The International Society for the Social Studies

Annual Conference

February 28-March 1, 2013
CONFERENCE SCHEDULE

Thursday, February 28th, 2013
8:30am - 8:55am – Meet & Greet Session
9:00am - 3:55pm* – Breakout Sessions
*Lunch Break at Attendees’ Discretion

Friday, March 1st, 2013
9:00am - 3:55pm* – Breakout Sessions
*Lunch Break at Attendees’ Discretion

ACKNOWLEDGMENTS

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.

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Stewart Waters

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THE INTERNATIONAL SOCIETY FOR THE SOCIAL STUDIES
UNIVERSITY OF CENTRAL FLORIDA • COLLEGE OF EDUCATION
4000 CENTRAL FLORIDA BLVD. • ORLANDO, FL 32816-1250
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*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.*

### A Message from the Executive 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 over one hundred presentations from individuals from all over the world.

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 all the presenters. Without the dedication and professionalism of the conference presenters this conference would not be possible.

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

Sincerely,

*William B. Russell III, Director*

The International Society for the Social Studies
Welcome! This meet & greet session will feature complimentary coffee provided by the UCF Academy for Teaching, Learning and Leadership. The session will allow participants to socialize with other conference attendees. The session WILL INCLUDE WELCOMING NOTE by the conference coordinators and pertinent information regarding the conference.
9:00-9:55
:: CONCURRENT SESSIONS ::

BALLROOM A

Who was the Man in the Glass Booth?:
Eichmann Through Various Prisms

Tom W. Glaser, Master Academy Charter High School (USA)
Jason O’Connor, North Broward Preparatory School (USA)
Kathy Jones, San Diego State University (USA), Bristol University, (UK) and Örebro University, (Sweden)

Eichmann’s trial created controversy at the time and since. Trying to determine who was actually on trial, and for what, can be a useful exercise for teacher, scholar and student by examining the varying analyses of the proceedings.
The Segregated School Experience: A Historical Analysis
Anthony Pellegrino, George Mason University (USA)
William Russell, University of Central Florida (USA)
Linda Mann, George Mason University (USA)
This presentation will share findings of interview and archival research of the segregated school experience, and encourage dialogue regarding this topic's ability to challenge traditional notions of segregation within a climate ripe with stereotypes and misunderstandings of the Black experience.

Teaching an Inclusive Historical Narrative: Lessons from Mary Ritter Beard and Carter G. Woodson
Sarah Bair, Dickinson College (USA)
This paper addresses the challenge of integrating black history and women's history into an increasingly crowded social studies curriculum and examines the work of two early twentieth-century historians who provide useful and timely lessons for contemporary social studies educators.

Moving Toward More Dynamic Instruction
Ryan T. Knowles, University of Missouri (USA)
Rebecca Theobald, University of Colorado, Colorado Springs (USA)
Utilizing data from The National Study on the State of Social Studies Teachers Survey this analysis explores different patterns of social studies instruction and how they vary across courses.

Apoyo: How Does This Culturally Learned Practice from México Characterize Hispanic Households in America?
Gilbert Duenas, Auburn University at Montgomery (USA)
In entering the households of five Hispanic families over a five-month period, the researcher gained an intuitive understanding of “apoyo,” a distinctive word in each family’s vocabulary that portrayed the emotional bond between parents, their children, and close friends.
Clash of Civilizations in Cinema “Dirty Pretty Things’ as a Model
Omar Alsaif, King Saud University (Kingdom of Saudi Arabia)
Major questions about controlling the world and the nature of the rela-
tionship between countries and individuals.

Facebook: A Pakistani User Perspective
Leena Maqsood, Michigan State University (USA)
Social media has revolutionized the traditional forms of communication across the globe. The social media, specifically Facebook, in a developing country, Pakistan, has also rocked the media landscape. Hence the study discovers individual’s preferences for using Facebook.

ALUMNI BOARDROOM
Engaging Strategies for Teaching the American Civil War
Bradley Burenheide, Kansas State University (USA)
This workshop will take teachers through three strategies to enhance instruction of the American Civil War. The three strategies will focus upon instructional gaming, primary sources, and Multiple Intelligence theory will be explored. Start-up materials provided.

10:00-10:55
:: CONCURRENT SESSIONS ::

BALLROOM A
Tailoring Social Studies Pedagogy Around Citizenship in the 21st Century
Andrew Hostetler, Vanderbilt University (USA)
Holly McBride, University of South Florida (USA)
Attendees will learn about possible ways recent technologies and resources can be used to teach for 21st century citizenship skills, knowledge, and dispositions. A PowerPoint and collaborative work will help attendees understand the resources through developing project-based learning experiences.
What Just Happened? A Social Studies Teacher’s Guide to the Arab Spring

Lindon Ratliff, *Mississippi State University, Meridian (USA)*

The purpose of this article is to discuss a brief history of the Arab Spring Movement, connect it to Social Studies instruction and provide resources for high school teachers teaching this movement.

Engaging in Creative Participatory Research with Children: Magic or Madness?

Leanne Robins, *National University of Ireland, Galway (Ireland)*

This paper explores children's understanding of culture and its relationship to social support. A creative child rights-based participatory research method was used with primary aged children from diverse cultural backgrounds. Results of both the “magic” and the “madness” are presented.

