

**EIGHTH ANNUAL COLLEGE OF EDUCATION GRADUATE STUDENT
CONFERENCE:**

Education, Public Values, and Privatization

Friday, March 31, 2017

Educational Theory Pre-Conference Workshop: Thursday, March 30, 2017

A Message From The Dean

Dr. James Anderson

The motto for our College is “Great Minds Think Illinois” and nowhere is that more apparent than in the caliber of the graduate students we attract. Our annual Graduate Student Conference, conceived and organized in every detail by our stellar graduate students, showcases not only the progress of their scholarship but their ever-evolving professionalism. This year’s theme, *Education, Public Values, and Privatization* epitomizes our students’ deep understanding of the relationship between research and practice. It also indicates their awareness that educators are always operating in complex conditions of constant changes and by their choices contribute to shaping futures for individuals and society. Our graduate students are prepared in every way to make a significant difference in the world not only by the knowledge they gain during their time at Illinois, but also by knowing how to collaborate productively, engage in difficult dialogues, search out the truth when it comes to complex and at times conflicting human agendas, and always act with honesty and dignity.

They wrestle with difficult ideas and practices as they explore the ways in which educators, the programs they design, and the systems and policies they enact, are capable of transforming learners of all backgrounds. This conference demonstrates the level of commitment of our graduate students, their sense of purpose and the scholarly community they create in our College.

James D. Anderson is the Edward William and Jane Marr Gutsgell Professor of Education and Interim Dean of the College of Education at the University of Illinois at Urbana-Champaign. His scholarship focuses broadly on the history of U.S. education, with specializations in the history of African American education in the South, the history of higher education desegregation, the history of public school desegregation, and the history of African American school achievement in the 20th century. His book, *The Education of Blacks in the South, 1860-1935*, won the American Educational Research Association outstanding book award in 1990. Anderson has served as an expert witness in a series of federal desegregation and affirmative action cases, including *Jenkins v. Missouri*, *Knight v. Alabama*, *Ayers v. Mississippi*, *Gratz v. Bollinger*, and *Grutter v. Bollinger*. He served as an adviser for and participant in the PBS documentaries *School: The Story of American Public Education* (2001), *The Rise and Fall of Jim Crow* (2002) and *Forgotten Genius: The Percy Julian Story*. He was elected to the National

Academy of Education in 2008. In 2012, he was selected as a Fellow for Outstanding Research by the American Educational Research Association and received the Lifetime Achievement Award from the American Association of Colleges for Teacher Education. In 2013, he was selected Center for Advanced Study Professor of Education Policy, Organization and Leadership at the University of Illinois.

OUR HISTORY & MISSION

The College of Education Graduate Student Conference started with the aim of building community and encouraging collaboration among graduate students in the college. Initiated by graduate students who desired to create a more inclusive and collaborative research environment, the first fully-fledged graduate student conference was held in April 2010. Each year since then graduate student committees have looked to advance this mission of building and strengthening a collaborative research community. In many ways, the conference has become a space to build networks between faculty, colleagues, and graduate students within the field of education.

The Committee Members of the 8th Annual Graduate Student Conference, the Editor of the journal Educational Theory, and the College of Education at the University of Illinois Urbana-Champaign invited proposal submissions on the theme of “Education, Public Values, and Privatization.” The conference, which singularly highlighted the research interests and inquiries of students from within and outside the University of Illinois at Urbana-Champaign, offered an important platform for inspiring interdisciplinary exchange on pressing educational issues.

Such platforms included mini-conferences in addition to paper and poster sessions on the day of the main conference. This year’s conference featured two new opportunities to engage participants in diverse ways: The Educational Theory Pre-conference Workshop and the Twitter Session.

Educational Theory pre-conference workshop was a full day conference, taking place on Thursday, March 30, 2017, a day before the full day Graduate Student Conference. This full day workshop was a mentoring and publishing opportunity for nine University of Illinois students and one student from the University of Maryland selected to submit a working paper and receive feedback from thirteen College of Education faculty members. Educational Theory editor, Chris Higgins, lead the discussions, along with professors Yoon Pak and Walter Feinberg who served as critical friends. Graduate Student Conference Committee members Alejandra Agüero and Lisa Chason also served as critical friends. The workshop’s mentors included professors Bill Cope, Pradeep Dhillon, Rebecca Ginsburg, Mary Kalantzis, Robb Lindgren, Ken Salo, Chris Span, Bill Trent, Eboni Zamani Gallaher, and AJ Welton. Several of the workshop participants will be invited to submit revised versions of their papers based on the feedback received from their mentors for possible inclusion in a special issue of Educational Theory.

