

WEDNESDAY, NOVEMBER, 8

001. Parenting/Caretaking Room

Parent/Caretaker Room
7:00 to 10:00 pm
Hyatt Regency: Floor 1 - Pimlico A

002. Quiet Room

Quiet Room
7:00 to 10:00 pm
Hyatt Regency: Floor 1 - Saratoga

003. Registration

Registration
5:00 to 7:00 pm
Hyatt Regency: Floor 2 - Kentucky Suite

004. AESA Opening Reception & Louisville Leopard

Percussionists
5:30 to 6:15 pm
Hyatt Regency: Floor 2 - Regency Ballroom

004-1. AESA Awards Ceremony

Lecture
Session Organizer:
Luis Urrieta, University of Texas at Austin

004-2. Louisville Leopard Percussionists Meeting

005. AESA Opening Session

Lecture
6:15 to 7:30 pm
Hyatt Regency: Floor 2 - Regency Ballroom
Presenter:
Hollie Anderson Kulago, Penn State University

THURSDAY, NOVEMBER, 9

006. Parenting/Caretaking Room

Parent/Caretaker Room
7:00 to 10:00 pm
Hyatt Regency: Floor 1 - Pimlico A

007. Quiet Room

Quiet Room
7:00 to 10:00 pm
Hyatt Regency: Floor 1 - Saratoga

008. Gentle Yoga

Alternative Session
7:00 to 8:00 am
Hyatt Regency: Spire

009. Registration

Registration
8:00 to 5:00 pm
Hyatt Regency: Floor 2 - Kentucky Suite

010. Book Exhibit

Exhibit
8:30 to 5:00 pm
Hyatt Regency: Floor 2 - Kentucky Suite

011. AESA Executive Committee

Meeting
8:30 to 12:00 pm
Hyatt Regency: Floor 2 - Keeneland
Chair:
Luis Urrieta, University of Texas at Austin
Discussants:

Sue Ellen Henry, Bucknell University
Isabel Nuñez, Purdue University Fort Wayne
Pamela Jane Konkol, Concordia University Chicago
Kristal Moore Clemons, Children's Defense Fund Freedom Schools
Cleveland Hayes, Indiana University at IUPUI
Madiha Syeda, Miami University
John Lupinacci, Washington State University
Walter S Gershon, Rowan University
Sheron Andrea Fraser-Burgess, Ball State University
Iesha Jackson, University of Nevada Las Vegas
Jeong-Eun Rhee, LIU Post
Kakali Bhattacharya, University of Florida
Hollie Anderson Kulago, Penn State University
T. Jameson Brewer, University of North Georgia
Tim Monreal, University of Buffalo

THURSDAY, NOVEMBER, 9

9:00-10:00am

012. Rethinking Education: Degentrifying Dual-Language Bilingual Education, Amplifying Refugee Voices, and Celebrating Newcomer Youth's Everyday Education

Paper Session
9:00 to 10:00 am
Hyatt Regency: Floor 2 - Cherokee
Participants:

Problems, Processes, and Possibilities: Literalizing Research on Urban Gentrification to Degentrify Dual-Language Bilingual Education *James A. Gambrell*, University of Northern Colorado; *Garrett Delavan*, Georgia State University
Scholars in dual language bilingual education (DLBE) have been using the concept of the gentrification to describe the process by which primarily White, heritage English speakers have mainstreamed and occupied DLBE narratives, spaces, and resources (Valdez, et al., 2016). We deepen this critique by putting the gentrification metaphor in more literal conversation with the work of scholars who have interrogated historical processes of settler colonialism to understand the gentrification of metropolitan space. We conceptualize three processes gentrification tends to pass through and incorporate those phases to understand what is happening in the politics of U.S. DLBE in the 21st century. In each phase we analyze processes that rearrange the spatial politics in material ways (bodies and resources) and discursive ways (narratives and policies). We end by re-examining these three phases to offer possibilities of equitable futurity in DLBE.

'A Land of Opportunities?': Refugee Students Discussing Race, Social Class and Ability in Education *Shehreen Iqtadar*, Rowan University

Historically, refugee students have been marginalized within host countries due to a combination of factors, including their background, education, language, country of origin, and psychological and emotional 'trauma'. This article explores the narratives of two first-generation refugee students to understand the factors beyond their refugee status (i.e., race, ethnicity, ability, and social class) that impact the students' educational and lived experiences in the United States. Using an interdisciplinary and pluralistic approach rooted in intersectionality theory and blended methods of double hermeneutics and narrative inquiry of refugee student voices, findings suggest a complex interworking of

racism, ableism, and class-based discrimination of refugee students through public policies such as housing and de facto school segregation. In particular, this article explores the English as Second Language (ESL) program, the national educational pathway to linguistic accommodation, as a formalized assimilation class-based project that preserves the hegemony of U.S. English within school settings.

Educations on the Move: Everyday Educational Practices of Newcomer Youth *Jordan Corson, Stockton University*

This proposal explores the everyday educational practices of nine recently integrated youth in New York City who all attend a newcomer high school. Informed from a larger ethnographic and historical project, the proposal will explore youth in and across various educational spaces. These educational practices provoke a possibility of educational life lived against the dominant logics of schooling.

Discussant:

Isaac Gottesman, Connecticut College

013. The Role of Extracurricular Activities in Youth Development and Academic Success

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 2 - Churchill

Participants:

A Democratic Critique of Youth Sports *Kurt Stemhagen, Virginia Commonwealth University; Kathy Hytten, University of North Carolina at Greensboro*

In this essay, we offer a democratic critique of youth sports, arguing that it is beset by numerous problems, including excessive costs, too much stress, not enough fun, family disruption, and opportunity hoarding by the privileged. Even worse, the current versions of youth sports, including school sponsored sports, primarily teach kids how to compete in the neoliberal order, marketing themselves in significantly individualistic, rather than team and community oriented, ways (paralleling the neoliberal dimensions of public education). We present relevant democratic theory and use it to frame crises in contemporary youth sports both to articulate their problematic consequences and to begin to suggest solutions. We provide a range of examples of how youth sports are increasingly corrupt before offering some suggestions about how to center the democratic dimensions of sport over and above the neoliberal ones.

Concerts, Games, and Dinners: Rural Educators'

Extracurricular Odes Owed to the School Community *Holly Marcolina, University at Buffalo*

Public high schools and their associated extracurricular organizations are a standard component of life in rural America. An educator's contribution to a rural school community in the form of extracurricular leadership is undocumented. Framed by the four elements central to a sense of community (McMillan, 1996; McMillan and Chavis, 1986), this multi-site critical ethnography seeks to capture how teacher-led extracurricular activities in rural schools foster a sense of community among teachers, students, and the greater public. Teachers from three rural towns that host annual agricultural-based community festivals were selected for their work as leaders of extracurricular student organizations. By situating teachers at the nexus of the school and local community, this study discovers the extent to which rural teachers perceive their extracurricular work is changing the world (Corbett, 2015; Freire, 2003) by creating a sense of community.

The Academic Impact of Extracurricular Activities in Freshmen during the Transition to High School *Karen Gerhart,*

University of Southern Indiana

The purpose of this correlational study is to explore the relationship between involvement in school-sponsored extracurricular activities and academic performance, specifically the number of failed classes freshmen year and grade point average, in high school freshmen experiencing the transition to high school at a large suburban high school in the Midwest. Extracurricular involvement may be an important factor in the success of students. Less failed classes and better academic gains can be made if involvement proves to be an important factor in success during this transition. Dewey's Experiential Learning Theory is a guiding theory in this study.

014. Exploring Intersectionality, Creativity, and Equity in Diverse Learning Environments

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 2 - Downs

Participants:

Human Education for Immigrant Children in Japan: Creative Coexistence in Society *Toko Itaya, DePaul University*

Japan's immigration issue is an important topic to consider as it reflects how people perceive different Other. As the number of foreign citizens increases, issues have emerged around education for immigrant children who are struggling to fit into Japanese public-school environments (Freiermuth et al., 2022; Nae, 2022; Tokunaga et al., 2022). Scholars argue that a lack of educational support is partly due to a homogenous nature of Japanese educational system that imposes conformity to the Japanese dominant narrative on immigrant youth (Gordon, 2015; Kobayashi & Tsuboya, 2021; Tokunaga et al., 2018). Applying undocumented critical theory (Aguilar, 2018), this paper aims to demonstrate Daisaku Ikeda's notion of human education (Ikeda, 2021) can be a means to combat the attitude among Japanese people that immigrants are inferior because of their cultural and linguistic differences.

Gender/Race Intersectionality Creates Privilege and Invisibility in the Elementary School *Christopher Michael Hansen, University of Tennessee Chattanooga*

This study explores the discourses surrounding men elementary teachers through feminist Collective Memory Work methods with a group of elementary-teaching men (the term men is a deliberate choice for gender research). Through collective analysis the ten participant-researchers (all men current or former elementary teachers) identified a number of intersectionalities, including race and gender, which is illuminated here in the experiences of an Asian American man teacher. This work provides significant insight into the intersectionality of gender and race in the work lives of men and women educators which can be used to promote a more equitable work and learning environment as part of feminism's "movement to end sexism, sexist exploitation, and oppression" (hooks, 2000, p. 1).

Discussant:

Yixuan Wang, University of Georgia

015. Equipping Teachers and Navigating Institutional Control, Recruitment, and Retention

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 2 - Seneca

Participants:

"My Training Did Not Prepare Me.": Supporting Teachers, Building Bridges to What We Owe Students *Danielle Ligocki, Oakland University*

Pervasive feelings of fear and being overwhelmed are the central themes in this case study that examines the experiences of new

teachers. More specifically, this study focuses on teachers within their first three years of teaching and their level of self-efficacy as it relates to teaching for diversity, equity, and inclusion. Additionally, the study also sought to make sense of the barriers that exist to enacting this kind of teaching in elementary school buildings and classrooms, as well as the support that new teachers say they need. In general, new teachers describe feelings of fear, a lack of time to do all that is expected of them, and an overall feeling of simply being overwhelmed. This study centers the voices of new teachers and highlights the shortcomings of current teacher preparation programs, as well as ideas for how to support new teachers on their journeys to becoming transformative teachers.

The Burden of Autonomy: The Lesson Plan as a site of Institutional Control and Teacher Autonomy *Madhu Narayanan, Portland State University; Anne L Shields, Relay Graduate School of Education; Taylor Delhagen, Relay Graduate School of Education*

How much influence should teachers have over their work? Schools have typically allowed teachers great discretion over their classroom work, but recent institutional changes, particularly the rise of charter schools, have increased the use of prescribed curricula and scripted lesson plans. We studied how teacher perceptions of their autonomy were influenced by their institutional context. We surveyed 157 teachers on their perceptions of teacher autonomy, and interviewed a selection of those teachers. We found teachers lesson planning to be heavily regulated, though with great variance across contexts. This regulation sometimes resulted in teachers feeling a stronger sense of autonomy because of a perceived sense of control, while teachers with fewer supports described the stress of constantly producing rigorous lessons. "Autonomy comes with such a burden," is how one teacher described it. These perceptions were deeply influenced by experience, content knowledge, and trust in their administrators.

Discussant:

Gardner Seawright, University of Wisconsin-Whitewater

016. Exploring the Challenges and Opportunities of First-Generation Faculty and Single Mother College Students

Paper Session
9:00 to 10:00 am
Hyatt Regency: Floor 1 - Belmont

Participant:

Still First-Gen After All: Critical Analysis of Scholarship on First-Generation Faculty and Future Research Proposal *derria byrd, Marquette University; Noreen Siddiqui, MU*

Although scholarship well-establishes the tribulations and triumphs of first-generation college students, none systematically addresses first-generation faculty (FGF)—faculty were first in their family to graduate from college. This paper responds to this gap by investigating existing scholarship focused on FGF, which suggests that being first generation continues to be a salient identity for many FGF and that it shapes their interactions, experiences, and behaviors within the academy, including dispositions toward equity-oriented organizational change. To address absences in this scholarship and to spur needed investigation, this paper concludes by advocating for development of an intersectional FGF research agenda focused on how this first-generation status influences FGF experience, beliefs, and practices as well as variation by social status groups (e.g. race, ability, gender). Given definitional, demographic, and methodological concerns, we offer guiding questions to frame systematic inquiry into FGF outcomes and practices. Implications for equity in higher education are addressed.

017. Inclusive Education for a Digital World

Paper Session
9:00 to 10:00 am
Hyatt Regency: Floor 1 - Pimlico C
Participants:

Critical Education for Democracy and Artificial Intelligence *Steven Paul Camicia, Utah State University*

Artificial intelligence (AI) has provided opportunities and challenges to communities and schools. The increasing speed and pervasiveness of AI development and implementation have compelled a better understanding of AI's implications for our communities, students, educators, and K-12 settings. The ethical implications of AI have been central to current discussions. This paper presentation explores the conceptual linkages between AI ethics and critical education for democracy. Critical education for democracy focuses on discursive structures that are exclusionary in communication and action. For example, binary choices and algorithms in applications structure what can and can't be communicated. By focusing on the alignment of critical education for democracy and AI, this paper proposes that posthumanism stances can create opportunities to form collaborative relationships between educators, students, and AI. This creative, collaborative approach can focus on social issues and inequalities during student inquiry, discussion, deliberation, and action.

Creating a "Just and Equitable Cyber World" by Applying CRT to Big Data *Yaereem Lee, The Pennsylvania State University*

In line with this year's theme of "social imagination" to improve the present and future," I propose the creation of a more "just and equitable cyber world" by attempting to extend CRT and intersectionality theory to the virtual world. We need to use CRT to examine how race and racism are reproduced and perpetuated in the virtual world. Therefore, by collecting and quantitatively analyzing five years of internet news articles from "Big Data" and conducting case studies in parallel, I hope to actively apply CRT to online education systems to help identify and solve the problem of equal access to education and create a more equitable virtual culture.

Discussant:

Andrea Abeita, University of New Mexico

THURSDAY, NOVEMBER, 9

10:15-12:00pm

018. Educational tales, tails, and talking back to coloniality: Curriculum, policy, and literature as educational sites

Panel
10:15 to 12:00 pm
Hyatt Regency: Floor 2 - Churchill

This panel centers critical questions about education, policy, and curricula and possibilities of (re)imaginings and delinking from modern/colonial education projects through five papers. Paper 1 examines the ways children's literature and media bring children into the modern/colonial nation-state. Paper 2 explores how targeted political messaging reaffirmed Indigenous erasure and mobilized communities of Color against one another in a recent recall election in San Francisco, CA. Paper 3 theorizes the Uyghur curriculum of karwan (caravan) and explores how the theorizing of karwan can encourage us to think otherwise about curriculum and education. Paper 4 works to restore the policies of recruitment of elementary school teachers in Senegal to show what these policies show about the ways coloniality is sustained and resisted. Finally, paper 5 looks at the onto-epistemological boundaries and colonial legacies that permeate

EFL and language teaching preparation programs in Chile.

Participants:

Paw Prints of Coloniality: Animal Characters in Children's Literature and Media *Alexandra Allweiss, Michigan State University; Kyle Chong, Michigan State University*

Chinese Americans and the Life of Washington: Disrupting settler colonial binaries and Indigenous erasures in San Francisco's public schools *Kyle Chong, Michigan State University*

Uyghur Curriculum of Karwan in Transnational Educational Experiences *Reyila Hadeer, Michigan State University*

"Trying your luck": Restorying teacher recruitment policies in Senegal *Rachel Lockart, Michigan State University*

Epistemologies of servitude: Possibilities in a feminist and sociopolitically responsive language teacher education in Chile. *Romina Peña-Pincheira, Gustavus Adolphus College*

Chair:

Alexandra Allweiss, Michigan State University

Discussant:

Eujin Park, Stanford University

019. Roundtable A

10:15 to 12:00 pm

Hyatt Regency: Floor 2 - Regency North

019-1. Roundtable A Table 2

Roundtable Session

Participants:

Building new worlds: The development and implementation of an ethnic studies community education program *Crystal Charity, University of Maryland, College Park*

As secondary-level ethnic studies (ES) is institutionalized, researchers must continue to learn from current ES educators, including those who are not formally trained or working within school settings. Taking up this call, my critical, qualitative study examines how four female, Asian American undergraduates designed a community-led Asian American Studies program for local high school youth of color. Using critical race methodologies, I sought to answer the following question: How is an out-of-school K-12 ES curriculum developed and implemented by a team of community educators? Findings show facilitators relied on an expansive community network, their decision-making was guided by a desire to provide youth with a model of education they did not receive in K-12 schooling, and youths' own interests and perspectives drove programming. My analyses of participants' decision-making practices point to instructional and curricular strategies pertinent to the development of future critical ES programs, both in and outside of schools.

Expanding the Boundaries of White Racial Imagination:

Supporting the Antiracist Praxis Among Postsecondary Education Staff/Administrators *S. Shiver, University of Utah; José Gutiérrez, University of Utah*

This session focuses on creating possibility within white racial imagination. It will address two main components of a study's research design - facilitation and a "racial imagination prompt". This project looks at how white staff and administrators in postsecondary education who identify as antiracist practitioners conceptualize antiracism in their roles and how they navigate tensions around their antiracist praxis. The racial imagination prompt will be used in the second phase of a study where we will conduct a focus group using a racial imagination prompt that addresses the tensions the participants identify in their own work. Qualitative analysis of the participants' responses will examine

how their conceptions and praxis shift due to the focus group.

The purpose of this session is to get feedback on the design of the imagination prompt and facilitation so that the study is designed to guide us collectively toward an expansive view of racial possibilities.

'We are magical creatures': a theory of children's cultural wealth *Jesa Rae RICHARDS, UNCG*

This paper proposes a theory of children's cultural wealth and argues for intergenerational exchange in education and public life through collaboration and equitable dialogue. Inspired by Yosso's (2005) community cultural wealth framework, I reappropriate Bourdieu's (1977) concept of cultural capital to describe five forms of capital common to young children's culture across diverse social contexts. I engage the complexities of childhood as a social location and problematize my positionality as an adult researcher by decentering notions of expertise. Drawing from scholarship in childhood and cultural studies, as well as my experiences with young people, I illustrate why it is imperative to respect communities of children as agents of valuable cultural production, call for the integration of their cultural wealth into approaches to education and solutions toward a more just society.

019-2. Roundtable A Table 3

Roundtable Session

Participants:

They've Beat the 'Nice' Out of Me Reflections of Student Interactions as a Black Woman Faculty Member *Martha A Wilkins, Lewis University*

They've Beat the 'Nice' Out of Me Reflections of Student Interactions as a Black Woman Faculty Member

Teacher's Critical Social Imagining: Struggling to Teach through an Era of Anti-CRT *Brittany A Aronson, Penn State University; Haniyeh Kheirkhah Abkenari, Pennsylvania State University; Elizabeth Hinchcliff, Penn State University; Miriam Ruzicka, Pennsylvania State University; Katherine Van Haren, Penn State University; Yaareem Lee, The Pennsylvania State University*

This study investigates K-12 school teachers' experiences teaching considering current legislation which restricts the use of Critical Race Theory (CRT). We argue that because of these restrictions, teachers have been cautious and concerned about how to address race and racism which has led some many to self-censor or not address any issues at all. The project uses ethnographic methods including focus groups, interviews, and document analysis to investigate how instructors perceive CRT and their experiences in different states where CRT-related concepts are banned. In this paper, the data collected from interviews and focus groups will be coded and analyzed utilizing narrative and theme analysis. Preliminary findings illuminate how the current political climate has changed the teaching and learning environment and provided insights on how crucial it is to supply a setting where educators may discuss these subjects informally and honestly while upholding academic freedom.

Solidarity Among the Radical Left: How Marxist-Humanism and Critical Race Theory Can Compliment Each Other *Lilia D Monzó, Chapman University*

The gravity of suffering and violence today require that we develop deep and nuanced understandings of the world and that we work in solidarity to solve our social problems. We must learn from different theoretical frameworks instead of eagerly tearing down one theory in favor of another. This will help us fight against the far Right that has orchestrated a fascist campaign against Critical Race Theory, claiming it racist and using this ruse to reduce education to an arm of the state. This paper examines the historical developments by which Marx's philosophy and Critical Race Theory have been positioned in opposition, arguing

for a reconciliation that can be found in the development of an Intersectional Marxism and in a CRT that reaches back to its historical roots to the anti-capitalist work of Frederick Douglass and Dubois. Our collective work is more likely to move us all toward liberation.

Transforming Deficit Perspectives About Communities Through Community Engagement: Implications for School Leader Preparation Programs *Kendra Lowery, Ball State University*

The purpose of this paper is to identify the ways in which a community-engaged project that resulted in a four-day field trip to increase knowledge about Black civil rights history and anti-racism, yielded opportunities for the development of asset-based thinking which can be applied to school leadership preparation. The central question is: What practices within a community-engaged project support the transformation of deficit-thinking in field-based experiences in school leadership preparation programs? Five frameworks undergird the project and its connection to transforming deficit thinking: communities of practice, critical reflection, community cultural wealth, community-based equity audits, and culturally responsive school leadership. Analysis of meeting transcripts and field trip artifacts reveal that equitable engagement with community members which yields critical reflection about racism and deficit-perspectives among faculty and principal candidates, may offer robust opportunities to develop culturally responsive school leaders who resist and dismantle deficit thinking.

019-3. Roundtable A Table 4

Roundtable Session

Participants:

Teaching, Learning, and Leading: The Other as a Portal *Leslie K Morrow, The Ohio State University*

“How do you matter to a country that measures your knowledge against a ‘gap’ it created,” asks Bettina L. Love (2019), co-founder of the Abolitionist Teaching Network. The question challenges current educational reform efforts, further exposing the academic industrial complex, which is built on the foundations of anti-Blackness, racism(s), and white supremacy. Along with the numbness that Amanda Gorman (2022) explores in her poem, the purpose of this working paper will examine teaching, learning, and leading while other during an increase in divisive concept bills in higher education, aiming to censor and restrict the diversity of perspectives especially Black and LGBTQ+ experience(s). Through my exploration of Black queer educators and converging across critical theories and methods, this working paper seeks to explore how Black queer educators resist diminishing their own ways of knowing in response to these bills to create a more equitable, inclusive, and just learning environment.

The Mis-Education of the Gen Z Black Male: Effective Career Services utilized to Navigate Workplace Discrimination *Michael L MCINTOSH, Virginia State University; Robert L Evans, Virginia State University*

The barriers to job advancement and upward mobility for African American men are more severe when race is considered (Lewis & Shah, 2021). Despite the progress of the HBCU Career Services; there’s a deficiency in their strategies to prepare African American males for the workforce. The article will illuminate the lack of knowledge of discriminatory obstacles (systemic racism, micro-aggressions, and explicit and implicit bias) shared by both the students and the HBCU Career Office personnel. This article will describe the history of HBCU University Career Services and discuss how HBCUs’ assimilation has led to a failure to prepare Gen Z Black men for discriminatory and racist employment practices. The article will conclude with the introduction of a research-based strategy to assist HBCU Career

Services offices in more ably preparing this target group in a) employment searches b) navigating the work environment and c) transitioning from one professional position to another

Toward A Soulful Mindfulness *Sean McClure, UNCG*

“Soul Music, in the 1960s, served as a vehicle for self-awareness, protest, and social change” (Maultsby, 1983, p. 51). Within the musical idiom of hip hop, soul music has and continues to provide a foundation for sonic and intellectual inquiry. This essay explores correlations between soul music and sociological mindfulness. Here the hip-hop sample aesthetic is foregrounded to posit two questions: what is soulful mindfulness and how can flipping and reimagining phonographic (soul) samples in hip-hop production be a site for soulful mindfulness? In this paper I propose that an Afrocentric framework of reclaiming, reimagining, and recalibrating serve as a connective bridge/conduit between soul music and sociological mindfulness thereby informing the usefulness of the hip hop sample aesthetic for what is being defined as soulful mindfulness.

019-4. Roundtable A Table 5

Roundtable Session

Participants:

Epistemic Violence in Schools: Exploring the Epistemic

Dimensions of the School-Prison Nexus *Martha Perez-Mugg, University of Illinois*

Recently, the scope of policing violence in schools has been expanded beyond the use of SROs to focus on the school-prison nexus (Annamma, 2017). Researchers have rightly identified the widespread role played by the carceral system in schooling. However, the epistemic dimensions of carcerality in schools has remained under theorized even as calls to interrogate the role of epistemicide in educational contexts have gained momentum. In this paper, I articulate the need for a clearer understanding of how disciplinary measures within schools engage in epistemic violence against Black and Brown youth. Employing epistemic violence as a conceptual framework (Spivak, 2009; Dotson, 2011), I examine the ways that schools engage in violence when they restrict students’ ways of being and speaking. In the end, I suggest that calls for abolition need to take into consideration the broader epistemic harms committed by disciplinary mechanisms as well as the structural dimensions of oppression.

Examining the politics of shame in community college:

Neoliberal practices of isolation and individualism *Michael Rifino, Graduate Center, CUNY*

The purpose of this paper is to examine how students’ experiences with shame manifest within the social and power-laden contexts of community college. Despite the burgeoning literature on emotions within higher education, this scholarship often relies on a psychological lens that ignores how students’ struggles with learning stem from structural inequalities, rather than individual psychological deficiencies. Thus, the current paper reports on a qualitative exploratory study that conducted and analyzed seven semi-structured interviews with NYC-based community college students, mostly working-class people of color. Specifically, this study draws on the feminist politics of emotions literature and queer theories to explore how students’ experiences with shame are connected to oppressive practices and ideologies that normalize isolation and individualism for learning in community colleges. Based on a thematic analysis, the findings reveal how working-class students of color are disproportionately targeted for shame and shaming within the oppressive educational practices of community colleges.

#RatchetQueerTeacher: Social, Emotional Well-being and Liberation Through Mindfulness and Hip Hop Therapy *Torie Wheatley, University of North Carolina-Charlotte*

The Covid-19 pandemic, respectability politics, and systemic racism are growing mental health concerns among “ratchet” Black queer womxn in educational realms. Ratchet is defined as “a cultural knowledge, performance, and awareness of an anti-respectability that can be shared across Black communities and is not bound by geography, social class, or level of traditional education” and influenced by Hip Hop culture (McEachern, 2017)(Morgan,1999). Since the start of the pandemic, mindfulness practices (yoga and meditation) have been shown to reduce stress and improve other chronic illnesses. Hip Hop therapy is a culturally responsive school counseling framework grounded in interventions through the process of writing, recording, and performing hip-hop music (Levy, 2012; Levy & Keum, 2014). This analysis will investigate the effectiveness of utilizing culturally relevant mindfulness practices and Hip Hop therapy to support the social and emotional well-being for ratchet Black queer womxn.

019-5. Roundtable A Table 6

Roundtable Session

Participants:

Ethnography, the self, and the image: Rethinking how we use the tools of Anthropology in educational research *Michael Lee Boucher, Jr., Texas A&M University- San Antonio*

This excerpt of an ethnographic case study explored teachers' understanding of their teaching relationships in classrooms of mostly African American students. The case study uses a critical ethnographic method (Anderson, 1989; Carspecken, 1996; Lather, 1986a, 1986b; Madison, 2012). It is openly ideological, being informed by Critical Race Theory (Kobayashi, 1994; Ladson Billings, 1998) and research investigating whiteness and privilege (Azoulay, 1997; Burkard, Juarez-Huffaker, & Ajmere, 2003; Lensmire, 2011; McIntosh, 1998/2004; Nakayama & Krizek, 1995; Picower, 2009; Stewart, Latu, Branscombe, Phillips, & Denney, 2012; Trainor, 2002; Ullucci & Battey, 2011; Ullucci, 2012) to seek understanding with participants about the White teachers' ability to negotiate their teaching relationships with African American students in segregated schools. In this paper, I explore the concept of self as various theorists have defined it and seek to reconcile the critical use of images in photo methods with the white supremacist project that is Anthropology and Ethnography.

A Genealogical Exploration of Gender, Sexuality, and Professionalism in Teacher Education *Laura Shelton, University of Houston*

By addressing this year's conference question: “what is the ‘ode we owe’ to our educational system;” this proposed paper presentation offers a genealogical analysis of literature as it seeks to address the gap in understanding by synthesizing historical and contemporary literature focused on gender and sexual normativity and professionalism in teacher education. By tracing the phenomenon across historical and contemporary literature, it will share findings across five themes: 1) Is teaching a profession?; 2) teaching as women's work; 3) training the mother-teacher; 4) mandating gender normativity – then and now; and 5) dress code, race, and gender performance in teaching. The results of this essay illuminate how teacher education promotes an idealized conception of teachers that hold hegemonic identities. By understanding the ways hegemony has influenced the field, teacher educators can imagine and create more equitable and diverse policies and teacher preparation programs.

Inside the Actor's Studio: An Ethnodramatic Reader's Theater Workshop on Arts Integration *John Samuels, University of Florida*

This roundtable is an ethnodramatic experience based on a dissertation study that sought to explore the perspectives of

preservice teachers on arts integration. Findings will be presented as an ethnodramatic script that capture the arts integration experiences of PSTs, which includes topics such as belief in their own artistic capabilities, supportive structures in place within student teaching placements and teacher education programs, and challenges presented by arts integration. This roundtable will be an immersive experience, where participants will engage in reader's theater workshop to act out scenes. Afterwards, a talk back session will occur where participants will answer prompts from the researcher, respond to the art, and discuss the research.

019-6. Roundtable A Table 7

Roundtable Session

Participants:

A Critical Discourse Analysis of “Student Resilience”

Certification: Adjusting to Extinction or Transforming Trauma? *Brian Kelleher Sohn, Carson Newman University*

In the last few years, the existence of a mental health crisis has been widely documented. Examples include government reports by the Surgeon General, advocacy organizations, and professional associations i.e., the American Psychological Association. In the world of higher education, a relatively recent type of initiative developed in part to address this crisis is a certification program in student wellness or resilience. In this paper, I conduct a critical discourse analysis of a particular online certification program in student resilience. Analysis focuses on the ways the discourse of the certification program curriculum constructs trauma and resilience. Discussion focuses on the ways the program encourages acceptance of, coping with, and adjustment to the status quo. Finally, I discuss the extent to which the program challenges participants to make justice-focused changes in their teaching practice and broader society in order to prevent and transform trauma.

Pre-Service Teachers: Self-Care or Simply Not Caring?

Danielle Ligocki, Oakland University; Andrea Beerwinkle, Sam Houston State University

As teacher educators and advocates for mental health care, we have noticed a tension that exists between the mental health care needs of pre-service teachers and the self-care practices in which they engage. While we choose to educate the whole person as we usher them toward becoming transformative educators, we have begun to grapple with the habits of pre-service teachers. With that in mind, this paper discusses the struggles we are seeing in the classroom and aims to understand how pre-service teachers define and enact self-care, in addition to what role social media may play in their understanding and habits

The identity positioning of ordinary college students in talent training system *Jin-Shan YUAN, +8615640439301*

The construction of higher education cannot be separated from high-quality talent cultivation, but the existing talent cultivation system often focuses on "top-notch talents" as the core concern, and lacks attention to the "ordinary majority" in the field of higher education, making the "ordinary college students" group a spectator of the talent cultivation system rather than a cultivated object; The lack of attention has led to various difficulties faced by "ordinary college students" in self-awareness and future prospects during their university learning process; There is an urgent need to solve the dilemma through various means such as repositioning one's identity, multi-dimensional approaches to cultivation, and intentional policy attention; It is also necessary to reflect on the new requirements and connotations of high-quality higher education talent cultivation system in the new era.

019-7. Roundtable A Table 8

Roundtable Session

Participants:

Social movement pedagogies: Understanding how and why teachers integrate social movements into their classrooms *Asif Wilson, University of Illinois Urbana-Champaign; Steph Posey, University of Illinois Urbana-Champaign*

In this paper we, the co-authors of the study, unpack and analyze the experiences of a high school social studies teacher that integrated social movements into their classroom as a mechanism to center justice. Using interview data and conceptualizations of learning in social movements, we write portraits that illuminate how and why the teacher integrated social movements into their curricular and pedagogical praxes. Findings illuminate the systemic analyses that were developed from the teachers' participation in social movements and how she integrated her own and the students' social movement networks—experiences, resources, and actors of social movements—into her classroom in ways that connected to, created new, and extended her students' inquiries about oppression and liberation in their worlds. Implications for social studies teachers and researchers conclude the paper.