The Garlic Bulb Design Model: A Cross-Curricula Strategy in Elementary Social Studies Instruction

Han Liu, *Shipensburg University of Pennsylvania (USA)*

This paper introduces the Garlic Bulb Design - a cross-curricular lesson model to social studies college method instructors and classroom practitioners. This model is powerful in making contents more meaningful, integrating more relevant resources, promoting critical thinking, and nurturing creativity.

Cinema and History of Brazil: A Debate in the Classroom

Paulo Roberto de Azevedo Maia, *Colégio Embraer Juarez Wanderley (Brazil)*

This presentation will report of work done with students in Brazil on the aiming historical deconstruction of representations made by films. Furthermore, it will compare them with written documents to understand ideological positions or conservative aesthetic postures in the representation of Brazil's history.
In The Name of Honor
Farah Azhar, University of Pennsylvania (USA)
This presentation highlights the issue of honor killing in Pakistan. Section 1 mentions the historical evolution and current context of the problem. Section 2 discusses empirical, theoretical and advocacy perspectives. Section 3 talks about the administrative challenges while section 4 concludes with policy recommendation.

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Giving Voice to “Unheard” in EFA Dialogue: Perspectives from Afghan Refugee Camps
Andleeb Sharif, Michigan State University (USA)
Leena Maqsood, Michigan State University (USA)
This study aims to bring perspectives of teachers and students from Afghan refugee camps in EFA Policy dialogue, in order to inform the future policy discourse to address the problems of low enrollment and poor quality of education among refugee populations.

ALUMNI BOARDROOM

Social Studies Out Loud!
Dorothy Blanks, University of Tennessee, Knoxville (USA)
Gary Cole, University of Tennessee, Knoxville (USA)
Alicia Laffoon, Tennessee Tech University (USA)
Readers’ Theater Plays and Historic Poems for Two Voices are dramatic activities that integrate language arts and social studies in creative, engaging ways.

11:00–11:55
:: CONCURRENT SESSIONS ::

BALLROOM A

Democratic Twittering: Using Social Media in the Social Studies
Dan Krutka, Wichita State University (USA)
Social media services like Twitter have afforded citizens different ways to communicate in oppressive and democratic societies, but only some social
studies teachers have explored how they might enhance citizenship education. Learn how you can enrich teaching with social media.

**BALLROOM B**

*Session Chair: Lara Willox*

**Lesson Study in Elementary Social Studies Methods**

Lara Willox, *University of West Georgia (USA)*  
Janet Strickland, *University of West Georgia (USA)*

The art of Japanese lesson study was successfully incorporated in an elementary social studies methods course. This paper presentation will share student reactions and specific course activities.

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**Using Primary Source Photography in the Elementary School Classroom: A Top Ten List**

Joan Hidalgo, *Brewbaker Intermediate School, Montgomery, AL (USA)*  
Shelly Hudson Bowden, *Auburn University Montgomery, AL (USA)*

Photographs are often called windows in time as with primary source photography, which captures moments in time, otherwise lost. Learn how to incorporate this venue to teach the social studies with your elementary school students.

****************
Teaching Ideas and Suggestions for Global Connections in Elementary Social Studies Class
Abalo F. Adewui, Central Michigan University (USA)
Global Connections are increasingly becoming “new normals” in various aspects of our lives, including, social, political, economical, cultural, environmental and life style. On one hand they present opportunities, yet on the other, they present challenges for citizens in different parts of the globe.

BALLROOM C
Session Chair: Leanne Robins
Disrupting Patriarchy: Transforming Gender Violence in South Africa and Northern Ireland
Erin Tunney, Carlow University, Pittsburgh (USA)
This paper explores the extent to which legislation against gender violence improves women’s security. In post-conflict Northern Ireland and South Africa, qualitative research suggests that women feel less safe since the peace processes began than they did when their societies were at war due to the proliferation of gender violence.

A Vision of the Hermeneutic Phenomenological Method
Luigina Mortari, University of Verona (Italy)
Valentina Mazzoni, University of Verona (Italy)
This paper presents an interpretation of the hermeneutic-phenomenological method in its application in the context of research on educational experience. The paper presents an original interpretation of the phenomenological hermeneutic method that has been formulated in the context of a qualitative research on the educational experience that lasted three years.

ALUMNI BOARDROOM
Fed Time Online
Lesley Mace, Federal Reserve Bank of Atlanta- Jacksonville Branch, (USA)
Amy Hennessy, Federal Reserve Bank of Atlanta (USA)
Gain new ideas for using technology in the classroom and receive
numerous free Federal Reserve lesson plans while discovering technology based tools to motivate and engage your students.

12:00–12:55
:: POSTER SESSIONS ::

BALLROOM B

***** POSTER PRESENTATIONS*****

When Does This Get Hard?
Stuart Phipps, University of Saint Mary (USA)
This study follows the experiences of a first-year middle-level social studies teacher as he makes the transition from successful student teacher to beginning professional. It explores the resources and strategies he is using toward finding success in his new school.