A Twitter Session featuring Special Guest Twitter Moderator professor Adrienne Dixson, hosted by doctoral student ArCasia James engaged panelists who were given 140 seconds to present their findings on their topic, followed by Q&A not only from conference participants but from GSC_2017 Twitter followers as well. All 8th Annual Graduate Student Conference presenters were asked to Tweet their presentation descriptions @GSC_2017 #UIUCGSC17.

OUR SPONSOR

We would like to extend special gratitude to DR. K. PATRICIA CROSS, a distinguished alumna of the University of Illinois and Professor Emerita at the Graduate School of Education at the University of California at Berkeley. She credits her time as a graduate student here at the University of Illinois for laying out the foundations for her commendable career, and in that spirit she has continued to make this conference possible through her generous donation.

Her career began as Assistant Dean of Women at the University of Illinois, and as Dean of Women and Dean of Students at Cornell University, after which she continued as a director of College and University Programs and also as a distinguished research scientist at ETS (Education Testing Service). Dr. Cross then served as Professor of Education and Chair of the Department of Administration, Planning, and Social Policy at the Harvard Graduate School of Education before assuming her position at Berkeley, from which she retired in 1995. She authored nine volumes and over 200 other works on classroom teaching and assessment, and has contributed significantly to the theory of adult higher learning. The 2017 committee would like to thank Dr. K. Patricia Cross for her continued support in helping us strengthen the community among all College of Education graduate students, faculty, and staff.

COLLEGE OF EDUCATION DISTINGUISHED ALUMNI AWARD

The College of Education Alumni Association created the Distinguished Alumni Award in 1995 to publicly recognize the outstanding achievements of our graduates. Recipients of these annual awards have enhanced the field of education in meaningful ways and/or have had an exceedingly positive impact on the lives of their students. Award recipients are nominated by academic colleagues, faculty members in the college, or fellow alumni. Recipients are selected by a committee of alumni. Our Distinguished Alumni and Young Alumni Achievement Award winners remind us that our graduates are contributing to the field of education in varied and significant ways. Their accomplishments are substantial. Their commitment to education, in all of its many forms is admirable and inspirational.

2017 DISTINGUISHED ALUMNI AWARD RECIPIENTS

Dr. Dave L. Edyburn '87 Special Education

Associate Dean for Research, College of Education and Human Performance, University of Central Florida

David is a visionary leader in the field of special education. He has served the field in the capacity of an editor of five journals; published more than 150 articles; received more than \$7 million in funding; and has presented his research statewide, nationally, and internationally. David's research interests include the application of technology to enhance teaching and learning. He also works in the area of assistive technologies, which supports learning and cognitive performance. David has published and presented extensively on his work in the area of technology during the past 30 years, and his work in the field of special education has been cited often. He is a thought leader and a committed professional who seeks to help change and shape the lives of colleagues, students, families, and children in the field of special education.

Nominated by Dr. Lisa Dieker, University of Central Florida

Dr. Mark J. Gierl '96 Educational Psychology

Professor and Director of the Centre for Research in Applied Measurement and Evaluation, University of Alberta in Edmonton

Mark is primarily interested in educational psychological measurement, with a focus on assessment engineering. This includes cognitive modeling, automatic item generation, automated test assembly, and automatic essay scoring. His work has led to tremendous contributions in the field of educational measurement research, and these contributions have furthered the understanding of educational assessment in the scientific community. Mark holds two patents for his work in the Automatic Item Generation Manufacturing Process and System, and he has been published extensively during his 20-year career. He is an extraordinary mentor who has inspired and fostered the intellectual development of many of his students, who have also done exceptionally well in their careers.

Nominated by Dr. Hua-Hua Chang, Professor; College of Education at Illinois

Dr. Elaine K. Horwitz '80 Curriculum & Instruction

Curriculum & Instruction, Professor; University of Texas at Austin

Elaine has conducted groundbreaking research on the emotional experiences of second language learners and has influenced language teaching worldwide. She has been the director of an internationally recognized graduate program in the field of foreign languages at the University of Texas at Austin and continues to be an influential mentor to countless language teachers and researchers. Elaine holds a master's degree in French language teaching, and her doctorate is from the University of Illinois in second language learning and teaching. She has 73 doctoral dissertations completed under her direction, as well as numerous master's theses and two undergraduate honor theses.

Nominated by Dr. Xiaofen D. Keating, University of Texas at Austin

Dr. Leslie A. Rutkowski '07 Educational Psychology

Centre for Educational Measurement, Professor; University of Oslo, Norway

Leslie is internationally recognized for her research on large-scale assessments. She earned a master's degree in statistics and a doctorate from the Department of Educational Psychology. Leslie has made a lasting impression through her research and teaching on educational inquiry and analysis. After completing research on post-traumatic stress disorder, she worked as a research associate with the Data Processing and Research Center in Germany, which is part of the International Association for the Evaluation of Educational Achievement. Leslie returned to the U.S. in 2010 and became an assistant professor of inquiry methodology in the Counseling and Education Psychology Department at Indiana University. Five years later, her experience in the international statistics field led Leslie to her current position as a professor at the Centre for Education Measurement at the University of Oslo. She has been published in numerous journals and has published several books about large-scale assessments, a subject she is known for worldwide.

