February 26-27, 2015

The International Society for the Social Studies Annual Conference

theisss.org
CONFERENCE SCHEDULE
Thursday, February 26th, 2015
8:30-8:55am–Meet & Greet Session
9:00am-3:55pm*–Breakout Sessions
*Lunch Break at Attendees’ Discretion
Friday, February 27th, 2015
9:00am-12:55pm*–Breakout Sessions
*Lunch Break at Attendees’ Discretion

ACKNOWLEDGEMENTS
The deepest appreciation of all International Society for the Social Studies members is extended to the following individuals for their significant contributions to the success of this year’s conference.

CONFERENCE COORDINATORS
William B. Russell III
Stewart Waters
Joshua L. Kenna

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Become an ISSS MEMBER
The International Society for the Social Studies (ISSS) is a non-profit, professional society devoted to the social studies. ISSS is an international interdisciplinary society for individuals striving to promote and enhance the importance of social studies education across the world.

The term of ISSS membership is one calendar year. Each annual membership includes:

- A print subscription to The Journal of Social Studies Research
- An electronic copy of the ISSS newsletter
- An electronic copy of the ISSS conference proceedings
- The opportunity to apply for ISSS awards
- The opportunity to apply for ISSS grants
- The opportunity to attend ISSS conferences and meetings
- The opportunity to present at ISSS conferences and meetings
- Discounted Conference registration rates

COST
INDIVIDUAL MEMBERSHIP
$58.00

STUDENT MEMBERSHIP
(Must be an active student)
$38.00
A MESSAGE FROM THE DIRECTOR

Welcome to the International Society for the Social Studies Annual Conference. I hope you enjoy the conference and find an array of useful sessions to attend. The conference program includes nearly a hundred presentations from individuals from all over the world, representing five continents.

I would like to thank the advisory board members, conference staff, and proposal reviewers for their dedication and hard work. Without them we would not have the amazing, informative, and beneficial program that we do. I would also like to thank you, the presenters and attendees. Without the dedication and professionalism of all the conference presenters and attendees this conference would not be possible.

Again, I hope you enjoy the conference and find the presentations valuable. Enjoy the sessions and I hope to see you again at next year’s conference.

Sincerely,

William B. Russell III, Director
The International Society for the Social Studies

* The ISSS Staff has worked very hard to ensure the accuracy of this program. Notifications of any changes will be announced at the registration desk. Thank you in advance for your understanding and consideration.
8:30-8:55
:::MEET & GREET SESSION:::

BALLROOM A
The International Society for the Social Studies: Meet & Greet Session
Welcome! This meet and greet session will feature complimentary coffee and snacks. The session will allow participants to socialize with other conference attendees. The session WILL INCLUDE A WELCOMING NOTE from the conference coordinators and pertinent information regarding the conference.
BALLROOM A
Creating Lessons with the C3 Framework and Digital Literacy

Carolyn Van Zandt, University of Central Florida (USA)
Lourdes Smith, University of Central Florida (USA)

This workshop focuses on creating dynamic lessons that address the C3 Framework and digital literacies.

BALLROOM B
Session Chair: Rory Tannebaum
Factors that Outweigh Urban Economic Opportunity and Keep Young Workers in Rural Agricultural Areas

Jason Hedrick, The Ohio State University (USA)
Mark Light, The Ohio State University (USA)
Jeff Dick, The Ohio State University (USA)

Presenters will share results from a recent study examining trends related to retention and community perceptions of young adults in rural areas and discuss strategies to curb out-migration.
Situating Discussion as a Pedagogical Approach within Social Studies Teacher Education

Rory Tannebaum, Clemson University (USA)

This presentation will situate discussion at the core of effective social studies education programs. It will advocate for teacher education programs that prepare pre-service social studies teachers to associate discussion with other best practices within the social studies.

Hiring a Social Studies Teacher: The Relationship Between Principals’ and Candidates’ Perceptions of the Hiring Process

Jason Hedrick, Mississippi State University (USA)

This presentation will share results from a recent study examining the hiring process of social studies educators.

Differences Between High-achievers and Low-achievers in English Learning

Yi-Ling Chen, Nanhua University (Taiwan)

Under the globalization pressure, the Taiwanese government is encouraging students' international mobility by setting up English proficiency benchmark upon graduation. I would like to share my experience of teaching low-achievers who are reluctant to learn English.