In Conversation: Stories of our Lives as Curriculum *Erin McCloskey, Vassar College*

Community-engaged teaching presents opportunities to build on the experiences of multigenerational learners across a community. When designed with the strengths of the members of the class in mind, teaching in the community supports a learning experience that connects professor-driven topics with the experiences of the students enrolled in the class. Centering students' experiences as the curriculum can also deepen understandings about systemic inequalities. This paper explores what happens when a class is moved off campus, enrolls clients of a community reentry organization and centers participants' experiences using critical storytelling as a response to the topics to be explored.

Critical Feminism and Christianity: My Intersectional Response to the Study of Curriculum in Light of Recent Events at Private Institutions in Indiana *Kristi Monesmith, Ball State University*

Using critical feminists and recent Christian feminists' works (Grumet, Apple, Ellsworth, Miller, Du Mez, Barr, and Byrd), I will be addressing the intersecting and current issues facing women in the spaces of school, church, and curriculum studies. How can I address the erasure of others throughout the vast Evangelical movement while also redefining a space for Christian women to not lose their voice? This critical work will be helpful for others who may be struggling to find themselves in a world of polarities, public or private. The significance of this work is to find more common ground between feminists and Christians, which could help to provide more allies and advocates to the topic of gender theory. It may also work to provide nuance or insight about Christian feminism. We can imagine together a future where each person has a voice, equal opportunities, and a hope for the future.

Curriculum Against Empire: Teaching the Military-Industrial Complex in the Anthropocene *Jerica Arents, DePaul University*

This conceptual study examines the unique role peace educators can play in curricularizing anti-imperialist, posthumanist education and action at the dawn of the Anthropocene. Considering a new rendering of the human as a geological force (Chakrabarty, 2009), American students must also examine their role as constituents of an imperial military power whose security infrastructure is a significant driver of climate change. This article

applies the philosophical perspective of posthumanism to the modern U.S. military-industrial complex, both problematizing the current order of knowledge that reflects an overrepresentation of the European man (Taliaferro Baszile, 2019) and the dualistic notion of human exceptionalism over the environment (Abbott, 2016). Posthumanist theorizing can offer students possible ways of knowing, being, and doing that interrupt systems of violence, promote peace, and build sustainable communities.

019-8. Roundtable A Table 9

Roundtable Session

Participants:

Exploring Queer-Related Policies on Rural English Language Arts Teachers' Practices *Joshua Thompson, Virginia Tech; Clint Whitten, Virginia Tech; Karin Kaerwer, Roanoke College, Virginia Tech*

Across the country, right-wing education policies are limiting the visibility of LGBTQIA2S+ identities in curriculum, discussion, and literature. Given the high rates of victimization and verbal abuse towards Queer youth in rural spaces (Kosciw et al., 2022; Palmer, 2012) policies that lead to erasure of LGBTQIA2S+ identities must be critically analyzed utilizing a rural critical policy approach (Brenner, 2023). Alongside a rural critical policy analysis of anti-Queer related policies needs to be an exploration of how these policies are influencing English Language Arts (ELA) teachers' curricular choices and practices. Therefore, the purpose of this qualitative study is to explore what influences, if any, recent policies focused on LGBTQIA2S+ topics have on rural secondary ELA educators' practices, including their choices regarding curriculum and classroom climate.

Military Bases, Teachers, and Gay Rights: A historical analysis of queer California 1940-1980 *Thomas Capretta, The Ohio State University; Kyle J. Williams, The Ohio State University; W. Walker Ballard, The Ohio State University*

This paper examines factors that contributed to California's notability as a bastion of queer culture with specific attention to educational policy between World War II and 1980. Considering these factors, California provided both the population and space for queer folk – including gay and lesbian teachers – to assimilate into straight culture while maintaining safe spaces in which to retreat and live as their authentic selves. Nurturing these spaces resulted in a social power that, through deliberate organization, morphed into undeniable political power. By examining education policy within the broader historical context of post-war California, along with vignettes that reveal the individual experiences of queer people living in San Francisco, a picture emerges of a struggle between evolving social sensibilities and the political establishment. Despite the hardships faced by the queer community in California and the nation at this time, this story is one of resilience, determination, and progress.

020. Poster Session

Poster Session

10:15 to 12:00 pm

Hyatt Regency: Floor 2 - Regency North Prefunction Room

Participants:

A Black Crit take on "The Misfortune of Man": Unpacking "Old Souls" in Contemporary Classrooms *Ebonie Bennett, University of Florida*

Over seven decades ago, Frantz Fanon argued in *Black Skin, White Masks*, "The misfortune of man is that he was once a child" (1967, p.206). Fanon's statement called me to reflect on the misfortune of many black students who maneuver through schools as adults masked in children's bodies (Gilmore et al., 2021; Epstein et al., 2017; Ladson-Billings, 2011). As protection and innocence are essential to experiencing childhood, I aim to

unpack how Black American children are more susceptible to harsh adult-like treatment and responsibilities (Jackson et al., 2014). Furthermore, this research investigates how black youth have historically been adultified in schools, contributing to anti-Black racism that permeates every avenue of our society. These “old-souls”, destined to grow up before their time, undertake an adult-like consciousness to survive as both object and subject of a misfortunate childless childhood.

Beyond Gender Binary: LGBTQ+ Community Needs

Assessment with Foucauldian Implication for Education
Dana M. Oleskiewicz, Kent State University; Andrew M. Snyder, Kent State University

Biological reproduction is dimorphic, gender identity is not. Expanding our imagination to understand is at the center of a culture war targeting the trans* community for social extinction. We witness a paradigm shift from conceptualization of gender binary to one that is fully inclusive of gender-variant people (Heasley, 2021). Healthcare that until recently was just between the patient, parent, and practitioner has now become a public movement to entirely remove medical decisions from families (McNamara et al., 2022). The implication of this targeted discrimination also plays out in classrooms (Martino, 2022). The goal of this presentation is to compare real-world experiences to critical social research. The Greater Akron, Ohio, LGBTQ+ Community Needs Assessment will be used as scaffolding to examine this population (Snyder et al., 2022). A discursive exploration is done through the lens of feminism within a Foucauldian tradition to challenge gender inequalities (Shook et al., 2022; Bunsell-Evans, 2019).

Girls Don't Go to School: Uncovering the Lived Experiences of a Tejana Growing up in the Westside of San Antonio *Melissa Anne Garza, Texas A&M University San Antonio*

The qualitative research conducted on the life history approach highlights the importance of lived experiences through a series of extensive interviews documenting the life of the individual's personal and social development from the 1940s to the present. This life history research project will inform researchers the importance of preserving family history, learning from it, and accepting it as a part of our own identity by embracing the past and demonstrating ways family history can become an integral part of our life journey. The knowledge acquired through these experiences builds the foundational background consisting of these experiences that in turn shape the identity which sustains them, provides the substance of who they are, and houses the factors attributed to the transformations and successes resulting from the knowledge instilled in them over time.

"I don't teach mathematics, I teach children": Teachers' success stories from an Indian holistic school *Sneha Bhansali, University of Iowa*

India has been trying to shift from 'teacher-centered' classrooms to 'student-centered' classrooms for decades. However, most Indian classrooms are still predominantly characterized by rote-learning (Brinkmann, 2015). This ethnographic study explores the cultural practices and rituals of a holistic school in India as it urges teachers to go beyond considering mathematics as a subject that is traditionally taught in a lecture-based fashion that is only about the definitive. In particular, the focus is on how three teachers understand the student-centered, holistic education philosophy and intent of the school and implement it successfully in their mathematics classrooms as they primarily remain in the learner's mode. The alternative definition of success and the focus on building relationships and environment form the core of teachers' success stories, which can serve as a learning place for other teachers on this path of discovering the role of mathematics in the holistic development of a child.

Implementing Forest School in a Public School's Early

Childhood Years
Christopher Michael Hansen, University of Tennessee Chattanooga

Forest school is a novel approach to classroom context that has been sporadically applied and mostly in private schools; very little research has been published beyond contextual description. This presentation discusses current outcomes of an on-going, longitudinal study comparing students, their families, and their teachers in a public elementary school housing both forest and traditional (in-building) early childhood (K-1) classes in the southeastern U.S.

Meaning-making Through Conversation: Duoethnography As A Methodology *Kayla Ritter Rickels, Northern Kentucky University; Kelly Fallon, Northern Kentucky University*

This article discusses the use of duoethnography as a research methodology within the context of Black Feminist Epistemology. Duoethnography is an emergent design form of research that emphasizes the use of dialogue and storytelling to create multiple viewpoints and allow for multiple truths to coexist. In practice, it tenets guide the design decisions for data collection and analysis. The authors emphasize the importance of centering an ethic of care and personal accountability in their research, as well as acknowledging power dynamics that may arise in the research process. Overall, the authors argue that duoethnography is a valuable methodology for meaning-making while also being reflexive and ethical, and outline how to leverage this methodology so that storytelling creates more accessibility to the content and its analysis.

021. The necessary (and missing) connection between Marx and Foucault in education: Noah De Lissovoy's notion of Violation.

Panel

10:15 to 12:00 pm

Hyatt Regency: Floor 1 - Belmont

Sometimes education is only able to look at its problems rather than really see them. It is necessary to see the attack on Critical Race Theory and LGBTQIA2s+ communities in education as expression of an invisible logic of violation. Panel participants will discuss how De Lissovoy's notion of violation might be the bridge between Marx and Foucault. Violation "...seeks not only to construct the normal and the deviant, but also to make the oppressed knowable only as broken and ineffective" (De Lissovoy, 2012a, 469). In addition, we consider practical implications of understanding and resisting violation, such as unpacking neoliberal-linguoracist in bilingual education, diminished civil discourse, and basketball in schools as a site of disruption. Finally, we move from analyzing the architecture of violation to an emancipatory analysis of the creative openings for critical social imagination.

Chair:

Raul Olmo Fregoso Bailon, The University of Texas Rio Grande Valley

Discussant:

Jeannette Driscoll Alarcón, The University of Houston

Presenters:

Graham B. Slater, Independent Scholar

Blanca Caldas, University of Minnesota - Twin Cities

Alex Joseph Armonda, University of Texas at Austin

022. The Generative Possibilities of CRT for Classroom Practice

Panel

10:15 to 12:00 pm

Hyatt Regency: Floor 1 - Pimlico C

As educators in the PK-20 spectrum grapple with how to live commitments to racial justice in their teaching practice, CRT provides a crucial praxis lens for attending to how racism is best understood as the cause of and context for inequitable educational outcomes. This panel responds to the 2023 AESA Annual Conference call to "...engage [our] critical social imagination" by precisely addressing "how we might use our theories and

pedagogical practices to respond collectively to ... the existential [and very real] threats...in today's education scene". From unique disciplinary and grade span perspectives, the panel explores how engagement with critical race theory transforms teacher practice and student learning "in ways that improve educational outcomes for Black, Brown, and Indigenous children and youth" (Lynn, 2019). Author(s) will have ten minutes to discuss a specific example from their work. The remaining time will be dialogue with the audience about implications for classroom practice.

Participants:

The Transformative Possibilities of Using CRT with Young Learners *Ronda Taylor Bullock, we are (working to extend anti-racist education); Daniel Bullock, Durham Public Schools*

America's Long History of Racializing Epidemics: CRT Critique and Lesson for Elementary Classrooms *Sohyun An, Kennesaw State University*

Using Critical Race Theory to Revolutionize the Elementary Curriculum *Benjamin Blaisdell, East Carolina University*

The Black Girl Gaze in Secondary Mathematics Spaces *Evan Joseph Taylor, Indiana University - Indianapolis (IUPUI); Crystal Hill Morton, Indiana University Purdue University Indianapolis*

Critical Race Possibilities for Civics in the Middle Level World History Classroom *Erica Kelley, Public Education Foundation*

Secondary Science Teaching Towards Critical Race Science Consciousness *Manali Sheth, University of Illinois Chicago*

Chair:

Daniella Ann Cook, University of South Carolina

Discussant:

Nathaniel Bryan, Miami University (Ohio)

THURSDAY, NOVEMBER, 9

1:30-2:30pm

023. Decolonizing Education: Exploring Indigenous Epistemologies, Podcasting, and Rasquache Resistance

Paper Session

1:30 to 2:30 pm

Hyatt Regency: Floor 2 - Cherokee

Participants:

Zapatistas Indigenous metaphorical epistemologies in the decolonial turn *Raul Olmo Fregoso Bailon, The University of Texas Rio Grande Valley*

This work shows how Zapatista metaphorical epistemologies can enrich the decolonial turn by revealing in what manner metaphors are decolonial epistemic vehicles for the construction of knowledge. Since the foundational raw material in education is knowledge, this complex epistemic discussion is critical on anti-colonial education. While the metaphor of El Muro y la Grieta unveils how to dismantle capitalism, the metaphor La Niña Defensa Zapatista reveals wherein to build a world where women can grow without fear. Beyond education or teaching, the discussion on knowledge is foundational. The banning of books, the attack on Critical Race Theory or LGBTQ+2 curriculum in schools, and the threats to eliminate tenure at universities are based on the idea that those books, CRT, or tenured professors are not teaching "real knowledge" so it is fundamental to talk about what is meant by knowledge, and therefore how such knowledge is constructed and through what channels.

Decolonize That! Podcasting a Graduate-level Seminar about

Decolonization in Higher Education *Pablo Montes, Texas Christian University; Marcellis Perkins, Texas Christian University; Nicole Wienberg, Texas Christian University; Kelcia Righton, Texas Christian University; Blake Lentz, Texas Christian University; Lea Lester, Texas Christian University; Kelly Phommachanh, Texas Christian University; Ryan Peterson, Texas Christian University; Jessica Alvarez, Texas Christian University*

This paper highlights the tensions of decolonization, anticoloniality, and Indigenous education in the context of a graduate-level class called Indigenous and Decolonizing Studies in Education. The authors (eight graduate students and a professor) have co-created a space encouraging vulnerable and open engagement in critical dialogue about the relationship between education and decolonial projects. As the semester progressed, a particular question continued to emerge, "can decolonization occur in a place like higher education"? We deploy a podcast method to describe our perspectives about the theoretical suggestions of decoloniality and what "decolonizing higher education curriculum" means to us. We believe that the project of decolonization urges us to transgress how the academy categorizes and creates hierarchical divisions between knowledges and, therefore, a podcast allows for knowledge to be easily shared and creates an archive where others can engage and expand with our emergent ideas about decolonization within the context of higher education.

Haciendo Rendir: Using a Rasquache Lens to (Re)shape, (Re)mix, and Resist Academia *Jasmin Patron-Vargas, Texas A&M University; Tim Monreal, University of Buffalo*

The paper explores the understudied role of rasquachismo in higher education institutions. Rasquachismo is a concept rooted in creativity, resourcefulness, and making do with what is available. Using a collaborative autoethnography methodology and Chicana/Latina feminist method of pláticas, the authors, two faculty of color in the field of education, consider how rasquachismo can be used as a tool for navigating and reimagining institutions of higher education. Preliminary findings suggest that rasquachismo can shape aesthetic expressions within the academy, assert community values, resistance, and cultural identity, and have pedagogical potential in higher education learning. The authors conclude by discussing the possibility (limitations) of rasquachismo to foster creativity, innovation, and authenticity in the academy, specifically in the field of education, and the limits of embodying a rasquache scholarly identity.

Discussant:

Bekisizwe S Ndimande, The University of Texas at San Antonio

024. Fostering Collaboration and Equity Between Black, Latino, and Asian Communities in Education

Paper Session

1:30 to 2:30 pm

Hyatt Regency: Floor 2 - Churchill

Participants:

Multi-Racial Owe-ness to Latinx and Asian

Engagement/Complicity in Anti-Blackness *Hannah Stohry, Bridgewater State University; Brittany A Aronson, Penn State University*

Our globalized society ignores centuries of racial divisions and hierarchies and actively extinguishes healing around race by perpetual systems of anti-Blackness. The U.S. 2020 Census reminds us that the white population is dwindling while the racial and ethnic diversity is on the rise in the U.S. (Jensen et al., 2021). U.S. policies, economy, and humanity are fundamentally built and reliant on "scientific" construction of racial difference, racialization, hierarchy, Blackness, and fear mongering around miscegenation (racial mixing) that condemns proximity to

Blackness (Hrabovsky, 2013). We as multiracial Latinx and Asian people rely on our own racialized entry points to explore Latinx and Asian racialization and engagement with anti-Blackness. Racial hierarchy positions our non-white and non-Black communities as honorary whites, and employs devious anti-human tactics to complicate solidarity and coalition. Our project invites engagement in consciousness-raising in borderlands as sites of transformation as possible creative methods of addressing structural anti-Blackness.

The Category Is - Black and Latino Queer Teachers Sharing Spaces in the Pursuit of Truth *Cleveland Hayes, Indiana University at IUPUI*

This paper speaks to the lived experiences of gay male teachers of color working in K-12 settings, to address the pervasive silences and attenuated presence of LGBT people of color in educational research. The study draws on the experiences of gay teachers of color to identify and analyze how the intersections of race, gender and sexuality impact these teachers' teaching principles, dispositions, and practices. The results suggest how an intersectional analysis of gay teachers of color can be used to inform social justice-oriented education across the P-20 spectrum.

"Can the system help us?" (In)equitable collaboration between Black and Latino/x families and urban public school districts *Sophia Rodriguez, University of Maryland; Lisa Pamela Lopez-Escobar, University of Maryland, College Park; Ting-Yu (Ariel) Chung, University of Maryland; Staci Pippin Kottkamp, University of Maryland*

This mixed-methods study examines the experiences of educational inequity in urban public school districts from the perspective of Black and Latino/x parents. Drawing on survey data from 140 Black and immigrant Latino parents, the study centers their voices and experiences of exclusion from district decision-makings. Parents report racism and discrimination as well as their attempts to build power and organize for equity. Implications for district practices given the surge of racial equity plans across the country are discussed.

Discussant:

Jean Swindle, East Tennessee State University

025. A Feminist Exploration of Power and Resistance in Education

Paper Session

1:30 to 2:30 pm

Hyatt Regency: Floor 2 - Downs

Participants:

Troubling my relationship with peer education in higher education: A feminist-informed autoethnography *Jaime Miller, Auburn University*

Described as "one of the most significant trends" (Greenfield, et al., 2013, p. 228), peer leadership is discussed regularly in the field of higher education. Peer leaders are relied upon to foster peer student socialization (namely peer socialization agents, see Linley 2015; Linley 2017; Linley 2018), support residential and new student programs (Ender & Kay, 2001), promote student retention (Tinto, 1993), and increase academic performance of students in college (Skipper & Keup, 2017). This reflexive feminist autoethnography (see Allen, 2022) was used to examine my relationship with peer leadership, particularly the ways that systems, structures, and grand narratives have influenced my experiences over the last 15 years as a practitioner in the field. Throughout the findings, I reveal the complex and power-ridden systems and structures of higher education that inform peer leadership programs and my experience with these initiatives.

A Postcolonial Feminist Study of Experiences of a Muslim Teacher at a Predominantly White University *Madiha Syeda,*

Miami University

In this research project, I focus on studying my experiences as a South Asian Muslim female teacher who wears an Islamic attire (Hijab) and teaches at a predominantly white university. Studying my experiences allows me to explore the construction of Muslim identity, the Islamophobic structures of higher education, and the development of Islamophobia over the past few decades. The presence of female South Asian Muslim faculty in United States universities problematizes the narratives of diversity because they do not always find a place. Female South Asian Muslim faculty experience a different kind of religio-gendered otherness. Using my own experiences as my data, I write stories that employ autoethnography as a postcolonial method of inquiry and disrupt traditional Eurocentric norms of research practice and representation. I find through my study that Islamophobia may be one of the existential threats that had not been much studied in existing research.

Tapestry of Freedom Social Imagination - a universe of new choices and meaningful connections *Felicia Cook, Wayne State University*

What you think you are is who you are. These are words that we have heard from many people. Why are we living in a society that continues to stifle creativity in a way we all can benefit from, and why not cultivate social thought that will help improve our understanding of oppression and exploitation? This paper will explore and challenge us to examine ourselves and utilize our social responsibility to help our communities through the social thought of Maxine Greene. It will also discuss the thread of Maxine Greene's influence on my life and how her approach has awakened my consciousness to the possibility of other perspectives. Several topics woven within this paper offer one to ponder and think without necessarily giving an answer.

Discussant:

Stephany RunningHawk Johnson, Washington State University

026. Social Media in Education: Exploring the Potential and Pitfalls of Digital Platforms

Paper Session

1:30 to 2:30 pm

Hyatt Regency: Floor 2 - Hileah

Participants:

Is It Worth "A Like?" A Question of Ethics: Jane Addams and Social Networks *Brad Toland, University of Alabama; Becky Atkinson, University of Alabama*

In the brave new world of social influencer "authenticity", the networks that we form are increasingly tribalistic and fraught with fear and anger. Users have limited control over and little realization of how commercial social networks manipulate their relations and desires in order to gain more profit, to our own detriment. We explore how Jane Addams' ideas about the nature and processes of in person community building, and membership in the tangible community might offer healing and amelioration. Addams' work with disparate immigrant groups exemplifies a vision and commitment to the possibilities intentional community building offers through imagination and problem solving. Her approach counters the fallaciousness created by modern social media. It binds people together through a shared sense of responsibility and a celebration of difference - traits that social networks reject due to their desire for ever greater profitability.

"TikTok Taught Me: Social media & sex education in the post-pandemic era" *Ana Carolina Fernandes de Bessa Antunes, University of Utah*

This paper analyzes participatory research with a group of late elementary school students (8- to 12 years old) of refugee and

immigrant backgrounds and the digital content they created for their peers. It focuses on digital technology as both a means to enhance gender and sexuality critical pedagogy and to enrich peer-to-peer teaching and learning. This paper addresses not only the current thread to any conversations about gender and sexuality with children but also presents the hopeful outcomes of when we do have these conversations with them.

“This Was NO Place for Me:” Teacher Social Media Protest of CMOs *Matthew McCluskey, University of Vermont; Madhu Narayanan, Portland State University*

After the murder of George Floyd, scores of social media accounts arose describing the lived experience of being Black at various educational institutions. One subset of accounts emerged on Instagram from teachers at no-excuses Charter Management Organizations (CMOs). Accounts such as @blackatuncommon and @survivors_of_successacademy created a striking form of digital protest in which teachers expressed anger, pain, and regret with their CMO experience. Using discourse analysis and content analysis, this paper analyzes the primary content patterns of teacher posts on CMO-based Black@ Instagram accounts. The social media posts provide a rarely heard first-hand account of the experience of being a BIPOC teacher in a CMO, an experience filled with surveillance, racism, trauma, and regret. We argue that teachers offer a visceral counter-narrative to the “woke” narrative championed by CMOs (Hernández, 2022) and call into question the proliferation of CMOs and their practices across the United States.

Discussant:

Keith E. Benson, Rutgers University - Camden; Working Together, LLC.

027. CASA & CFSE Business Meeting

Meeting

1:30 to 3:00 pm

Hyatt Regency: Floor 2 - Keeneland

Chair:

Peter C. Renn, Seattle Pacific University

028. Education in Crisis: Critical Reflections on Power, Resistance, and Transformation

Paper Session

1:30 to 2:30 pm

Hyatt Regency: Floor 2 - Seneca

Participants:

Resisting Whiteness: Reimagining Teacher Education for Candidates of Color *Sherry Deckman, City University of New York*

In the race, anti-racism, and social justice focused teacher education literature, much is written about the resistance—of the mostly white—preservice teachers to the lessons of their teacher educator course instructors. This literature often simultaneously presupposes the correctness or desirability of the teacher educators’ aims and actions and ignores the experiences of the teacher candidates of color. In the project, I draw on data from a larger collaborative autoethnography study to consider the ways in which I, a teacher educator of color, resist the lessons imparted by my teacher candidates of color while attempting to transform a required social foundations of education course to draw on the funds of knowledge of those same teacher candidates of color. This project sheds light on the ways whiteness can continue to infiltrate teacher education practice even when the intention is to thwart it.

The Day the Department of Education Invaded My Classroom: An Autoethnographic Account *Luke Anderson, Tennessee Technological University*

Recent legislation in Tennessee regarding “divisive concepts” or

policing books in classrooms has created a tense environment for educators throughout the state. Through autoethnographic reflections on these policies and their direct impact on me as a teacher, I explore the greater impact of such policies and the potential “chilling effect” they can have in silencing educators nationwide. Then, I discuss the implications of either choosing to speak out about these experiences in hopes of inspiring social activism to curb invasive educational legislation or choosing to remain silent, instead growing numb to policies educators often feel helpless to substantially impact. Ultimately, I argue for the former course of action despite the potential risks.

Endangered Education: Comparing the Professional Development Priorities of Charter and Traditional Public Schools *Tailyn Walborn, Miami University; Bryan Duarte, Purdue University*

Charter schools are an educational innovation that has attempted to coerce public schooling towards re-imagining its purpose. In this critical quantitative study, we use nationally generalizable data on teacher professional development opportunities in order to compare the priorities of charter and traditional public schools so that we can speak to the larger implications of these competing school market sectors. The findings reveal that charter schools are merely on their way to playing the game of student achievement well, while the TPS sector may be more attentive to a more universal educational focus.

029. Love, Empathy, and Justice

Paper Session

1:30 to 2:30 pm

Hyatt Regency: Floor 1 - Belmont

Participants:

What’s Next For SEL? Composing New “Odes” to More Equitable Futures *Jinan ElSabbagh, Oklahoma State University; Melvin C.-H. Chan, York University; Emma McMMain, Washington State University; Tonje M Molyneux, University of British Columbia; Brandon Edwards-Schuth, Washington State University; Adishi Gupta, University of British Columbia; Sequoia Dance-Leighton, Washington State University*

In this paper, we reimagine the potential of social and emotional learning (SEL) while acknowledging the critiques of SEL for its hegemonic and whiteness-centered regulation of emotions. We are currently creating a podcast series as a pedagogical and methodological approach to critical dialogue on SEL, including topics such as the relationship between SEL and social crisis, neoliberalism, and understandings of the “self.” As we review our conversations and engage in reflexivity, memoing, and thematic analysis, we note two overarching themes: (1) the grappling with SEL as both a transformative force and reinscriber of the status quo and (2) the deconstruction of SEL as a codified term into a more fluid interpretation of fostering social and emotional aspects of humanity. We seek to compose new possibilities for how we can understand the social and emotional worlds within which all beings live and aim to thrive.

Radical Love in Challenging Times: Interrogating White Saviorism, Fragility, and Innocence in K-12 Teacher Education *James A. Gambrell, University of Northern Colorado; Anita State University Bright, Portland State University*

The decision to become a teacher is often motivated by love, layered into beliefs about what it means to engage in a “helping” profession (Authors, 2016). However, what many good-hearted, teacher candidates may not anticipate are the ways in which they may be challenged to probe, confront, and eventually reshape their beliefs that may fall along the lines of White saviorism, fragility, and innocence. This trio of constructs fits neatly within the framework of Critical Race Theory (CRT), which has, of late,

been cast as monstrous by those outside of K-12 education. With growing passion, those most fearful or confused by CRT have called for any focus on race to be removed from school settings (Kearse, 2021). These calls for the elimination of CRT--based on gross misinterpretations of CRT--serve as an invitation to provide a more nuanced explanation of the ways CRT can be applied in educational settings.

Remembering to feel: Teaching and narrating without boundaries *Srikala Narayan, Teachers College, Columbia University; Maddie Neufeld, Teachers College, CU*

Our inquiry into the ordinary work of teachers as they go about enacting inclusive pedagogies presumes that "a person's experience must be listened to on its own terms first, without the presumption of deficit or flaw" (Clandinin & Rosiek, 2007). We simultaneously turn away from a human-centered agency opening up to the possibilities for thinking, feeling, doing, and being that are evoked when we imagine the teacher as non-sovereign, intra-acting, and becoming among bodies of schooling. We move frictionally (Springgay & Truman, 2018) through these frameworks as we attempt a narration of Yoomi, our focal participant. Departing from an exclusively "narrative mode of thought" (Bruner, 1996) we try not to focus on the meanings of events in which Yoomi is enfolded. Instead, we try to surface the multiplicity of entangled phenomena through writings that stay close to the event of analysis, such that we too, are caught in the narration.

Discussant:

Alex Joseph Armonda, University of Texas at Austin

030. Exploring Critical Race Pedagogy and Hip-Hop Education as Resistance in the Face of Adversity

Paper Session

1:30 to 2:30 pm

Hyatt Regency: Floor 1 - Pimlico C

Participants:

Towards a TrapCrit Perspective of Hip-Hop Education *Kelly Allen, Augusta University*

This work introduces a TrapCrit perspective of hip-hop education that acknowledges how trap music: 1) illuminates the systematically excluded counter-narratives of individuals experiencing oppression, and 2) rejects white narratives of respectability that attempt to dictate how individuals experience and make sense of oppressive lived experiences. Specifically, this work contends that trap music's exemplification of counter-storytelling, sociopolitical awareness, and the expression of joy as refusal can deeply transform the way we think about respectability and belonging in education.

CRT, Banned Books, and Anti-Teacher Legislation: How Pandemic Wedge Issues Morphed Into Attacks on Teachers *Brianne Kramer, Southern Utah University*

This presentation will discuss recent events of book banning, anti-CRT legislation, and other types of curricular control that are happening nationwide. There is a direct connection between the parent/community groups that sprung up during the pandemic to fight against mask mandates, state requirements, and school schedules/modalities. Legislators and conservative/neoliberal groups have capitalized on the outcry and organizing of these groups in order to utilize them to carry out an agenda of attacks on the teaching profession. Historical aspects of curricular control will be also used to frame the current attacks. Data from a mixed-methods research study, which sought to measure teacher stress, burnout, and mental health will be shared to provide further context to teachers' experiences and thoughts about the curricular attacks.

Resisting Numbness and Embracing Hope: Self-Reflexive

Counternarratives of Critical Race Mothering in Suburban Schooling *Larissa Malone, University of Southern Maine*

This research shares three self-reflexive counternarratives that capture the ways in which a family navigates educational spaces in suburban schooling. All three counternarratives are unique in their criticality, yet are unified in their commitment to create positive change within educational systems for themselves and for others. Drawing from the theoretical frameworks of critical race parenting, racial socialization, and critical race theory, this research constructs the notion of critical race mothering, fusing black feminist theorizing and the historical and contemporary context of black motherism, into these established genres, offering a nuanced perspective. This research highlights that race and racism are co-constructed between mother and child and that the transmission of racialized knowledge is reciprocal, cyclical, and mutual. The experiences detailed in this work highlight critical race mothering as a mechanism that empowers through the engagement of critical consciousness, resisting numbness, and embracing hope.

Discussant:

Kristal Moore Clemons, Children's Defense Fund Freedom Schools

THURSDAY, NOVEMBER, 9

2:45-4:00pm

031. Women as Knowledge Producers in Indigenous and Decolonizing Education

Alternative Session

2:45 to 4:00 pm

Hyatt Regency: Floor 2 - Cherokee

This session brings together four women scholar-educators to explore the role of women in Indigenous, Anti-Colonial and Decolonizing Education. Drawing from critical, yet heterogeneous intersectional feminist traditions, the panelists share their personal and professional efforts in organizing for women and girls' rights in global contexts. The panelists first briefly articulate socio-cultural and political issues related to gender and sexuality within contemporary Ghana, Pakistan, Iran, and the United States. Panelists then share specific cases of women's contribution to intellectual, social and political frameworks for equity and/or sovereignty. The purpose of this interactive session is to investigate and celebrate the role of women in knowledge production and worldbuilding as a form of decolonizing education.

