American and Caucasian students answered a base-line question differently because of the Euro-Centric picture they were provided along with the word problem. For Dr. Blankenship, her defining event took place during a faculty meeting on diversity when teachers (primarily Caucasian females and males), asked to modify lessons to include the perspectives of African-American and Hispanic students from low socioeconomic status backgrounds, resoundingly responded that it was “too much work” for “too few students.”
Rebecca J. Blankenship and Cheron H. Davis – ICPGS 2015 Conference Proceedings

Authors
Rebecca J. Blankenship and Cheron H. Davis

Title
I See Myself in This Book! Understanding the Dialogic Schema Activation Applied by Culturally and Economically Disadvantaged Elementary Students During Read Alouds - 2015

Abstract
The purpose of this study is to examine how students from a culturally and economically diverse elementary school use their existing schema as a means by which to interpret African-American children’s literature. The study, based largely on Lawrence Sipe’s (1998) analysis of first and second graders’ talk during read alouds, examined the literary conversations students produced and how this talk was conceptualized from within the students’ sociocultural constructs (Bakhtin, 2006; Vygotsky, 1978; Wertsch, 1991).

Photo – Cheron Davis, PhD

Photo – Rebecca J. Blankenship, PhD
Martha A. Brown – ICPGS 2015 Conference Proceedings

Title
Combatting Food Insecurity and Child Hunger in One Elementary School: Finding of the ‘Nutrition in a Knapsack’ Program Evaluation

Author
Martha A. Brown

Presentation
Face to Face

Martha A. Brown
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Biography - Martha Brown
Martha A. Brown is a doctoral candidate in Curriculum and Instruction at Florida Atlantic University and the author of several peer-reviewed articles and handbook chapters on correctional education and restorative justice in education. She has presented at numerous professional conferences, including the International Conflict Resolution in Education (CRE) Conference (2014, 2015), the National Association of Multicultural Educators (2013), and the National Association of Restorative and Community Justice, (2013, 2015). Ms. Brown's dissertation focuses on the relational ecology of urban schools adopting school-wide restorative approaches and the changes that occur in the schools as a result of the implementation process. Ms. Brown aspires to be a professor in a College of Education where she wishes to work on restorative justice policy and advocate for the inclusion of restorative justice in teacher education programs. While she finishes her dissertation, Ms. Brown works as a freelance consultant, conducting program evaluations for non-profit organizations in her community.

Personal Statement – Martha Brown
I was approached by CROS Ministries to conduct this program evaluation, and because I was both familiar with CROS and a believer in their mission, I graciously accepted the challenge. As a future teacher educator, I now realize how important it is that all teachers understand the effects of food insecurity and child hunger on health, behavior, and cognitive functioning. They should also understand that as teachers, they may be able to facilitate a solution to child hunger in partnership with community-based organizations. Perhaps some students perceived as having a "problem" or "disability" may just need healthy food - and more of it.
 combatting food insecurity and child hunger in one elementary school: finding of the ‘nutrition in a knapsack’ program evaluation

abstract
the nutrition in a knapsack (nik) program was implemented by cros (christians reaching out to society) ministries in one palm beach county elementary school in an effort to mitigate the negative effects of child hunger and food insecurity on health, behavior, and learning. data from student surveys and teacher focus groups revealed that the nik program had a positive effect on the children in ways consistent with research literature. the evaluator will present the methodology, findings, and recommendations from the final report.
Title
Perspectives of Implementing a Nutrition Education Program in an Urban Food Desert

Authors
Laurie O. Campbell, Christine Herlihy, and Michelle T. Kepple

Presentation
Face to Face

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Personal Statement – Laurie O. Campbell
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Personal Statement – Christine Herlihy
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Personal Statement – Michelle T. Kepple
Not Available
In Central Florida, one in four children face food insecurity (Second Harvest, 2013). Within miles of the world famous Disney World and our educational institution, the University of Central Florida, there is a community known as Mercy Drive. Mercy Drive is commonly known as a food desert (USDA, 2015), meaning access to fresh fruits and vegetables are limited or not readily available in the immediate geographical location (maps.google.com).

Crime, poverty, homelessness, and boarded up housing are characteristics of the Mercy Drive community. The demographics in the area indicate a large population of single parent households, a reliance on public transportation, and a predominance of low income households (City-data, 2013). The students that we worked with during our project reflected the demographics of Mercy Drive.
Title
*International Perspectives on Women in Technology*

Authors
Laurie O. Campbell, Christine Herlihy, and Michelle T. Kepple

Presentation
Face to Face

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Laurie O. Campbell, Christine Herlihy, and Michelle T. Kepple – ICPGS 2015 Conference Proceedings

Authors
Laurie O. Campbell, Christine Herlihy, and Michelle T. Kepple

Title
International Perspectives on Women in Technology

Abstract
Access and opportunity are often lacking for women entering technology fields on the grounds of gender bias. A review of women in computing over a 40 year time period (1966 – 2006) indicated that enrollment of women in computing careers has held a steady decline for the last 20 years. A decline so drastic that if continued, it has been projected that there will not be any female college graduates in computer science by 2032 (Misa, 2011). Furthering the issue, women working in the computer science fields for over 10 years have been leaving the profession. The combination of women no longer entering the field and women leaving has reshaped the contributions of women in computer sciences.

Photo – Laurie O. Campbell
Not Available

Photo – Christine Herlihy
Not Available

Photo – Michelle T, Kepple
Not Available
Title
*Tet Ansamn: Putting Our Heads Together to Improve Curriculum de L’Ecole Fondamentale, Haiti*

Author
Mary Clisbee

Presentation
Face to Face

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Biography – Mary Clisbee
Dr. Mary Clisbee teaches at Nova University, Fort Lauderdale, Florida. She has broad international experience in developing countries. She has worked and taught in several countries in Asia and throughout the Caribbean, while working as a professor and administrator at Nova Southeastern University.

Dr. Clisbee has worked extensively with underserved populations for more than 30 years. She began her school in public school education as a physical education teacher, coach, and school social worker in an alternative school for inner city students with behavioral and mental health issues, and issues of delinquency. Later, she served as a high school principal in an outward bound-based, alternative high school. More recently her work has focused primarily in Haiti, where she served as a school principal for two years.

Dr. Clisbee holds a bachelor’s degree in physical education from Norwich University Military Academy, master’s degree in counseling from Salem State College, and doctoral degree in education leadership from the University of Massachusetts.

Personal Statement – Mary Clisbee
Not Available
Title
*Tet Ansamn: Putting Our Heads Together to Improve Curriculum de L’Ecole Fondamentale, Haiti*

Abstract
This qualitative study is an examination of the primary school curriculum in Haiti and the ways in which it is implemented. The improvement of the education system was identified as paramount to the overall improvement of Haiti after the earthquake of 2010. A national curriculum does exist which often goes ignored by those foreigners assisting in the education reform efforts. Foreigners should honor what does exist and the context within which the curriculum is implemented.
Title
War Primers: Representations of War in the Pages of Children’s Literature

Authors
Patricia A. Crawford and Sherron Killingsworth Roberts

Presentation
Face to Face

Patricia A. Crawford, PhD
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Biography – Patricia A. Crawford
Patricia A. Crawford is the associate chairperson for the Department of Instruction and Learning. An associate professor in the Early Childhood and Language, Literacy, and Culture programs, her academic interests focus on the areas of early literacy, children's literature, and teacher education.

Dr. Crawford is a faculty coordinator for the Pitt in Florence Early Childhood Education Study Abroad program. For more information on this program, please see her web page: www.abroad.pitt.edu/florenceed.

Personal Statement – Patricia A. Crawford
Not Available

Sherron Killingsworth Roberts, EdD
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Biography – Sherron Killingsworth Roberts
Dr. Sherron Killingsworth Roberts received her doctorate from University of Arkansas where she was one of five, campus-wide Dissertation Fellows. Prior to coming to University of Central Florida in 1998, she taught reading and language arts methods at Columbia College and at Iowa State University where she was an assistant professor. Her research agenda includes analyzing and reporting innovative teaching practices to model for preservice teachers, such as the use of technology or literature study groups within methods courses. Additionally, Roberts continues exploring gender issues within a large database of all Newbery fiction from 1922 to present.

Personal Statement – Sherron Killingsworth Roberts
Not Available
Patricia Crawford and Sherron Killingsworth Roberts – ICPGS 2015 Conference Proceedings

Title
War Primers: Representations of War in the Pages of Children’s Literature

Authors
Patricia A. Crawford and Sherron Killingsworth Roberts

Abstract
This session will focus on representations of war in children's picturebooks. An examination of the themes, perspectives, and social messages conveyed to young readers through this medium will be explored. The presenters will provide a framework for looking at this literature, share reports of a content analysis of related texts, and offer ideas for mediating these texts with children.

Photo – Patricia A. Crawford

Photo – Sherron Killingsworth Roberts
Title
Urban Poverty in Young Adult Fiction - 2015

Link
https://www.youtube.com/watch?v=Zhch94o1esc&feature=youtu.be

Presentation
Virtual

Janine Julianna Darragh, PhD
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Biography – Janine J. Darragh
Janine Darragh began her teaching career in 1994 teaching high school English in rural Appalachia. She spent 13 years in Ohio teaching English and coaching gymnastics, cross country and track before moving West to pursue her Ph.D. in Literacy and Language Education at Washington State University, Pullman. Janine is currently an Assistant Professor of Literacy and ENL at University of Idaho where she instructs courses in Secondary English Methods, Content Area Literacy, Young Adult Literature, and ENL. Her research interests are sociocultural issues in Young Adult literature, Adolescent literacy, and teacher preparation. When Janine is not reading, writing, or researching, she enjoys trail running with her dog and cheering on Cincinnati, Ohio sports’ teams.

Personal Statement – Janine J. Darragh
As a high school English teacher, I always encouraged my students to read. Time and again, I heard my students lamenting that there were “no books with characters like me in them!” I sought to determine if my students’ complaints were valid. Are there engaging novels with realistic depictions of characters who are socioeconomically challenged? What does it mean to not see oneself in the curriculum? What are teens who aren’t struggling financially learning about what it means to be poor through the books they read? How can teachers use novels to stimulate discussion that begins to unpack the complexity of poverty and its impact on the world today? These questions are important to me as a teacher educator and a lover of YA literature, and this work has shown me how one book, given to the right student at the right time, really can begin to change the world.
Title

Urban Poverty in Young Adult Fiction - 2015

Presentation

Virtual

Crag Hill, PhD
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Biography – Crag Hill

Crag Hill received an MA in Education (2001) and a PhD in Education (2008) from the University of Idaho. He taught high school English for 18 years in California and Idaho before embarking on a full-time position in English Education. He edited the award-winning NCTE affiliate journal InLand for a number of years, and he has been a major contributor to English-Language Arts conferences in Idaho and elsewhere for the last dozen years. His edited collection, Coming of Age: The Critical Merits of Young Adult Literature was published by Routledge in 2014. He is co-editor of a new journal, Study and Scrutiny: Research on Young Adult Literature.

Personal Statement – Crag Hill

I started teaching at a middle school in San Francisco’s Mission District in 1990. Many of my students--Black, White, Hispanic, and Asian--appeared to possess little more than the clothes on their back. While I had been trained to encourage reading in and out of class, the reality was that many of my students’ families did not have the money to buy books or other nonessential items. Had I been the avid reader of young adult literature that I am now, I would have sought novels that mirrored their experience that showed their circumstances were not permanent. At that time, however, such books would have been almost impossible to find; children in poverty in young adult literature were typically children to be pitied. The field of young adult literature has changed but our study shows a considerable distance remains to be traversed until the literature we want our students to see themselves in acknowledges the complexity of their lives.
Abstract
Utilizing a critical multicultural qualitative content analysis, researchers analyzed 83 Young Adult novels that depict poverty, tracking characteristics such as gender, race, setting, and which character has agency. In looking specifically at the novels that portray urban poverty, researchers found a dearth of settings and an overrepresentation of violence, crime, teen pregnancy, substance abuse, and mental health challenges that may contribute to misunderstandings about those living with limited incomes.
Janet Daugherty – ICPGS 2015 Conference Proceedings

Title
*Hmong and Higher Education: Exploring Their Sense of Belongingness and the American Dream*

Presentation
Virtual

Janet Fergus Daugherty,
Doctoral Candidate, Higher Education and Policy Studies,
College of Education and Human Performance,
University of Central Florida, Orlando
daugmatic@knights.ucf.edu

Biography – Janet Daugherty
Janet Daugherty is a Ph.D. candidate in Higher Education and Policy Studies at the University of Central Florida, Orlando and a Visiting Instructor in the College of Business, UCF, Orlando. She has delivered corporate training in organizational development facilitation, global diversity, and cross-cultural research methodology. She holds a MBS in Marketing and Finance from Columbia University, New York and a BA in Psychology from Smith College, MA.

Personal Statement – Janet Daugherty
I conducted this study to examine Hmong American college-student perspectives on “sense of belongingness” and their idea on the American Dream. The college experience can serve as a precursor to improving the social and economic situation of the Hmong students when aligned with the personal desire to gain upward mobility and motivation to circumvent social and academic inconsistencies.

The methodology of the study was designed for one-on-one phenomenological informal interviews with Hmong American college upper-classmen using a two-part interview protocol to elicit demographic and experiential information. Moustakas’ approach to the analysis of data provided guidelines to review individual transcripts and to group, remove, cluster, and thematize lived experiences.

The findings of this study indicated that Hmong college students: (1) enrolled out of obedience to the parents, especially their fathers, regardless of the educational level of the parents and (2) thrive when authority figures on campus reach out to help their humble situation...it not only makes them belong to the campus family but it strengthens their self-esteem.
Hmong and Higher Education: Exploring Their Sense of Belongingness and the American Dream

Abstract
The researcher had been a postsecondary teacher for several decades, both in the U.S. and in Asia. After years of teaching in the classroom the research topic was selected to examine the socio-cultural paradigm of how the practice of belongingness on the university campus, influenced student motivation, retention, and educational attainment (Freeman, Anderman & Jensen, 2007). I was intrigued by the opportunity to examine the belongingness model with social and academic issues of the historically preliterate Hmong.

This research study is a conceptual analysis of Hmong college student perceptions of their sense of belongingness surrounding social and academic issues and experienced on their motivation, educational goals, and ability to live the American Dream (Freeman, Anderson & Jensen, 2007).

