



**I** ILLINOIS  
College of Education

**Ninth Annual  
Graduate Student Conference**

**Education in Uncertain Times**

**March 9, 2018**

## A MESSAGE FROM THE DEAN

### James D. 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 in Uncertain Times, 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 change 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 an Edward William and Jane Marr Gutgsell Professor of Education and 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 AND 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. For the Ninth Annual Conference, we wanted to address a range of topics from dangerous climate change and the ubiquity of technology, to an unprecedented scale of migration. Thank you for joining us as we explore how we as educators and researchers can collaborate across digital, physical, disciplinary, and methodological borders to navigate the road ahead.

In our very first meeting, we decided that this year's conference would reach out to other campuses, with a goal of broadening the conversations that are happening here at Illinois. In addition to this, we are excited to see representation from students from Hong Kong, London, and Tokyo. In an effort to further our professional development efforts and connections between current students, here and abroad, alumni and partnering universities, we have provided professional development opportunities that include college alumni, faculty, and representatives from the Graduate College. Additionally, this year we welcome community engagement partners who will be sharing resources for teaching in uncertain times. They will be available in room 14, after the keynote.

## 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 the foundations for her commendable career. 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 2018 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, broadening the conversations that are happening here at Illinois.

## 2018 KEYNOTE SPEAKER

**LINDA HERRERA, Ph.D.** professor in the department of Education Policy, Organization and Leadership and Director of the Global Studies in Education program at the University of Illinois at Urbana-Champaign . She is a social anthropologist with regional expertise in the Middle East and North Africa. Her research deals with questions around cultures and communities of learning, education and critical democracy, global generations and



citizenship, and youth learning and political participation in the digital age. She teaches in both online and on-campus programs. Her recent books include *Wired Citizenship: Youth Learning and Activism in the Middle East* (Routledge, 2014), *Revolution in the Age of Social Media* (Verso, 2014) and *Global Middle East* (Forthcoming with A. Bayat). For more information see <https://www.lindaherrera.net>

## 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.

## 2018 DISTINGUISHED ALUMNI AWARD RECIPIENTS

**LINDA MARIE PERKINS, Ph.D.** is Associate University Professor and director of Applied Women's Studies at Claremont Graduate University. She holds an interdisciplinary university appointment in the departments of Applied Women's Studies, Educational Studies, and History. Her primary areas of research are on the history of African-American women's higher education, the education of African Americans in elite institutions, and the history of talent identification programs for African-American students.

With a PhD from the University of Illinois at Urbana-Champaign, Perkins has made her career as a historian of women's and African-American higher education. She has served as vice president of Division F (History and Historiography) of the American Educational Research Association (AERA), and she has served as a member of the Executive Council of AERA.

Perkins was on the National Planning Committee for the 50th Anniversary Commemoration of the Brown v.

Board of Education at New York University and taught a course on Brown in fall 2004. She hosted a national research conference in February 2008 on the impact of the Brown decision and the 1964 Civil Rights Act on black higher education.



She is on the editorial boards of *History of Education Quarterly* and *Review of African American Education*. Her publications include *Fanny Jackson Coppin and the Institute for Colored Youth, 1865–1902* (Garland, 1987) and "The African American Female Elite: The Early History of African American Women in the Seven Sister Colleges, 1880–1960" in the *Harvard Educational Review* (1997). Perkins has several forthcoming book chapters on the female African-American college experience.



## 2018 DISTINGUISHED ALUMNI AWARD RECIPIENTS CONTINUED

**MEG BATES, Ph.D.** is the Senior Research and Evaluation Scientist and Director of Digital Teacher Learning Research at the University of Chicago. As an educational psychologist who works on developing and researching educational innovations at the University of Chicago STEM Education, she has led the development of several digital tools for STEM teacher learning, including the widely used Everyday Mathematics Virtual Learning Community; an online financial literacy course for teachers; and an adaptive digital planning tool for teachers called CurriculumKit. She has published numerous articles

on how teachers use and learn from online tools and co-edited a volume on digital curricula in school mathematics. She has also served as a curriculum writer on mathematics, science, and financial literacy curricula. She holds Ph.D. and M.A. degrees in educational psychology from the University of Illinois at Urbana-Champaign and a B.A. in English secondary education from Millikin University.