Session Organizer:

Lisa D. Weems, Department of Educational Leadership, Miami University

Presenters:

Haniyeh Kheirkhah Abkenari, Pennsylvania State University

Madiha Syeda, Miami University

Tahreem Fatima, Student and Graduate student at Miami University, Oxford, OH, USA

Phyllis Kyei Mensah, Miami University

032. Creatively Critical Social (Re)Imaginations: Practitioners' Actions for Educational and Societal Changes

Panel

2:45 to 4:00 pm

Hyatt Regency: Floor 2 - Downs

The purpose of this panel is to discuss how four practitioners engaged in creatively critical social (re)imaginings and took actions to effect transformative educational and societal changes in one southeastern US state as resistances to the numbness the current climate engenders. The

session will discuss these (re)imaginings and actions by equity-oriented educators for (1) building intercultural literacies in school-wide discourse; (2) improving the academic experiences of multilingual learners (MLLs) through teacher development; (3) providing professional development for teachers to (re)imagine curriculum and infuse culturally sustaining arts-based pedagogy; (4) developing and implementing a targeted young voter registration curriculum to increase rural youth voter participation. Cumulatively, this panel will provide insights into openings for critical social (re)imagination that better enable systems and structures to provide students, teachers, and the broader citizenry some of what we owe and are owed.

Session Organizer:

Shawn S. Savage, University of North Carolina Wilmington

Chairs:

Shawn S. Savage, University of North Carolina Wilmington

Julia A. Lynch, University of North Carolina Wilmington

Discussant:

Donyell Roseboro, University of North Carolina at Wilmington

Presenters:

Ruth Pitstick, University of North Carolina Wilmington

Brandy Metzger, University of North Carolina Wilmington

Andrea Perrone, University of North Carolina Wilmington

Joshua McGee, University of North Carolina Wilmington

033. Schooling and Abolition Feminism: CRT, Restorative Justice, and Fugitivity in a Neoliberal Landscape

Panel

2:45 to 4:00 pm

Hyatt Regency: Floor 2 - Gulfstream

Abolition feminist, decolonial, and Critical Race Theories (CRT) are critical for understanding the violence, racial capitalism, and patriarchy fundamental and intrinsic to United States school systems. These theoretical tools are potent for understanding school contexts and creating new contexts that center transformative and restorative justice, fugitive spaces, and the creation of life affirming institutions. To answer the question "What is "the owed that we owe" our planet?" This panel explores the ways CRT and abolition feminism can interrupt and dismantle systems of oppression as they live and are reproduced in primary, secondary, and higher education spaces. What does it mean to abolish the school? What is the difference between schooling and education? How can abolition feminist praxis transform schools?

Session Organizer:

British Reynolds, University of Illinois at Chicago

Presenters:

Hafsa Siddiqui, University of Illinois at Chicago

Jade Stone, University of Illinois at Chicago

Erik Elshire, University of Illinois at Chicago

British Reynolds, University of Illinois at Chicago

034. Invited Presidential Session: Black in Kentucky: Organizing for racial and social justice in the Commonwealth

Panel

2:45 to 4:00 pm

Hyatt Regency: Floor 2 - Hileah

This session will feature a discussion about community engagement and organizing among and with Black Kentuckians. Presenters represent university centers and community organizations in and around the Commonwealth of Kentucky who focus on education, economic, and racial justice.

Session Organizer:

Adrienne Dixon, University of Kentucky

Presenters:

Attica Woodson Scott, Forward Justice Action Network

Matthew Williams, National Association of Social Workers, KY Chapter

Marcus Jackson, Advocacy Based on Lived Experience (ABLE)

035. We breathe the We; practicing ubuntu epistemology through intentional ameinahani

Panel

2:45 to 4:00 pm

Hyatt Regency: Floor 2 - Seneca

This panel presentation focuses on the African diaspora relationship of the three panelists. We present our respective papers, focusing on how we practice a collective way of knowing, rooted in our Africana diaspora, ancestral lineages through intentional ameinahani. This means that we are applying ancestral modalities of teaching and learning in community through placemaking within colonized, racist structures for our self-determined lives. In this panel, we learn from our individual papers how Africana peoples navigate the colonial social structure they find themselves in. Panelist 1 will discuss their autoethnographic research on their current tensions with the Black church and their social justice work in the United States South. Panelist 2 will discuss Africana girls' and women's experiences in the United States education system. Panelist 3 will discuss Africana women's Garifuna cultural practices of building community through traditional African ancestral practices.

Participants:

"It's Complicated": Black people who are social justice oriented and have a tension-filled relationship with the Black church
Josette Ferguson, The University of North Carolina at Greensboro

Black Women Re/Membering Cartographies of Self: A Recollection of Being Black Girls in School
Jasmine Getrouw-Moore, The University of North Carolina at Greensboro

Lila Uyanü: Understanding Garifuna Women's Experiences Through Their Ancestral Traditions
Nodia Mena, University of North Carolina Greensboro

Chair:

Kendra Nicole Bryant Aya, North Carolina A&T State University

Discussant:

Kendra Nicole Bryant Aya, North Carolina A&T State University

036. Towards Epistemic Disobedience in Education: Refusing the Coloniality of Knowledge

Panel

2:45 to 4:00 pm

Hyatt Regency: Floor 1 - Belmont

Ngũgĩ wa Thiong'o (2012) argues colonialism was not merely a practice of capitalism and power to seize territory, because "colonialism was also a production of knowledge" where "the persuasion lies in the education system" (p. 31). Today, coloniality is alive in structures of school, in criteria for academic success, in common sense, in legitimized cultural capital, in self-image, self-aspirations and numerous other aspects of an individual's life and worldview (Maldonado-Torres, 2007). This session responds to the call to address education's "existential threat" to minoritized communities. It offers a vision for "epistemic disobedience" in education, which requires education to disconnect from and refuse Western epistemology. It is guided by the question: What are the possibilities for epistemic disobedience in education? The five papers theorize Black and Asian American epistemologies in ways that unveil the epistemic silences of education.

Participants:

Black eldership: Disrupting the unraveling of a critical and collective consciousness
Shakita Thomas, University of Minnesota, Twin Cities; Bisola A. Wald, University of

Minnesota

In this paper we explore the ways in which schooling systems in the United States contribute to the erasure of Black critical collective consciousness through intentional and disjointed fragmentation of Black eldership and collective memory. We draw on data from a critical qualitative study collected from middle and high schools serving Black students in the Midwest. We ask: How do schooling systems that decontextualize historical and political realities contribute to erasure of Black critical collective consciousness? We show how the unraveling of Black epistemology and political agency creates unresolved dissonance that enacts violence in the everyday knowledge construction and socialization of Black children. We propose alternatives that disrupt this unraveling and center critical collective consciousness based in Black eldership as a foundation for political agency.

HMoob eldership: A process and teaching *Thong Vang, University of Minnesota - Twin Cities*

In this paper I challenge deficit discourses about HMoob people and Hmoob education, such as “peb Hmoob tsis muaj kev kawm” (“HMoob people do not have education”) or “peb tsis muaj kev txawj hab kev ntse le lwm paab lwm pawg” (“We do not have forms of teaching and learning like others”). I maintain Hmoob people are agentic and reinforce our power to define ourselves as we have for centuries. I bring attention to our elders’ collective teachings and education for our children, relatives, and future kin. I theorize Hmoob eldership as pedagogy is a teaching process that roots Hmoob epistemologies in our elders. It is among our community’s many pedagogies and education methodologies that entangle us to our past, the present, and our future. I am hopeful that this work invites complexity to Hmoob epistemologies and cosmologies that add to the developing field of critical Hmoob education studies.

Khao jai as epistemology: Towards nourishing identity through Lao language *Diana Chandara, University of Minnesota, Twin Cities*

This autoethnography explores the ways compulsory English education harms epistemic knowledge, and ways to return to what Gloria Anzaldúa called “language as a homeland” with epistemologies particular to the Lao language. Epistemologies are embedded in languages. Schooling’s compulsory English threatens minoritized communities’ knowing and being when students do not have access to learning their heritage language. I suggest the Lao can be considered “people of the heart” because our expressions of thought, feeling, and emotion rely upon relations to the jai, or heart. While the literal English translation of khao jai is “to understand,” its interlinear translation—embodying the essence of meanings in experiences—is “to enter the heart”. I argue that Lao’s khao jai nourishes my critical consciousness, who I am, and how I move through the world while English’s to understand was a racial project erasing my cultural, ethnic, and language identity.

“We need to save their lives”: Hmong language teachers enacting new futures for Hmong language and culture education *Ariana Yang, University of Minnesota*

In this paper, I draw on the concept of worldview to make sense of Hmong American teachers’ leadership and activism in Hmong language education. I suggest Hmong worldviews manifest in values of relationality, reciprocity, and mutual survival. I show that teaching Hmong language is a moral imperative that “saves” the lives of Hmong American youth who have long been alienated from mainstream US schooling. The teachers enact new futures for Hmong language education by expanding Hmong language education programs, developing robust Hmong language curricula, and cultivating Hmong language teacher pipelines.

Pedagogy of vulnerability: A teacher’s epistemology to create an inclusive learning classroom *Bao Diep, University of Minnesota - Twin Cities*

This paper explores my experiences as a Vietnamese immigrant instructor who sought to create an inclusive learning environment in a graduate course that engaged students in difficult issues such as microaggression, white privilege, and anti-racist/anti-oppressive education. I detail the ways in which pedagogical practices that support students to express their vulnerability through reflective writing assignments, classroom projects, and meaningful discussions on controversial issues enhanced their capacity to examine their preconceptions and prejudices. Teaching students to be vulnerable is a way to transgress normative ideas of teaching and learning towards teaching as an act of freedom.

Session Organizer:

Bic Ngo, University of Minnesota

Chair:

Ramon Vasquez, University of Minnesota-Twin Cities

Discussant:

Ramon Vasquez, University of Minnesota-Twin Cities

037. The R&R Collective**Alternative Session**

2:45 to 4:00 pm

Hyatt Regency: Floor 1 - Pimlico C

Black women have an exclusive relationship with the United States deeply rooted in capitalism grind culture and tripartite oppression (Bradley, 2005; Hersey, 2022; Hudson-Weems, 1989 & Perlow et al., 2014). As a result of this exhausting relationship, two Ph.D. students seeking a moment to “just be” created The Rest and Resistance Collective, also known as the R&R Collective. The R&R Collective designed this space to be a haven of support to address Black women’s experiences at work, school, and society. This session is a call to action for Black women to prioritize rest and resistance. We are asking that Black women join us for an hour-long sister circle. Sister circles are support groups that build strength and courage (Dunmeyer et al., 2022; Neal-Barnett et al., 2010). The hour will be spent discussing the necessity of rest for Black women while providing a space to reflect and reset.

Participant:

The R&R Collective Anglesia Brown, Wayne State University; Michelle Taylor, Wayne State University

Black women have an exclusive relationship with the United States deeply rooted in capitalism grind culture and tripartite oppression (Bradley, 2005; Hersey, 2022; Hudson-Weems, 1989 & Perlow et al., 2014). As a result of this exhausting relationship, two Ph.D. students seeking a moment to “just be” created The Rest and Resistance Collective, also known as the R&R Collective. The R&R Collective designed this space to be a haven of support to address Black women’s experiences at work, school, and society. This session is a call to action for Black women to prioritize rest and resistance. We are asking that Black women join us for an hour-long sister circle. Sister circles are support groups that build strength and courage (Dunmeyer et al., 2022; Neal-Barnett et al., 2010). The hour will be spent discussing the necessity of rest for Black women while providing a space to reflect and reset.

THURSDAY, NOVEMBER, 9

5:00-7:00pm

038. Kneller Lecture Reception

Reception

5:00 to 5:45 pm

Hyatt Regency: Floor 2 - Regency Ballroom

039. George F. Kneller Lecture: Transgender Solidarity and Gender Out of Place

Lecture

5:45 to 6:45 pm

Hyatt Regency: Floor 2 - Regency Ballroom

Conservative attempts to erase gender diversity—directed at transgender youth in particular—have taken on new momentum. Schools are disrespecting students' identities, libraries are being censored, and families are being prevented from seeking gender affirming counseling. At the same time, transgender, nonbinary, and other gender creative youth are increasingly demanding respect. Education about and through gender is being prevented and sometimes criminalized precisely when all students and educators need to be considering gender in greater depth. The transgender rights movement attends to forms of gender diversity that draw more people into solidarity. This talk follows this strategy while also understanding different forms of gender have different needs, structural positions, and histories. Understanding how to balance a complex analysis of gender with a firm commitment to act in solidarity of gender diversities can teach us about and through gender, as well as resist how gender diversities are literally being pushed out.

Presenters:

Cris Mayo, University of Vermont

Walter S Gershon, Rowan University

9:00 to 10:00 am

Hyatt Regency: Floor 2 - Cherokee

Participants:

Home Connection: Partnering with immigrant families and communities during the pandemic crisis *Alisha Nguyen, Boston College*

The COVID-19 pandemic caused serious social disruptions and posed significant challenges to all families, especially immigrant families from low-income backgrounds. In particular, immigrant families with young bilingual children who speak languages other than English faced numerous barriers as they struggled to navigate remote learning with their children. There is an urgent need to design action plans that strive to mitigate the negative educational impact of the pandemic on immigrant families with young bilingual children. To address the immediate needs of immigrant families during the first year of the pandemic, this transformative mixed methods study presents a family engagement and home learning program called the Home Connection. This program was collectively designed and implemented to support 20 immigrant families with 42 young bilingual children from the Metro and Greater Boston Areas. Findings from this study demonstrate how the family participants actively engaged with and positively evaluated this program.

"I don't feel like I belong here": A mixed-methods study of school-community collaborations to reduce inequality for Latino immigrant youth and increase belonging *Sophia Rodriguez, University of Maryland; Lisa Pamela Lopez-Escobar, University of Maryland, College Park; Staci Pippin Kottkamp, University of Maryland; Katya Murillo, University of Maryland*

This mixed-methods study examines how districts and community-based after-school programs support the belonging and inclusion of Latino immigrant youth.

Examining Third Space in an After School STEM Program for Refugee-background Youth during Pandemic Times *Sherry Marx, Utah State University; Sarah Braden, Utah State University; Aryn Dotterer, Utah State University; Bolaji Bamidele, Utah State University; Lingga Sugganda, Utah State University; Tino Nyawelo, University of Utah*

This paper examines the moments of third space that emerged during the first year of an afterschool program for refugee-background-background youth focused on physics and computing through hands-on, culturally relevant and sustaining participation in cosmic ray research. In March 2020, what was intended to be a 2 day per week in-person, hands-on STEM enrichment program began instead as a completely online Zoom-based program due to the COVID-19 pandemic. In examining the 353 data points from the students involved in the first year of the program, including interviews, surveys, Zoom lessons, and various student projects, we found evidence of a productive third space where some constraints typical in education programs were dismantled and students and instructors thrived.

Discussant:

Dennis L. Rudnick, Metropolitan State University of Denver

046. Controversial Topics, Academic Freedom, and Ideological Diversity

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 2 - Churchill

Participants:

Shhh! We don't talk about that here: An Examination of Self-Censorship in Teaching. *Carolyn Ali-Khan, University of North Florida; John White, University of North Florida*
What is the cost of educators self-silencing? How have the forces

FRIDAY, NOVEMBER, 10

040. Parenting/Caretaking Room

Parent/Caretaker Room

7:00 to 10:00 pm

Hyatt Regency: Floor 1 - Pimlico A

041. Quiet Room

Quiet Room

7:00 to 10:00 pm

Hyatt Regency: Floor 1 - Saratoga

042. Gentle Yoga

Alternative Session

7:00 to 8:00 am

Hyatt Regency: Spire

043. Registration

Registration

8:00 to 5:00 pm

Hyatt Regency: Floor 2 - Kentucky Suite

044. Book Exhibit

Exhibit

8:00 to 5:00 pm

Hyatt Regency: Floor 2 - Kentucky Suite

FRIDAY, NOVEMBER, 10

9:00-10:00am

045. Collaborating with Immigrant Communities to Support Equity and Belonging in Education

Paper Session

of censorship pushed educators into the space of self-silencing? In our presentation we explore these questions, with a particular focus on censorship of sex and sexuality in high school and college classrooms. We ask questions about kinds of corporeal realities (individual and collective) are validated and acknowledged in educational spaces, and those that are erased and silenced. We use our research to specifically examine how both longstanding and recent prohibitions of discussions of sex and sexuality in education directly harms both educators and students.

Academic Freedom in the Era of Divisive “Divisive Concepts”

Legislation: What Academics Owe *John Petrovic, University of Alabama*

Academic freedom is the ontological spark of the university. Without it, the pursuit of knowledge, the questioning of ideas, the push toward innovation, and learning for democratic competence are all jeopardized. A university that does not protect it cannot rightly be called a university; it becomes, instead, an institution of orthodoxy. Academics, therefore, have a moral obligation to protect and advance academic freedom even as it is a legally ambiguous concept. In this paper, I define academic freedom, lay out its purposes, and discuss what academics owe toward its preservation in terms of personal and professional ethics. Our responsibilities here require understanding the relationship and differences between freedom of speech and academic freedom. They also demand understanding the relationship among democratic competence, expert knowledge, and disciplinarity, especially the extent to which the disciplinarity required for expert knowledge might become orthodoxy, undermining the very academic freedom that set disciplinarity into motion.

“Woke” Ideology, the F Word, & the Political Logics of the Panic *Scott Ellison, University of Northern Iowa*

The proposed paper takes up Paul Gilroy’s recent call to take seriously the rising tide of fascist and neo-fascist politics in the world-system today as an education problem. The paper will seek to bring analytic clarity to the category of fascism in order to analyze the on-going attacks against educational institutions in the US over the issues of race, history, and sexuality and to situate this phenomenon within dangerous political trends across the global north and south. And, the paper will conclude with a reflection on the educational questions raised by this analysis in an era of technocratic learnification and manufactured positivity.

Discussant:

Tim Monreal, University of Buffalo

047. Youth Empowerment and Resistance in Education

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 2 - Downs

Participants:

Solidarity, Critical Stalemates, and the Dilemmas of Youth Participatory Action Research *Miguel Abad, San Francisco State University; Jennifer Renick, University of Memphis*
This paper is inspired by critiques from recent years by youth participatory action research scholars who highlight the ethical dilemmas of the methodology. YPAR practitioners can be pressured to prioritize the demands of academia rather than relationships. In other instances, adults can unwittingly co-opt the work of their youth interlocutors. Other scholars have written about how young people are often put in harms way as they engaged in participatory research. While we agree with all of these critiques, we are worried that there is insufficient guidance for researchers and practitioners for participatory researchers who desire to challenge traditional research paradigms. Moreover, the heavy climate of critical literature can sometimes lead to a critical stalemate: a paralysis that discourages radical action. As such, the

purpose of this paper is to examine how solidarity may offer critical participatory researchers to engage in YPAR and productively move through its methodological tensions.

Identity Negotiation and Playful Resistance in a University-Based Youth Equity Intervention Program *Christopher Hu, University of Virginia*

Ethnoracial categories are socially constructed concepts of self and other actively maintained through interactional processes. Drawing from a year of ethnographic participant observation in a university-based youth equity educational intervention program, I focus specifically on the ways a small group of Latino students engage in identity work or processes of identifying as Hispanic. I find that the Latino boys hold varying and competing definitions of what it means to be Hispanic and contest each other’s claims accordingly. With organizational staff, the group—using identity-based resources—engage in what I call “playful resistance” to traditional authority figures and their educational efforts. I conclude by discussing the instability and negotiation of categorical membership but also the ways that educational settings contribute to processes of racialization and impose homogenizing categories upon youth.

Discussant:

Vernon Zachary Turner, University of South Carolina

048. Belonging, Identity, and Self-Empowerment in Schools

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 2 - Gulfstream

Participants:

Diagnosis and the Procession of Extinction: The Subversive Attenuation of Being/Nonbeing within/of the School *Brad Bierdz, University of Wisconsin-Madison*

The central question of the piece is an attempt to understand the significations, purposes, and effects of diagnosis within an educational space from a specific vantage of crip studies. Furthermore, given the conference’s topic, the paper is an intimate yet discursive reading of diagnosis as a means and process of nonbeing (extincting) students with particular diagnoses or continuously re-perceived diagnoses. For instance, paying specific attention to intellectual and cognitive disabilities, I want to more fully demonstrate how processes of diagnoses attempt to cordon off and control notions of being/nonbeing, defining some students in reference to being – “being” able to produce within the classroom and remain with the classroom – while others are defined as nonbeings – non-beings unable to properly produce within the classroom and/or non-students who are segregated, punished, intellectually ostracized, organizationally bullied, etc. within/of the school – beings that are not beings.

Learning in the schools of the majority: Experiences of Palestinian-Arab graduates of Jewish schools. *Orwa Sedawi, Ben Gurion University*

Integrating minoritized youth into dominant societies is challenging due to residual history (Gosine, 2008). Identity is shaped by family, community, and schools. The education system is a constant struggle for identity and social capital (Meshulam & Apple, 2010), making it important for understanding minoritized youth integration (Purkarthofer & De Korne, 2020). Studies on the integration of minority groups in the education system generally focus on immigrant communities (Stone & Han, 2005; Erman & Härkönen, 2017; Fordham & Ogbu, 1986) and minority groups in Western societies (Johnson & Vijver, 2018). Our study examined a relatively unexplored population, the indigenous minority, or the involuntary minority, whose relationship with the state is complex. In the Israeli context, the indigenous minority group – Palestinian-Arabs – sees its community as a fifth recruit

or enemy of the state.

Critical Consent Curriculum: Towards Ethical

Self-Empowerment in Schools *Boni Wozolek, Penn State University, Abington College*

Thinking at the intersections of curriculum theory and sound studies, this presentation explores what the author has named a “critical consent curriculum” by tracing the reverberations of sociopolitical and cultural norms that devalue consent as a critical part of schooling while normalizing nonconsensual relations across community contexts. This paper analyzes several data points from sonic ethnographic studies and serves as a call to action for teacher education programs.

Discussant:

Cassandra Guzman, Syracuse University

049. Innovative Approaches to Education: Black Home Education During the Pandemic, Spiral Curriculum, and Health Educator Training

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 2 - Hileah

Participants:

Hood Avenue Academy: Black Home Education during the COVID-19 Pandemic *Rachel McMillian, University of Illinois Urbana-Champaign; Asif Wilson, University of Illinois Urbana-Champaign*

Historical Black educational research has illuminated complex stories of resistance, resilience, and narratives of Black people as architects of Black education (Anderson, 1988, Givens, 2021). As such, this article aims to further advance this scholarship and continue the longstanding tradition of the fascinating possibilities of Black education in the midst of crises. That said this presentation explores the following research questions: •How did Black educators design fugitive spaces in response to the COVID-19 pandemic and anti-Black racism? •How do Black educators, children, and families describe educational possibilities in the midst of the COVID-19 pandemic? •How and what do these stories highlight about the future possibilities of Black home education? Through the use of portraiture methodology and Black placemaking as a conceptual framework, this work aims to capture the stories, perspectives, and memories of one Black family who engaged in Black home education at the onset of the COVID-19 Pandemic.

Looping and a Spiral Curriculum: Not Just for Elementary School *Danielle Ligoeki, Oakland Univeristy; Michelle Tindall, Oakland University*

As former K-12 educators who now work with pre-service teachers, we realize the importance of modeling research-based practices for our students that will enable them to enter their classrooms as transformative educators. However, we also realize that classrooms in higher education do not always function in ways that benefit learners. With that in mind, we followed two cohorts of pre-service teachers as they navigated a new teacher preparation program that implemented two practices from K12 education: looping and a spiral curriculum. This paper describes pre-service teachers’ experiences and thoughts as they relate to these practices and has implications for educators who work with future teachers.

Informal Health Educator and Teacher Training: Novice health educators’ develop cultural awareness in afterschool settings *Laura Shelton, University of Houston; Kathleen Ngyuen, University of Houston; Temperance Joseph, University of Houston; Jeannette Driscoll Alarcón, The University of Houston; Norma Olvera, University of Houston*

This proposed paper presentation will highlight a culturally

responsive professional development program that supports preservice informal health educators. Informal educators provide learning experiences for the community outside the confines of a traditional school day or structure. The Informal Health Educator and Teacher Training (IHEaTT) Program is a twelve-week training wherein undergraduate health majors learn Culturally Responsive Pedagogy and teaching skills needed to facilitate an afterschool program for sixth grade students of Color in their community. If accepted, this paper presentation will share the culturally responsive theoretical framework we used to plan and implement the program, as well as the asynchronous assignments, in-person workshops, and practicum experiences, and lessons learned from the first two iterations of IHEaTT. The IHEaTT program offers an innovative approach to professional development because it is culturally responsive and undergraduate health majors rarely receive training in teaching.

Discussant:

Walter S Gershon, Rowan University

050. Disability and Education: Exploring Inclusion and Accessibility

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 2 - Seneca

Participants:

Curriculum Theorizing as if Disability Matters in Post Pandemic Times *Nirmala Erevelles, University of Alabama*

In this presentation, I paint with broad strokes a portrait of the pandemic as a “long” moment of transformative possibility, with the wherewithal to discompose the ableist, heteronormative, white supremacist, and exploitative conventions of normativity. In this context, I describe how the labor of disability is deployed in even liberal and seemingly progressive rhetoric as the rallying cry for the reinstatement of the normal that focuses predominantly on the annihilation of disability rather than organizing around the “care work” (Peipsyna-Samarasinha, 2018) essential to our collective survival. I then describe the curricular implications of this analytical maneuver.

Reimagining Disability Intervention: Invitation to (first) Address Spatial Injustices *Dian Mawene, UW-Madison*

This paper situates racial disproportionality in school discipline and special education within the locally situated socio-spatial, historical processes of the community where schools are located. Drawing from a case study in a suburban school district in Wisconsin undergoing demographic changes, the paper is grounded in disability studies and critical geography. The paper indicated macro-to-micro physical and social exclusions ranging from municipality housing policies and practices to school district policies to day-to-day schooling practices through differential treatment in school discipline and conflating differences in racial/ethnic group, economic status, and residential areas with assumptions about problematic behaviors, intelligence, and disability. The study highlights that the exclusionary system within the suburban community and school is rooted in the larger context of exclusion at the community level, and interventions aimed at addressing racial disproportionality in school discipline and disability must address the larger system of exclusion at the community level as well.

Engaging Students with Blindness and Visual Impairments in STEM Learning: A Review of Intervention Methodologies *Ishtiaq Ahmed, The Ohio State University*

Based on visual limitations, students with blindness or visual impairments (BVI) experience insurmountable educational access barriers. STEM subjects, in particular, pose significant challenges due to their heavy reliance on visual resources, such as

tables, charts, graphs, and diagrams. Students with blindness or visual impairments must have access to STEM-related material through effective interventions and adaptive approaches. This review summarizes current intervention methodologies for BVIs in STEM education. The findings of this review indicate that BVIs can be engaged in STEM learning using various intervention methodologies: print access, speech access, braille access, tactile communication systems, and multimodal access. While recent technological interventions have considerably impacted contemporary STEM learning practices for this population, these interventions are only partially aligned with the accessibility needs of these students. The results may serve as a starting point for practitioners interested in engaging this population in these subjects.

Discussant:

Nirmala Erevelles, University of Alabama

051. Unlocking the Potential of Educational Research Approaches and Methods

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 1 - Belmont

Participants:

The Power of Mixed-Methods Community-Based Research in the Classroom and in the City: Designing Learning Communities of Quantitative and Qualitative Student Researchers *Alysa M Handelsman, Wofford College; Jennifer L Bradham, Wofford College*

This presentation describes innovative pedagogies that bring together students from a quantitative methods course and students from an ethnographic research course to take on community-driven research projects conceptualized by local grassroots organizations. Students in our courses become experts in their field and work together and with community collaborators to analyze data across disciplines. A goal of this project is to create spaces for quantitative and qualitative data to be in dialogue and to teach students the power of research and the weight different forms of presentations hold across audiences (e.g., statistical data, ethnographic vignettes, graphs, interview transcripts, maps).

Analectical Thinking in Data Analysis: An Inquiry After the Incomprehensible in Educational Research *Adam Martinez, University of Texas at Austin, Curriculum and Instruction*

Dialectical approaches to thinking and research play an important part in educational scholarship—especially and explicitly in those areas of investigation that call themselves “critical.” On the margins of the dominant, totalizing system, a theory (Dussel, 1974, 2022) is being worked that perceives its Otherness, not as something to be included or subsumed into capital/coloniality, but as a source of a distinct life. Analectics describes a transontological movement that can rupture the parameters of a fetishized system. Analectics represents a passage that is not driven by internal tension, but seeks to place the Whole in crisis via an ethical commitment and responsibility with and for Alterity. Educational research is a crucial site where the Other encounters the Same; this essay explores the implications of analectics for the thinking of educational research.

Reframing Predictive Variables of Reading Achievement for Immigrant Students: A Case for Quantile Regression Methodology *Molly McAndrew, University of Kentucky; Xin Ma, University of Kentucky*

This paper seeks to enrich discussions of suitable quantitative methodologies for studying the effects of predictor variables on student achievement outcomes in diverse populations. While mean-based regression is a well-known analytical tool, the

quantile regression methodology can provide better insights for individuals represented by data points that do not conform to the mean. Our study demonstrates the benefits of quantile regression through an applied research example using 2018 PISA data. We compare the results of mean-based regression models to quantile regression models when studying the effects of students’ motivations and beliefs on reading achievement for first-generation and second-generation immigrant students in four English-speaking countries.

Discussant:

Sandra Schmidt, Teachers College, Columbia University

052. Culturally Sustaining Education: Empowering LatinX Communities

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 1 - Pimlico C

Participants:

Abuelita Epistemologies: Creating Culturally Sustaining Lessons for LatinX Students Using Community Cultural Wealth *Katherine Espinoza Talati-Espinoza, Texas A&M University - San Antonio; Karen Kohler, Texas A&M University-San Antonio*

The study examines how LatinX children can strengthen their identities through authentic school-community collaborative partnerships by building on cultural and familial capital. A critical ethnography (Palmer & Caldas, 2015) was employed to explore the effects of utilizing a community artist to impart ancestral knowledge- abuelita epistemologies to students at a K-5 elementary school. Data were collected via interviews, students’ critical reflections, and drawings revealed how culturally relevant and sustaining pedagogies contributed to students’ understanding of the many levels of culture in relation to their own identity. Through the use of cultural sensitivity, *cafecitos* and *convivos* were incorporated as data collection sites. The findings further emphasize the importance of drawing upon subaltern knowledge, such as local community members, to challenge the traditional K-12 curriculum for LatinX students.

Think of the world We Carry: Latina Women Changing the Conversation of Parent Involvement *Juan Jose Garcia, San Antonio College*

Embedded in the study, is a description of parents who do not conform to nor meet “traditional expectations” of parental involvement. Through a decolonial feminist lens, this study challenges traditional orthodoxies and debunks deficit perspective research, as it illuminates how Latina women are deeply committed and involved in their children’s education. Central to this research are “snapshots” that capture how the women are significantly engaged in their children’s education in unscripted, unspoken and unperceivable ways that grew out of the community garden. This study offers an alternative paradigm that can be used to identify and develop parent participation. That through a community garden the Latina women were able to redefine the meaning and the conversation of what it truly means to be an involved parent. Ultimately, this study reveals and recommends that schools need to look for alternative ways for the basis of re-engaging, re-thinking, re-defining and re-framing relationship with parents.

