Abstracts

Addressing inequalities, mobility and dislocation: Insights from international and domestic research and practice

June 12 - 13, 2017
East Lansing, Michigan
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## Abstracts

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Panels

Panel 1: Implications of mobility and dislocation for children and youth

Jungmin Kwon, Teachers College, Columbia University, “The experiences of growing up with high mobility and cross-cultural experience”

A growing number of children today are raised outside of their parents’ home cultures and move across geographical boundaries because of their parents’ employment. This qualitative study examines the experiences of adult third culture kids (ATCKs) who grew up outside of their parents’ culture and moved across multiple countries during their developmental years. Through collecting and analyzing the lived experiences of six Adult Third Culture Kids, the study examines how ATCKs make meaning of their childhood experiences with high mobility and cross-cultural experiences and the impact on their later adult lives. The data was gathered through in-depth, semi-structured interviews with six ATCKs. The results indicate that they come to terms with their identities that are closely connected to multiple cultures and countries. It was also found that they desire to maintain their highly mobile lives, which may have been impacted by the linguistic and cultural assets they gained through international upbringings. The tendency to build a relationship with someone who may share cross-cultural and transnational childhood experiences was commonly shared. This study is significant in that it highlights the necessity of recognizing the growing transnational community, ATCKs, which is increasing in the modern context of migration and transnational flow increase. The research findings also highlight the necessity of approaching the population through an asset perspective that values and discovers how mobile lives can positively impact adult lives and help them succeed as cosmopolitan citizens. The results also demonstrate the importance of educators and practitioners in the field in supporting third-culture kids to maximize the potential benefits of cross-cultural experiences while helping them minimize the challenges pertaining to identity and sense of belonging.

Cassie J. Brownell, Michigan State University, “Cultivating contemplative constituents: Children's reflections on refugee texts in an era of (im)migration”

Recently, stories of refugees and (im)migrants have flooded news outlets and social media feeds. From calls by then-President candidate Trump to build a wall (Staff, 2015) to court decisions on the #MuslimBan (Zapotosky, 2017), classrooms are facing challenging conversations about refugees and (im)migrants. While some teachers confront questions about what the future holds for children’s families (Michael, 2016; Swetilizt, 2016), others are taking more actionable steps (Fleming, 2017). This qualitative case study (Dyson & Genishi, 2005) illuminates how, after reading texts about refugees and (im)migrants and engaging in critical literacy conversations (Vasquez, 2014), children in Ms. Honey’s third grade classroom composed persuasive letters for their Midwestern legislators.

I open this paper with the story of Ms. Honey’s pursuit of children’s literature that emphasized refugees and (im)migrants stories to, as stated in an interview, to “build empathy” among her students while “helping them understand they have a voice”. I then shift to the children’s experiences as they developed a compositional fluency (Shipka, 2016, p. 255), an expansive skill set of communicative practices inclusive of multiple cultural, linguistic, and modal ways of knowing. Drawing on a) participant observation, b) weekly field notes, c) children’s written and digitally composed artifacts, and d) interviews as data sources, I use critical positioning theories (Holland, Lachicotte, Skinner, & Cain, 2001) to explore how developing a compositional fluency informed children’s ability to know, to be, and to be known. Findings highlight how children indexed identities and positionings while composing written and multimodal persuasive communications for their legislators. In other words, they took advantage of opportunities to cultivate a compositional fluency to address critical issues with their legislators. Children used persuasive writing elements to compose meaningful arguments about issues they cared about deeply, using a variety of material and digital tools.
Stephen Bahry, OISE, University of Toronto, “Are schools havens of quality in contemporary urban Toronto? Ecology of income, languages, literacies and (in)equity for Toronto’s language minority and refugee youth”

This paper on education of marginalized students in urban Canada links recent work from urban geography, and urban education, with insights from applied linguistics, and language policy and ecology of language. Toronto has been divided into high, mid and low income zones and English-dominant, Other-language-dominant and Balanced language zones, which are compared with school-level zones of High, Mid, and Low pass rates on the compulsory, high stakes, Grade 10 Literacy Test (OSSLT). High Other-language-dominant schools frequently cluster together in “low-success” zones, alongside a few islands of “success”. A factor analysis of data from high “other language” schools on mother tongue, home language use, test success, and a survey of free-time literacy practices found mother tongue-home use associated with OSSLT success. The paper then examines these findings ecologically against neighbourhoods with a large number of Dari- / Pashto-, Somali-, Tamil- and Vietnamese-speakers, many of whom came to Toronto as post-conflict refugees, as well as data from Toronto District School Board on school success by country of origin and language to estimate schools’ (in)effectiveness in providing havens of quality for language minority and post-conflict students in Toronto. The paper speculates on the role of governments in creating these zones of school success/failure and of youth, parents, communities and community organizations in building havens of quality.


Each year Lansing, Michigan welcomes 600-800 newcomers to the region. These newcomers represent a diversity of nationalities, faith traditions, backgrounds, and experiences. In an effort to support families as they make a new life in Greater Lansing, The Refugee Development Center, Immigrant and Refugee Resource Collaborative, and other local agencies come together to coordinate services, collaborate, and build a foundation that strengthens Mid-Michigan as a host community for new arrivals. Learning through the shared successes and challenges of our communities, we adapt our programs to meet the needs. Our agencies work to consider the immediate needs of our newcomers as well as establish programs that look at long-term success. This session will explore programs and strategies underway in the Greater Lansing area to support children and families.

Panel 2: Addressing barriers to access

Kathleen Schenkel, Michigan State University; Angela Calabrese Barton, Michigan State University; Edna Tan, The University of North Carolina at Greensboro; Christina Restrepo Nazar, Michigan State University; Marcos Gonzalez, Michigan State University, “Critical science agency: Promoting equity beyond the knowledge and practices of science literacy”

Science literacy for all has been touted as the primary path to equity in science education. However, we argue that without attention to the power imbalances that both create and sustain dominant views of science literacy, such an approach is not equity-oriented but rather science colonizing. We draw upon critical views of justice to argue that a more equity-oriented approach to science education focuses on critical science agency (CSA) --using science knowledge and other forms of distributed expertise to address instances of injustice. This presents a more complex view of pathways to science literacy for it suggests that a part of becoming literate in science is being able to use science expertise in conjunction with various other forms of knowledge and practices to take action on critical issues in one’s life and society. Using critical participatory ethnography methodology with a social practice theory lens, we analyzed how four middle school girls engaging in an energy unit utilized CSA by collectively developing and leveraging multiple knowledge and practices to address community engineering challenges. The girls developed the knowledge and practices in energy, circuitry and engineering design that are indicators of more traditional forms of science literacy while also developing these knowledge and practices as a part of a more distributed process of learning to address community concerns. Their development of science and community expertise collectively led them to enact CSA for a more equitable future not yet imagined, and to see themselves as capable in the process.
Baburhan Uzum, Sam Houston State University, “‘We are not actually that different’: Promoting teacher intercultural competence through virtual intercultural exchanges”

Previous research in teacher education explored a variety of strategies, assignments, and projects that were conducted to promote teacher intercultural competence. Teachers with intercultural competence can better understand their students’ diverse experiences, establish empathy with them, and create lesson plans and assignments that best suit their students’ needs and interests in multicultural settings. Given its accessibility and affordability, online intercultural exchanges in teacher education have gained popularity in the last few years. The present study aims to contribute to the growing knowledgebase of teacher intercultural competence by incorporating a virtual intercultural exchange between ESL teacher candidates at a US university and their collaborative partners at a Turkish university. Informed by an Intercultural Competence theoretical perspective by Byram (2008), the study explored how preservice teachers develop intercultural competence through an online exchange program that focuses on cultural and educational problems in the US and Turkish educational contexts. Teacher candidates in these respective universities engaged in weekly discussions for six weeks in Fall 2015, exploring such topics as gender, socioeconomic status, religion, and other educational considerations in their cultural contexts. Following their discussions, students interviewed each other to learn more about their partner’s cultural identity and wrote a paper comparing their interview data with their research about Turkey or the US. The findings indicated that students’ preconceptions about each other’s culture were challenged to a great extent, and they identified more similarities between their respective cultures. Pedagogical implications are suggested to replicate similar instructional designs in order to promote teacher intercultural competence.

Prem Sewak Sudhish, Dayalbagh Educational Institute, “Empowering rural and tribal population”

The developing world faces an overwhelming challenge in its ability to reach out to rural and backward communities, in terms of catering to some of the most basic human needs. The conundrum of social inclusion, need for amelioration of the human condition, and alleviation of the inequalities is even more pronounced for the marginalized rural and tribal population residing in remote areas. India, for example, has identified some of the most backward communities as scheduled tribes, which account for approximately 16% of the country’s population, who are among the most impoverished. The educational institutions in Dayalbagh, through over a hundred years of service to humanity and a deep commitment towards ensuring accessibility regardless of any social, financial and geographical barriers have developed model solutions towards the cause of equal opportunity. This presentation, in the form of a case study, focuses on a particular group of tribal communities spread across an area of about 8000 acres, in the deep, hitherto inaccessible hinterlands in Central India. Here, the Dayalbagh Educational Institute has been actively contributing to social upliftment through education, healthcare, vocational training, agriculture, financial assistance, social reform, employing several modern day and cutting edge technology solutions as enablers. This work in progress is encouraged and supported by collaborations with some of the leading Universities in the world, including Michigan State University.

Aryn Baxter, Arizona State University, “Expanding access to mobility through international scholarships: The opportunities and challenges of transnational education spaces”

Uneven access to higher education has fueled efforts to expand such opportunities for students from socioeconomically disadvantaged contexts through international scholarships. These efforts, designed to both enhance individual capabilities and advance national development objectives, effectively contribute to the inclusion of groups that are underrepresented within internationally mobile student populations and extend the benefits of diversity on university campuses. At the same time, they present significant challenges for these students and the individuals and institutions that support them. Drawing on a multi-sited ethnographic case study of an international higher education scholarship program funded by the Government of Rwanda, this paper highlights student struggles to navigate conflicting expectations and negotiate their post-graduation decisions in light of global economic and geopolitical considerations. It argues that the concept of transnational education space provides a relevant framework for understanding the challenges faced by internationally mobile students. In contrast to frameworks that tend to homogenize international student experiences, it acknowledges the complexity
and fluidity of student identities and attends to the diverse ways in which international education opportunities are perceived, conceived, and experienced.

Panel 3: Urban voices and experiences: Problematizing categories

Suzanne Falconer, Clemson University, “Tilting the odds: Catalyzing resilience in urban teen girls in the Democratic Republic of Congo”

Abuse and neglect are endemic for urban teen girls in the Democratic Republic of Congo. Trauma disrupts development, grounding girls physically, emotionally, and economically. Vulnerable in a failed state, teens become single mothers without means. However, youth advocates can promote common defenses so that girls thrive. Thriving is the aim of the women’s initiative that created “second chance” schools. In March 2016, a qualitative study probed Congolese staff and teens’ perspectives on overcoming adversity to see if protective factors were fostering resilience during the three-year training cycle. The study was framed on a grounded theory of resilience. The methodology involved staff interviews and four student focus groups from various centers, levels, and concentrations. Discussion prompts were culturally adapted from the Child and Youth Resilience Measure-28. All responses were coded by protective factor themes. The results revealed operational resilience within the schools. Staff and teens cited clustered protective factors as mechanisms of girls’ growth. Teens identified internal determination and courage with nascent self-perception as successful entrepreneurs. The key external factor was the school whose career training moved girls stepwise towards respected roles with economic autonomy. Similar to other field literature, protective factors were not arithmetic additions, but operated synergistically. Analysis suggested the centers were adaptive systems that catalyzed factor interactions, stimulating resilient outcomes. Resulting self-efficacy and problem-solving skills then tilted the odds for unlikely teen girls to perform well in class and beyond to self-sustaining careers.

Sandra Schmidt, Teachers College, Columbia University, “‘We don’t live in jungles and stuff’: Mediating Africa as a transnational socio-spatial field”

This paper and presentation bring together spatial and African ethnophilosophy to critically examine how newcomer West African navigate and respond to spatial and individual identities within a global discourse of transnationalism. The paper reports from an intensive two-year study with 21 newcomer African youth in New York City. As a participant observer during the Sankofa Club, the researchers collected interview, photovoice, walking tour, and participant notes. The paper argues that the process of belonging in NYC arises around producing and then mediating Africa. The paper uses transnational literature that theorizes flows between cultural hearth and diasporic node through a transnational space. I examine how Africa is produced as an underlying social space that connects the two homes and the shifting identities between them. The youth in this study were not “African” until they moved to the United States. But the concept already exists in the imaginations of their peers and teachers. Thus, young people must place themselves and their experiences within this tension. Their resultant identities of self and how they interpret spaces in the city reside in how they understand themselves as African. Because Africa and home remain or arise as conceptual spaces for young people, it mediates how they choose to belong in local and global spaces.