Nominated by Dr. Daniel Morrow, College of Education at Illinois

Dr. Michael W. Wischnowski '96 Special Education

School of Education, Dean and Professor; St. John Fisher College

Michael has served as dean in the School of Education at St John Fisher College since 2012. He has focused much of his scholarly work on systems-level policy and administration within the early childhood special education and early intervention fields. Michael has been published in both research and practitioner journals, as well as other publications. Highly regarded in his field, he has presented at state, national, and international conferences and has been a mentor to many. Michael has served as editor of the *Young Exceptional Children*, a practitioner-focused, peer-reviewed journal published by the Division for Early Childhood of the Council for Exceptional Children.

Nominated by Dr. Susan Fowler, Professor; College of Education at Illinois

Dr. Steven L. Wise '81 Educational Psychology

Northwest Evaluation Association, Senior Research Fellow

Steven has been successful in various roles: professor, editor, mentor, author, supervisor, researcher, and leader. His achievements during his career in both academia and industry have extended to outstanding research and significant contributions to his field, to scholarly dissemination, to service to his profession, and to the mentoring of emerging scholars. At the University of Nebraska-Lincoln, Steven co-developed the Quantitative and Qualitative Methods in Education doctoral program and served as its first program head. He was also a founding members of the journal *Applied Measurement in Education*, one of the most influential journals in the field of educational measurement and assessment. Steven has also been a member of the editorial boards for multiple prestigious journals and participates on the Technical Advisory Committees for high-stakes testing programs. Steven has also served as a program co-chair for Division D, the American Educational Research Association, and the National Council on Measurement in Education.

Nominated by Dr. Hua-Hua Chang, Professor; College of Education at Illinois

2017 YOUNG ALUMNI AWARD RECIPIENT

Dr. Steven G. Luke, '11 Educational Psychology

Department of Psychology and Neuroscience Center, Assistant Professor; Brigham Young University

Steve received his doctorate in the Department of Educational Psychology in 2011, with a certificate of advanced study in second language acquisition and teacher education. During his time at Illinois, he received two teaching awards, including the Sandra Goss Lucas Award for excellence in teaching introductory psychology. Since graduating, Steve has published 25 papers that have appeared in the top research journals within his field. His work has been cited collectively more than 300 times, demonstrating a substantial early impact in the field of educational psychology. According to Kiel Christianson, Steve's nominator, "Steve is on his way to becoming a superstar in the fields of cognitive and educational psychology."

Nominated by Dr. Kiel Christianson, Professor and Associate Chair; Department of Educational Psychology in the College of Education at Illinois

2017 College of Education Faculty Conference Participants

Dr. Bill Cope's R&D explores the pedagogical affordances of technology mediated learning environments. From 2010-2013 he was Chair of the Journals Publication Committee of the

American Educational Research Association.

Dr. Pradeep Dhillon's research straddles philosophy of language (both Analytic and Continental) and mind, aesthetics, and international education. I have a strong interest in Kantian value theory as it relates to aesthetics, cognition, and human rights education. Currently, I am working in the areas of Kant's theory of judgement, Neuro-aesthetics, and Education, and Environmental Aesthetics. I am the Editor for the Journal of Aesthetic Education, and serve as the Chair of Education for the American Society for Aesthetics.

Dr. Walter Feinberg's research centers on the issue of education for democratic citizenship. I believe that democracy is not an automatically self-renewing process but it that is requires conscious collective attention and deliberate educational and cultural work. Hence all of my research projects, from my studies of multiculturalism, to my examination of the justification for affirmative action, to my exploration of religious education, to my evaluation of the idea of school choice, are intended to understand the relationship between education and democracy and to find ways to enhance what I believe to be our most valuable inheritance.

Dr. Eboni Zamani Gallaher is Professor of Higher Education/Community College Leadership in the Department of Education Policy, Organization, and Leadership at the University of Illinois at Urbana-Champaign. She is also director of the Office for Community College Research and Leadership (OCCRL). She holds a PhD in Higher Education Administration with a specialization in Community College Leadership and Educational Evaluation from the University of Illinois at Urbana-Champaign. Her teaching, research, and consulting activities largely include psychosocial adjustment and transition of marginalized collegians, transfer, access policies, student development and services at community colleges.

Dr. Rebecca Ginsburg is director of the Education Justice Project, a comprehensive college-in-prison program that provides academic programs to incarcerated individuals and outreach services to the families of incarcerated people and returning citizens. EJP programs operate in Danville, Champaign, and Chicago, IL.