**TIMOTHY K. EATMEN, Ph. D** an Assistant Professor of Higher Education, teaches courses on the American Colleges and Universities and Understanding Educational Research. Professor Eatman joined the Syracuse University community in the fall of 2007 after a Postdoctoral Fellowship at the University of Michigan in the Center for the Study of Higher and Postsecondary Education. He is also the Director for Research for Imagining America (IA), a national consortium of academic and community institutions designed to strengthen the public role and democratic purposes of the humanities, arts and design, is involved in a national research and policy project called the Tenure Team Initiative on Public Scholarship focusing on improving the rewards system in academe for faculty who practice engaged scholarship in the cultural disciplines. As the research director of IA, Eatman recently served as a scholar-in-residence at the University of the Free State (UFS) in South Africa to review and evaluate its current community engagement and service learning practices, as well as the institutional life of the university. In addition he has worked as the Associate Director for Research and Policy for the Academic Investment in Math and Science (AIMS) program at Bowling Green State University. This work emanates

from Eatman's research interests in students from groups that are traditionally underrepresented in higher education and the impact that their participation in research opportunity programs has on career trajectory.

Eatman will steer the committee of the American Commonwealth Project (ACP) as a senior research advisor for “We the People” in the upcoming year. The ACP is a partnership among colleges and universities, the White House, and other federal agencies, including the Department of Education designed to collaborate with students, faculty, administrators and community leaders to promote colleges and universities as agents of democracy and change. Overall, promoting the national campaign to make “agents and architects” of democracy out of already existing institutes of higher education with a special emphasis on schools which have high percentages of minority, first-generation, and low-income students. Both national achievements honor Eatman’s expertise in civic engagement and knowledge of using democracy and social service to promote higher education particularly for underrepresented groups.



## 2018 DISTINGUISHED ALUMNI AWARD RECIPIENTS CONTINUED

**JON-CHAO HONG, Ph.D.** has accomplished his doctoral degree in Education from the University of Illinois, Champaign-Urbana, and is currently working as a Chair professor at National Taiwan Normal University (NTNU). As the director of Digital Game-based Learning Lab, he developed a variety of web games and educational App games. The app games such as Whywhy POE, Mastering Taiwan, Learning English@NTNU and Learning Chinese@NTNU- heart attack can be found on both Android and iOS systems. These App games were developed based on game-based learning theory to increase the learning motivation of the students. In addition, he

**JÓHANNA EINARSDÓTTIR, Ph.D.** is a Professor of Early Childhood Education and the Dean of School of Education, University of Iceland. She has extensive experience in the field of early childhood education and early childhood teacher education. Her professional interests include continuity and transition in children's learning, children's well-being and learning in preschool, and research with children. She has been involved in several international research projects as a researcher and a consultant in her areas of expertise and published together with international colleagues. Recently she has been conducting research on children's views on their preschool education, and transition and continuity in

**RACHEL ENDO, Ph.D.** is the founding dean of the School of Education at University of Washington Tacoma. Dr. Endo served since 2010 as chair of the teacher education department in the School of Education at Hamline University, in St. Paul, Minnesota. Prior to that, she was on the faculty at the College of St. Mary in Omaha, Nebraska. As a first-generation college student, Dr. Endo received her undergraduate degree from University of Nebraska Omaha, from where she also obtained an MPA in Public Management and an MA in Education. Her PhD in Education is from the University of Illinois at Urbana-Champaign. Her record of scholarship and service is impressive and lengthy. Her areas of research interest include Asian

has published a number of academic articles on international journals related to digital game-based learning and creativity. Within the last three years, he has successfully published more than 30 articles on Social Sciences Citation Index (SSCI) journals. He was awarded as the 2013 Outstanding Researcher by Ministry of Science and Technology.



early childhood education. Johanna was the chair of the 16th European Early Childhood Education Research Association (EECERA) conference in Reykjavik in 2006. Jóhanna was re-elected as EECERA Trustee for a second term in 2015. She has been an active participant in two EECERA special interest groups and chair of the Children's Perspective Special Interest Group. She is also a founders of the Icelandic Early Childhood Research Association (FUM) and served as the chair from 2004–2007.