Visualization of Teacher’s Thinking Process while Observing Students: An Educational Neuroscientific Approach
Naoko Okamoto, Kyoto University (Japan)
Yasufumi Kuroda, Bukkyo University (Japan)
The purpose of this study was to examine teachers’ brain activity data while teachers were observing students who were solving mathematical task. We measured both teachers’ and students’ brain activity at a same time and compared these.

Teaching about Asia in a Social Science Education Program
Cyndi Mottola Poole, University of Central Florida (USA)
Joshua L. Kenna, University of Central Florida (USA)
This phenomenological study sought to discover the extent to which Social Science Education (SSE) seniors at a large southeastern public university feel that their program has prepared them to teach accurately and confidently about Asia.
The Effect of Family Disintegration on Children and Its Negative Impact on Society
Nourah Altwaijri, Princess Nourah bent Abdulrahman University (Kingdom of Saudi Arabia)
Recent scientific researches on the phenomenon of familial disassociation have proven its great negative impact on the child’s psychological and social development, and consequently affecting the society. This research will tackle the following issues as they are related to familial disassociation: 1- Its types. 2- Factors leading to it. 3- Its negative impact. 4- Suggested methods to limit its existence.

Oral History in the Social Studies Classroom: Promoting Social Justice and Cross-Cultural Understanding
Alberto Lopez-Carrasquillo, Northeastern Illinois University in Chicago (USA)
The purpose of this poster presentation is to analyze three samples of historical autobiographies that pre-service teachers wrote in a social studies course methods in the elementary classroom in a Hispanic Serving Institution from a Critical Theory (CT) and Latino Critical Theory (LatCrit) perspective.

Teaching Social Studies Through Photography: World Travels of a Pre-Service Teacher
Rebecca Stump, West Chester University (USA)
Heather Leaman, West Chester University (USA)
A student teacher describes how her European and U.S. travel experiences have influenced her understanding and teaching of social studies to middle level students. Digital photographs are used to supplement young adolescents’ learning about geography, culture, civics, economics and history.

Youth Civic Engagement and Political Knowledge
Margaret Tseng, Marymount University (USA)
I examine a university program offered to rising juniors and seniors. The goal of the program is to teach civic engagement through an election simulation and other civic oriented activities. My analysis for this paper will be limited to preliminary research examining civic engagement and political knowledge.
Connecting Children’s Literature, Cinema, and Character Education
Stewart Waters, University of Tennessee (USA)
William B. Russell III, University of Central Florida (USA)
This project will provide educators with resources and ideas about how to utilize popular children’s books and films as a means to address character education goals and mandates. Examples of books and films will be presented along with supporting activities.

The Great Depression as a Generational Lens on Contemporary Social Studies Reform Movements
Doug Feldmann, Northern Kentucky University (USA)
This presentation will compare reform movements in the Social Studies curriculum during the Great Depression - particularly the Eight-Year Study - to similar contemporary reform efforts, and their impact on modern American public schools.

A Human Story: The Pedagogy of Holocaust Inquiry with Young Children
Michael J. Berson, University of South Florida (USA)
Ilene R. Berson, University of South Florida (USA)
This presentation focuses on the pedagogy of Holocaust inquiry in the early childhood and elementary years, exploring developmentally appropriate instruction through the use of children’s artifacts, literature, and technological resources which capture the personal stories of children during the Holocaust.
BALLROOM A

All that is Solid Melts into Air: Facing into the Emerging Phenomena of Post-Humanist “Education”

Chris Sparks, Institute of Technology Sligo (Ireland), Trinity College Dublin (Ireland), The Open University (UK)

New technologies used by corporate-managerialists dissolve the integral constitution of academia, profoundly disrupting the life-world of learners and teachers. Can we pursue traditional humanistic goals within this new scenario, can it be replaced with a coherent alternative.

BALLROOM B

Session Chair: Chris Brkich

Ethical and Moral Implications of 21st Century Global Media Influence: A Deweyan Solution

C. Gregg Jorgensen, Western Illinois University (USA)

In an era impacted by continually evolving social and global media, this presentation examines how today’s students can benefit from acquiring what John Dewey termed “good judgment” by considering his concept of ethics and morals from a 21st century perspective.
**Education about Asia in the Era of Globalization**

Guichun Zong, *Kennesaw State University (USA)*

Sohyun An, *Kennesaw State University (USA)*

How is Asia being portrayed in curriculum? What knowledge and perspectives are being included? This presentation reports results of a research study that analyzes content of Asia in middle school social studies curriculum standards of six American southern states.

**“Steve Obamney”: Political Scumbaggery, the Internet, and the Collective Memetic American Consciousness**

Chris Brkich, *Georgia Southern University (USA)*

Tim Barko, *University of Florida (USA)*

Through visual content immersion, this paper reports on the political Zeitgeist as portrayed through politically-charged memes generated in the two months leading up to the 2012 Presidential election. It also speaks on the importance of political media literacy education.

**BALLROOM C**

*Session Chair: Michael Gesin*

**Destruction of the Jewish Life in the Early Years of the Soviet State: 1917-1933**

Michael Gesin, *Worcester State University (USA)*

In the Stalin purges of the late 1930s at least 1.5 million and possibly considerably more people were executed. The losses of human life covered the spectrum of all spheres of life in the Soviet Union, from the economic to the military.