Discussant:

Tania Ramalho, SUNY Oswego

FRIDAY, NOVEMBER, 10

10:15-12:00pm

053. Poetry Reading: Poetry as Essential Praxis for Activating Social Imagination and Connection

Alternative Session

10:15 to 12:00 pm

Hyatt Regency: Floor 2 - Cherokee

Because “[w]e are in reciprocal relationships with the natural world,” poet Ada Limón explains, “It is our work together to see one another.” This session will include readings by an international group of poets reading their original individual work and a choral poem co-created by the group for the conference. Through a multi-format performance—in-person readers, live zoom, recordings, and/or visual images, we seek to create an educative space, a space and place for multiplicity of perspectives, complexity, thinking and emotions; a space that responds to conference call questions through poetry and poetic language and visions. We invite session participants to bring their own poetry.

Session Organizer:

Mary Kay Delaney, University of Denver

Discussant:

Silvia Cristina Bettez, University of North Carolina at Greensboro

Presenters:

Paula Groves Price, Washington State University

Liza Bevams, Independent poet and artist

Christina Fiflis, Independent poet

Mansi Hans, Independent Poet

Dr. Sheree Mack, Independent academic

Trystan Popish, Independent Poet

Michal Rubin, Private psychotherapy practice and independent poet

054. Education in the Name of Ethics: Of Radicalisms vs. Criticality in Gender and Health in Schools

Panel

10:15 to 12:00 pm

Hyatt Regency: Floor 2 - Churchill

This selection of philosophical papers is based on a larger work on ethics and education that takes its charge from R.S. Peters' Ethics and Education. The premise of the contracted The Cambridge Handbook of Ethics and Education is that the field of ethics provides a critical cognitive apparatus for consequential education theory, research, and practice. The three papers on this panel undertake this task. In the domains of LGBTQ status, gender, and related health policy, they pertain to the discursive engagement of ethical traditions and standards with emergent forms of values and valuing as radical. The first paper uses Habermas's radical discourse ethics to examine the policy debates around transgender participation in school sports. The second paper explores the continuity of suffragette activism for women's rights for emergent understandings of gender fluidity. The third paper explores health policies and practices in schools, paying special attention to their ethical entanglements.

Participants:

Assessing Transgender Athletes and School Sport Policies:
Radical Ethics and Critical Dialogues *Barbara Dennis*,
Indiana University

Feminist Ethics and the Contradictions of Gender *Cris Mayo*,
University of Vermont

School Health Policies and Practices: Ethical Entanglements
and a Call for Criticality *Carolyn Vander Schoo*, *Northern
Illinois University*

055. Don't Eat the Plastic Fruit: Further Implications for

Preparing Graduates for the Dissertation

Alternative Session

10:15 to 12:00 pm

Hyatt Regency: Floor 2 - Downs

This year we are being asked to consider what brings us hope in the face of the ubiquitous assault on truth we all find ourselves living with. To heal, to empower and to face with conviction, that which hinders any ability to assume our full roles, as Maxine Greene declared, in the work of responding to and addressing the perils of the day. The assault on the truth permeates spaces beyond our libraries, K12 schools, and social and news media. Though certainly not malicious in intent, nor meant to deliberately hinder progress; higher education has in many cases left graduate students unprepared, lamenting the journey of advanced scholarship. Building on the foundation laid in *Your Mountain is Waiting*, this alternative session delves into the complex intersection of the dissertation committee, the graduate student, and the undeniable gap that threatens to permeate the emotional, psychological, and academic psyche.

Participant:

Don't Eat the Plastic Fruit: Further Implications for Preparing Graduates for the Dissertation *Cheli M Thomas*, *Concordia University River Forest*

This year we are being asked to consider what brings us hope in the face of the ubiquitous assault on truth we all find ourselves living with. To heal, to empower and to face with conviction, that which hinders any ability to assume our full roles, as Maxine Greene declared, in the work of responding to and addressing the perils of the day. The assault on the truth permeates spaces beyond our libraries, K12 schools, and social and news media. Though certainly not malicious in intent, nor meant to deliberately hinder progress; higher education has in many cases left graduate students unprepared, lamenting the journey of advanced scholarship. Building on the foundation laid in *Your Mountain is Waiting*, this alternative session delves into the complex intersection of the dissertation committee, the graduate student, and the undeniable gap that threatens to permeate the emotional, psychological, and academic psyche.

056. Autoethnographies: Reflections on educational experiences across different settings

Panel

10:15 to 12:00 pm

Hyatt Regency: Floor 2 - Gulfstream

Our panel presentation will be on our varying autoethnographies which are working papers for each of us. We each ask different questions but use the same methodology in different ways to answer them. Our autoethnographies are situated in reflexivity of our experiences in different arenas and our personal stories, thoughts, and opinions of these experiences (Hughes & Pennington, 2017). Two authors use the work of Wanda Pillow's "reflexive writing practice that challenges topics of equity and social justice" (Pillow, 2003, as cited in Hughes & Pennington, 2017, p.94). One of those authors uses composite stories to construct scenes and dialog (Ellis, 2004). The third author utilizes autoethnography "to bend back on themselves and look more deeply at interactions between self and other" (Ellis, 2004, p. 37). Together, our stories employ critical social imagination based on our own experiences and discuss the importance of studying and reflecting upon our areas.

Participants:

Behind the Fence *Molly Bloom*, *University of South Carolina*

The first author's evocative autoethnography is about her experiences as a teacher within a long-term secure youth correctional facility in the Southeast. She goes into detail about the conditions of the facility and the dysfunction of the systems in place to support the youth housed there. She also discusses the need for mental health and special education services for students as well as the experiences within the facility that cause disorders like PTSD. She mentions several of her students and how they are

exactly like regular children but are the victims of poverty and their environments which has led them to be locked up in cages behind a fence. None of her children would be where they are if it were not for society, and something needs to be done to shed light on what happens behind the fence and the long-term effects it has for the children's futures.

Scrolling and Strolling: Wilderness reflections from outdoor ELA classes *Kristie Clawson Camp, University of SC*

Presenter 3's reflexive autoethnography reflects on four semesters of teaching English language arts to high school juniors in a small-town public school in the southeast, USA. The story examines the teacher-researcher's attempts to incorporate outdoor literacy lessons to foster creativity, environmental awareness, and social interaction among students who seem especially reserved after two years of pandemic protocols. The writer interrogates her pedagogical decisions through stories of outdoor adventures shared with two classes of advanced students in an AP course and two classes of on-grade-level juniors. The autoethnography confronts issues of finding compelling nature writing that is representative of students' identities; complications that come with changing a classroom environment; and the SEL implications of teaching outdoors. Blending anecdotes, original poetry and photography, and excerpts from published nature writers, the teacher-researcher crafts an "ode of what she owes" to the pursuit of understanding her students and developing student-responsive, equitable teaching methods.

Queer Homecomings: Reflection on the bodymind *Jesselyn R Dreeszen Bowman, University of South Carolina*

The presenter will share stories from their autoethnography exploring identity, gender, disability, and how we come into ourselves. How do we come home, both to places and selves? The stories use queer theory and theories from disability studies, information science, and psychology to examine what it means to live in a politicized body. The author discusses information seeking, the role of community-sourced resources, and embodied knowledge within queer communities. Pulling from Chatman's theory of information poverty, the author reflects on what it means to be information poor as an information scholar. The autoethnography moves from Massachusetts to South Carolina and questions how to build a life as a queer and disabled person without queer infrastructure and social support. Combining stories and poetry, the author shares the history they carry with them into their research on queer people's information behavior and community building and lays the foundation for participatory resource creation.

057. Presidential Session: Ethnic Studies and the Social Foundations of Education

Panel
10:15 to 12:00 pm
Hyatt Regency: Floor 2 - Hileah

Session Organizer:
Luis Urrieta, University of Texas at Austin

Presenters:
Melissa Michelle Moreno
Theresa Montano, California State University Northridge
David Stovall, University of Illinois at Chicago
Tracie Noriega, Association of California School Administrators
Marial Quezada, The University of Texas at Austin
Celine Norman, University of Texas at Austin

058. Reimagining an Ethics of Practice: Attachments, Activism, and Academic Freedom

Panel
10:15 to 12:00 pm
Hyatt Regency: Floor 2 - Keeneland

This panel interrogates the ethical tensions in educational practice and the perennial problems associated with non-ideal, often messy, circumstances of power and (in)equalities associated with institutions of education. Although not all applications of ethics in education are rooted in the dilemmas of modern institutions, a great many result from clashing values that occur between the private individual and public institutions of modern schooling at both the K-12 and post-secondary level. Perennial questions taken up on this panel include: what happens when ethics become institutionalized, how should teachers be educated, trained, and/or developed, what is the role of speech and action in the life of the educator and the activist, and finally, how can our ethical commitments foster a more humane, democratic, and just future?

Participants:
The Ethical Dimension of Educating Educators: Cruel Optimism, Professional Development, and the Need for New Ethical Attachments *Jessica Heybach, Western Michigan University; John Lupinacci, Washington State University*
Teacher Activism and Ethical Speech: Strikes, Labor Actions, and Ethical Responsibility *Pamela Jane Konkol, Concordia University Chicago; Isabel Nuñez, Purdue University Fort Wayne*
The Political Necessity and Perilous Ambiguity of 'Academic Freedom' *John Petrovic, University of Alabama; Shelby J. Morris, University of Alabama*

Session Organizer:
Jessica Heybach, Western Michigan University

059. Breaking the Mold of Traditional Education Research: Advancing Scholarship with Alternative Research Designs

Alternative Session
10:15 to 12:00 pm
Hyatt Regency: Floor 2 - Seneca

In an effort to contribute to the growing discourse around critical research methodologies, this session explores nontraditional approaches to data collection and analysis. Oftentimes, traditional data collection dehumanizes participants in a misguided attempt to adhere to scientific principles of research. A growing number of scholars eschew traditional methods that extract from study subjects, opting for methods that center study participants as co-creators of knowledge. Along with engaging participants authentically and humanely, some scholars are also advancing creative research designs to unearth more complete answers to research questions. During this session attendees will take part in a conversation about a wide range of nontraditional research designs with a group of scholars who are experienced in using arts-related action research, participatory photography, community tours, collective music playlist assemblage, narrative mosaic analysis, and more.

Session Organizer:
Ryan Coughlan, Baruch College, CUNY

Discussant:
Tricia M Kress, Molloy College

Presenters:
Kelly Elizabeth Bare, Molloy College
Emily Bascelli, Molloy University
Kathleen Murray, Molloy University
Maria Cox-Vineyard, Molloy University
Eric Karahalis, Molloy University

060. Theoretical and Practical Visions of Critical Pedagogy: Social Foundations in the K-12 Classroom

Alternative Session
10:15 to 12:00 pm
Hyatt Regency: Floor 1 - Belmont

This proposal invites future educators into the larger community and conversations of social justice scholarship by presenting and attending the AESA Annual Conference in order to articulate and share their visions, based on teacher preparation course assignments, both theoretical and practical, of what social justice teaching looks like for them as they prepare to be instructional leaders. This work is also intended to assess and inform the teacher education program at Purdue University Fort Wayne (PFW), particularly the social foundations course EDU 34001 Education and American Culture, and the elementary social studies methods course, EDU 32500 Social Studies in the Elementary Schools.

Participant:

Theoretical and Practical Visions of Critical Pedagogy: Social Foundations in the K-12 Classroom *Donald Joe Ohlinger, Purdue University Fort Wayne; Thaylea Pierce, Purdue University Fort Wayne; Vivi Clark, Purdue University Fort Wayne; Kali Cooper, Purdue University Fort Wayne; Katie Hinkle, Purdue University Fort Wayne*

061. Elementary School Students and The Mexican Revolution: Utilizing Culturally Sustaining Arts Integration With Latinx Students

Panel

10:15 to 12:00 pm

Hyatt Regency: Floor 1 - Pimlico C

This session presents new research on culturally sustaining arts integration with Latinx elementary school students. During the 2022-2023 school year, students engaged in an arts integrated culturally sustaining learning experience that drew from theoretical foundations stemming from community cultural wealth (Yosso, 2005), specifically grounded in abuelita epistemologies (Gonzales, 2015; Yu et al., 2021). This session explores the different ways Latinx students' Funds of Knowledge (Velez-Ibanez and Greenberg, 1992; Moll et al., 1992) and Funds of Identity (Esteban-Guitart and Moll, 2014) were used to create meaningful curricular connections. We argue for arts integration that examines personal, cultural, and linguistic expression through the arts, where students are encouraged to creatively express their ideas and emotions in new and imaginative ways. Central questions were: How do we create arts integrated experiences that are reflective of Latinx students' cultural and linguistic identities? How can schools create bridges between Latinx students' home, school, and community?

Participants:

"That's my abuelita": Culturally Sustaining Funds of Knowledge and Arts Integration Utilizing Abuelita Epistemologies *Katherine Espinoza, Texas A&M University-San Antonio; Melissa Garza, Texas A&M University - San Antonio*

This qualitative study re-imagines the use of funds of knowledge through the use of arts integrated learning experiences that are culturally and linguistically sustaining for Latinx students. The present study examines how arts integrated lessons impacted the identity development of Latinx students through reflections, art work, and classroom lessons. Grounded in the concept of familial capital which derives from Yosso's (2005) cultural wealth model, the findings revealed that when schools make explicit connections to students' own funds of knowledge and funds of identity, they are able to develop positive conceptions of their own identity formation. Importantly, we highlight the role that community experts take in cultivating and growing these forms of subaltern knowledge. Finally, we offer recommendations for the field of curriculum writing in education which calls for re-imagining ways of tapping into students' funds of knowledge through arts integrated learning experiences (Gonzales, 2015; Yu et al., 2021).

Using Arts-Integrated Experiences to Impact Students' Historical Understanding *Karen Louise Boucher Burgard, Texas A&M University- San Antonio*

This qualitative case study uses photo elicitation to engage students and their families in discussions about the impact of culturally relevant arts-integrated experiences on the development of their historical understanding and the connection to their cultural and personal identity development. Using the conceptual frameworks of historical understanding (Barton, 2004; Barton & Levstik, 2004; Seixas, 1994; Vansledright, 2004; Wineburg, 2001) and racialized historical understanding (Epstein, 1998; Epstein, 2009; King, 2016), this study investigates the ways in which four families perceive the importance of learning about their history and culture in and outside of the prescribed school curriculum. The initial findings from this study demonstrate that the participants appreciated seeing themselves in these additional learning experiences and they provided a purposeful and intentional challenge to the historical erasure present in our current school textbooks and daily school curriculum (Garcia, 1993; Santiago, 2017; Sehgal, 2016; Waxman, 2021; Woodson, 2015).

Culturally Sustaining Arts Integrated Curriculum for LatinX Students *Justin Korver, Texas A&M University - San Antonio; Katherine Espinoza, Texas A&M University-San Antonio*

In the 2022-23 academic year we set out to challenge the narrative of innate artistic talent and practice a growth mindset in our collaboration. We intentionally modeled the central place of Latinx art in our cultural context by engaging artistic media that are important in the artistic heritage of our area. This has included creating watercolor of nopal cacti, chased metal milagros, collaging corn husk clothing for figures drawn in a Mexica codex style, and weaving tapestries using lap looms. We worked with teachers to integrate the learning from their art activities into the curriculum for students. The generational passage of haptic knowledge from big to little hands is central to the epistemology that has been the theme of our academic year. Activities focused on play, exploration, and development over a fixation perfecting objects. Teachers' confidence has grown and they have started to share their art within their school.

Convivios as conduit for cultural continuity: Revising the community narratives of pre-service professionals *Melissa Jozwiak, Texas A&M University- San Antonio*

As a counter-narrative to dominant characterizations of marginalized families and deficit-based family engagement, this work includes university students in the execution of the Convivio events. Undergraduate and graduate students pursuing degrees in education-related fields participate in Service Learning experiences at the Convivio events to develop skills in family and community-engagement, reflective of culturally relevant/ responsive and sustaining pedagogy (Gay, 2002; Hermes, 2005; Howard, 2003; Howard & Terry, 2011; Ladson-Billings, 1995a, 1995b, 2014; Paris, 2012; Paris & Alim, 2017). Research explores the impact of including pre-service teachers and early childhood professionals in the Convivio events as a Service Learning requirement. Specifically, how their participation affects their perceptions of families and their sense of self-efficacy in working with families and planning developmentally appropriate experiences. By including pre-service professionals, the project expands impact beyond the current school staff to include the schools, communities and organizations where these professionals will work upon graduation.

Exploring Culturally Sustaining Arts Integrated Experiences Through Ballet *Kimberly Stephenson, Tobin Center*

This case study investigates the intersection of community arts networks and classroom curriculum when current events, state history, a local ballet folklorico troupe, elementary students, and a professional ballet company combine in a shared stage experience. Investigating a culturally and linguistically validating

performance experience, we examine what structures were necessary for the performance to occur, challenges arising in response to state and national events, and how these manifested in the experiences of the teachers, students, and team involved. Based upon relationship between arts learning, authentic school settings, and educational impacts (Bowen & Kisida, 2022) and the concept of connected arts networks (Pepper, Dahn, and Ito, 2023), the study reveals insight into just how closely woven are context, empathy, curriculum, perspective, and the perceived and expressed value of culture identity. The paper concludes with insights and recommendations for other arts ecosystems that wish to map arts supported learning experiences.

Session Organizer:

Katherine Espinoza, Texas A&M University-San Antonio

062. Educational Studies Editorial Board Meeting

Meeting

12:00 to 2:00 pm

Hyatt Regency: Floor 2 - Keeneland

Chair:

Ming Fang He, Georgia Southern University

Discussants:

Bic Ngo, University of Minnesota

Michelle Bae-Dimitriadis, Pennsylvania State University

Boni Wozolek, Penn State University, Abington College

Suniti Sharma, Saint Joseph's University

Sophia Rodriguez, University of Maryland

Yining Zhang, Georgia Southern University

Pamela Jane Konkol, Concordia University Chicago

John Lupinacci, Washington State University

Ann Mogush Mason, University of Minnesota

Nirmala Erevelles, University of Alabama

Cleveland Hayes, Indiana University at IUPUI

Dawn Hicks Tafari, Winston-Salem State University

M. Francyne Huckaby, Texas Christian University

Awad Ibrahim, 1 (613) 562 5872

Isabel Nuñez, Purdue University Fort Wayne

Denise Taliaferro Baszile, Miami University

Tracey M Pyscher, Western Washington University

Min Yu, Wayne State University

Jason Goulah, DePaul University

Timothy San Pedro, Ohio State University

Leilani Sabzalian, University of Oregon

State University

When we imagine the potential of "CultCrit," we envision a "new hybrid intersectionality approach" in which culture and CRT theory blend to create unique identity experiences. This new theory of intersectionality is called "CultCrit" (a portmanteau of "culture" and "CRT") and can be illustrated through the stories of two women who are Mixed-Blood and Mixed-Culture. The purpose of this proposal is to center on the experiences and perspectives of these female students in predominantly white cultures and white-centered schools. The proposal seeks to identify and demonstrate how the experiences and perspectives of these students differ from white/mainstream students and how CRT can be used to promote diversity and equity in education. Based on the intersectionality of narratives, we envision that these new CultCrit-conceptualized "counter-narratives" we created will play an important role in critical race methodology as an analytical framework for educational research.

Trans-Temporalism & Integration as Disruption & Convergence in Research-Creation: An Afro-Caribbean Canadian Approach

Myrtle Sodhi, York University Graduate Student

In order to support artists of African descent adequately, research-creation or artistic research as it is referred to outside of Canada, needs a return to its queering and disruptive design. This disruption would allow for a trans-temporal approach to research-creation that does not displace African epistemologies. I will explore Loveless' assertion that what drives research-creation is a thirst for new knowledge which stands in opposition to what drives the artist in the Indigenous African sense—which is a focus on trans-temporalism. Borrowing from Springgay, an essential element to this paper will be the way a trans-temporal approach works to rupture the focus on futurity. Drawing from Afro-Caribbean Indigenous storytelling practices of Kwik Kwak and the role of the artist in the Dagara community I will outline the view of the artist as an "artisan of the sacred".

Finding Afro-Mexican epistemologies

Raul Olmo Fregoso Bailon, The University of Texas Rio Grande Valley

Afro-Mexican teachers exist only as an appendix in the construction of self-proclaimed "serious" knowledge. Afro-Mexican teachers are studied only as empirical objects; in other words, epistemically, they are not considered valuable active subjects in the construction of knowledge; therefore, the epistemologies they offer are considered only as fieldwork. Afro-Mexican epistemologies have been epistemically despised by the Western racist canon, in part, because these epistemologies are constructed through metaphorical vehicles of knowledge, musical or poetic epistemologies, which are considered to be "folkloric" expressions. The purpose of this paper is to take a decolonial look at Afro-Mexican teachers' narratives through primary resources and interviews with Afro-Mexican teachers in order to demonstrate that these narratives contain epistemologies for understanding one of the most serious problems in education: power. Therefore, Afro-Mexican teachers offer epistemologies of power.

Discussant:

Tim Monreal, University of Buffalo

064. Community and Kinship: A Multidisciplinary Exploration of Relationships and Learning

Paper Session

1:30 to 2:30 pm

Hyatt Regency: Floor 2 - Downs

Participants:

"It Changed My Whole World": Developing Fictive Kinship in Writing Groups *Kayla Ritter Rickels, Northern Kentucky University; Brandelyn Tosolt, Northern Kentucky University*

FRIDAY, NOVEMBER, 10

1:30-2:30pm

063. Reimagining Knowledge and Identity: Exploring the Intersectionality of Experiences, Research Approaches, and Knowledge Systems

Paper Session

1:30 to 2:30 pm

Hyatt Regency: Floor 2 - Churchill

Participants:

Exploring the Transformative Potential of "CultCrit"

Intersectionality: Counter-Narratives from Mixed-Blood and Mixed-Culture Experiences *Yaereem Lee, The Pennsylvania*

The high rate of doctoral students exiting their programs without completing their dissertation, particularly among those from marginalized populations, highlights the need for effective and differentiated support structures. Writing groups have been shown to support doctoral completion and the development of scholarly identity. Using focus group conversations, the authors explore how participants understand their perceptions of self and relationships with one another through the structures of writing groups. The analysis suggests that writing groups align more aptly to the conditions needed for a high-impact community of practice compared to compulsory support structures, such as Leader-Scholar Communities. These opt-in support structures afford the development of a doctoral fictive kin that can offer community and support in otherwise unmet forms. Our results suggest offering multiple approaches to create layers of supports for identity development and student success.

Abolishing the Family: (Re)Imagining Collective Social Action

Through Changing Kinship Models *Ramon Vasquez, University of Minnesota-Twin Cities*

In light of the increasing atomization and alienation of workers, it is becoming difficult to ignore the fact that current models of the “normal” family actually contribute to the threat of human exploitation. This threat no longer remains simply a dystopian nightmare beyond the horizon. While there remains a need for teacher educators to help students understand all types of families, including by recognizing the devastating effects of racialized capitalism on families of color, perhaps it is also time to start considering abolishing the family as a way of creating new pathways for epistemic justice. This paper explores efforts to change the course of our current trajectory by problematizing the model of the White nuclear family. While abolishing the family could have different meanings, I use the term here in the sense of expanding kinship and human care in ways that go beyond the model of the “standard” family.

Curricular Possibilities Through Collective Storying *Alycia Elfreich, Indiana University*

This project is as a critical interrogation of an interdisciplinary and collaborative arts-based curriculum designed to relationally entwine students in the recreation of the self/with. Pre-service teachers were invited to critically reflect upon their ideologies, ethics, ways of being, and acting upon and in the world through an examination of the performative nature of their identities and values as culturally responsive events. Their interconnected stories were traced through the lens of Critical Performance Pedagogy (CPP) (Weltsek & Medina, 2007, Giroux, 2001) that acknowledges that identities are in a constant state of emergence that create opportunities for students to engage in ethical, reflexive, and accountable actioning to cultivate a reimagining of professional responsibilities as teachers. Finally, I highlight the ways in which CPP decenters individualistic, dominant narratives and re-orient curriculum as a collective endeavor.

Discussant:

Sheron Andrea Fraser-Burgess, Ball State University

065. Building Antiracist Communities: Exploring Multicultural Teacher Education, Translanguaging Pedagogy, and Professional Learning

Paper Session

1:30 to 2:30 pm

Hyatt Regency: Floor 1 - Belmont

Participants:

Antiracist Belonging: Building Community and Exploring the Antiracist Praxis and Pedagogy of White Women Educators
Elizabeth Claire Spaulding, University of Georgia

This critical study of whiteness (Matias & Boucher, 2021) is guided by Black feminisms and explores the antiracist praxis and pedagogy of in-service white women educators. To engage in the struggle for justice, educators need models of continued accountability that demonstrate how missteps, moments of hindered action and various tensions are navigated within this commitment. Thus, to support preservice teachers to develop as antiracist, we must demonstrate how to remain invested and accountable to this work because “[a]ntiracism is not some ideal place where someone ‘arrives’ once and for all” (Shah & Coles, 2020, p. 596). Studies that reflect the ongoing process of engaging in antiracism can be particularly helpful in providing insights into the tribulations and successes that may accompany this lifelong process of (un)learning (Morales, 2022). Making the messiness and accountability transparent can aid in stimulating these critical interrogations and orientations with preservice before they enter the field.

The “Rashomon Effect” in Critical Multicultural Teacher Education *J. Eric Ruiz Bybee, Brigham Young University; Ramona Maile Cutri, Brigham Young University; Erin Feinauer Whiting, Brigham Young University*

Critical multicultural teacher educators face challenges in engaging prospective teachers in moments of personal and emotional reflection on a range of equity topics. This in-depth exploratory case study uses the “Rashomon effect” to explore a classroom “teachable moment” from the perspectives of 1) the teacher candidate, 2) the teacher educator, and 3) multiple classroom observers. Analysis reveals how learning opportunities are perceived differently based on the distinct social positionalities of teacher candidates & teacher educators as well as their negotiations of power and position within the classroom space. This study invites teacher educators to examine how they embody positions of power in the classroom and consider how they may plan to incorporate a multiplicity of student perspectives and experiences in their teaching.

Culturally Sustaining Translanguaging Pedagogy and LETRS Professional Learning: A Content Analysis *Laurie Elisabet Hahn Ganser, University of Minnesota - Twin Cities*

The Science of Reading Movement is riding a tidal wave of resources and has made its way into laws, policies, and pedagogical expectations across the country. Programs touted by the Science of Movement represent a narrow view of teaching reading focused on letter and sound recognition, decoding, and sounding out individual words (Townsend, 2021). Alongside this push for explicit instruction of foundational skills remain calls for culturally sustaining pedagogies that center, affirm, and sustain students’ cultures including language (Paris, 2012; Paris & Alim, 2014), and translanguaging pedagogies that engage el movimiento de corriente, the natural, dynamic flow of multilingual learners’ linguistic repertoires (Creese & Blackledge, 2015; Garcia & Kleifgen, 2020). This paper offers a content analysis of LETRS, a professional learning course based on the science of reading, through the lens of culturally sustaining translanguaging pedagogy, considering the ways in which this program fails to align with culturally sustaining translanguaging pedagogies.

Bilingual Preservice Teachers’ Virtual Libraries Project in a Multicultural Education Course *Karen Kohler, Texas A&M University-San Antonio; Katherine Espinoza, Texas A&M University-San Antonio*

This study investigates how participating in a multicultural education course impacted bilingual preservice teachers’ (BPSTs) conceptions of identity and how they were able to use their experiential knowledge to create a virtual library based on a variety of topics related to multicultural education. The authors focused on three preservice teachers’ written reflections,

interviews, and work samples based on a virtual library project. The authors describe the critical role BPST preparation programs have in developing coursework that provides opportunities for building a positive self-identity that values life experiences. Such opportunities foster BPSTs' ability to create lessons that are reflective of identity and diversity inclusive of culture, language, immigration, and LGBTQ+. Researchers have examined how teacher education programs should include opportunities to interrogate preservice teachers' own experiences in K-12. Few researchers have directly documented how to connect these experiences to preservice teacher coursework and create classroom resources based on these critical reflections.

Discussant:

Adam Martinez, University of Texas at Austin, Curriculum and Instruction

066. The Brain and Learning

Paper Session

1:30 to 2:30 pm

Hyatt Regency: Floor 1 - Pimlico C

Participants:

A Polyphonic Atlas of Spontaneous Compositions: First Graders' Contrafactual Reharmonizations of Everyday Educational Understandings *Walter S Gershon, Rowan University*

This is a piece of sonic scholarship. Parallel to visual forms of non-textual representation (e.g., ethnographic film), sonic scholarship is complete unto itself without the need of additional textual explication. The focus of this work is how first graders' knowledge of place and space are reinterpretations of organization and content that parallel deep compositional and melodic choices jazz musicians use in composition and improvisation. Combined, this work forms a polyphonic atlas, an ordering of the world that expresses children's expertise in negotiating sociocultural norms and values, questions of space and place, and the significance of spontaneous composing in everyday schooling

Cultivating Hope in Higher Education through a (Neuro) Divergent Lens *Cicely Jones, UNC Greensboro*

Asking **WITHDRAWN** we can learn about hope from a disability studies perspective, this project brings the lived experiences of disabled scholars into conversation with critical pedagogy, critical race theory, and queer theory, to draw connections between divergent experiences and discover how hope for the future of student success can be cultivated within the classroom.

Discussant:

Eleanor J. Blair, Western Carolina University

FRIDAY, NOVEMBER, 10

2:45-4:00pm

067. Radical Imagination in Educational Research: Push Methodological Boundaries~Performing Dissertation Research~Liberating Academic Writing

Alternative Session

2:45 to 4:00 pm

Hyatt Regency: Floor 2 - Cherokee

This is a continuation of dialogue on cultivating radical imagination in educational research by pushing methodological boundaries while engaging in research on the counternarratives of curriculum of schools/neighborhoods/communities in the contested U. S. South. In this session, multiethnic researchers present their dissertation works-in-progress

as they use Black Feminist methodology/Black Feminist narrative, composite counterstories, speculative essays, speculative/memoir, oral histories, Black speculative writing (e.g., science fiction, fantasy, magical realism, and Afrofuturism), and ethnography with young children as forms of inquiry into a wide array of topics. These researchers explore creative ways to push methodological boundaries, perform dissertation writing and liberate academic writing by diving into life, writing into contradictions, and living against oppressions in schools, families, and communities in the U. S. South. Theoretical traditions and modes of expression will be explored. Innovative writings engendered from the inquiries will be demonstrated. Potentials/challenges/future directions of creative inquiries and representations will be discussed.

Participants:

Radical Imagination in Educational Research: Push

Methodological Boundaries~Performing Dissertation Research~Liberating Academic Writing *Ming Fang He, Georgia Southern University; Peggy A Shannon-Baker, Georgia Southern University*

We live in a moment when laws are legislated to "dictate how teachers can discuss current events and the United States' history of racism, when "conservative parents and advocacy groups threatened school board members over mask mandates, vaccination requirements, and on-line learning," and banned books on race, social justice, equity, critical thinking, sexual orientations. In this session, a group of multiethnic researchers present their dissertation works-in-progress with radical imagination strategies. These researchers use Black Feminist Methodology/Black Feminist narrative; composite counterstories; speculative essays; speculative/memoir; oral histories; Black speculative writing (e.g., science fiction, fantasy, magical realism, and Afrofuturism); and ethnography with young children as forms of curriculum inquiry into a wide array of topics.

Exploring a Culturally Responsive/Relevant/Sustaining Third-Grade Social Studies Curriculum: An Ethnographic Inquiry *Lucia Benzor, Georgia Southern University*

Theoretically drawing upon culturally relevant/sustaining pedagogy (Gay, 2018; González, Moll, & Amanti, 2005; Ladson-Billings, 2009, Ladson-Billings, 2021; Paris & Alim, 2017) and critical social studies (Dunbar-Ortiz, 2014; Parker, 2015; Ross, 2014; Zinn, 2015) and methodologically building upon ethnographic studies with young children (He & Phillion, 2008; Igoa, 1995; Schultz, 2008; Soto & Swadener, 2005; Valdés, 2001; Valenzuela, 1999), I explore the third-grade social studies curriculum in my classroom, specifically using culturally relevant/responsive/sustaining pedagogy and students' funds of knowledge (González, Moll, & Amanti, 2005) and their learning interests to teach the Native American unit so as to promote their academic achievement in, cultural competence and critical consciousness for, the Native Americans' histories and cultures in the United States. It was my own miseducation about the histories and cultures of Indigenous Peoples and my lack of knowledge of my Indigenous ancestors from Mexico, that I became passionate about exploring this topic.