American education; critical approaches to multicultural education; language and literacy needs of diverse populations; and urban teacher education. While at Hamline, Dr. Endo received the Hamline University 2015 Exemplary Teacher award and has served on community-based nonprofit boards, steering committees and task forces at the local, state and national levels. Most recently, she received the inaugural Don T. Nakanishi Excellence in Mentorship award at the 2017 conference of the American Educational Research Association.





## 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 Second Annual Hong Kong Graduate Student Exchange Program. Two students (exchange recipients) from the University of Hong Kong will be on campus the week of the conference, and will be sharing their research during the conference. Following a competitive process within the college, two Illinois graduate students, will be announced as the 2018 exchange winners. They will represent the College of Education at the Postgraduate Research Conference at the University of Hong Kong in May, 2018.

## 2017 HONG KONG STUDENT EXCHANGE RECIPIENTS- UIUC STUDENT REFLECTIONS

**Issac O. Akande**, a Ph.D.

candidate in the Department of Education Policy, Organization & Leadership (EPOL). He is a two-time recipient of the Graduate College Distinguished Fellowship whose research interests include postcolonial studies, indigenous studies, and the history of American and Indian education. Isaac states, "My presentation was a historical inquiry into education policy that aimed to highlight how the contradiction between the United States' Lockean inspired political ideas about land ownership and its interest in privatizing American Indian tribal lands, was reconciled in the minds of policymakers by way of providing formal education to American Indians (Native Americans) in exchange for the forfeiture of Indian claims to land.



**Jelena Pokimica**, a PhD student in

HRD and the Donna Riechmann HRD Award Recipient, with research focus on international high-skill migration and connections with home and host countries through research collaboration. Currently, she is working on exploring possibilities for collaboration between Serbia and the U.S. in science and engineering. She writes, "I had a memorable experience at Hong Kong and got to connect with so many students. We talked about our research and our cultures. I enjoyed so much in Hong Kong and visited amazing places. It was such a warm welcome and experience and I would always go back and visit! Hong Kong truly has a special spot in my heart. I am so grateful for the research conference exchange we have between U of I and HKG."



## 2018 HONG KONG STUDENT EXCHANGE PRESENTERS

**SALLIE XIE** Sallie Sha XIE, Ph.D. student from the Division of Learning, Diversity and Development, Faculty of Education, the University of Hong Kong. Her current research interests include young children's school readiness, home learning environment and schools' transitional practices in Mainland China. She has published a paper on Chinese parenting, entitled 'Tiger mom, panda dad': a study of contemporary Chinese parenting profiles. She was also involved in a project assessing kindergarten quality in Hong Kong using Early Childhood Environment Rating Scale – Revised (ECERS-R) and Measure of Early Learning Environment Setting (MELE).



**SARAH WANG** Sarah Jingying Wang is a Ph.D. student in Policy, Administration and Social Sciences Education, Faculty of Education at The University of Hong Kong. Her research interests include Teacher Education and Childhood Education, Her Ph.D. study investigates the impact of teacher Professional Learning Communities on Rural-Urban literacy learning gap. Being a former school teacher, Sarah has intimate knowledge of teacher professional life in the Chinese education system. Selected Journal publications: "School Context and Instructional Capacity: A Comparative Study of Professional Learning Communities in Rural and Urban Schools in China", "Bridging the Rural-Urban Literacy Gap in China: A Mediation Analysis of Family Effects."





**8:00-9:00 REGISTRATION**

**North** Continental Breakfast  
**Lobby** \*\*All day hospitality (coffee & snacks)

**9:00-9:10 MESSAGE FROM THE DEAN**

**Room 22**

**9:15-10:15 EDUCATION AT HOME AND ABROAD**

**Room 22** Organizer: **Mike Yu-Chuan Shen**

Chair:.