**Autoethnography as a Way to Study Social Sciences**

Keinan Anat, *Kaye College of Teacher Education (Israel)*

The presentation deals with Autoethnographic method, where students engage in research on their own lives as a way to increase relevancy and motivation. The students wrote their life stories and conducted research into the historical and social background of their own story.
Instances of Reification in Contemporary Society:
Work, Consumption, Cyberculture, and Body
Julio Cesar Lemes de Castro, University of São Paulo (Brazil)
This paper discusses the concept of reification, in the light of Lukacs and Honneth, and some of its possible applications in contemporary social studies, in the spheres of work, consumption, cyberculture, and body.

ALUMNI BOARDROOM

An Electorate Equality:
Are we Seeing a New Age or Era in American History?
Sean Lennon, Valdosta State University (USA)
The presentation will be interactive and is designed to incorporate discussions with the audience members concerning recent changes in demographics, voting and cultural shifts. Data from exit polling, reactions from the elections, population trends, etc... will be presented for discussion.

2:00-2:55
:: CONCURRENT SESSIONS ::

BALLROOM A

Social Studies Education and the Common Core
Cicely Scheiner-Fisher, University of Central Florida (USA)
Participants will examine how social studies is affected by Common Core standards; what factors contribute to text complexity; how text complexity impacts high stakes tests, including the PARCC and social studies EOC’s; as well as examining principles of disciplinary literacy.

BALLROOM B

Session Chair: Barbara Houser
College Readiness for Rural Youth
Jason Hedrick, Ohio State University (USA)
Mark Light, Ohio State University (USA)
Jeff Dick, Ohio State University (USA)
College Readiness for Rural Youth is a postsecondary education bridge
A program that gives youth the opportunity to explore college attainability, admissions, financial aid and application processes. It aims to support the transition to college for youth. Presenters will outline curriculum.

Academic Transition from High School to College for Social Studies Students
Barbara A. Houser, University of Central Florida (USA)
Cheryl L. Avila, University of Central Florida (USA)
This study describes the academic transition from high school to college from students' views. Results suggest the importance of the teacher in fostering an interest in social studies, as well as statements that students believe they are good writers.

The Ent’s Will Rise Again: The Representation of Nature in “The Lord of the Rings”
Iclal Alev Degim, Southern Illinois University of Carbondale (USA)
The questions this paper focuses on are; how nature is portrayed in cinema and how this affects basic notions of aesthetics and nature's place in the portrayal of the fight between good and evil. The importance of nature in the film “Lord of the Rings” is examined through these frameworks.

BALLROOM C
Session Chair: Yahya Ali
Evaluating Programs of Education and Arts Faculty in the Light of Developing Ethics and IT Values
Yahya Ali, University of Tabuk, (Kingdom of Saudi Arabia)
This research aimed at evaluating current programs of Faculty of Education and Arts at the University of Tabuk in the light of developing the values of students intellectually and morally from the perspective of students and faculty members.

Whither State: A History of Chinese State Owned Enterprises
Fanpeng (Frank) Meng, The Chinese University of Hong Kong (China)
My article presents a history of Chinese SOEs focusing on the role of the state. It examines the economic and political problems associated with SOEs during different historical periods, and provides some reform proposals regarding the governance of these enterprises.
ALUMNI BOARDROOM

Captivating Young Learners with Digital Primary Sources from the Library of Congress
Ilene R. Berson, University of South Florida (USA)
Michael J. Berson, University of South Florida (USA)
The presenters will explore the implementation of research-informed strategies to infuse primary sources into early childhood and primary grade instruction and foster emergent visual literacy and historical inquiry with young children.

3:00-3:55
:: CONCURRENT SESSIONS ::

BALLROOM A

It’s Debatable: Structured Argumentation Skills and Strategies for the Classroom
Coleen Reyes, The Baltimore Urban Debate League (USA)
Jacquelyn S. Bullock, The Baltimore Urban Debate League (USA)
Jennifer Wheeler, The Baltimore Urban Debate League (USA)
Aram C. Boykin, The Baltimore Urban Debate League (USA)
Structured Argumentation Skills and Strategies is a collection of Common Core aligned, student-centered activities and strategies that use students’ natural ability to form and defend arguments to create a dynamic and hands-on classroom experience that develops writing, research and presentation skills.

BALLROOM B

Session Chair: Charles Cummings
Digital Poetry and Social Studies: A Pedagogical Tool for Teaching and Learning
Jennifer Kohnke, Aurora University (USA)
This presentation will demonstrate the power of poetry in teaching social studies subjects ranging from traditional grade level topics, to those concerning social justice issues. It will reveal how digital literacy can foster a constructivist view of critical pedagogy.
Creating Your Own Unique Mobile Content for Your Social Science Classroom
Charles H. S. Cummings, Florida Virtual School (USA)
This session will demonstrate how classroom teachers can become an HTML 5 developers overnight utilizing easily mastered software. The knowledge gained in the session will allow classroom teachers the ability to create their own original mobile social science content.

Implications of Common Core State Standards on Social Studies Education
Joshua Kenna, University of Central Florida (USA)
It has been 30 years since the beginning of the standards based educational reform and social studies has found itself on the outside looking in. However, the new initiative, Common Core State Standards, may possibly change things, or will it?