Title
*Food for Thought vs Food for Body: Hunger and Food Insecurity among College Students*

Authors
Rosa Cintron Delgado and J. Thomas Owens

Presentation
Face to Face

Rosa Cintron Delgado, PhD
University of Central Florida, Orlando
rosa.cintrondelgado@ucf.edu

Biography – Rosa Cintron Delgado
Rosa Cintrón is an Associate Professor at the University of Central Florida, College of Education and Human Performance, specifically in the Higher Education & Policy Studies Program. Her first career was in the mental health field working as a Bilingual Psychotherapist in Puerto Rico, Connecticut and New York. Her academic career started in the early 1980s in SUNY/College at Old Westbury. Since then she has occupied various positions as staff, administrator and faculty in colleges and universities in the states of New York, Illinois, Oklahoma and Florida. She is the past chair of the Faculty Fellows for the National Association of the Student Affairs Administrators in Higher Education (NASPA) and holds various other leadership positions in professional associations.

Her book, *College Student Death: Guidance for a caring campus* (co-authored with Erin Taylor and Katherine Garlough) has been listed among the most important academic resources dealing with crisis intervention. She is most proud of having been awarded the following distinctions while at UCF: **Keeper of the Creed Award** and **Pillar: Scholarship** (2014); **Award for Faculty Excellence in Mentoring Doctoral Students** by the College of Graduate Studies (2012); the **William R. Jones Outstanding Mentoring Award** by the McKnight Doctoral Fellowship Program in the State of Florida (2011); **Featured Faculty** and **Keynote speaker, UCF Convocation** (2013).

Her research agenda and expertise are related to (1) Social justice in higher education: Identity, marginality and power; and, (2) Qualitative methodology: Contour(ing) voice, self and persona (title of her forthcoming book). Her philosophy on teaching has been shaped by the tenets proposed by the following scholars: Boyer (*Scholarship Reconsidered*), Palmer (*The courage to teach*) and Ender & Associates (*Contributing to learning: The role of student affairs*). She considers teaching an honor and working at the University a privilege.

**Personal Statement – Rosa Cintron Delgado**
Not Available

Title
Food for Thought vs Food for Body: Hunger and Food Insecurity among College Students

Authors
Rosa Cintron Delgado and J. Thomas Owens

Presentation
Face to Face

Thomas J. Owens, PhD
University of Central Florida, Orlando
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Biography – J. Thomas Owens
J. Thomas Owens (Tom) is the Interim Executive Director for Research in the College of Education and Human Performance at the University of Central Florida. He earned a Ph.D. in International/Intercultural Development and Education at The Florida State University following a B.A. in Foreign Language and a M.S. in Counseling Psychology. He has taught in Europe and in Latin America at various levels and in diverse venues. His private sector experience includes managing a rural agricultural cooperative in southern U.S. and directing operations for a medical equipment company based in Bogota, Colombia. Tom's work in development projects include stints as an academic, consultant and program director on projects funded by USAID, USDOS, NGOs and private groups. These opportunities have allowed him to work in numerous countries including Mexico, Nicaragua, Panama, Bolivia, Jordan, Iraq and Botswana.

Personal Statement – J. Thomas Owens
Not Available
Food for Thought vs Food for Body: Hunger and Food Insecurity among College Students

Abstract
This presentation addresses what some scholars have called ‘the skeleton in the university closet’ or the prevalence of hunger among college students (Hughes, Serebryanikova, Donaldson & Leveritt, 2011). This finding has been corroborated by alarming figures from the U. S. Department of Education (2011), which indicate that university students are at significant risk of hunger partly due to inadequate income support. Since early 1990s studies on this emerging research agenda have tended to indicate a possible relationship between the uncertainty of food intake and educational factors (Campbell, 1991).
Title
Scholar’s Life Across the Borders: Procedures vs Contextual Knowledge

Authors
Rosa Cintron Delgado, Mingquan Yang, Shiva Jahani, and Zeinab Azamand

Presentation
Face to Face

Rosa Cintron Delgado, PhD
University of Central Florida, Orlando
rosa.cintrondelgado@ucf.edu

Biography – Rosa Cintron Delgado

Rosa Cintrón is an Associate Professor at the University of Central Florida, College of Education and Human Performance, specifically in the Higher Education & Policy Studies Program. Her first career was in the mental health field working as a Bilingual Psychotherapist in Puerto Rico, Connecticut and New York. Her academic career started in the early 1980s in SUNY/College at Old Westbury. Since then she has occupied various positions as staff, administrator and faculty in colleges and universities in the states of New York, Illinois, Oklahoma and Florida. She is the past chair of the Faculty Fellows for the National Association of the Student Affairs Administrators in Higher Education (NASPA) and holds various other leadership positions in professional associations.

Her book, College Student Death: Guidance for a caring campus (co-authored with Erin Taylor and Katherine Garlough) has been listed among the most important academic resources dealing with crisis intervention. She is most proud of having been awarded the following distinctions while at UCF: Keeper of the Creed Award and Pillar: Scholarship (2014); Award for Faculty Excellence in Mentoring Doctoral Students by the College of Graduate Studies (2012); the William R. Jones Outstanding Mentoring Award by the McKnight Doctoral Fellowship Program in the State of Florida (2011); Featured Faculty and Keynote speaker, UCF Convocation (2013).

Her research agenda and expertise are related to (1) Social justice in higher education: Identity, marginality and power; and, (2) Qualitative methodology: Contour(ing) voice, self and persona (title of her forthcoming book). Her philosophy on teaching has been shaped by the tenets proposed by the following scholars: Boyer (Scholarship Reconsidered), Palmer (The courage to teach) and Ender & Associates (Contributing to learning: The role of student affairs). She considers teaching an honor and working at the University a privilege.

Personal Statement – Rosa Cintron Delgado
Not Available
Rosa Cintron Delgado, Mingquan Yang, Shiva Jahani, and ZeinabAzamand –
ICPGS 2015 Conference Proceedings

Biography – Mingquan Yang
Not Available

Personal Statement – Mingquan Yang
Not Available
Biography – Shiva Jahani
Not Available

Personal Statement – Shiva Jahani
Not Available
Biography – Zeinab Azamand
Not Available

Personal Statement – Zeinab Azamand
Not Available
Rosa Cintron Delgado, Mingquan Yang, Shiva Jahani, and Zeinab Azamand – ICPGS 2015 Conference Proceedings

Authors
Rosa Cintron Delgado, Mingquan Yang, Shiva Jahani, and Zeinab Azamand

Title
Scholar’s Life Across the Borders: Procedures vs Contextual Knowledge

Abstract
International students and scholars are highly trained and highly motivated yet face a number of problems in becoming integrated in the University. Part of this is due to a lack of training and knowledge about the American higher education system. This panel includes four sections, which will discuss the challenges of international scholars in American higher education system, from different viewpoints.
Marguerite J. Di Socio Anderson – ICPGS 2015 Conference Proceedings

**Title**  
*Student Engagement and Ethical Care in a Title I Middle School Program*

**Author**  
Marguerite J. Di Socio Anderson

**Presentation**  
Face to face

**Marguerite J. Di Socio Anderson**  
University of Central Florida  
Maggiej173@gmail.com

**Biography – Marguerite J. Di Socio Anderson**  
Not Available

**Personal Statement**  
Not Available
Marguerite J. Di Socio Anderson – ICPGS 2015 Conference Proceedings

Author
Marguerite J. Di Socio Anderson

Title
Student Engagement and Ethical Care in a Title I Middle School Program

Abstract
This work focused on the contribution of student engagement and ethical care relative to student success in 8th grade students enrolled in a Title I school based tutoring program. The quantitative and qualitative analyses indicated that students were engaged in school-based activities and made academic gains on the Science FCAT. In parallel with the teacher, the students also engaged in the process of ethical care.

Photo – Marguerite J. Di Socio Anderson
Not Available
Title
*Education: Development Under a New Name*

Link
http://youtu.be/zFGaj_OXuLY

Author
Daniela Kruel DiGiacomo

Presentation
Virtual

**Daniela Kruel DiGiacomo**
University of Colorado at Boulder
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**Biography – Daniela Kruel DiGiacomo**

Daniela Kruel DiGiacomo is a PhD student at the University of Colorado at Boulder School of Education Department of Educational Psychology/Learning Sciences. She is working as a research assistant on the Connected Learning Research Network project of ‘Leveraging Horizontal Expertise’, and is interested in the design of learning spaces for non-dominant youth, specifically Latino immigrant communities, in low-income environments. Daniela is also a research assistant for the Ford Foundation initiative called “More and Better Learning Time,” where she and her team are exploring how learning time reforms are being conceptualized and enacted in the Denver Metropolitan area. Additionally, she is a graduate student instructor for the CU Boulder Education Department course entitled “Educational Psychology for Adolescents.” Prior to her pursuing her PhD, she worked in San Francisco secondary schools, mental health/social work agencies, and political asylum/refugee rights organizations. She holds a Master’s in Development Studies from Cambridge University, and Bachelor’s in Latin American Studies from UC Berkeley.

**Personal Statement – Daniela Kruel DiGiacomo**

The motivation for my current research stems from my upbringing in a Brazilian family in Southern California, my academic training in Latin American and Development studies, and my professional experiences in the fields of immigration law, social work and education. When I came to theoretically understand the oppression that the US had exerted (albeit through an academic lens), I became filled with an overwhelming sense of guilt and urgency- firstly for not ever having known about atrocities such as the CIA-inspired Guatemalan Civil War, and secondly for not having done anything about it. My experiences as a refugee biographer and political asylum advocate in college are a large part of what furthered my desire to pursue an international degree in Development, and presently to focus in on education, a necessary vehicle for change, even within the context of our highly stratified and globalized society.
Abstract

From colonization to globalization, the darker ‘Other’ has been raped, exploited, and most recently, ‘developed’. As someone who continues to benefit from the color stratification of our society, I aim to recognize and problematize the ways in which “hierarches of value” (Thomas, 2004) are indexed in the intersection of the racialized and globalized policies that structure schooling in America.
Miryam Espinosa-Dulanto – ICPGS 2015 Conference Proceedings

Title
*Testimonios de Campesinas: Poetic Narratives of Immigrant Women*

Author
Miryam Espinosa-Dulanto

Presentation
Face to Face

Miryam Espinosa-Dulanto Ph.D.
University of Texas at Brownsville, Texas
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Biography – Miryam Espinosa-Dulanto
Miryam Espinosa-Dulanto, PhD is an Assistant Professor in the Department of Teaching, Learning and Innovation at the University of Texas at Brownsville. She received her PhD in Curriculum Theory and Educational Studies from the University of Wisconsin-Madison. Her teaching interests are in curriculum theory, curriculum studies, qualitative methods and research and cross-cultural teacher education.

Personal Statement – Miryam Espinosa Dulanto
Not Available
Testimonios de Campesinas are recountings of life-stories in which intersections of power and privilege are marked in every step. The U.S. Census Bureau reported that in 2009, about 12 million people were unauthorized, un-documented immigrants. Testimonios de Campesinas tell stories that illustrates how legal immigration status not only defines social space and opportunities, but more importantly, how it restricts basic human rights and creates an under-class, an un-authorized, un-documented population with no legal rights or legal protection. Within this population, gender occupies a central space as it is the reason for continuous abuse and discrimination. Violence against women is prevalent.
Allan Feldman – ICPGS 2015 Conference Proceedings

Title
Teacher Leaders and the Pursuit of Justice in Urban Schools

Author
Allan Feldman

Presentation
Face to Face

Allan Feldman
University of South Florida
afeldman@usf.edu

Biography – Allan Feldman
Allan Feldman, Ph.D. is a Professor in the Teaching and Learning Department of the College of Education at the University of South Florida. His research focuses on the nature of self-study, action research, and how people learn to do research. He has written numerous papers on self-study and action research, as well as on science teacher education. He is a co-author of the book, "Teachers Investigate Their Work: An Introduction to Action Research Across the Professions." He has been PI and co-PI of numerous NSF projects, many of which have incorporated action research. Before receiving his doctorate he taught middle and high school science for 17 years in public and private schools in New York and New Jersey.

Personal Statement – Allan Feldman
This study was set in an action research course that I have taught numerous times before. This time I made the course less theoretical and more practical by removing readings, for example, on differences among technical, practical, and emancipatory perspectives. I believe that the way I structured the course was influenced by how that regime affected my tacit regimes in ways that may have stifled my awareness of the effects of implicit and explicit power relationships in educational settings. As a result, I communicated the message that action research was simply another tool to help improve the bottom-line, and as an unconnected part of an assembly line of courses that made up the program. Therefore, I come away from this study with a greater understanding of how the milieu in which I work can have negative effects on me, which I need to strive to uncover.
Allan Feldman – ICPGS 2015 Conference Proceedings

Author
Allan Feldman

Title
Teacher Leaders and the Pursuit of Justice in Urban Schools

Abstract
In the Western tradition the pursuit of justice has long been recognized as a virtue. What does this mean in our urban world, and how does it relate to teacher leadership? We address this using a framework derived from modern rabbinical scholarship on urban justice, eco-political studies, and existentialism. We found that although the teachers recognized injustice, their actions, formulations of solutions, and conceptions of justice were influenced and constrained by the dominant political regime.

Photo – Allan Feldman
Claudia Gonzalez Fragoso, Melissa Garcia Meraz, and David Jimenez Rodriguez – ICPGS 2015 Conference Proceedings

Title
Comparison of Psychological Adjustment among Mexican Children who are Victims of Violence and Children Living in Family

Link
http://youtu.be/KEqsBTys-QI

Authors
Claudia Gonzalez Fragoso, Melissa Garcia Meraz, David Jimenez Rodriguez

Presentation
Virtual

Claudia Gonzalez Fragoso
Dr. Claudia Gonzalez Fragoso studied psychology and received her doctorate in Health Psychology from National Autonomous University of Mexico (Universidad Nacional Autónoma de México. Facultad de Psicología, UNAM). She has taught at undergraduate and graduate at different universities, written articles for national and international journals and participated in various congress. Her research focuses on the evaluation and intervention through the development of social skills. She currently teaches at Institute of Health Sciences at the Universidad Autónoma del Estado de Hidalgo, and directs the research Intervention’s program for the training social skills with virtual reality exposure in adolescents with clinical depression.

Personal Statement – Claudia Gonzalez Fragoso
Not Available
Biography – Melissa Garcia Meraz

Dr. Melissa Garcia Meraz is professor of Universidad Autónoma del Estado de Hidalgo. She teaches in Psychology area, Health master program and biomedicine program. She has been awarded as national research since 2009. Dr, Meraz received her Social Psychology PhD National Autonomous University of Mexico (Universidad Nacional Autónoma de México. Facultad de Psicología UNAM.) Dissertation: “Partner choice, maintenance behaviors and dissolution of couples: values and socioculture of couples from north, center, and south regions in México.”. Research areas: Quantitative research, Culture and Personality, Family and couples. Award: Honorable mention in the American contest dissertation by Interamerican Society of Psychology SIP 2009. PSYCHOLOGY, BACHELOR National Autonomous University of Mexico (Universidad Nacional Autónoma de México. Facultad de Psicología UNAM.) Dissertation: “A cultural landscape of areas and correlates of courtship and partner violence” Award: Best psychology dissertation in 2002.