Dr. Gloriana González's research focuses on how teachers manage students' prior knowledge. She is interested in examining teachers' decision-making when handling students' prior knowledge and the rationality underlying those decisions. With the support of a CAREER grant by the National Science Foundation, she is leading a project that aims at creating a professional development model combining animations and video clubs within a Lesson Study cycle to promote teacher learning.

Dr. Jennifer Greene served as the advisor of the Graduate Student Conference Committee. Dr. Greene is a professor of Educational Psychology at the University of Illinois at Urbana-Champaign. She received her BA in psychology from Wellesley College and her PhD in educational psychology from Stanford University. Prior to Illinois, Greene held faculty positions at the University of Rhode Island and Cornell University. Greene's work focuses on the intersection of social science methodology and social policy and aspires to be both

methodologically innovative and socially responsible. Greene's methodological research has concentrated on advancing qualitative and mixed methods approaches to social inquiry

Dr. Chris Higgins (BA, Yale; Ph.D., Columbia) is Associate Professor of Philosophy of Education in the Department of Education Policy, Organization and Leadership, with affiliate appointments in the Unit for Criticism and Interpretive Theory and the Center for Translation Studies. Before coming to UIUC, he taught at Teachers College, Columbia. He is the Editor of *Educational Theory* and Editor-in-Chief of *Philosophy of Education*. He was Co-Director of an NEH Summer Institute for College Teachers entitled "The Centrality of Translation to the Humanities: New Interdisciplinary Scholarship" (2013). And he is currently a CAS Resident Associate, co-directing a two-year initiative, "Learning Publics," examining how public universities and the public humanities sustain public life. His book, *The Good Life of Teaching: An Ethics of Professional Practice* (Wiley-Blackwell, 2011) offers one of the first systematic extensions of virtue ethics to questions concerning work and professional identity. His scholarly work also explores teacher education, the teacher-student relationship, aesthetic education, and what makes a public school public. He is currently working on two book projects: the first is an anti-textbook on professional ethics; the other develops a new theory of humanism and liberal learning and offers a critique of the corporatized, vocationalized multiversity.

Dr. Mary Kalantzis is Professor in the Department of Education, Policy, Organization and Leadership at the University of Illinois, Urbana-Champaign. She is a world leader in the 'new literacy studies', focusing on multimodality and diversity in contemporary communications. In recent years she worked to conceptualize the nature of communication and learning in the digital age, focusing on the policy, practice and pedagogical design implications of new technologies in education, from early childhood to higher education. With Bill Cope, she is co-author or editor of: *Multiliteracies: Literacy Learning and the Design of Social Futures*, Routledge, 2000; *New Learning: Elements of a Science of Education*, Cambridge University Press, 2008/2nd edition 2012; *Ubiquitous Learning*, University of Illinois Press, 2009; and *Literacies*, Cambridge University Press, 2012. In recent years, her work research and development work has focused on developing and testing a web application supporting teachers in the pedagogical design process (the Learning by Design Project - <http://newlearningonline.com/learning-by-design/>), and Scholar, an online, multimodal student work space, supporting intensive peer-to-peer feedback and multifaceted formative assessment - <http://learning.cgscholar.com/>.

Dr. Petere Kuchinke's current research focuses on two areas: The education and training of educators working in human resource development settings in for-profit and not-for-profit organizations around the world as these professional lead learning initiatives to foster organizational and individual growth and development. Professor Kuchinke further explores the changing meaning of working as technological, economic, political, and social forces bring unprecedented rates of change to individuals, families, organizations, and countries. In both research areas, Professor Kuchinke is published widely and is a sought-after lecturer and presenter at national and international conferences and universities and organizations around the world.

Dr. Robb Lindgren's research examines theories and designs for learning within emerging media platforms (e.g., simulations, virtual environments, mobile devices, video games, augmented and mixed reality, etc.). He seeks to understand how digital technologies can be used to construct new identities and generate new perspectives that lead to stronger comprehension of complex ideas, particularly in STEM content areas.

Dr. Yoon Pak is Associate Professor in the Department of Education Policy, Organization, and Leadership (EPOL) and serves as the Director of Doctoral Graduate Programs. She is also a core faculty member in the Department of Asian American Studies. She is a past recipient of the National Academy of Education/Spencer Postdoctoral Fellowship and served as Co-Editor for the *History of Education Quarterly* from 2006-2015. Her research and teaching interests focus on the history of American education in the 20th century as it relates to racial minorities and immigrant groups. She also has interests in contemporary higher education issues as it affects Asian Pacific American student populations.