BALLROOM C

Perceptions of Teacher Candidates on Quality Standards of Education Faculty: Agri Ibrahim Cecen University Example
Aysun Dogutas, Agri Ibrahim Cecen University (Turkey)
The purpose of the study is to determine the perceptions of teacher candidates on quality standards of education faculty. 487 teacher candidates participated into the survey. The study is done in Agri province (eastern part) in Turkey.

ALUMNI BOARDROOM

The Journal of Social Studies Research: An Open Discussion
William B. Russell III (Editor), University of Central Florida (USA)
This discussion will provide participants with background knowledge about The Journal of Social Studies Research and provide helpful information regarding future publications.
9:00-9:55
:: CONCURRENT SESSIONS ::

BALLROOM A

Laptops and iPads and Smartphones, Oh My!
Brian Furgione, Seminole County Public Schools (USA)
Jason Dumont, Milwee Middle School (USA)
Alexandra Razgha, Milwee Middle School (USA)
Joe Sanchez, Milwee Middle School (USA)

As technology becomes more prevalent in society and kids’ personal devices permeate the educational world, teachers must be able to leverage these new technologies in their classrooms. This workshop will help you do so!
Ballroom B

Session Chair: Russ Olwell

Show and Tell: Using Visuals to Tell the Story of Local Environmental History

Russ Olwell, Eastern Michigan University (USA)

This presentation will address using posters and other formats to highlight the environmental history of a place - such as a school, local park, or university. Students use the activity to connect the abstract history of the environment to a specific plot of land.

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K-12 Teachers Explore Ways to Use GPS Technology for Teaching

James Oigara, Canisius College (USA)

Geospatial technology has great potential for teaching geography concepts in K-12 curriculum. This research reports on training teachers on integrating Global Positioning System (GPS), Geographic Information System (GIS) and geocaching to enhance student learning. GPS lesson activities will be shared.

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Digital Collaboration to Promote Learning in Social Studies

Raymond W. Francis, Central Michigan University (USA)

Mary Jo Davis, Central Michigan University (USA)

Using web-enabled mobile devices provides exciting opportunities for instruction in Social Studies to enhance student learning and promote student success. This session models strategies, and engages participants in the exploration of Digital Collaboration in a variety of situations.
BAllroom C

Session Chair: Giomny H. Ruiz

Innovating Methodology When Studying Contemporary Socio-Religious Identities. The Case of Cubans in Canada

Giomny H Ruiz, University of Montreal (Canada)

This presentation proposes an innovative combination of methods for the approach of contemporary religious identities based on the specific difficulties founded in the field during the study of first-generation Cuban immigrants in Canada.

**********

Global Education: A Look at New Perspectives and Demands

Purnima M. Tech, University Gharuan, Mohali Punjab, India

The term “global education” refers to the extent to which global development issues are integrated within the formal curriculum. Global education is seen as a way of extending students’ views of the world by exploring their perceptions and connections. It helps them to recognize and think critically about different cultural, economic and political perspectives.

**********

The Effects of Transnational Prejudice on Incorporation and Identity Formation of Oaxacans in the U.S.

Monica M. Valencia, University of Southern California, (USA)

This research project is about the Oaxacan immigrant experience in the United States. Specifically, my study explores processes of transnational prejudice experienced by Oaxacans in Mexico and in the United States, tracing how this prejudice shapes their pathways of incorporation and racial identity in the United States in both social and labor sectors.

ALUMNI BOARdROOM

A Social Education Case Study of US Educators Teaching Abroad: The Necessities, Beneficiaries, and Potential Post-Colonial Implications

Emily J. Summers, Texas State University (USA)
John David Neill, Texas State University (USA)
Elizabeth Neill, Texas State University (USA)
Amy Yao, Texas State University (USA)
Mary Ellen “Mellen” Chrzanowski, Texas State University (USA)

Our study offers a panel of US educators who have taught abroad in
non-US schools. We taught in K-12 public schools or in EFL/ELL specific schools. We analyzed the necessities, beneficiaries, and potential post-colonial implications of our work.

10:00-10:55
:: CONCURRENT SESSIONS ::

BALLROOM A

Session Chair: Beatriz Fainholc
Advocacy and Agenda Setting: NGO Asylum Seeker Advocacy and its Intersection with Public Policy Making
Louise Kinlen, National University of Ireland, Galway (Ireland)
This paper examines the intersection of advocacy and agenda setting. It presents the key findings of the study on advocacy for asylum seeking children and families in Ireland and suggests improvements to theoretical understandings of advocacy and agenda setting.

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Communication Processes of Online Education: The Need for a Sociological Reflection
Beatriz Fainholc, National University of La Plata (Argentina)
To explore and identify the socio-cultural pillars of on line education practice within the digital communication processes by ICT and networking, present deep interest for a demystification. The sociological critical studies of the communication process of virtual open and distance education make a significant difference for its reflective comprehension.