Translation of Culture Specific Metaphors from English into Arabic in the Political Context

Osama Mushbah Bala, Misurata University (Libya)

This research paper explores the use of culture-specific metaphors in the political context and the procedures that are applied to solve those problems that occur in the process of translating culture specific metaphors from English into Arabic.
The Essential of Interpretation of Learning Activity via Web 2.0 in Classroom, Learning Theory to Determine the Act, Behaviour, and Knowledge

Mohammed Alhojailan, King Saud University (Saudi Arabia)

This presentation proposes a model that could be used as a guide for instructors who plan to adopt Web 2.0 technology in the classroom. Also it should help researchers determine and distribute learners’ attitude, acts, and knowledge associated to learning theories.

ALUMNI BOARDROOM

Do You Constantly Struggle to Reach Students Who Are Unmotivated and Worry About Sacrificing the Ones Who Are?

Risa M. Mancillas, RMM Educational Consulting (USA)

Participants will be exposed to a variety of strategies that can be used in any subject and any grade level, while addressing different learning modalities. These strategies will challenge the motivated and motivate the unmotivated. Most can be implemented tomorrow.

10:00-10:55
:::CONCURRENT SESSION:::

BALLROOM A


Samuel Gomberg, Shalhevet School (USA)

When should a nation go to war? What is the purpose of government? Should the free market be regulated? Let’s create lessons based on “Big Ideas”. Researchers extol the power of student engagement. Come and explore how best practice begins with a provocative curriculum accessible to all students.
Selfies, Historical Markers, and the Elementary Social Studies

Shelly Hudson Bowden, Auburn University, Montgomery (USA)
Carolyn Corliss, University of Mobile (USA)

NCSS strand People, Places, and Environments guided this study. Historical markers were found and documented in local communities by social studies teachers. Selfie photos were taken and historical information shared with our class and their elementary school students.

Using Primary Sources to Problematize the Past for Young Learners

Michael J. Berson, University South Florida (USA)
Ilene R. Berson, University South Florida (USA)

The presenters will demonstrate how to use visual images from the Library of Congress to foster critical literacy skills among young learners. Strategies for engaging early childhood and primary grade children with challenging topics will be explored.

UNICEF Global Citizenship Curriculum

Sheliah G. Durham, Clemson University (USA)
LaGarrett J. King, Clemson University (USA)

This presentation will focus on a critical overview of the Teach UNICEF Exploring Our Roles as Global Citizens curriculum.

Socio-Economic and Psychological Impact of Divorce on Children Among Pakhtuns of Malakand, Pakistan

Sajjad Hussain, University of Malakand (Pakistan)
Basharat Hussain, University of Peshawar (Pakistan)
Arab Naz, University of Malakand (Pakistan)

This presentation presents the quantitative findings of the study based on an investigation of the socio-economic and psychological impact of divorce on the socialization and personality development of children.
A Development of Arts Products Creation that Reflects Local and Cultural Arts and Nature of Youth in Loei, Thailand

Choetkiat Kunlabut, Loei Rajabhat University (Thailand)

This research examines the development of arts products that reflected local and cultural arts and nature of youth in Loei, Thailand.

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Young Adults’ Journeys into, and Decision-Making Within, the Street-Based Informal Economy

Nenadi Adamu, University of Bedfordshire (United Kingdom)

This paper is a reflection on some of my experience of carrying out sensitive research with young adults who have engaged in quasi-illegal activities in exchange for money or other incentives.

ALUMNI BOARDROOM

Creating New Opportunities: Helping Early College Students to Develop Key Social Studies Inquiry Skills

Amber Bishop, Early College Alliance (USA)
Russ Olwell, Eastern Michigan University (USA)

Students in Early Colleges are enrolled simultaneously at the high school and college levels. This presentation features how these students can be engaged in research in their world history class, as well as how they can serve as a resource for professors.
BALLROOM A

Fresh Education: It’s More than Hip Hop

James Miles, New York University Urban Arts Partnership (USA)
Jamel Mims, New York University Urban Arts Partnership (USA)
Michael Wiggins, New York University Urban Arts Partnership (USA)

Fresh Education is a standards-based program designed to increase literacy through encouragement of students’ creative inquiry and artistic expression, using Hip-Hop music and youth culture as its organizing concept.

BALLROOM B

Session Chair: Ilene R. Berson

A Top Ten List for Elementary School Teachers

Carolyn Corliss, University of Mobile (USA)
Shelly Hudson Bowden, Auburn University, Montgomery (USA)

Teachers must successfully communicate with parents. Studies that focus on positive impact discuss parents who choose to communicate with their child's teacher and actively participate in their child's education leading to higher levels of student academic achievement.