In the Midst but Nowhere: Cross-Cultural Narrative Inquiry into the Educational Experience of Three Women Doctoral Students with International Backgrounds in the United States *Ru Li, Georgia Southern University*

Theoretically drawing upon multiculturalism (e.g., Asher, 2001, 2002; Au, 2009; Phillion, 1999, 2002; Phillion, He, & Connelly, 2005; Phillion & He, 2007; Chan, 2007; Schlein & Chan, 2013), languages (e.g., Igoa, 1995; Soto, 1997; Valdez, 1996, 2001), cultures (e.g., Carger 1996; He, 1998, 1999, 2005; Igoa, 1995; Valdés, 1996, 2001; Valenzuela, 1999), identities (e.g., Delpit & Dowdy, 2002; Maalouf, Maalouf, & Bray, 2012), in-betweenness (He, 2003, 2006), exile pedagogy (He, 2010), diaspora

curriculum (He, 2021), Representations of the Intellectual (Saïd, 1994), Reflections on Exile (Saïd, 2000), and third space (Soja, 2010) and methodologically building on multicultural narrative inquiry (Phillion, 2002), cross-cultural narrative inquiry (He, 1999, 2022) and personal, passionate, and participatory inquiry (He & Phillion, 2008), I explore the experience of displacement and unbelonging of three women doctoral students with international backgrounds in the United States--feeling of belonging to nowhere but in the midst of contested places (He, 2010).

Toward a Curriculum of Empowerment, Imagination, and Wonder: Speculative Essays *Andrea Cramsey, Georgia Southern University*

Pushing beyond traditional dissertation inquiry methods, this dissertation is crafted as a collection of speculative essays (Schubert, 1991) that explore the dominant education standardization narrative in public schools and possibilities for an alternative curriculum of empowerment, imagination, and wonder. Inviting alternative methods for knowledge construction (Barone & Eisner, 2012; Leavy, 2015, 2017; Piantanida, McMahon, & Garmen, 2003; Shannon-Baker, 2021), I use collage (Gerstenblatt, 2013) and palimpsest (Shannon-Baker, 2021) along with speculative essays (Schubert, 1991). Building upon a wide array of literature such as democratic education (e.g. Apple, 2006; Apple & Beane, 2007; Biesta, 2016; Dewey, 1916), experiential learning (Dewey, 1938), imagination (Dewey, 1934; Eisner, 2004; Freire, 1970; Greene, 1995, Lake, 2015), and critical pedagogy (Freire, 1970; Giroux, 2016; hooks, 1994; Illich, 1972; Kincheloe, 2008), I illustrate standardization as a context of miseducation that perpetuates obedience and conformity and I interrogate how neoliberal ideology reduces students to commodified objects.

Cultivating Resilient Space for Black Women to Thrive: A Womanist Inquiry *Sadé Campbell, Georgia Southern University*

Theoretically drawing upon Womanism (Maparyan, 2012; Phillips, 2006; Ross, 2015; Taylor, 1998; Walker, 1983) and Black Feminist Thought (Hill Collins, 2000; hooks, 1990; Hudson-Weems, 1993) and methodologically drawing from womanist methodologies (Maparyan, 2012), I explore the resilient space for Black women to thrive in spite of all forms of oppression. The methods of social transformation utilized by womanists revolve around the activities of harmonizing and coordinating balance and healing within their communities. Using ten foundational methods of social transformation utilized by womanists: (1) harmonizing and coordinating; (2) dialogue; (3) arbitration and mediation; (4) spiritual activities; (5) hospitality and the politics of invitation; (6) self-care and mutual aid; (7) motherhood; (8) physical healing; (9) "standing in"; and (10) "fly-over" (Maparyan, 2012), I amplify Black women liberation through social justice transformative curriculum that creates space for the voiceless with the intent to understand the dynamic relationship between race, gender, knowledge, and power.

Pursuit of Happiness in Life and Education Through Value--Creating Pedagogy and Africana Womanism: The Emergence of a Black Lotus--A Memoir *Da'Veeda McClarkson, Georgia Southern University*

My dissertation is a speculative memoir (Gonzales, 2022) where I first compose my memoir (Barrington, 2002; Ledoux, 2006; Zinsner, 1998, 2004), and then speculate (Schubert, 1991) the memoir. I explore my lived experience as a Black queer woman living in the U. S. South in search of happiness in life and education. Building upon two major theoretical traditions--Africana womanism (Hudson-Weems, 2020) including African womanism (Ogunyemi, 1985) and

ecowomanism (Harris, 2017, 2020) and the pedagogy of value creation for the pursuit of happiness (Ikeda's works 1992-present; Makiguchi's 1881-1988), I explore the interconnection between spirituality, environment, and humanity, and absolute happiness through value creation, cultural community, and holistic wellness. Transgressing traditional research by composing a speculative memoir is an act of creative resistance against all forms of oppression and living as learning through Buddhist humanism in a world of "increasing complexity, uncertainty, and fragility" (He, 2021, p. 639).

Contemporary Chinese Parenting Anxieties: A Multiperspectival Cultural Analysis of a Chinese Telenovela: A Love For Dilemma *Yining Zhang, Georgia Southern University*

Using Kellner's (1995) multiperspectival cultural studies (although adapted for a Chinese context) as both the theoretical framework and form of inquiry, I critically analyze *A Love for Dilemma*, a massive-hit Chinese telenovela narrating two Chinese middle-class city-based families tackling their young children's educational competition by examining the historical links between China's policies (e.g., ideology, population, economy, education, etc.) enacted during the reform era (1978-present) and China's growing education involution, as displayed in this show. I will cover three Chinese contemporary discourses: "post-80s," "parenting anxiety," and "involution" perpetuated by its "communist capitalism" (He & Chen, 2017) such as social capital and social justice/injustice. I also provide critiques for social problems (e.g., Chinese youth's rebellious spirits and family education) by situating Chinese contemporary educational issues, emerged in the telenovela, within the historical, cultural, social, political, and economic contexts in which post-80s Chinese live and form their educational creed.

Otherwise Futures Reimagined: Afrofuturism as Liberation for Black Women--A Black Speculative Fiction *Khristian Cooper, Georgia Southern University*

Theoretically drawing upon Black Feminist Thought, Afrofuturism, philosophy of science, and philosophy of history, the researcher centers Black women's experience of dispossession, deprivation, oppression, exploitation, violence, exclusion, persecution, and invasion through technoculture and Black speculative fiction, encompassing a range of media and artists with a shared interest in envisioning Black futures that stem from Afrodiasporic experiences. Part of the challenges for her dissertation inquiry is to transgress traditional dissertation research paradigms to represent the emergence of Black women identities within technocultural assemblages, digital networks, software platforms, bio-technical augmentation to construct self-determined representations and alternative narratives and to invigorate Black women's transformative visibilities and otherwise futures. The researcher's scholarly work helps decolonize historical traditions of minimizing Black women and empower Black women to bolster sisterhoods and identities, which will make a difference in the lives of Black women, Black girls, and other Black people.

Session Organizer:

Ming Fang He, Georgia Southern University

Discussants:

William Schubert, University of Illinois at Chicago

Peggy A Shannon-Baker, Georgia Southern University

068. Voicing Truth: BIPOC Faculty and Students Visualizing and Naming What “Should Be” in the Academy

Panel

2:45 to 4:00 pm

Hyatt Regency: Floor 2 - Churchill

This panel includes papers by two BIPOC faculty and three graduate students from a university in the Midwest. Although our experiences vary, they also overlap in unexpected ways. Our intersectional identities include Black, Queer, Female, Caribbean, Chicano, African, Male, and first-generation. As BIPOC people navigating different modes of racialized existence in our university, while also exercising our social imagination, our respective papers center on converting our reflections into possibilities for reasserting our humanity rather than allowing our thoughts and feelings to dissolve into silence and shame (Wynter, 2015). As such, our papers grapple with some unspoken frictions and incongruities inherent in higher education, including the way contacts with White supremacy in “liberal” spaces become etched into memory for BIPOC faculty and graduate students. One of our hopes in coming together in this particular panel includes eliciting new conversations by departing from stabilized definitions of diversity and inclusion in the academy.

Participants:

Invited Yet Unwelcomed *Keitha-Gail Martin-Kerr, University of Minnesota-Twin Cities*

The Art of Eye-Rolling: Coping with Racial Battle Fatigue in the Workplace *Diedre Carlson, University of Minnesota-Twin Cities*

“I Can’t Return to the Scene of the Crime”: Resisting Individualist Narratives of Teacher of Color Attrition *Angelina Momanyi, University of Minnesota-Twin Cities*

Intersections of Consciousness Between a Black Teacher Educator and Her White Pre-Service Teachers as Interest Convergence *Bisola A. Wald, University of Minnesota*

Decolonizing Anti-racism in the Academy *Ramon Vasquez, University of Minnesota-Twin Cities*

Session Organizer:

Ramon Vasquez, University of Minnesota-Twin Cities

Discussant:

Denise Taliaferro Baszile, Miami University

069. Inquiry, relation, and long-term engagement: Postcritical ethnography and researcher commitments

Panel

2:45 to 4:00 pm

Hyatt Regency: Floor 2 - Downs

The collection of papers in this panel teach us how some educational ethnographers navigate their work alongside their commitments to equity and social justice. Each ethnographer reflects upon and re-engages a long-term postcritical ethnographic project whilst paying particular attention to the commitments they took into the work, commitments to work in relation, to reflect on positionality, the everyday practices, decision-making around representation, and the use of critical social theories. We see the panel’s exploration of the elements of postcritical ethnography as a contribution to the larger conversation of the themes at the 2023 conference. What are “living example(s) of the common good” and “what practices carry forward the aim of the common good? What theorizing might assist us? around ways we engage our responsibilities in the world, and specifically responsibilities in research and inquiry. The panel is one response as educational ethnographers share their re-engagements and imagine possibilities for next projects.

Chair:

Allison Anders, University of South Carolina

Discussant:

Allison Anders, University of South Carolina

Presenters:

Daniella Ann Cook, University of South Carolina

Timothy Conder, Black Mountain School of Theology & Community

Kakali Bhattacharya, University of Florida

Jessica Nina Lester, Indiana University

070. Educational Leadership: Navigating Mobility, Discourse, and Dreams

Paper Session

2:45 to 4:00 pm

Hyatt Regency: Floor 2 - Gulfstream

Participants:

Should I Stay, or Should I Go?": Contributing Factors Leading to Increased Mobility of Administrators *Kalota Stewart-Gurley, Virginia State University; Kristal Moore Clemons, Children's Defense Fund Freedom Schools*

The diversity of administrators at high needs sites is crucial for allowing for a greater understanding and appreciation of the unique cultural backgrounds and experiences of students. It also fosters an inclusive learning environment where all voices are heard and valued. This research investigated and identified the contributing factors influencing the employment decisions of administrators at high-needs sites. Findings revealed five top contributing factors that influence site-based administrator employment decisions: (1) salary, (2) culture and climate, (3) professional development and support, (4) job security, and (5) leadership mistreatment. Additionally, study findings showed neither race nor gender has no effect on the feelings of being overwhelmed, overworked, disrespected, and unsupported. Until solved, our learning communities will continue to run on the constantly churning hamster wheel of turnover and unfulfillment.

Constructed and Constricted Improvement: (Un)Common Discourses in School Improvement Plans *Madhu Narayanan, Portland State University; Matthew McCluskey, University of Vermont*

As a result of accountability measures of the last two decades, schools across the country have been labeled “in need of improvement” based on various metrics. We analyzed hundreds of school improvement plans created in response to this designation, and found consistent references to the works of two authors, Paul Bambrick-Santoyo and Doug Lemov. Using discourse analysis, we describe how references to these books are framed in the language and practices of modern managerial improvement where a discrete collection of organizational practices can address concrete problems. Often, these strategies are strung together with little consideration for context, history, or school capacity. Instead, they legitimize a narrow model of school improvement applied to schools primarily located in low income neighborhoods of color.

Remember to Dream: Reimagining Educational Leadership Frameworks in Relation to the Leadership of Paulo Freire *Nadine Sanchez, Molloy University; Tricia M Kress, Molloy College*

This paper describes a thematic analysis of Paulo Freire’s leadership practice while at SESI in Recife and as secretary of education in Sao Paulo which was then put into conversation with Culturally Responsive School Leadership, Change Leadership and Moral and Ethical Leadership theories. Side-by-side analysis revealed how Freire’s leadership complements and contradicts the aforementioned leadership theories because of the distinct contextual differences in which Freire’s praxis and the leadership theories were generated. Freire’s leadership narratives serve as a reminder that hope and dreaming is necessary for change in any context, and even small changes can move schools and society closer to utopia.

An Educational Leadership Anthology: A Narrative Study Exploring Change-Making and Agency in Disruptive Times
Anindya Kundu, Professor

Educational leaders manage complexities influenced by inequities while striving to increase access to quality education for diverse, historically excluded communities (Ladson-Billings, 1995; Bowles & Gintis, 2002; Crenshaw et al., 2019; Milner et al., 2011). Designed around narrative storytelling, this study explores driving traits in educational leadership that foster equity. By highlighting the stories of educational leaders nationwide, we seek to: (1) Uplift the experiences of educational stakeholders, including students, teachers, administrators, parents, policymakers, and thought leaders across the ecosystem; (2) Deduce how educational leaders leverage social and cultural capital to address issues related to equity; (3) "Operationalize" agency in these narratives, elevating this concept from theoretical into practical terms. Our findings indicate that leaders effectively work toward equity when they apply intersectional lenses and approaches to understanding challenges relevant to their work, and the impact these challenges have on the realities of students and stakeholders.

Discussant:

Abe Feuerstein, Bucknell University

071. Roundtable B

2:45 to 4:00 pm

Hyatt Regency: Floor 2 - Regency North

071-1. Roundtable B Table 1

Roundtable Session

Participants:

Hijacked: An Exploratory Analysis of Extremist Influence in Local School Board Elections *Peter M. Sullivan, University of St. Francis; Cheli M Thomas, Concordia University River Forest; Pamela Jane Konkol, Concordia University Chicago*
In this inquiry, we are working to document the nature and scope of fringe political activity as related to local school board elections, as well as theorize the implications of increased participation of these groups in the process.

Leveraging the Voice of Local Stakeholders in Addressing Discrimination in a Predominantly White School District
Dian Mawene, UW-Madison

This paper explores how diverse local stakeholders (i.e., students, parents, community members, educators, and administrators) in a predominantly white school district in New Hampshire leveraged their contextualized understanding, epistemic knowledge, and day-to-day experience in creating a protocol to address bias-based discrimination and harassment. I utilized critical policy approaches and Learning Lab methodology to facilitate the design of the protocol. Data were collected from 18 meetings from September 2022-May 2023. The initial data analysis revealed strategies that the learning lab members amplified their everyday knowledge and voice in the creation of the protocol. The strategies included ensuring diverse voices were meaningfully included and making visible how the existing reporting and recording system worked, as well as ensuring the new protocol addressed the local needs. The study offers a model for other school districts to address bias-based discrimination and harassment by utilizing local stakeholder expertise and knowledge.

Portrait of a Closed School in Chicago *Kristy Ulrich Papczun, University of Illinois at Chicago, College of Education*

Andersen was a public elementary school in a gentrifying neighborhood in Chicago that served low-income Mexican American families, with a relatively high percentage of students with individual education plans (IEPs). Chicago Public Schools

(CPS) closed it in 2011 to open a magnet school. I gather stories about Andersen that were left behind through archival research and consider the broader context of demographic changes in the city and school district. This five-phase project culminates in a narrative written portrait of Andersen school, using visual arts methods and collective remembering techniques to engage with people who were connected to the school, taking a critical perspective. Building on research, writings, and art that use the concept of ghosts and hauntings, this project centers historical context and refuses a deficit-based perspective, troubling the logic that closing schools "makes sense" when urban districts are faced with ongoing budget challenges and space utilization opportunities.

071-2. Roundtable B Table 2

Roundtable Session

Participants:

Can We Build Critical Solidarity in Education Research?
Michael Lee Boucher, Jr., Texas A&M University- San Antonio

This paper uses Freirean concepts of praxis to build a theory of Critical Solidarity to explain our commitments as education researchers using critical pedagogy combined with critical methods (critical ethnography, crit quant, etc.) to construct solidarity with our participants in education research. As educators and researchers, we are a part of the cycle of action/reflection that leads to praxis. We are the questioners that "trouble the waters of the mind" (Author, 2018). Our critical understanding of the world allows us to point out the contradictions of the phenomena and to challenge the normality of the oppressions we observe. The theory uses critical theory and critical pedagogy as a beginning point as expressed in the work of Paulo Freire (1972/2000) and subsequent theorists (i.e. Darder, Torres, & Baltodano, 2017; Duncan-Andrade & Morrell, 2008; Giroux, 1998; 2008; Kinchloe, 2008; McLaren, 2015). It will build on the work of critical ethnography in education.

Bring to the Light: Using Found Poetry to Explore the Self-Efficacy Beliefs of Pre-Service Teachers *John Samuels, University of Florida*

This study sought to better understand pre-service teacher (PST) perceptions of themselves as creative teachers and their own ability to creatively integrate technology into their instructional practice. Using a poetic inquiry methodology, findings are presented as a series of found poems, or poems created using exact phrases and passages from the participants. Findings show that students in a teacher education programs have a wide range of views on their own creativity, a technology integration course for preservice teachers can provide support for students to begin to think about and integrate technology creatively, and that PSTs understand the importance of creativity and technology in the classroom, but barriers such as practicum placements, resources, and experiences provide roadblocks to teacher creativity and creative technology application in the elementary classroom. Implications for how teacher education can support the self-efficacy of their students are also discussed.

The meaning of the teacher's murder in comics; or, the freedom to say disturbing and depressing things about education
David Lewkowich, University of Alberta

This paper focuses on the subject of hatred directed at teachers, and in particular, teachers in comics that are killed and murdered through circumstances of revenge in some way related to their students. In the cases that I examine in this paper, while some of these deaths take place in the physical world of the story (where fictional teachers are presumed to suffer actual deaths), others materialize in the representation of character's fantasies. With reference to a number of contemporary comics, I theorize the

possible internal meanings of students' revenge acts and fantasies, subsequently describing narrative tendencies from humiliation to revenge.

071-3. Roundtable B Table 3

Roundtable Session

Participants:

A Practitioner Inquiry: Sustaining immigrant children's cultural and linguistic diversity during the COVID-19 pandemic
Alisha Nguyen, Boston College

This practitioner inquiry provides a critical reflection of my teaching practices as a multilingual immigrant early childhood educator who attempted to build partnerships with immigrant families during the COVID-19 pandemic. This partnership has allowed me to collaborate with 20 immigrant families and teach 42 emergent bilingual children from the Metro and Greater Boston Area. Using culturally sustaining pedagogy to guide curriculum design, pedagogy, and family engagement, this paper presents what I have learned while teaching during the pandemic.

Experiences of Palestinian-Arab graduates of American schools. *Orwa Sedawi, Ben Gurion University*

Integrating minoritized youth into dominant societies is challenging due to residual history (Gosine, 2008). Identity is shaped by family, community, and schools. The education system involves a constant struggle for identity and social capital (Meshulam & Apple, 2010), making it important for understanding minoritized youth integration (Purkarthofer & De Korne, 2020). To create inclusive school environments that support all students, it is essential to comprehend how discrimination and support operate in schools and their impact on student development.

Can Critical Pedagogy Build a New Social Order? Social Reconstructionism and Critical Social Imagination *Kavitha Kalyani Kasargod-Staub, University of Maryland*
Social movements for racial, economic, environmental, and gender justice over the last decade have led to significant curricular and pedagogical reforms in schools nationwide. These reforms are rooted in critical pedagogy, a framework that seeks to disrupt power structures and advance social justice. However, these reforms are often deemed insufficient for transformative social change. This paper examines Social Reconstructionism, an antecedent of Critical pedagogy, which sought to transform education in service of a new social order through multiple avenues of change, from curricula and teacher training to fundamental changes in economic and political structures. Critically analyzing Social Reconstructionism surfaces enduring points of contention, including dynamics between race and class, the role of social justice curricula and teacher neutrality, and the purpose of schooling. In doing so, Social Reconstructionism's aspirations for economic justice and insufficient attention to systemic racism provides contemporary scholars with lessons in service of building a comprehensive critical pedagogy.

071-4. Roundtable B Table 4

Roundtable Session

Participants:

Black Women Teachers Resisting Captive Maternalism
Jaminye L. Adams, University of Georgia

We are teetering on the precipice of a severe shortage of Black women teachers in the U.S. and we ought to be concerned. While Black women teachers are often praised, mostly through research, for their contributions to the success of all students, except for a few studies, the research on their retention could benefit from more dialogue about how their role as a teacher is infringing on their ability to be well mentally and emotionally. Drawing on the

figure of the Captive Maternal realized by Joy James, Almore (2023) explains how this figure represents how Black women teachers are uniquely socialized to bear the weight of redressing the legacy of racism in our schools and country. Centering the work of Black women teachers at an alternative school in central Georgia this question guides my research: How do Black women teachers resist the inherent socialization of the captive maternal?

Black Girls in Schools: A Call from Invisibility to Illumination
Dormetria LaSharne Robinson Thompson, none

Black Girls in School: A Call from Invisibility to Illumination
Anchored in Critical Race Feminism and using quantitative analysis, this paper explores Black middle school girls' experiences with bullying and its effects on their academic performance and social-emotional health. Black girls are present in schools, yet appear invisible amid a numb educational system that continues to push them out of the schoolhouse into the abyss. For far too long Black girls have been subjected to racism, microaggressions, and neoconservative and neoliberal antics while trying to survive and navigate in the "burning house" (Horsford, 2019) that we call school. This paper advocates placing Black girls in the middle of Positive School Climate or Positive Behavioral Interventions and Support conversations. Reference Horsford, S. D. (2019). School integration in the new Jim Crow: Opportunity or oxymoron?. *Educational Policy*, 33(1), 257-275.

Central High Class of 1964: The Voices of Our BLACK Grandmothers *Jasmine Small, The University of Oklahoma*

Voices of Blackgirls in history are often silenced or erased from historical fact-making. The voices of Blackgirls in academic institutions are frequently depicted through the retelling of history from the perspectives of teachers and administrators and rarely from the student perspective. By prioritizing the experiences of six Black women from the Central High School Class of 1964, this research aims to reconstruct the cultural dynamic of the educational experiences of Blackgirls in 1964 using ethnohistory to understand how they navigated the educational spaces to overcome the intersectionalities of racialized and gendered inequalities through friendship and community.

Exploring Blackwomen Teachers' Experiences in Co-mentorship *Zariah Nicole, Graduate Student*

The attrition of Blackwomen teachers is a well-documented problem in the literature; the purpose of this study is to intervene. We endeavor to understand the personal philosophies and motivations of Blackwomen teachers in public schools to determine ideal aspects and practices toward positive well-being and sustenance through the fugitivity of fictive kinship. Our research questions and analytical plan respond to the history of Blackgirls' and Blackwomen's pushout through the frameworks of womanism and fugitivity. We seek to combat the "numbness" (Gorman, 2022) and create refuge from the violent afterlife of school segregation through the development of fugitive co-mentorship with Blackwomen teachers of K-12 public classrooms. We hope this partnership will promote the well-being and flourishing of Blackwomen with a beautiful, accompanying result of increased retention in our public school classrooms.

071-5. Roundtable B Table 5

Roundtable Session

Participants:

What we owe and to whom? Fostering the future in worst times through Human Education. *Valentina Dughera, De Paul University*

This paper examines the situation in which students are growing in these years impacted by a global pandemic and climate

change's effects. In past years conspiracy theories and pessimistic views have arisen even stronger. Students are naturally exposed to them, most of all through social media. This study is questioning, which role as teachers we should cover. What is the perimeter in which teachers can act for cultivating hope and empowerment in students' minds? Considering the priority to teach students how to recognize truth and create value from that, the author suggests how to cultivate this kind of *forma mentis* in class with the purpose of fostering empowered future global citizens.

Can School Choice Provide a Solution for Persistent Racial Inequities in South African public schools? *Bekisizwe S Ndimande, The University of Texas at San Antonio*

Twenty-nine years have passed since the dismantling of apartheid in South Africa, yet there are still palpable racial disparities in the education of Black children in the nations' schools. One of the main policies implemented in 1996 to end segregation and inferior education for Black children was modelled on school choice, a neoliberal policy in education. This is problematic because "choice" does not take into consideration the socio-political and historical contexts of the Black communities who endured colonization and apartheid for many decades (Author & Author, 2017). I draw on critical theory (Apple, 1995; Darder & Torres, 2004; Freire, 1970) to argue that school choice does not provide a robust transformation for inclusive education. I argue that curriculum must conscientize students about their identities. As Freire (1970) and Greene (2000) reminded us that we must strive for social imagination, not school choice, to reclaim educational institutions for common good.

What now?: Critical Illness, Existential Crisis, and Radical Transformation *Laura Meyers, Georgia State University; Ryan Ziols, Georgia State University*

This proposed paper explores how crises and existential concerns produce limits and possibilities for radical transformation. The author's recent unexpected experience with a chronic life-threatening illness is considered as a generative node for analysis of multiple intersecting existential crises frequently highlighted in critical educational research (e.g., [settler] coloniality, racism, climate degradation/destruction, health disparities, etc.).

071-6. Roundtable B Table 6

Roundtable Session

Participants:

Clap Back: Creating Openings for Teachers to School Teacher Educators *Julie Gorlewski, University at Buffalo, SUNY; Tim Monreal, University of Buffalo; Tenae Connell, University at Buffalo; Kristin Cipollone, University at Buffalo; Elisabeth Etopio, University at Buffalo, SUNY; Jacquie Frazier-Polk, University at Buffalo; Eden Griger, University at Buffalo; Erin Kearney, University at Buffalo; Halley Maza, University at Buffalo; Nelson Rivera, University at Buffalo; Jessica Selleck, University at Buffalo; Amanda Winkelsas, University at Buffalo, SUNY*

The claim that teacher education can be a/the force for (educational) justice exemplifies the "narrative arc of redemption" (Wilderson, 2020) while in reality perpetuating institutions that sustain existing, and often exploitative, relations of power. Few programs commit resources to creating opportunities for critique, much less resistance, to the inequitable grammars of schooling in relation to teacher education. In concept, structure, and content, this presentation aims to demonstrate the significance and potential impact of such critiques. As such, we will share voices of aspiring, novice, and experienced teachers by creating spaces where such teachers can speak (or clap) back to the stated missions, inspirations, and designs of teacher educators. Inspired by decolonial, feminist,

and Black radical traditions, this presentation features voices of mostly teachers of color speaking back to teacher education in hope that the responses highlight practices that reproduce injustice while collectively imagining better futures.

Creating a more human education: Creative openings for online learning in higher education *Sarah D. Greywitt, Kent State University*

Given the challenges of meaningfully engaging learners in virtual spaces, educator-practitioners in online learning must work intentionally to co-create with our students more human virtual spaces when learning online. The literature of critical digital pedagogy provides a theoretical framework to understand these challenges and open new possibilities. But how does the consideration of Daisaku Ikeda's concept of human education offer a "creative opening" to rethink current notions of successful online course design into more human, caring, and connected virtual learning spaces? Considering Daisaku Ikeda's ideas of human education with our current challenges may provide new insights, new ways to approach our challenges, and new ways forward.

"The Ode We Owe" to the Pursuit of Belonging: A Latino Teacher's Journey in the Borderlands *Angela Kraemer-Holland, Kansas State University; Graciela Berumen, Kansas State University*

Part of a more extensive study examining Latino male teachers' educational experiences and teaching philosophies, this forthcoming paper chronicles one participant's sense-making of his identity as a Latino male future teacher straddling literal and figurative borderlands. Drawing from Gloria Anzaldúa's (1987; 2002) conceptualization of borderlands and *nepantla*, this paper will outline Carlos's story as a Mexican immigrant in U.S. schools, his sense-making of his bicultural background, and how these experiences shaped his emerging teaching philosophy. Challenging notions of the sought-after American Dream and widespread American exceptionalism (Melamed, 2006), Carlos's subsequent hope of returning to his native Mexico speaks to the "ode we owe" to elevating the stories of and complexities inherent in the bicultural teacher-becoming process (Gorman, 2022).

071-7. Roundtable B Table 7

Roundtable Session

Participants:

Creating a foundation for STEM majors at an HSI: Supporting students taking 'gatekeeper' courses *Stephany RunningHawk Johnson, Washington State University; Jessica Black, Heritage University; Karolyn Tom, Heritage University*

This paper presents a research project with a group of STEM majoring undergraduates attending a Hispanic Serving Institution (HSI). The CRESCENT Program, funded with an NSF grant, is intended to support undergraduates through their basic math and science courses—often known as 'gatekeepers'. The research questions addressed in this paper include: What part of the CRESCENT program were students utilizing the most and how were they helpful? How did COVID affect the way students were learning? What resources were students using, and what did they find most helpful? We found that during COVID students were missing in person contact, had heightened responsibilities and distractions at home, faced communication challenges, needed their professors/instructors support, many lacked reliable internet access and technology, and found tutoring resources that went online to be crucial to their success. We end with a discussion of how the answers to our research questions can inform future programming.

Improving Accessibility and Effectiveness of Student Affairs Programs for International STEM Graduate Students *Simge*

Engelkiran, Dartmouth College

The number of international STEM graduate students in US higher education institutions is on the rise, emphasizing the need for accessible and effective student affairs programs and services (Wang et al., 2020). This literature review aims to identify the most effective strategies for improving the accessibility and effectiveness of student affairs programs and services for international STEM students by reviewing the last decade's literature. This paper will explore the key challenges and barriers faced by international STEM students and identifies promising practices and interventions, such as cross-cultural training, peer mentoring, and tailored career development programs. It will offer actionable recommendations for student affairs professionals to enhance their programs and services and contribute to the academic and professional success of international STEM students. By synthesizing the latest research, this working paper intends to inform future studies in this area and promote the development of evidence-based practices for supporting international STEM students.

071-8. Roundtable B Table 9

Roundtable Session

Participants:

Making the Invisible Visible: Latina Art Teachers Navigating Issues of Oppression in the Workplace *Andrea Allen, University of Houston*

Women art educators of color are often overlooked and reduced to statistics in art education research. However, their knowledge and experiences can provide important context for understanding challenges in urban public schools. This study aims to explore oppressive systems in K-12 art education by examining the lived experiences of Latina art teachers. Two research questions guide the study: 1) How do K-12 Latina art teachers experience racism and oppression in the workplace? 2) How do they navigate these issues? Qualitative methods, including narrative inquiry and pláticas, were used to gather rich data through interviews. The findings can inform the development of professional development and teacher preparation programs to support and retain teachers of color and address institutional injustices. Overall, this study sheds light on the experiences of Latina art teachers and their potential for driving positive change in the field.

Towards Inclusive Education: Narratives of Setting Up a School

for Students with Disabilities in Afghanistan *Shehreen Iqtadar, Rowan University; Brent Carson Elder, Rowan University; Nasir Ahmad, North Eastern Hill University, India*

Years of conflict and violence have caused great challenges for the education system in Afghanistan, which has only been compounded by the COVID-19 pandemic. Especially impacted by these circumstances are students with disabilities living in under-resourced conditions. In this paper we situate the narratives of three administrators about current trends and promising practices in inclusive education and educational needs and barriers in Afghanistan. Our findings highlight (a) the benefits of a multi-sectoral whole family approach to education, (b) the obstacles to the school's establishment and the reliance on NGOs for such initiatives, and (c) complex inner workings of gender and disability for female students in the country. We also discuss the implications of an intersectional approach for the work of the United Nations Convention for the Rights of Persons with Disabilities (UNCRPD).