Lisa Walker, University of Illinois at Chicago, “Re-defining what counts as a ‘high need’ school: Implications for preparing principals for urban school improvement”

The Urban Education Leadership Program at the University of Illinois Chicago (UIC) is among a relatively small number of school-based models designed to prepare principals for transformational leadership in high need schools and dramatically improve student achievement. The concept of high need, however, lacks theoretical underpinnings and is often unspecified, raising the question of which schools count as “high need.” Typical definitions of need based on student race/ethnicity, family income, and/or academic achievement misrepresent
“need” in different ways. Furthermore, Tony Bryk and colleagues speculate in their study of essential supports for school improvement that “truly disadvantaged” schools lack the “threshold capacity” to improve (2010). From the perspective of school leader preparation and development, understanding potentially actionable characteristics of schools facing serious obstacles to improvement is critical. Do school-based training models adequately prepare principals to serve schools with the greatest challenges? To what extent are the principals we train taking positions in high need schools and with what results, including retention? In this presentation, we report on work of UIC’s Center for Urban Education Leadership to develop categories of need using three indicators: student mobility, chronic truancy, and homelessness. We describe the distribution of Chicago public schools and our principals across the need categories. We frame the categories using research literature related to the indicators. Finally, we expose gaps in whether/how the literature on school improvement and effectiveness informs questions concerning leadership of high need schools and, by extension, school leadership preparation.

Panel 4: Recognizing diversity in language and culture

Koen Van Gorp, Michigan State University, “Bridging the achievement gap through a multilingual language-in-education policy: The case of Flanders, Belgium”

The achievement gap between ethnic minority students and students with only Dutch as a mother tongue in Flanders (the northern part of Belgium) is one of the greatest among Western European countries. Many Flemish school teams have been found to routinely associate mother tongues other than Dutch (the main medium of instruction) with ethnic minority pupils’ underachievement and, consequently, adopt a Dutch-only policy.

As an alternative, the Centre for Language and Education (University of Leuven) has been working with primary and secondary schools to develop a multilingual language-in-education policy addressing key issues like the selection of language goals, and the development and assessment of the language of schooling across the curriculum. In being confronted with principles of task-based language teaching (TBLT) and the development of sustainable 21st century skills (Van den Branden, 2015) school teams reflect on the value of strong learner-centered, authentic and real-world approaches and examine their beliefs on teaching and learning language. Finally, opportunities to use the multilingual repertoires of students as didactic capital are being explored (García, 2009).

This paper will illustrate and discuss how combining a focus on multilingual repertoires, task-based education and 21st century skills allows for creating powerful and transformative (language) learning environments that help teachers overcome a deficit approach in dealing with both L1 and L2 students at risk and helps school teams face the challenges of a rapidly changing educational landscape.

Zhongfeng Tian, Boston College, “Countering against ‘linguistically structured inequalities’: Developing teacher-student agency through translanguaging”

While the population and diversity of emergent bilinguals (EBLs) in the U.S. K-12 contexts continue to increase, spaces for bilingualism in education have dramatically shrunk due to the privileging of English-only instruction and the underlying monolingual, xenophobic ideologies. To address the “linguistically structured inequalities” (McCarty, Collins, & Hopson, 2011, p.336) prevailing in the current landscape, translanguaging as pedagogy, which acknowledges and values students’ cultural and linguistic resources, provides a viable approach to support bilingualism and biliteracy, and to make the rigorous standards-driven curriculum more accessible to emergent bilinguals (García, 2014).

Through reviewing extant literature which examines implementing translanguaging as pedagogy across different content areas, this paper mainly talks about how teachers’ and students’ agencies are developed in this process to counter against the current language policy. For teachers, by making cross-cultural connections to students’ lives and positioning themselves as co-learners in classrooms, they create safe spaces (instead of making classrooms
become an English-only policed zone) for EBLs to draw upon their entire linguistic repertoire to acquire, understand, and demonstrate knowledge. They also develop students’ critical literacy and thinking skills by inviting their voices and stories in discussing socio-political issues. For students, by being empowered by teachers, they develop criticality and creativity (Li & Wu, 2009). In this “translanguaging space”, they perform fluid, dynamic language practices, construct their identities, and transform their language ideologies (Li, 2011). Therefore, translanguaging, as culturally sustaining pedagogy (Paris, 2012), holds the transformative power of challenging the hegemony of English to make education more just and equitable to language minorities.

Matthew Deroo, Michigan State University, “Immigrant students as intentional learners within and beyond school”

While many teachers aspire to help each of their students become deliberate and intentional about learning, in the current accountability climate, test-based representations of learning and knowing make this difficult. Moreover, language learning students are often positioned as less capable of academic achievement and learning than their mainstream peers. This qualitative research presentation seeks to counter such narratives by reporting the findings of a year-long ethnographic case study to demonstrate how one high school teacher’s pedagogical practices and interactions with her immigrant students led to intentional learning in a sheltered English as a Second Language classroom and across the students’ lives. Drawing upon a modified version of the Danielson (2013) framework for teaching, over twenty formal classroom observations, student artifacts, and a series of interviews with two focal students from Somalia and Cameroon and their teacher, the researcher found that in spite of reform based initiatives, teachers and students were able to engage in activities that supported students’ intentional learning. For example, following a sequence of scaffold lessons, English learners engaged in a mock presidential cabinet role-play that allowed them to build upon personal interests and take up the dispositions of intentional learners while still meeting the goals and objectives mandated in the sanctioned curriculum. Although results of this study are not generalizable, in light of the conference theme, sharing from this study will empower session attendees to see how linguistically diverse youth draw upon their lived experiences to overcome systemic inequalities.

Suaad Zayed AL-Oraimi, Embassy of the United Arab Emirates, Washington, D.C. “Cultural diversity and social cohesion in the United Arab Emiratis (UAE)”

This paper examines how cultural diversity affects social cohesion in the United Arab Emiratis. UAE is a small country located in the Arabian Peninsula with a population of 9,156.96 and the national citizens account for only 19% of the whole population. More than two hundred nationalities live in the country with different cultures, languages and identities. This unbalanced demographic situation affects the possible effective interaction between the local citizens and international entities. The Emiratis are isolated in suburban areas, while the immigrants centralized in the heart of the cities. Such a separation has created a type of cultural and linguistic diversity. In addition, the mixed cultures created their own small communities, speak their own languages, and pay no attention to the large society of the UAE. All these circumstances have impacted social cohesion and harmony in the society.

Panel 5: Critical consciousness & dislocation: Pedagogies that cultivate love, hope, and power amidst catastrophic human behavior

Christina Chen, University of Massachusetts Amherst, “The democracy school: Experiential learning, civic engagement, and being a refugee in Minnesota”

"Education is a social process; education is growth; education is not a preparation for life but is life itself." (Dewey, 1897) This presentation explores the role that experiential learning initiatives can have on increasing civic participation, critical literacy, and social action with refugees. A cohort of Muslim East African refugee youth from Minneapolis were invited to participate in a five month pilot program called the “Democracy School”.

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The program comprised of both in-class critical dialogue and out-of-class grassroot organizing opportunities—particularly around voter engagement. Students were asked to reflect on aspects of their identity and situate themselves within the complex structures of social inequality. At the core of the curriculum, students focused on imagining solutions to countering political marginalization and ways to build power amongst people of color.

Hate crimes against Muslims have soared in recent months and anti-refugee and Islamophobic rhetoric has become politically mainstreamed. Creating “safe” learning spaces for Muslim youth, in what could generally be perceived as a hostile environment, helped cultivate a sense of belonging which ultimately paved way for social action to occur. Students produced digital stories at the end of the program that defy negative stereotypes placed on them and their respective communities. This presentation further illuminates the need for more culturally relevant/ experiential learning programs to exist to produce counter narratives and leaders amongst marginalized groups, which is especially relevant in the U.S’s current political climate.

David-Yisrael Klinger Epstein-HaLevi, University of Albany, “Love in the times of mass extinction: Eco-pedagogy, inter-being, and transformative change”

This study explores the implementation of an eco-pedagogy curriculum created for an eco-literacy program based on eco-pedagogy conceptualizations in one of the mountain regions of Upstate New York. Eco-pedagogy can be defined as “1. Respect and care for the community of life. 2. Ecological integrity. 3. Social and economic justice. 4. Democracy, nonviolence, and peace” (Gadotti, 2010b). Eco-pedagogy builds on critical theory and in particular Freirian ideas of critical consciousness and literacy. This study will focus on what, if any, effects the delivered curriculum of eco-pedagogy has on critical consciousness and rootedness. Major indicator within this curriculum is the ability to “name” parts of our local ecosystems and create a sense of belonging and place loom large in this place-based curriculum. As an emerging field of study, there are a limited number of academic studies investigating curricular claims and impact around eco-pedagogy. This study aims to begin bridging this gap in literature around the impacts of such curricula and the data behind eco-pedagogy curricular claims.

Daniel Morales, University of Massachusetts Amherst, “‘They were expected so long to fail, they let themselves believe that’: Latinx students’ perceptions of caring”

This article examines Latinx students’ narratives about their perceptions of caring. Data is drawn from a yearlong ethnographic study with Latinx high school students engaged in a culturally relevant English language Arts (ELA) class in the northeastern United States. Their interviews demonstrate how public discourse around the “achievement gap” obscures discriminatory educational policies and practices that influence the daily interactions of Latinx students with their teachers and peers, and their perceptions of care. The analysis draws from culturally relevant pedagogy and critical care praxis, to forward “de-brainwashing”, as a concept that challenges Latinx perceived school failure.

Panel 6: Building resilience in the face of inequalities

Sheba Onchiri, Michigan State University, “The African Female Students Empowerment Program: A pilot international student services project at Michigan State University”

African female students account for a small but growing portion of international students studying at U.S. institutions of higher education. Currently, there are about 276 African students enrolled at MSU 101 of whom are female. The majority of MSU’s incoming African female students have full scholarships, are first generation tertiary students, and come from disadvantaged backgrounds. While MSU offers a bundle of student services designed to meet the needs of international students, support staff found that African female students were less likely to utilize these services. Gendered socialization patterns in African families and communities may partially explain this inclination (Mutekwe, Modiba & Maphosa, 2011). First generation African female students from
disadvantaged backgrounds are at an increased risk of poor academic, social and post-degree employment outcomes. Literature show that when African female migrants are offered equity, opportunity and inclusion in places where they migrate to, they tend to realize their aspirations and ambitions (Murray, 2015, Nderitu, 2008).

The African Female Empowerment Program (AFSEP) was piloted with the following objectives: identify deterrents to students' use of support services, explore strategies to increase students’ willingness to take on leadership roles and to encourage students to build professional networks for their future career and leadership positioning. A tailored student support program was designed using focus groups, student stories, evaluation surveys, and an empowerment framework. Program activities are continually assessed and revised based on student feedback and lessons learned. We hope that findings from the African Female Empowerment Program will be used to improve international student engagement at MSU and result in a more inclusive campus for African female students.

**Jill Manske, Michigan State University, “Place-based education in Bethlehem: Amid ongoing threats of displacement, an attempt to reclaim connection to ancestral land and history”**

In the occupied West Bank of Palestine, education in any form can be understood as an act of resistance to the dislocation, dispossession, disruption, and disconnection that has resulted from the decades-long Israeli military occupation. Nevertheless, even though the present-day curriculum was created with the intent to maintain local cultural heritage, the ongoing dispossession has contributed to an increasing lack of connection to the land itself, from both an ecological perspective as well as an ancestral perspective. The disconnect is particularly felt by those whose families have been dislocated from rural to urban settings. Place-based education (PBE) is a pedagogical approach that, when used in other contexts, has been proven to address multiple concerns for students of varied backgrounds, including those whose communities have been affected by generational traumas and inequalities resulting from physical and cultural dislocation. This paper looks at the efforts of a local nongovernmental organization in Bethlehem to institute a field study school on a site that is, itself, under threat of dispossession by a family who has owned the land for over 100 years. In partnership with primary and secondary schools, postsecondary institutions, museums of natural history, and other local nonprofit organizations, this schooling initiative seeks to counter the disruptive forces of dislocation by hosting educational field trips that are experiential, indigenous, and interdisciplinary. Tapping into rich history and indigenous ways of knowing, the implementation of PBE in the Palestinian context aims to not only address educational inequalities that result from exposure to violence and dispossession due to the military occupation in their midst, but also to foster a sense of reconnection to the land and a sense of commitment to their cultural heritage and intercultural community.