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Civil Rights Lessons from a Comparative Analysis of the WWII Treatment of the Nikkei in Brazil
Norman R. Okihiro, Mount St. Vincent University (Canada)
This paper examines why the large Nikkei population in Brazil were not subject to internment during WWII as were Nikkei elsewhere in the Americas. Japanese Brazilians did not have direct economic competitors who influenced the development of racist sentiments and policies. Civil rights implications are discussed.
BALLROOM B

Session Chair: Heather Leaman

Interacting with the Irate Parent: Role-Playing Parent-Teacher Conferences Defending a Social Justice Curriculum
Christopher Andrew Brkich, Georgia Southern University (USA)
April Newkirk, Georgia Southern University (USA)
This paper reports on middle grades teacher candidates’ experiences in a parent-teacher conference simulation in which they defended their pedagogical and content choices regarding constructed lesson plans grounded in young adult literature used to promote social justice themes.

**********

Practitioner Inquiry in the K-12 Social Studies Classroom
Heather Leaman, West Chester University of Pennsylvania (USA)
Practitioner inquiry allows teachers to investigate questions about their teaching and student learning. Applied in social studies classrooms, teachers (as researchers) bridge inquiry and learning through powerful professional development, yet examples of social studies-based teacher research are few.

**********

Pre-Service Elementary Teachers’ Economic Literacy: Are They Ready to Teach Economics Concepts?
Kenneth V. Anthony, Mississippi State University (USA)
Nicole Miller, Mississippi State University (USA)
Becky Smith, Mississippi State University (USA)
Economic literacy is an important component for active civic engagement. Previous research has addressed economic literacy of in-service elementary teachers. The goal of this study was to determine the level of economic literacy of pre-service elementary teachers.
**Intellectual, Moral and Physical Aspects of Education**

Lakhwinder Jit Kaur, *Karamjot College for Women, MIANI Distt. Hoshiarpur PB. (India)*

Education is knowledge imbibed with values and wisdom. Else the knowledge may prove to be dangerous and sow in the mind the seeds of destruction to the serious detriment of humanity. Education should make every individual capable physically, mentally, intellectually, emotionally and spiritually.

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**Liberal Education - Its Ramifications**

Devinder Singh, *College, Mukerian Distt. Hoshiarpur PB. (India)*

Education plays a vital role in our lives. George Peabody has defined “education” as “Education: a debt due from present to future generations.” Many social thinkers and philosophers thought that education makes a man a complete human being in its conceptual essence and suggestive continuum.

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**Social Studies and Moral Infrastructural Challenges In Colleges Of Education: The Way Forward**

Ahmadu Talatu Salihu, *Federal College Of Education Kano (Nigeria)*

Moral Corruption is a social menace in Nigerian Schools, if these institutions are not cleansed of corruption, then the nation will surely head for a doom. However, through Social Studies desirable values and attitudes can be restored.

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**ALUMNI BOARDROOM**

**Flipping the Cultural Revolution**

Peter Stelzer, *Shanghai American School (China)*

Using a ‘flipped’ model of instruction and a layered curriculum built around student choice and responsibility; see how the Cultural Revolution is taught at an international school in Shanghai. Learn about China and experience a “revolutionary” approach to teaching.
11:00-11:55
:: CONCURRENT SESSIONS ::

BALLROOM A

Playing the President—Politics v. Policy in U.S. Government
Mark Pearcy, Rider University (USA)
“Playing the President” provides students with a role-playing experience highlighting the legislative function of the Presidency, the powers of the office, and the difference between government and governing.

BALLROOM B

Session Chair: LaGarrett King

Learning Other People’s History: Converging Sociocultural Knowledge and African American History
LaGarrett King, Clemson University (USA)
Drawing from the historical lens of cultural memory, I examined the growth of two social studies teacher candidates’ sociocultural knowledge after engaging in a rigorous summer reading program dedicated to learning African American history.

Civic Behavior in the Classroom and the Capacity for Social Movement Citizenship
Ryan T. Knowles, University of Missouri (USA)
Jennice McCafferty-Wright, University of Missouri (USA)
Using data from the International Civic and Citizenship Study, this study explores the relationship between an open classroom climate, civic self-efficacy, civic knowledge, and social movement citizenship among 8th grade students.

Facilitating the Reduction of Recidivism: A Political Philosophical Approach to Community Justice
Philip Waggoner, University of Colorado, Denver (USA)
Establishing an undercurrent of community justice within political philosophy is helpful because this relationship could
provide a solid foundation to establish the philosophical legitimacy of the concept of community justice highly valuable in crafting new approaches to securing public safety.

BALLROOM C

Session Chair: Sikander Singh

Democracy and Education - An Interrelationship

Sikander Singh, College Mukerian Distt. Hoshiarpur, Punjab (India)

Democracy is a form of government meant for educated people. Education is a movement from information to knowledge and from knowledge to wisdom. If this is lacking in a democratic country, a very crucial factor which can be instrumental in the proper functioning of democracy is missing.

The University Core Curriculum Program [UCCP]: Guiding Principles, Factors of Success, and Opportunities for Institutional Improvement

Mohamed Elgeddawy, Prince Muhamed Bin Fahd University (Kingdom of Saudi Arabia)

This Presentation will provide an insightful reading of the concepts and practical applications that underlie a successful Core Curriculum program, while exploring the potential it holds for several audiences such as academicians, policy makers and college students.
Hindering Social Advancement: Gender Based Violence in Bangladesh
Parvez Sattar, Westminster Foundation for Democracy (United Kingdom)
The Presentation will provide an insightful reading of the concepts and practical applications that underlie a successful core curriculum program, while exploring the potential it holds for several audiences such as academicians, policy makers, and college students.