071-9. Roundtable B Table 8

Roundtable Session

Participants:

Reclaiming Social Studies Through Counter Narratives *Dennis*

L. Rudnick, Metropolitan State University of Denver

This paper discusses curricular, pedagogical, foundational, and scaffolding considerations when teaching counternarratives in an education social studies methods course. Herein, students learn to identify, critique, and rewrite the dominant narrative found in "Responsible Citizens in History" excerpts from proposed elementary social studies textbook revisions. The dominant narrative of social studies includes upholding status quo power and norms (e.g., white supremacist middle-class heteropatriarchy) and emphasizes, upholds, and legitimates oppressive systems and ways of being and doing (e.g., meritocracy, capitalism, erasure, neutrality, individualism, U.S. exceptionalism) as "common sense" and natural (Rodríguez and Swalwell, 2021). By contrast, counternarratives confront, question, complicate, and disrupt the status quo, center the voices of minoritized, marginalized, and "othered" community members, and explicitly attends to context and power (counternarratives are thus more inclusive, accurate, adequate, and just). Counternarratives ask whose stories are told and whose are not, whose knowledge counts and whose do not?

Hello, We're Here, We're Queer: Scavenging for LGBTQ+ Student History at the University of Oklahoma *Vaughn Zrain-Negley, University of Oklahoma; Christine Zabala-Eisshofer, University of Iowa*

A brief look at history will reveal hostility encountered by those who supported LGBTQ+ student alliance groups at the University of Oklahoma. However, the documentation of news releases, meeting minutes, and community responses about students working to establish clubs, events, and student affairs related to LGBTQ+ lives at OU is only the surface of a larger, meaningful history. Using archival research and queer scavenging methods, we work to uncover the history of LGBTQ+ student groups at OU to better understand the institution and city responses, to understand the current and future politics at the University of Oklahoma, and recurring legislation trends in Oklahoma. The archives are the starting point that leads us to a scavenging of queer stories, objects, pictures, and experiences that are important to queer futurity, social and academic equity, and amplifying voices that we currently see threatened in Oklahoma and several other states in the US.

071-10. Roundtable B Table 10

Roundtable Session

Participant:

Informal Roundtable Discussion with Journal Editorial Board Members *T. Jameson Brewer, University of North Georgia; Nicholas Daniel Hartlep, Berea College; Boni Wozolek, Penn State University, Abington College*

Stop by to have an informal conversation with Board Members from the journals *Journal of Educational Foundations*, *Educational Studies*, and *Journal of Curriculum Theorizing*. Board Members are especially interested in fielding questions from graduate students and junior faculty while helping to demystify the publishing and reviewing process. Have a paper? Bring it by. Simply want to know more about how the peer-review process works? Bring your questions and we will be glad to answer them all.

072. Surviving Toxic Ivory Towers: Unveiling Academia's Hidden Curriculum

Alternative Session

2:45 to 4:00 pm

Hyatt Regency: Floor 2 - Seneca

For many faculty members in higher education, academia is a site of violence, erasure, and toxicity. Drawing from the experiences and perspectives of differently minoritized faculty, this alternative session will engage with embodied stories of loss, failure, hope, and refusals. It will

explore how and if an otherwise academic life can be crafted when one's work is cleaved from one's subjectivities and when one constantly seeks a sense of belonging within academia. Within the context of social foundations, the presenters will explore with audience participants what it means to survive and perhaps thrive in toxic ivory towers and to unveil academia's hidden curriculum. The discussions will advocate for a counter story-telling approach that unsettles racial capitalist, white supremacist, neo-colonial, and heteropatriarchal conditions in higher education.

Session Organizer:

Jeong-Eun Rhee, LIU Post

Discussant:

Roland Sintos Coloma, Wayne State University

Presenters:

Roland Sintos Coloma, Wayne State University

Stephanie Curley, Manchester Metropolitan University

Jeong-Eun Rhee, LIU Post

Binaya Subedi, The Ohio State University

Sharon Subreenduth, University of Massachusetts, Lowell

073. Critical Interlocutors: Practitioner-scholars' opening owed imaginations to prevent education(al) extinction(s)

Panel

2:45 to 4:00 pm

Hyatt Regency: Floor 1 - Belmont

Recent curricular gags (Ray & Gibbons, 2021; Young et al., 2022), unjust immigration policies and institutional practices that impact international students (Pottie-Sherman, 2016; Todoran & Peterson, 2020), and efforts to criminalize educators in K-12 and higher education (Miller et al., 2022) have thrust equity-focused curricula, practitioners, scholars, and practitioner-scholars back directly into the spotlight—often for the ire of the zealous legislative and political apparatus. Therefore, this panel will discuss the related research of four practitioner-scholars seeking to open up owed imaginations. Specifically, the session will discuss critical interlocutors' openings for (1) collaborative gaming in a Title I middle school; (2) critical teacher reflection for critically-conscious curricula in a middle school; (3) creative imaginings for the international student experience in one institution of higher education (IHE); and, (4) critical race theory-aligned praxis in anti-CRT beginning-teacher programming.

Session Organizer:

Shawn S. Savage, University of North Carolina Wilmington

Chair:

Shawn S. Savage, University of North Carolina Wilmington

Discussant:

Julia A. Lynch, University of North Carolina Wilmington

Presenters:

Karen Archer, University of North Carolina Wilmington

Stephen Travis Crowder, University of North Carolina Wilmington

Hissah Alzharani, University of North Carolina Wilmington

Rabina Baksh-Bissessar, University of North Carolina Wilmington

074. Presuming Competence/Enacting Care: Deploying Disability Studies in Educational/Social Contexts

Panel

2:45 to 4:00 pm

Hyatt Regency: Floor 1 - Pimlico C

In this panel, each of the papers offers a critical analysis of the social construction of competence in different contexts (teacher education, higher education, mass media) and the implications these constructions have for educators, students, families, and the public regarding how they frame futures for disabled children and adults in the community. Drawing on Disability Studies scholarship, each paper raises critical questions about our unwavering social support of a particular logic of "competence" that is

instrumental in the propagation of exclusionary policies in K-12 and higher education settings. Each paper will therefore foreground discourses, ideologies, and practices that construct some educational citizens as (in)competent and therefore included/excluded from educational and public space. More specifically, each paper explores ways to support curriculum/leadership/pedagogical practices and policy decisions that will enable us to deconstruct hegemonic definitions of competence for diverse bodies in educational and social contexts.

Participants:

¿Porque soy Hispano/Latino!: How "competence" frames Latinx-Hispanic Student' success in PWI's. *Flor Lozada, The University of Alabama*

The notion of "competence" is often perceived as a term 'in control' within systems of power, including American higher education. Dominant discourses, faced in society and through different environments, provide context that construct the notion of "competence" in the lives of Latinx-Hispanic student communities. These students rely on their institutions to provide retention-centered support that promotes cultural inclusion and equity. Despite the institution's commitment to accept diversity over the last 15 years, the Latinx/Hispanic communities keep facing environmental and societal obstacles that affect their Familismo, Comunidad, and Personalismo (coping styles) in their journey towards acquiring an academic degree. Because of this, they create student groups and organizations tailored towards solidifying their coping styles and in an attempt to de-construct the notion of "competence." This document utilizes disability studies scholarship to reflect on "competence" and its effects on the success of Latinx-Hispanic students in PWI's.

Expectations of Ghanaian Parents on the Education of their Children with Disabilities *Carolina Kudesev, The University of Alabama*

This study foregrounds the educational expectations of Ghanaian parents of disabled children. In Ghana, these parents struggle to find appropriate education and assistance for their disabled children. Educators and activists, in recent years, have urged parents of disabled children to enroll them in public schools. However, many parents are reluctant to do so because they do not have the resources to decide what are the most appropriate educational options for their children. Poverty, superstitions, discrimination, lack of parental understanding of special education, and lack of resources and support keep 90% of children with disabilities out of school. 10% of them attend inclusive and special needs schools that are often inadequate to meet their needs. Drawing on a qualitative study that uses unstructured interviews and focus groups, this paper will describe how the "competence" of special education students is constructed in the interface between educational institutions, parental expectations, and social context.

Social Accessibility to Sexual Behavior for Individuals with Intellectual Disabilities *Hannah Merrill, The University of Alabama*

When we look at the supports and services that are provided for individuals with intellectual disabilities, they often involve daily living, employment, independent living, and social skills. Dating is frequently included in social skills supports, however, those supports most likely exclude sexuality, sex, pleasure, sexual health, and real conversations that exist when dating that are not scripted or rehearsed. By refusing to acknowledge that persons with disabilities experience the same sexual desires and needs, we limit the individual's ability to experience pleasure and intimacy with themselves and with others. The topics of sex, sexual expression, and desire are at the forefront of media and entertainment yet are still taboo within conversations and curricula in education. Although many sex education curricula

revolve around the notion of safety, we are ignoring the realities and not preparing our most vulnerable populations in the areas that can support them in multiple areas the most.

SuperCrip Woo? A Disability Studies Analysis of the Korean TV Drama Extraordinary Attorney Woo *Sophia Xiong, The University of Alabama*

In this paper, I analyze a popular Korean TV drama series Extraordinary Attorney Woo., released on Netflix in 2022. This drama centers the life of Woo Young-woo, who overcomes barriers in her life as a woman on the autism spectrum while beginning her career at a top law firm. Though this TV drama fills the gap of representation of autism in media among recent Asian TV shows and opens a space for future discussions on the social acceptance and responsibilities of disabled people, there are also potentially problematic representations in this series that create disability as a spectacle. Drawing on a Disability Studies construct -SuperCrip - which describes a person with a disability who is portrayed as extraordinary or heroic even as they function as "ordinary people" in an ableist world, I will discuss how this TV show narrates the SuperCrip and foregrounds potential problems of representation for the autistic community.

Intra-Dependent Care in Teaching and Learning: A Disability Studies Perspective *Shelby J. Morris, University of Alabama*

Care, as most teachers use the term today, is contradictory to the care we enter the field with. Where we think we are helping, we are hurting our students, as we commit epistemic violence towards not only their lived experiences and knowledge gained but with our asks of setting aside those experiences to focus on educational competencies. This sole focus on competencies serves the neoliberal ideologies that are uncritical of their ableist attempts to split our body-minds (Claire, 2017). Rejecting this imperative of teachers to require their students to set aside their true selves through erasure and silence to conform to capitalism's construction of normality. I propose the notion of intra-dependent care that refuses this call to conform to capitalist imperatives. We are not in competition here; care is being in community.

Chair:

Nirmala Erevelles, University of Alabama

Discussant:

Nirmala Erevelles, University of Alabama

075. Graduate Student Social Hour

Meeting

4:00 to 5:30 pm

Hyatt Regency: Floor 2 - Gulfstream

Session Organizer:

Madiha Syeda, Miami University

FRIDAY, NOVEMBER, 10

5:00-7:00pm

076. R. Freeman Butts Reception

Reception

5:00 to 5:45 pm

Hyatt Regency: Floor 2 - Regency Ballroom

Sponsored through generous contributions from Politics of Education Association SIG/AERA, Sociology of Education SIG/AERA, and Education and Civil Rights Initiative, University of Kentucky

077. R. Freeman Butts Lecture: Punished for Dreaming: The Case for Abolitionist Teaching & Educational Reparations

Lecture

5:45 to 6:45 pm

Hyatt Regency: Floor 2 - Regency Ballroom

Dr. Love tells the story of her generation, the Hip Hop generation – children of the '80s and '90s – who came of age when mass incarceration and educational policies put unmistakable, identical targets on the backs of Black children. Crime reform and education reform merged to label Black children as crack babies, Super Predators, and thugs, and told the nation they were nothing more than an achievement gap. Dr. Love's presentation vividly explains how the last four decades of educational reform laid the foundation for each book ban, CRT ban, the trap of DEI, and the never-ending goal of reformers to extract from Black education for their own gain. Her talk will end with a road map for repair, arguing for educational reparations with transformation for all children at its core.

Presenters:

Bettina L. Love, Columbia University

Ninah Jackson, Bucknell University

SATURDAY, NOVEMBER, 11

078. Parenting/Caretaking Room

Parent/Caretaker Room

7:00 to 10:00 pm

Hyatt Regency: Floor 1 - Pimlico A

079. Quiet Room

Quiet Room

7:00 to 10:00 pm

Hyatt Regency: Floor 1 - Saratoga

080. Gentle Yoga

Alternative Session

7:00 to 8:00 am

Hyatt Regency: Spire

081. Book Exhibit

Exhibit

8:00 to 11:00 am

Hyatt Regency: Floor 2 - Kentucky Suite

082. Graduate Student Professionalism Event

Meeting

8:00 to 10:00 am

Hyatt Regency: Floor 2 - Hileah

Session Organizer:

Madiha Syeda, Miami University

SATURDAY, NOVEMBER, 11

9:00-10:00am

083. Deconstructing Whiteness in Education

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 2 - Cherokee

Participants:

Cultural Costs too High? An Analysis of White Preservice

Teachers' Motivation in Multicultural Education Classes
Aaron Allen Baker, University of Wisconsin Stevens Point

While research confirms that many White preservice teachers are both resistant and unmotivated to engage in multicultural education coursework, and that when students have higher motivation (e.g., higher value for content, higher expectancy of success) they are more persistent, resilient, and successful in their coursework, few researchers have explored the factors that shape students' motivation to learn the content and dispositions taught in multicultural education coursework. This study addresses that gap by quantitatively exploring the motivational factors related to

preservice teachers' engagement in their multi-cultural education coursework. Preliminary findings suggest that preservice teachers' motivation to engage authentically in multicultural education coursework may be enhanced by increases in their perceived attainment and utility value for multiculturalism. Both of those factors render their perceived cultural costs for authentic exploration of multiculturalism and their intrinsic value for the coursework insignificant.

The (Con/Di)vergence of Social Justice for Well-meaning White Women *Kayla Ritter Rickels, Northern Kentucky University; Kelly Fallon, Northern Kentucky University*
This duoethnography research by two White middle-class women who are passionate about advancing social justice within higher education aims to explore how their lived experiences have shaped their approach to social justice advocacy, through the con/divergence of their own experiences and their (mis)alignment to social justice. The authors use Black Feminist Epistemology, which aligns with duoethnography as a research approach that allows researchers to reflect on their personal experiences and knowledge through dialogues with one another. In this project, the authors examine their personal histories to uncover the enabling conditions and life experiences that have led them to become champions of social justice and when they have fallen short. The analysis shares how their social justice practice impacts themselves, their professions, and others in their lives. The authors' perspectives and insights may help other White women reflect on their own experiences and become more effective social justice advocates.

Anti-antiracism in Teacher Education: The Great White Hope *Ramon Vasquez, University of Minnesota-Twin Cities*
While anti-antiracism (against antiracism) in teacher education can take many forms, little research exists on its current manifestations. This autoethnographic study engages the vantage point of a BIPOC faculty member to make visible some of the ways White students (pre-service teachers) mobilize anti-antiracism discourses in the classroom around issues of White emotionality, divisiveness, and commonsense (Author, 2018). These discourses, including accusations of reverse racism in the curriculum, function as part of a larger multifaceted countermovement for maintaining elements of White supremacy. This paper theorizes outbursts of anti-antiracism by analyzing comments in student evaluations of teaching. While some educators may posit that anti-antiracism emanates from a coalescing of White fragility, ignorance, and xenophobia, this study provides an alternative explanation. In order to grasp the long-term trajectory of anti-antiracism, this paper maps the contours and patterns of anti-antiracism as a specific type of countermovement aimed at upholding White supremacy.

Discussant:

Jamie Lewis, Georgia Gwinnett College

084. Transforming Education through Community Building and Collaborative Learning

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 2 - Churchill

Participants:

Embodied Pedagogical Practices for Fostering Critical Community Building in Social Justice Education *Silvia Cristina Bettez, University of North Carolina at Greensboro; Cristina Maria Dominguez, University of North Carolina at Greensboro*

This presentation is based on the findings of a qualitative case study that examines the impact of embodiment and somatic pedagogical practices on graduate students' experiences of learning, critical community building, and relational culture. We

incorporated intentional community building, embodied, and somatic practices in a Social Justice Education course in efforts to increase community connection and relational culture. Through analysis of observations, individual interviews, a focus group, and course documents, we report on the findings to provide students' perspectives on embodied pedagogical practices that foster critical community building, enhance learning, and impact their lives outside of the classroom. While this work is situated in a graduate classroom, the findings may be applicable across other contexts including undergraduate classrooms, K-12 settings, and even other groups of adults.

Escaping the Epistemic Cave for Liberatory Thinking, Then Teaching *Shelby J. Morris, University of Alabama*

In this paper, I have sought to understand how preservice teachers detail their educational philosophies when examining their epistemology and ontology. I want to understand if they are more willing to promote education as a practice of freedom when they learn about and reflect on hegemonic notions of what it means to "know." Education as a practice of freedom (EPF) is a term bell hooks (1994) explains in opposition with an "education that merely strives to reinforce domination" (p. 4). hooks examined how EPF begins with a [Paulo] Freirean model of praxis – "action and reflection upon the world in order to change it" (hooks, 1994, p. 14). This case study, then, analyzes two education foundations classes of students' Philosophy of Education papers. I focus specifically on PSTs' epistemic explanations to answer: How do self-defined constructivist/interpretivist preservice teachers promote education as "the practice of freedom" in comparison with their more-positivist peers?

Towards a Collaborative Professional Learning Community: Community-based Archives as Teacher Education and Professional Development Curriculum *Min Yu, Wayne State University; Christopher B. Crowley, Wayne State University; Dan Golodner, Wayne State University; Sean McBrady, smcbrady@msd.net*

This study focuses on a collaborative project between teacher educators from the college of education and archivists from an archival library in a large urban city. The purpose of this collaboration has been to facilitate and support greater community-based inquiries, critical thinking related to curriculum development, and innovative/progressive understandings of the pedagogic work of teaching. Incorporating the analysis and use of archival materials and documents in teacher education, the study seeks to explore meaningful ways to support teachers in the processes of building thoughtful and engaging curriculum for their students and to encourage them to recognize the vitally important role of community-based archives in constructing powerful learning opportunities for students in the nation's large urban centers.

Discussant:

James A. Gambrell, University of Northern Colorado

085. Teacher Experiences: Racial Politics, Burnout, and Freedom in the Classroom

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 2 - Downs

Participants:

Black Teacher: Black School: White CMO. Multicultural Capital and Black Teacher Experience at a "No-Excuses" CMO *Matthew McCluskey, University of Vermont; Melika I Butcher, Vanderbilt University*

Although some research exists, as Milner (2020) elucidates, "not as much is known about experiences and practices of Black

teachers and other Black educators in mostly White teaching spaces” (p. 400). This dearth in scholarship is particularly true of Black teachers in Charter Management Organizations (CMOs), which this paper argues are white teaching spaces. Grounded in Achinstein’s conceptualization of multicultural capital, this qualitative multisite case study helps to better understand the experiences of Black teachers within CMOs. In interviews and focus groups, teachers described how their own multicultural capital, and that of their students, is ignored and rejected in their CMO. In doing so, teachers offer an important counter-narrative to the “woke” narrative championed by CMOs (Hernández, 2022). Further, teachers suggest that their CMO is not simply a white space but is anti-Black in its operations, a stark antithesis to the messaging and self-presentation of CMOs.

‘Burnout’ as Blame: Redefining Educators’ Experiences as Moral Injury *Brianne Kramer, Southern Utah University; Denisha Jones, Sarah Lawrence College*

This paper focuses on moral injury in K-12 teachers. While other scholars have termed the feelings of many teachers as burnout or demoralization, moral injury is a better descriptor of what teachers faced during the pandemic. The study utilized the Oldenburg Burnout Inventory, a questionnaire focusing on experiences of burnout, stress, and mental health, focus groups, and interviews to collect data. Teachers had moderate levels of exhaustion and disengagement, and many identified autonomy, administration, current attacks on education, and educational policy as causes of moral injury in their profession. This paper will focus on the causes of moral injury and how teachers have contextualized them in the context of before and during the pandemic. The results of this study may provide a greater understanding of the current teacher shortage.

Where did the maroons go? Looking for freedom in teachers’ relations to time and futures *Licho Lopez Lopez, University of Melbourne*

Cimarronas, maroons of the Abiyala worlds, are more than ‘runaway slaves.’ Their rehearsals for living are foundational to the continuation of life in a continent. But where did the maroons go? What habitable geographies did they encounter or become part of? What creative forms of life did they engineer as freedom? How did they fail? And how did they grow? This paper emerges as a timid attempt to engage with these questions and with an obstinate determination to divest from coloniality in education. The paper reports from the early stages of a longitudinal study that seeks to understand how freedom-making work can be found and cultivated in education under the custodianship of teacher preparation. The study takes place in a leading public university in the Andes, in Abiyala (Latin America) and the participants are preservice early childhood teachers. The study is conceptually and philosophically rooted in Maroon Studies.

Discussant:

Danielle Ligocki, Oakland University

086. Exploring the Intersection of Masculinity, Care, and Identity in Latinx Teachers

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 2 - Gulfstream

Participants:

Toxic Masculinity Masking as Cultural Relevancy: Latino Men

Teachers Navigating Heteropatriarchal Expectations of Manhood *Michael Singh, University of California, Davis*

This paper examines the ways Latino men teachers experience and navigate heteropatriarchal expectations associated with their teaching and gender performance. These expectations were often (mis)framed as “cultural relevancy.” In recent years, efforts to

recruit men of color to the teaching profession cite men of color’s potential to be culturally relevant educators to boys of color. In this qualitative case study, 11 Latino men teachers described encountering expectations to signal “cultural relevancy” in ways that reproduced hegemonic and toxic masculinity. These expectations came from teachers and administrators, who positioned them to embody tropes of the macho disciplinarian, as well as from students, who sometimes desired their teacher to perform a Latino manhood admired for its physical and sexual power. The Latino men in this study also recounted navigating these expectations in ways that disrupt and queer the figure of the culturally relevant Latino male teacher.

[Latinidades]: Complicating the Monolithic Understanding of Latinidad *David Ulises Vargas Ezquivel, University of California, Los Angeles*

This systematic literature review uses a decolonial framework and contemporary scholarship on race and racism to explore the complexities of the Latine community, focusing on multiracial students at Hispanic Serving Institutions (HSIs). Analysis of 23 research articles found that HSIs’ conceptualization of race and ethnicity impacts the academic success of Latine students. The review highlights the inadequate representation of the Latine community in HSIs literature and emphasizes the need for HSIs to create resources that address the complexities of Latine students, such as coalition building. The study identifies best practices for supporting the academic success of the Latine community and can serve as a valuable resource for institutions seeking to improve outcomes for their Latine student population.

“It’s like they don’t care at all”: Latinx teachers, COVID, and critical examinations of relational care *Tim Monreal, University of Buffalo; Holly Marcolina, University at Buffalo*

This paper shares research about teaching at the intersection of anti-Latinx discourse and policy and the global COVID-19 pandemic. More specifically, this paper outlines data from qualitative interviews with five Latinx K-12 teachers in South Carolina that describe teaching during the early parts of the COVID-19 pandemic in a context that was (and is) both broadly anti (Latinx) immigrant (Author and Author, 2017; Author, 2021) and anti-COVID safety protocols. The findings reveal that Latinx teachers outlined their work through the lens of collective care, whilst many of their (white) colleagues, students, and parents invoked the rhetoric of (individual) rights.

Discussant:

Melissa Michelle Moreno

087. Education for Resilience: Re-Imagining Childhood in a Post-Apocalyptic World, Pedagogies of Resilience, and Compassionate Learning

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 2 - Seneca

Participants:

Childhood at the End of the World: The Post-Apocalyptic Genre and Re-Imagining the Child *Asilia Franklin-Phipps, SUNY New Paltz*

We are in a time where the stated concern for children is not reflecting in social policy from healthcare to education, alongside environmental and gun policy. The world has gotten more dangerous for everyone, but many would argue, especially children. Yet we continue to structure society in such a way that it continues to be hostile to a growing number many children (Mishra-Tarc, 2020). Despite the unpredictability of the category, it remains stable in the imaginary of adults, particularly teachers and parents. Inspired by the post-apocalyptic genre, I wonder at the edges of this category of humans to consider what childhood

might become.

Embattled Landscapes: Pedagogies of Resilience from the North *ELAINE ALVEY, University of Alaska Southeast*

Drawing on interviews with teachers from the Circumpolar North, this paper explores ways that pedagogical practices have been shaped by a rapidly changing (Sub)Arctic. These explorations have important implications for our collective understanding of teaching amid rapid climate crisis and pedagogical responses of resilience surfacing in Northern communities.

Educating for Compassionate Resilience: A Posthuman Competency for Human Survival *Kristin Salerno, DePaul University*

In response to current crises and suffering our world is experiencing socially and environmentally, I consider how human beings survive and thrive in the posthuman Anthropocene by learning to apply what I term compassionate resilience. Rooted in the convergence of (a) social resilience (Adger, 2000), and (b) global citizenship (Ikeda, 2021), and aligned with Daisaku Ikeda's (2014) approach of human education, I argue that sustainable global society is possible (Goulah, 2021). I evolve this theory to explore when compassionate resilience is applied not only for one's own resiliency amidst crisis, but in solving together with a diverse collective of others, hybrid world crisis solutions are rich with possibility. In exploring "Is compassionate resilience worthwhile?" (Schubert, 2009, p. 1), I discern that both human education (Goulah, 2021) and posthuman thinking (Abbott, 2016) have power to inspire solutions with a diverse collective of learners practicing compassionate resilience to heal world suffering.

088. Navigating Asian American Racialization in Education

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 1 - Belmont

Participants:

Decolonizing Asian American Racialization: Double Gestures of Model Minority and Yellow Peril in Pandemic Times *Dugyum Kim, University of Minnesota at Twin Cities*

This paper is concerned with making a critical analysis of the racialization of Asian American, which has been marked by Model Minority and, particularly in our pandemic times, Yellow Peril, and suggesting some implications for humanizing pedagogy from a perspective of decolonization. To this end, this study explores a body of literature related to Asian American racialization, drawing on Fanon's conceptions of the white gaze and the inferiority complex and Bhabha's ambivalence of colonial discourses as theoretical frameworks. From the decolonial lenses, the Asian American racialization has dehumanized both Asian Americans and the White, and involved inter-contradictory tensions with regard to the double gestures of Model Minority and Yellow Peril as a colonial discourse that is sociopolitically constructed and seemingly oppositely shifting. This study concludes with some suggestions for critical imagination of decolonizing, humanizing pedagogy for students to be reflexive of racial injustice in pandemic times and afterwards.

Southeast Asian American Education and the latest newcomer "Karen" *Insil Jeon, University of Minnesota*

This study aims to situate one of the most recent refugee groups from Southeast Asian countries, Karen, within a broader field of Asian American studies and a body of literature examining educational experiences of Southeast Asian students and families. In order for this, the study conceptualizes Asian American following critical scholars (see Takaki, E. Lee, and Lowe for example). Secondly, the study provides a review of Southeast

Asian American education according to each sub-groups: Vietnamese, Hmong, Lao, and Cambodian Americans. Thirdly, the paper offers a brief background of the Karen including modern history in Burma since the 16th century, factors impacted Karens' transnational im/migration to the U.S. and relevant laws and policies. Lastly, the study will further investigate implications of the review of Southeast Asian American education in relation to framing Karen students' and families' experiences.

My University, Asian Hate, and a Pandemic *Ga Young Chung, University of California Davis; Sujung Kim, City University of New York; Hwanseok Song, Purdue University*

This study examines how the anti-AAPI hate and Black Lives Matter movements impacted Korean college students' ethno-racial identity in the U.S. during the COVID-19 pandemic. Using Critical Discourse Analysis (CDA) and qualitative research, we investigate how Korean students' legal status, class, and educational institution influenced the (re)formation of their ethno-racial identities. Emphasizing the significant role of educational institutions in addressing racial equity and supporting students of color, this study asks what policies and practices the higher educational institutions need to proceed with to enhance racial and social justice.

Discussant:

Pablo Montes, Texas Christian University

089. Black Feminist Perspectives on Safe Spaces and Fugitivity

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 1 - Pimlico C

Participants:

"Our class was a safe space": Black Educational Fugitivity in a "Grow-Your-Own" Initiative *Rachel McMillian, University of Illinois Urbana-Champaign; Nathaniel Bryan, Miami University (Ohio); Lakisha Zyyon, Miami University*

Currently, Black teachers represent less than ten percent of the teaching force (Bristol & Goings, 2019; Jackson & Kohli, 2016). As a response to the underrepresentation of Black teachers in PreK-12 education, scholars have introduced 'grow-your-own' initiatives within schools. 'Grow-Your-Own' initiatives are partnerships between colleges of education and school districts—providing scholarships and mentorship to inspire students of color to pursue teaching as a professional option. That said, this presentation will document the first years of a 'grow your own' partnership between XYZ University and an urban high school—exploring the ways in which Black students and instructors co-create a Black educational fugitive space (ross, 2019) as a way to confront and resist the anti-Blackness present in the high school and university. To that end, the following research question is advanced for this study: How do students and teachers co-create a 'grow-your-own' initiative as a Black educational fugitive space?

Safe Space Making: Black Girls Space Making in School and Education *Alissa Irvin, University of Illinois Urbana-Champaign*

This paper takes up the ways that Black girls reconceptualize Black feminist thought's conceptualization of safe space (Collins, 1990, p. 121). Black girls continue to navigate U.S. historical mappings as they traverse school spaces (Cahill, 2019; Butler, 2018; McKittrick, 2006). This work draws from Black feminism and Black girlhoods to highlight school and education as materialized spaces of precarity (Brown, 2013; Morris, 2016; Love, 2019). Through analytical insights of Black girls four Black girls, from four different high schools, across three states, we learn that school values, cultures, and standards are less culturally congruent, equitable, and safe as they claim, and that Black girls' cultural literacies are ontological tools used to make

space.

Endarkened Feminist Sankofa as Praxis and Theory in the Academy *Michelle Taylor, Wayne State University; Anglesia Brown, Wayne State University*

Rooted in Black Feminism, this study centers the lived experiences of individual Black women scholars while also recognizing the power of the collective voice (Collins, 2000; Dillard, 2016; Dillard & Neal, 2020). Through the lenses of Sankofa, the Akan Ghanaian philosophical thought, "it is not wrong to go back for that which you have forgotten" (Temple, 2010, p. 128) and tenets of Endarkened Feminist Epistemology, we journey into our individual histories to understand how we intersect with the academy, our work and each other. As Black women scholars, Sankofa helps us to extract the voices of those women in our histories. Visiting the past encompasses not only communal learning but helps to center us as individuals within the community. It grounds us and pushes us to (re)member ourselves (Dillard, 2021).

Discussant:

Cleveland Hayes, Indiana University at IUPUI

SATURDAY, NOVEMBER, 11

10:15-12:00pm

090. Society of Professors of Education Business Meeting - Critical Imagination on the Edges in our Lives: The Foundations of Our Education

Meeting

10:15 to 12:00 pm

Hyatt Regency: Floor 2 - Boardroom

Chair:

Brian Schultz, Miami University

Discussants:

Keffrelyn Brown, The University of Texas at Austin

Mary Kay Delaney, University of Denver

Asilia Franklin-Phipps, SUNY New Paltz

Nicholas Daniel Hartlep, Berea College

William Schubert, University of Illinois at Chicago

Seungho Moon, Loyola University Chicago

Therese Quinn, University of Illinois Chicago

091. Publication Mentorship--Education Studies

Alternative Session

10:15 to 12:00 pm

Hyatt Regency: Floor 2 - Cherokee

Two Editors-in-Chief and three Associate Editors of Educational Studies, the official journal of the American Educational Studies Association (AESAs), will host an alternative session on publication mentorship to support early career scholars, including advanced doctoral students, recent graduates, and early career faculty (who obtained their doctoral degrees no earlier than January of 2019), who are contributing to the advancement of critical thinking about important areas relevant to AESA and the disciplines of social and educational foundations. Educational Studies features the work of both established and emerging scholars from a wide array of disciplines such as philosophy, history, politics, sociology, anthropology, geography, economics as well as Indigenous, critical race/ethnic, critical dis/ability, women and gender, queer, cultural, comparative, transnational, and diaspora studies. Early career scholars will work with established faculty mentors and members of the ES editorial team to cultivate an article length manuscript to be considered for publication in the journal.