**Christina Ponzio, Michigan State University, “Into a new world: A case study of obligation and agency in three languages”**

This narrative inquiry presents the story of Yousif, a Chaldean immigrant to the United States. Like many Aramaic-speaking Catholics in Iraq, Yousif’s family was a part of the religious minority in their home country and sought refuge from persecution. This study examines Yousif’s language development using Brandt’s (1998) now-seminal work, "Sponsors of Literacy, where she defines sponsors as “any agents, local or distant, concrete or abstract,” who foster or suppress literacy (p. 166). This construct—literacy as sponsorship—is used to analyze Yousif’s development in Arabic, Aramaic, and English in response to his obligation to family, church, and school as well as the political and economic forces at work in Iraq and the U.S. This study also complicates Brandt’s conception of sponsorship as obligation by considering how Yousif’s literacy development fostered his agency within and beyond school, which is particularly poignant when considered in comparison with the choices made by his older brother, Karam, and their divergent choices to pursue economic stability, schooling, and literacy development in order to fulfill familial obligations. Finally, the study will outline Yousif’s opportunities for choice within his writing and how they supported the development of his literacy as agency. This includes the writerly decision Yousif made to talk back to the oppressive culture of power that suppressed his identity and
language from his past in Iraq. Given the latitude to make writerly decisions, Yousif tells a story in English that has never been told, composing a new identity by sharing this once-silenced story.

**Sarah Feingold, Kibbutzim College of Education, Technology and the Arts, “Cultural and linguistic diversity of migrants in Canada”**

Canada and many countries always had the challenge of minority language education. Integration is a two-way process. It is very important and is an essential element in ensuring sustainable results. Integration differs from assimilation because it concerns both parties: the immigrants and the receiving society. Assimilation is the total adaptation to the language, behaviour and values of the receiving society, sometimes with the loss of the origin language. The process of integration includes both sides. Migrants and the receiving country, open to forming a new common ground for living together, respecting the already formed identity. Migrants have an opportunity to make use of resources they bring with them, expand their identity, acquiring new concepts and a new language. Migrants can be viewed as enriching linguistic and cultural dimensions of the receiving country. This process takes a long time and cannot be completed within the first years after arrival. The receiving country needs to provide special integration programmes within a very short period following immigration, such as minority language education programmes.

The ability to speak the language of the receiving society usually plays an important part in the process of integration, because it is a precondition for participation. Their personal experiences of multilingualism make them much more aware of linguistic issues, of similarities or differences between languages and of the different communication context. Migrants begin to get bilingual or plurilingual due to their language contacts with the society of the receiving country in the course of the migration process.

My research will shed light on second language acquisition in minority language education.

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**Panel 7: Policy approaches to improving access and quality**

**James Pippin, Michigan State University, “The role of teacher evaluation in supporting teachers of marginalized populations: The case of South Korea”**

Historically homogeneous societies in Asia are experiencing unprecedented rates and types of migration (Hugo, 2010). Yet providing access to equitable quality education for diverse populations is a particularly daunting challenge for governments and educators of new migrant-destination countries. Often, teachers and administrators in these countries have little experience addressing the needs of students with a range of cultural, linguistic, and socioeconomic backgrounds. Failure to adequately address the development needs of teachers in multicultural settings not only further marginalizes disadvantaged populations by denying their right to quality education, but may also threaten the stability and prosperity of countries by limiting the capacity of immigrant populations to fully participate in their respective societies. This paper reviews literature on recent migration to South Korea, its impact on the education system broadly, and the work of teachers specifically, before exploring the role of teacher evaluation policy in developing Korean teachers’ efforts to meet the needs of an increasingly diverse student population. Preliminary findings suggest that the Korean government has engaged with a network of international and national actors and taken steps towards drafting and implementing policies and practices aimed at supporting teachers of “multicultural” students; however, recent teacher evaluation policies do not indicate substantial feedback for teachers’ development.
Jutaro Sakamoto, Michigan State University, “A cross-country analysis of public-private partnerships in school provision”

Public-Private Partnership (PPP) has received the growing attention as a means to synergize strengths of the public and private sectors in school provision. This study defines a proportion of public school funding coming from private sources and a proportion of private school funding coming from public sources as measures of a magnitude of PPP in school provision. This indicator was used for examining the association between PPP and education efficiency/equality in the public school and private school sectors respectively.

I used the county-level panel data in 29 countries from 2003 to 2015. A proportion of public and private funding is derived from the Programme for International Student Assessment (PISA). Efficiency is measured by math scores in PISA produced per 1,000 US dollars in per-pupil expenditure. Equality is measured in two perspectives. Equality in access is measured by a net enrolment ratio at secondary level. Equality in quality is measured by the standard deviation of per-pupil teacher ratio, obtained from PISA.

I found distinct regional patterns in changes of a PPP magnitude over time. The country fixed effect models suggest negative associations between high PPP magnitudes and both efficiency and equality outcomes. The negative associations are derived from the public school sector, suggesting that the decrease in efficiency/equality results from mobilizing private funding for public school operation. The negative associations are however mitigated if a country has a high GDP per capita. These findings indicate the importance of the public-sector capacity to manage private funding especially in less developed countries.

Ngaire Honey, Vanderbilt University, “Student enrolment and access to opportunity/transportation models”

School segregation remains a reality in urban public schools, as even with school choice students live in segregated neighborhoods and are likely to attend schools located close to them. Some scholars have proposed expanding school choice as a way of expanding opportunities for students in low income neighborhoods to break the connection between segregated neighborhoods and segregated schools (Briggs 2005; Moe 2001; Viteritti 2003). While others argue that expanded choice will instead lead to greater levels of segregation, as parents self-sort into segregated schools and barriers to equal participation in school choice remain (Frankenberg & Lee, 2003; Wells 1993).

This project examines the enrollment patterns of students across neighborhoods with different racial and economic makeups to better understand how the segregated residential trends shape and limit educational opportunities. Next, this project examines the potential for transportation access to expand opportunity. I test how the provision of fare-free bus transportation in Nashville (StrIDe program) impacts the differential sorting of students by race and SES across schools.

Ping Zhao, Beijing Normal University, “Rural school teacher preparation in China: Efforts to improve quality”

Rural school teacher preparation has long been the most severe challenge for equity and equality of education in China. Two approaches of defining the problem of quality of rural school teaching workforce are dominated in the past 40 years. One is teacher-preparation approach and the other is teaching-assignment approach. In this research, the author implements a comprehensive theoretical framework that connecting the policy issue of teacher preparation and teacher assignment to analyze resent national policies on improving quality of rural school teaching workforce.

Under the theoretical framework, this research conducts a literature review through collecting researches and policy documents. By analyzing teacher education programs, curriculum and pedagogy to prepare rural school teachers, the author points out that designing cultural responsive teacher education programs to prepare rural teachers is urgent and necessary. By analyzing three resent rural teacher education policies, free teacher education
policy, special-position teacher policy and supply-based preparation policy, the research concludes that to improve quality of rural school teachers, a more synthesis framework that connecting teacher preparation and alternative hiring as well as inheriting the historical heritage of teacher education in China can be practical and effective.

Panel 8: Focusing on identities and global awareness

Vivek Vellanki, Michigan State University; Sharon Pavitha Prince, “Talking equity globally: Experiences of two South Asians in a US teacher education classroom”

“This, here you are too foreign for home too foreign for here. Never enough for both.” Ijeoma Umebinyuo, Questions for Ada

This paper and the broader research project that it encompasses is very much a personal meandering, an attempt to make sense of our identities as members of the South Asian diaspora pursuing teacher education in the US. Umebinyuo’s poem captures the tension we face as diaspora with different routes (pun intended) to the teacher education classroom. As a teacher-educator (author 1) and student-teacher (author 2), we are interested in understanding our own transnational identities within the context of a required course in the teacher education program at Michigan State University.

While this paper concerns itself with teacher education classrooms, we draw from a broader literature with an attempt to situate this work outside the methodological nationalism that exists in education research (Shahjahan & Kezar, 2013; Wimmer & Glick Schiller, 2002). We borrow from Lukose’s (2007) conception of diaspora that “emphasize the creative, positive, imaginative cultural geographies and cartographies through which migrants produce themselves” (p. 410).

We examine the ways in which our transnational identities influenced our discussions of equity and our experiences within the classroom. This paper highlights the ways in which U.S. American culture is a central part of our identity and is also centred in the curriculum. Furthermore, we find that the curriculum continues to rely on research that is grounded in methodological nationalism, focusing on the nation-state. The paper ends with the possibilities and the need for teacher education classrooms to engage with diasporic identities.

Iwan Syahril, Sampoerna University, “Internationalization of higher education and empowered youth identities: A case of undergraduate students in Indonesia”

This study seeks contributing factors that shape empowered identities among undergraduate students in Indonesia in the context of globalization within a higher education context. Coming from low income families in Indonesian rural areas, the participating college students left their family to live in the metropolitan area in Jakarta to attend a private university through a scholarship program. They were attracted by the opportunity to study in an international academic environment with the hope to be active, productive, and successful national and international citizens once they graduate.

The private university in this study has multiple forms of collaboration with higher education institutions in the United States. However, students often find it very difficult to follow the academic expectations set by the university for a number of reasons. First, they need to adopt a new academic culture, shifting from a high school to university context. Second, they face a new living situation in their life. It is the first time for them to live apart from their family. Third, the students in this university are very likely to be surrounded by a dizzying array of new, multiple, and often conflicting, cultural values that are different from the ones of their culture of origin.

The complex nature of the higher education environment in this study may lead to the feelings of both isolated and more connected among its students. Through interviews of students, faculty, and university administrators,
this study seeks to understand how local, national, and global forces in a higher education context influence how youth re-think and revise their sense of identity and place within society.

**Derrick Tu, York University, Canada, “Internationalization and undergraduate music education: Navigating soundscapes of identities in Hong Kong”**

Some research stresses the importance of intercultural learning in undergraduate ethnomusicology courses for dialogue and cultural understanding in a globalized world but limited changes have been made to Eurocentric approaches in music programs because of a lack of resources and interest from students. This may suggest that undergraduate music programs continue to marginalize knowledge and identities of non-European students through content and language but is this actually happening? The purpose of this paper presentation is to examine how historical remnants of British colonial legacies in Hong Kong currently manifest themselves in intercultural learning through the internationalization of undergraduate music programs. Through “soundscapes of identities,” I will explore what Chinese identity in an intercultural context sounds like in music, and how current internationalization initiatives interact with British colonial history. As a region where “East meets West,” Chinese identity in Hong Kong undergraduate music programs seems to be dynamically shifting with instability, tensions, and contradictions arising from its colonial past and its uncertain future with Mainland China. I suggest that undergraduate music programs in North America can learn from this and address issues of equality and social justice by consciously placing an emphasis on cultural diversity, not to gain knowledge of the ‘other,’ but for transformative learning that allows students to reflect upon their own values and worldviews in a global context.

**David Post, Pennsylvania State University, “Increasing compulsory schooling worldwide and priority for environmental protection”**

Steering the course of climate change will require coordination and collective action between nations, which are directed not only by the interests of their political leaders and elites but also the values of citizens. Previous studies have investigated macro-level factors that help explain international differences in general environmental concern. The present article draws on the sixth wave of the World Values Survey, which offers researchers an even starker outcome measure than general concern: whether or not environmental protection should be prioritized over economic growth. Here we report on WVS data from 50 countries to show the individual-level and national-level factors associated with respondents’ prioritizations of the environment.

At the individual-level, we focus on the possible role of formal educational attainment. The United Nations has adopted Sustainable Development Goals (SDGs) aiming to integrate – perhaps to reconcile – disparate objectives into a coherent framework for future decision-making. Universal secondary education is now considered a path for sustainable development. In this article we scrutinize the WVS evidence for the SDG assumption that more education makes people better environmental stewards.

At the national level we estimate the effects of country wealth, as categorized by the World Bank, and we also measure the impacts of two types of emissions, because these are hypothesized directly and indirectly to influence citizens’ prioritization of the environment over economic growth. We expected that respondents’ prioritizations of environmental protection over the questionnaire alternative – faster economic growth – would be associated with the health of their nation’s economy and environment. We hypothesized that citizens in poorer countries would be most concerned about growing their national economy, and we also expected that citizens in richer but very polluted countries would be more concerned about their nation’s environment. Based on previous research, we hypothesized there would be no evident relation between environmental prioritization and national production of CO₂ – perhaps because it is invisible and without obvious local effects. By contrast, we expected that the national production of particulate pollution (PM2.5) would be associated with environmental prioritization.