Professor Ken Salo teaches and conducts research in the areas of environmental justice, environmental racism, law and international environmental policy, global justice movements, international development and planning, and negotiation and conflict management within the College of Fine and Applied Arts, Department of Urbana and Regional Planning.

Dr. Christopher M. Span, received his Ph.D. at the University of Illinois at Urbana-Champaign in 2001. He is the Associate Dean for Academic Programs in the College of Education and an Associate Professor in the Department of Education Policy, Organization, and Leadership (EPOL). He is a former fellow in the CIC Academic Leadership Program; this program develops the leadership and managerial skills of faculty who have demonstrated exceptional ability and academic promise. He is the immediate past co-President of the Black Faculty and Academic Professional Alliances (BFAPA) and since 2011, he has been a faculty athletics representative (FAR) for the University of Illinois and Big Ten Conference.

Dr. William Trent's research has focused on Educational Inequality: school desegregation effects (K-12, postsecondary), benefits and consequences, social organization of school, status attainment research, co- and extracurricular activities, comparative education; Race and Ethnicity: social stratification and mobility, equality of opportunity; and Complex Organization/Social Change/Policy. He is a principal investigator for an Educational Reform Project focused on understanding the role of race, ethnicity, class and gender in school reform. Dr. Trent has recently served as an expert witness on a court appointed panel in *Vaughns, et. al. v. Bd. of Educ. of P.G. Co., MD.*

Dr. Anjalé D. Welton's scholarship examines the politics of equity in school reform and improvement. More specifically, she explores how K-12 leaders consider issues of equity when designing and implementing federal, state, and local policies. Dr. Welton is especially concerned about how shifting social-political contexts influence how school leaders dialogue about race and diversity in their school improvement decisions. Other research areas related to equity include college readiness and access, especially for students of color, and the role of

student voice and activism in school improvement efforts. Her professional experiences include coordinator of a leadership and empowerment program for urban youth, a facilitator of an urban education teacher preparation program, and a teacher in large urban districts. She is also committed to providing professional development for educational leaders on issues of equity and diversity.

Dr. Allison Witt is the Interim Director of International Programs in the College of Education at the University of Illinois Urbana-Champaign where she teaches Global Studies in Education and is the Program Leader for the International Education Administration and Leadership program. Allison is a former Assistant Director of Academic Affairs at the Illinois Board of Higher Education where she contributed to state higher education policy in Illinois. She is the author of *Shifting Tides in Global Higher Education* (2011) published by Peter Lang. Allison earned a PhD in Education Policy Studies from the University of Illinois at Urbana-Champaign. She has worked in international education for over 20 years, now dedicating her research and practice to serving the College of Education and preservice teachers.

COLLEGE OF EDUCATION AND EDUCATIONAL THEORY STAFF

The 2017 GSC Committee members would like to thank Lisa Denson, Kendall Williamson, Susan Michaels, Amy Summers, Bryan Jonker, Sal Nudo, Gina Manola, and Jessica Harless for their continuous support - THANK YOU!

HONG KONG GRADUATE STUDENT EXCHANGE PROGRAM

In cooperation with the College of Education Office of International Programs and the University of Hong Kong Faculty of Education, we are pleased to announce the Third Annual Hong Kong Graduate Student Exchange Program.

Stephanie Wing Yan Chan and Michelle Marie Yi Lok Lau, two doctoral students from the University of Hong Kong, visited the University of Illinois at Urbana-Champaign the week of the conference, and shared their research during the conference. Following a competitive process within the college, two Illinois graduate students, were announced as the 2017 exchange winners. They will represent the College of Education at the Postgraduate Research Conference at the University of Hong Kong in May, 2017.

University of Illinois, Urbana-Champaign

EDUCATIONAL THEORY PRE-CONFERENCE WORKSHOP:

THURSDAY, MARCH 30, 2017

Workshop Group A

Critical Friend: Professor Yoon Pak

10:15-11:00 AM

Issac Akande, "Politics, Land Privatization, and the Origins of Federal Indian Education"

11:15 AM-12:45 PM

ArCasia James, "Our Freedom, Our Education, Our Doing: Centering Black Agency In The Creation Of Educational Institutions In The Postbellum South"

Autumn Griffin, "Exploring Teachers' Responses to Black Male Literacy Practices"

1:45-3:15 PM

Salvatore De Sando, "Internationalizing Illini"

HyeJin Tina Yeo, "Examining Racialization of International Students in the United States"

Workshop Group B

Critical Friend: Professor Walter Feinberg

10:15-11:00 AM

Meghann Kessler, "Performativity and Performance Assessments: Policy Technologies at Play in Preservice Teacher Evaluation"

11:15 AM-12:45 PM

Terry Vaughan, "The Concepts of Accountability and Improvement: Higher Education, Publics, and Student Learning Outcomes Assessment"