- A Study Examining Internalization at Home\* - **Jacob Chacko**
- Transformative Awareness of Social Justice Through Study Abroad Programs - **Stephanie Lightner & Alankrita Chhikara**
- A Comparison of Teach For America and Teach For Taiwan: A Case Study of Implementation in Rural Taiwan - **Mike Yu-Chuan Shen (UIUC)**

**Room 242 RESISTING**

Organizer: **Ademola Akinrinola**

Chair:

- Black & Ugly: Stay Resistin' Racist in N. Carolina - **M. Alex Evans**
- The Making of Activists: Exploring Experiences of Migrant Brides in South Korea - **HwaYoung Chun (Purdue)**

**10:25-11:30 HEARING THE SUBALTERN**

**Room 22** Organizer: **Noor Doukmak**

Chair: **Pradeep Dhillon, Ph.D.**

- Learning to See and Hear the Subaltern in South Sudan: Using Spivak's Writings to Create Responsive Research Methods\* - **Tarnjeet K. Kang (UIUC)**
- Researching with Pashtun Children in Uncertain Times: Learning to Listen, Read, and Write with Spivak - **Fauzia Rahman (UIUC)**
- Ethiopian Universities as Sites of Political Contestations: From Revolutionary Students' Movement to Ethnic-Based Violence – a Preliminary Observation\* - **Eyob Balcha Gebremariam (LSE)**

**11:30-12:50 LUNCH & KEYNOTE**

**Room 242** **Linda Herrera, Ph.D.**, Professor and Social Anthropologist, (UIUC)  
 (Room 42A overflow) ***"Education in Uncertain Times: What is a College of Education to Do?"***

**1:00-3:00 COMMUNITY EDUCATION PARTNERSHIPS**

**Room 14**  
 (Ongoing)

### 1:00-1:50 **EDUCATION: ACCESS & AGENCY**

**Room 42A** Organizer: **Noor Doukmak**

Chair: **David Stovall, Ph.D.**

- Stateless (Bidoon) Children in Kuwait and the Right to Education\* - **Abdullah Mansoor (UIUC)**
- Baha'i Inspired Schools in India - **Thaddeus Herman (UIUC)**

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### **Room 242** **GLOBALIZATION**

Organizer: **Mike Yu-Chuan Shen**

Chair: **Liv Davila, Ph.D.**

- Globalization and Study Abroad: Challenges to Increasing Study Abroad Destinations to Sub-Saharan Africa - **Ademola Akinrinola (UIUC)**
- Global Perspectives in the 21st Century Classroom: Teaching Geography Through the Lens of Sustainability\* - **Merinda Davis (UIUC)**

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### **Room 4G** **ENVIRONMENTAL SUSTAINABILITY**

Organizer: **Karie Brown-Tess**

Chair: **Emmanuel O. Nuesiri Ph.D**

- Embodying Climate Change: Incorporating Body Tracking in the Design of an Interactive Rates of Change Climate Simulation - **James Planey (UIUC)**
- Need for Cognition and Climate Change Topical Knowledge in Children - **Ross J. Toedte (UIUC)**

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### 2:00-2:50 **CYBERSPACE**

**Room 42A** Organizer: **Ademola Akinrinola**

Chair: **Meg Bates**

- Writing Center Tutors' Perceptions and Experiences of Piloting Online Tutoring - **Dorothy Mayne (UIUC)**
- Social Media and School Politics in Contemporary China: A Case Study on a School Bullying Event - **Liangliang Cai (UIUC)**

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### **Room 242** **IMMIGRATION (PRE K-12)**

Organizer: **COMMITTEE MEMBER**

Chair: **Rachel Endo**

- A session proposal - International Student Mentoring Program Proposal - **HyeJin Tina Yeo**
  - Honoring THEIR Stories: Exploring the Richness of the Refugee Experience and Its Impact on Early Childhood Education Classrooms - **Ana Olguin (UIUC)**
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**Room 4G EDUCATION SYSTEM & STRUCTURE**

Organizer: **Carrie Allen**

Chair: **Linda Marie Perkins, Ph.D.**

- Multiple Dimensions of Identity in Undergraduate Diversity Workshop  
Facilitators - **Carrie Allen (UIUC)**
- Messages Conveyed Through Journals for Educators: a Qualitative Meta-Analysis - **Mary E. Lyons (UIUC)**
- Restorative and Transformative Justice in Addressing Campus Sexual Assault: The Views of Victim's Advocates - **Rachel Lauren Storm (UIUC)**