One way that education might increase prioritization of the environment is by raising the subjective value of a good environment. A second way education could raise concern for the environment is that more educated people may better process evidence about the environment, even if they value it no more than do people with less
education. In either case one would expect the effects of education on prioritization to be most pronounced in countries doing the most environmental damage, in other words we expect to find that educational attainment interacts with emissions of CO₂ and PPM2.5. Although pollution would not necessarily increase environmental prioritization directly, more local pollution might accentuate the association between education and prioritization.

Finally, we use the WVS to test relationships between individuals’ environmental prioritization and their political actions. Although it is not the main focus of our contribution, we confirm that concern for the environment is more than an attitude: it is also associated with individual action and behavior. The WVS connection between values and behavior – although well-established in previous investigations – is additional evidence that changing individual values is a precondition for collective actions needed to steer a new course on climate change.

Panel 9: From apathy to empathy: Identifying strategies for developing critically conscious students and communities

Alexandra Fields, Middlesex County College, NJ/Indiana University, “Critical service learning in the community college English classroom: Can service learning cultivate cosmopolitanism and student empowerment?”

Critical service learning is an approach to civic education that requires students to engage in critical dialogue and reflection in order to understand and, ideally, work to upend systemic injustices (Mitchell, 2009; Mitchell, 2015). However, much of the research conducted on critical service learning in higher education focuses on college students attending four-year universities, and it often assumes that the students participating in the service are more privileged than the people whom they serve (Butin, 2007; Mitchell, 2008). Community colleges, however, enroll students who are often existing in precarious spaces, and classrooms are often much more socio-economically, culturally, and ideologically diverse than what is found at many four-year institutions (Goldrick-Rab, Richardson, & Hernandez, 2017). Therefore, the diversity of the community college classroom provides a rare opportunity for students to learn how to negotiate conversations with other classmates who may not share their views or life experiences. Through a semester-long practitioner inquiry service-learning project, this paper then questions how critical service learning in a diverse community college composition course--composed of 24 students representing an array of ages, nationalities, abilities, citizenship statuses, socioeconomic statuses, and religions--impacts students’ communication with one another and leads students to develop empathy across differences. Additionally, it identifies how critical service learning efforts empower formerly marginalized students to advocate for their own ideological values. Data sources include one semester of student interviews, online and onsite class discussions, student reflection surveys, and field notes from class discussions.

Erin McNeill, Columbus East High School/Indiana University, “Whose lives are grievable? Using podcasts to analyze privilege, global relations and cosmopolitan literacies”

Using practitioner inquiry (Cochran-Smith and Lytle, 2009) and a critical sociocultural framework (Vygotsky, 1978; John-Steiner and Mann 2011; Nieto, 2015), this study is situated at a predominantly rural, white high school in the Midwest. Drawing from an English 11 class, the project explores a question invoked by Judith Butler, “Whose lives are grievable?” (Butler 2009, Frames of War: When is Life Grievable?). This paper explores that question by drawing data from a month-long unit organized around the podcast, Serial Season Two, which chronicles the events of Bowe Berghdal, Americans, and the Taliban. Major events of the podcast that caused global and political concern include: Berghdal walking away from his base in Afghanistan, the media reporting false information concerning Beghdal sympathizing with the Taliban and the release of five prisoners from Guantanamo Bay in exchange for Berghdal. The study investigates the impact of critical literacy practices (Friere 1970; Luke 2012; Van Sluys, Lewison & Flint 2006) on students’ understandings of Islamophobia, white privilege and social responsibilities as global citizens. Preliminary results suggest the following themes: 1) students engaged with notions of white privilege as it was constructed locally and globally. 2) They generated various perspectives on literacy practices enabling and constraining global relations in the current era. 3) Students
considered the possibilities of cosmopolitan literacies, that is, engaging with global others in service and exploring communication across difference (Hawkins, 2014; Hull & Stornaiuolo 2014) with a goal of empathic fusion, a deep sense of empathy by relating to another person as a whole human being (Sepulveda 2011). These themes led students to discuss and begin to understand cosmopolitanism and globalization and fostered discussions and journals describing ways citizens of the world can be misled by media reporting.

Janette Metzger, Key Concepts Intl./Indiana University, “Exploring issues of transnational migration, ESL, and social justice with North African immigrant students to France”

With the increase of transnational migration due to reasons including war, economics and religious intolerance, many communities and schools world-wide now find themselves with an unprecedented linguistically and culturally diverse population. (Campano, Ghiso and Welch, 2016). The community association where I am both president and practitioner partners with other local associations in an immigrant urban community near Paris, France to facilitate intercultural friendships and exchanges as well as provide educational enrichment opportunities for students. I am conducting a month-long practitioner inquiry pilot examining how using critical literacy in an English as a Second Language (ESL) setting with six students ages 17-40 from Algeria, Morocco, and Egypt influences their understanding of social justice and their role in fighting prejudice and oppression (Ko, 2013; Huang, 2011; Bean and Moni, 2003; Behrman, 2006; O’Neill, Woods and Webster, 2005). This project explores the question: What do participants’ immigrant stories reveal about their educational experiences in the French national education program? Data sources include initial and final episodic interviews with each participant, group discussions, selected transcripts of audiotaped discussions, participant observation and field notes from each session. Preliminary findings suggest the participants struggled to define social injustice, prejudice and oppression but identified with the feeling of being invisible at school and in their families. In contrast, they expressed feeling exposed when they leave their mostly immigrant neighborhood to go into the Franco-French neighborhoods of Paris.

Michelle Koehler, Henry Ford II High School/Indiana University, “Critical pedagogy for the marginalized English Language Learners: Can critical memoirs provide literacy inquiry and instruction through social justice?”

With the classroom becoming more diverse racially, culturally, and linguistically, Cochran-Smith and Lytle (2009) state education currently focuses on evidence-based instruction and test-based accountability which has led to disparities in learning opportunities and outcomes for the English learners (EL). Therefore, it’s critical to create literacy pedagogy that allows EL students to “participate fully in public, community, and economic life” (Cazden, Cope, Fairclough, Gee, et al., 1996) through the inquiry of power relations of language and literature taught in schools and utilized within society. Additionally, critical literacy pedagogy incorporates cultural and linguistic diversity within education where students are co-creators of curriculum.

Through a pilot three-month critical qualitative study of one English learner class, critical pedagogical inquiry will be used to explore literature of social justice topics and connect knowledge attained and/or questioned to curriculum within the classroom. Means of data collection will be teacher informal evaluations and field notes, daily student journals, Women’s Rights flyers with rubric, memoir writing packets, and critical memoir projects with rubrics. First, students will daily journal write and hold class discussions about social justice topics (immigration, women’s equality, ethnic cleansing and genocide, and nativism and contemporary nativism). Second, students will create flyers for Women’s Rights. Also, students will read memoirs and journal about Night by Elie Wiesel or Bad Boy by Walter Dean Myers. Finally, students will create critical memoirs, memoirs that focus on social justice that personally effects their identity.

Can critical memoirs provide literacy inquiry and instruction through social justice? Will students gain an understanding of themselves socially and globally through cultural identity that is the nondominant culture of America? Using critical literacy pedagogy, we are pursuing justice for learners by positioning the students as co-creators of curriculum that incorporates and empowers their socio-historical culture as global citizens.
Panel 11: Challenges and possibilities of language policy and practices to support equity and understanding

Kevin Carroll, University of Puerto Rico, Río Piedras, “Using translanguaging to promote access and equity in higher education”

This paper summarizes data from institutions of higher education in eight different contexts around the world (Basque Region of Spain, Denmark, Hong Kong, India, Puerto Rico, South Africa, Ukraine, United Arab Emirates) to demonstrate that language plays a role in opening up access to meaningful education in multilingual contexts. Framed within a language-as-a-resource orientation (Ruiz, 1984) the paper demonstrates various ways in which professors’ diverse linguistic repertoires are used to make content more comprehensible within these varying contexts of higher education. The use of translanguaging practices will provide concrete evidence of how language is used within higher education in multilingual contexts. Some such examples demonstrate how multilingual professors move in and out of languages to make their content more comprehensible (Puerto Rico) or how instructors form small groups of students based on their first language to enhance classroom discussion (South Africa). Ultimately, the author argues that the use of translanguaging practices within the academy works to promote a more inclusive educational environment. When such practices are implemented, particularly in teacher preparation programs, they can have a trickle down effect where pre-service teachers start to question age old assumptions of language separation and become more open to allowing for spaces in which non-dominant languages play a meaningful role in students’ education.

Mary Carol Combs, University of Arizona, “Reductio ad absurdum: Linguistic appropriation and ‘critical language’ policies in Arizona”

This presentation surfaces a paradox in language and education policies in the state of Arizona. Migrant and refugee K-12 students resettled in the state speak languages the U.S. State Department considers to be “critical,” that is, they are less commonly taught but valuable for international business, journalism, diplomacy, and military intelligence. In April 2014, the Arizona State Legislature passed Senate Bill 1242, an “emergency” measure that recognized the State Department’s designated critical languages, but added Spanish, French, Portuguese, and a general category called “Native American languages.” The law established a pilot immersion program to promote Chinese, Spanish and an “additional critical language” in state schools. Counterintuitively, the bill also statutorily bars native speakers and heritage learners of these languages as well as English language learners from enrolling in the immersion program. In effect, the law prioritizes the linguistic training of affluent, mostly white, native English speakers, who paradoxically are invited to acquire or “appropriate” the first languages of the students who are prohibited from the program. Equally illogical, if native speakers of critical languages also happen to be English learners, they are statutorily subjected to segregated English only, grammar-based, classrooms for four hours a day. In a final example of reductio ad absurdum, the Arizona critical languages law could potentially prevent Navajo students from enrolling in a pilot program designed to teach them Navajo.

In this presentation, I will analyze this conundrum, drawing from conceptual frameworks in second language acquisition, critical race theory, raciolinguistics, and language planning and policy.

Jungmin Kwon, Teachers College, Columbia University, “Engaging in linguistic and cultural exchange experiences as homestay host families”

The purpose of this paper is to explore how at-home immersion and engagement with different cultures impacts Korean students’ intercultural competence. It specifically explores the experience of nine Korean students who have hosted foreign guests of host families for more than seven years. This study is drawn from qualitative data including participant observation, semi-structured, in-depth interviews, and the collection of artifacts and documents. By conceptualizing home as a space for learning, and examining a homestay program as a family
learning opportunity, this study documents an alternative space – home – that can foster intercultural understanding of family members in a local context. Three themes regarding the impact of homestay hosting experiences on intercultural competence development emerged: (1) recognizing and understanding one’s biases and stereotypes; (2) developing cultural awareness and intercultural knowledge; and (3) building positive attitudes toward diverse cultures. The findings show the importance of fostering intercultural competence considering the modern context in which individuals experience frequent contact with others from diverse linguistic and cultural backgrounds. It also explains how intercultural learning can be achieved in the informal and local setting. The study seeks to demonstrate the importance of developing Korean students’ intercultural competence and the potential to use homestay programs as a way to developing students’ intercultural knowledge and skills locally.

Yvonne Caamal Canul, Lansing Public Schools, “Newcomers are welcome to the Lansing Pathway Promise”

Arriving to a new country, language, culture, and/or learning environment can present interesting challenges for the newcomer as well as for those who welcome. The Lansing School District repurposed a neighborhood elementary school into a Welcome Center that provides families the initial intake process, information about the district, on-site cultural brokers, as well as an ESL center for adults. Other practices have been established to centralize services in targeted schools in order to maximize resources and provide a hub for students and families to become acculturated at a pace that is comfortable and feasible. Depending on grade level and neighborhood, students are transported to one of 6 school sites that offer ESL specialists and translators in several of the 40+ languages spoken in our multi-lingual, multi-cultural community as they interface with the general education population and begin their transition on the Lansing Pathway Promise. The pathways are designed to integrate real-world experiences for all students in three unique career and college opportunity ready themes: STEM/STEAM, Advanced Manufacturing, Skilled Trades, and Risk Management; International Baccalaureate and Biotechnologies; and Visual and Performing Arts and New Tech High. The “promise” is a scholarship to attend Lansing Community College, Michigan State University, or Olivet College upon graduation. From newcomer to community member, the district’s mission is to provide a caring and seamless transition for all students that combines academic and experiential learning.