Personal Statement – Melissa Garcia Meraz

Not Available
David Jimenez Rodriguez

Biography – David Jimenez Rodriguez

Dr. David Jimenez Rodriguez is a full-time research professor at the Autonomous University of Hidalgo State, in the area of psychology. Coordinates his research the impact of social skills on emotional variables such as anger and empathy in adolescents. In 2009 he obtained his PhD in Psychology from the National Autonomous University of Mexico (UNAM). His undergraduate studies were at FES Iztacala-UNAM. In 2002 he won the Medal “Dr. Gustavo Baz Prada” that gives the highlight social service UNAM Psychology in the university community. A year later he won the "National Recognition Community Service 2003" award given by the Federal Government to health programs with impact on vulnerable and marginalized populations. He is author of "Parenting Styles. Research and practical applications: Intervention Strategies in Educational and Developmental Psychology".

Personal Statement – David Jimenez Rodriguez

Not Available
Comparison of Psychological Adjustment among Mexican Children who are Victims of Violence and Children Living in Family

Abstract
Evaluation and comparison of levels in social skills, self-esteem, anxiety and depression among children who live in a temporary shelter as victims of violence and children living in family.

In countries like Mexico, we do not have systems that allow account or intervener with children victims of violence. Often, it is observed that children who are separated from their parents as a result of maltreatment that are victims. These children show low levels in aspects which are related to the adjustment and psychological wellbeing. The social skills in children keep a close relationship with issues such as self-esteem, anxiety and depression. Such variables are indicators of psychological adjustment, which can be altered in the children who are victims of violence. To have data on Mexican children, this exploratory study evaluated and compared levels in social skills, self-esteem, anxiety and depression, in two groups of children who are in different living conditions: 30 children who live in a temporary shelter as victims of abuse and 30 living in family. Four tests were applied to each group of children, validated instruments for measuring the variables in research. The results indicate that children victims of violence differed significantly from children living in family, in terms of social skills, self-esteem, anxiety and depressive symptoms, and were showing higher levels of aggression.
Title
*Building Resilient Communities – The Creation of an Interdisciplinary Team to Address Rural Systemic Poverty*

Link
https://www.youtube.com/watch?v=JaT5h7uoyxA&feature=youtu.be

Presentation
Virtual

A Fae Frederick
Oklahoma State University
Fae.Frederick@okstate.edu

Biography – A. Fae Frederick
Fae Frederick, MA. sends a lot of emails, writes a lot of post-its and generally tries to keep everything together. In her spare time she is a doctoral student in the counseling psychology program and has an unhealthy obsession with dinosaurs. Her research interests include whatever the community names as their biggest need. In the past that has included parental involvement and strengths based batterers intervention programs. She received her Masters degree in Mental Health Counseling from Boston College, Massachusetts and her Bachelor of Science in Psychology from Auburn University at Montgomery.

Personal Statement – A. Fae Frederick
The world is off balance in a lot of ways and I want to change that. That is why I pursued an advanced degree, and why I spend a great deal of time on this project. There are so many disparities in the world, my country, and even my town. I simply refuse to let it go on without a fight. I understand the limits of my efforts as one individual, but with the Building Resilient Communities team, we are making a difference and we are dedicated to doing it right. Because we are starting from the bottom up and using good research methods, we can more quickly replicate this effort and impact other communities in time. More than anything, this project has taught me to think big.
Biography – Julie Croff

Julie Croff, Ph.D. serves as the Director of the Master of Public Health program and is an Assistant Professor of Health Education and Promotion in the College of Education’s School of Applied Health and Educational Psychology at Oklahoma State University. Her work focuses on population and community health and interactions between individual health behaviors and their social and physical environment. She is particularly concerned with the health outcomes of underserved populations. She received her Ph.D. in Public Health, with an emphasis in Health Behavior from the joint doctoral program between the University of California, San Diego and San Diego State University.

Personal Statement – Julie Croff

This project provides a unique context to positively impact educational and health outcomes of an underserved, understudied, and under-resourced population. This project allows the opportunity to heal historical pain, to overcome stereotypes, and to focus on the strengths of resilience within the community. The process of working within an invested community is deeply rewarding and fulfilling.
Fae Frederick, John Romans, and Julie Croff – ICPGS 2015 Conference Proceedings

John Romans
Oklahoma State University
John.Romans@okstate.edu

Biography – John Romans
John S. C. Romans, Ph.D. serves as the Interim Associate Dean for Graduate Studies, Outreach and Research at Oklahoma State University. Previously, he was Head of the School of Applied Health and Educational Psychology 2006-2013. Romans holds a Ph.D. in Counseling Psychology from the University of Kansas, a Masters degree in Counseling from the University of Iowa, and a Bachelor of Science in Psychology from Iowa State University. He joined the OSU faculty in the Counseling Psychology area in 1990. He has served in a variety of administrative roles at OSU including Counseling Area Coordinator, Associate School Head, and Associate Dean. Dr. Romans' research interests include stalking and interpersonal violence, and career development. He served as the Lead investigator on OSU's Gaining Early Awareness and Readiness for Undergraduate Programs grant project with the Tulsa Public School District.

Personal Statement – John Romans
This project has allowed me to combine my interests and passion in research and service. I find fulfilling the mission of our land grant university to elevate our community to be incredibly uplifting and satisfying. Working with this team of likeminded colleagues, students and education professionals is a fantastic privilege!
Abstract
This paper describes a research and service project of a large interdisciplinary university team working in collaboration with a rural impoverished community to effect broad systemic change on the health of the community members. The Building Resilient Communities research and service project brings comprehensive university resources to a disadvantaged school district. Participatory action strategies are used in community engagement to conduct a multi-phase study on community needs. Benefits include providing key community leaders and members with an occasion to discuss their involvement with community programs and provide an opportunity to participate in the development of interdisciplinary programs to address a broad range of community problems.
Stephanie Furuta and Mischa Kauaanuhea Lenchanko – ICPGS 2015 Conference Proceedings

**Title**
*Transformative Preparation: Affecting Teacher Candidates’ Perspectives on Schools and Communities*

**Link**
http://youtu.be/Qlatf_oXzZQ

**Authors**
Stephanie Furuta and Mischa Kauaanuhea Lenchanko

**Presentation**
Virtual

**Stephanie Furuta**
University of Hawaii at Manoa
furutas@hawaii.edu

**Biography – Stephanie Furuta**
*Stephanie Furuta* is an Assistant Specialist in the Institute for Teacher Education at the University of Hawaii at Manoa’s College of Education. She has been working at the university since 2008. She is a current PhD candidate, whose research focus is on teacher retention in Title I schools. She works with preservice teachers as a field supervisor, course instructor, and research advisor. Prior to her employment at the university, she taught for 15 years in the State of Hawaii Department of Education as a classroom and resource teacher.

**Personal Statement – Stephanie Furuta**
When I first began my teaching career, I taught for 10 years in a Title I school, where the majority of the students received free or reduced price lunches. Students at this school struggled academically as well. I not only enjoyed my time there, but realized that the community and people, who are constantly plagued with negative notions of who and what they are, are loving and caring people who do their best with what they have. I feel am passionate in finding ways to encourage and support our preservice teachers to effectively teach in these schools, and WANT to teach in these schools. This study helped me to understand what is working in our teacher education programs and what supports are necessary to help our preservice teachers to succeed in these school settings.
Mischa Kauaanuhea Lenchanko
University of Hawaii at Manoa
mischa@hawaii.edu

Biography – Mischa Kauaanuhea Lenchanko
Mischa Kauaanuhea Lenchanko was born and raised on the Leeward Coast of Oahu within a Hawaiian community who is proud of their culture. She is an Assistant Specialist with the College of Education at the University of Hawaii at Manoa. Mischa serves as a cohort coordinator for the Masters of Education in Teaching program at the university. Her responsibilities include field supervising, advising on research and instructing seminar courses during the teacher candidates’ 2 year program. Ms. Lenchanko also develops curriculum and serves as a resource teacher at a community school museum that services kindergarten thru 6th grade.

Personal Statement – Mischa Kauaanuhea Lenchanko
He kupa au no ka aina momona o Waianae.–I am a native of the rich lands of Waianae. I come from a community on the West end of Oahu whose beauty and potential are often overlooked because of preconceived beliefs supported by negative stereotypes and/or deficit thinking. It has always been of great importance to me to speak up and help shift mindsets about the capabilities of economically challenged communities. This has indeed influenced my work with pre-service teachers. Teachers play a crucial role in developing both academic and social skills of students, which ultimately contribute to their self-worth. It is has been very satisfying to have schools in these types of communities be the training grounds for our teacher candidates. My ultimate goal is to open the world a little bit more for our future classroom leaders so that they can validate the knowledge of their students’ community and carve out a place for it in the curriculum.
Title
Transformative Preparation: Affecting Teacher Candidates’ Perspectives on Schools and Communities

Abstract
Teacher candidates’ interactions with the students and schools in high poverty communities shape and sometimes shift their thinking and feelings about student capabilities and the desire to continue to work in these schools. A large number of our teacher candidates are currently teaching in schools within high poverty communities. Interviews of past graduates were conducted to explore the factors that have impacted their decisions to continue teaching in these challenging schools.
Title
Fostering Youth Empowerment through Digital Storytelling: Preliminary Results from Albania

Author
Meg P. Gardinier

Presentation
Face to Face

Meg P. Gardinier
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Miami, Florida
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Biography – Meg P. Gardinier
Meg P. Gardinier is an Assistant Professor in the Department of Leadership and Professional Studies in the College of Education at Florida International University, Miami, Florida. She has over 10 years of experience working in international educational development. Dr. Gardinier teaches from a global perspective based on her experience in Latin America, Eastern Europe, Africa, and North America. Students in her courses apply an analytic lens as well as experiential knowledge to grapple with complex ideas and address social problems in constructive ways.

Dr. Gardinier believes that teaching serves a broader social purpose as well as an academic one; for her, this purpose is preparing learners to actively and reflectively contribute to the improvement of our common world through leadership and the development of more equitable, compassionate, and effective educational policy and practice. She has successfully developed funding proposals that resulted in a number of research awards including fellowships from Fulbright, National Security Education Program/Boren, IREX, Spencer Foundation, and the Woodrow Wilson International Center for Scholars. Dr. Gardinier has a professional background in peace and human rights education and has consulted with international organizations including the United Nations, Save the Children, and NGOs such as Hague Appeal for Peace.

Personal Statement – Meg P. Gardinier
This project builds on my experience as a qualitative researcher in Albania throughout the last decade. My dissertation, completed in 2012, was a vertical case study that examined how key actors interpreted and enacted policies for democratic citizenship education and the global knowledge economy in Albania. I looked at the complex roles of international experts, local policy makers and professionals (Gardinier, 2014), and Albanian teachers (Gardinier, 2012). While my early research focused on educational reform and practice, this new project is focused on the role and perspective of Albanian youth vis-à-vis the building of a democratic society in the context of globalization.
Fostering Youth Empowerment through Digital Storytelling: Preliminary Results from Albania

Abstract
This presentation shares preliminary results from a workshop with Albanian youth parliamentarians. Through digital storytelling, Albanian youth shared three narratives that focus on how they experience and envision change in their community. Their stories evoked questions and concerns about identity, longing, loss, and hope while drawing on humor and irony to provide a social critique. Digital storytelling is put forward as a powerful method for both research and activism related to social change.
Maria Geueke – ICPGS 2015 Proceedings

Title
Website Analysis of a School District in Eastern Massachusetts

Link
https://www.youtube.com/watch?v=19lBje9F1sw&feature=youtu.be

Author
Maria A. Geueke

Presentation
Virtual

Maria A. Geueke
University of Massachusetts Amherst Graduate School
mgeueke@umass.edu

Biography – Maria Geueke
Maria A. Geueke was born in 1989 in Münster, Germany. Geueke spent her first nine years living in several towns in Germany and was influenced by her father’s interest in non-profit work and love for international issues. Geueke is bilingual in German and English and enjoys learning new languages. After moving to the United States, Geueke participated in several volunteer organizations that involved environmental and human rights issues. Geueke’s efforts were recognized by Rotary International and NAACP. At the university Undergraduate level, Geueke discovered her interest for transnational activism, social justice issues, and multicultural education. After working one year as a paraprofessional, Geueke learned about some of the issues of public education and became interested in policy and advocacy. As a Graduate student, Geueke continues to follow her interests, and is attending a teacher education preparation program to become an ESL/ELL secondary teacher.

Currently, Maria Geueke first year Graduate student at University of Massachusetts-Amherst in the Bilingual/E.S.L./Multicultural Education Master's Program. Her interests include, but are not limited to language ideologies, bilingual and multicultural education, pedagogy, and issues specific to English Language Learners and ELL parents.

She plans to be an ESL/ELL teacher upon receiving my Master's for a secondary school and also plan on continuing research either through a PhD or on the side, specifically focusing on issues related to ELL bilingual parents.

Personal Statement – Maria Geueke
I have been an educator in private schools for 20 years, teaching primarily the privileged and powerful that Johnson writes about. My students often have very little contact with anyone who is not from their world, and, therefore, often speak out in ignorance about people in lower socio-economic situations. I have felt an urgency to make sure my students become better informed, more compassionate people. I decided to find out what other teachers in similar private school
settings are doing to address the issue of social justice, and discovered an eagerness of secondary school educators to share their ideas and learn about new ones.
Maria Geueke – ICPGS 2015 Proceedings

Author
Maria Geueke

Title
Website Analysis of a School District in Eastern Massachusetts

Abstract
Parent-involvement is on the agenda of recent Obama legislation, but it continues to ignore issues pertaining to English Language Learners and their parents. This paper uses an ecological frame to analyze how a website of a school district in Eastern Massachusetts constructs language ideologies, an ELL parent, and notions of a “good” parent. The findings show dominant ideologies about language that create obstacles that go beyond the language and cultural barriers for meaningful parental participation.

Photo - Maria Geueke
Fostering Social Justice in the Urban Classroom

Lindsey H. Glass
Cleveland State University, Ohio

Biography – Lindsey Glass
Lindsey H. Glass is currently pursuing her Ph.D. in Urban Education with a specialization in Policy Studies from Cleveland State University. She has been a graduate assistant at the Campus International School since its inception in 2010. Additionally, Ms. Glass is a lecturer within the Department of Curriculum and Instruction at the University. She was awarded a fellowship from the Cleveland State University Center for Urban Education in the Spring of 2012.