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Talking Walls: A Cross-National Study of Civics in Kindergarten Classrooms

Ilene R. Berson, University South Florida (USA)
Michael J. Berson, University South Florida (USA)
Aaron Osafo Acquah, University of Cape Coast (Ghana)
Joyce Esi Bronteng, University of Cape Coast (Ghana)

This study of civic education in U.S. and Ghanaian kindergarten classrooms compares how classroom wall displays capture ways of seeing the participatory context in which children are apprenticed and reflect conceptions of the behaviors expected of citizens within different nations.

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Replacing the Birth Language for Internationally Adopted Children: Linguistic and Cognitive Effects

Alex P. Davies, University of Central Florida (USA)

This presentation will discuss the linguistic and cognitive effects of replacing an internationally adopted child’s birth language.

Session Chair: Yousel AlFailakawi

The Essence and Spirit of Social Responsibility: Reflections and Insights from an Indian Perspective

Summauli Pyne, Institute of Engineering & Management (India)
Partha Pratim Sengupta, National Institute of Technology Durgapur (India)
Arindam Modak, National Institute of Technology Durgapur (India)

In spite of the increase in research and initiatives related to “Social Responsibility,” nuances of this concept pose challenges for a clear vision. Researchers focus on facts from developed countries. This paper explores practices of CSR from an Indian perspective.

Social Media Use by Young Kuwaitis

Yousef AlFailakawi, Kuwait University (Kuwait)

This study looks at how young Kuwaitis use social media sites and whether these social media sites make young Kuwaitis more social.

Thai-Lao Narratives: An Ethno-Semantics Analysis

Pornsavarn Sirikanjanaporn, Loei Rajabhat University (Thailand)

This qualitative study investigates Thai-Lao narratives in Loei, Thailand.

Social Studies Made Easy: Partnering with the Federal Reserve

Lesley Mace, Federal Reserve Bank of Atlanta, Jacksonville Branch (USA)

This session highlights the wealth of free Federal Reserve materials, curriculum and online resources available for teachers of K-12 social studies and the Federal Reserves’ pre-service program, an educational partnership offered at no charge to teachers and educators.
BALLROOM A

Esclavitud Perpetua: Latin American Slavery and Its Legacy
Christopher L. Busey, Texas State University (USA)

This workshop focuses on the incorporation of Latin American slavery into the social studies curriculum. With a hands-on approach, participants will use music, maps, primary source images, charts, graphs, and narratives to build a curriculum for students that will expand the narrative on slavery.

BALLROOM C

Session Chair: Saowapa Sukprasert

The Active Role of Teachers in Managing Effective Classroom Environments for High School Students from the Viewpoint of the Teachers

Majda Ibrahim Aljaroudi, King Saud University (Saudi Arabia)
Jwaher Alburake, King Saud University (Saudi Arabia)

This study aimed at identifying the active role of teachers in the management of the effective classroom environment for high school students from the viewpoint of the teachers.

Cultural Ways of Practices in ASEAN Community

Saowapa Sukprasert, Loei Rajabhat University (Thailand)

This qualitative study examines cultural ways of practices in ASEAN countries and disseminates them through ASEAN studies. Its knowledge was provided in various activities that supported ASEAN studies alongside teaching and learning processes. The better understanding of cultural ways of practices was gained.

Service Learning and Social Studies

Abalo Adewui, Central Michigan University (USA)

This paper reports on the vital steps a mid-western university has taken to define and promote academic service learning across departments. On the other hand, it provides video-recorded evidence of a service-learning project merged into social studies curriculum.
Impacts of Socio-Economic Background on Participation in Various Sport Types

Hasan İhsan ŞENGÖR, Turkish Air Force Academy (Turkey)

Socio-economic background is measured as a combination of education, income, and occupation. Socio-economic background determines choices of people in many areas, which shape their lives in society.

Sports and Society: Addressing Social Justice Issues

Joshua L. Kenna, Texas Tech University (USA)

This presentation will demonstrate how teachers can foster a constructivist view of critical pedagogy when using sports documentaries in the social studies curriculum to address social justice issues.

12:00-12:55
:::POSTER SESSION:::

ALUMNI BOARDROOM

Geography: Keeping It Animated Through Film

Joshua L. Kenna, Texas Tech University (USA)

This presentation will demonstrate and discuss how animated films can be used to teach students important geographic knowledge, skills, and perspectives. Example video clips will be shown and lesson plan resources will be provided.

BALLROOM B

Poster Presentations:

India's History: India's History of Modern and Contemporary

Muna Alghaith, Princess Nourah Bint Abdulrahman University (India)

This poster presentation will explore India’s modern and contemporary history.