Session Organizer:

Ming Fang He, Georgia Southern University

Presenters:

Ming Fang He, Georgia Southern University

Bic Ngo, University of Minnesota

Suniti Sharma, Saint Joseph's University

Sophia Rodriguez, University of Maryland

Boni Wozolek, Penn State University, Abington College

Yining Zhang, Georgia Southern University

092. An Apple a Day Keeps the Managerialism Away – An Indelible Influence on Educational Studies

Panel

10:15 to 12:00 pm

Hyatt Regency: Floor 2 - Churchill

In the last half-century, Michael Apple's work has been at the core of an evaluation and critique of monolithic educational structures, especially where economic class shows its propensity to divide and denigrate learners. This panel, from a Midwestern university's doctoral program in Educational Studies, reviews and renews his philosophies and interpretations through the lenses of each of their cognates to provide a thorough and updated contextual and social references to reify the drive for further democratization of education. The theoretical grounding includes the dangers of hidden markets, neoliberalism, critical pedagogy, ideological hegemony, economic social-class stratification, and technicist thought, as well as concepts from Apple's Official Knowledge, and Ideology and Curriculum. By analyzing and applying these revelations, this panel also explores how these vital concepts play within the ever-changing educational landscape going forward.

Participants:

Seed Funding: The Hidden Economy of Public School and the Privatization of Education *Sara D Bender, Ball State University*

Apple, Apples, and Je m'appelle?: Naming Apple's Educational Ideology from a Technology Perspective *Charles Tuite, Ball State University*

The Apple of Anti-Oppression's Eye: Designing Genetics Curriculum to Reduce the Gender-Binary Bias *Michelle Frack, Ball State University*

Getting to the Core of the Problems in Ghana's Education Sector: Finding Solutions in Apple's Ideology and Curriculum *Bennet Osei Bediako, Ball State University*

A Cog in the Educational Wheel: Reflections from a Teacher Chewing on Apple's Notion of Forces at Play in Public Education *Kristi Monesmith, Ball State University*

Apple for the Teachers: Applying a Critical Ideology to Teacher Pedagogy *Timothy Gray, Ball State University*

Chair:

Sheron Andrea Fraser-Burgess, Ball State University

Discussant:

DeAnne Taggart, Ball State University

093. An Ode to Latinx Migration: Against Venezuelan, Transfronterizx, and Puerto Rican Educational Extinction

Panel

10:15 to 12:00 pm

Hyatt Regency: Floor 2 - Downs

Grounded in critical ethnic studies and critical education frameworks, this panel asks: what are the ways that Latinx migrants refuse (educational) extinction in the face of multiple threats? To answer, papers focus across educational levels and settings in which Venezuelan, Transfronterizx, and Puerto Rican communities negotiate contemporary educational experiences. In doing so, the purpose of this panel is to explore "collective particularities of threats" that structurally shape migration and displacement of peoples across places of origin and structurally create (re)settlement with

unaccomplished aims of “collapse and disappearance.” Through varied methods, our collective work brings attention to educational studies taking place on the East Coast (Venezuelans), West Coast (Transfronterixs), and Midwest (Puerto Ricans) and shows how panelists’ inquiries converge and diverge in ways that help complicate rather than simplify or romanticize ideas about documented status and citizenship that shape educational realities for Latinx groups in the United States.

Participants:

Unveiling Inequities: Humanizing Venezuelan Migrants' Education Experiences in the United States *Anali Silva Puentes, University of Pittsburgh*

In September 2022, around 50 Venezuelan immigrants in Texas were promised better opportunities by government representatives, only to be flown to Martha's Vineyard and abandoned with nothing but their belongings. Florida Governor, Ron DeSantis, claimed responsibility for these flights as part of his campaign against the Biden administration's border policies (The Guardian, 2022). Such action raises questions about how the anti-immigrant narrative exploits vulnerable individuals for political gain and how such exploitation reverberates to children and their educational (im)possibilities. Leaving Venezuela, where the education and socioeconomic crises have particularly affected the recent wave of immigrants, involves grappling with insufficient resources in their home country and relocation to the U.S. leading to possible educational disadvantages (Salas-Wright et al., 2020). This paper critically reviews newspaper articles through the lens of Latino Critical Theory (Espinoza & Harris, 1998) to unveil inequitable discourse shaping Venezuelan migrant contexts, including education, while humanizing Venezuelans.

Navigating the Borderlands: Centering Transfronterix Students in Higher Education *Esteban Alcalá, University of Pittsburgh*

Transfronterix students are those that cross the Mexico-USA international border on a frequent basis to complete their educational journey while primarily living in Mexico. Most students are Mexican-American U.S. citizens or permanent residents, first-generation college students, working-class, and may have mixed-status families (Falcon Orta & Orta Falcon, 2018; Falcon Orta & Monk, 2020). Transfronterix students across educational levels (e.g. K-12 and higher education) navigate a highly politicized and militarized international border where they often have negative experiences with Customs and Border Protection (CBP) while simultaneously navigating a society and educational institutions that render them minoritized (Castañeda Perez, 2020). This paper uses Falcon Orta et al.'s (2023) recommendations for higher education institutions to support transfronterix students during times of unrest at the border (meeting basic needs, providing classes in hybrid modality, creating brave spaces of dialogue, and celebrating transfronterix joy) to explore how such suggestions develop at a Hispanic-Serving Institution.

Knowledge-Making in Difference: Experiences of Puerto Rican Migrant Youth *Lisa Ortiz, University of Pittsburgh*

Experiences that Puerto Rican migrant youth encounter are unique but also relational to other migrant and non-migrant Latinx youth with whom they share educational journeys. This paper examines such experiences by centering Puerto Rican migrant youths’ knowledge-making practices of citizenship and (un)documentedness. Based on data from a larger qualitative project that explored rural-to-rural migration between Puerto Rico and the Midwest, it asks: how do Puerto Rican migrant youth go from not conceiving of Mexicans in their imaginary of the United States to having friends of varied Latinx sub-groups in school? How does what they say relate to connections about the state, subjectivities, and subjectification of people whose nations and lives are continuously impacted by U.S. colonialism? The

paper contributes to scholarship on Puerto Rican education in general (Garcia 2019; Nieto, 2000; Rolón-Dow & Irizarry, 2014) and the Midwest (Dávila, 2010; Pulido, Rivera, & Aviles, 2022; Velazquez, 2022, 2017, 2016).

Chair:

Gioconda Guerra Pérez, University of Illinois at Urbana-Champaign

094. Providing for ourselves: Mutual aid and gift economy politics as practice for liberatory education

Panel

10:15 to 12:00 pm

Hyatt Regency: Floor 2 - Seneca

This panel explores the possibilities of our social imaginations and practices of mutual aid in order to nourish the continuous struggle for liberatory possibilities and remember our capacities to know and educate ourselves towards freedom. Scholars in this panel engage organizing, activist, participatory, and Indigenizing methodologies in their academic work across disciplines that include critical refugee studies, critical disability studies, LatCritical race theory, critical Muslim studies, history, critical HMoob studies, feminist studies, ethnic studies, youth studies, and language justice. Papers in this panel seek to speak across disciplinary and community contexts to ask and share what existing practices of mutual aid, politics of abundance, and ethics of gifts exchange nourish educational studies concerned with the futurity of those who are most constructed as damaged and damaging by educational research.

Participant:

Providing for ourselves: Mutual aid and gift economy politics as

practice for liberatory education *Jenn Phuong, Swarthmore College; Kaozong Mouavangsou, University of California - Merced; Choua Xiong, California State University - Chico; Ma Vang, University of California - Merced; Arshad Ali, George Washington University; Chelsea Stinson, Syracuse University; Jen Bradley, Swarthmore College; Jenna Cushing-Leubner, University of Wisconsin-Whitewater*

This panel explores the possibilities of our social imaginations and practices of mutual aid in order to nourish the continuous struggle for liberatory possibilities and remember our capacities to know and educate ourselves towards freedom. Scholars in this panel engage organizing, activist, participatory, and Indigenizing methodologies in their academic work across disciplines that include critical refugee studies, critical disability studies, LatCritical race theory, critical Muslim studies, history, critical HMoob studies, feminist studies, ethnic studies, youth studies, and language justice. Papers in this panel seek to speak across disciplinary and community contexts to ask and share what existing practices of mutual aid, politics of abundance, and ethics of gifts exchange nourish educational studies concerned with the futurity of those who are most constructed as damaged and damaging by educational research.

095. A Radical Re-Centering of Self during the Eradication of DEIB in Higher Education

Alternative Session

10:15 to 12:00 pm

Hyatt Regency: Floor 1 - Belmont

Inside this workshop, attendees will participate in a professional development exercise that de-centers institutions and spotlights the needs of historically underrepresented populations on college and university campuses. Put differently, this alternative session will encourage participants to question, challenge, and open their own pathways in higher education—an option that is rarely given priority inside academic environments that are driven by evaluation, competition, and the illusion of promotion. The facilitator will ask attendees to imagine a world in the ivory tower where their own curiosities, dreams, pathways are at the center. Overall, participants will be exposed to case studies and advice from a chief diversity officer with interdisciplinary academic training which prioritizes

holistic educational experiences for historically excluded populations. Instead of wondering “what do we owe”, this workshop will de-center institutions and push participants to rely on their own personal narratives to re-orient their approaches to teaching, research, scholarship, and leadership.

Session Organizer:

Heather Moore Roberson, Allegheny College

Discussant:

Heather Moore Roberson, Allegheny College

Presenter:

Heather Moore Roberson, Allegheny College

096. Book Distribution Fundraiser

Exhibit

11:00 to 12:00 pm

Hyatt Regency: Floor 2 - Kentucky Suite

Session Organizer:

Yolanda A. Medina, Borough of Manhattan Community College – CUNY

SATURDAY, NOVEMBER, 11

1:30-2:30pm

097. Dismantling Whiteness in Education: Sonic Resistance to Fascism, Racializing Temporalities, and Overcoming Resource Hoarding

Paper Session

1:30 to 2:30 pm

Hyatt Regency: Floor 2 - Cherokee

Participants:

"We don't just entertain racist kids... we create them": Project Schoolyard and The Sonic Formation of Fascism and White Supremacy *Isaac Gottesman, Connecticut College; Amanda Plotsky, University of Wisconsin-Milwaukee*

In 2004, Panzerfaust Records, a white nationalist record label in Minnesota, released 100,000 copies of a sampler CD to be distributed to middle and high school students across the country. The action was called Project Schoolyard. Though the tactic of mass CD distribution to schools was relatively new, the intent was not. Since the emergence of a white power music scene in the U.K. in the late 1970s and 80s as a cultural arm of the National Front, a global network of white power bands, record labels, music festivals, websites, and publications has been actively recruiting youth into fascist and white power movements. These scenes continue to thrive with music as the main lure. This paper, co-written by a historian of education and an archivist, uses Project Schoolyard as an entry point for inquiring into this world.

Stalling white time: Racializing temporalities, classroom pacing, and building relationships beyond mundane white supremacy *Gardner Seawright, University of Wisconsin-Whitewater*

This paper argues that a temporal regime of white time conditions the normative expectations of schools as well as the instructional pacing in classrooms. While white time is not deterministic it establishes a cadence and rhythm to the school day that normatively reinforces and draws out white social habits. This creates a mundane temporality in which the being and time of white students is valued at the expense of students of color. These aspects of white time are considered in relation to “classroom management” strategies, teacherly pursuits to develop equitable classroom relationships, and the pedagogical possibilities of stalling white time through student-driven collective approaches

to classroom management.

White Educational Resource Hoarding in a Small New England Town *Briana Markoff, Michigan State University*

In this study, the author responded to Dumas’ (2015) call to attend to the material mechanisms through which white communities hoard educational resources. The author returned to their hometown in Massachusetts where, in response to the Boston Busing Crisis, policymakers made a series of decisions, including rejecting a sewer system, avoiding building low-income housing, and implementing “snob” zoning policies, reflective of their fear of “encroachment” by Black families from Boston. Examining interviews and documents through the lens of white ignorance (Mills, 1997), the author concluded that the town leadership actively maintained the town’s whiteness. This led to a school system with an excellent reputation that few Students of Color could access, increasing educational debt (Ladson Billings, 2006) and calling into question the meritocratic nature of U.S. schools.

Discussant:

Kathy Hytten, University of North Carolina at Greensboro

098. Disrupting Oppression, Resisting with Self-Expression, and Learning from LGBTQ* Educators

Paper Session

1:30 to 2:30 pm

Hyatt Regency: Floor 2 - Churchill

Participants:

Queering Consent (in Research): Disrupting Procedural Ethics with Fluidity and Relationality *Peggy A Shannon-Baker, Georgia Southern University*

As humans, we engage regularly with consenting processes in our daily life and in research activities. However, the majoritarian narrative around consent in research has turned this into a bureaucratic step governed by procedural ethics. The purpose of this paper is to invite a queering of research consent practices. Queering consent recognizes consent as an ongoing, relational, and negotiable process that recognizes the impact of selves, scene, and contexts in and on that process. This approach to consent requires queering at both the methodological and methods level. In this paper, I outline the features of the majoritarian narrative around research consent to highlight how it reinforces binaries between research and participant and discourages the fluidity and relationality that characterizes queering research. I then present several key places where this queering can take place including in the consent form itself, timing of consent, and the relationality between researcher and participants.

So, darken your clothes, or strike a violent pose: Iero's story of resistance and resilience *Linsay DeMartino, Illinois State University; S. Gavin Weiser, Illinois State University; Alyssa Stasicky, Illinois State University*

Our work seeks to transform the oppressive socio-political tensions of being gay, bisexual, transgender, queer and/or questioning, intersex, asexual, or aprot, and the countless affirmative ways in which people of diverse sexual identity (LGBTQIA2S+) youth living under record-breaking anti-LGBTQIA2S+ legislation in favor of making space for resistance and resilience for LGBTQIA2S+ youth. Using narrative inquiry, we created a composite character, Iero, which represents multiple LGBTQIA2S+ youth that we are partnering with, to tell their story and build a culture of possibilities to move from reacting to reimagining the futures for LGBTQIA2S+ youth in educational institutions and beyond.

Listening to LGBTQ* Educators: Lessons in Gender Expansive Practice *Kathleen Elliott, University of*

Wisconsin-Whitewater

This paper explores the perspectives, practices, and pathways of diverse LGBTQ* educators as they work to create more inclusive, equitable, joyful spaces for all students in their school communities. It explores the professional lives of a group of LGBTQ* educators, including their professional trajectories and goals, their experiences as students and teachers, and the transformative nature of their work in schools. It also illustrates the challenges these educators face, particularly in the current social and political climate, and how best to support them in their work. Ultimately, the paper demonstrates the urgent need to prepare all educators to create affirming, inclusive school communities, for students and teachers alike, and points to the policies and practices with the greatest potential to support this goal.

Discussant:

Isabel Nuñez, Purdue University Fort Wayne

099. Fostering Global Citizenship through Curriculum, Community Collaboration, and Re-Imagined Leadership

Paper Session

1:30 to 2:30 pm

Hyatt Regency: Floor 2 - Downs

Participants:

Establishing a Foundation of Global Citizenship Through Curriculum and Community Collaboration *Kathleen Marguerite D'Or, DePaul University*

As we enter the Anthropocene age, the folly of the settlers' cosmology has been shown to have devastating consequences for our planet and its inhabitants. It is imperative that this western philosophical foundation shift to encompass the philosophy of global citizenship proposed by Buddhist philosopher and educator Daisaku Ikeda, which corresponds closely with the cosmology of indigenous populations around the world. This paper proposes embracing sustainable and restorative practices currently expanding in the United States. These movements can be an opening to include the ideals of global citizenship by developing a curriculum acknowledging that all life and its environment are interconnected and therefore that all actions have consequences. At the same time, collaboration with community organizations to implement local sustainability goals should expand. It is crucial that future generations are broadly exposed to this concept, preparing students as guardians and caretakers of our planet rather than consumers and exploiters.

Global Conversations Program to Cultivate Critical Social Imagination *Nozomi Inukai, DePaul University; Emily S Kraus, DePaul University*

In the midst of COVID-19 pandemic, our institution, a Catholic University in the Midwest, created a virtual program called Global Conversations, in which students from around the world engage in dialogue on a variety of interdisciplinary, global topics such as climate change and the SDGs. Currently framed with Darla Deardorff's (2006) model of intercultural competencies supported by UNESCO, the Global Conversations program can serve as a creative opening to collaboratively cultivate critical social imagination. The purpose of this paper is to consider how to further improve the program using Daisaku Ikeda's (2021) framework for educating global citizens characterized by the inner qualities of wisdom, courage, and compassion. This study can provide a model that can be implemented at other institutions of higher education and contributes to the growing body of literature on Ikeda's concept of global citizenship and UNESCO's framework of intercultural competencies.

Re-Imagining Leadership in 21st Century Schools: Global Connections and Intersections *Eleanor J. Blair, Western Carolina University*

Public schools today are afflicted by multiple crises that are a product of both the societal and institutional inequities that are embedded in the schools and produce pedagogical practices that cripple our most vulnerable populations of students. The COVID pandemic simply exacerbated the problems and highlighted the vulnerability of certain populations. The intersection of these crises has presented a unique opportunity to re-imagine the role of leadership, both formal and informal, as a tool for both social transformation and a re-visioning of roles and responsibilities in 21st century leadership. Utilizing studies of teacher leadership in both the United States and the Caribbean, this paper highlights the voices of teachers in discussions of the 21st century educational landscape where the lines delineating the roles, responsibilities and professional status of teachers is fluid and amenable to change.

Discussant:

Jaminye L. Adams, University of Georgia

100. Science Education for Equity: Exploring Critical Race Science, Climate Change Education, and Settler Colonialism

Paper Session

1:30 to 2:30 pm

Hyatt Regency: Floor 2 - Gulfstream

Participants:

Should we f***ing love science?: Engaging a critical race science foundations intervention towards equity-oriented science teaching *Manali Sheth, University of Illinois Chicago*

Interventions that scaffold secondary science educators in developing and integrating science-specific critical interpretive frameworks into their science education goals are necessary for shifting science teaching and learning outcomes for students of color. In this research, I use a counterstory-telling pedagogy framework to examine the possibilities of introducing a critical race science foundations (CRSF) intervention into a secondary science teacher education program situated in a historically white institution. Findings discuss how the CRSF module afforded opportunities for SSTCs to critically inquire into science as a necessary part of becoming science educators by engaging with science counterstories to revise power-evasive ideologies about science and take up more socio-politically conscious science education goals. The transformative potential of the module was, however, constrained by the absence of an explicit intersectional, multi-leveled framework that scaffolded power analyses, including within the learning community. The affordances and constraints offer insights into more intentional module design.

Re-imagining climate change education with Latour: An Ode to a Terrestrial Orientation of Belonging *Sophia Jeong, The Ohio State University; Elena Hatton Silverman, Indiana University - Indianapolis*

If we are to have any hope of repairing the damage we have done to the world, then we must find creative ways to engage and energize all beings that form our terrestrial collective. Using Latour as a starting point, we explore how students orient themselves in their worlds and develop understandings of climate change and climate justice that are entangled and embedded across geo-graphies (Latour, 2018). We, educators, owe our students the encouragement to imagine a future of belonging and justice for all life and the tools to create it. To that end, we begin in a high school classroom, asking students to show us their lives and tell us how they see the impact of climate change so that we can begin to engage with them in a conversation about the world they want to see and share with others.

Using Settler Moves to Innocence to interrogate the Environmental Science Curriculum *Dinorah-Marie Hudson, CUNY-Graduate Center*

justice for all life and the tools to create it. To that end, we begin in a high school classroom, asking students to show us their lives and tell us how they see the impact of climate change so that we can begin to engage with them in a conversation about the world they want to see and share with others.

Using Settler Moves to Innocence to interrogate the Environmental Science Curriculum *Dinorah-Marie Hudson, CUNY-Graduate Center*

This paper seeks to uncover settler colonialism found in an environmental science textbook and (re)center Indigenous Land-Based epistemologies and pedagogies by analyzing content and language found in environmental science textbooks. Findings indicate settler moves to innocence (Tuck & Yang, 2012) are used to obscure settler colonialism which perpetuates dominant western ideologies.

Discussant:

Laura Meyers, Georgia State University

101. Living and Educating with Joy

Paper Session

1:30 to 2:30 pm

Hyatt Regency: Floor 2 - Seneca

Participants:

Answerability, Urgency, and Joy: Lessons from Teacher Residency *Julie Gorlewski, University at Buffalo, SUNY; Elisabeth Etopio, University at Buffalo, SUNY; Amanda Winkelsas, University at Buffalo, SUNY; Halley Maza, University at Buffalo; Kristin Cipollone, University at Buffalo*

This panel describes an urban teacher residency program designed to address diversity and equity in the profession while simultaneously enhancing quality. Through strong cohorts that emphasize relationships, the program cultivates a sense of belonging and critical joy among teacher candidates and with the broader community.

Recording!: Emergent Curricula and a Joyful Noise *Walter S Gershon, Rowan University*

This is a story of students being given the space to be themselves, how young people can respond to being given the dignity of respect, and the sonic joys of Blackness. This paper focuses on a particular curricular convention in a fifth-grade city classroom that began in the first year of this longitudinal project, and became formalized over the duration of this study. It is how students learned to negotiate their classroom as a sonic ecology where multiple groups were writing songs in the same room, understandings that also became entwined with questions of rights, discourse, and conflict resolution. It is also a sonic counterstory about told in part through sound, a performative expression that provides the audience an opportunity to hear the argument unfold through the sonic ecology in which they occurred, including student-collaborators' joyful noise as they worked together to write songs about academic content

"A glance from God": Bearing Witness to Black Life and the Complexities of Black Joy on Death Row *Rachel McMillian, University of Illinois Urbana-Champaign*

The purpose of this presentation is to paint a narrative in exploration of the following research question: What can we learn about Black life and Black joy from the voices of those who are incarcerated? Utilizing the historical tradition of Black testimony, this presentation will explore this research question within the context of an urban high school book club co-led by Keith LaMar—a wrongfully convicted Black man currently on death row in Ohio. This presentation—through the voice of Keith—an attempt to shift our gaze to what Terrion Williamson (2017) states is the “radical capacity to live—to live deeply righteous lives even in the midst of all that brings death close” (p.

9). And, most importantly, it is a presentation constructed in efforts to bear witness to the fullness and richness of Keith's life; a life that is irreducible to anti-Blackness or the tortures of prison.

Discussant:

Iesha Jackson, University of Nevada Las Vegas

102. Challenging Education: Overcoming Exclusion/Inclusion Paradoxes in Postsecondary Education, Advocating for Reproductive Justice in Public Education, and Navigating Intersectional Precarity as U.S. Teachers Abroad

Paper Session

1:30 to 2:30 pm

Hyatt Regency: Floor 1 - Belmont

Participants:

Governmentality and Inclusive Postsecondary Education:

Exclusion/Inclusion Paradoxes *Andres A Arrazola, Florida International University*

The paper argues for Inclusive Postsecondary Education programs as a system of translation for governmentality. As a system of translation, IPSE programs provide a context for make legible broader neoliberal practices to become accessible to the local context of the IPSE program and allow for the formation of IPSE students as citizen/subjects of neoliberal regimes of governance. To analyze IPSE programs, the paper reviews the academic literature regarding the formation, justification, and empirical research regarding IPSE programs to parse the governing rationales that exhibit neoliberal assumptions.

Public Education and Reproductive Justice *Caitlin Howlett, DePauw University*

The primary purpose of this paper is to offer a reading of contemporary debates about public education, particularly those regarding sex education, critical race theory, and trans rights in schools in the United States, through a reproductive justice lens. I thus ask: what can we learn about public education by situating it as essential to the possibility of reproductive justice and how might these lessons help inform attempts to defend public education and reproductive rights during such resistance? I ultimately argue that attacks on public education are part of a broader effort to control and delimit reproduction and to codify white supremacist, patriarchal, neoliberal desires for control over populations at all levels of government. I conclude by discussing the potential benefits of such a reframing for activists and scholars interested in either of these justice issues.

You are (not) wanted: U.S. teachers' transnational experiences of intersectional precarity in China *Yixuan Wang, University of Georgia*

With an estimated 400 million learners of English (Bolton et al., 2020; British Council, n.d.), China forms one of the largest demanding markets for transnational English teachers from the U.S., the U.K., Canada, Australia, and New Zealand. Guided by the coined theoretical framework intersectional precarity, from intersectionality (Crenshaw 1989, 1991) and precarity (Butler, 2004; Zembylas, 2019), this digital ethnography examines U.S. teachers' transnational experiences of co-existing privilege as English native individuals from the U.S. and precarity due to their individual intersectional identities (e.g., race, gender, sexual orientation, etc.). Findings suggest that teaching and living in China lead to a journey of becoming global migrant workers, bilingual/bicultural, and transnational denizens (Standing, 2014) who are marginalized migrants without social, cultural, political, and legal capital in the host country. The co-existing privilege and precarity offer further theorization of precarity, English native-speakerism, and critical pedagogy of precarity.

Discussant:

Brandon Leroy Fox, Middle Georgia State University

Navigating New Terrain & Encouraging Diverse Perspectives

1:30 to 2:30 pm

Hyatt Regency: Floor 1 - Pimlico C

Participants:

Globalization and Education: Challenges of Axiology in Nigerian Policy on Education, A Way Forward *Shehu Saad Janguza, Bayero University*

The Nigerian policy on education (2013) stated that Education is an instrument par excellence for effective national development. Government has stated that for the benefit of all citizens, the countries educational goals shall be clearly set out in terms of their relevance to the needs of the individuals and those of the society in consonance with the realities of our environment and the modern world. This paper discusses the issues and challenges in Nigerian culture and the national policy on education in relation to globalization and education. The conversation will help in responding to these very real threats to the development of our Nation, Africa and beyond. The paper argues that for Nigeria education policy to be functional and relevant to the current global and national needs, creative innovation and reforms are necessary. This should include empowering and working in the community to activate collective social imagination through creativity.

Race, Representation, and Empire: The New York States Global History Regents Exam *Shreya Sunderram, CUNY The Graduate Center*

The New York State Global history curriculum is tailored to the NYS Regents Exam, which undoubtedly has impacts on what content is taught in the classroom. This study evaluates to what extent the Global History Regents perpetuates eurocentrism and narrative erasure, using quantitative and qualitative methods. The paper finds the three most recent regents exams to not only be Eurocentric, but to perpetuate narrative erasure—a concept derived from the lenses of CRT and postcolonial theory to describe the practice of erasing the contextualization, history, and achievements of the people of the global south. The paper concludes with recommendations for participatory and student driven global history curriculum to counter epistemological violence.

Encouraging Electives: Investigating How Black Female Teacher-Coaches Handle Divisive Concepts *Alex Chisholm, University of Georgia*

Despite demands to resist anti-CRT legislation that promotes exclusionary histories, classroom censorship, and culturally relevant book bans, bills are still being passed. In response, Black teacher-coaches are using their classrooms as fugitive spaces to counter systemic racism by creating Black history electives. While these courses are still within the confines of public education and its regulations, these student-choice courses escape the gaze of white supremacy, standardized tests, and classroom surveillance. However, the quest to create curricula and obtain district level approval is not without scrutiny. Designing freedom spaces as a subversive act requires careful, yet fearless perseverance. In these self-made curricula, Black female social studies teachers-coaches are tasked with addressing the functionality of systemic racism while also providing a safe space for students. Drawing on in-depth interviews with three teacher-coaches, this proposal highlights how Black women design curricula in social studies for liberation from whiteness and anti-Black legislation.

Discussant:

Darrell Cleveland, Stockton University

2:30-4:00pm

104. Community Anchoring of Our Embodied Intersectional Being

Panel

2:45 to 4:00 pm

Hyatt Regency: Floor 2 - Hileah

This panel aims to share the experiences and research related to an Equity Cohort that was hired at Penn State University in Fall 2023 in a College of Education, and more specifically Curriculum and Instruction. Our collaboration and support is essential to moving forward in building both our individual and collective research agendas and in thinking about promotion (and tenure). As a whole, faculty of color are still marginalized at Predominantly White Institutions (PWIs) and this contributes to higher attrition rates. There are many factors contributing to the loss of and burnout faculty of color experience. Finding ways to create institutional support and “give back” time to faculty of color in supporting their research is one way that the university can respond to these conditions. This panel will speak to this topic in a connected manner through each of our experiences.

Participants:

Have We Met? : Negotiating the Hybrid Space of Zoom and In-Person *Mariah Harmon, Penn State University*

Play by Play Discourse: Images that Move and Personal Connections *Ricardo Martinez, Penn State University*

Despite the Chaos: Creating Spaces of Resistance to Power Dynamics *Brittany A Aronson, Penn State University*

Being a brown queer in academia: Towards a more rightfully present existence *Rishi Krishnamoorthy, Penn State University*

“We Did Not Have Many ELs.”: Monolingual White Preservice Teachers Experiences With Linguistic Diversity *Sopha Angeles, Penn State University*

Session Organizer:

Mildred Boveda, Penn State University

Discussant:

Mildred Boveda, Penn State University

105. Girls STEM Institute: Impacting Black Girls STEM Identity Development Through F.a.M.I.L.L.Y

Panel

2:45 to 4:00 pm

Hyatt Regency: Floor 2 - Cherokee

In this panel discussion, we propose to explore Girls STEM Institute: Fostering and Maximizing Interdisciplinary Learning Year-round (F.a.M.I.L.L.Y) project, an innovative approach to positively influence the STEM learning experiences of Black girls and their caregivers. In keeping with the 2023 AESA Annual meeting theme, we will focus on a multigenerational, holistic STEM learning counterspace designed to provide Black girls and their parent/caregivers opportunities to collaboratively engage in life-enriching socially transformative multidisciplinary STEM experiences. We will demonstrate how providing a counterspace that centers on the development of STEM content knowledge while also addressing Black girls and their caregivers' overall wellness and well-being positively impacts one's enjoyment of STEM, interest in STEM content and careers, and understanding of STEM as a tool for personal and social change.

Chair:

Daniella Ann Cook, University of South Carolina

Discussant:

Daniella Ann Cook, University of South Carolina

Presenters:

Crystal Hill Morton, Indiana University Purdue University

SATURDAY, NOVEMBER, 11

Indianapolis
Chanae Azikiwe, IUPUI
Keonna Scott, Parent/Caregiver
Amelia Scott, Student

106. Mentorship of underrepresented or historically marginalized faculty: Sealing the cracks

Alternative Session

2:45 to 4:00 pm

Hyatt Regency: Floor 2 - Downs

This symposium will critically examine current framings of mentorship for faculty focusing on Black, Indigenous, racialized, disabled, 2SLGBTQ+, first-generation and others perceived as marginalized within the academia. We bring together education researchers, administrators and professors whose work within higher education centres on how academics are welcomed and supported. Participants will respond to three questions and then react to each other's comments: In your experience and work, what is "good mentorship" for under-represented or marginalized faculty? What are the expectations of mentorship, and what are the creative openings, challenges, and hidden burdens? How might thinking with the theme concepts of "Education and Extinction: and Critical Social Imagination" support our critical thinking about models of mentorship and academic responsibility for institutions and academics? This will be followed by engaging the audience and participants with the same questions.