Panel 12 TRUST—Teaching Relationships: Uniting Students and Teachers

Higinio Dominguez, Michigan State University
Tamara Cecilia Del Valle Contreras, Universidad Católica Silva Henríquez
Gustavo Adolfo González García, Universidad Católica Silva Henríquez

What separates teachers from students? What can reunite them? What separates research from practice? What can reunite them? In this presentation, an international research-teaching team from Santiago, Chile and Lansing/Austin, United States, will share emerging findings from a participatory research project situated in contexts in which teachers and researchers reclaim the human vocation to unite efforts to learn together. Both teams are interested in learning how we practice our research and research our practice. A year of mutual visits by these two teams to each other’s contexts allows them to begin to see that the forces that separate teachers from students are not that different from those that separate research from practice. Together, this participatory research team is currently devising ways to reunite both teachers and students, and research and practice, in a time when these separations promote the dehumanization of teaching, learning, and research.
Panel 13: Infusing social justice in teacher education: A model of transformative faculty development

Amy Carpenter Ford, Central Michigan University
Kevin Cunningham, Central Michigan University
Andrea Jasper, Central Michigan University
Jennifer Quick, Central Michigan University

Teacher preparation programs have been striving to prepare teachers for the diversity they will encounter in the PK-12 student population. Over the past two decades, scholars have called for programs to move “place equity front and center” by infusing attention to inequalities and social justice throughout the entire program. A significant challenge is how to achieve coherence around a shared vision of social justice across an entire program. Collaboration is key to programmatic coherence because it allows teacher educators to make connections across courses. Teacher educators also need opportunities to engage in inquiry, explore biases, and learn from each other in order to develop a shared understanding of social justice. To implement a social justice oriented curriculum, faculty development can support teacher educators’ practice so they embody and model the kind of teaching expected of teacher candidates. If we are to be clear and explicit with teacher candidates about our expectations for their practice, it is incumbent upon us as teacher educators to be as mindful and intentional about our own practice, including our beliefs about race and whiteness. However, the value-laden nature of social justice work can make conversations difficult and risky because it illuminates biases and vulnerabilities.

Our interactive panel presentation presents a model of faculty development designed to support teacher educators in coherently infusing opportunities for teacher candidates to learn about and from diversity throughout a university-based program. First, we describe the process by which we developed a cohering conceptual framework to move conceptions of diversity beyond overly-simplistic and stereotypical differences to emphasize equity and social justice. Next, we explain how we designed the faculty development to maximize inclusion and reconfigure power dynamics and knowledge hierarchies by establishing norms, structuring participation, and employing particular facilitation strategies. Finally, we model how we used inquiry, facilitation tools and pedagogies from intergroup dialogue, high interest videos featuring diverse students, and guided interactions that promoted active and engaged learning. By experiencing the interactive activities themselves, participants will expand their awareness of social injustices and be able to evaluate which strategies would be most effective for teaching others to address inequalities at their own institution.

Panel 14: Stories of exclusion and inclusion: Possibilities for agency and community in education

Volha Chykina, Pennsylvania State University, “Anti-immigrant sentiment and the educational expectations and achievement of immigrant youth in Europe”

The ability of schools, states, and countries to successfully educate immigrant youth has become a key criterion by which countries' progress towards ensuring the equality of educational opportunity is assessed. While there is a large literature that examines how various characteristics of educational systems – as well as political and social welfare institutions – affect the educational outcomes of immigrants, very little research addresses the possible link between public attitudes and immigrant educational experiences. In this paper, I examine the relationship between public opinion towards immigrants and the educational outcomes of immigrant youth in Europe. More specifically, I test a novel theory that ties anti-immigrant sentiment to negative changes in the achievement of immigrant students and their expectations to achieve a college degree.

To test my theory, I conduct secondary data analyses of the Program for International Student Assessment 2003 and the European Social Survey 2002. I find that first- and second-generation immigrants expect to achieve a college degree at a higher rate than non-immigrant students, but that this advantage is reduced as levels of anti-
immigrant sentiment increase. I also find the same relationship for math achievement: both first- and second-
generation students’ math achievement becomes lower as levels of anti-immigrant sentiment increase. Given the
current rise of anti-immigrant attitudes in Europe, the findings of this paper are very important. This is because
they suggest an additional factor that might make it more challenging for the current generation of immigrant
students to achieve parity with non-immigrant youth.

Min Yu, Wayne State University, “Rethinking migrant children schools in China”

This paper analyzes the ongoing impact migrant communities in urban China have for both society and for
individuals. It addresses the following questions: In what ways do migrant children schools provide space for
parents and teachers to connect and mobilize for collective action? How might the stories of emerging migrant
teachers/activists provide insights into the nuances of collective identity transformation that would otherwise be
overlooked?

Drawing from the ethnographic study, in this paper I focus on the mobilization of personal and social resources,
as well as the gradual formation of a sense of collective identity among those involved in the migrant children
school movement, in order to argue that efforts surrounding the education of migrant children should not be
downplayed and their significance should not be underestimated. I emphasize the values and meaning of being a
parent or a teacher of migrant children schools and make the argument to challenge the dominant social and
political discourses of who they are. The argument here is that the counter narratives from these communities not
only describe migrant parents and teachers’ work and their practices of providing schooling for their children, but
also allow others to understand the complexity of the politics around education for migrant children. This paper
further offers insights into the nature of collective actions in Chinese society by examining the reconfiguration of
what has traditionally been recognized as guanxi through the formation of new collective identities.

Erkin Özay, University at Buffalo, SUNY, “Community school as a panacea for urban challenges: The case of
Henderson-Hopkins School in East Baltimore”

School-centered redevelopment projects are a prevalent strategy of revitalization in distressed urban
neighborhoods. Building on the case of the Henderson-Hopkins School in East Baltimore—a K-8 campus and the
civic centerpiece of a controversial $1.8-billion redevelopment project near the Johns Hopkins medical center—I
examine the challenges of these practices. The school and development project form an illustrative case to
problematize lingering reductive notions common to neighborhood-based urban redevelopment and design. Real
estate literature continues to champion school-led revitalization as an effective form of market-driven
intervention, distilled from a high-minded strain of American development tradition. However, many education
studies scholars point to the gentrifying impacts of these strategies. The paper unpacks how the initiators of East
Baltimore project sought to incorporate collective well-being concepts within the design of the neighborhood and
school, while addressing stringent market and regulatory challenges. In order to compose a mixed-income
neighborhood, the school was meant to serve as an attractor for middle-income families, which proved difficult to
achieve. Vaguely labelled as a community school at the outset, the ultimate priority-based admission scheme of
the school and its programmatic composition prevented it from serving as a typical neighborhood anchor,
rendering it a hybrid city institution. Bridging facets of education policy, urban development, and design, the
paper contributes to an improved agenda for thinking about the spatial implications of the school reform debate.

Abraham Ceballos-Zapata, Michigan State University, “Voices from outside schools: Stories of convivencia in
adult education programs in rural Mexico”

This study took place in a village in Yucatan, Mexico in the context of two adult education programs in Yucatan
[Plaza Comunitaria and Preparatoria Abierta]. I addressed two central questions: How do indigenous Mayan
women experience their return to school? How can those experiences challenge educators? During the study, I
interacted with a group of bilingual (Mayan-Spanish) adult women who decided to complete their K-12 schooling
through those adult education programs. Over 3 summers (2013, 2014, 2015), I witnessed their educational efforts in the village. I collected data through ethnographic and *convivencia* methodologies (Trinidad Galván, 2015). My analysis drew from narrative (Clandinin & Connelly, 2004) and poetic inquiry (Görlich & Görlich, 2016; Prendergast, Leggo, & Sameshima, 2009). Through my discussion, I explore how the efforts of Mexican rural women can help educators imagine possibilities for decolonial education and inform our pedagogical practices across multiple educational settings. By focusing on the voices of rural women and their *vivencias* (Gasset, 1922; Gonzalez, 2002), I evoke the rhythms and memories of their lives in indigenous communities and in educational settings. This emerging research has taught me life and professional lessons of education on the margins. I witnessed their ethos of *familia*, and *solidaridad* as they studied together. Most importantly, they showed me how studying and being in community are inseparable.

Panel 16: Migration & refugee crisis

Betty Okwako-Riekkola, Albion College, “Decoding the system: Navigating institutional cultures for school success”

Immigrant students’ lives undergo extreme changes once they relocate to a new country. In addition to the numerous challenges associated with being in a new environment, these students have to contend with the unfamiliar culture of their new schools. In this paper, I will discuss the structural impediments immigrant students face in their new schools and how these impact their chances of succeeding academically. The paper focuses on one of the least researched immigrant groups in the U.S., African immigrant students. Specifically, it examines their understanding of school expectations and the strategies they used to meet these expectations. Participation in extra curricula activities, seeking meaningful relationships with peers and institutional agents such as teachers and other resource persons at school, among others, are some of the strategies participants in this study used in the attempt to meet these expectations. For these participants, having the awareness and their attempt to meet these expectations was an indication that they understood school’s operational structures and could therefore seek opportunities for academic success. On the other hand, lack of this knowledge often time lead to academic failure and eventually dropping out of school.

Vidur Chopra, Harvard University, “Displaced Syrians’ access to higher education opportunity”

The right to higher education is enshrined in the Universal Declaration of Human Rights (United Nations, 1948) and lifelong learning is a key tenet of the Sustainable Development Goals (United Nations, 2016). However, less than 1% of refugees in the university age cohort are enrolled in form of tertiary education (UNHCR, 2016). Higher education in conflict-affected settings holds great potential to serve as a catalyst for recovery and yet remains underfunded and under prioritized (Crea, 2016; Milton & Barakat, 2016). There remains a fundamental mismatch between the rights of refugee learners and the opportunities currently available to them to pursue lifelong learning.

Concurrently, conflicts are now protracted, with the average length of displacement lasting 17 years (UNHCR, 2006). Conflict-affected youth have traditionally remained overlooked and rarely consulted by policymakers that design programs targeting these youth (Dryden-Peterson, Bellino, & Chopra, 2015; Sommers, 2015; Women's Refugee Commission & UNHCR, 2016). In the face of protracted conflict, displacement and uncertainty how should education policy makers design higher educational programs? How do these programs account for youths’ shifting ambitions, if at all? How do refugee youth and young adults manage their own ambitions and aspirations for learning when the opportunities to continue their educational trajectories remain severely limited and constrained? What tensions and misalignments emerge between policymakers’ imaginings of the future vis-à-vis young adults’ current lived experiences and their forecasted aspirations for the future in settings of conflict? Through an investigation of Syrian refugee youth in Lebanon, this presentation focuses on these questions.
Judy Harris, St. Vincent Catholic Charities, “The US Refugee Resettlement Program”

The US refugee resettlement program was established in the late 1970’s following the end of the US involvement in Vietnam. The program was set up to save lives and provide opportunities for refugees to live and contribute to American society. Over the years, resettlement has become systematized and structured with agencies providing professional services to ensure success. The goal of the program is self-sufficiency. Refugee resettlement in the US is driven by two federal agencies – the Department of State and the Department of Health and Human Services. The number of yearly arrivals is set by the White House through a Presidential Determination issued annually.

There are nine national voluntary agencies (“Volags”), including the United States Conference of Catholic Bishops (USCCB). Once refugees are given refugee status overseas, have been identified for resettlement in the US, and have cleared the security vetting, they are assigned to one of these Volags to identify a resettlement site. St. Vincent Catholic Charities (STVCC) in Lansing, affiliated with USCCB, is one of those resettlement programs. STVCC resettled 908 refugees in 2016 from 16 countries. Refugees contribute to the community and economy and have earned significant support from businesses, faith communities and local political leaders.

Presidential Executive Orders (EO) issued in January and March, 2017 demand a suspension of all resettlement for 120 days and a 65% reduction in all refugee arrivals, from every country. Although both EOs have been restrained by federal judges, as of May 2017, arrivals of new refugees have essentially stopped.

Panel 17: Supporting intercultural competence, inclusion and social cohesion

Donald McClure, St. John's University, “Youth sports in Ireland: A promising practice to address inequalities”

The purpose of this paper is to explore how four elementary-grade children of Nigerian immigrants in Ireland understand their identities as Irish citizens. This case study investigates the following question: How, if at all, does participation in sports help four children of Nigerian immigrants in Ireland learn to “be Irish?” I argue that the students’ participation in sports helped them build resilience and feel more valued as members of Irish society in the midst of racism and other forms of discrimination they encountered.

Data collection occurred at St. Hilary (pseudonym), a Catholic primary school in an Irish city, in the 2014-2015 school year. The four students (two girls and two boys) were enrolled in the fifth and sixth grades. Findings suggest that the students experienced racism and other forms of discrimination that led them to feel socially excluded and not fully Irish. However, despite these challenging circumstances, the students thought participating in sports, particularly Gaelic football (a traditional Irish sport), helped them feel more valued in Irish society. The students’ experiences of discrimination illustrate the inequalities they encountered, but their participation in Gaelic football shows how they built resilience and formed friendships with peers from different backgrounds.