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Military Feudal System in the Ottoman Empire

Aljawharah Almanei, Princess Nora Bint Abdulrahman University (India)

Given the size of the Ottoman Empire it needed to put in place regulations of the state, including tax collection. The state system of tax collection is in two models, feudal military system and the system of commitment.

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The Impact of edTPA in Preparing Pre-Service Social Studies Teacher: Lessons from Illinois

Alberto López-Carrasquillo, Northeastern Illinois University (USA)

This poster presentation discusses the implications of the Teacher Performance Assessment (edTPA) in preparing social studies teachers in Illinois and what other states might learn from the experiences in Illinois.

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Opportunity Costs of Planning with Mandated Assessments: A Case Study of Fourth Grade Social Studies

Rebecca Reed, University of Northern Colorado (USA)

This case study examined how a fourth grade social studies teacher made decisions about curriculum, instruction, and assessment when faced with a state-mandated social studies test.

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Why We Should be Skeptical of Bandura’s Bobo Dolls

Andrea Pulido, University of Central Florida (USA)

This presentation discusses one of the most prominent theories dealing with aggression and looks at its flaws. Additionally, it discusses effects of selection, racial bias, and demand characteristics as they appear in the famous Albert Bandura Bobo Doll Study.

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Celebrity Endorsements in Presidential Elections

Margaret Tseng, Marymount University (USA)

Celebrity endorsements are used by presidential candidates to help bolster one’s reputation and increase voter turnout. This project examines an in-classroom project examining celebrity endorsements in the 2008 and 2012 presidential elections.

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Just Eat It: An Examination of the Sociological Factors that Influence the Eating Habits of College Students

Alexandra Minnick, University of Central Florida (USA)

The characterization of an individual’s eating habits (foods considered) is based on the choice or availability of food. This study will examine how four factors - gender, living arrangements, convenience, and health - may influence the eating habits of college students.

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Exploring Media Resources for Social Studies Teacher Educators

Stewart Waters, University of Tennessee (USA)

This session will discuss various media resources and strategies that social studies teacher educators can use to enhance teacher preparation in methods courses. Handouts of various resources will be provided to all participants.
Legislative Policies and Reconciliation Committees: Contested Spaces for Aboriginal Peoples in Canada

Lorenzo Cherubini, Brock University (Canada)

Both the Bill on First Nations Education and the Truth and Reconciliation Commission of Canada (TRC) exist in contested spaces for First Nations people; specifically, the legislation and the TRC are operationalized in officially sanctioned spaces defined by postcolonial authorities.

1:00-1:55
:::CONCURRENT SESSION:::

BALLROOM A

Response to Intervention and Instruction/RTII - Searching for Success

Lori A. Schwartz, Gwynedd Mercy University (USA)

This workshop will focus on building a successful plan to account for Response to Intervention and Instruction/RTII.

BALLROOM B

Session Chair: Jennifer Kohnke

Twitter: A Lens to Examine the Nature of History and Historical Thinking Processes

Kenneth V. Anthony, Mississippi State University (USA)
Nicole Miller, Mississippi State University (USA)

The advent of Twitter and other social media provide us an opportunity to broaden our understanding of our world as the historical record becomes more democratic and representative, helping us overcome systemic bias in the historical record.

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Triangulation of Resources as a Pedagogical Tool for Teaching Social Studies

Jennifer Kohnke, Aurora University (USA)

This presentation will demonstrate how to use a triangulation of resources when teaching social studies. It will provide ways to utilize primary sources, literature, and poetry in order to develop a curriculum that leads to inquiry-based learning.

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Theoretical Cognitive Principles Applied in the Social Studies Classroom

Juan Walker, Georgia University (USA)
William B. Russell III, University of Central Florida (USA)
John Pagnotti, Osceola County (USA)
Drew Kemp, Georgia Regents University (USA)

This presentation will demonstrate how to use a triangulation of resources when teaching social studies. It will provide ways to utilize primary sources, literature, and poetry in order to develop a curriculum that leads to inquiry-based learning.

BALLROOM C
Session Chair: Fernando Magalhães

Role of Cultural Diplomacy in Strengthening Diplomatic Relations: A Case Study on U.S.-Bangladesh Relations

Muhammad Tanjimul Islam, University of Dhaka (Bangladesh)
Mohammad Nur Nabi, University of Dhaka (Bangladesh).

This presentation includes statistical data and images based on both primary and secondary data related to cultural diplomacy between the U.S. and Bangladesh.