ALUMNI BOARDROOM
How to help students work with complex online sources in Social Studies
James Damico, Indiana University (USA)
This interactive session focuses on how teachers can scaffold core literacy strategies tied to the Common Core Standards to help students deeply engage with social studies topics (e.g., immigration, civil rights, the Cold War, etc.)

12:00-12:55
:: CONCURRENT SESSIONS ::

BALLROOM A
Letting Go of the Textbook: Applying Multimodal Intertextuality in the Secondary Social Studies Classroom
Terrell Brown, University of Central Missouri (USA)
Many social studies teachers depend on the textbook as a primary source of instruction. Students struggle with understanding the content and curricula assigned. Multimodal Intertextuality provides a way to make meaningful connections to the social studies curriculum and content.

BALLROOM B
Session Chair: Anatoli Rapoport
“It’s a Personal Issue”: Exploring Global and Local Connections in Secondary World History and Geography
Di Ryter, Oklahoma State University (USA)
There is a need to develop global awareness and concern that extend
beyond national borders. This study aimed to understand the global connections World History and Geography students and teachers make in a high school on the American Great Plains.

**Incorporating Global Citizenship into Social Studies Classroom**
Anatoli Rapoport, Purdue University (USA)
The study investigates how social studies teachers conceptualize global citizenship and what curricular devices and pedagogies are used in the social studies classroom to address global citizenship related themes.

**Internal Culture: The Heart of Global Education**
Cyndi Mottola Poole, University of Central Florida (USA)
This presentation will emphasize the importance of teaching internal culture to developing a true global perspective in one’s students. Class activities for teaching internal culture will be provided.

**BALLROOM C**

Session Chair: Jason Cook

**Practicing Ethical School Leadership**
John W. Cook, Governors State University (USA)
This presentation examines and offers practical insight into how public school principals perceive, model and implement ethical decision making in their daily practice. Participants will receive suggestions for applying ethical decision making practices in their daily work as school leaders.
Evaluating Pedagogical Techniques in Education Courses: Does Assignment Resubmission for Higher Grades Increase Student Achievement
Russell Owens, King’s College (USA)
Joseph Asklar, King’s College (USA)
This paper reports upon an action research project undertaken with undergraduate students taking education courses during the 2011 fall and spring 2012 semesters at a Northeast Pennsylvania College.

ALUMNI BOARDROOM
Lawrence Kohlberg--His Life, Philosophy, Theory and Research
Samuel Gomberg, Shalhevet High School (USA)
Learn about the influence of Harvard’s Lawrence Kohlberg on how we view adolescent reasoning and cognitive moral development. Through extensive, rare video footage you will experience the man and his intellectual prowess. Distribution of research summaries and discussion formats.

1:00-1:55
:: CONCURRENT SESSIONS ::

BALLROOM A
“Are We There Yet?”: Critical Race Theory and American History
William Newell, University of South Florida (USA)
Critical Race Theory was developed out of legal scholarship and seeks to center race in scholarship. The session examines tenets of the theoretical frame called Critical Race Theory and why CRT needs to be applied to the American History classroom.

BALLROOM B
Session Chair: Cristy Kessler
Building Rapport and Pedagogy in On-Line Teacher Education Courses
Cristy Kessler, University of Hawaii (USA)
Building rapport and pedagogy during transplant-enforced isolation:
When everything you’ve ever taught regarding highly effective teaching has to be done completely on-line. A study conducted to evaluate teacher effectiveness.

**********

Learning From Successful Teachers: Overcoming Barriers to Successful Use of Online Primary Sources

Rob Scordino, University of Texas at Austin (USA)
This presentation summarizes a study of four teachers’ use of online primary sources in their classrooms. The primary focus was to investigate the extent to which these teachers faced barriers outlined by previous research and how they overcame those barriers.

BALLROOM C

Session Chair: Jason Allen
The Treatment of the Monotheistic Religions in World History Textbooks
Jason Allen, Blue Ridge Community and Technical College (USA)
This research examines the presentation of Christianity, Islam, and Judaism within two secondary level World History textbooks. The research compares editions prior to 2001 and the most recent editions at the time of the study.

**********

Creating a New Space: Partners in Global Education
Denise Dallmer, Northern Kentucky University (USA)
Teacher educators can help teachers develop the cultural competency skills and intercultural sensitivity that they will need to prepare students for a global world. This project describes a creative partnership between American students/teachers and Senegalese teachers/students.

**********

Gazes and Echoes: Social Studies, Youth Cultures, and the Representations of Girls and Women by Male HipHop Artists
Emily J. Summers, Texas State University (USA)
John David Neill, Texas State University (USA)
We qualitatively examine popular 21st century male HipHop lyrics and their representations of girls and women through gaze theory and feminist
lens. Both presenters love HipHop thus we study it to understand and deconstruct its disconcerting misogynistic inputs.