This research is significant for two reasons. First, it enhances understanding about the way youths from an immigrant background circumnavigate social challenges to create opportunities. Second, it suggests the promise that sports could have in empowering marginalized youths as they develop their citizenship identities in democratic societies.

Irv Epstein, Illinois Wesleyan University, “The aesthetic turn: Addressing educational inequality through music and the arts”

Public education commitments to the arts have often been sacrificed in support of skill based learning, in conjunction with assessment and accountability mantras, in support of neo-liberal rationales. They have had the effect of narrowing curricular purpose, mission, and orientation, and have even been used to justify school closure in poorer neighborhoods and communities. However, within a global context, there are a number of interesting
counter-examples. One specific case exemplifying this trend involves the creation of the Colegio Artístico del Sol Illimani in Santiago, Chile, supported by internationally renowned Chilean folk band, inti-Illimani. In this case, an aesthetics oriented approach to education is introduced not simply to teach technical facility in artistic expression, but is designed to promote larger aims including character development, enhanced cultural identity familiarity, and improved educational achievement in the general sense. The philosophy and mission of Artístico del Sol Illimani is emblematic of an embrace of Appiah’s notion of soft cosmopolitanism, where the expression of cultural identity is viewed as encouraging a humane form of universalism. Within this framework, aesthetic expression is implicitly tied to the promotion of social justice where justice is defined not simply according to resource acquisition, academic performance, or the redress of economic inequality, but focuses upon the recognition of personal, collective, and social identity as being foundational to problem solving within these other sectors. In this paper, I discuss the universalist appeal that an aesthetic perspective provides by analyzing the Colegio Artístico del Sol Illimani case.

Mark Deschaine, Central Michigan University, “Creating culturally responsive differentiated curricular materials”

Schools across the planet have had to deal with population shifts that have impacted traditional structures. Institutions often have a difficult time establishing, supporting, and maintaining curricular resources that present content other than that of the dominant cultural focus. Educational programs have had to become more flexible in their approach in developing educational resources that have an expansive world view, reflected in the instructional materials being utilized.

Through the effective integration of educational technology, educational programs can support students’ ability to develop empowered identities in their new educational settings, allowing all learners to be active and proactive agents in an interconnected world.

Digital curation is a framework that provides an opportunity to develop instructional materials from a culturally responsive perspective, while maintaining alignment with prevailing curricular and accreditation standards. The ability for students to create work product through the incorporation of primary sources and open education resources allows students to present their social, economic, language, cultural and religious realities to their broader learning environments. The ability to differentiate instructional materials, allows all stakeholders the opportunity to present narratives not always available when the prevailing dominant cultural materials are utilized.

This presentation will discuss how the integration of a digital curation framework within programs can assist in the reduction of cultural perspective inequalities that exist within current educational resources.

Annette Uttendorfer, Principal UNESCO School Essen, Germany, “New home in a strange land”

The UNESCO – School Essen is a high school located in the middle of the Ruhr area in the western part of Germany. Since more than 25 years we are the school for students who are coming to Essen with no German language skills at all. As a high school our main job is to support, guide and develop them to reach the highest level of grades. Therefore it is not enough just to teach them German and Maths and English etc… These students have lost their home, their friends, some of them lost their families and are alone in Essen now, they have faced horrible situations like war, have lived totally alone on the streets, worked on farms and in some cases as child soldiers, havn’t been in school since a while and have to integrate in a completely different school system and are in an unstable situation, because they have the risk of getting deported.

For us as the teachers of these students, we are not just the teachers. We are also their confidants, their family, their guide and their role model. Teachers have to see these students as the whole person, not just judge their educational progress. Of course we have to teach them the language and the main skills they need to reach the
general qualification for university entrance. But we have to be flexible. Flexible in the methods as well as flexible in the topics. For us our students are more than just students.

Panel 18: Causes and causeways: Can damaged undergirding be used to build bridges of understanding?

**Summer Davis, Indiana University and IUPUI, “Up periscope: Working to advance preservice teachers conceptions of students and social justice”**

Many preservice teachers purport feeling uncomfortable in talking about race, gender, ableism, and heterosexism in sustained and nuanced ways (e.g. Bonilla-Silva, 2014; Choi, 2008; Farago, Sanders, & Gaias, 2015; Modica, 2015). Likewise, this discomfort plays out in a myriad of ways in their classroom, which then tends to continue to entrench assimilationist views and prevents the schoolhouse from being the great equalizer that so many preservice teachers believe it to be (Marx & Pennington, 2003). For example, Stoll’s (2014) research exploring racial attitudes of elementary teachers, indicates that many educators framed “the best way to deal with ‘these’ issues is to adopt a colorblind mentality, [and] to act like race is no longer an issue,” and thereby “pretend it does not exist” (p. 690). Yet, now more than ever, xenophobic, racist and patriarchal statements proliferate the rhetoric of political discourse, which has infiltrated the scholastic environment accompanied by acts of verbal and physical aggression; such acts are not limited to urban schools, which predominantly serve students of color (e.g. Mooney, 2016; Rossman, 2017; Tucker, 2016; Winkle, 2016). Therefore, as teacher educators, if we are going to elicit sustained change, wherein all children can succeed, we need to work toward persistent incremental changes in our teacher education preparation programs where discussions of societal inequities and systemic structures of imbalanced are continually challenged, as they are central to the lives of PK-12 students.

The purpose of this qualitative case study was to examine the emerging identity and self-reflections possible preservice urban school teachers have regarding social justice issues in the classroom. The class is comprised of 28 students, whose identity is largely mirrored in profession of teaching (White, middle class, heterosexual, ci-gender). For most, this is their first foray into self-exploration and reflection regarding teaching as a profession. As such, students are asked to grapple with their initial perceptions and misconceptions of key stakeholders in the educational environment. Using a critical sociocultural framework, (Nygreen, 2013, Moje & Lewis, 2007) this practitioner inquiry study explores writing instruction and student identity in a self-contained (Bridges to Success) classroom. This class includes students in grades 3rd-6th and is a non-voluntary placement for children labeled with disruptive behaviors. Bridges has a disproportionate number of students of color as compared to the general school population and a deficiency trope about “bridges students” being problematic pervades the schooling narrative. These socially constructed narratives have significant implications for the students and their developing identities. Freire (1970) explains that education is a political project and true social justice in education means we need to challenge the existing structures that reproduce social inequities (Demeulenaere & Cann, 2013).

**Jill Scott, Indiana University, “Bridges to success: A bridge or a trap?”**

The idea of a standardized curriculum for all children has become a centerpiece of education reform (Vygotsky, 1978, Cochran-Smith & Lytle, 2009; Nygreen, 2013). Such Curriculum is in response to top-down policies of accountability like No Child Left Behind and Race to the Top and maintains hierarchies of knowledge that keep dominant groups in power. Standardization produces one more mechanism for differentiating between “successful” and “failing” students (Lipman, 2003, 2011) and it creates a school success paradigm of educational inequity.

Using a critical sociocultural framework, (Nygreen, 2013, Moje & Lewis, 2007) this practitioner inquiry study explores writing instruction and student identity in a self-contained (Bridges to Success) classroom. This class includes students in grades 3rd-6th and is a non-voluntary placement for children labeled with disruptive behaviors. Bridges has a disproportionate number of students of color as compared to the general school population and a deficiency trope about “bridges students” being problematic pervades the schooling narrative. These socially constructed narratives have significant implications for the students and their developing identities. Freire (1970) explains that education is a political project and true social justice in education means we need to challenge the existing structures that reproduce social inequities (Demeulenaere & Cann, 2013).
This study aims to challenge the dominant narrative about Bridges students by allowing children to tell their own stories in expanded ways.

Research questions:
- How are “in school” writing identities reflected by students?
- How do the students’ narratives reify or disrupt the school success paradigm?

I argue that by expanding ‘what counts as writing’-- using film, digital storytelling, art, and memoirs--allows students to express themselves, engage in meaningful literacy, and positively impacts their identity. Data sources include selected transcription of child produced participatory video, semi-structured pre- and post-intervention video interviews (students), and class observations over the course of a school year. Kumashiro (2000) stresses that schools need to be places where otherness is embraced, where normalcy is not presumed and where students have an audience for their voices. The goal of this study is to provide a place for othered voices to be heard, celebrated and embraced.

Kristen Anderson, Indiana University, “Hearing all voices: Using web 2.0 technologies to empower quiet students in class participation”

As a recovering former “quiet student”, I know that the thought of participating in a class discussion can be terrifying for some students. Social anxiety and low self-confidence may be only a few silencing factors for students. Whatever the reason for a student’s quiet nature in school, it is not a new idea that students have a more deeper more enriching educational experience when they are actively engaged and participating in classroom activities (Dewey, 2009; Finn & Cox, 1992). However, the context of a verbal class discussion may not be the situation that may provoke the most participation from the aforementioned quiet students. For instance, in a study conducted with high school students, it was noted by both students and researchers that student participation was higher in class discussions when they were conducted online rather than out loud in class (Churcher, Downs, & Tewksbury, 2014). The students felt they had more time to process and construct their thoughts prior to sharing them. The extra time to construct and edit their discussion postings allowed them to feel more confident in who they were as students and gave them the power to make their voices heard in class.

In an effort to bring this research to the classroom, I have chosen to utilize a participatory action research design that focuses on exploring the sociocultural dynamic of an elementary class (Cochran-Smith & Lytle, 2009). The classroom teacher and I have worked together to learn more about how her “quiet students” participate in classroom discussions when they are situated in an online forum. We were interested in understanding if taking the discussion out of the immediate space of the classroom had an impact on how these students shared their thoughts. The overarching question asks: How do quiet elementary students participate in class discussions in the context of an online forum?

The study took place in a 5th grade classroom over three months of the spring semester. Data sources include three semi-structured interviews with the classroom teacher, eight online discussion threads, one semi-structured interview with each of three teacher-identified quiet students, weekly classroom observations, field notes of classroom observations, audio-recordings of classroom observations and interviews, selected transcriptions of audio-recordings, and questions used as prompts for discussions. Thematic analysis was applied to the collected data with coding, memoing, as well as thick descriptions. The goal of this study is to help teachers gain knowledge of how Web 2.0 technologies can aid all students to become active, engaged members of class.
Panel 19: Promoting intergroup dialogues on race: The experience of near-peer college students in high school classrooms

Coby Fletcher, East Lansing High School
Donna Rich Kaplowitz, Michigan State University
Jasmine Lee, Michigan State University
Dori Leyko, East Lansing Public Schools
Sheri Seyka, East Lansing High School
Camille Thomas, Michigan State University
Sarah Whitaker, East Lansing High School

This panel will address one approach to developing critical consciousness around social inequality in high school students by using near-peer mentors in a workshop format integrated into the high school curriculum. The project, implemented in East Lansing High School over the past two academic years is designed to work at the intersection of higher education and a local school district to enable both groups of students to develop empowered identities as members of different social groups and to move them toward developing a sense of agency in creating social change in their communities.

In a unique and promising partnership designed to enhance high school students’ understanding of social inequality issues specifically focused on race, MSU undergraduate students have been trained in techniques around intergroup dialogue facilitation and have been placed in East Lansing High School freshman and sophomore English classes. English teachers have incorporated an 8-week, one time per week “Intercultural Dialogue Workshop” into their course syllabi. Freshmen English classes were specifically selected because the state-wide English curriculum for freshmen students includes texts related to racial justice such as To Kill a Mockingbird, A Raisin in the Sun, Fried Green Tomatoes and March, Book I. East Lansing High School was intentionally selected as a partner site because of its diverse student population in terms of race, social class, country of origin, religion, home language and other major identity markers.

College students working in teams of two or three have led their near-peers in discussions about some of the most entrenched yet least-discussed issues of our time. The curriculum, designed in collaboration between high school English chairperson Sheri Seyka and Professor Donna Kaplowitz is carefully structured to bring students through an intentional sequence of active learning experiences including social identity work, history of racism, institutionalized racism, micro-aggressions and concepts of privilege, and moving toward “allyhood,” and social justice action.

Pre- and post- survey data indicate that the near-peer instructional experience has had a profound impact on high school student learning. Corollary benefits to the program include increasing teacher capacity in addressing hot button issues in the classroom, developing facilitation skills in college students that are transferable in a multitude of contexts and introducing concepts around college access to high school freshmen.