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The Portuguese/European Modernism: Bridges Between Two Worlds

Fernando Magalhães, ESECS-Polytechnic Institute of Leiria and CESNOVA-Pôlo de Leiria (Portugal)

This paper aims to explore some ideas and concepts about the modernist movement in the world and its relevance to the contemporary world. What was the Portuguese contribution to the European Modernism? Modernism remains relevant to understand our world? Why?
Evaluating the Teacher Diploma Program of Educational Preparation According to Academic Accreditation Criteria: A Case Study at King Abdul-Aziz University

Alhasan Yahay Saadi Allamankhrah, King Abdul-Aziz University (Saudi Arabia)

A teacher efficiency test conducted in 2013 revealed that 70 percent of those who took the test failed due to weak preparation. This presentation then discusses a study that looked at evaluating a Teacher Diploma Program at King Abdul-Aziz University.

ALUMNI BOARDROOM

As Current as Today's Headlines

Samuel Gomberg, Shalhevet School (USA)
Linda Dawson, Downers Grove South High School (USA)

Discussions - Students prefer them to lectures any day, no matter how gifted the teacher. Using public policy issues — EBOLA, ISIS and Ferguson, Missouri — Come and depart with a discussion blueprint you can use in class Monday.

2:00-2:55

:::CONCURRENT SESSION:::

BALLROOM A

Religion and Education Have Always Coexisted: Examining How Pre-Service Social Studies Teachers Teach World Religions

Juan Walker, Georgia Regents University (USA)

This presentation focuses on what pre-service students learned after two-weeks of lessons built around understanding different religions. The curriculum was not designed to criticize any particular faith, but rather to prepare them for their teaching placements.
"Tomorrow Never Knows": Language Change in Progress in 1960s America

Carly Psenicka, Youngstown State University (USA)

This presentation proposes that 1960s mainstream American culture's assimilation of novel counterculture vocabulary terms represents language change in progress as a result of media and a Generation X adolescent peak.

Immersion Matters: Creating a Model for Successful Early Field Experiences for Social Studies Pre-Service Educators

Patricia Walsh Coates, Kutztown University of Pennsylvania (USA)

This paper explores a new model of teacher preparation, which provides early diverse field placements from the time pre-service educators are accepted as teacher candidates through their final clinical practicum, immersing them into the social studies classroom early in their college career.

Strategies for Managing Culturally Diverse Virtual Teams: Creating a Feeling of Globalness

Madelyn Flammia, University of Central Florida (USA)

This presentation discusses cultural challenges faced by students in virtual teams. Strategies for overcoming cultural challenges for how to prepare students for virtual work are offered, as well as how to enhance the functioning of virtual teams in the workplace.

Neoliberalism and Privatization of Urban Health Care Facilities in Bangladesh

Kazi Sabrina Haq, Central Women's University (Bangladesh)

The presentation discusses the effect that the privatization of healthcare within Bangladesh has had on the variety of classes of people.
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Social Outreach for Achieving Education and Health

Vunnava Shakin Kumar, Rural Health Development Mission Project (India)

My mission is to contribute towards minimizing human suffering in the fields of education, health, poverty, unemployment, etc. Our main effort behind our programs is to fulfill the mission of contributing to reducing human suffering where education and health are concerned.

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Benchmarking Process in Military Academic Education

Cihan Saracoglu, Turkish Air Force Academy (Turkey)

This study is aimed at constituting a military dimension of benchmarking approach and improve an appropriate benchmarking model, which will be used in military academic education.

ALUMNI BOARDROOM

Theodore Roosevelt, Holt Collier, and the “Teddy” Bear: Enhancing Students’ Ability to Analyze Primary Sources

Paul E. Binford, Louisiana State University (USA)

This session uses a high-interest, counter-factual strategy to engage students in the content surrounding Theodore Roosevelt’s initial encounter with Holt Collier and the creation of the “teddy” bear while also enhancing students’ abilities to analyze primary sources.

3:00-3:55
:::CONCURRENT SESSION:::

BALLROOM A

Journal of Social Studies Research Q and A

William B. Russell III, University of Central Florida (USA)

This Q and A session aims to provide individuals an opportunity to talk with the Editor about the Journal of Social Studies Research, submitting manuscripts, the review process, and more.
"If Not Meritocracy, What?": Teachers’ Perspectives of Meritocracy

Li-Ching Ho, University of Wisconsin-Madison (USA)

This study explores how teachers make meaning of the concept of meritocracy and its role in the education system. It offers insight into the different and complex ways teachers struggle with the concepts of meritocracy and equality.