Rashid Robinson, "Public Schooling, Private Learning: Higher Education in the Era of Big Data"

1:45-3:15 PM

Jessica Harless, "Safe Space on Campus: A Value Necessary for Truly Public Higher Education"

Xiuying Sophy Cai, "Global Poverty and Higher Education: Towards a Capabilities Pedagogy to Address Society's Grand Challenges"

University of Illinois, Urbana-Champaign

EDUCATIONAL THEORY PRE-CONFERENCE WORKSHOP:

THURSDAY, MARCH 30, 2017

3:30-4:30

WORKSHOP MENTOR PAIRINGS: ONE-ON-ONE

1. Issac Akande, “Politics, Land Privatization, and the Origins of Federal Indian Education”

Mary Kalantzis

2. ArCasia James, “Our Freedom, Our Education, Our Doing: Centering Black Agency In The Creation Of Educational Institutions In The Postbellum South”

Rebecca Ginsburg

3. Autumn Griffin, “Exploring Teachers’ Responses to Black Male Literacy Practices”

AJ Welton

4. Salvatore De Sando, “Internationalizing Illini”

Chris Span

5. HyeJin Tina Yeo, “Examining Racialization of International Students in the United States”

Ken Salo

6. Meghann Kessler, “Performativity and Performance Assessments: Policy Technologies at Play in Preservice Teacher Evaluation”

Pradeep Dhillon

7. Terry Vaughan, “The Concepts of Accountability and Improvement: Higher Education, Publics, and Student Learning Outcomes Assessment”

Robb Lindgren

8. Rashid Robinson, “Public Schooling, Private Learning: Higher Education in the Era of Big Data”

Bill Cope

9. Jessica Harless, “Safe Space on Campus: A Value Necessary for Truly Public Higher Education”

Eboni Zamani Gallaher

University of Illinois, Urbana-Champaign

EDUCATIONAL THEORY PRE-CONFERENCE WORKSHOP:

THURSDAY, MARCH 30, 2017

10. Xiuying Sophy Cai, “Global Poverty and Higher Education: Towards a Capabilities Pedagogy to Address Society’s Grand Challenges”

Bill Trent

4:30-5:30 Plenary Debrief

6:30 Dinner

Friday, March 31, 2017

University of Illinois, Urbana-Champaign

EIGHTH ANNUAL COLLEGE OF EDUCATION GRADUATE STUDENT
CONFERENCE

Education, Public Values, and Privatization

8:00AM – 8:35AM	
Registration: North Lobby	
Continental Breakfast: Room 28	
8:35AM – 8:50AM	
Welcome, Interim Dean James Anderson: Room 22	
9:00AM – 9:50AM	
SESSION 1: BLACK AGENCY in a COMMODIFIED HIGHER EDUCATION LANDSCAPE: SHORTCOMINGS of TODAY'S FEDERAL AID PROGRAMS Room: 333	
Organizer	Theopolies Moton
Discussant	Dr. Trent
Presenters	Public Schooling, Private Learning: Higher Education in the Era of Big Data Rashid V. Robinson, <i>University of Illinois, Urbana-Champaign</i> Adjusting the Higher Education Act's Title IV Financial Aid Programs to Effectively Meet the Needs of Today's Students Andréa Fain, <i>University of Illinois, Urbana-Champaign</i> Our Freedom, Our Education, Our Doing: Centering Black Agency in the Creation of Educational Institutions in the PostBellum South ArCasia James, <i>University of Illinois, Urbana-Champaign</i>
SESSION 2: UNINTENDED CONSEQUENCES OF STANDARDIZED EDUCATIONAL ASSESSMENT PRACTICES: MISSING THE CUES Room:192	
Discussant	Dr. Steven Wise
Presenters	Upper-Class Status Conveying Cues Decreases Cognitive Performance in College Students Pete Ondish, <i>University of Illinois, Urbana-Champaign</i> Colin Harmony, <i>University of Illinois, Urbana-Champaign</i> Neoliberalization of Community College and the Invisibleness of Korean American Students Sujung Kim, <i>University of Illinois, Urbana-Champaign</i> Safe Space on Campus: A Value Necessary for Truly Public Higher Education Jessica Harless, <i>University of Illinois, Urbana-Champaign</i>