Personal Statement – Lindsey Glass
The authors are consistently challenged to incorporate social justice into their teaching and schools where they work. They are focus on educating the whole child with clear awareness of families and the communities where they live. These ideals help to identify student success and thus improve student learning and best practices. The authors of this article feel that in order to remain passionate and relevant, they must state their social justice ideals while demonstrating the importance of such goals through research and practice. The authors have been challenged to grow and change, not by the research, but by the students and families they serve.
Diane G. Corrigan
Cleveland State University, Ohio

Biography – Diane Corrigan
Diane G. Corrigan is a clinical associate professor at Cleveland State University. She coordinates the Master of Urban Secondary Teaching (MUST) program that prepares students to successfully teach in urban school districts while earning a master of education degree and Ohio teaching license. Ms. Corrigan supervises preservice teachers and coordinates partnerships between the university and local urban school districts. Her teaching, clinical supervision and research are focused on social justice, urban communities and conflict resolution.

Personal Statement – Diane Corrigan
The authors are consistently challenged to incorporate social justice into their teaching and schools where they work. They are focus on educating the whole child with clear awareness of families and the communities where they live. These ideals help to identify student success and thus improve student learning and best practices. The authors of this article feel that in order to remain passionate and relevant, they must state their social justice ideals while demonstrating the importance of such goals through research and practice. The authors have been challenged to grow and change, not by the research, but by the students and families they serve.
Fostering Social Justice in the Urban Classroom

Abstract
This research examines social justice ideals within Cleveland State University’s College of Education and Human Services and its Master of Urban Secondary Teaching program and how these ideals impact teachers in urban classrooms by helping to equalize education across socio-economic status and race. Researchers utilized a mixed methods approach by conducting a survey with MUST program graduates and interviews with teachers at Campus International School, which is co-governed by CSU and Cleveland Metropol.
Critical Pedagogy at the Core: Strategies to Support Teachers in Developing Social Justice through Mathematics

Authors
Vernita Glenn-White and Makini Sutherland

Presentation
Face to Face

Vernita Glenn-White
University of Central Florida
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Biography – Vernita Glenn-White
Vernita Glenn-White earned dual bachelor’s degree in Secondary Education and Mathematics at the University of South Florida, Tampa, followed by a master’s degree in Educational Leadership and an Educational Specialist degree in Technology Management and Administration from Nova Southeastern University.

Personal Statement – Vernita Glenn
Not Available
Makini Sutherland
University of Central Florida
Makini.Sutherland@knights.ucf.edu

Biography – Makini Sutherland
Makini Sutherland is a doctoral student in the College of Education & Human Performance at the University of Central Florida. She holds a Master of Science in Curriculum and Instruction from Florida International University and a Bachelor of Education, Mathematics from the University of West Indies, Mona. She was a Mathematics Teacher at Westwood High Schools for Girls, Trelawny, Jamaica; a Mathematics Specialist for the Ministry of Education in Jamaica, and a Lecturer in Mathematics at the Moneague College, Jamaica.

Personal Statement – Makini Sutherland
Not Available
Critical Pedagogy at the Core: Strategies to Support Teachers in Developing Social Justice through Mathematics

The purpose of this paper is to explore the critical pedagogy of teaching social justice through mathematics. This exploration demonstrates the need for teachers to understand mathematics as a catalyst for change for all students.

Critical pedagogy encourages both teachers and students to understand their relations among ideology, power, and culture (Stinson, Bidwell & Powell, 2012). Mathematics is typically taught in isolation and students often find difficulty in connecting concepts to real-world situations. A key shift in the Common Core State Standards for Mathematics is Rigor, which refers to conceptual understanding, procedural skills and fluency, and application (Core Initiatives, 2010). Application requires students to use the mathematics they were taught to solve problems. In today’s society, mathematics problems should extend beyond finding the area of a triangle. Teachers should empower students to use mathematics to think globally about culture and lived experiences that move beyond their world (Stinson, et al., 2012). This asynchronously presentation will focus on strategies such as questioning and item development to support teachers in developing their critical pedagogy of teaching social justice through the Common Core State Standards for Mathematics.
Title
Hope and Low-Level Literacy of Haitians in Petit-Goave: Implications for Hope Theory and Adult Literacy

Author
Donita Grissom

Presentation
Face to Face

Donita Grissom
University of Central Florida, Orlando
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Biography – Donita Grissom
Donita Grissom, PhD received her undergraduate degree at Southeast Missouri State University, with a major in Elementary Education. She obtained her Master’s Degree at the University of Florida through Project BEST, which was a teacher training preparation program for Bilingual Education. Thereafter, she completed her Ph.D. in TESOL at the University of Central Florida. Donita Grissom is currently a Lecturer at the University of Central Florida, teaching the undergraduate TESOL Methods course. Her areas of research include studying about the degree that ‘expressions of hope’ plays in our professional and personal lives, understanding second language learning in content areas, using the technology of TeachLive for English Language Learners.

Personal Statement – Donita Grissom
The topic of hope found me during a grave time of hopeless in my personal life. The journey of researching hope helped restore hope in my own life, while helping me see the necessity of helping others have renewed hope. I am bringing hope research into the field of first and second language learning. Hope is a powerful mechanism that everyone has the ability to increase. I want to the hope agent that spreads seeds of hope everywhere to everyone!
Abstract
The Hope Theory developed by Dr. C. R. Snyder has been applied to various fields of research, such as psychology, psychiatry, nursing, philosophy, religion, and education; however, hope theory has never been applied to the area of first language literacy education for adults. Hope studies have been conducted predominantly in North American and European cultures. Although the hope levels of other cultural groups have been investigated, no studies have examined Haitians, in particular pre-literate (no prior access to literacy) and non-literate adults (access to literacy, but little or no prior literacy education). Therefore, this was the first study to apply Snyder’s Hope Theory to Haitian adults with little or no literacy education, which took place in a rural area of Haiti known as Petit-Goâve. According to Snyder’s Hope Theory, hope consists of goals, pathway thinking (strategies) and agency thinking (motivation). It was also posited in this study that literacy contains goals, strategies (pathways) and motivation (agency).
Title
Project Fabiana

Author
Donita Grissom

Presentation
Face to Face

Donita Grissom
University of Central Florida, Orlando
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Biography – Donita Grissom
Donita Grissom, PhD received her undergraduate degree at Southeast Missouri State University, with a major in Elementary Education. She obtained her Master’s Degree at the University of Florida through Project BEST, which was a teacher training preparation program for Bilingual Education. Thereafter, she completed her Ph.D. in TESOL at the University of Central Florida. Donita Gissom is currently a Lecturer at the University of Central Florida, teaching the undergraduate TESOL Methods course. Her areas of research include studying about the degree that ‘expressions of hope’ plays in our professional and personal lives, understanding second language learning in content areas, using the technology of TeachLive for English Language Learners.

Personal Statement – Donita Grissom
I would like to share Project Fabiana, a video chat program. Project Fabiana is a video chat program between students in a Spanish class in a local high school and an intermediate English class in the Dominican Republic. Speaking practice is vital for learning a second language. This project affords not only speaking practice, but also increases cultural knowledge between the two classes. Service learning opportunities are also developing for UCF teaching candidates. Service learning broadens the hands-on experience teacher candidates need be adequately prepared to teacher second language learners.

Project Fabiana was developed by the late Fabiana Parades, an IREX/TEA teacher from Argentina. A fellow IREX/TEA teacher from the Dominican Republic, Ms. Lucrecia Peña, agreed to take over the project, warmly coined “Project Fabiana.”

This project is the beginning of activities that the ESOL Department at UCF will support through service learning endeavors to provide listening/speaking activities centered around curriculum. In addition, teacher candidates will have the opportunity to practice adjusting teacher speech through leveled questions; a skill that is difficult to master, yet critical for second language learners.
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Title
Hungry, Homeless and Hurting: Helping Novice Teachers Develop a Curriculum of Hope for Today’s Children of Poverty

Authors
Deborah L. Harris and Traci Baxley

Presentation
Face to Face

Deborah L. Harris
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Biography – Deborah L. Harris
Not Available

Personal Statement – Deborah L. Harris
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Traci P. Baxley
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Biography – Tracy P. Baxley
Not Available

Personal Statement – Tracy P. Baxley
Not Available
Deborah Harris and Traci Baxley – ICPGS 2015 Conference Proceedings

Authors
Deborah L. Harris and Traci P. Baxley

Title
Hungry, Homeless and Hurting: Helping Novice Teachers Develop a Curriculum of Hope for Today’s Children of Poverty

Abstract
The assignments and critical conversations present in our teacher education courses disrupted the discourse of our mostly White middle-class female student population and permit new viewpoints and perspectives to be discovered and explored. This journey of assisting our pre-service students to questioning their assumptions and beliefs (in general, and specifically) about families of poverty was the impetus to defining and recognizing the importance of a Curriculum of Hope during a time period that seems hopeless to many children around the country.

Photo – Deborah L. Harris
Not Available

Photo – Traci P. Baxley
Not Available
Frankie Huff – ICPGS 2015 Conference Proceedings

Author
Frankie Huff

Title
LGBTQ Youth Engagement with Special Spaces: Opening the Classroom For Equitable Learning

Abstract
This paper addresses the need educators have to address the reality that incorporating social media in the classroom, could not only work to improve the academic success of LGBTQ students and, perhaps, opening the classrooms up for equitable learning for all students.

For years, lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth have been using the Internet to create meaning in their lives, seek out others, “come out,” and express or question their sexual identities. On Facebook, Twitter, Tumblr, blogspot, Wordpres, Instagram, and social spaces designed specifically for LGBTQ populations (i.e. Trevorspace.org, Justleftthecloset.com), LGBTQ youth are asking questions, seeking support, while thinking critically, writing critically, publishing their work, and expressing their thoughts among a diverse population across the globe. Yet, in their classrooms, many LGBTQ youth still feel unsafe, unmotivated, and because of such environments, many are at-risk academically. As educators, we must address the reality that incorporating social media in the classroom, could not only work to improve the academic success of LGBTQ students, but also open the classrooms up for equitable learning for all students.

Photo – Frankie Huff
Not Available
Title
Globalization, Poverty Eradication in Nigeria, and the Schooling Response: The Need for Literacy

Authors
Margaret Igweike and Comfort Ibidapo

Presentation
Face to Face

Margaret Igweike
School of Languages
Adeyemi College of Education,
Ondo, Nigeria
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Biography – Margaret Igweike
Margaret Igweike has a Bachelor’s degree in English Language, and a Postgraduate Diploma in Education. Currently, she is a Postgraduate Student of English at the Obafemi Awolowo University, Ile-Ife, Nigeria. For more than a decade, Margaret was a Teacher of English Language to K-12 students, but most recently, she crossed over to the Adeyemi College to teach English. She has presented at a local conferences and workshops and am working on my book titled "English as A Second Language".

Personal Statement – Margaret Igweike
Having being a Teacher of English Language for more than a decade, my passion for Language and Communication is quite understandable. Given the socio-cultural diversity and the multi-ethnicity of the Nigerian Nation State, I am fully persuaded that a Common Language (English in this case) would enhance all efforts at national integration and as a corollary, economic growth and development. This persuasion has been the under current behind all of my academic research works.
Comfort Ibidapo
Adeyemi College of Education
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ceehkay@yahoo.com

Biography – Comfort Ibidapo
Comfort Ibidapo, is a Teacher of Economics at The Adeyemi College of Education, Ondo, Nigeria.

She is currently the Head of Department – Economics and a Ph.D. student of Management Science at the Obafemi Awolowo University, Ile-Ife, Nigeria. Currently, she holds a Bachelors of Economics/Education, M.SC Economics and MBA. She's written a number of books and has attended a lot of conferences within Nigeria and the West Africa Sub region.

Personal Statement – Comfort Ibidapo
I am into Labor Economics and Human Resource Management; this has defined the scope and my areas of interest, as far as academic research goes. Nigeria, being as it is, a developing economy, no doubt, is in dire need of a developmental paradigm. As a Patriot and an Academic, my passion, naturally gravitates to issues of economic growth and development.
Margaret Igweike and Comfort Ibidapo – ICPGS 2015 Conference Proceedings

Authors
Margaret Igweike and Comfort Ibidapo

Title
Globalization, Poverty Eradication in Nigeria, and the Schooling Response: The Need for Literacy

Abstract
Globalization defined as the interlinking of nations on Social, Cultural, Economic, and Political fronts, is shown to be inevitable and ubiquitous. On this premise, country-specific analyses become necessary, given the polemics trailing its benefits or impacts on economies. Using the Vector Autoregressive econometric tool, it was established that globalization, for Nigeria, could potentially engender poverty. To benefit from globalization in a way that impacts positively on her economy and consequently eradicate poverty, a multidimensional approach to economic growth is proffered, given the high level of illiteracy in Nigeria. The outcome of the Questionnaires, randomly administered, based on the Likert-type scale, informs the specific recommendations made. Generally, however, the paper recommends a review of the Nigeria National Policy on Education, establishment of adult education centers, and intensive teaching of English Language in Elementary and High Schools.

Photo – Margaret Igweike

Photo – Comfort Ibidapo
Title
Owning Your Own Story: Perceptions about Community from a Youth Participatory Project

Link
http://youtu.be/o1on6rEm7Es

Author
Alison Kaufman

Presentation
Virtual

Alison Kaufman
Cleveland State University
alisontaylorkaufman@gmail.com

Biography – Alison Kaufman
Alison Kaufman is a doctoral student in her third year at Cleveland State University in the Urban Education Policy Studies program. She is also in her third year as a graduate assistant with CSUteach, a STEM teacher preparation program at Cleveland State. Her research interests are participatory research methods, community and school partnerships, local history education, and youth civic identity development. In addition, Kaufman has experience working for non-profit organizations in local and global contexts. Her passion is to see youth take pride in their communities and to continue to have meaningful educational opportunities outside of the borders of school.

Personal Statement – Alison Kaufman
My interest in this specific project stemmed from former employment as the Director of Recreation for a local community center. While employed at the community center, I interacted with students who shared stories of the ways they were treated differently at school than their peers because of the community they lived in. The racial and socio-economic make-up of the community was very different than that of the surrounding affluent communities in the school district. I became fascinated by the daily-lived experiences of these students as they transitioned between polarized community and school spaces. When asked why the spaces are so polarized, the answer was almost always “It is just the way it is” or “It is how it has always been.”