Looking Beyond the Textbook: Multimodal Intertextuality in a Secondary Social Studies Classroom

Terrell Brown, University of Central Missouri (USA)
Starlynn Nance, University of Central Missouri (USA)

Making learning fun, yet not frivolous, can be a tricky balancing act. Some students have issues with readability and non-relatable material. Students can possibly strengthen literacy skills and mastery of content knowledge through collaborative learning and playing a computerized simulation game.

RCA Intervention – An Intervention System for Traditional, Blended, and Online Courses

Jim Reynolds, Clark County Schools (USA),
Charlie Cummings, University of Central Florida (USA)

The RCA Intervention System was developed as an asynchronous intervention solution to assist struggling social science students after hours. Today, the system is being utilized in traditional, blended, and online social science education courses with a great degree of success.
Judenrat: The Government of the Choiceless Choice

Jason O'Connor, North Broward Preparatory School, (USA)
Tom W. Glaser, Mater Academy Charter High School, (USA)

The Nazis imposed Jewish governments in the ghettos. There were good people who resisted, and others who sought their own gain. Another piece of the complex truth of the Holocaust, this presentation will examine the Judenrat in four quite different circumstance – Warsaw, Budapest, Lodz, and Terezin – in how their experiences both paralleled and differed.

Engaging Students through the Dynamic Learning Approach

Magdy Hussein, Ashford University (USA)

A presentation of how to engage students in course activities through class dynamics, rubric design, and a grading system.

Beyond Theory: Technological Approaches to Facilitating a Social Justice Education in the Classroom

Gregory Samuels, University of Montevallo (USA)

During this session, educators will gain exposure to website, online software, and in-class pedagogical approaches to providing interactive, critical, and engaging lessons aligned with various research-driven components of a social justice education: Kahoot!, Socrative, Weebly, and More.
Ballroom A

Dual-Method Text Analysis: Using a Textbook (Instead of Being Used)

Mark Pearcy, Rider University (USA)

Textbooks are dry, dull, and terrors for students, but they can be useful. Explore the utility of a dual-method analytical tool for classroom use and critical inquiry.

Ballroom B

Why Stories Matter? Helping Students Develop Sophisticated Narratives of the Collective Past

Stephane G. Levesque, University of Ottawa (Canada)

This paper looks at the notion of “narrative thinking” and its importance for social studies education. Relying on a narrative approach to assess students’ thinking, the author demonstrates how young people construct stories of the past and why they use particular narrative frameworks.
“I Don’t Think We Are in Kansas Anymore:” Economics in the Land of Oz

Tom W. Glaser, Mater Academy Charter High School (USA)

The presenters will demonstrate how to use visual images from the Library of Congress to foster critical literacy skills among young learners. Strategies for engaging early childhood and primary grade children with challenging topics will be explored.

Millennials at the Ballot Box: Where Have All the Young Voters Gone?

Michael Rogers, State College of Florida, Manatee-Sarasota (USA)

Voters between the ages of 18 and 29 made up only 13 percent of the national electorate in the U.S. 2014 midterm elections. This paper explores the various reasons why voter turnout is low among our nation’s youth.

Local History and Local Culture at the Core of Elementary Social Studies Curriculum

Czarina Agcaoili, Ehime University (Japan) & University of the Philippines (Philippines)

Susumu Oshihara, Ehime University (Japan)

The purpose of this research is to develop a curriculum framework for elementary social studies that is equitable, culturally responsive, learner-centered, community-based, and empowering.

Investigating the Use of Social Studies Activity-Teaching Techniques in Teaching and Learning Process

Abdu Ayuba Fagge, Federal College of Education Kano (Nigeria)

This paper is investigating the level of use of social studies activity-teaching techniques in some selected secondary schools in Kano State, Nigeria. The paper will focus on use of activity teaching techniques and problems associated with its implementation.
Impacts of Socio-Economic Background on Participation in Various Sport Types

Hasan İhsan ŞENGÖR, Turkish Air Force Academy (Turkey)

Socio-economic background is measured as a combination of education, income, and occupation. Socio-economic background determines choices of people in many areas, which shape their lives in society.

Sports and Society: Addressing Social Justice Issues

Joshua L. Kenna, Texas Tech University (USA)

This presentation will demonstrate how teachers can foster a constructivist view of critical pedagogy when using sports documentaries in the social studies curriculum to address social justice issues.
BALLROOM A
"Just War": A Survey on Student Views' of War and U.S. Military Policy

Mark Pearcy, Rider University (USA)

What do students believe about war? This workshop presents data from a national survey of student views on wartime policy, as well as presenting strategies for ethical historical instruction.