Session Organizer:

Lisa Loutzenheiser, University of British Columbia

Presenters:

Lisa Loutzenheiser, University of British Columbia

Cynthia Dillard, University of Seattle

Roland Sintos Coloma, Wayne State University

107. Reclaiming and Reimagining Intersectional Asian Diaspora Experiences as a Praxis of Decolonization and Anticolonialism

Alternative Session

2:45 to 4:00 pm

Hyatt Regency: Floor 2 - Gulfstream

Asian diaspora educational workers engage in theoretical, analytical, and reflexive research to reclaim and reimagine intersectional Asian diasporic experiences as a praxis of decolonization and anticolonialism to defy racism, reimagine alternate nows, and invigorate otherwise futures. The term 'Asia,' rooted in colonial history of the East is constructed as the 'other' converse to West/Europe. The imperialist legacy of naming is maintained in the colonial present reflected in the terms 'native,' 'oriental,' and 'kungflu' with implications for people of color who experience racism, xenophobia, and discrimination as everyday reality. Evoking the critical social imagination in taking an anticolonial stand, this symposium is a move toward a praxis of decolonization and transformation of knowledge in education. We join hands with all people of color in claiming identities, histories, experiences, and cultures to proclaim, "They made us into a race. We made ourselves into a people" (Coates 2015, p. 149).

Participants:

From an Epistemic History of 'Asia' in the Colonial Present to Reimagining the Asian Diaspora Experience and Beyond
Suniti Sharma, *Saint Joseph's University*

I examine historical policy documents, contemporary news articles, and academic scholarship to trace the history of terms such as Asia, Asians, and Asian American to understand where and how the Asian diaspora fits into the colonial present to contest the monolithic construction of 'Asians' as the cultural 'other' and reposition my experiences within the collective Asian Diaspora Experience as knowledge worth knowing in education. I also highlight the continued colonial disenfranchisement and cultural exclusion of Asian identities and experiences from curriculum conversations in the U.S. manifested in their lack of representation in K12 school curriculum and relegation to Asian

Studies as a minor in most college curricula. I ask the following questions: How has knowledge about Asians been produced historically and currently? How have Asian diasporic scholars used their anticoloniality to conduct research and produce alternative knowledges that is intersectional, fluid and diverse?

Asian Diaspora Teacher Education Curriculum: A

Co/Autoethnography of Two Chinese Diaspora Women Faculty
Katrina Liu, *University of Nevada, Las Vegas*; *Min Yu*, *Wayne State University*

Diaspora and Third World feminism's approach to space, place, and curriculum (He, 2021; Mohanty, 2003) empowered us to take generative pathways to understand our roles, experiences, and agencies in teacher education as Chinese diaspora women faculty in the United States. Our international, transnational, and counter-national experiences inspire us to adopt the diaspora curriculum framework (He, 2021) and the co/autobiographical method to undertake critical analysis of space and place in our teacher education experiences. Combining place and personal experiences through co/autoethnography, we made an effort to connect "the local and global, the real and symbolic, the individual and the collective, and our inner sense of ourselves with the external world" (Somerville, 2014, p. 80). We ask the following key question: How do Asian diaspora workers employ our diaspora experiences and expertise across different places to (re)think, (re)imagine, and transgress the borders imposed on us?

Reimagining Asian Diasporic Aesthetics Through the Film

Minari: Fostering an Anti-Racist Curriculum
Michelle Bae-Dimitriadis, *Pennsylvania State University*

Drawing from scholarship on transcultural, critical phenomenology and anti-racist and settler colonial critique, this study offers critical conversation on diasporic subjectivities and aesthetics in the movie *Minari* to advance a transcultural discourse for decolonization and anti-racist curriculum theory. The research specifically contests transcultural discourse that reduces hybridity and hybridization as diasporic aesthetic and subjectivities to cross-cultural exchange. Such discourses simplify experience and lack critical examinations of the complex arrays of power and hierarchies within and across settler colonial states, wherein racial, colonial struggles take place. I situate Asian diasporic aesthetics in the phenomenological realm of White supremacist, settler colonial capitalism, in which Asian racialized immigrant bodies and experiences are a process of settler habitation. I do so through a critical discussion of the social and historical implications of the movie *Minari* by examining how White supremacist, settler colonial curriculum generates racism that racialize the settler habits of Asian immigrant/Asian Americans.

Asian Diaspora Communities and Asian Diaspora

Consciousness
Dinny Risri Aletheiani, *Yale University*

The paper examines how the current pandemic is interwoven with Asian diaspora movement and how these diaspora communities have experienced the pandemic differently. Understanding these connections can illuminate us in imagining and approaching curriculum theory to take into account the importance of diaspora (Tölölyan, 1991), diaspora relational/spectrum (Hall, 1999), diaspora consciousness (Hall 2017a), and diaspora narratives (Hall 2017b). The study focuses on narratives and experiences of diaspora communities in the U.S., from the places or regions identified as Southeast Asia, a geographical southeastern sub region of Asia, specifically communities of Burma's refugees, Hmong, Lao, and Vietnamese diasporas. The study utilizes stories from various community archives, articles about the communities in the US during the pandemic, and policy texts related to the experiences of these communities.

Decolonizing and Reinventing Asian Diasporic Imaginaries and

Futurities Ming Fang He, Georgia Southern University
Asian Diaspora imaginaries/futurities create space for dialogue on and action upon educating hope (Harvey, 2000), radicalizing imagination, and politicizing possibility (Anderson & Jones, 2016; Olson & Worsham, 2007) without giving up the world where we live. Such imaginaries/futurities invigorate diasporic consciousness that evokes “different histories and different futures” (Giroux, 2017) and cultivates radical love so that we “could find the strength, faith, and humility to establish solidarity and struggle together to transform the oppressive ideologies and practices” (Darder, 2017, p. 80; hooks, 1994) to fight against all forms of oppression. Such imaginaries/futurities invigorate diasporic space for “imagined communities” (Bhabha, 1994, p. 5) where Asian diaspora educational workers work with other researchers, educators, teachers, administrators, parents, students, community workers, and policy makers to heal the soul of humanity and planet with “shared principles and visions” for “desirable collective futures” in “a world of increasing complexity, uncertainty, and fragility” (UNESCO, 2020, pp. 2-5).

Session Organizer:

Suniti Sharma, Saint Joseph's University

108. Feelin it in my bones: Bearing witness/(re)membering through playback theatre as teaching and research praxis

Alternative Session

2:45 to 4:00 pm

Hyatt Regency: Floor 2 - Seneca

This interactive workshop will set a foundation for understanding playback theatre as critical praxis and community building. Led by practitioners of color, the content of this workshop is informed heavily by black feminist thought and theoretical frameworks that explore the power of witnessing and collective (re)membering, of ways of knowing that we feel in our bones (Dillard, 2019; hooks, 2015; Evans-winters, 2019; Toliver, 2021). We believe that rooting our practice in these traditions helps humanize and decolonize our own work, scholarly and creative spaces. As a form that centers connectedness of body/mind/spirit, attendees will be invited to observe and deeply engage in concepts through the form itself. Areas of focus will include overview of playback theatre, playback as the intersection of witnessing/(re)membering, engaged pedagogy and arts-based research methods, and direct participation in playback theatre and community building activities.

Session Organizer:

Rosalyn Smith-Stover, na

Presenters:

Lalenja Harrington, UNCG

Nodia Mena, University of North Carolina Greensboro

Josette Ferguson, The University of North Carolina at Greensboro

109. Education in the Name of Ethics: Values Created, Indigenous, and Credal

Panel

2:45 to 4:00 pm

Hyatt Regency: Floor 1 - Belmont

This selection of philosophical papers in this panel is based on a larger work on ethics and education that takes its charge from R.S. Peters' Ethics and Education. The premise of the contracted The Cambridge Handbook of Ethics and Education is that the field of ethics provides a critical cognitive apparatus for consequential education theory, research, and practice. The three papers in this panel undertake this task as it pertains to the values that inform school culture, curriculum and pedagogy. The first paper discusses the ideas of Ikeda Daisaku's and Makiguchi Tsunesaburō to disrupt widespread student unhappiness. The second paper theorizes an ethos of pluralism for navigating group identity in the classroom, and the third paper clarifies concepts central to the work of decolonizing curriculum and TribalCrit and then develops the contours of a critical settler consciousness

to address its harms.

Participants:

Value Creation and Happiness in Education: Considerations for a Post-Truth World *Jason Goulah, DePaul University*

There Should Be Republican Virtues Here: Teaching in Credal Deep Pluralism *Sheron Andrea Fraser-Burgess, Ball State University*

Decolonizing the Curriculum: Towards a Critical Settler Consciousness *Stephany RunningHawk Johnson, Washington State University*

110. Praxis: Curriculum Theory as Lived by Teacher Educators

Panel

2:45 to 4:00 pm

Hyatt Regency: Floor 1 - Pimlico C

This symposium features the reflections of teacher educators who enact curriculum theorizing in the preservice classroom. Each panelist will address how an influential curriculum studies scholar (Maxine Greene, William Watkins, William Pinar, Janet Miller, Gloria Ladson-Billings, William Schubert, or Carter G. Woodson) has impacted their practice. We continue the tradition of teacher lore, a form of inquiry focused on sharing what teachers have learned through their experiences (see Schubert & Ayers, 1992, p. 239). Through this work, we hope to invite other teachers and researchers to reflect upon their engagement with curriculum theory and their moments of praxis.

Chair:

Kelly P. Vaughan, Purdue Northwest

Discussant:

Isabel Nuñez, Purdue University Fort Wayne

Presenters:

Leslie Palmer, The Johns Hopkins University and Maryland State Department of Education

Asilia Franklin-Phipps, SUNY New Paltz

Asif Wilson, University of Illinois Urbana-Champaign

Joyce Maxwell, Union County College

Nozomi Inukai, DePaul University

Arlo Kempf, University of Toronto

Lasana D. Kazembe, IUPUI

SATURDAY, NOVEMBER, 11

5:00-7:00pm

111. Membership Meeting

Business Meeting

5:00 to 5:30 pm

Hyatt Regency: Floor 2 - Regency Ballroom

Chair:

Luis Urrieta, University of Texas at Austin

112. Presidential Address: Academic Sobrevivencia and Sesi Irekani: Refusing, Reimagining, and Rearticulating Decolonization in the Social Foundations of Education

Lecture

5:30 to 6:30 pm

Hyatt Regency: Floor 2 - Regency Ballroom

Presenters:

Luis Urrieta, University of Texas at Austin

Beth Hatt, University of Illinois - Springfield

113. Presidential Celebration

Reception
9:00 to 11:00 pm
Hyatt Regency: Spire

SUNDAY, NOVEMBER, 12

114. Parenting/Caretaking Room

Parent/Caretaker Room
7:00 to 12:00 pm
Hyatt Regency: Floor 1 - Pimlico A

115. Quiet Room

Quiet Room
7:00 to 12:00 pm
Hyatt Regency: Floor 1 - Saratoga

116. Gentle Yoga

Alternative Session
7:00 to 8:00 am
Hyatt Regency: Spire

117. AESA Executive Committee

Meeting
8:30 to 12:00 pm
Hyatt Regency: Floor 2 - Keeneland

Session Organizer:

Sue Ellen Henry, Bucknell University

Discussants:

Isabel Nuñez, Purdue University Fort Wayne
Luis Urrieta, University of Texas at Austin
T. Jameson Brewer, University of North Georgia
Pamela Jane Konkol, Concordia University Chicago
Tim Monreal, University of Buffalo
Kristal Moore Clemons, Children's Defense Fund Freedom Schools
Walter S Gershon, Rowan University
Jeong-Eun Rhee, LIU Post
Cleveland Hayes, Indiana University at IUPUI
Sheron Andrea Fraser-Burgess, Ball State University
Kakali Bhattacharya, University of Florida

SUNDAY, NOVEMBER, 12

9:00-10:00am

118. Redefining Education: Exploring Collective Responsibility, Equity, and the Future of Public Schools

Paper Session
9:00 to 10:00 am
Hyatt Regency: Floor 2 - Cherokee

Participants:

Social Imagination for Collective Responsibility: Advancing Equity Under Current Challenges in K-12 Schools *Sierra Stern*, University of Pittsburgh; *Osly Flores*, University of Illinois at Urbana-Champaign; *Michael G Gunzenhauser*, University of Pittsburgh

Race-consciousness and caring ethics have become prominent in educational research and national standards (Davis et al., 2015; NPBEA, 2015); the enactment in practice has been more challenging. In this paper, we explore what social imagination (Greene, 2000) for educational equity looks like in K-12 schools, as educators attempt to make education more equitable for students, especially students of color, students living in poverty, and students with other marginalized identities. Predispositions

toward caring among educators are insufficient, because of uncritical assumptions of sameness, misplaced empathy, and the evasion of race and racism (Annamma et al., 2017; Siddle Walker & Snarey, 2004). We explore how educators enact collective responsibility to care for students in their specific contexts. We draw mainly from semi-structured interviews with three example school leaders in rural, urban, and suburban settings, each facing distinct challenges to enact their social imaginations toward educational equity.

Moving Beyond Diversity and Inclusion: How NYC Teachers Challenge Dominant Ideologies in Schools *Dinorah-Marie Hudson*, CUNY-Graduate Center; *Kristina Arevalo*, CUNY-Graduate Center; *Quyn Wright*, CUNY; *Rosena Petit Homme*, Student; *Yana Kuchirko*, CUNY-Brooklyn College

This qualitative study examines how in-service teachers in New York City negotiate race in their pedagogy using the Critical Race Pedagogy framework. Interviews of 34 educators were conducted via Zoom due to the COVID-19 pandemic. Findings indicate that, despite a lack of systematic commitment to Culturally Responsive pedagogical practices, some teachers find creative ways to challenge dominant ideologies around race within their schools.

"Do you want flip burgers forever?": Hospicing modernity through storying the end of public schools *Briana Markoff*, Michigan State University; *Angelina Momanyi*, University of Minnesota-Twin Cities

In this study, two teacher educators considered abolitionist possibilities for U.S. schooling through storying the end of public schools. Using a research-creation methodology, they collaboratively wrote a dystopian story about a teacher and a mixed-age group of students journeying through Minneapolis in the days after the last day of public school in that city. Approaching dystopia as both grappling with the violence of the racial capitalist present and imagining a more just future, they consider implications for teacher education and educational research that aim to untangle education from systems of oppression, exploitation, and suffering and move instead toward meaningful freedom.

Discussant:

Laurie Elisabet Hahn Ganser, University of Minnesota - Twin Cities

119. Youth Empowerment in Education: Participatory Action Research and Social Justice

Paper Session
9:00 to 10:00 am
Hyatt Regency: Floor 2 - Gulfstream

Participants:

Youth Participatory Action Research: Schooling, Learning, and Entangled Lines of Flight *Thomas F Albright*, Georgia State University

Historically, the Western project has marginalized or sought to delegitimize people of color as knowers (Wynter, 2003). The focus has been research on or extraction from, rather than with or in service of. This article focuses on a youth participatory action research project to understand how youth utilized YPAR as a liberatory space. This work explored the research question: What learning lines of flight emerged? Lines of flight are deterritorializations, moving away/beyond that which was, a becoming (Deleuze & Guattari, 1987). Six youth participated in the project over two years, 2018-2020. Ethnographic methods, interviews, and posthumanist theorizing were utilized. Findings illustrated participants created community by making and holding space for one another. The group rejected linearity and embraced the unpredictability of learning. By centering democratic collaboration, youth knowledge/experiences, and learning, the

collective demonstrated how YPAR can be a tool of resistance to the dominating forces of schooling.

Local Youth, Social Justice, and the University: Examining the Transformation of Institutional Claims and Student Experiences *Christopher Hu, University of Virginia; Nina R Schoonover, Equity Center, University of Virginia; Chris K Chang-Bacon, University of Virginia*

In this critical qualitative study, we examine and interrogate a predominantly white university's youth intervention program that serves local middle-school youth from surrounding minoritized communities. The program, which we call "Roundtop," is an educational initiative of the "Justice Institute," a center funded by the university. We found key discrepancies in the stated liberatory goals and students' more "school-like" experiences of the program, with implications for design of justice-oriented programming. We specifically draw attention to the unequal power relations between the university and the local community and conclude by arguing that community-based youth initiatives are nonetheless a creative opening rife with potential for critical social imagination and praxis.

Playing with the cootie catcher and Rubik's cube: A case of poetic analysis and representation *Yixuan Wang, University of Georgia*

Poetic inquiry is a method that arts-based educational researchers have used in qualitative research to explore and integrate poetry to conduct qualitative research that would otherwise be impossible. In poetic inquiry, poetry has been used by scholars for data collection, analysis, representation, and reflexivity "to stretch a researcher's capacities for creativity and knowing" (Cahnmann-Taylor, 2008, p. 4). This presentation aims to present examples of poetic data analysis from a qualitative research project. The analysis is done through a hybrid of categorical and poetic analysis. Specifically, found poems and data poems were rendered through the analysis. The representations of the analysis in poetry format and on the cootie catcher and Rubik's cube invite qualitative researchers to discuss the methods, tools, approaches, crafts, possibilities, and ethics of poetic analysis and poetic inquiry projects.

Discussant:

Caitlin Howlett, DePauw University

120. Exploring Critical Literacy, Creative Correspondence, and the Power of Expression

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 2 - Hileah

Participants:

An Ode to Pen & Paper: Creative Correspondence as Method Toward Establishing a Common Good *Elena Hatton Silverman, Indiana University - Indianapolis*

"Creative Openings for Critical Social Imagination and What We Owe", these words entice me to lean into a closely held belief that inquiry will evolve with methods that inspire us to emote. Creativity and imagination provide fertile ground from which to engage the world and grow our ability to address the existential threats that abound. This paper is an ode to creative endeavor as method, correspondence in particular. It is arduous and sometimes excruciating to fight through the false sense of safety that numbness provides, but how can we begin to think about what it is we owe the world, individually and collectively, if we are numb to it? Correspondence, handwritten, sealed in envelopes, and sent through time and space, is an exercise in creation; an exercise in patience, introspection, material relation, and emotion, and a means to nuance our understanding of the innumerable threats we stare down every day.

Critical Literacy Praxis and Social Imagination: Roads to the Horizon *Nathaniel Cha, University of Illinois at Chicago; Ellen Oberto, University of Illinois at Chicago; Rita Sacay, Independent - Cool Learning Experience*

This critical literature review explores the role of meaningful social imagination within a critical literacy praxis in relation to student agency. In greater detail, this review first establishes agency through structuration and critical literacy praxis. It then considers how students use social imagination as they interact within classroom structures. Finally, it analyzes how spaces for social imagination emerge within critical literacy praxis, thus revealing how Greene's definition evolves.

"Does That Make Me the Police?": Teaching, Policing, and the Fabrication of Social Order *Noah Ranen Jefferson, University of Minnesota Twin Cities*

This qualitative research study utilizes a study group with K-12 teachers to explore how theories of police and prison abolition inform their thinking and their practice. I find that participants wanted to create a culture of community in their schools and classrooms, but felt unsure of how they could teach without replicating policing. To make sense of this dilemma, I take up abolitionist theorizing on policing. An understanding of policing as a form of power aimed at the fabrication of capitalist social order helps explain why policing and community are antithetical and why schools are contradictory spaces. This understanding also suggests that when teachers work to build a communal social order, they are not doing the work of policing.

121. Re-imagining Pedagogy: Speculative Posthumanism, Education in Crisis, and Improving Agency Capabilities

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 1 - Belmont

Participants:

Missives from Dawning: A speculative posthuman pedagogy *Benjamin Ray, University of Alabama*

This paper is an exploration of problems and possibilities in posthumanist theory in the practice and philosophy of education. More specifically, I employ a speculative investigation of the use of artificial intelligence (AI) technologies in the classroom as they change our tendency to center the Human as the site of knowledge—an always already problematic designation. Following a series of "missives from Dawning" (a name I give to our current moment), I explore the possibilities of multispecies education, embodied learning, and transhuman education as pedagogical spaces for thinking otherwise. This work draws heavily on a transdisciplinary constellation of posthumanist, critical Black feminist, queer of color, and pedagogical thoughts. Ultimately, these missives gesture towards a Deleuzian conception of posthuman pedagogies as ways of living philosophically—that is, living experimentally in the multiplicity.

Aporia, Interregnum, & Pedagogy: Education in a Time of Crisis *Scott Ellison, University of Northern Iowa; Shehreen Iqtadar, Rowan University*

The youth of today will inherit a dangerous world marked by global climate change, geopolitical disorder, democratic-backsliding, and a re-energized and normalized right-wing populism. The schools and universities educating these young people are increasingly instrumental spaces in which the technical means of schooling have largely eclipsed opportunities to reflect on the societal aims of education in a time of multiplying crises. The present study seeks to explore the societal ends of education, and the means they prefigure, through a meditation on the catastrophe of the present.

Improve Agency Capabilities through the Lens of Education *Xiaojie Lu, DePaul University*

Robeyns (2006) considered capabilities as one of the models of education, and the different roles of education connected education with the capabilities approach. Under the environment of human capital, education has become utilitarian which Robeyns (2006) called “an investment in one’s labor productivity” (p. 72). This economic characteristic of education created a dilemma that the benefits of education are limited to productivity or higher wage, but the intrinsicality in terms of culture, social values, individual and collective pursuits, and other non-material dimensions of life was ignored. This study explores the intrinsic values of education in the realm of the capability approach and argues that the capability to be educated could improve well-being and freedom beyond the economic value, which would limit the expansion of capabilities and block the opportunities in freedom practice, rather, it is a means that enhances human agency and lead the life that individuals value.

with the success, tensions and contradictions to uplifting Black joy in schooling; an anti-Black colonial project. Our work is in conversation with abolitionist teaching as laid out by Dr. Bettina Love (2019) and ideas of radical love and transformative pedagogy grounded in theorizations from bell hooks (2014) as well as many other interdisciplinary scholars committed to Black liberation. This paper offers critical ideas and conceptualizations about the necessity to embrace and make room for Black joy in schools that moves us from the spirit murdering sustained through carceral logics of subjugating Black students as well as all other Black people working and moving through school spaces.

Discussant:

Susan R Adams, College of Education, Butler University

122. Transformative Pedagogies: Black Women, First-Gen Faculty, and Abolitionist Educators

Paper Session

9:00 to 10:00 am

Hyatt Regency: Floor 1 - Pimlico C

Participants:

Toward Pedagogies of Feelin: Black Women Educators and Embodied Worlding *Amber Chevaughn Johnson, University of Maryland, College Park*

What could we know differently if we allowed ourselves to grieve the end of this world and accept the coming of another? To answer this question, this paper turns to Black women educators and considers the ways their capacities for producing and reproducing the world can be channeled through an embodied practice to allow us to unsettle the current world and inhabit one anew. Thus, this paper draws on Judd’s (2023) notion of feelin as Black women’s creative practice and knowledge production to propose pedagogies of feelin to honor the praxes of Black women educators and their worldmaking.

First-Generation Faculty as Institutional Agents *derria byrd, Marquette University*

Former first-generation students who become professors (FGF) are positioned as integral to student support programming throughout higher education despite a lack of systematic investigation to corroborate this orientation. Stanton-Salazar’s institutional agent theory, which has been used to delineate how non-kin actors can positively influence the college experiences and success of students from marginalized backgrounds, has rarely been applied to faculty members whose classroom responsibilities may position them differently in relation to students compared to other professionals. This critical narrative inquiry aims to address these absences based on the lived experiences and practices of a diverse group of 20 FGF. Findings demonstrate the range of ways that FGF act as institutional agents, including through pedagogical choices. Further, findings demonstrate that a subset of FGF are what Stanton-Salazar termed “empowerment agents” who act through a critical consciousness not only to support students but also to spur justice-oriented change in their organizational contexts.

We Instigatin’: Abolitionist Educators Disrupting the School to Prison Nexus with Black Joy *Aja Reynolds, Wayne State University; Antwan Williams, Wayne State University; Kionna Williams, Wayne State University; Manasseh Cudjoe, Wayne State University; Tred’ Mone Hicks, Wayne State University*

This study explores vignettes from six educators committed to reflecting on their own practices and the role of Black joy in educational spaces to disrupt the school to prison nexus. Through this engagement, this collective aims to use their experiences

SUNDAY, NOVEMBER, 12

10:15-12:00pm

123. "When We See Us": The Interior Lives of Black Women Educators and Their Students Within Carceral Spaces

Panel

10:15 to 12:00 pm

Hyatt Regency: Floor 2 - Cherokee

Drawing from what Toni Morrison (1995) terms “interior life” and what Elizabeth Alexander (2004) refers to as the Black interior, the purpose of this panel is to center the world-making narratives of Black women educators and their students by articulating the intimate intricacies of their quotidian life and the ways that they teach and learn against, within, and despite confinement. While we understand (and agree) with the argument that schools are carceral spaces, we want to uncover narratives that are life-giving, generative, humanizing, and center Black life. Therefore, this panel will highlight narratives from Black women educators and their students which arise from specific sites of incarceration including, but not limited to: alternative schools, juvenile facilities, jails, and prisons.

Session Organizer:

Rachel McMillian, University of Illinois Urbana-Champaign

Chair:

Bettina L. Love, Columbia University

Presenters:

Rachel McMillian, University of Illinois Urbana-Champaign

Jaminque L. Adams, University of Georgia

Kristen Duncan, Clemson University

Marsha Murray-Bunsie, University of Georgia

Tracye Johnson, Wayne State University

124. Reimagining Educational Research: A Kitchen-Table Talk on Collective Dreaming and the Pursuit of Methodological Freedom

Alternative Session

10:15 to 12:00 pm

Hyatt Regency: Floor 2 - Gulfstream

This kitchen-table talk opens with personal offerings or artifacts that share and reflect on ourselves and our connections to this work — of thriving, of belonging, and of dreaming — as guests to the academy and its historicized and embedded colonial and cisheteronormative structures. Collaborators dialogue across their respective works as doctoral candidates, drawing from their personal commitments, experiences, and histories, to discuss moving beyond marginality, the responsibilities they hold to their community, and the possibilities of educational research, and learning more generally, as liberatory praxis. We conclude by returning back to those who planted seeds before us, who continue to care for us, and offer possibilities toward building sustainable futures and visions that will outlive us.

Participant:

Reimagining Educational Research: A Kitchen-Table Talk on Collective Dreaming and the Pursuit of Methodological Freedom *Madhunika sai Suresh, University of Oklahoma; Quan Phan, University of Oklahoma; Dene Roseburr-Olotu, University of Oklahoma; Ayanna Wheeler, University of Oklahoma; James Wagnon, University of Oklahoma; Jenny Sperling, University of Oklahoma*

This kitchen-table talk opens with personal offerings or artifacts that share and reflect on ourselves and our connections to this work — of thriving, of belonging, and of dreaming — as guests to the academy and its historicized and embedded colonial and cisheteronormative structures. Collaborators dialogue across their respective works as doctoral candidates, drawing from their personal commitments, experiences, and histories, to discuss moving beyond marginality, the responsibilities they hold to their community, and the possibilities of educational research, and learning more generally, as liberatory praxis. We conclude by returning back to those who planted seeds before us, who continue to care for us, and offer possibilities toward building sustainable futures and visions that will outlive us.

Session Organizer:

Jenny Sperling, University of Oklahoma

125. Rethinking Student-to-Teacher Pipelines: Racial and Intersectional Justice in Educational Partnerships

Panel

10:15 to 12:00 pm

Hyatt Regency: Floor 2 - Hileah

The panel aims to rethink student-to-teacher pipelines by centering racial and intersectional justice in educational partnerships. The presentations will highlight Project MITTEN, a multi-sector partnership between a teachers labor union, a public university, and four school districts in the metro Detroit area. Using Project MITTEN as a case study, the individual presenters will discuss the goals, components, and impact of the project's two major initiatives that focus on underrepresented high school students interested in becoming P-12 school teachers and on practicing teachers enhancing their cultural competency. They will draw from intersectional theoretical frameworks that critically account for the ways race is intricately tied to other indexes of power and differences, such as class, gender, and sexuality. Documentary analysis will be the main methodological approach to examine both qualitative and quantitative data for the overall project and particular initiatives. Panelists will highlight the project's accomplishments, challenges, and lessons learned for continuous improvement.

Chair:

Roland Sintos Coloma, Wayne State University

Presenters:

Annette Christiansen, Michigan Education Association

Jeffrey Lisiecki, Wayne State University

Anita Bates, Wayne State University

Roland Sintos Coloma, Wayne State University

126. So, I drove: A drive, A Connection, A Healing, A Balance of my Nitsáhákees

Alternative Session

10:15 to 12:00 pm

Hyatt Regency: Floor 1 - Belmont

I have a responsibility to acknowledge and care for the land I am leaving footprints on. This qualitative study opens the window to explore the impact of returning home (Rez), to regain a balance from the contributions of homeland knowledge (in this case Navajo land) and care from an unyielding doctoral program away from home. The focus on homeland knowledge and care to regain balance within the ways of Mother Earth is a form of Indigenous epistemologies and practices that articulates my shared experiences of the "Drive" to break from the concept of "learning from the

word to learning from the world" for the greater understanding that mother earth is a force of nature that knows best and heals. Using a Critical Indigenous Research Methodology of a Navajo Tradition of Hane'.

Participant:

So, I drove: A drive, A Connection, A Healing, A Balance of my Nitsáhákees *Charlton Long, PhD Student at Arizona State University*

I have a responsibility to acknowledge and care for the land I am leaving footprints on. This qualitative study opens the window to explore the impact of returning home (Rez), to regain a balance from the contributions of homeland knowledge (in this case Navajo land) and care from an unyielding doctoral program away from home. The focus on homeland knowledge and care to regain balance within the ways of Mother Earth is a form of Indigenous epistemologies and practices that articulates my shared experiences of the "Drive" to break from the concept of "learning from the word to learning from the world" for the greater understanding that mother earth is a force of nature that knows best and heals. Using a Critical Indigenous Research Methodology of a Navajo Tradition of Hane'.

127. Multi-lingual poetry workshop to promote the revolution that is to come

Alternative Session

10:15 to 12:00 pm

Hyatt Regency: Floor 1 - Pimlico C

This alternative session will be a multilingual poetry workshop (English, Spanish, or any other Indigenous language is welcome) as a way to build rebellious epistemologies. Teachers at the elementary, middle, and high school levels exist in the educational system that must implement "best practices" and teach to the standardized test. This poetry workshop will show participants how a replication of this workshop with educators at all levels can be an opportunity for them to show their epistemologies. This workshop will show how poetry is not only a literary resource, but rather an epistemological resource for the creation of knowledge through different channels despised by racist European positivism. This poetry workshop will show how elementary, middle and high school teachers, when led in a poetry workshop, have the opportunity to offer these epistemologies not through academic papers, but through beautiful and powerful poetry.

Session Organizer:

Raul Olmo Fregoso Bailon, The University of Texas Rio Grande Valley

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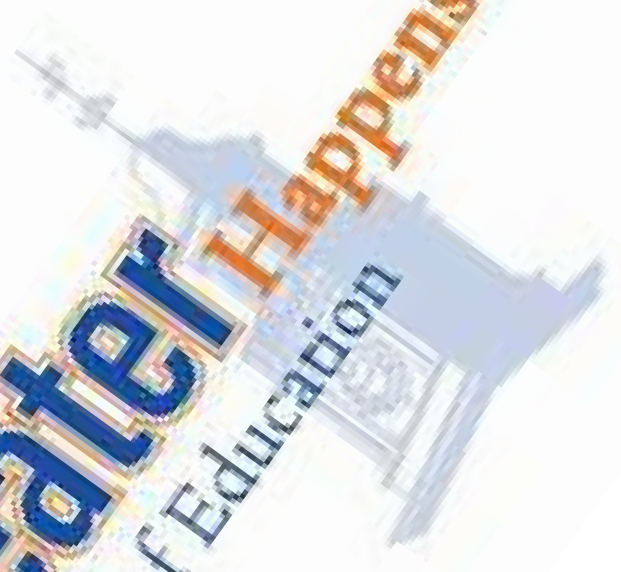
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