Several years later, I was actively volunteering at the community center, enrolled in qualitative research courses as a part of my doctoral program, and working alongside a professor at Cleveland State University on a different Youth Participatory Action Research (YPAR) project. Initially a part of a course requirement, I decided to use similar methods to explore this phenomenon. A YPAR project was the perfect fit for the youth at this community center to learn more about the history of their community and why their community exists the way it does. It was also a perfect fit for me early in my research experience to learn about the importance of participant voice, meaning-making being a collaborative process, and the power of research to make change.
Title

Owning Your Own Story: Perceptions about Community from a Youth Participatory Project

Abstract

A youth participatory action research project (YPAR) was implemented with middle-school youth situated within a historically marginalized community. Data was collected through audio and video footage of youth in YPAR sessions focusing on analysis of historical artifacts, creative engagement with historical data, reflective journaling, and an interview with a local historian and community member. Themes of students showing signs of individual tensions, making personal connections to history, and desiring for community action are explored.
Laura Kieselbach – ICPGS 2015 Conference Proceedings

Title
**Multicultural Social Justice in the Urban Classroom**

Author
Laura Kieselbach

Presentation
Face to Face

Laura Kieselbach
Northeastern University, Boston
laurakieselbach@gmail.com

Biography – Laura Kieselbach
Not Available

Personal Statement – Laura Kieselbach
The field of education has been my professional home for 10 years, though a part of me knows I have been an educator all my life. I was fortunate enough to begin my journey at Mainland High School in Daytona Beach with incredible leaders and mentors, including Dr. Cheryl Salerno and Dr. Melissa Carr. Through their vision and willingness to face progressive academic change head on, I learned to embrace the changes in the field of education as they presented themselves. I experienced first-hand that not all students are alike and that many benefit from an assortment of best practices and strategies.

I made it my personal goal to explore the craft through various lenses and learn all I could to best guide my students and colleagues through a constantly developing and ever-changing profession. I attended UCF for my Master’s in Education, specifically Literacy Strategies, after obtaining my BA from Penn State University in English. I had a passion for literature as long as I could remember and wanted to find ways that I could share with my students on a level they could understand and relate to.

Within my Master’s, I came to understand, under the guidance of Dr. Jeffrey Kaplan and Dr. Elizabeth Scanlon, the importance of YA Lit for readers of all levels and interests. I came to understand that curriculum often dictates so much of what students and professionals share in the classroom, and thus limits the exposure to this important genre of reading. I thus, upon graduating form UCF, began my pursuit of affecting change in the most efficient position possible, that of curriculum development. I enrolled in Northeastern University’s Doctoral program in Education, with a focus on CTLL (Curriculum, Teaching, Learning, and Leadership).

This combination of focus has allowed me to see, through a social justice perspective, how to effectively adapt a classroom to reflect the pursuit of meaningful education while leading colleagues to a firm understanding of education equity. I hope to continue this exploration of rigorous curriculum development through a leadership position within public education before,
eventually, assisting in the development of effective teachers through a teacher development program.
Laura Kieselbach – ICPGS 2015 Conference Proceedings

Author
Laura Kieselbach

Title
*Multicultural Social Justice in the Urban Classroom*

Abstract
This paper offers an overview at the concept of multicultural literature and its implementation in the standard American classroom. Several frameworks are considered, most poignantly culturally responsive teaching. This ideology emphasizes inclusion of cultural heritage and identity in order to best identify a student’s needs and academic development. Several proponents for an increased study of multicultural literature argue that it will present a more informed and better equipped society in terms of understanding people of various cultures and backgrounds. This literature review reports on several writers who have championed as a voice for marginalized populations and have experiences great success with creating real and identifiable characters that allow students of privilege and whiteness to empathize with the plight of ethnically and racially diverse populations. In addition, this review addresses the benefits to students both of white privilege and marginalized populations in learning, reading about, and studying various cultures. Interpreting the six stages of identifying with one’s whiteness offered by Gregory Jay, it is essential to allow students time to process a new and intricate literary approach to learning. This study concludes with several suggestions on how to accomplish the colossal task of creating a new and dynamic learning environment that allows for the instruction of various and complex cultures in the classroom, and it adds commentary on the connection of this concept and its alignment with the newly implemented common core standards that are being seen throughout the United States in 2014.
Title
Empowering Through Play

Authors
Deborah Klein and Kees Kalonick

Presentation
Face to Face

Deborah L. Klein
Faulkner University
Montgomery, Alabama
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Biography – Deborah Klein
Deborah Klein is Associate Professor of English at Faulkner University, Montgomery, Alabama.

She and her husband also lived and taught for five years in Awka Ibom State, Nigeria and for eight years in Jos, Plateau State, Nigeria. While in Jos, she became active in the Association of Nigerian Authors (ANA) and PEN-Nigeria, and she still moderates the JosANA listserv and is one of the moderators of the ANA group on Facebook. Her academic interests include American literature, African literature, linguistics, folklore, mythology, and composition and rhetoric.

Personal Statement – Deborah Klein
Not Available
Kees Kalonick

Biography – Kees Kalonick
Not Available

Personal Statement – Kees Kalonick
Not Available
Empowering Through Play

Abstract
While many educators agree with Paolo Freire’s philosophy of making students partners in the classroom, actually implementing his ideas has proven surprisingly difficult, especially in university core courses. When students come into a class with a wide range of skills, from highly knowledgeable to barely competent, and when a large portion of the class have athletic scholarships but very little college preparation, the teacher faces extra challenges. This past fall, my student intern and I developed an online game, “Keepers of Akasha,” to try to give Composition 1 students more real power in the classroom. Instead of assignments, the students undertake “quests” and “raids” (collaborative quests) to earn XP (experience points). At the end of the semester, XP level determines the students’ final grades.

When all assignments become essentially optional, students at first disbelieve the freedom they have been given. Many, in fact, never feel comfortable in this non-traditional framework. Others, however, embrace the unusual opportunity and eagerly plunge in. Players control their own learning and ultimately their own grades. Because the quests fit a variety of learning styles, each student can find assignments that match personal interests and talents. The game also encourages student suggestions: “Can I get points if I . . . ?” Because of the format, the teacher can easily agree or negotiate an agreement.

Although many of the “players” complained at the end that they hadn’t learned much about writing, in actuality, we saw their writing improve vastly. They had so much fun, they didn’t recognize how much work they were doing. They also wrote longer and longer pieces, of their own volition. More than half of those involved requested further gaming for Composition 2, and we are doing that now, with modifications based on what we Game Masters learned last semester.

We did not anticipate the additional challenges this method would pose for the teachers. We had to develop a background story, set up the game parameters, work to achieve a fair balance between quests and points, continually develop new and relevant quests, and deal with an increased paper load. These aspects are, in gaming terminology, still under development.
Furuta-Lenchanko – ICPGS 2015 Conference Proceedings

Photo – Deborah Klein

Photo – Kees Kalonick

Not Available
Title
Can You Speak Spanish after a Year? So How Can They Speak English? Considering Second Language Acquisition Research: What is Wrong with the Education Policy of English Language Learners

Author
Erin Lewis

Presentation
Face to Face

Erin Lewis
Northeastern University, Boston

Biography – Erin Lewis
Not Available

Personal Statement – Erin Lewis
Not Available
Can You Speak Spanish after a Year? So How Can They Speak English? Considering Second Language Acquisition Research: What is Wrong with the Education Policy of English Language Learners

Abstract
English language learners represent an exponentially growing population of students in our United States classrooms. Currently there are 5.5 million English language learners speaking more than four hundred languages. As a middle school teacher I have witnessed these students struggle to understand and navigate this foreign world. They are overwhelmed as they are compelled to learn both their grade level academic content and a foreign language. Currently, policy in Massachusetts dictates a sheltered English immersion approach, which engrosses students in English instruction with some support to quickly learn enough English to be mainstreamed within a year. Data from linguistic research demonstrates why most English language learners are still in the program for years and cannot close the gap in their achievement on standardized assessments compared to their English speaking peers including two types of languages basic interpersonal communicative skills or social conversation skills do not reach proficiency levels until after two to four years and cognitive academic language proficiency takes nearly five to seven years. (Cummins, 1979). Unfortunately for English language learners and their families, and their teachers and the schools in which they are enrolled, a policy was made on a misguided prejudice to immigrants and multilingual people. The policy did not consider research and therefore has burdened and overwhelmed all involved. Massachusetts should take into account the current linguistic research as well as the capabilities of their teachers and schools to devise policy that enables success of students.
Title
Questioning Current Norms and Practices: Examining Issues of Poverty in Teacher Education through Critical Incidents

Author
Ann E. Lopez

Presentation
Face to Face

Dr. Ann Lopez, Ph.D
University of Toronto
ann.lopez@utoronto.ca

Biography – Ann E. Lopez
Dr. Ann E. Lopez is a faculty member in the Department of Leadership, Higher and Adult Education at the Ontario Institute for Studies in Education, University of Toronto. Born and raised in Jamaica she completed her undergraduate studies at the University of the West Indies. She completed her Masters of Education at Brock University and later earned her PhD in curriculum studies at the University of Toronto. Her research and teaching focus on equity and diversity in schooling, culturally responsive teaching approaches that challenge all forms of exclusion, culturally responsive and socially just leadership. She currently serves as a board member of the National Association of Multicultural Education (NAME) and is the Regional Director for Region 8. Her most recent publication is entitled Re-conceptualizing Teacher Leadership Through Curriculum Inquiry in Pursuit of Social Justice in the International Handbook of Educational Leadership and Social (In) Justice. A former secondary school teacher and school administrator, she is committed to ensuring that all students, particularly those who have been traditionally underserved, are included and engaged in their learning environments and fully prepared to be productive citizens in an globalized world.

Personal Statement – Ann E. Lopez
My research and teaching is undergirded by a critical, equity focused and socially just education philosophy. I am moved to engage in pedagogy and undertake research that is socially just because of my firm belief that with greater understanding, wrestling the inherent tensions, and challenging all forms of exclusion and discrimination we can create an education system where all students can strive and ultimately a better world. I am spurred on by the influence of my grandmother, who at a very early age instilled in me socially just values. As a teacher educator and educational leader I am moved to engage in this work to ensure that teachers and educational leaders engage in practices that include and engage all students in the teaching and learning process. An increasingly globalized world calls for greater understanding among all peoples and I believe that education has an important role to play in this process.
Questioning Current Norms and Practices: Examining Issues of Poverty in Teacher Education through Critical Incidents

This presentation discusses the pedagogical approaches and teaching ideas employed by a teacher educator in a social foundations course in a large teacher education program in the Greater Toronto Area, Canada aimed at developing teacher candidates’ deeper understanding of social issues such as poverty and classism that impact students’ experiences of schooling and challenge forms of discrimination and exclusion. It focusses on the use of critical incidents as a pedagogic tool.
Suzanne M. Martin and Shiva Jahani – ICPGS 2015 Conference Proceedings

Title

Authors
Suzanne M. Martin and Shiva Jahani

Presentation
Face to Face

Suzanne M. Martin
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Biography – Suzanne M. Martin
Suzanne M. Martin, Ph.D. is a professor of Exceptional Education in the Child, Family, and Community Sciences Department, College of Education and Human Performance at the University of Central Florida. From 2000-2006, she served as the Assistant Dean of Education for the College. Prior to joining the College, Dr. Martin served as a department chairperson and faculty member at other institutions of higher education. She has served as a President of the International Council of Exceptional Children and Program specialist/Branch chief in leadership at the U.S. Department of Education, Office of Special Education and Rehabilitative Services.

Personal Statement – Suzanne M. Martin
Not Available
Shiva Jahani
University of Central Florida
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Biography – Shiva Jahani
Shiva Jahani, Ph.D. is a Visiting Professor at the University of Central Florida. Originally from Iran, she received her Ph.D. in Organizational Behavior; Universiti Sains Malaysia (USM), College of Management, Penang, Malaysia. Served as Arrangement Chair for the organizing committee of the Globalization, Information, Policy & Knowledge Production Annual Meeting, February 21-24, 201 Orlando, Florida. Additionally, she served on the organizing committee of Women at Crossroads: Literacy, Leadership, Power and Technology (IWIC) February 21-22, 2014, Orlando, Florida. She currently teaching research and statistics for the UCF college of Education and Human Performance.

Personal Statement – Shiva Jahani
Not Available
Authors
Suzanne M. Martin and Shiva Jahani

Title

Abstract
The circumstances of women and girls wield dire consequences for women’s access to opportunities and services, marginalizing their ability to gain equality and improve the overall quality of life for their families and communities. This study included 420 members in the WAFW and 100 volunteer facilitators in the WAFW. The findings of a research study conducted during 2014 to evaluate the program of the World Academy for the Future of Women will be reported.

Title
Using a Social Justice Curriculum to Provide 21st Century Education in the Developing World: A Haiti Case Study Project

Author
Medjy Pierre-Louis

Presentation
Face to Face

Medjy Pierre-Louis
mpierrel@fiu.edu

Biography – Medjy Pierre-Louis
Not available

Personal Statement – Medjy Pierre-Louis
Not available
Abstract
There is an increasing global consensus that schools have the responsibility to prepare students for the 21st century. Many claim that students of this generation are unable to think critically, perform technological tasks manually, and demonstrate leadership skills. This research project aims to investigate how select schools in the developing world are meeting this global change. If students in the developing world are taught how to apply critical thinking skills, complete technological tasks manually, and demonstrate leadership abilities, they will have the necessary skills to compete in the global knowledge economy in the years to come. Drawing on a synthesis of human capital and human capability theories, the proposed research combines an emphasis on student success, curriculum analysis, future workforce development, and human flourishing.

Through an analysis of the national Haitian educational curriculum as well as observations of curriculum delivery in several Haitian classrooms, the researcher was able to determine that 21st century educational competencies (as outlined by UNESCO) were not being delivered through the curriculum nor in the classroom. The researcher then designed a 4-week intensive case study project to analyze methods in providing 21st century education in a culturally relevant form through using a social justice curriculum toolkit called the “Chicago Grassroots Curriculum Taskforce Toolkit”.

Photo – Medjy Pierre- Louis
Not Available
Melissa Garcia Meraz, Claudia Gonzalez Fragoso, and Rebecca Maria Elena Guzman Saldana – ICPGS 2015 Conference Proceedings

**Title**
*Evidence-Based Practice Implementation and Health Staff Working with Intimate Partner Violence*

**Link**
http://youtu.be/FbjjLdN8rw0

**Authors**
Melissa Garcia Meraz, Claudia Gonzalez Fragoso, and Rebeca Maria Elena Guzman Saldana

**Presentation**
Virtual

**Melissa Garcia Meraz**
Autonomous University of Hidalgo State
Mexico

**Biography – Melissa Garcia Meraz**
*Dr. Melissa Garcia Meraz* is professor of Universidad Autónoma del Estado de Hidalgo. She teaches in Psychology area, Health master program and biomedicine program. She has been awarded as national research since 2009. Dr. Meraz received her Social Psychology PhD National Autonomous University of Mexico (Universidad Nacional Autónoma de México. Facultad de Psicología UNAM.) Dissertation: “Partner choice, maintenance behaviors and dissolution of couples: values and socioculture of couples from north, center, and south regions in México”. Research areas: Quantitative research, Culture and Personality, Family and couples. Award: Honorable mention in the American contest dissertation by Interamerican Society of Psychology SIP 2009. PSYCHOLOGY, BACHELOR National Autonomous University of Mexico (Universidad Nacional Autónoma de México. Facultad de Psicología UNAM.) Dissertation: “A cultural landscape of areas and correlates of courtship and partner violence” Award: Best psychology dissertation in 2002.