BALLROOM B
Session Chair: Keith Barton

The Elephant in the Room: Exploring Discourse on Race, Racism and Anti-Racism

Amy Samuels, University of South Florida (USA)

The session explores a study on narratives of white educators who oppose racial inequity to heighten awareness and conceptualizations of race, racism, and anti-racism. Avoidance of discourse, the subtle nature of racism, and strategies for confronting racism will be discussed.

Beyond Awareness: A Principled Approach for Teaching about Human Rights

Keith Barton, Indiana University (USA)

This presentation addresses principles for teaching lessons about human rights that are grounded in contemporary political theory and research on students’ thinking. These principles move beyond “awareness” toward conceptual understandings of rights and strategies for protecting them.
Teacher Thinking in Australia and the United States: A Cross-Cultural Examination

John P. Sturtz, Keene State College (USA)
Paul Reitano, Griffith University (Australia)

This study is a cross-cultural investigation of social studies teachers’ thinking in Australia and the United States using video stimulated recall interviews. Data reveals insights into the teachers’ curricular and affective decisions.

BALLROOM C
Session Chair: Yongjun Dan

The Importance of Using Tablet in Air Force Academy Education System and Improvement Process

Yusuf Atalar, Turkish Air Force Academy (Turkey)
Osman YALÇIN, Turkish Air Force Academy (Turkey)

This presentation examines the use of tablet PCs in education, the importance of education in Turkish Air Forces, how we can use tablet PCs in Air Force Academy, and what kind of special-purpose applications should be developed.

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Examining Students’ Patterns Based on Their Historical Knowledge and Ability by Cluster Analysis

Yongjun Dan, Qufu Normal University (China)

Learning outcomes can be categorized into knowledge and ability. By measuring students’ historical knowledge and ability, four types of students were identified through cluster analysis, and its educational implications were discussed.

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Exchange 2013: Project-Based Learning for EFL and Social Studies

Donald Sturge, Tokushima University (Japan)

Japanese undergraduates have organized events that involve practical international cooperation and provide a model for instructing foreign language and social studies at various education levels.
ALUMNI BOARDROOM

“High Technology”: Incorporating the Third Revolution into Modern Era History

John Laurence Busch, Independent Historian (USA)

This presentation will provide a new structure for incorporating technological history into the current history pedagogy, resulting in a more complete understanding of human progress in the modern era.

11:00-11:55
:::CONCURRENT SESSION:::

BALLROOM A

Teaching the Arab-Israeli Peace Process and Conflict

Teri Fine, Institute for Curriculum and Instruction (USA)

Explore the Arab-Israeli conflict and peace process through primary source documents and teaching strategies that support critical analysis of texts. Participants will develop content knowledge, experience student activities, and receive lesson plans with all necessary materials including primary source documents.

BALLROOM B

Session Chair: Shakealia Y. Finley

Teaching for Social Justice: Critics, Problems, and Solutions for Social Studies Educators

Gregory Samuels, University of Montevallo (USA)
Amy Samuels, University of South Florida (USA)

Educators will discuss the basics of social justice in the social studies classroom, research-based criticisms and problems surrounding this perspective and use in schools, while gaining knowledge of ways to implement this critical pedagogy in their own classroom beyond the standard curriculum.

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Does Race Matter in Economic Education?: An Analysis of the National Economics Standards

Shakealia Y. Finley, Teachers College, Columbia University (USA)

The presentation will detail the findings of a content analysis of the Voluntary National Content Standards in Economics as well as provide recommendations for attention to and inclusion of race and race-based themes in the standards.
Navigating the Tensions of Theory and Application in Social Studies Teacher Education

Anthony Pellegrino, George Mason University (USA)
Corey Sell, George Mason University (USA)

This presentation will focus on presenting findings from a research study of teacher candidates in two teacher education programs, each trying to prepare history/social studies teachers to be better prepared to navigate the tensions they experience between coursework and clinical practice.

VALUES EDUCATION IN TURKISH AIR FORCE ACADEMY

VALUES EDUCATION IN TURKISH AIR FORCE ACADEMY

Cihan Saracoglu, Turkish Air Force Academy (Turkey)
Ilker Sahin, Turkish Air Force Academy (Turkey)

In this study the military dimension of values education will be inspected. The Air Force Personnel in this competitive age should adopt basic values to form mutual trust in an operation area. With this study the question of “How can the Air Force Personnel gain the basic values?” will be analyzed.