The panelists each represent a different constituency in this collaboration from practitioners (high school teacher and principal, and school district superintendent) and Michigan State University faculty members as well as undergraduate student facilitators. Each will share their own perspective on the experience, and will offer suggestions on how to avoid common pitfalls and to successfully replicate our experience. We will also address lessons learned and plans moving forward. Attendees will leave with an understanding of how to create similar university-K-12 partnerships around issues of social justice.
Panel 20: Communities and schools: Case studies in joint community and educational development

**Panel Abstract:** Although the various social and health inequalities that plague the contemporary United States have common historical structural causes, attempts at addressing these inequalities are often focused narrowly on small samples of these. This is particularly the case when it comes to community development and educational improvement in under-resourced communities, which are most often pursued independently of each other. This unfortunate as the linkage of community and school development can facilitate initiatives to enable the health, wellbeing, and success of students and their families (Warren, Mapp, & The Community Organizing and School Reform Project, 2011). The proposed panel will use Warren’s (2005) conceptual model for community-school collaboration to frame a multiple case study comparison of three active initiatives jointly pursuing community and school development. The presentation of each case will include an overview of the history, approach, and goals of the specific project, a presentation of the community collaboration approaches and goals used within the project, and a reflective discussion of lessons learned. The overall discussion will compare and contrast these three cases, focusing on how they—collectively and individually—contribute to the extant understanding of community involvement in schools and educational initiatives.

Lauren Vollinger, Ignacio D. Acevedo-Polakovich, Sara T. Stacy, Erica A. Nordquist-Szafranski, Michigan State University, “Communities and schools: Practical models, approaches, and strategies to organize communities around schools and education”

This paper will provide a practical introduction to the models, approaches, and strategies that can be used to organize communities around schools and education. These include Warren's framework for the integration of communities and schools, various versions of integrated school systems (i.e., community schools), asset-based community development and related approaches (e.g., action-oriented community diagnosis), and collective impact.

Sara T. Stacy, Ignacio D. Acevedo-Polakovich, Erica A. Nordquist-Szafranski, Lauren Vollinger, Michigan State University, “Schools at the core of community: The promises and challenges of community schools in an economically-distressed city”

Since the early XXth century, scholars and practitioners have expanded on the potential of schools as centers for community life. Schools that function in this capacity are sometimes referred to as community schools. This paper will overview the recent—and ongoing—implementation of a broad community schools approach in the public schools serving a majority African-American, mid-sized Midwestern city suffering from a decades-long economic decline. With significant support from philanthropic and public institutions, this successful implementation of community schools nevertheless illustrates some of the limitations to, and challenges of, broad community schools approaches, especially in school districts serving communities facing long term economically distress.

Ignacio D. Acevedo-Polakovich, Sara T. Stacy, Erica A. Nordquist-Szafranski, Aminah M. Lott, Michigan State University, “Bringing communities together around students: Student-focused, asset-based community development”

Asset-based community development (ABCD) fosters the grassroots growth of communities by emphasizing local assets and strengths as the foundation for moving communities work toward equity. Amply used outside of education, ABCD has seen limited application within initiatives focused on schools. This paper will overview the recent—and ongoing—implementation of an ABCD initiative focused on middle-school aged children living in an ethnically-diverse, mid-sized Midwestern city with high levels of poverty. This initiative clearly illustrates both the advantages of strengths-based approaches and the significant challenges to community-mobilization around students and schools in economically-challenged communities.
The collective impact model has become one of the dominant approaches for community organization and mobilization. This paper discusses the potential for, and challenges associated with, collective impact as an approach to foster community initiatives to promote post-secondary success. The promises of this approach, and the challenges to its implementation, are illustrated through the experiences gained through the implementation of a collective impact strategy in a rural, Midwestern county.

Posters

Poster group 1: Addressing inequalities in education

Zuhra Abawi, University of Toronto, “Uneven playing field: Race and precarious faculty in Canadian post-secondary institutions”

In the Canadian context, universities have and continue to experience endemic government funding cuts under the era of academic capitalism, which has in turn created the demand for a surplus of contingent academics. (Rajagopal, 2002) The casualization of academics across universities and colleges has overwhelmingly implicated racialized and Indigenous scholars as a result of racialized hiring and promotion processes embedded in the white privilege that structures the historical, social and political context of the Ivory Tower. (James, 2009) Although discursive practices and policies promoting equity and diversity faculty hiring to represent an increasing racialized and Indigenous student demographic, such policies remain merely as ‘lip service’ (Muzzin, 2008) and lacking concrete commitment, oversight and regulation. The discourse of diversity in higher education operates through the lens of the corporatization of the university, whereby diversity is commodified as a marketing strategy to attract a plethora of both international and minoritized domestic student demographics. (Ahmed, 2012) Racism in the Canadian academy is manifested and embedded within hiring decisions, policies surrounding equity, inclusion and diversity; as well as university culture, dominant epistemologies and culture in which whiteness is privileged and racialized and Indigenous contributions and bodies are devalued and delegitimized. We will address the context of pervasive neoliberalism in academia, the rise of the corporate university, equity and inclusion policies as a marketized approach to attract and retain an increasingly racialized student populace, as well as the emergence of a racialized and gendered precarious academic underclass.

Urooj Mukhtar Chandani, Teachers College, Columbia University, “Physical infrastructure and primary school completion in Pakistan”

This quantitative study aims to investigate the relationship between physical infrastructure and primary school completion rate for girls and boys in Pakistan, a country with the second highest out-of-school population in the world. The study sheds light on primary school completion rates which is a bedrock for education sector goals by the global development industry after Psacharopoulos’ extensive work on rates of return for investment in education. To do so, it utilizes the dataset made publicly available by Alif Ailaan, an organization working towards education reform in Pakistan, for its 2014 annual district education rankings. By using OLS regression, the study analyzes the relationship across 131 districts, the smallest functional unit of local governance in Pakistan. Findings suggest importance of school physical infrastructure on girls’ completion rate at primary level of education. In contrast, factors other than infrastructure, such as gender parity score better explained boys’ primary completion rates. It also suggests improvement in primary school infrastructure for girls’ completion rate as a federal imperative. However, since this is not an experiment, further causal studies are recommended to shed light on the relationship between the two variables.
**Jasmeet Kaur, University of Delhi, “The role of principals in facilitating inclusion of children with special needs in primary school setting in Delhi (India)”**

All learners have a right to education, regardless of their individual characteristics or difficulties. The Right of Children to free and Compulsory Act 2009 (RTE Act) was enacted to universalize elementary education for children irrespective of their caste, class, gender, religious and other socio-cultural and economic identities. It intends to promote and provide discrimination free schools and empowers the community and local bodies for monitoring, addressing, preventing and remedying discrimination in school. Inclusive education arose from these convictions that education is a basic human right and it is a foundation for any society.

In a school, principal plays a key role and is the single most influential person in shaping a school's climate, culture, positive teacher attitude towards students and school practices (Washington III, 2006; DiPaola & Walther-Thomas, 2003; Praisner, 2000). Based on this basis, the principal's attitude is vital in reshaping of the school.

This study was undertaken to investigate the role principals play in implementing inclusion in the school. It examined the attitude of principals in inclusion of Children with disabilities in school. The research was conducted by a survey that was developed by Praisner (2000), the Principals and Inclusion Survey (PIS). An interview was also conducted. The sample survey included a total of 20 principals from Primary schools in Delhi (India). The study examined the connections among the variables of demographics, professional training and education, and professional experience as they are related to principal’s attitude.

**Nathan Burroughs & Kimberly Jansen, Michigan State University, “Is teacher social capital associated with student outcomes? A comparative analysis using TIMSS data”**

Teacher social capital has received attention as a contributor to student achievement, both directly (Ronfeldt et al. 2015) or indirectly through human capital (Johnson 2010). However, the empirical basis for the relationships between teacher social capital and effective teaching remains tenuous and largely limited to the U.S. (Leana and Pil 2006, Pil & Leana 2009, Daly et al. 2014, and Ronfeldt et al. 2015).

Teacher social capital could also play a role in educational inequality. Low-SES students are more frequently taught by teachers with less human capital (Goldhaber et al. 2015), but differences in access to teachers with high social capital by disadvantaged students has yet to be explored. Teachers in disadvantaged schools with weaker human capital could find it more difficult to develop fruitful collaborations, thus further disadvantaging students from lower socioeconomic backgrounds.

In our poster, we examine the relationship between teacher social capital and student achievement using 2015 TIMSS 4th grade mathematics data. The TIMSS teacher questionnaire includes a battery of questions on teacher collaboration and social capital. We focus first on the degree to which students in classrooms whose teacher reported higher social capital demonstrate higher mathematics outcomes, controlling for other characteristics. Second, we examine whether students with higher socioeconomic status (SES) are taught by teachers with higher human capital (e.g. experience, education, self-reported readiness) and higher social capital.

**Serena Koissaba, University of Illinois at Urbana-Champaign, “Breaking bad? School district leaders’ attitudes and racial disparities in disciplinary practices in public schools”**

The objective of this study is to examine how district administrators used racialized disciplinary data to create interventions that perpetuate disparities in school disciplinary practices. I used interviews and field notes from non-participatory ethnographic observation from district meetings to describe how district educational leaders contribute to reproducing racial oppression in school through a deficit view model of African American students. Research methods: A qualitative case study was conducted to examine how district school leaders construct and use a deficit model to perpetuate racial disparities in academic and school disciplinary interventions for African American students. Qualitative interviews, document analysis, and non-participatory ethnographic observations at
district board and committee meetings were used to collected data for this study. Research Question: How is racially biased disciplinary data by educational leaders used to maintain and reproduce racial oppression in public schools? Implications: Evidence from the U.S. Department of Education and the U.S. Office of Civil Rights data has shown that African American boys are four times more likely to be suspended from school nationally than white boys. (Khalifa & Briscoe, 2015) Racialized suspensions are connected to academic achievement gaps for African American students. The significance of the study is illuminate how racially biased disciplinary data is used to maintain and reproduce racial oppression in public schools.

Poster group 2: Education policy

Kelli A. Rushek, University of Iowa, “Neoliberal education reforms in the United States and their effect on a large, urban public school district and its low-income students of color: A case study of Chicago Public Schools”

Educational reforms in the United States, from A Nation at Risk (1983) through to Obama’s Every Student Succeeds Act have increasingly integrated neoliberal policies of strict accountability measures, expansion of the charter school movement, use of high-stakes testing as the measure of student growth and achievement, and linking teacher evaluations and pay to these test scores in hopes to close the racial and economic achievement gaps. However, most of these reforms have not taken into consideration how poverty (Weiss & Long, 2013), inequity in resources (Darling-Hammond, 2007), and institutionalized racism (Ladson-Billings, 1998) affect education. In large, urban public school districts, these neoliberal policies are further marginalizing students of color from under-resourced areas through strategies intending to strengthen the nation’s global economy (Lipman, 2015): from competition, privatization of schooling, and creating quasi-markets under the guise of school choice. Through a case study of Chicago Public Schools (CPS) developed through available data and published conceptual, theoretical, and empirical research, I analyzed the ways in which low-income students of color are being further marginalized, despite federal policies which specifically purpose to support this demographic. The context of Chicago and CPS is set through critiques of financing, de facto segregation, and violence. It also incorporates how these reforms further hinder low-income African American students and the schools which serve them, through competition factors of school choice, discipline practices, accountability rankings, and neoliberal parent involvement in the educational marketplace.

Wei Liao, Michigan State University, “Exploring the nuances in policy implementing agents’ sense making process: A Chinese case”

How policy agents make sense of a policy is consequential to its implementation and outcomes, but little has been known about the nuances in policy agents’ sensemaking process. To close this research gap, this study adopts Spillane’s (2002) sensemaking framework to explore five local policy agents’ experiences of carrying out a rural teacher recruitment policy in China. The analysis of interview and observational data reveals four micro processes that the agents experienced to make sense of this policy. These are: sense-orientation—develop a general sense of direction for implementation; sense-specification—map out a concrete implementation scheme; sense-giving—negotiate collective meanings about implementation with other agents; and sense-adaptation—adapt senses and actions according to the changing circumstances. The analysis also indicates that personal, policy-relevant, and contextual factors collectively shaped the agents’ micro sense-making processes. This study has the potential to enhance our understandings about policy implementing agents’ sense-making process.

Luo Jia, Northwest Normal University, “Comparative analysis of policies in China and Canada towards Aboriginal and Tibetan minorities”

This paper attempts to make a comparison of two Policy Papers, one produced by the Canadian government in 1969 expressing its perspective on federal policy towards Aboriginal people, and the other by the Chinese
government in 2008, articulating its perspective on policy towards Tibetans in China. I will present a sociologically critical analysis of the two Policy papers by applying several insider and outsider scholars’ framework to this context. This paper’s framework is based on perspectives drawn from educational, cultural, sociological and political science theory. Commonalities are identified, and the responses to the Policy Papers from the standpoints of opponents are compared. In particular, the question of what is missing from the Policy Papers and why is addressed.