**Personal Statement – Melissa Garcia Meraz**
I have been working with vulnerable population since 2002. It is my interest to link college and postgraduate programs with society demands.
Claudia Gonzalez Fragoso
Autonomous University of Hidalgo State
Mexico

Biography – Claudia Gonzalez Fragoso
Dr. Claudia Gonzalez Fragoso studied psychology and received her doctorate in Health Psychology from National Autonomous University of Mexico (Universidad Nacional Autónoma de México. Facultad de Psicología, UNAM). She has taught at undergraduate and graduate at different universities, written articles for national and international journals and participated in various congress. Her research focuses on the evaluation and intervention through the development of social skills. She currently teaches at Institute of Health Sciences at the Universidad Autónoma del Estado de Hidalgo, and directs the research Intervention’s program for the training social skills with virtual reality exposure in adolescents with clinical depression.

Personal Statement – Claudia Gonzalez Fragoso
Not Available
Melissa Garcia Meraz, Claudia Gonzalez Fragoso, and Rebeca Maria Elena Guzman Saldana – ICPGS 2015 Conference Proceedings

Rebeca María Elena Guzmán Saldaña
Autonomous University of Hidalgo State
Mexico

Biography – Rebeca Maria Elena Guzman Saldana
Not Available

Personal Statement – Rebeca Maria Elena Guzman Saldana
Not Available
Melissa Garcia Meraz, Claudia Gonzalez Fragoso, and Rebeca Maria Elena Guzman Saldana – ICPGS 2015 Conference Proceedings

Authors
Melissa Garcia Meraz, Claudia Gonzalez Fragoso, and Rebeca Maria Elena Guzman Saldana

Title
Evidence-Based Practice Implementation and Health Staff Working with Intimate Partner Violence

Abstract
This paper addresses the link between teaching and practicum in the postgraduate psychology program. In this project participated 3 students, the topics aimed to: 1. develop a comprehensive diagnosis that covers the knowledge to understand the attitudes and perceptions of violence intimate partner in a group of 100 health workers; and 2. develop a comprehensive diagnosis in order to build and adapt psychometrics scales of the consequences that experienced health staff from working with vulnerable populations.

Photo – Melissa Garcia Meraz
Not Available

Photo – Claudia Gonzalez Fragoso
Not Available

Photo – Rebeca Maria Elena Guzman Saldana
Not Available
Willys Michel – ICPGS 2015 Conference Proceedings

**Title**
The Immigration of the Haitian Students in Higher Education: From Haiti to the United State

**Author**
Willys Michel

**Presentation**
Virtual

**Willys Michel**
University of Central Florida
Orlando, Florida
w.michel@knights.ucf.edu

**Biography – Willys Michel**
Willys Michel is a Holmes Scholar Graduate Student in Higher Education Policy Studies in the College of Education and Human Performance at the University of Central Florida, Orlando. Holmes Scholars are a select network of doctoral students preparing for careers in the higher education professorate. Willys Michel is Past President of the Holmes Scholar Council, a division of the American Association of Colleges for Teacher Educators (AACTE) and the National Association of Holmes Scholar Alumni (NASHA).

**Personal Statement – Willys Michel**
Given the lack of empirical studies concerning Haitian in the pursuit of a college degree in the American system of higher education, this presentation will provide context for understanding the various factors that affect their experiences in higher education.

Every day, the American landscape continues to become more diversified by an influx of racial and ethnic minorities. As the second largest group of black immigrants in the United States, Haitians have combat a number of harsh immigration policy in order to settle in the country. Haitians face greater difficulty in the American system of higher education due to their race, ethnic, and language.

Like their African American counterparts, Caribbean blacks are disadvantage in the American system of higher education due to their racial identity. Gonzalez (2007) asserts that the experiences of minority students in graduate school are often hostile and oppressive.

With all its flaws the American system of higher education is considered the best in the world. This same system fails to graduate more than half of the population pursuing a graduate degree. With regards to minorities and people of color, only about 30 percent complete their degrees within 7 years.
Willys Michel – ICPGS 2015 Conference Proceedings

Author
Willys Michel

Title
The Immigration of the Haitian Students in Higher Education: From Haiti to the United States

Abstract
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Every day, the American landscape continues to become more diversified by an influx of racial and ethnic minorities. As the second largest group of black immigrants in the United States, Haitians have combat a number of harsh immigration policy in order to settle in the country. Haitians face greater difficulty in the American system of higher education due to their race, ethnic, and language.

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Photo – Willys Michel
Title
Hunger PANGs: Poverty, Adolescents, Nutrition, and Gangs

Authors
Peggy L. Moch, Sonya L. Sanderson, and Bonni S. Cohen

Presentation
Face to Face

Peggy L. Moch
Valdosta State University
Valdosta, Georgia
plmoch@valdosta.edu

Biography – Peggy L. Moch
Dr. Peggy L. Moch, a former inner city high school mathematics teacher for 3 years and
Professor of Mathematics Education at Valdosta State University for 13 years. She is the
International President-Elect of Kappa Delta Pi, International Honor Society in Education. She
co-authored: Creating a Positive Change in Elementary Teacher Mathematics (2014).

Personal Statement – Peggy L. Moch
Motivation for the project stemmed from the desire to assess if there were any differences
between gender, ethnicity, or grade level and nutritional responses of low SES students involved
in gang activity in southern Georgia. There are many theories explaining differences in behavior
among children however most center from a combination of genes and environment, but none
have explored this subset. How has the nutritional content of meals offered during school hours
impacted this group of students? By better understanding the lives of these children we gain
knowledge to identify, analyze, and evaluate challenges these students face from poor
neighborhoods and potentially identify interventions for improved student nutritional choices and
perhaps improved academic success.
Biography – Sonya L. Sanderson
Dr. Sonya Sanderson, Associate Professor of Kinesiology and Physical Education at Valdosta State University for nine years, Undergraduate Coordinator for the Health and Physical Education (HPE) initial program, a graduate faculty member, and was the University wide winner for the Faculty Excellence Award in Advising (fall 2014).

Personal Statement – Sonya L. Sanderson
Motivation for the project stemmed from the desire to assess if there were any differences between gender, ethnicity, or grade level and nutritional responses of low SES students involved in gang activity in southern Georgia. There are many theories explaining differences in behavior among children however most center from a combination of genes and environment, but none have explored this subset. How has the nutritional content of meals offered during school hours impacted this group of students? By better understanding the lives of these children we gain knowledge to identify, analyze, and evaluate challenges these students face from poor neighborhoods and potentially identify interventions for improved student nutritional choices and perhaps improved academic success.
Bonni S. Cohen
Valdosta State University
Valdosta, Georgia
bscohen@valdosta.edu

Biography – Bonni S. Cohen
Dr. Bonni Cohen, Assistant Professor and Graduate Nursing Coordinator at Valdosta State University. She is a member of Sigma Theta Tau, Nursing Honor Society. She received the Regional Nurse Recognition Award, spring 2013. She co-authored: *Hospital nurses comfort in and frequency of delivering heart failure self-care education* (2014).

Personal Statement – Bonni S. Cohen
Motivation for the project stemmed from the desire to assess if there were any differences between gender, ethnicity, or grade level and nutritional responses of low SES students involved in gang activity in southern Georgia. There are many theories explaining differences in behavior among children however most center from a combination of genes and environment, but none have explored this subset. How has the nutritional content of meals offered during school hours impacted this group of students? By better understanding the lives of these children we gain knowledge to identify, analyze, and evaluate challenges these students face from poor neighborhoods and potentially identify interventions for improved student nutritional choices and perhaps improved academic success.
Hunger PANGs: Poverty, Adolescents, Nutrition, and Gangs

Abstract
Longitudinal data from a GA student health survey for students who self-identified as being in or having friends involved in gang activities were analyzed. Nine questions were asked related to nutrition using a four part Likert scale. Data from 2007 to 2013 from five schools in southern Georgia was obtained ($N = 3309$). Gender, ethnicity, and grade level variables were investigated.
Elsie L. Olan – ICPGS 2015 Conference Proceedings

**Title**
*Narratives and Counter-Narratives about Colorblindness in a Writers’ Workshop for Teachers*

**Author**
Elsie L. Olan

**Presentation**
Face-to-Face

**Elsie L. Olan**
University of Central Florida, Orlando Fl. –USA
Elsie.olan@ucf.edu

**Biography – Elsie L. Olan**
Elsie L. Olan received her Doctor of Philosophy degree in Curriculum and Instruction with an emphasis in Language, Culture and Society-area of specialization in Language, Writing and Literacy from The Pennsylvania State University in 2012. She was a high school English teacher for seventeen years. Dr. Elsie L. Olan, assistant professor in the School of Teaching, Learning and Leadership at the University of Central Florida, teaches courses focused on writing pedagogy, literacy, adolescent literature and methods of teaching language arts in elementary and secondary schools. Dr. Elsie Olan’s research interests focus on two areas, both of which have grown out of her professional work: the role of language, writing, literacy and narrative pedagogy in learning and teaching in language arts education and teachers’ narratives, inquiry and reflective practices in teacher education. Her work includes studies in secondary, college and professional development settings, all sharing a particular focus on the relationships between writing, literature, learning, and teaching.

**Personal Statement – Elsie L. Olan**
Not Available
Abstract
This study is a qualitative narrative study that explores a critical analysis of how teachers talk about racism and colorblindness as educators and members of differently positioned racial groups. Teacher candidates, teacher educators and teachers in a large university in Southern Florida engaged in dialogic conversations and narratives in a writing workshop that formed part of a university course. They explored questions about the teaching of writing through discussions of readings and writings about classroom practices. This paper shares the transformative narratives of two teacher participants in the writing workshop on issues of race as they attempt to address inequities and losses for disenfranchised students. In attempting to make sense of their narratives and counter-narratives, the teachers demonstrated in both conversation and writing how they reclaimed their subjugated memories and knowledge of their classroom experiences and how these experiences were used as sustenance for survival in a racist society. Their stories portray legitimate frustration and anger with communities that to this day, still perpetuate racial prejudice, colorblindness and stereotypes. These two teachers recognized the continued resistance and confusion that white people often display and how these racial positions are rooted in historical contexts.
Title
*Challenges and Opportunities of Teaching Mathematics for Social Justice*

Author
Enrique Ortiz

Presentation
Face to Face

Enrique Ortiz
University of Central Florida, Orlando
Enrique.Ortiz@ucf.edu

Biography – Enrique Ortiz
Enrique Ortiz received his Doctor of Education degree in mathematics education from Louisiana State University in 1987. He received his Bachelor of Science degree in mathematics education from Interamerican University, Puerto Rico, in 1976, and his Master of Arts degree in mathematics supervision from Phoenix University in 1981. He is currently an Associate Professor of Mathematics Education at the University of Central Florida where his primary teaching duties include teaching mathematics methods courses to undergraduate and graduate elementary education majors. Dr. Ortiz has presented research papers and workshops at state and national mathematics conferences and has published in mathematics education journals. His current educational research interests include the use of technology and manipulatives to teach mathematics concepts and skills, and the assessment of students’ strengths and weaknesses in mathematics.

Personal Statement – Enrique Ortiz
Not Available
Title
Challenges and Opportunities of Teaching Mathematics for Social Justice

Abstract
This paper will discuss possible challenges and opportunities associated with teaching mathematics for social justice (TMfSJ), including hunger, economy (wealth distribution) and poverty. Classroom-tested learning activities will illustrate the implementation TMfSJ.
Pedro Jhoan Salazar Perez, Saul Isai Soto Ortiz, and Jose Martin Oropezia Mendez – ICPGS 2015 Conference Proceedings

Title
*Special Keyboard for the Approach to Digital Literacy of Students from the Rural Primary School of Bocaja Hildago, Mexico*

Link
http://youtu.be/PgPVPNcgo_w

Authors
Pedro Jhoan Salazar Perez, Saul Isai Soto Ortiz, and Jose Martin Oropezia Mendez

Presentation
Virtual

**Pedro Jhoan Salazar Perez**  
Western Superior Technological Institute  
Hidalgo, Mexico  
ing.pedros@gmail.com

Biography – Pedro Jhoan Salazar Perez  
**Pedro Jhoan Salazar Perez** is a Professor of Engineering in Information Technology and Communications in the Western Superior Technological Institute of the State of Hidalgo. Pedro holds a Master in Management of Information Technology and Communications from the University of TecMilenio.

Personal Statement – Pedro Jhoan Salazar Perez  
The main interest in design this prototype is to give solution to the problems observed in the rural communities of the State of Hidalgo, regarding visual difficulty which the students have to use a standard QWERTY keyboard to access technology devices such as computers, telephones or electronic tablets. We believe one way to promote equality in the academic development of children and adolescents is that correct some of the deficiencies you do inequitable access to information technologies. Thus we developed the prototype which in addition to providing an alphabetical keys distribution also becomes larger in its dimensions and be added hot keys direct applications more common. We hope to provide a viable alternative to support the academic development of the children and youth of our region.
Saul Isai Soto Ortiz
Western Superior Technological Institute
Hidalgo, Mexico
saulisai123@hotmail.com

Biography – Saul Isai Soto Ortiz
Saul Isai Soto Ortiz is a Professor of Engineering in Information Technology and Communications in the Western Superior Technological Institute of the State of Hildalgo. Pedro holds a Master in Management of Information Technology and Communications from the University of TecMilenio.

Personal Statement – Saul Isai Soto Ortiz
The main interest in design this prototype is to give solution to the problems observed in the rural communities of the State of Hidalgo, regarding visual difficulty which the students have to use a standard QWERTY keyboard to access technology devices such as computers, telephones or electronic tablets. We believe one way to promote equality in the academic development of children and adolescents is that correct some of the deficiencies you do inequitable access to information technologies. Thus we developed the prototype which in addition to providing an alphabetical keys distribution also becomes larger in its dimensions and be added hot keys direct applications more common. We hope to provide a viable alternative to support the academic development of the children and youth of our region.
Jose Martin Oropezia Mendez
Western Superior Technological Institute
Hidalgo, Mexico
oromendez@hotmail.com

Biography – Jose Martin Oropezia Mendez
Jose Martin Oropeza Mendez is a Professor of Engineering in Information Technology and Communications in the Western Superior Technological Institute of the State of Hildalgo and a Professor of Information Technology and Communications at the University of Technology, Tula-Tepeji.