10:00AM – 10:50AM	TWITTER SESSION 3: Moderators: Dr. Adrienne Dixson & ArCasia James Room: 333
10:30AM – 11:50AM	
SESSION 4: PROFESSIONAL DEVELOPMENT ON GLOBAL TEACHER LEADERSHIP DEVELOPMENT Chairs: Dr. Michael Wischnowski, Dr. Dave Edyburn, & Dr. Steve Luke Room: 192	
11:00 - 11:50AM	
SESSION 5: SECOND LANGUAGE ACQUISITION, IDENTITY & POLICY TECHNOLOGIES AT PLAY Room: 22	
Organizer	Dr. Elaine Horwitz
Discussant	Dr. Allison Witt
Presenters	Chinese Character Acquisition in First and Second Language Kindergarteners in Hong Kong Wing Yan (Stephanie) Chan, <i>Hong Kong University</i> Understanding a Biracial Individual's Identity and Language Development Jaehee Park, <i>University of Illinois, Urbana-Champaign</i> Performativity and Performance Assessments: Policy Technologies at Play in Pre-service Teacher Evaluation Meghan A Kessler, <i>University of Illinois, Urbana-Champaign</i>
SESSION 6: DISRUPTIVE INNOVATIONS in HIGHER EDUCATION: IMPROVING EDUCATION POLICY on ACCESS, PROFESSIONAL DEVELOPMENT, and STUDENT INTEGRATION Room: 162	
Organizer	Dr. Mark Gierl
Discussant	Dr. Peter Kuchinke
Presenters	Global Poverty and Women's Empowerment: Towards a Capabilities Pedagogy in Higher Education Xiuying "Sophy" Cai, <i>University of Illinois, Urbana-Champaign</i> Examining U.S. Military Student Veterans' Awareness of, Access to, and Use of Veterans Career Services at a Large Public University Delmar Rhodes, <i>University of Illinois, Urbana-Champaign</i> Institutional Response to Higher Education Policy Innovation: Evidence from Academic and Professional Pathways in Colombia Maria Claudia Soler, <i>University of Illinois, Urbana-Champaign</i> A Proposed Framework for Understanding the Engagement of Frontline Employees Hwang, Seokwon (Sam), <i>University of Illinois, Urbana-Champaign</i>
SESSION 7: THERE'S NO EXCUSE FOR THAT: STORIES WE AREN'T HEARING ELSEWHERE Room: 333	
Discussant	Dr. Leslie Rutkowski
Presenters	Racial Microaggressions Targeting International Students on a U.S. Campus HyeJin Tina Yeo, <i>University of Illinois, Urbana-Champaign</i>

	<p>Campus Climate and Racial Microaggressions: Freshmen Students' of Color Experiences Emily Teitelbaum, <i>University of Illinois, Urbana-Champaign</i></p> <p>Politics, Land Privatization, and the Origins of Federal Indian Education Issac Akande, <i>University of Illinois, Urbana-Champaign</i></p> <p>Illinois Rural Student Attendance at the University of Illinois at Urbana-Champaign Marci Rockey, <i>University of Illinois, Urbana-Champaign</i></p>
12:00PM – 1:20PM	<p>Lunch Plenary with Distinguished Alumni and Interim Dean James Anderson as Moderator: Room: 22</p>
2:00PM – 2:50PM	
<p>SESSION 8: UPDATES ON THE <i>EDUCATIONAL THEORY</i> Pre-Conference Workshop Chair: Dr. Chris Higgins Room: 22</p>	
<p>The Concepts of Accountability and Improvement: Higher Education, Publics, and Student Learning Outcomes Assessment Terry Vaughan III, <i>University of Illinois, Urbana-Champaign</i></p>	
<p>Global Poverty and Higher Education: Towards a Capabilities Pedagogy to Address Society's Grand Challenges Xiuying "Sophy" Cai, <i>University of Illinois, Urbana-Champaign</i></p>	
<p>Politics, Land Privatization, and the Origins of Federal Indian Education Issac Akande, <i>University of Illinois, Urbana-Champaign</i></p>	
<p>Internationalizing Illini: International Students in the News at the University of Illinois, 1867-1907 Salvatore V. De Sando, <i>University of Illinois, Urbana-Champaign</i></p>	
<p>Examining Racialization of International Students in the United States HyeJin Tina Yeo, <i>University of Illinois, Urbana-Champaign</i></p>	
<p>Public Schooling, Private Learning: Higher Education in the Era of Big Data Rashid V. Robinson, <i>University of Illinois, Urbana-Champaign</i></p>	
<p>Understanding "Perspectives Kids Offer the World": Teachers' Responses to Black Male Literacy Practices Autumn A. Griffin, University of Maryland, College Park</p>	
<p>Our Freedom, Our Education, Our Doing: Centering Black Agency in the Creation of Educational Institutions in the Post-Bellum South ArCasia James, <i>University of Illinois, Urbana-Champaign</i></p>	
<p>Safe Space on Campus: A Value Necessary for Truly Public Higher Education Jessica Harless, <i>University of Illinois, Urbana-Champaign</i></p>	
<p>Performativity and Performance Assessments: Policy Technologies at Play in Pre-Service</p>	