The two Policy Papers were produced at different times and in different places. They share several commonalities yet they are also radically different. In both Papers, it is clear that both political organizations emphasize social harmony and neglected to deal critically with indigenous conflict between aboriginal and mainstream society. The Policy Paper producers rather report their positive sides than show their shadow to international communities in order to keep their political positions in good standing with the global community.

Steve Azaiki, Institute of Science and Technology, “Admission policies: Advantages or barriers to higher education?”

Access to Higher Education (HE) remains a contentious issue for many students, in spite of the general recognition among educators and researchers that post-secondary education has the potential to bring about numerous benefits for students and the wider society. The on-going debates on how access to HE can play a significant role in improving social mobility and by extension, national development, do not seem to diminish in intensity, as found by Long (2014) and Okeke (2009). Reporting from an American perspective, the 2013 Hamilton Project policy memo, which examines thirteen economic facts on the growth of income inequality, clearly identifies the inextricable link between income inequality and social mobility. It also shows education to be a crucial catalyst for social mobility. A similar situation exists in Nigeria, as shown from the findings of the 2012 research work carried out by Aluede, Idogho and Imonikhe.

From a literature-based analysis, this paper sees admission as a barrier to HE in South-South Nigeria. ‘Scrutinising Inclusivity in Accessing Higher Education: A Look at South-South Nigeria’, is a work in progress which examines the issue of inclusivity. The research work analyses the admission policies of the universities in South-South Nigeria. It also compares the geographical location and catchment areas of the sampled universities to determine how these factors influence access to post-secondary education and how this in turn, impacts on personal growth and development. From initial impressions, the paper takes side with researcher Bakwaph Peter Kanyip, who concludes that the challenges that youths face in accessing HE is as a result of an admission crisis in Nigerian universities.

Poster group 3: Intercultural Competence, Global Citizenship and identity

Adam Grimm, Dana Kanhai, and Jessica Landgraf, Michigan State University, “The spouse experience: Navigating a new identity as the spouse of an international student”

This study explores how spouses of international students navigate the process of finding their place in a new country and make meaning of their changing identities in a new cultural context. We explore the experience of international spouses engaging in programming at the “Friendship House,” a non-profit program located near the university that is affiliated with the Office of International Students and Scholars. Through observations, artifact analysis, interviews and focus groups, we probed our research question. In our initial analysis, we examined the data according to analytical questions based on our initial research question and noticed the theme of ‘language’ was significant in the experience of spouses. By focusing on language, we felt that we could share a broader story of international spouses that highlights their experience of navigating their lives and making meaning in a new country. English language was expressed in terms of worries and anxieties, hopes and dreams, and ultimately a sense of determination and motivation. Against this backdrop, the environment at Friendship House allowed for a Low-Stakes Language Learning Community to develop, where international spouses engaged with each other in
their common language of English through informal communication and activities without the anxiety or pressure inherent in a formal language-learning setting. For the participants in our study, belonging to this LSLLC seemed to be an integral component of their process of navigating their lives in this new country, and for many, provided a sense of community that they were unable to find elsewhere.

Achankeng Fonkem, University of Wisconsin Oshkosh, “The refugee and migrant crisis: Human tragedies as an extension of colonialism”

“We have had difficulty running the new systems foisted upon us at the dawn of independence by our colonial masters.” Chinua Achebe, 2012, p. 2

This paper will link the “2015 refugees and migrant crisis” to colonialism and the nature of the decolonization process. The argument is that the legacies of colonialism produced the conditions and the tensions in the postcolonial states origins of the refugees and forced migrants. In exploring the refugee crisis and why the individuals embark on the hazardous journeys to Europe and other destinations, I analyze the crisis from historical accounts and theoretical perspectives of colonialism and forced migration. Drawing from the scholarship on colonialism with Nicholas Dirks (1992), Nicholas Thomas (1994), Bernard Cohn (1996) and Susanne Mueller (2014) who predominantly focus on the colonial past, but also recognize the present implications colonialism continues to exert for colonized people, I make the claim in agreement with Nicholas Dirks (1992, p. 23) that “colonialism lives on in ways that perhaps we have only begun to recognize.” From this standpoint, the paper also claims that the global community and above all, many in the European Union, turned a blind eye to the refugees and the disasters (Muscat, 2015), because the refugees remained for Europeans mere “objects conceived primarily as incomplete or imperfect rather than as peoples of a comprehensibly distinct kind” (Thomas, 1994, p. 71). I conclude that the outcome of the colonial experience has resulted in the biggest refugee crisis in Europe since World War II.

Carly Lesoski and Senta Goertler, Michigan State University, “Developing intercultural communicative competence through telecollaboration: Creating opportunities for all learners”

Cultural knowledge is key in all modes of communication in this global world, yet it has been noted that learning a language does not necessarily increase intercultural communicative competence (ICC) (Schulz, 2007). Many hail long-term study abroad as an ideal context for cultural exchange and linguistic development, yet this experience is not always accessible to students, and when it is, it does not automatically meet expectations (Ramsay, 2009). In order to facilitate ICC learning and prepare students for a world of greater mobility, telecollaborative exchange can be an option to bridge inequalities in capital (financial, social and linguistic) that may bar students from spending long sojourns in the target community. This poster outlines a telecollaboration project between university students in the US and students in Germany. Two students are used as comparative case studies. Christine has a high German proficiency and is returning from a year-long study abroad in Germany. Andrea has a relatively low German proficiency, and was able to spend 6 weeks abroad during the summer. Both students’ ICC development throughout communication with their partners located in Germany are discussed. To conclude, an analysis of Christine and Andrea’s level of success in developing ICC is presented, as well as a discussion of the ways telecollaboration addressed their unequal capital.

Raphaela Schlicht-Schmälzle, Michigan State University, “GlobalCitizensVR: A virtual reality program for teenagers from around the world to promote global citizenship identities”

The program “Global Citizens VR” is a Virtual Reality (VR) classroom in which we bring together teenagers from around the world to enhance their global citizenship identities. Global Citizenship Education is a core goal of the UN resolution “Transforming our world: the 2030 Agenda for Sustainable Development” Target 4.7. Global Citizenship means a social group identity that crosses the own national, ethnic, and cultural borders. Global citizens sense a belonging to a global humanity, have a wide circle of empathy with human fate around the
world, appreciate diversity, are aware of their global interconnectedness and interdependence, and share a set of universal moral values. The immersive technology will enable maximally realistic and therefore truly social encounters between youth who might normally not have the opportunity to meet. It enables “travelling” to faraway places and thereby makes the world more conceivable for everyone. Similar to a flight simulator, VR enables us to exercise social interactions, for which we in real life only have one trial. Finally, VR enables experiential learning, so that students learn in game-based and truly interactive projects. We pursue three dimensions of learning goals that are supposed to be related to global citizenship identities: social-emotional skills (e.g. empathy or openness for diversity), cognitive civic knowledge about supra-national organizations and issues, as well as communication skills (conflict resolution). In a pilot cohort we are planning to integrate teenagers from Michigan and Egypt but seek to expand the program to high schools all over the world in future cohorts.

Poster group 4: Building resilience and supporting marginalized groups

Laura Wyper, University of Toronto - OISE, “Marginalization, displacement & resistance in Adult Basic Education in Ontario, Canada”

This research looks at changes in basic adult education policy in Ontario, Canada, related to first and second order policy affects, including issues of access, marginalization and displacement. Twenty-four Literacy and Basic Skills (LBS) practitioners/administrators in the province of Ontario were approached for semi-structured interviews. Using four student demographic scenarios, the researcher examines the second order policy effects of LBS policy changes for seniors, developmentally delayed adults, English as a second -or additional- language users, and multi-barri ered adult learners. Using these interviews, the researcher looks at the reasons and ways types of community mobilization, displacement and resistance are, or are not, happening across the province related to the recent LBS policy changes, and practitioner/administrator response. As neoliberal trends can be seen at global and local levels, the author also looks at neoliberal conceptual framing, and the implications of these processes in terms of social equity in education.

Deanna Childress, University of Notre Dame, “The relationship between cultural capital and school engagement and school dropout”

Within the sociology of education literature, cultural capital (valuable behavioral traits that parents impart to children) has been investigated in its relation to academic achievement and attainment. While some researchers have suggested little to no direct causal effects of cultural capital, other researchers have found convincing evidence of cultural capital effects on schooling, depending on family social background characteristics. The latter suggests that the investigation of cultural capital effects on schooling outcomes needs to be explored further. Considering this, I explore the possibility that cultural capital works largely as an indirect, but important, determinant of schooling success through school engagement.

A lack of school engagement (student’s level of attachment to schooling) has been determined to be a significant contributor to high school dropout. Cultural capital researchers have found evidence of differences in classroom behaviors related to levels of cultural capital and socioeconomic background, but few have examined these differences in relation to attachment or engagement with schooling. In addition, while some researchers have begun to examine engagement as an educational outcome, none have examined whether cultural factors may influence engagement. To this end, I investigate the relationship between cultural capital and school engagement, as well as the associations among cultural capital, engagement, and high school dropout.

I find that, as predicted, cultural capital is significantly associated with school engagement. I also find that cultural capital is significantly associated with high school completion. Findings also point toward the importance of cultural capital during early development, reading, and student excitement in school as key predictors of
continued schooling success (or failure). I conclude with a discussion of the implications of this project and promising avenues for further investigation.

Wafa Hozien, Central Michigan University, “The inherent nature of education: Palestinian refugee resilience and discourse”

This paper is an examination of Palestinian women’s roles and agency in creating and reinforcing Palestinian national identity through continuous educative practices. 32 women were interviewed, as well as observing and participating in daily life amongst Palestinian refugees. This paper explored, through qualitative phenomenological methods, the tenacity, resilience, and strength that empowered Palestinian refugee women throughout their experiences. In-depth interviews were the main method of data collection. They showed resilience, tenacity, and resourcefulness when coping with refugee life. Their resilience is seen through their determination to provide for the families and normalize their lives.

Women are an important part of the preservation and continuation of specific aspects of Palestinian culture, which are passed down. Traditionally in research of refugees, women’s voices have been marginalized, and by drawing on stand-point feminist theory this research focuses exclusively on women's roles and women's voices in order to lessen this academic bias. The national identity of diasporic populations if formulated in a unique way due to the lack of a sovereign nation-state. It has not been until recently in academia that women have been studied in depth for their contributions to the formation of national identity among diasporic populations. The influences of schooling and the women’s experiences in society is investigated with several aspects of identity which play significant roles in the participants’ cultural identity construction. This paper examines how women construct their identities and express themselves through these activities, and it shows how these expressions influence the Palestinian collective narrative.

Jian Wang, Texas Tech University, “Chinese Han and Mongolian teachers’ beliefs of behaviors, learning, and teaching related to minority students”

Teachers from mainstream and minority backgrounds teaching in the same school contexts presumably hold different beliefs of learning and teaching about minority students due to their unique prior life and ethnic experiences. Teachers in similar school environments are also assumed to share beliefs of teaching and learning about their students because of the influences of their similar school contexts despite their different prior life and ethnic experiences. This study examines the two contentious assumptions by surveying the beliefs of behavior, learning, and teaching that the mainstream Han and minority Mongolian Chinese teachers in the same school contexts hold about their Mongolian Chinese students. It found that the two groups agreed that teachers’ inadequate planning and management were the major sources of their students’ behavior problems while students’ home backgrounds, abilities, and efforts explained their learning failure or success. Both believed that students’ emotional and social problems were more important than their learning problems for them to attend to, and their expertise in helping students develop self-worth was more important than their expertise in curriculum and pedagogy. Both preferred to vary teaching standards, content, and methods to accommodate students’ differences and offer opportunities for students to discover things themselves.

Elizabeth Gil, Michigan State University, “Exploring Latino immigrant families’ community cultural wealth in a community-based space”

While in the U.S. parental involvement is widely accepted as essential to educational success, conceptions of what constitutes parental involvement and where parental involvement takes place differ depending on people’s background experiences and culture (Pérez Carreón, Drake, & Calabrese Barton, 2005; Zarate, 2007). Narrow views of parental involvement may lead to reproduction of existing societal inequities, especially for immigrant families who do not perceive schools as welcoming places (Dyrness, 2007; Turney & Kao, 2009). By understanding their constituents and identifying collective approaches that empower traditionally marginalized
families, community-based initiatives have engaged these families in order to improve outcomes for their children (Orr & Rogers, 2010). This qualitative study seeks to examine the ways in which a community-based program geared toward Latino immigrant families with school-aged children respond to their families’ cultural characteristics and needs to engage various forms of cultural capital (Yosso, 2005) to navigate their children’s schooling in the U.S.