**3:00-4:20 IMMIGRATION (HIGHER ED)**

**Room 4G** Organizer: **Carrie Allen**

Chair: **Timothy K. Eatman, Ph.D.**

- Chinese Only Children in U.S. Universities and Parents' Involvement - **Xiaokang Tang (UIUC)**
- Higher Education and Immigration: Considerations for the black immigrant student - **Susan Ogwal (UIUC)**
- Take Your Time: Reflections on My TA Experience in Teaching a Foreign Culture - **Xueqing Luo (UIUC)**

**Room 17 ADDRESSING THE EDUCATION GAP**

Organizer: **COMMITTEE MEMBER**

Chair: **Vicki D. Stayton, Ph.D.**

- Preschool Children's Environmental Moral Reasoning and Sociomoral Reasoning: Connections with Empathy and Biophilia\* - **Amy Encinger, Erin Hamel, Amy Colgrove & Hyerim Shin (UNL)**
- Meaningful Inclusion of Secondary Students with Severe Disabilities - **Saury Ramos , Magen Rooney, and Julia Snider (UIUC)**
- The Rural-Urban Learning Gap: Effect of Professional Learning Communities on Student Literacy Achievement in China - **Sarah Jingying Wang (HKU)**
- Lessons Learned in China by an American English Teacher - **Dinah Armstead (UIUC)**

**Room 22 CLASSROOM INSTRUCTION AND PRACTICE**

Organizer: **Jari Minnett**

Chair: **D'Andre J. Weaver, Ph.D.**

- A Closer Look: Socio-Structural Influences on Teacher-Child Interactions During Project Work - **Tanya Espinosa Cordoba (UIUC)**
- Snapshots of Mentoring Pre-Service Teachers for an Advocacy Stance in Education - **Karie Brown-Tess (UIUC)**
- Paraprofessionals' Roles in Supporting Inclusive Education for Students with Severe Disabilities - **Saury Ramos Torres (UIUC)**



**Room 42A SOCIAL IDENTITIES/ EXPERIENCES AT HOME**

Organizer: **Sherry Yi**

Chair: **Jóhanna Einarsdóttir, Ph.D.**

- From “Garfield “to “Ninin”, Translanguaging in Home Literacy Practice (A Case Study of an Indonesian Family) - **Noerhayati Ika Putri (UIUC)**
- Investigating the Role of Homeless Shelters in Connecting Families to Community Resources\* - **Ann Matthews and Erin Hamel (UNL)**
- Panda Parents for Daughters, Tiger Dads for Both Sons and Daughters: Parenting Profiles and Children’s School Readiness in a Chinese Context - **Sallie Sha Xie (HKU)**

**Room 242 EDUCATIONAL TECHNOLOGY**

Organizer: **COMMITTEE MEMBER**

Chair: **Luc Paquette, Ph.D.**

- Comparing Visual Design for Teaching Data Literacy with Multi-Touch Tables - **LuEttaMae Lawrence (UIUC)**
- Does a Computer-Mediated Task Have any Impact on the Way Learners Negotiate Form and Meaning? **Natsuyo Suzuki, PhD (Rikkyo University, Tokyo)**
- Information Literacy to Prevent Bean Losses Using Animated Videos: A Pilot Study of Women Entrepreneurs in Cape Coast, Ghana - **Anne Namatsi Lutomia (UIUC)**
- “My Hand is a Ray of Light”: How Students Interpret and Use Gestures Prompted by a Seasons Simulation - **Robert C. Wallon (UIUC)**

**4:30-5:00**

**North Lobby CLOSING CEREMONY AND AWARDS**

\* indicates online presentations

THANK YOU FOR ATTENDING

 **#coegsc2018**









The background image is a photograph of a library. It features tall wooden bookshelves filled with books. In the foreground, a person is sitting at a table, reading a book. The lighting is soft, and the overall tone is educational and quiet.

**I** ILLINOIS  
College of Education

Photo credit: Abir Abdullah, 2012 (All Rights Reserved.)