Teacher EvaluationMeghan A. Kessler, *University of Illinois, Urbana-Champaign***SESSION 9: ENGLISH LANGUAGE AND ITS RELATIONSHIP TO PUBLIC SPACES: WHAT'S AT STAKE?**

Room: 16

Discussant Dr. Steven Luke

Presenters **Informal Digital Learning of English in Extracurricular/Extramural Contexts: A Case of Korean English Language Learners***Seong (John) Lee, University of Illinois, Urbana-Champaign***L2 Academic Writing in English: A Political Economy Perspective***Lisa Chason, University of Illinois, Urbana-Champaign***3:00PM – 4:20PM****SESSION 10: CHILD DEVELOPMENT AND LEARNING ASSESSMENT**

Room: 4G

Discussant Dr. Mary Kalantzis

Presenters **Paradigms and Mixed Methods: The Connection in Educational Research***Deserai Miller, Kim Patton, Shari Hopkins, University of Illinois, Urbana-Champaign***Developing and Validating a Questionnaire to Measure English as an International Language (EIL) Awareness Status***Seong (John) Lee, University of Illinois, Urbana-Champaign***One-Year Longitudinal Study of Programme Duration Effect on Children's Development***Michelle Marie Yi Lok Lau, Hong Kong University***SESSION 11: POSTER PRESENTATIONS**

Room: 22

Termination Criteria in Variable-length Computerized Classification Testing*Xiao Li, University of Illinois, Urbana-Champaign***How Experienced Teachers Plan for Instruction***Katrina Kennett, University of Illinois, Urbana-Champaign***Teacher Candidate Expectations and Understandings Prior to Engaging with High Stakes Professional Performance Evaluations***Meghan A. Kessler, University of Illinois, Urbana-Champaign***Exploring the Potential for Cross-National Research Collaboration between the USA and Serbia in Science and Technology***Jelena Pokimica, University of Illinois, Urbana-Champaign***Assessing the Relationship between Sleep and Academic Achievement across Middle Childhood and Adolescence***Bethany Fleming, University of Illinois, Urbana-Champaign***SESSION 12: PROFESSIONAL DEVELOPMENT: WHAT I WISH SOMEONE HAD TOLD ME ABOUT A CAREER IN HIGHER EDUCATION**

Chairs: Dr. Mark Gierl, Dr. Leslie Rutkowski, and Dr. Steven Wise

Room: 16

SESSION 13: BILINGUALISM, TEACHER PLANNING & CULTURALLY RELEVANT PEDAGOGY FOR CIVIC ENGAGEMENT OF STUDENTS

Room: 28

Discussant	Dr. Gloriana Gonzalez Rivera
Presenters	<p>Korean Bilingual Students' Bilingualism and their Linguistic Practice Jaehee Park, <i>University of Illinois, Urbana-Champaign</i></p> <p>Exploring Teachers' Responses to Black Male Literacy Practices Autumn A. Griffin, <i>University of Maryland, College Park</i></p> <p>How Experienced Teachers Plan for Classroom Instruction Katrina Kennett, <i>University of Illinois, Urbana-Champaign</i></p>
5:00PM – 5:20PM	
	<p>Closing Keynote Speaker: Interim Dean James Anderson Room: 22</p>

THANK YOU

Dear Attendee,

On behalf of the Committee Members of the 8th Annual Graduate Student Conference, the Editor of the journal *Educational Theory*, and the College of Education at the University of Illinois Urbana-Champaign, we want to thank you for attending the 8th Annual Conference on *Education, Public Values, and Privatization* on March 31, 2017 at the University of Illinois.

In order to make next year's conference even more successful we request that you send feedback about your experience to gsc@education.illinois.edu. We thank you in advance for your comments and suggestions and we assure you that each will be given consideration so that future conferences and events will be even more of a success.

We hope that you found the conference informative and worthwhile. The primary goal of this conference was to bring together educational leaders and professionals as well as friends and partners of the College of Education from around the world in an open dialogue, under one roof to discuss the issues facing our schools and higher learning institutions and to develop possible strategies as to how as leaders we can become aware and more engaged in education initiatives and policies taking place in within our governments.

Your presence and participation helps to make this event a great success and your enthusiasm to make a positive contribution to our educational systems makes this a worthwhile experience. We wish you all the best and hope that you continue to be engaged with the College of Education at the University of Illinois at Urbana-Champaign. Stay tuned for upcoming events by visiting <http://education.illinois.edu/news-events/events>.

Sincerely,

Eighth Graduate Student Conference Committee

Alejandra Agüero

Ademola A. Akinrinola

HyeJin Tina Yeo

Sahar K. Alameh

Lisa Chason

Andrea Fain

ArCasia James

Wareesha Tariq

Jami L. Swindell

Robert Anthony Ward

College of Education

University of Illinois, Urbana-Champaign