**ALUMNI BOARDROOM**

Using Award Winning International Books to Help Our Children Reach Beyond Our Borders

**Jeremy Clabough,** *University of Alabama (USA)*  
**Deborah Wooten,** *University of Tennessee (USA)*

The central objective of this presentation is to provide teachers with award winning international books as well as strategies that will support teaching and learning. The presenters will discuss selected K-8 2012 Outstanding International Books.

**2:00-2:55**  
:: CONCURRENT SESSIONS ::

**BALLROOM A**

Using Illustrated Biographies to Fill the Gaps in Social Studies Curriculum

**Caroline Knight,** *Coastal Carolina University (USA)*  
**Jamia Thomas Richmond,** *Coastal Carolina University (USA)*

Come and discover highly appealing illustrated biographies featuring international figures and notable people from underrepresented groups, and acquire strategies to integrate social studies and literacy experiences for reluctant readers, English Language Learners and the entire learning community.

**BALLROOM B**

Fact or Myth: an Engaging Teaching Method

**Paul Binford,** *Louisiana State University (USA)*

This workshop uses the “Fact or Myth” method for engaging students in social studies content while also increasing student awareness of historical embellishment. Teachers will experience this innovative method, learn the guidelines for its use, and develop their own lesson.
Fitting Educational Methods to Marginalized Students: A Historical Consideration
Juan Walker, Valdosta State University (USA)
Charles K. Roberts, University of Alabama (USA)
Ann Marie Smith, University of Texas, Permian Basin (USA)
We reviewed existing literature on how minorities and low socioeconomic students are treated by a southeastern educational system that favors middle to upper class Caucasians and to provide a historical model for a reformed educational system.

The Relationship between Teachers’ Conceptions of Democracy and the Practice of Teaching Social Studies
Andrew Hostetler, Vanderbilt University (USA)
The purpose of this interpretive research was to better understand the ways beginning social studies teachers’ beliefs about democracy were related to their practical experiences and purposes for teaching social studies. The study was designed as a collective case study.

Young Children’s Descriptions about the History of Their Given Names
Lois McFadyen Chistensen, University of Alabama at Birmingham (USA)
Cynthia S. Sunal, University of Alabama (USA)
Melissa G. Whetstone, University of Alabama at Birmingham (USA)
Amanda Daniel Pendergrass, University of Alabama at Birmingham (USA)
Reggio Emilia inspired early childhood methods are rich global resources for social studies educators. Researching the history of one’s name develops identity. This session presents strategies for international educators to foster identity development from research on this topic.
culture, receive free Goethe Institut teaching materials, and learn how to apply for the Germany study tour for K-16 instructors and administrators.

**3:00-3:55**

:: CONCURRENT SESSIONS ::

**BALLROOM A**

“*He is My Country:*” Teaching War from a Moral Perspective
Mark Pearcy, *Rider University (USA)*

What do we want our students to believe about war? This interactive workshop examines the teaching of war in social studies classrooms and proposes an alternative approach that encourages students to analyze U.S. wartime policy from a moral perspective.

**BALLROOM B**

*Session Chair: Kim L. Creasy*

Application of New Learning Technology in the Teaching and Learning of Social Studies
Philip Ofosu, *University of Education, Winneba (Canada)*

This paper is an exploration of how Basic Education teachers on the Post Diploma in Basic Education distance learning program at University of Education, Winneba use technology to enhance the learning and teaching of Social Studies as a subject.

**********

The Hidden Curriculum: How Maximize Elementary Social Studies Instructional Effectiveness
Kim L. Creasy, *Slippery Rock University (USA)*

How does the hidden curriculum affect elementary Social Studies instruction? Educators can be found analyzing lesson plans, student success, goals, and standards. How often are educators reflecting upon what is unarticulated, unacknowledged, but conveyed through procedures, rules, relationships, and attitude?

**********
Inquiry: Questions, Quotes, and Quests
Jeremiah Clabough, University of Alabama at Birmingham (USA)
Gary Cole, University of Tennessee (USA)
Lance McConkey, University of Tennessee (USA)
Inquiry-based activities can facilitate and encourage students to learn about historical figures, events, and issues in-depth. This presentation will focus on three inquiry-based approaches.

BALLROOM C

QR Codes: Let’s Get Them in (and out of) Your Classroom!
Brian Furgione, Seminole County Public Schools (USA)
Jason Dumont, Milwee Middle School (USA)
Alexandra Razgha, Milwee Middle School (USA)
Joe Sanchez, Milwee Middle School (USA)
Popcorn tubs, magazine ads, gum packages; QR Codes are everywhere these days! This workshop will help you learn the skills necessary to utilize QR codes to create activities that are both physically and mentally engaging (as well as free)!

ALUMNI BOARDROOM

Edutainment: Children’s Film and Media Literacy as a Strategy for Social Justice Education
Brian C. Johnson, Bloomsburg University (USA)
This session offers strategies on to integrate instruction of cultural diversity concepts into daily practice in their p-12 classrooms using mainstream film clips as a method to engage student learning about issues of difference.
### Thursday Conference Planner

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The International Society for the Social Studies

A special thank you goes to the following sponsors whose generosity helped make this year’s conference a success.

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