Personal Statement – Jose Martin Oropeza Mendez
The main interest in design this prototype is to give solution to the problems observed in the rural communities of the State of Hidalgo, regarding visual difficulty which the students have to use a standard QWERTY keyboard to access technology devices such as computers, telephones or electronic tablets. We believe one way to promote equality in the academic development of children and adolescents is that correct some of the deficiencies you do inequitable access to information technologies. Thus we developed the prototype which in addition to providing an alphabetical keys distribution also becomes larger in its dimensions and be added hot keys direct applications more common. We hope to provide a viable alternative to support the academic development of the children and youth of our region.
Pedro Jhoan Salazar Perez, Saul Isai Soto Ortiz, and Jose Martin Oropezia Mendez – ICPGS 2015 Conference Proceedings

Author
Pedro Jhoan Salazar Perez, Saul Isai Soto Ortiz, and Jose Martin Oropezia Mendez

Title
Special Keyboard for the Approach to Digital Literacy of Students from the Rural Primary School of Bocaja Hildalgo, Mexico

Abstract
This paper discusses our central belief that education in conjunction with the use of technological tools allows an efficient and dynamic learning for our students in the rural primary school of Bocaja Hildalgo, Mexico. Our research and findings suggest that the basic level application of a special keyboard that allows students in rural communities the inclusion of information technologies through the simplification of the use of the computer will help improve learning among our students. We believe that improving access to technology, we will improve social, cultural and economic opportunities for our rural primary school students.

Photo - Pedro Jhoan Salazar Perez
Not Available

Photo - Saul Isai Soto Ortiz
Not Available

Photo - Jose Martin Oropezia Mendez
Not Available
Title
Why We Should Be Skeptical of Bandura’s Bobo Dolls

Author
Andrea Pulido

Presentation
Face to Face

Andrea Pulido
Graduate Student
University of Central Florida
Andrea.Pulido@ucf.edu

Biography – Andrea Pulido
Andrea Pulido is currently in the Applied Learning and Instruction MA program at the University of Central Florida and she is specializing in instructional design. She began researching social learning theory as a psychology undergraduate student and was especially interested in its application to teaching and trainings. She has continued to research this topic, by looking at the effectiveness of models in complex trainings, as well as the role of motivation and self-efficacy in academic and professional achievement. Her interest in this subject was sparked by her passion for technology and psychology and the drive to use both fields to create effective trainings. Miss Pulido plans to pursue a doctoral degree in Human Factors in the future and would like to apply her research to a government setting.

Personal Statement – Andrea Pulido
I began researching social learning theory as a psychology undergraduate student and was especially interested in its application to teaching and trainings. I have continued to research this topic, by looking at the effectiveness of models in complex trainings, as well as the role of motivation and self-efficacy in academic and professional achievement. My interest in this subject was sparked by my passion for technology and psychology and the drive to use both fields to create effective trainings.
In this paper we will discuss one of the most prominent theories that focuses on aggression and address some of its flaws. We will be discussing the effects of selection bias, racial bias and demand characteristics, as they appear in the famous Albert Bandura Bobo Doll Study of 1961 and their effects on the generalizability and validity of the results.
Title
Culturally Responsive Pedagogy: A Holistic Approach

Link
http://youtu.be/xVc63pkbEkk

Author
Karen Ragoonaden

Presentation
Virtual

Karen Ragoonaden
The University of British Colombia
Kelowna, British Colombia, Canada
Karen.ragoonaden@ubc.ca

Biography – Karen Ragoonaden
Dr. Karen Ragoonaden is a tenured Senior Instructor, (Professor of Teaching Stream) at the Faculty of Education of the University of British Columbia’s Okanagan Campus. She has lived, studied and worked in North America, Europe and Africa. Her publications and research interests lie in the area of the Scholarship of Teaching and Learning. Her most recent publications focus on Mindful Teaching and Learning, Contested Sites in Education and Self-study of Teacher and Teacher Education Practices. As a university teacher and researcher, her educational leadership has been recognized by virtue of her on campus and community work relating to equity, diversity and inclusion.

Personal Statement – Karen Ragoonaden
I recognize the importance of teacher education to go beyond the technocratic-rational knowledge in order to instill habits of mind (Pinar, 2011 p.31). Accordingly habits of mind allow teacher educators to learn about the impact of cultural knowledge, socially contextual knowledge, content knowledge and pedagogical tools to improve practice. In keeping with Pinar’s (2001) reconceptualization of curriculum as the disciplined understanding of educational experience, particularly in its cultural, gender, and historical dimensions, I began connecting my personal history to educational practice. I came to a profound realization of the impact of my past colonized schooling experiences on my present educational practice. As Gay (2003, p.5) stated previously ‘who we are as people determines the personality of our teaching’. Spending time urban schools, made me aware of the power and privilege, despite the racialization that society foisted upon me that I held as a university educator. As an educator, I recognized the dominant-infused elements of my own teaching and I decided to actively commit to pursuing and engaging in research about culturally relevant pedagogy and the reproduction of structure, power and privilege in educational practice.
Abstract
This study examines the impact of culturally responsive pedagogy in an introduction to university course developed for Aboriginal Access students. In keeping with requests that Aboriginal worldviews be incorporated into curriculum, this study aims to examine how the fusion of Aboriginal epistemology into a first year introduction to university course impact on the academic success of Access students. Using precepts from the Medicine Wheel of Learning, the course content of a University 101 course (Barefoot, 1993; Gardner, 1980; 1981) was adapted to incorporate indigenous traditions. For example, the presence of elders and peer mentoring from upper level aboriginal students were integral components of this curriculum. As opposed to lectures, instructors used circles of learning to introduce and apply new concepts. As part of a three year longitudinal mixed methods research, the first interviews with the research participants were conducted in December 2013 with second interviews to follow in December 2016. Towards the end of the research, statistical data relating to pass/fail rates will assist in determining the retention and degree completion of the participants. In keeping with this timeline, the results presented here reflect the content of the December 2013 interviews.
**Syed Abidur Rahman and Seyede Khadijeh Taghizadeh – ICPGS 2015 Conference Proceedings**

**Title**
*Teaching Poverty Towards the Pupil of Developed Countries*

**Authors**
Syed Abidur Rahman and Seyede Khadijeh Taghizadeh

**Presentation**
Virtual

**Syed Abidur Rahman**
Stamford University
Bangladesh, Dhaka, Bangladesh
syedabid728@gmail.com

**Biography – Syed Abidur Rahman**

*Syed Abidur Rahman*, is a PhD student in the area of sustainable development, poverty, and entrepreneurship in Universiti Sains Malaysia. By profession, as a faculty member (Assistant Professor), serving the business administration department of Stamford University Bangladesh. He published several articles in different journals and attended few conferences in Malaysia. His area of interest is base of pyramid, poverty, entrepreneruship, sustainable development.

**Personal Statement – Syed Abidur Rahman**

This study has been documented mainly due to the interest in the global poverty situation persisting in the world. The authors were motivated to write the paper based on the personal observation. From the passion to contribute to the area poverty reduction effort, the authors have extensively reviewed the literatures, perceived the poverty situations, and deeply went through passage of thoughts. The research has facilitated the authors to dig up more about the perception of poverty. The authors believe that along with the government, non-governmental organizations, private organizations, an individual can also contribute to the poverty reduction effort. If the individuals are well informed, trained, equipped with the right knowledge at the alma mater, it is easy for each of us to uplift the deprived situation in the society.
Biography – Seyedeh Khadijeh Taghizadeh
Seyedeh Khadijeh Taghizadeh is a PhD student in the area of marketing and innovation in Universiti Sains Malaysia. Her area of interest is service innovation, sustainable development, entrepreneurship. She published several articles in different Scopus indexed journals and attended several international conferences.

Personal Statement – Seyedeh Khadijeh Taghizadeh
This study has been documented mainly due to the interest in the global poverty situation persisting in the world. The authors were motivated to write the paper based on the personal observation. From the passion to contribute to the area poverty reduction effort, the authors have extensively reviewed the literatures, perceived the poverty situations, and deeply went through passage of thoughts. The research has facilitated the authors to dig up more about the perception of poverty. The authors believe that along with the government, non-governmental organizations, private organizations, an individual can also contribute to the poverty reduction effort. If the individuals are well informed, trained, equipped with the right knowledge at the alma mater, it is easy for each of us to uplift the deprived situation in the society.
A boy walked through a muddy street for five kilometers at midnight just to get an advice from the doctor for his bed laid ill mother and returned with empty hand. A farmer had to sell his products to an intermediary at loss of fifty percent with despair future. A mother jumped under the speedy train with children to escape from hunger. These are some common scenarios of least developed and developing countries, which many of our children living in the developed countries may not even imagine. However, ironically these are the familiar reasons and consequences of poverty.

This paper illustrates the contextual background and the problems underlying the issue of poverty. This study mainly embarked on the techniques that would influence individuals to participate in the poverty reduction effort. In doing so, an integrated approach has been proposed which contains specific facets of the philosophical purview.
Title
Educational Systems Theory: A Perspective for Real Reform

Link
https://www.youtube.com/watch?v=4t5v63Emp84&feature=youtu.be

Presentation
Virtual

Joseph Rayle
State University of New York at Cortland
Joseph.Rayle@cortland.edu

Biography – Joseph Rayle
Joseph Rayle is an Associate Professor in the Foundations and Social Advocacy Department at the State University of New York College at Cortland. He recently gave a TEDx talk on his ideas about systems theory, schools, and education. His research interests include peace education, systems theory, technology and education, and existentialism in education. He teaches Foundations of Education for the School of Education at SUNY Cortland, and Foundations of Peace Education connected with the Peace Studies minor based in the Philosophy Department. Dr. Rayle is President of the Cortland Interfaith Association, and he serves on the Board of Advisors of the Center for Ethics and Peace Studies. He received his PhD in 2000 from the University of North Carolina. He lives in Cortland, NY with his wife and child. Many weekends find him playing electric bass for a rock and roll band.

Personal Statement – Joseph Rayle
As an educator and researcher in schools, I have seen first-hand the effects of poverty and other forms of inequality, and noted the role that schools often play in perpetuating these problems. My teaching, service, and research are aimed at helping to ameliorate these problems. As a teacher educator, I strive to help students develop a critical perspective on schools and education, so that they can help disrupt a system that often perpetuates inequality. I am also interested in helping students develop a fuller relationship with knowledge in a way that is personally meaningful. As I noted in my recent TEDx talk, I believe that one’s education must be informed by the question, “Who am I, and what do I want?” These are not simple existential questions; nevertheless, students need to address these questions if they are to find meaning and purpose in their educations.
Joseph Rayle – ICPGS 2015 Conference Proceedings

Author
Joseph Rayle

Title
Educational Systems Theory: A Perspective for Real Reform

Abstract
This paper argues for a systems theory based approach to understanding and solving educational problems. It is necessary to adopt a systems theory approach in order to create the sorts of lasting, meaningful changes to education required to compensate for such seemingly intractable problems as poverty, social class, sexism, racism, and other forms of discrimination and inequality. A systems theory approach helps account for the complexity inherent in such problems, creating the possibility of effective reform.

Joseph Rayle - Photo
Title
A Comparative Study of the American and Iranian Higher Education System

Author
Yahya Shamekhi

Presentation
Face to Face

Yahya Shamekhi
University of Central Florida
yahya@ucf.edu

Biography – Yahya Shamekhi
Yahya Shamekhi is a graduate student and assistant in the College of Education & Human Performance at the University of Central Florida, Orlando. He was the Technical Director and Supervisor for the International Conference on Poverty, Globalization and Schooling: A Holistic Experience, February 27-29, 2015 at the University of Central Florida.

Personal Statement – Yahya Shamekhi
Not Available
A Comparative Study of the American and Iranian Higher Education Systems

Abstract
Autoethnographic data, based on author's perceptions and observations from American higher education system are collected. The data is categorized, based on different aspects of an educational system such as instructions, student life, administrative procedures, facilities, and cultural values. Finally, outstanding characteristics of both American and Iranian higher education systems are compared.
Caleb Steindam – ICPGS 2015 Conference Proceedings

Title
Crafting an Educational Response to Sierra Leone’s Ebola Crisis: Lessons from the Literature

Author
Caleb Steindam

Presentation
Face to Face

Caleb Steindam
Loyola University Chicago
csteindam@luc.edu

Biography – Caleb Steindam
Caleb Steindam is currently a doctoral candidate in curriculum and instruction at Loyola University Chicago. Most of his research so far has explored pre-service teacher preparation for multicultural education, and his dissertation research will explore in-service teacher development for student-centered instruction in Sierra Leone. As an adjunct professor at Loyola, Caleb Steindam has taught undergraduate and graduate level teacher preparation courses including Bringing Language Learning and Developmental Theory into Practice; Teaching, Learning and Leading for Social Justice; Constructive Learning Environments for Diverse Students; and Analyzing Culturally-Responsive Classroom Instruction.

Before beginning his doctoral studies, Caleb Steindam worked for nine years as a classroom teacher. I taught general elementary education and high school Spanish both internationally and in the United States. Caleb has also worked with youth programs focused on social justice and service learning.

Personal Statement – Caleb Steindam
I am excited to participate in this year’s International Conference on Poverty, Globalization and Schooling, where I will present a literature review exploring challenges and possibilities for education in Sierra Leone in the context of the current Ebola crisis. My interest in Sierra Leonean education is both professional and personal, having taught at an international school in Freetown, Sierra Leone, from 2008 to 2012. For my dissertation, I will conduct workshops with Sierra Leonean teachers focused on strategies for writing instruction that draw upon Sierra Leone’s rich storytelling traditions. I began developing this plan before the 2014 Ebola outbreak, so I have been reviewing literature from various disciplines in order to better understand Sierra Leone’s present situation and how my work may fit into it. I look forward to the opportunity to gain insight from the ideas, experiences, and critiques of my fellow conference participants.
Crafting an Educational Response to Sierra Leone’s Ebola Crisis: Lessons from the Literature

Abstract
This literature review explores the present situation in Sierra Leone and considers ways that schools may support recovery from the devastation of the Ebola crisis. An overview of Sierra Leone’s existing education system discusses historical and contemporary barriers to equitable, high-quality education. Then Ebola’s impact on Sierra Leonean schools and society is examined. I then explore hopeful possibilities for Sierra Leonean schools to help the country to recover and move forward.
Title

Black Preschool Children and Suspension: Can We Talk? (It Was That Other Boy?)

Authors

Martha Lue Stewart, Judith Levin, and Sonya Hill

Presentation

Face to Face

Martha S. Lue Stewart, Ph. D.
University of Central Florida Orlando, Florida
Martha.Stewart@ucf.edu

Biography – Martha Lue Stewart

Martha S. Lue Stewart, PhD is Professor of Urban, Multicultural & Exceptional Student Education at the University of Central Florida. She received her PhD in Special Education from the University of Florida, Gainesville. Her research interests are focused on addressing the achievement gap through culturally responsive practices in teaching and learning; Emphasis in domestic diversity, with heightened interests in culturally, linguistically, and ethnically diverse learners and exceptional learners. Specific research strands include: underrepresentation of persons of color in teacher education; recruitment, retention, and induction of students of color into teacher education; efficacy of support systems on retention of postsecondary education students of color; and developing partnerships and support systems with urban schools in an effort to retain qualified teachers in those settings.