The Marxist in Chavez’s Rhetoric

Dariga Abilova, Nazarbayev University (Kazakhstan)

The evidence of near-Marxist elements in Chavez’s rhetoric suggests new perspectives on the relationship between populist rhetoric and public support. This paper suggests his rhetoric employed quasi-Marxist elements, which contributed to his popularity among the poorest of Venezuelan society.

Degree of Transparency Practice in College of Education in King Saud University from the Women Leaders' Viewpoints

Wafa Own, King Saud University (Saudi Arabia)
Sahar Al-Faisal, King Saud University (Saudi Arabia)

This paper discusses to what degree the Transparency Practice is used in a College of Education program from the women leaders’ viewpoint.
**Pre-service Teacher Education and the State of Technology**

**Mark Pearcy**, *Rider University (USA)*

Technology in pre-service teacher education has become more important with new standards from the Council for the Accreditation of Educator Preparation. This presentation considers the current state of technology integration among teachers, and how pre-service educators can more effectively use classroom technology.

**12:00-12:55**

:::CONCURRENT SESSION:::

**BALLROOM A**

**The Culturally Responsive Classroom: Exploring the Theoretical Framework and Practical Strategies for Implementation**

**Amy Samuels**, *University of South Florida (USA)*

**Gregory Samuels**, *University of Montevallo (USA)*

The session will explore Culturally Responsive Teaching and practical strategies to foster this framework to promote equitable excellence. Existing data on educational equities will be explored, as well as academic concepts such as Cultural Capital, Deficit Thinking, and Critical Consciousness.
BALLROOM B

Session Chair: Bonnie Bittman

Globalizing Teacher Education: A Case Study of Social Studies Methods

Cynthia Mottola Poole, University of Pittsburgh (USA)
Anthony Pellegrino, George Mason University (USA)

In this presentation researchers from two teacher-preparation programs will share findings of a design research study which embedded global education frameworks into social studies preparation coursework.

*********

An Analysis of Enrollment in Advanced Placement Classes in Florida from the 2010 to 2011 School Years

Bonnie Bittman, University of Central Florida (USA)

This presentation breaks down an analysis of Florida’s Advanced Placement enrollment from 2010 to 2011 and points out several significant trends.
The Meaning of "Community" in Relation to Social Studies Education

Catherine Broom, University of British Columbia (Canada)

This paper will begin by articulating a theory of what community means, drawing on the work of Dewey, and will then consider why this conception is important and what classroom methods and practices can be used to develop it.

**BALLROOM C**

*Session Chair: Susie Choi*

The Guns of June: The Shots that Started the 20th Century

Tom W. Glaser, Mater Academy Charter High School (USA)

It has been said that the 20th century started in Sarajevo in 1914 - and that it ended there in 1992. This presentation will deal with the forces surrounding the events that led up to that pivotal assassination.

**Alchemy in the Classroom: Teachers Collaborating to Produce Authentic Learning Opportunities for Students**

Susie Choi, University of Toronto Schools (Canada)
Paul Harkison, University of Toronto Schools (Canada)
Reg Hawes, University of Toronto Schools (Canada)

In this session the process of collaboration between social studies teachers and teacher librarians will be profiled. Colleagues from a university-affiliated high school will outline the benefits derived from the process of constructing historically based role play simulations for students.

**Using Film to Teach about Character Education and Social Justice Education in the Social Studies**

Carolyn Van Zandt, University of Central Florida (USA)

Teaching character and the critical thinking skills required for active citizenship with social justice lessons using film. Social justice education incorporates critical thinking skills, students analyze what is morally right, “just” or “unjust”, “fair” or “unfair”, and support their choices.
ALUMNI BOARDROOM

It’s Never Too Early to Start: Diversity Discussions Through Picture Books in Elementary Social Studies

Jessica Stone, University of Tennessee (USA)
Sara Demoiny, University of Tennessee (USA)

This session will present scholarly research regarding critical literacy through children’s picture books with an emphasis upon cultivating diversity discussions in elementary schools. Specific picture books will be used to demonstrate lesson plan ideas, standards alignment, and discussion questions.
NOTES

8:30 - 8:55

::MEET & GREET SESSION::

BALLROOM A

The International Society for the Social Studies:
Meet & Greet Session

Welcome! This meet and greet session will feature complimentary coffee and snacks. The session will allow participants to socialize with other conference attendees. The session WILL INCLUDE A WELCOMING NOTE from the conference coordinators and pertinent information regarding the conference.
### Thursday Conference Planner

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