Personal Statement – Martha Lue Stewart

Although it is understandable that teachers might perceive children’s behaviors as lacking in respect and caring, it is important for teachers of children growing up in poverty to understand that these social and emotional deficits mean a child does not have the necessary repertoire of emotional responses. Rather than being frustrated and angry at these behaviors, teachers need to be trained in understanding the possible reasons for these limitations. Once this understanding is in place, then the teacher (and parent) can begin the process of teaching appropriate emotional responses (Jensen, 2009).
Judith N. Levin, Ed. D.
Undergraduate Program Coordinator
Early Childhood Development and Education
University of Central Florida
Judith.Levin@ucf.edu

Biography – Judith Levin
Judith N. Levin is Undergraduate Program Coordinator for Early Childhood Development and Education at the University of Central Florida. She received her Ed.D in Child, Youth and Family Studies from Nova Southeastern University. At the University of Central Florida, she is responsible for the oversight of course development, hiring and supervising adjunct instructors, coordination of program changes, teach graduate and undergraduate courses, student intern coordinator, ECDE advisor, provide professional growth opportunities for Early Childhood Education Program faculty and instructors, supervising Early Childhood Education Graduate Assistants.

Personal Statement – Judith Levin
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Sonya L. Hill, M. S.
Head Start Manager
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Biography – Sonya Hill
Not Available

Personal Statement – Sonya Hill
Although it is understandable that teachers might perceive children’s behaviors as lacking in respect and caring, it is important for teachers of children growing up in poverty to understand that these social and emotional deficits mean a child does not have the necessary repertoire of emotional responses. Rather than being frustrated and angry at these behaviors, teachers need to be trained in understanding the possible reasons for these limitations. Once this understanding is in place, then the teacher (and parent) can begin the process of teaching appropriate emotional responses (Jensen, 2009).
Martha Lue Stewart, Judith Levin, and Sonya Hill – ICPGS 2015 Conference Proceedings

Authors
Martha Lue Stewart, Judith Levin, and Sonya Hill

Title
Black Preschool Children and Suspension: Can We Talk? (It Was That Other Boy?)

Abstract
The purpose of this paper is to explore the impact of discipline related policies and other well-meaning policies on a specific group of students, African American preschool males (Powell, 2014). Further, through informed engagement, our goal is to seek continued dialogue to offer consistent and sustained solutions to ensure success for all of our students.

Photo – Martha Lue Stewart

Photo – Judith Levin

Photo – Sonya Hill
Not Available
Title
*Teaching for Global Awareness as Praxis, a Position Paper*

Author
Gabriel Swarts

Presentation
Face to Face

Gabriel Swarts
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gswarts@kent.edu

Biography – Gabriel Swarts
Gabriel Swarts finishing my final semester of graduate coursework at Kent State University, earning a PhD in Curriculum and Instruction with a special emphasis on Social Studies and Global Education. I have taught high school social studies for the past 8 years, spending my most recent time teaching at Hudson High School in Hudson, Ohio. I have been married to my lovely wife Katie for almost 9 years, and we like nothing more than to take my two dogs, Jake and Stella, on long hikes by the Cuyahoga River in beautiful Kent, Ohio.

Personal Statement – Gabriel Swarts
Motivation for this paper (and in a larger context, all of my scholarship) stems from my ongoing perception of a globalizing world, my personal frustration with public education today, and personal experiences teaching abroad. Growing up in an isolated town of 900 people, craving new experiences and interactions, and teaching abroad in Jakarta, Indonesia all pushed me to go farther into this vast and varied world. My travels enabled careful study of global education and globalization, and my role as a facilitator with my students gave me cause to theorize about our place and ways of being in the world. My research aims to better understand, explore, and create my global way of being along with my students as they adventure with me. Unabashedly hopeful, I wish to spark new ways of thinking and new exploration, enabling the very first step of my students’ journey into this rapidly changing world.
Title
Teaching for Global Awareness as Praxis, a Position Paper

Abstract
Framed by thinking of global awareness as a complicated process of experience and practice (praxis) this position paper is a culmination of initial self-study work and experiences teaching social studies in a public high school. To encourage global awareness as praxis can students’ own experiences, or world making, be sensibly challenged or decoded and “shocked” through teaching/learning, cultural experiences, action research, media/technology, study abroad, service learning, etc., ultimately recoding their world making to include global awareness?
Susan R. Wheling – ICPGS 2015 Conference Proceedings

**Title**
*Cultural Competency and Poverty: Making the Connections in Second Language Acquisition*

**Author**
Susan R. Wheling

**Presentation**
Face to Face

**Dr. Susan R. Wehling**
Valdosta State University
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**Biography – Susan R. Wheling**
Susan R. Wheling is Associate Professor of Spanish in the Department of Modern and Classical Languages at Valdosta State University, Valdosta, Georgia. She holds a PhD in Latin American Literature from the University of Cincinnati, Ohio. She is the Director of the Valdosta State University Guadalajara Study Abroad Program and a former Peace Corps Community Organizer-Educator for Ministry of Agriculture, Santo Domingo de los Colorados, Ecuador, South America.

**Personal Statement – Susan R. Wheling**
In an ideal classroom students can exceed academic expectations. The reality is many of us teach in impoverished communities. We must address the poverty and inequality within the university system and the needs of culturally and economically diverse students. This paper explores the results of a 2 year study in the restructuring of a traditional language class designed to address those needs.

I teach in Valdosta, the third poorest area in the United States. (http://www.nbcnews.com/business/economy/americas-richest-poorest-cities-f1C6454601). We pool about one third of our students from the region. Our mission is to be a regional university. What exactly does that mean? How do we ‘serve’ our region? How even in our classes do we address issues of poverty and cultural disadvantage?

For years I have had an average of 25% failure rate in lower division Spanish courses. However, the true average is closer to 40 % D’s and F’s but because of a large curve I say it is 25%. My classes run a clear division between A/B and D/F depending on income, cultural background and High School prep and how long since they last took a Spanish course. The ideal or traditional bell curve is non-existent. There are the haves and the have-nots. Some students left with little confidence that they could even ask or answer a simple yes/no question after the semester. Two years ago I took an opportunity to address this concern and also that of the general problem of area poverty. My paper looks at the redesign of my classroom and the connection from the classroom to the community as means of addressing income inequality and cultural and linguistic proficiency.
**Title**
*Cultural Competency and Poverty: Making the Connections in Second Language Acquisition*

**Abstract**
My paper looks at the redesign of my classroom and the connection from the classroom to the community as means of addressing income inequality and cultural and linguistic proficiency.

In an ideal classroom students can exceed academic expectations. The reality is many of us teach in impoverished communities. We must address the poverty and inequality within the university system and the needs of culturally and economically diverse students. This paper explores the results of a 2 year study in the restructuring of a traditional language class designed to address those needs.

**Photo – Susan R. Wheling**

Title
Living Educational Theories of Holistic Approaches to Poverty, Globalization and Schooling

Link
https://www.youtube.com/watch?v=YhCeuOo6v8g

Author
Jack Whitehead

Presentation
Virtual

Jack Whitehead
University of Cumbria
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jack.whitehead@cumbria.ac.uk

Biography – Jack Whitehead
Jack Whitehead is Honorary Professor in Education at the University of Cumbria, England. Previously, he was President of the British Educational Research Association 1988-89; Distinguished Scholar in Residence Westminster College Utah; 2000; Visiting Professor at Brock University, Ontario, 2000; Visiting Professor at Guyuan Teachers College, China, 2004; Visiting Fellow at the University of Bath, 2009 – 2012; Visiting Professor at Ningxia Teachers University, China, 2006 – present; Adjunct Professor, Liverpool Hope University, 2010- present and External Examiner at many United Kingdom and international universities.

His main research focus is “How do I improve my practice?” in a wide range of professional contexts, asked with the intention of improving practice and generating a living educational theory (an explanation of educational influences in one's own learning, in the learning of others and in the learning of social formations).

Personal Statement – Jack Whithead
I began teaching science in 1967 in a London Comprehensive School and in 1973 moved to the University of Bath as a Lecturer in Education with the intention of contributing to the creation of a valid form of educational theory that would explain an individual's educational influences in learning.

Whilst researching at the University of Bath (1973-2009), I originated and developed the idea that individuals could create their own living educational theories as explanations for their educational influences in their own learning, in the learning of others and in the learning of the social formations in which we live and work.
Abstract
The unique, living-theory methodologies of practitioner-researchers, have established the academic legitimacy of living-educational-theories as original contributions to knowledge in Universities around the world. These living-theories are analysed in terms of, and responses to, abstract concepts of holistic approaches to poverty, globalisation and schooling. These abstract concepts are transformed by Living Theory research with multi-media narratives into embodied expressions of humanistic values, in living-theories that are created in enquiries of the kind, 'How do I improve what I am doing?'

The unit of appraisal, standards of judgement and living logics of living-theories are distinguished in an epistemology of educational knowledge. The living-theories are generated and embodied within an evolving, living-culture-of-inquiry that is enhancing the flow of values, including living-global-citizenship, that carry hope for the flourishing of humanity.
Jaime Alonso Usma Wilches – ICPGS 2015 Conference Proceedings

Title
The Deceptive Nature of English Language Policies for Competitiveness: The Case of Medellin, Colombia

Author
Jaime Alonso Usma Wilches

Presentation
Face to Face

Jaime Alonso Usma Wilches
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Biography – Jaime Alonso Usma Wilches
Jaime Usma Wilches is a teacher educator and researcher at the School of Languages, Universidad de Antioquia, in Medellin, Colombia. He is a part of the Research Group on Action Research and Evaluation Research in Foreign Languages (GIAE) in that institution. He combines his research, publications, and teaching on foreign language and education policymaking with an active participation in policy initiatives at the school and university level. He has also lead several professional development programs for the improvement of language and education processes in his country. In his recent publications, he examines recent language and education policies being adopted in Colombia and how they are related to processes of social exclusion and failure for many students and communities.

Personal Statement – Jaime Alonso Usma Wilches
Not Available
Author
Jaime Alonso Usma Wilches

Title
The Deceptive Nature of English Language Policies for Competitiveness: The Case of Medellin, Colombia

Abstract
This presentation critically examines current language and education policies associated with English as a foreign language in Colombia. Along the presentation, the author elaborates on the official discourses of innovation, education quality and bilingualism being emphasized, the breach that these types of reforms nourish within the educational system and society, and the active role that is played by local policy actors, educational actors and teachers as they appropriate and reconstruct policy discourses according to their own needs, experiences and readings of their communities.

Photo – Jaime Alonso Usma Wilches
Not Available
Title
Non-Stigmatized Images of Immigrant Students During and Post Research Period

Authors
Anna Katarzyna Wozniczka and Hafdis Gudjonsdottir

Presentation
Virtual

Anna Katarzyna Wozniczka
PhD Student
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Biography – Anna Katarzyna Wozniczka
Anna Katarzyna Wozniczka is a PhD student at School of Education, University of Iceland. She received her MA in educational studies from the University of Iceland and her MA in international relations from the University of Economics in Katowice, Poland and University of Malaga, Spain. Anna has several years’ experience of working in preschool and as a language teacher. She has recently begun teaching at the University of Iceland. Currently, she is a chair of W.O.M.E.N. in Iceland and a board member of the Centre for Multi-Cultural Studies at the University of Iceland. Her research interests include multicultural and multilingual education, culture and identity, language acquisition, school-family-community partnerships and ethics in educational research.

Personal Statement – Anna Katarzyna Wozniczka
Issues of multiculturalism and immigration have always been close to my heart, mainly because I am an immigrant myself and have been working and volunteering in the area for several years. The main value of learning spaces for inclusion and social justice project is its emphasis on positive and effective practices that we all can implement and benefit from. Participation in the project and discussions with the multidisciplinary and multinational research team taught me that I am only at the beginning of the path and gave me countless ideas for my doctoral research about experiences of immigrant children in the rural and urban areas of Iceland. I think that it is important that all researchers, even experienced ones, should ask themselves a question that we are asking in the paper and always consider the potential impact of their research on participants.
Hafdis Guðjónsdóttir
Professor
University of Iceland
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Biography – Hafdis Gudjonsdottir
Hafdis Guðjónsdóttir is a Professor at School of Education, University of Iceland. She received her PhD from the University of Oregon in special education. Hafdis worked for 25 years as a general classroom teacher and a special educator before she took a position 13 years ago at the Iceland University of Education, later University of Iceland. She teaches undergraduate and graduate courses with a focus on inclusive education and teaching and learning for all, collaboration with families, and critical pedagogy. Her research methodology is qualitative with foci on teacher research and self-study of teacher education. Her research interests are in the area of inclusive and multicultural education, school practices, teacher professionalism and development.

Personal Statement – Hafdis Gudjonsdottir
Not Available
Anna Katarzyna Wozniczka and Hafdis Gudjonsdottir – ICPGS 2015 Conference Proceedings

Authors
Anna Katarzyna Wozniczka and Hafdis Gudjonsdottir

Title
Non-Stigmatized Images of Immigrant Students During and Post Research Period

Abstract
The paper attempts to answer the question of how to empower immigrant children in and post-educational research. Key strategies used in a recent case study in Iceland are discussed.

This paper attempts to answer the question of how to empower immigrant students in and post-research by a) addressing key issues to consider when doing research with children and b) describing strategies a beginning researcher uses in a recent Nordic project Learning spaces for inclusion and social justice. The study shows that during the entire process the researcher has to renegotiate her role and deal with challenges related to identity, knowledge-power relations and ethics.

Photo – Anna Katarzyna Wozniczka

Photo – Hafdis Gudjonsdottir
Maria Yau and Vicky Branco – ICPGS 2015 Conference Proceedings

**Title**
*A Holistic Approach to Narrow Achievement Gaps for Inner-City Students*

**Authors**
Maria Yau and Vicky Branco

**Presentation**
Face to Face

**Biography – Maria Yau**
Not Available

**Personal Statement – Maria Yau**
Not Available
Biography – Vicky Branco
Not Available

Personal Statement – Vicky Branco
Not Available
Authors
Maria Yau and Vicky Branco

Title
A Holistic Approach to Narrow Achievement Gaps for Inner-City Students

Abstract
To address inequitable educational outcomes due to poverty, the Toronto District School Board (TDSB) launched its Model Schools for Inner Cities (MSIC) initiative in 2006 at four inner-city schools. Today, the MSIC program has expanded to 150 schools across the city. This system initiative adopts an integrated holistic approach aimed at leveling the playing field for children in high-risk communities. Longitudinal research demonstrates a gradual reduction of opportunity and achievement gaps for students attending these schools.

Photo – Maria Yau

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Photo – Vicky Branco
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